



EX POST PAPER

RAN YOUNG Empowerment Academy Session 2

7-8 May 2019, Bordeaux, France

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

Part 2: How to develop a project plan for your P/CVE initiative

The RAN YOUNG Empowerment Academy (RYEA) held its second session on 7 and 8 May in France: participants attended workshops, worked on their projects plans and learnt how to make an elaborate planning for their initiatives.

This paper describes the structure and steps involved in developing a project plan for a preventing/countering violent extremism (P/CVE) initiative.

A number of key lessons were highlighted in the second session:

- 1) Young activists are advised to make use of existing tools to develop their project plan: planning and mapping exercises, the SMART tool and the SWOT analysis. These tools have been proven effective in many contexts and should be employed by those planning P/CVE work.
- 2) Take the time to develop a project plan, and engage with this document at all the phases of the initiative. This document underpins the work and serves as a basis, helping young activists stay on track and remain focused on their goals throughout the implementation of their P/CVE work.
- 3) Detailed planning helps to keep the process moving forward. A weekly plan serves to facilitate task division and clarifies which steps remain before the goal is achieved.

This paper is written for young activists who have decided to take action and seek 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 (Guidelines for young activists: How to set up a P/CVE initiative) offering practical advice to young activists wishing to take action in P/CVE. Following each RYEA session, a paper will be added that addresses an essential part of this process: collectively, the four papers form the guidelines for young people starting their own P/CVE initiatives. See Figure 1 for a breakdown of the papers.

Part 1: How to develop a P/CVE initiative (ex post paper)

Part 2: How to develop a project plan for your P/CVE initiative (ex post paper)

Part 3: Teamwork and personal development (ex post paper)

Part 4: How to professionalise your initiative (ex post paper)



Figure 1 RAN guidelines for young activists: contents of ex post editions 1 through 4. The current ex post is edition 2.

Introduction

The first paper¹ of the series focuses on developing a local P/CVE initiative. 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 guides young people through the process of developing their initiatives by posing key questions to help them determine the target audience and identify the relevant local context, the problem and the 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. This paper 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

¹ See online (https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-young/docs/ran_young_ex_post_kick-off_ea_s1_amsterdam_250319_en.pdf).

keep sight of their goal and create a document that underpins their work and serves as a basis, helping them stay on track and remain focused on their goals throughout the implementation of their P/CVE work.

The analysis of each step is accompanied by an example of a successful P/CVE initiative. Set up in 2012 by young activist and RAN YOUNG co-chair Mimoun Berrissoun, the initiative 180 Grad Wende (180 Degrees Turn) is committed to empowering youth to succeed and gain prosperity as they shape a common future. At the heart of this initiative lies an active network of volunteer multipliers, mentors and coaches: by providing support and guidance, knowledge and training, 180 Grad Wende regularly enables young people to turn their lives around. The team is active in the areas of prevention, intervention, mediation, rehabilitation, deradicalisation and empowerment ², in various projects and programmes targeting youth at risk.

Developing a project plan

It is essential to develop a project plan before setting out to implement the initiative. This document will serve as the foundation for the ensuing work, and as such, should be a reliable point of reference throughout the initiative's development. It should incorporate all knowledge, definitions, decisions and ideas from the previous stages.

Annex I of the current document contains a template developed for the RYEA that may be used to draft project plans. Additional methods might be helpful for young activists seeking to draw up a concrete, realistic and topical plan.

GROWTH

The GROWTH model ³ is an elegantly simple way of structuring an effective coaching conversation. The GROWTH model is used by individuals and teams in the process of setting up goals (or projects) and then following them through. This approach is also perfectly suited to accommodate the various steps that need to be taken when developing a project plan. This way of working — forward looking and goal oriented — is derived from coaching theory. The GROWTH ⁴ model (see Table 1) can support young activists in addressing the necessary elements of their project plan: Goals, Reality, Options, Will, Tactics and Habits.

Table 1 GROWTH approach (adapted from Growth Coaching International, 2018) ⁵

Step 1	Goals	What are your goals?
Step 2	Reality	What is the reality?
Step 3	Options	What are your options?
Step 4	Will	What will you do?
Step 5	Tactics	How and when will you do it?
Step 6	Habits	How will you sustain your success?

