CHAMPIONs

COOPERATIVE HARMONISED ACTION MODEL
TO STOP POLARISATION IN OUR NATIONS

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Conceptual Handbook on Mentoring a Roundtable
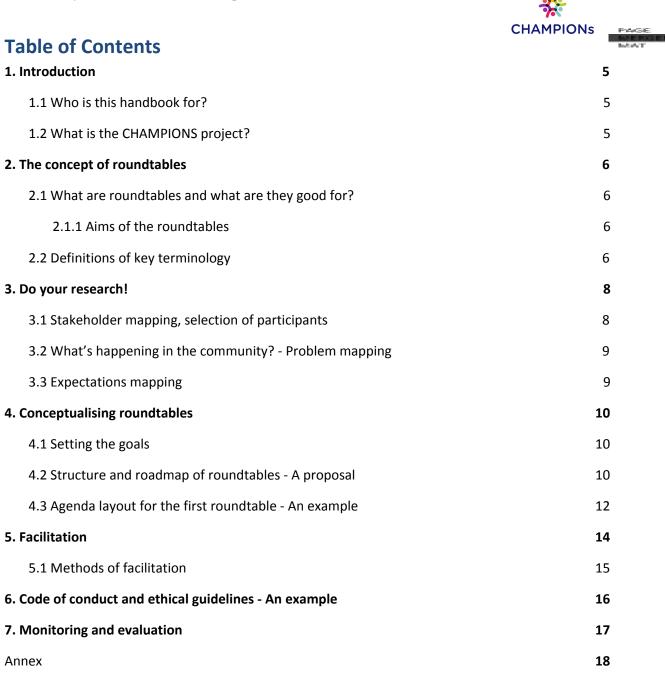
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1. Introduction

1.1 Who is this handbook for?

This handbook is aimed to provide support in conceptual issues to active citizens, especially first-line practitioners (FLPs) - those professionals from different disciplines, professions, institutions, and agencies, who are in direct, daily contact with fellow citizens[1] - in their efforts to take action against the causes and the manifestations of polarisation and radicalisation in their communities by enhancing collaboration with other local stakeholders. In line with the long-term aim of the project CHAMPIONs to transfer this pilot model to other communities across the EU by enabling FLPs to establish rountables, this handbook provides an overview on the stages of preparing the content and mentoring working groups - or roundtables - in one's community. Regarding the implementation of the roundtables, it should be noted that the respective regional and national circumstances can vary significantly. Therefore, this manual can only serve as an orientation and model, but not as a one-to-one guide for each region or country. However, this is not the aim of the roundtables either, as they are to be tailored to the respective first-line practitioners (FLPs) on site in each region and country. A guide on organisational matters related to the roundtable process can be found in a separate document called *'Practical manual on Organising CHAMPIONs Roundtables to tackle polarisation in a community'*.

1.2 What is the CHAMPIONS project?

The project CHAMPIONs aims at empowering FLPs with different backgrounds and from various disciplines, professions, institutions and agencies, and other stakeholders[2] in one municipality to jointly develop effective detection and response solutions to counter polarisation, build resilience, and protect vulnerable groups in their local communities. The project supports FLPs in two ways. CHAMPIONs' central action is to establish permanent offline working groups - CHAMPIONs Roundtables - that provides a platform to discuss issues related to polarisation, offers trainings to build capacity to design solutions and coordinates the implementation of collaborative actions to most effectively address the drivers of polarisation in the respective municipality. The roundtables will be facilitated by an online platform to be created during the project combining three central instruments:

- **Alert** a collation of tools and services developed under other EU-funded projects that enable FLPs to bring attention to key focal issues to address in their community (e.g. social media monitoring tools);
- **Arena** a communication and cooperation mechanism that enables instantaneous information exchange either privately, between collaborating FLPs, and publicly through sharing good practice and highlighting strengths / weaknesses of certain actions;
- **Training Yard** a capacity-building resource centre which FLPs can engage with either individually or as a group, complete with learning materials, video-tutorials, good practice guidelines / handbooks and case study simulation exercises developed through the project action.

Besides FLPs, CHAMPIONs also engages the wider community through awareness-raising events.

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[1] FLPs include police, teachers, local doctors, social workers, counsellors, community-leaders, religious leaders, NGOs / CSOs working with vulnerable groups.
[2] For instance, members of local government, policy-makers at the local level.

The project takes place in selected municipalities in Romania, Hungary, Poland, and Germany as a pilot but it is designed to be transferred to other communities across the EU.

