

RAN Collection practice template

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Narrative group work in schools</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>Aims</p> <p>Narrative-biographical group works aims at:</p> <ul style="list-style-type: none"> - building narrative, social and emotional skills, in particular the ability of sharing personal experiences in a group, listening to others regardless what they share, and maintaining a respectful and confidential space for inter-personal dialogue - improving self-awareness and self-confidence by making personal stories heard and being valued - strengthening democratic values and preventing group hatred, (right-wing) extremism as well as discriminative, intolerant and violent behaviour - by reflecting on and discussing current socio-political issues and related grievances from the point of view of the young peoples' own everyday experiences and biographical events that are at the heart of their world view <p>Narrative groups provide an open space in which young people are free to talk about whatever is important to them from a personal point of view. The facilitators do not set any topics but solely aim at maintaining a safe and confidential space and, most importantly, encourage attendants to trustfully share personal experiences and observations.</p> <p>While many other educational activities prioritise information, rational thinking, discussion and arguments, narrative groups shift the focus to telling of and listening to individual issues</p>

and subjective observations. This helps participants to explore and reflect on the underlying personal experiences and biographical factors which underlie their opinions and behaviour – and thus strengthen democratic values and prevent/counter attitudes of intolerance, group hatred and (right-wing) extremism. Therefore, narrative conversations can enable people with starkly different views to develop a greater understanding as well as empathy and trust among each other. This can then set the stage for a more authentic in-depth discussion where there would otherwise likely be only a short and heated confrontation on polarising topics.

Method

Methodologically, narrative-biographical group work builds on the established fields of narratological psychology and group dynamic interventions. Its use in prevention is based on the finding that a safely moderated process of sharing and exploring individual experiences and telling personal stories can induce an in-depth reflection on where current behaviour and attitudes come from, whether they need to be changed and how this may be done. The most important practical goals for facilitators resulting from this methodological background are to create a confidential space and support a narrative mode of conversation in the group. The latter is done through relationship building and specific techniques of dialogue that encourage story-telling about first-hand experiences, e.g. by favouring 'how come' and 'what' questions instead of 'why' questions, the latter of which often start debates and arguments and preclude the sharing of experiences.

Narrative groups are implemented as part of regular lessons (or alternatively in 'school clubs' in the afternoon). Usually, classes of 20-25 students are divided into two groups of 10-13 students. Each small group is conducted by 2 facilitators in order to enable further group divisions according to group dynamics, points of view, gender, etc. A time-out room and facilitator are provided. These groups meet once a week for 45 – 90 minutes for half a year or, if possible a full school year. Shorter formats are possible, but a duration of less than 6 weeks is not advisable.

As narrative group work is a highly process-oriented practice, CI has also developed additional modules to react to particular circumstances, such as:

- a module of group mediation based on narrative-biographical exchange but focusing on concrete conflicts within the school context that have been brought up in the groups but cannot be sufficiently handled there
- practical youth culture or (social) media workshops to provide additional experience of creative self-expression and empowerment

	- group activities of non-formal civic education to deepen the reflection on particular issues that were raised in the groups
Peer reviewed	No
Key themes Please <u>choose</u> 2 key themes most corresponding with the practice.	Formal/informal education Alternative and counter narratives
Target audience Please <u>choose</u> a minimum of one target audience most corresponding with the practice.	Youth / Pupils / Students Add additional target audience. Add additional target audience.
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities).	The practice has been implemented in different federal states in Germany with a particular focus on rural and small-town areas. Elements of it have been transferred to Slovakia where they are implemented on a regular basis in schools by CI's long-term partner the Centre for Community Organising from Banská Bystrica. Further transfer is foreseen in the CEE Prevent Net project.
Start of the practice Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	Starting year: 2009 The practice of narrative group work was initially developed about 10 years ago in another project, called the CI's Fair Skills projects, and has been used there in the context of training for young people who wanted to become youth culture peer trainers. In the German model project Fair*in, CI has developed this approach further into a practice for the context of schools in 2016 and implemented it since 2017 in several schools in Germany. After the end of the Fair*in project in 2019, the German Federal Agency for Civic Education will further fund the implementation.
Deliverables Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.	The practice is presented in a leaflet for multipliers, such as teachers, headmasters / headmistresses, or social workers in schools (in German language) and it will be part of a compendium of practices in the CEE Prevent Net project (coordinated by CI, see http://www.ceepreventnet.eu/ to be published in summer 2020 (in English language and most likely also in Polish, Czech, Slovak, Hungarian and