Each step is discussed separately in greater detail below, and accompanied by a tool or exercise that will help young activists shape their plan.

Goals

Define the goals of your initiative

The first step is to define the goal of the initiative. What would you like to achieve and what does this look like? This is an important step as it defines the rest of the plan, and the implementation and evaluation of the initiative. It is well worth taking the time to properly explore the available options in this step.

The SMART tool can help young activists define the goals of their initiative.

² See online (<https://180gradwende.de/en/home/>).

³ See online (<https://workplacepsychology.net/2018/03/20/the-grow-model-in-business-coaching-simple-concise-and-powerful/>).

⁴ See online (<http://www.growthcoaching.com.au/about/growth-approach>).

⁵ Growth Coaching International. (n.d.). *The Growth Approach*. Retrieved from <http://www.growthcoaching.com.au/about/growth-approach>

'This tool forced us to think more specifically about the project and set up the activity planning. So yes, the SMART method was definitely helpful in reminding us how specific we should be when designing a project plan to present to partners.' (RYEA participant)

Tool: SMART tool⁶

This tool helps young activists to formulate their objectives so that each goal is specific, measurable, achievable, realistic and time-bound (SMART). Thanks to the tool, project ideas are elaborated to become more concrete, practical and realistic.

Specific

The goal should be clear and specific; if it is not, young activists will not be able to engage fully, focus their efforts or feel truly motivated to achieve it.

There are five 'W' questions to be addressed at this stage, to ensure that the goals are specific: What do I want to accomplish? Why is this goal important? Who is involved? Where is it located? Which resources or limits are involved?

Measurable

Measurable goals allow for progress-tracking and staying motivated. When progress is assessed, it is easier to stay focused, meet deadlines, and feel the exhilaration of advancing towards achieving set goals.

There are a number of questions to be addressed at this stage, to ensure that the goals are measurable: How much attributes/funding do you need? How many people do you need? How will you know when the goal is accomplished?

Achievable

Goals must be realistic and attainable if they are to be successfully fulfilled. In other words, it should stretch one's abilities, but achieving the goal should still remain possible. Setting an achievable goal may allow young activists to be able to identify previously overlooked opportunities or resources that can bring them closer to it.

There are a number of questions to be addressed at this stage, to ensure that the goals are achievable: How can I accomplish this goal? How realistic is the goal, based on other constraints, such as financial factors?

Another point to be aware of is setting goals that are controlled by another party. For example, achieving the goal to get funding is not easy, as this also depends on the other applicants, and on the recruiter's decision. But the goal to gain experience and knowledge needed to apply for funding is entirely manageable by the young activists themselves.

Relevant

This step is about each person ensuring that their goal matters to them, and that it also aligns with other relevant goals. Everyone needs support and assistance in achieving their goals, but it's important to retain control over it. Therefore, while ensuring that your plans drive everyone forward, remain aware that you are continually responsible for achieving your own goal.

There are a number of questions to be addressed at this stage, to ensure that the goals are relevant: A relevant goal can answer "yes" to these questions: Does this seem worthwhile? Is this the right time to act? Does this match our other efforts/needs? Am I the right person to meet this goal? Is it applicable in the current socio-economic environment?

Time-bound

Every goal needs a target date, so that there is a deadline to focus on and something to work toward. This SMART goal criterion helps to prevent everyday tasks from taking priority over longer-term goals.

There are a number of questions to be addressed at this stage, to ensure that the goals are time-bound: A time-bound goal will usually answer these questions: When should I do this? What can I do six months from now? What can I do six weeks from now? What can I do today?

⁶ See online (<https://www.mindtools.com/pages/article/smart-goals.htm>).

This step of the smart model relates to the planning element of the project. See pages 9 and 10 for more tips on good project planning.

Example: Using the SMART method in the P/CVE initiative 180 Grad Wende (180 Degrees Turn)

180 Grad Wende identified a lack of empowerment opportunities for young women in certain disadvantaged neighbourhoods. The team's first move was to employ the SMART tool to identify the goals of the '180 ° women empowerment group'. They worked in two steps. After drafting the goals without applying a methodology, they used the SMART tool to specify and improve the project goals. The results are shown in Table 2, below.