2. The concept of roundtables

2.1 What are roundtables and what are they good for?

Within the project CHAMPIONs, a series of roundtables take place in pre-selected municipalities in Romania, Hungary, Poland, and Germany to provide a platform for onsite multi-agency cooperation. Roundtables are customised to the needs of local stakeholders and build upon the lessons of the research and needs assessment period of the project. Roundtables base upon already identified issues of polarisation, community tensions and/or manifestations of aggressive intolerance and group-focused enmity in the respective municipality and aim at developing joint monitoring and response solutions.

Roundtables are designed to be the key component of multi-agency cooperation at the local level as they bring together representatives of different groups and provide them with a structured platform to share their views and design solutions in a collaborative manner.

2.1.1 Aims of the roundtables

- Bring together local stakeholders;
- Provide safe space/platform for structured cooperation (discussion, sharing experiences, designing solutions, joint solution of cases, creating a roadmap, coordinating actions);
- Create a local network, strengthen the spirit of collaboration among participants;
- Reduce the personal and institutional hurdles of cooperation by strengthening personal ties and raising awareness about the expertise, duties and responsibilities and way of work of different groups of stakeholders.

2.2 Definitions of key terminology

During the roundtable process, a number of key terminologies and concepts should be defined and the definitions should be agreed upon by the organisers as well as by the participants. This section of the handbook gives an overview of the definitions of polarisation, radicalisation and gender issues related to these phenomena as conceptualised in the CHAMPIONs project. It is important to note, however, that at present there is no universally agreed definition of the terms 'polarisation' or 'radicalisation'. Indeed, the terms are even sometimes employed interchangeably. In this light, the choice of terminologies can be adopted as necessary. Other topics may also be discussed according to the most prominent issues highlighted by the FLPs. Such other topics can include: discrimination, hate speech, racism, violent extremism, xenophobia, etc.

What is polarisation?
Polarisation is a broad concept spanning a spectrum of different behaviours, starting from stereotypical viewpoints and ending with radicalisation and violent extremism.[3]

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[3] Katz, D., & Braly, K. W. (1935). Racial prejudice and racial stereotypes. The Journal of Abnormal and Social Psychology, 30(2), 175-193; McGarty, C., Yzerbyt, V. Y., & Spears, R. (Eds.). (2002). Stereotypes as explanations: The formation of meaningful beliefs about social groups. New York, NY, US: Cambridge University Press.

Polarisation is 'a thought construct based on assumptions of identities – the identities of others, who are pictured as being 'different''[4]. Commencing from the generalisation of people based on cultural, national, ethnic, religious features, age, gender, sexual orientation/identity, or (dis)ability, stereotyping can evolve into prejudice and trigger feelings of fear, anger, hate, and disgust towards certain groups[5] and can ultimately lead to situations in which intolerance slips into hate speech and even hate crimes.

Broadly speaking these fall under the umbrella of Group-focused Enmity (GFE). GFE describes the devaluation and exclusion of people solely on the basis of their assignment to a social group or on the basis of categorisation characteristics such as gender, ethnic or cultural origin, religion, sexual orientation and identity, disability, age, unemployment, or homelessness. These take the form of anti-immigrant attitudes, racism, anti-Semitism, anti-Muslim attitudes, sexism and homophobia as well as prejudices against other identified groups.[6]

What is radicalisation?

Radicalisation is a process, wherein the individual adopts extreme ideologies which can lead to an increased willingness to condone or use violence for political goals.[7] Radicalisation can be toward different extremes— for instance, right-wing radicalisation, left-wing radicalisation, and Islamism.

Gender issues in polarisation and radicalisation

As is the case with polarisation, at the level of radicalisation and violent extremism the syndrome of Group-focused Enmity is a key motivational factor. Moreover, it has often been found that issues of gender roles and sexualization are preeminent within GFE in both polarization and radicalisation[8][9]. Extremist groups and movements across all fraction, in more or less pronounced and conscious ways, follow gender-specific ideologies and strategies – and young men and women participate in extremist groups in highly gender-specific manners. Therefore, sexism, homophobia and ideas about the difference between and inequality of women and men are a key aspect of right-wing extremist and other political and/or religious extremist ideologies.

It is paramount to realize that the gender perspective in extremism and prevention ought not to be restricted to simply meaning "women (in extremism)". For, in a manner of speaking, men have gender, too, and young people's basic thoughts and feelings about being a "true man" or a "good woman" figure large among their impulses to enter violent extremist milieus. In fact, there is hardly any violent extremist or hate crime offenders, male or female, who, on a personal level, doesn't manifests highly conflictive gender issues, like hyper-masculinity, exclusionary womanliness, intensive fears and disgust of sexually different lifestyles; and, in turn, there is hardly any victim group in the area of violent extremist acts of violence and "otherisation" that is not also sexualized in the sense that it claims certain delegitimized forms of sexuality and concepts of gender identity.

[4] Lenos, S. Keltjes, M. (2017). Ex-post paper: RAN POL and EDU meeting on 'Polarisation management'.