	<p>Bulgarian). In addition, CI developed train-the-trainer modules for group work facilitators which are not published.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>The pilot phase of implementation was evaluated by combined quantitative and qualitative surveys from the participants and by less formalised qualitative feedback from the facilitators and the school staff. The youths’ feedback indicates that they particularly value the opportunity to engage in an open and confidential dialogue and, thus, have a chance to speak about issues that are relevant for prevention from a personal perspective; this is otherwise only rarely possible in the rather strict, hierarchical and performance-oriented context of schools. Also, the experience so far clearly shows that many of the personal issues brought up in the groups concern current societal topics that are also part of the curriculum but can only rarely be dealt with by teachers in a way that is inspired by the young people’s biographical and everyday life situation.</p> <p>The facilitators who were experienced trainers in civic education also concluded that in many cases the narrative approach helped them to start a dialogue with youth that they would not have reached with regular non-formal civic education – let alone formal education.</p> <p>The approach of narrative group work in schools has also been presented at the RAN EDU meeting on right-wing extremism in schools where it received very positive feedback from the participants.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The sustainable implementation of narrative group work requires mid- to long-term work with young people as the practice aims at reflection and change of attitudes and behaviour. The use of narrative techniques in short-term settings is also possible, but rather serves the purpose of an intervention or change of perspective in heated debates or similar situations.</p> <p>The practice has been found to be highly transferrable as it was implemented in the context of open youth work and schools in different regions and countries, since its key prerequisites are solely trained facilitators and a confidential environment. Otherwise, no context-specific materials or special equipment are needed. A transfer to other fields of prevention, such as prison/probation, is possible and has partly been undertaken. CI has developed training modules and coaching for facilitators and can offer them in German and English upon request.</p> <p>Regarding the implementation of narrative group work in schools, it is important to note that the groups should not be</p>

	<p>facilitated by any of the school’s teachers as they cannot provide a confidential space. However, the school’s teachers are of key importance in supporting the measure and following up on the issues that emerge from the group work. Therefore, the main results are reported in an anonymised summary to the school during and after the implementation phase.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN EDU</p> <p>Date: 23-24 October 2018</p> <p>Place: Berlin</p> <p>Subject: Right Wing Extremism in the classroom</p> <p>Name: RAN EDU Academy.</p> <p>Date: 13-14 June 2019.</p> <p>Place: Berlin.</p> <p>Subject: Far Right Extremism in the classroom.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The practice has been part of or at least partly informed the following EU projects:</p> <p>European Fair Skills (www.europeanfairskills.eu)</p> <p>CEE Prevent Net (www.ceepreventnet.eu)</p> <p>CHAMPIONS (www.championsproject.eu)</p> <p>BRaVE (http://globalgovernanceprogramme.eui.eu/research-project/brave-project)</p> <p>EXIT Europe (www.bmi.gv.at/210/start.aspx)</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Founded in 2005, Cultures Interactive is a Berlin-based NGO that works on various projects and networks nationwide and on an international level. Our goal is to prevent group hatred, discrimination and (right-wing) extremism and strengthen democratic and human rights values, in particular among young people. To do so, we provide workshops and programmes for adolescents, training and on-the-job coaching for social workers, teachers and other relevant stakeholders in youth work as well as consultancy and counselling for communities and institutions.</p> <p>The methodological foundation of our work is a youth culture concept, which has been developed for hands-on and non-formal education and prevention work with youth from every milieu. The approach combines creative and practical</p>

	<p>elements of youth cultures and (social) media with non-formal political education and social learning, comprising aspects such as empowerment, conflict management, anti-racism, gender roles, equality, etc. Moreover, narrative-biographical group work has become an important addition to CI's youth culture concept as it creates a safe space for young people to freely discuss their personal experiences, to listen, and to get to know one another better – and thus discover first-hand how a person's life story shapes their attitudes and actions.</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Germany</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Mainzer Str. 11, 12053 Berlin, Germany Contact person: Tina Heise, Oliver Kossack, Harald Weilnböck Email: heise@cultures-interactive.de, Kossack@cultures-interactive.de, weilnboeck@cultures-interactive.de Telephone: +49 30 6040 1950 Website: www.cultures-interactive.de Facebook: culturesinteractiveev Twitter: @ci_verein</p>
<p>Last update text</p> <p>(year)</p>	<p>2019</p>