Table 2 The SMART method for the '180 ° women empowerment group' (180 Grad Wende)

	Goals according to SMART criteria	Initial draft
Specific	<p>The aim is to empower women from a migrant background in disadvantaged neighbourhoods in Cologne in professional and personal matters.</p> <p>To achieve this goal, 1 women empowerment group with at least 12 participants from 2 cultural backgrounds is set up in Cologne.</p> <p>In weekly meetings, various activities (including interaction) are realised. A minimum of 50 % of the participants regularly participate in the meetings by the end of the year.</p> <p>At least three female group leaders are trained to facilitate group coordination.</p> <p>Specific to this target group, the empowerment goals are:</p> <ul style="list-style-type: none"> • 75 % of participants are more confident; • 100 % of women participate in group discussions; • 100 % of women know where to seek advice and help regarding various issues. 	<p>Establishing women empowerment groups that meet to support each other.</p> <p>Comment: Goal is too broad; not specific enough.</p>
Measurable	<p>All goals in the first category (see 'Specific') are measurable.</p> <p>Example: 12 participants on a weekly basis</p>	<p>A group of several women meet regularly to exchange experiences and support each other.</p> <p>Comment: Not measurable — What does 'regularly' mean: monthly, weekly? How many members in the group?</p>
Achievable	<p>The goal of empowerment can be accomplished through weekly meetings of the '180 ° women empowerment group' and the respective supervision by a trained group leader.</p> <p>The goal is realistic since it can be achieved on individual terms and levels. Constraints might be the availability of the participants.</p>	<p>300 young women take part in the first meeting.</p> <p>Comment: Is this realistic? It is 'SMART' to have smaller but achievable goals.</p>
Relevant	<p>The goals are relevant because they fulfil the mission of setting up an empowerment group for young women.</p> <p>Example: The interactive element is relevant, because participants learn how to express themselves and listen to others in a group setting.</p>	<p>On a monthly basis, women meet to eat ice-cream.</p> <p>Comment: Is this relevant to achieving the goal of empowering young women?</p>
Time-bound	<p>The goals are timebound.</p> <p>Example: In weekly meetings, various activities which include interaction are realised. A minimum of 50 % of participants regularly participate in meetings by the end of 2019.</p>	<p>20 sessions will take place.</p> <p>Comment: When? Within the next 10 years?</p>

Reality

What is the existing state of affairs?

After the goal of the initiative has been defined, it is time to describe the current situation or circumstances in realistic, practical terms, in the context of the initiative. What is the current situation of the context you are working in? What is happening now?

'It is important to really understand the context you are operating in. The mapping exercise helps to do this, as you really draw from all kinds of different stakeholders. This also gives you inspiration on who could help you with your project.' (RYEA participant)

Tool: Mapping exercise ⁷

This tool is used to map out a given context where activists work in. The tool helps exploring the potential underlying conflicts and points of entry for the anticipated work, as well as investigate the logical links between the different stakeholders/partners/audiences of a given situation. It is mainly used when analysing complex situations, and provides insight into the connections and relations underpinning stakeholder interaction. It is key to map out the different stakeholders and target groups in the local area of the P/CVE initiative as societies are complex situations. This includes all stakeholders the initiative will affect, possible allies/opponents, and how all stakeholders are related to each other. This mapping exercise is especially relevant when the initiative is focused on improving the relationship between different communities by building social networks.

There are a number of questions to be addressed at this stage: Which actors enable my work? Which actors could obstruct my work? The map should remain visual throughout the life of the project.

Besides increasing awareness and understanding of the relationships between stakeholders, this exercise also provides information on how the stakeholders feel about the initiative. It helps identify who to influence and what action to take.

How to construct a map of context and relationships ⁸

- Brainstorm on all relevant stakeholders to the initiative.
- Write stakeholders' names on cards, then place them on a flipchart or whiteboard.
- Draw connecting lines between the stakeholders who are related or who influence each other.
- Define the relationships: e.g. good/broken/not yet established, direct/indirect, strong/weak.