[5] Allport, G. W. (1954). The nature of prejudice. Oxford, England: Addison-Wesley.

[6] Zick, A., Küpper, B., Hövermann, A. (2011). Die Abwertung der Anderen. Eine europäische Zustandsbeschreibung zu Intoleranz, Vorurteilen und Diskriminierung. Hrsg. Friedrich-Ebert-Stiftung. [engl. erschienen unter: Intolerance, prejudice, and discrimination. An European report., p. 13.

[7] UNODC (July 2018) "Radicalization and violent extremism" available at https://www.unodc.org/e4j/en/terrorism/module-2/key-issues/radicalization-violent-extremism.html

[8] Baer, S., Kossack, O., Posselius, A. (2017). Gender Might Be the Key. Gender-Reflective Approaches and Guidelines in Prevention of and Intervention in Right-Wing Extremism in Europe. In: Gender and Far Right Politics in Europe, ed. by Köttig, M., Bitzan, R., Petö, A., pp 351-368.

[9] Baer, S. & Weinlböck, H (2016). Men have gender, too! Intervention on the OSCE-Conference 2016 in Berlin. On: http://cultures-interactive.de/de/fachartikel.html.

On the other hand, in view of strategies of prevention and intervention, methods that raise issues of gender and sexuality have often proven more immediately effective with young people in settings of preventive interventions than focusing on ideology or religious belief.

3. Do your research!

Before starting the organisation of the roundtables, an initial research phase should be carried out to
- Map the relevant participants in the chosen locality - stakeholders, FLPs, institutions, agencies and organisation;
- Understand the local context, the specific challenges present in the community;
- Get an overview of the benefits of such cooperation for participants.

This phase of the process allows the organisers to understand the local needs and circumstances and adjust the aims and objectives of the roundtables, so that the focus of the roundtables is put on those local-level issues and challenges that the stakeholders have identified themselves and that they wish to work on finding common solutions for. In this way, the research phase gives the organisers the background knowledge they need to facilitate the roundtables successfully. However, it is important to note that the goal of the research phase is not for the organisers to preliminarily set the agenda.

3.1 Stakeholder mapping, selection of participants

The initial research stage should aim to identify certain stakeholders, individuals, institutions, agencies and organisations that may be interested in taking part in the roundtable process. The participants of the roundtables should be targeted to be **first line practitioners (FLPs): police, teachers, social workers, counsellors, community-leaders, NGOs / CSOs working with vulnerable groups, from different disciplines, professions, institutions, and agencies**. Aligned with the core concept of encouraging collaboration and strengthening local networks, participants may also include **members of government, policy-makers, as well as non-traditional FLPs**. Local partners are the most knowledgeable of the on-the-grounds needs and opportunities, and the roundtables shall be designed in such a way that allows the maximization and implementation of this experience. The relevance of the aims and objectives of the roundtables for certain stakeholders should be assessed by:
- whether their work is related to the specific target audience. They should be in direct contact with members of their community, people who may be involved in prevention measures and young people vulnerable to radicalisation;
- whether their field of work is based in the locality. They should be knowledgeable about the contextual circumstances in the given community and work actively with members of that community;
- whether they have previously been involved with prevention initiatives or similar projects, or show commitment to countering radicalisation. It should not necessarily be a prerequisite to have worked on similar projects related to radicalisation prevention, however, it is paramount that they are interested, motivated and committed in taking part in the process.

The composition of the roundtables should reflect the society they represent, thus, particular focus should be given on
- Including representatives of younger generations;
- Including representatives of marginalised, minority groups;

- Ensuring gender balance;
- Including representatives of different professions, disciplines and stakeholder groups in order to include different aspects in the discussion.

Lastly, the possible dynamics between participants should be considered in advance to ensure a diverse, lively and fruitful discussion and cooperation through the composition of participants.

3.2 What's happening in the community? - Problem mapping

A key consideration, before the process of roundtable organisation starts, is to understand the circumstances under which the roundtables are to take place. The questions one should find answers to are the following:

- How does polarisation and radicalisation manifest in the community and locality of the roundtables?
- What are the most pressing issues in this regard?
- What are the driving forces behind these phenomena?
- What are the unique characteristics of this locality/community that advances polarizing and radicalizing factors/phenomena?

Thus, **mapping the problems related to polarisation and radicalisation in the given locality and community should be the initial step of the process**. Without a clear understanding of the local circumstances and contextual characteristics, the roundtables are bound to be unable to address the specific needs of the community.

3.3 Expectations mapping

Another important element to consider is in what way the roundtables can benefit the participants. While the benefits for the community as a whole can be easily defined, it may be a bit more challenging for the participants to see the advantage of them taking part and allocating a significant portion of their time, energy and resources to find solutions and work to resolve issues related to polarisation and radicalisation in the community. For this reason, when designing the roundtables, **the needs of participants need to be taken into account**. It is of great importance that the participants not only contribute with their own input, but also **acquire knowledge and develop skills that are useful for them in their own profession**, in their everyday work. Furthermore, the **cooperation between the participants from different professions and institutions should be beneficial for the involved parties** beyond the scope of this set of roundtables and should point towards the possibility of collaboration in other matters as well. To achieve this, an expectations mapping shall be carried out among the potential participants to get a better understanding of their needs and the benefits they would like to acquire during the roundtable process.

4. Conceptualising roundtables

4.1 Setting the goals

Once the initial research phase has been carried out, **specific goals of the roundtables** should be identified from the organisers' perspective. There are certain aspects that should be taken into account when setting the goals of the roundtables, such as:

- Customize the goals and aims of the roundtables according to the contextual circumstances and local needs;
- Take into account the expectations of the potential participants;

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- Keep in mind the possibilities and capabilities of such roundtables and remain realistic when the goals are formulated;
- Identify focal points, main issues and challenges;
- Stay open to altering the goals of the roundtables, as during the roundtable process these may need to be adjusted.

Some predetermined goals of the roundtable process may be to

- Start an open and constructive dialogue process between multi-actor stakeholders from different disciplines, professions, institutions, agencies and organisations on the topics of polarisation and radicalisation;
- Professionally perceive and assess the local contexts and incidents of group-focused enmity, polarisation and right-wing extremism in the community;
- Jointly map the main issues and challenges in the given locality and community;
- Recognise resources, potentials and limits of one's own work and the work in the community;
- Develop, implement and evaluate systematic steps and action plans for handling and preventing phenomena of group-focused enmity, polarisation and right-wing extremism;
- Strengthen skills and capacities of FLPs and advance the networking in the community;
- Ensure long-term continuity and sustainability of the collaboration.

4.2 Structure and roadmap of roundtables - A proposal

A preplanned structure and roadmap of roundtables with each session having a dedicated theme is essential. The following intervention plan is designed in a process- and practice-oriented manner, which can be adopted to the specific context of the roundtable process. The plan is divided into five phases that each constitute important aspects of an intervention. These phases do not present universal tools, methods and activities for all FLPs. Rather, they should be understood as strategic elements of an open process. Within each phase, the FLPs develop their own procedures along the lines of these elements. In practice, these phases may overlap, and it is also possible or sometimes even necessary to go back in the plan and revisit previous steps.

Module 1: 'General observation'

The first module of the 5-step training programme deals with the perception and assessment of challenging situations and manifestations of group-focused enmity and right-wing extremism in the participants' work environment and community. The intention of this module is to establish **a clear and operational understanding of the key conceptual frameworks, characteristics of the phenomena and the problems** which any of the attending FLPs are facing, as this awareness is a prerequisite for being able to act preventively in a systematic manner. Here the participants learn about symbols, codes, music groups and the ever more diverse forms of (youth cultural) manifestations of extreme right and other kinds of hate groups. An aspect of this module may be the importance of gender and gender roles in right-wing extremist scenes and processes of radicalisation. It enables the transfer of knowledge on right-wing extremism and various phenomena of group-focused enmity (Anti-Semitism, Racism, Homophobia, Sexism, Islamophobia, Anti-Ziganism).

This first module also provides the opportunity to **get an impression about the extent to which the FLPs have encountered right-wing extremism and group-focused enmity in their work sphere**, how they recognise it and how sensitive and perceptive they are about these challenges in general. Furthermore, the participants may exchange with and learn from each other's experiences with this aspect of their work. Lastly, within this module, the **principles of cooperation** should also be

established. For this, the Code of conduct and ethical guidelines chapter of this handbook provides the reader with the support needed to set these principles.

Module 2: 'Situation analysis'

The second module looks at the various aspects of a local situation analysis based on the actual cases, communities and work environment of the FLPs. This analysis includes **an assessment of factors that can contribute to the radicalisation**, such as biographical and gender aspects, peer groups and families of the client group as well as specific regional features or the presence/absence and impact of hate groups and extreme right groups. This module provides **background knowledge on all these factors** in relation to preventing members of the community from adopting attitudes and behaviours of group-focused enmity and right-wing extremism. It also helps to **strategically assess the degree to which specific individuals have already adopted stances of group-focused enmity or right-wing extremism** – or have even joined the respective scene.