Relationship mapping usually follows a data collection or an idea-generation exercise. It is essentially a network connected by nodes and lines. Lines are used to connect related nodes and each node is connected with one or more nodes to denote a direct relationship. Influence relationships can be represented using arrows instead of lines; the arrows should be drawn from the element that influences to that being influenced. If two elements influence each other, the arrow should be drawn to reflect the stronger influence. Variations in line thickness can be used to indicate the strength of the relationship.

Box 1 Benefits of mapping

Relationship and stakeholder maps support users in the following ways:

- They render complex operations and situations easier to understand.
- They communicate who/what needs to interact and why.
- They provide information which helps users make more informed decisions after consulting with affected entities.
- They reduce the risk of missed requirements.
- They provide information which helps users assess the current situation in terms of action(s) taken to date.
- They provide users with an understanding of obstacles and blocks currently preventing or limiting progression.
- They provide insight into relationships with and between stakeholders.

⁷ See online (<https://requirementsquest.com/lesson/what-is-a-relationship-map/>).

⁸ See online (<https://citoolkit.com/articles/relationship-mapping/>).

Example: Using the mapping tool *in the P/CVE initiative 180 Grad Wende (180 Degrees Turn)*

Once 180 Grad Wende had defined the goals for the '180 ° women empowerment group', the team went on to identify relevant stakeholders at local level. For this purpose, they used the mapping tool to map the various involved stakeholders and their relations. Figure 2 (below) illustrates how they used the tool.

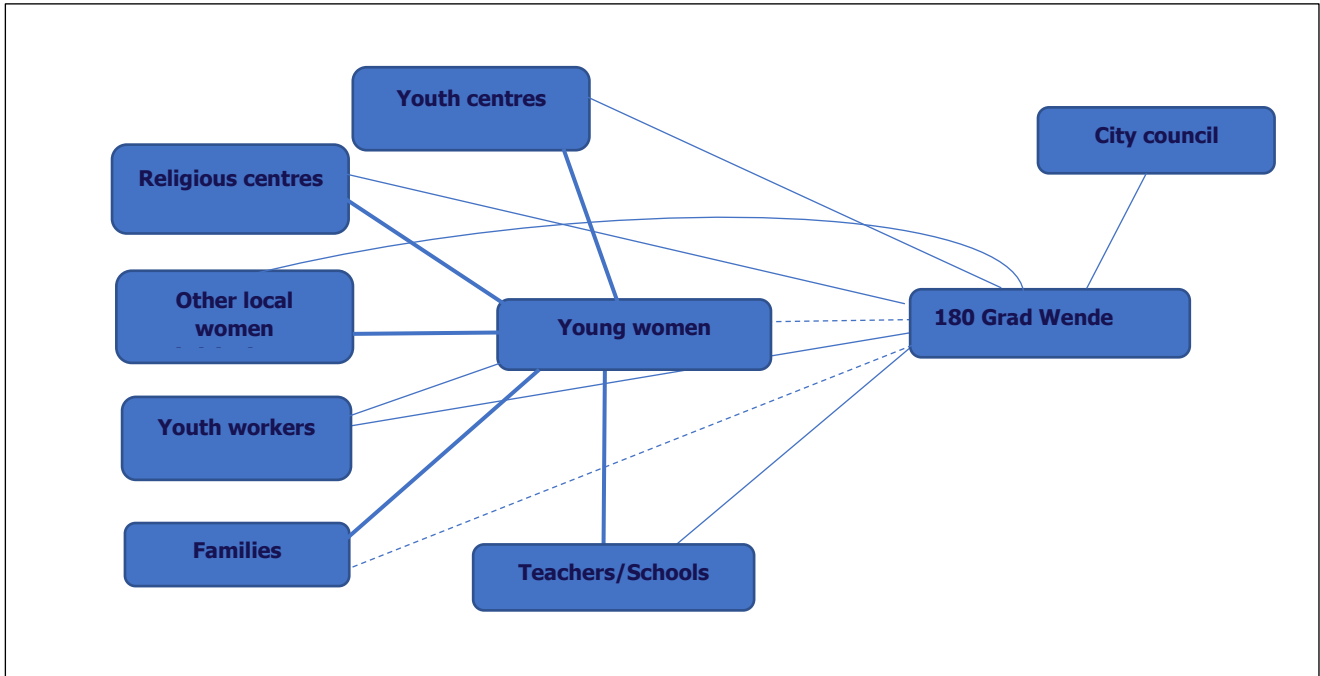


Figure 2 Mapping stakeholders for the '180 ° women empowerment group' (180 Grad Wende). Continuous thick lines indicate a strong relationship; continuous thin lines indicate a weaker relationship; and interrupted thin lines indicate indirect relations