By being provided with **concrete working tools** for the assessment of problems and challenges of their work situation, the FLPs are also acquainted with communication techniques, such as the narrative approach, social space analyses as well as general and gendered factors of radicalisation. Furthermore, this module enables the participants to **develop tailored strategies for their own work context, map the tools enabling them to implement the strategy and the potential partners who could be engaged in the activities** and become aware of possibilities and limits in their team, their organisation and the community. This module can be used to **clarify the** work contexts and **different roles of the participants** and stakeholders in the community in general. Possible points of overlap as well as differences of the various work contexts and municipal structures in general can be discussed.

Module 3: 'Building a team'

The third module focuses on **building the team and network that is needed to responsibly and professionally implement the intervention activities** that are deemed necessary according to the situation analysis. This training unit provides the participants with important guiding questions that should be asked before implementing an intervention:

- Where to receive further information or assistance?
- Who in the region or community is already working in the field of preventing group-focused enmity and right-wing extremism?
- Who should be on board to create synergies and combine resources?
- Is there any national platform for discussion, professional guidance and coaching available?

This module is all about **network analysis** and providing the FLPs with different actors and approaches of prevention at community, state, federal and EU level. Here, the participants may discuss these aspects in direct relation to the cases they have been working on in the previous steps. Furthermore, the FLPs get guidance on how to do **peer reflection and mentoring** in their teams.

Module 4: 'Planning activities'

While the first three modules comprised a stock-taking of the necessary prerequisites for a targeted intervention, the fourth module turns to the **preparation and planning of concrete activities and measures and useful tools for their (self-) evaluation**. Based on the principle that prevention and intervention need to be part of a comprehensive local strategy to deal with group-focused enmity and right-wing extremism, the participants work together and develop individual and concerted measures to deal with the actual challenges they face in their community and/or work environment. To do so, this module further presents and discusses **the different fields of action in primary, secondary and tertiary prevention**. Here, also the need to address group-focused enmity and

right-wing extremism on a cognitive level as well as their social and emotional aspects is emphasised. In addition, the fourth module introduces **methods and guiding questions for procedures of team evaluations/self-evaluation** of the interventions, including setting goals and defining concrete indicators to assess whether they have been achieved.

Finally, this module discusses and clarifies what **the specific mandate of each organisation and local partner** is and what they can contribute within a local action plan of preventing group-focused enmity and right-wing extremism. In addition, this module informs the participants on the legal context and on juridical option of intervention.

Module 5: 'Implementation of measures'

In the fifth module the FLPs learn about **low-threshold and practice-oriented methods of prevention and how to apply them** also with difficult to engage (young) people. Under professional guidance and in an immersive and hands-on manner, the participants take part in activities they can later implement themselves in their everyday practice. Depending on the interests of participants and specialisation of the facilitators and experts, this module may include elements of **anti-bias and intersectional approaches**, **human rights education** through youth cultures, **anti-violence work** and **conflict mediation** or the **pedagogical and preventive use of the** above-mentioned **narrative approach**. These pedagogical measures will help the FLPs to empower, inspire and up-skill young people, strengthen their democratic and human rights values and improve their ability to deal with group-focused enmity and right-wing extremism, particularly among their peers. Introducing and upscaling these methods may also further **enhance the processes of self-reflection** among the FLPs since these methods may be challenging personally – and the FLPs' professional habitus is key in this kind of preventive work.

On another level, this module also provides a space for FLPs to **share and discuss their experiences of implementing preventive measures** that have (not) worked well for them and handling specific incidents of group-focused enmity and right-wing extremism in their work contexts and communities. Thus, the FLPs can teach and empower each other and receive the opportunity to spread their own practices in the community, which may also contribute to their job satisfaction and self-efficacy. Lastly, this module should include the design of the conditions to sustain the collaborative platform and the activities launched by the project.

4.3 Agenda layout for the first roundtable - An example

Below is a planned first session of the roundtables. This may be adjusted and tailored to the needs of the user.

Module 1: Observation

Day 1:

Time	Activity	Goal
60 minutes	**Introduction and getting to know each other** - introduction round - expectation mapping of the participants - a short introduction of the agenda of the first Roundtable	Get to know the participants, their motivations and expectations Short overview of the first Roundtable program
30 minutes	**Introduction** of the organisation/institution facilitating the roundtables and of the structure of	Orientation for the participants about the work of the organisation and the

	roundtables	further working plan with the participants
15 minutes	**BREAK**	
75 minutes	**First thematic introduction to the topics "group-focused enmity, right-wing extremism, right-wing populism."** This input can be divided into two sessions: 1.) Interactive round with the participants: joint brainstorming' about the terms 'right-wing extremism, group-focused enmity and right-wing populism'. The teamer can give impulse questions like: 'What is right-wing extremism, fascism etc. for you?' The answers should be collected on an empty flipchart, should not be discussed in detail but comprehension questions should be clarified. . 2.) Input by the workshop-facilitator on the use and meaning of the concepts and current local and national developments of right-wing extremism and group-related misanthropy, e.g. PowerPoint Lecture.	Expanding participants' competences and knowledge
60 minutes	**LUNCHBREAK**	
90 minutes	**Gallery Walk** Showing pictures as described in the Annex of the document (emphasize on offerings of right-wing extremist groups). If necessary, include Islamism as a theme.	Evaluating and expanding the knowledge of the group on the phenomena of right-wing extremism and group-focused enmity
15 minutes	**BREAK**	
75 minutes	**"Right against right-wing extremism"** Divided into two sessions: 1.) PowerPoint Presentation on legislative consequences of right-wing extremism 2.) 'Fishbowl-discussion' on possibilities and limits of pedagogical work Set up three chairs in the middle. One person of the three takes over the moderation part and initiates a discussion. The moderation should tease in the first round and can go in the discussion again and again to sharpen the topic or to change the perspective, if necessary.	Strengthening legislative competence Stimulating pedagogical reflection
30 minutes	**Evaluation of the Day**	Getting feedback

Day 2

Time	Activity	Goal
30 minutes	**Welcoming the participants + open questions/thoughts about the day before**	Gaining an impression of how the group is doing that day
60 minutes	**'Speed Dating': Right-wing slogans** (as explained in the method chapter above)	Showing different levels of right-wing extremism and group-focused enmity Test possible reactions and discussion methods and learn to assess yourself
15 minutes	**BREAK**	
75 minutes	Thematic lecture on right-wing extremism and group-focused enmity in the respective region in which the roundtables take place. With subsequent exchange.	Expansion of competences
60 minutes	**LUNCHBREAK**	
105 minutes	**Role play: "How would you react?"** Practicing an attitude in dealing with right-wing extremism and group-focused enmity - collect topics and situations together with all participants - select 2 or 3 of these situations (depending on the size of the group). - divide the group into 2-3 small groups. - the participants should prepare the situation in the groups and play them out. - afterwards group reflection in the large group	Strengthening posture and resilience and practicing action strategies
15 minutes	**BREAK**	
60 minutes	**Prevention work in the respective region in which the roundtables take place** Exchange in small groups and input from workshop facilitators as needed	Getting to know already existing networks in the region
30 minutes	**Evaluation of the first Module, information on next module and goodbyes**	Getting feedback Informing the participants on the next module (time, place)

5. Facilitation

The how-to of facilitation of discussion and activities is of key importance to conducting successful roundtables. The facilitator has to ensure that the event runs smoothly, in constructive spirit, and delivers the expected results and that the participants feel empowered and valued. Below is a list of recommendations that should be taken into account when preparing the facilitation of the roundtables.

Before the roundtable, it is useful to

- Think about what you wish to achieve with the session; what learning objectives are there to attain; what would make the session a successful one and what outcomes you expect;
- Think about and plan the course of the discussion and the possible turning points so that you have an overview of what may happen on the session;
- Come up with ways to guide the conversation in the desired direction in advance.

On the roundtable, the facilitator should

- Welcome participants, have a round of introductions and give descriptions of the main points to be discussed, in the beginning of the session;
- Aim to reach a common understanding and acceptance of the rules and frames of the roundtable with the agreement and active participation of the involved parties (e.g., maximum length of statements, ethical guidelines, contributions in order of request);
- Ensure that the discussion does not turn sour, but remains to be productive and respectful and allows all participants to take part equally;
- Ensure that the participants speak in the order they notified the facilitator;
- Ensure that those who contribute to the discussion to a lesser extent should be addressed;
- Move the discussion forward if it becomes tense or if a number of participants are taking over a particular topic;
- Ensure the inclusion of all important aspects of the topic and if necessary guiding the discussion by specific and focused questions;
- Pay attention to time frames;
- Arrange for breaks between sessions: approximately 15-20 minutes every two hours;
- Ensure a cooperative atmosphere and lively and fruitful discussion;
- Summarise the main points of the discussion, ask closing questions to allow participants for a final reflection and summary and inform the participants on how their input will be used as well as about the next steps in the process, at the end of the roundtable.

5.1 Methods of facilitation

The methods of facilitation should always be adjusted according to the needs of the participants, the topic to be explored and the specific circumstances of each session. For example, when knowledge and skill-building is in the focus, interactive and workshop-like methods could be employed. However, for a different target audience, with policy- and decision-makers and other high level leaders of institutions and organisations, the facilitation of a plenary discussion may be needed. The number of participants in the session should also be taken into account, as with smaller groups plenary sessions may be sufficient, but with groups of more than 15 participants certain activities could be implemented by dividing the participants into smaller groups. Lastly, the diversification of the methods of facilitation may also prove to be beneficial, especially in the case of roundtables that last more than two hours at a time. In the Annex of this document, a number of different methods and examples of sessions are included.