Options & Will

How you could act & how you will act

'We used the SWOT analysis, so now we are well aware of risks and we know how to use the strengths in our project.' (RYEA participant)

Tool: SWOT analysis A SWOT analysis is an incredibly simple yet powerful planning tool to help develop project strategy, both for building a start-up and for guiding an existing initiative. The SWOT method helps to identify strengths, weaknesses, opportunities and threats related to a project. Strengths and weakness are internally related (elements that can be controlled and changed), while opportunities and threats derive from the external environment (situations outside the user's control, such as events occurring in the local area, for example).

A SWOT analysis organises the user's top strengths, weaknesses, opportunities and threats into an organised list and is usually presented in a simple two-by-two grid (figure 3).



Figure 3 SWOT Analysis (B2U, 2017)

A SWOT analysis compels users to reassess their project in fresh ways and from new directions⁹. It is well worth the time to carry out a proper, in-depth SWOT analysis: it arms users with a solid strategy for prioritising the work that needs to be done to develop a given project in the best way possible. Just two hours of teamwork can make a significant difference. Including team members with different perspectives will maximise the benefit of this exercise, as more strengths and opportunities will be identified.

The following questions can help inspire a team's SWOT analysis.

Strengths:

- What assets does your team have at its disposal (e.g. knowledge, education, network, skills and reputation)?
- What physical assets does your team have at its disposal (e.g. materials, equipment, technology and ready money)?
- What competitive advantages do you have over other contenders? Why is your team better equipped than others to do the job?

Weaknesses:

- What parts of your project plan need improvement?
- What tangible assets does your company lack (e.g. money or equipment)?
- Are there gaps on your team?
- Is your location optimal for success? Are you working in the right area or neighbourhood and with the right target audience?

Opportunities:

- Are there any trends in your local area that will encourage people to follow your activities/contribute to your project?
- Are there upcoming events that your team may be able to take advantage of to advance the project?
- Are there upcoming changes to regulations that might impact your project positively?

Threats:

- Could potential competitors enter your market?
- Will there always be enough content to work with? Should you be able to change the content of your project plan?
- Could future developments in technology change the way you work?
- Are there any trends that your target audience follow that could become a threat?

Example: Using the SWOT analysis in the P/CVE initiative 180 Grad Wende (180 Degrees Turn)

Once the team had set the goals and mapped the stakeholders, they ran a SWOT analysis to outline their project's specific strengths and weaknesses. See Box 2, below.

Box 2 The SWOT analysis for the '180 ° women empowerment group' (180 Grad Wende)

Strengths

- Good relations with the city council.

Weaknesses

- The target group of young women contains many young mothers with children, who are typically very involved in family activities. This poses the risk of low and/or irregular attendance at meetings.

Opportunities

- Logistical and financial support from the city council. This means provision of an adequate and pleasant venue for weekly meetings, and possible financial support for smaller expenses.

Threats

- If young mothers can not attend the meetings, potential participants and multipliers within the community are lost.

Note: The risks could be mitigated by providing childcare for the duration of the meetings, for instance, or holding the meetings at times more suited to mothers with these kinds of commitments.

Tactics & Habits

How and when to act & how to sustain success

'We planned our timeline very carefully and in detail, in order to be sure not to miss out on any part of our project. This also helps us to keep going, as we know the next steps already.' (RYEA participant)

Tool: Planning exercise

This exercise supports initiatives' planning development by spotlighting events such as milestones, deadlines and celebratory occasions and underlining what steps need to be taken to achieve these. Monthly and weekly planning can help identify all the large and small steps that need to be taken when working towards the end goal of a given project.