6. Code of Conduct and ethical guidelines - An example

In the beginning of the process of organizing roundtables, possibly at the first roundtable, it may prove to be useful to set a common set of rules, a code of conduct, that the participants as well as the moderator abides by. While some of these principles may seem self-evident, it is still necessary to

explicitly express these. However, there should be space for the participants to give feedback on the predetermined rules, to contend them as well as to suggest new ones. The involvement of the participants in the creation of the code of conduct further enhances their participation in the decision-making at every level, which is a strong requirement for a successful roundtable process.

The Code of Conduct outlined below can be taken as an example of a set of rules tailored to the roundtable process. The Code of Conduct provides guidelines and expectations for participants during the roundtables and its related activities. It does not attempt to provide a detailed and exhaustive list; rather it sets out a framework of standards of behaviour that participants are expected to display. Participants should be strongly encouraged to read and become familiar with the Code as it is their responsibility to understand and to abide by this Code.

The Code of Conduct shall be made available to all participants.

Professionalism
Each participant presents themselves with professionalism during the roundtables and its related activities. This notably includes actively and constructively engage in the discussions, identify issues and solutions in a responsible and positive manner.

Chatham house rule
Each participant is free to use the information received during the roundtables, but the identity or the affiliation of the speaker(s), or that of any other participant, should not be revealed.

Trust and open communication
Each partner engages in constructive dialogue as well as provides and accepts authentic feedback to enable a mutually beneficial relationship with a flow of information, ideas and experiences. Each participant acknowledges and offers respect towards each other and towards everyone's work.

Transparency
Each participant commits to upholding good practices of transparency. Exceptions are made only in the case of personal matters, select cases relating to proprietary information, and protection of security, trust and integrity of stakeholders as required for the good conduct of peace engagements. Gathered and shared information need to be GDPR compliant.

Privacy of their client/ beneficiaries
Each participant ensures that they do not transgress the trust and breach the privacy of their clients/beneficiaries by divulging personal information that has been shared in the frameworks of their work.

Human Rights, Dignity, and Diversity
Each participant commits to the principle and practice of promoting human rights and respects the value of life and its diversity. Each participant respects the dignity and cultural diversity of all peoples and makes no discrimination on grounds of nationality, race, class or gender or religious, cultural or political beliefs. Each participant opposes prejudice, injustice, dishonesty, harassment, bullying and/or intimidation.

Do No Harm Principle
Each participant ensures that the solutions and ideas designed during the roundtables include consideration to avoid or mitigate negative impacts.

Inclusiveness
Each participant strives to be inclusive in their suggestions for and designs of tools and solutions.

Sustained engagement
Each participant ensures that they will be engaged in the roundtables throughout the course of the project. Each participant will strive to maintain the collaboration practices outside the scope of the project.

Public Trust - Public Service
Each participant holds a responsibility to conduct themselves appropriately to earn and hold public trust. They will make sure that their promotion and their communication outside of the roundtables and its activities are accurate, clear and truthfully present the project, its missions and activities.

Legal integrity and accountability
Each participant fulfils their obligations under their national law.

Conflict and Dispute Resolution
In the case in which participants feel their needs are not being met or where conflicts or disputes may arise, participants should refer to the organising partner and collaborate to address the conflict with responsibility, ethically, constructively and in a professional manner.

7. Monitoring and evaluation

To ensure that the roundtables meet the needs and expectations of the participants, a monitoring and evaluation (M&E) exercise shall be organised during each event.

The participatory M&E is to be performed to identify what works, what does not work, and why, and create a closed feedback loop to ensure optimal performance, learning and uptake of findings and project quality. The participatory M&E could be carried out by using different methods. An interactive approach could be used for assessing the group's satisfaction with each session. However, it is important to ensure that apart from group exercises, there is a way to give individual and anonymous feedback as well. This could be facilitated using a questionnaire, either right after the roundtable or by contacting the participants afterwards via email. Further information on monitoring and evaluation can be found in a separate document called *'Practical manual on Organising CHAMPIONs Roundtables to tackle polarisation in a community'*.