In **Annex I**, the planning template of the RAN YOUNG Empowerment Academy serves as an example of how to develop a detailed planning strategy. This template should be used for reference in the initial phases of the programme planning exercise.

The following elements need to be clarified in each step:

- Month: When to act.
- Action: What to do.
- Method & Needs: How to act, and what is needed for this step.
- Roles: Who will act.

Example: Using the planning exercise in the P/CVE initiative 180 Grad Wende (180 Degrees Turn)

In the final stage of its preparation, 180 Grad Wende drew up a specific plan of action to get the '180 ° women empowerment group' started. This involved organising a kick-off event, based on the interests of the young women and connected with raising awareness about topics such as human rights. The planning was charted as shown in Table 3, below.

Table 3 Plan of action for the '180 ° women empowerment group' (180 Grad Wende)

Month When will you do it?	Actions What will you do?	Method & Needs How will you do it? What is needed for this step?	Roles Who will do it?
December	Look for interested young women to participate in the women's empowerment group.	Create a WhatsApp group with 20 to 30 young women from the 180 Grad Wende multiplier network. Inform these women about the project and ask them to promote the project, e.g. by changing their WhatsApp status and sharing the information with their peers.	X and Y
	Identify two or three interested women to join the coordination team for the kick-off event.	Inform and ask interested women in the WhatsApp group of our 180 Grad Wende multiplier network. To reach young women from different cultural backgrounds, the women in the coordination group should have two or three different migration backgrounds.	Y

Month When will you do it?	Actions What will you do?	Method & Needs How will you do it? What is needed for this step?	Roles Who will do it?
January	Initial meeting with the coordination team.	Meet in the 180 Grad Wende office and present the project idea to the coordination team. Discuss and identify the programme and topics for the kick-off event (and future meetings).	X
	Organise a location for the kick-off event.	Contact the city council to help in finding/providing a suitable location.	Y
	Invite interested young women to the kick-off event.	Send out invitations through the WhatsApp group, Facebook, homepage, etc.	Y
February	Organise the programme for the kick-off event.	Engage a speaker. Design a presentation on the project. Order food and beverages.	X
March	The week before the kick-off event: final check.	Check the location. Check with the speaker.	X
	The kick-off event takes place.	Prepare the location (decorations, technical devices, etc.).	X
April	First meeting of the empowerment group takes place.	Send a reminder to interested participants (one week before). Contact the group leader for final information (one week before).	Y
May	Second meeting of the empowerment group takes place.	Send a reminder to interested participants (one week before).	Y

Annex I

RAN YOUNG Empowerment Academy

Planning

Month	Actions	Method & Needs	Roles
When will you do it?	What will you do?	How will you do it? What is needed for this step?	Who will do it?
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

Annex II

RAN YOUNG Empowerment Academy

Project plan

Title of initiative

Name the problem

How is radicalisation or violent extremism evident in your city?

What are the identifiable drivers of this behaviour?

How are youth in your city being affected by these influences?

What other dynamics do you need to account for in your city? (Use and include the mapping tool here)

Map the solution

Who will be the main focus of your initiative?

What will be the main aim of your initiative? (Use and include the SMART method here)

Theory of change — how does your initiative contribute to the prevention of radicalisation?

What root causes from the breeding ground of radicalisation does your initiative address and take away

How does your initiative achieve this?

Scope of initiative

What is the reach/extent/range of your initiative?

Assumptions of the plan

On what assumptions did you base your project plan? Why is your plan going to work? (Use and include the SWOT analysis here)

Inventory of possible risks

What risks and threats might pose obstacles to your initiative's success? (Use and include the SWOT analysis here)

Planning

Please set out a detailed plan of your initiative in 2019. Include a weekly plan of actions and a monthly calendar. (Use the planning exercise and template here)

Budget

Do you need a budget? How much does this amount to? How will you obtain funding for your initiative?

Visualise elements of your plan, using graphic elements, for instance. This increases impact.

- Coherence of the different planned activities.
- Description of initiative.
- Planning of activities.
- Budget.
- Resources (in terms of people involved and estimated time required).