Annex

1. **Gallery Walk**

Objectives	● Raising awareness for the variety of right-wing extremist codes, information on current actors and scenes ● Thinking about pedagogical options for action ● Get to know intervention possibilities
Application	This method is particularly suitable for Modul 1 (Perception and assessment of expressions of right-wing extremism and group-focussed enmity). It can be placed before an Input-Presentation on current forms of right-wing extremism or afterwards.
Requirements	Duration: 90 min. Material: Images of extreme right-wing codes, of current extreme right-wing or right-wing populist groups (their slogans, clothes etc.). If available, haptic things can also be used (Thor-Steinar pullover etc.), flipchart + markers Preparation: Finding these Images (e.g. in the Internet) and printing them.
Instructions	Distribute the pictures Material on the floor in front of the participants. Ask them to them to divide the pictures into two sections: 1.) 'What would I tolerate in the School/youth club/other houses.' 2.) 'What would I not tolerate?' Afterwards you should give resolution and explanations of the material and discuss it with the whole group. The next step of this activity is to discuss and develop possibilities of intervention. Visualize the results of the discussion in a flipchart. Possible interventions can revolve around the mission statement of a youth club/institution/organisation, house rules, the law, the communication of one's own attitude, etc. All together you can test possible interventions and find first aids to argumentation.
Remarks	This method can also be applied in a variety of ways. For example, to talk about gender-specific topics or about youth cultural offers. Only the images have to be adapted to the topic and the questions have to be brought up.

2. **Role play for practicing the narrative approach**

Objectives	● Getting to know and practicing narrative methods
Application	This method is suitable after you introduced the narrative approach (possible for module 2)
Requirements	Duration: 90 min for the activity, 60 min preparation time Material: Role cards, Flipchart + markers

	Preparation: You should prepare role cards depending on the group size: 3 role cards for the role of the 'adolescents', 6 role cards for the role of the 'teacher/educator'. An example of a role card for an 'adolescent' can be: 'male, 17 years old, has been going to the youth club for 5 years. For the new school year, you had to change schools and try to find new friends. You made friends with a boy from your class who often goes on demonstrations against 'the Islam' and against refugees. This new friend meets regularly with a few other boys from the city, they drink alcohol, have fun and talk about what you can do against these many refugees that are just coming.' An example of a role card for the 'teacher/educator' can be: 'female, 41 years old, you are working in the youth club for 7 years. You know this boy since he first came to the youth club and developed a good relationship with him. You noticed that he changed since few weeks ago. He is talking badly about refugees and insults the Muslim boys in the youth club.' You can choose between different settings, e.g. school/youth club/probation service etc.
Instructions	First, two to three (depending on the size of the group) different settings are presented (e.g. school, youth work, probation, municipal administration) by the trainer. The participants can select the settings according to their interests and field of work. Then 3-4 groups are formed depending on the settings (each group: 2 teachers, 1 adolescent, if necessary 1 observer). The 'adolescents' group get their role card, as does the 'pedagogues' group. Everyone gets about 15 minutes to prepare for the role. The pedagogues are briefed again especially in their role and asked to try out the narrative conversation, which was previously presented in a lecture. The individual groups then present the role play one after the other to the whole group. The role play should last about 10-10 minutes. Afterwards the role play is evaluated in the large round, the following questions can be asked: How did you feel in your respective role? What worked to talk to the young people? What didn't work? How did it feel if it didn't work? What could the others observe? The answers can be recorded on the flipchart.
Remarks	Since a role play can also become emotional, it is helpful to give the participants enough time to find their way into the role and then give them time to 'shake off' the role again.

3. **Value battle**

Objectives	● reflect values ● reflect certain overlaps between the majority society and attitudes towards group-focused enmity ● Getting to know mediative strategies for conflict resolution
Application	This activity should take place after the first module (2nd or 3rd Module)
Requirements	Duration: 75 min Material: two empty flip charts

	Preparation:
Instructions	Group gets split up into two group: One for 'democracy'; one for 'right-wing extremism/group-focussed enmity.' Each group should collect which values are predominant in their in the respective group in which they were assigned (Which values are predominant in Democracy? Which values are predominant in Right-wing extremism?). The trainer points out that gender dimensions should also be considered here. The two groups collect their associations and results on flipcharts. Afterwards we discuss the following points in the large group: Is there a conflict between the values and interests of a democratic society and right-wing extremists? Might there also be any connecting points? what differences exist? where are there connection effects between the democratic society and right-wing extremist attitudes and behaviour? Possible equal values can be visualized in green on the flipchart. Conflicts in the values are marked in red. Subsequently, it will be discussed in the large group what this means for one's own work.
Remarks	

4. **Feedback Hand**

Objectives	● Feedback ● Assessment at the end of a workshop
Application	This method is suitable at the end of one Workshop day, no matter which module.
Requirements	Duration: per participant 5 min. Material: flipchart, makers, circle of chairs Preparation: Draw a big hand on a flip chart and label each finger with key questions according to the description below.
Instructions	Participants have the chance to give feedback on the workshop by exploring the following questions: Pinkie finger: What was not covered enough? What did I like? Ring finger: What was the overall and group atmosphere like? Middle finger: What did I find terrible? Index finger: This is what I learned! Thumb: What was great? Right now, I feel … This exercise can be discussed around the circle. Another option is to leave the discussion open for when and/or if someone wants to say something.
Remarks	