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GUIDANCE

On youth mentorship

Ashgabat, 2022

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List of abbreviations

MHPSS	Mental Health and Psychosocial Support
VE	Violent Extremism
UN	United Nations
UNDP	United Nations Development Programme
EU	European Union
IASC	Interagency Standing Committee

1. INTRODUCTION

The aim of the Guidance on PVE Mentorship

This manual is designed to guide mentors and inform mentorship programs within the framework of Turkmenistan country component of the global project "Strengthening resilience to prevent violent extremism in Asia (STRIVE Asia) Joint EU-UN Partnership". The content intends to build mentors' awareness and introduce related terminology, and support them to understand youth challenges and build effective mentorship relationships. It can also be used to train mentors or support mentees.

The participatory method was used to develop this guidance. The training materials and the content of guidance were enriched with Beyond Conflict MHPSS experts' inputs and contribution of mentors from six pilot cities of STRIVE Asia project: Ashgabat, Tejen, Mary, Dashoguz, Turkmenabat, Turkmenbashi. First, online and in-person training materials were developed to conduct online and in-person trainings in six pilot cities. Then, all training materials and inputs of the mentors were compiled together in this manual. Facilitation plans and library of techniques provide activities to enhance life skills and basic coping skills of youth-at-risk.

PVE background

In Policy brief by UNESCO Almaty office (2019) *Violent extremism* is people's perceptions and actions that encourage or use violence to achieve ideological, religious, or political goals. Preventing violent extremism is essential when it is conducive to terrorism.

Addressing the drivers of violent extremism is vital. The main reason is that traditional counter-terrorism operations may not always address the fundamental conditions that promote the expansion of violent extremism and terrorism (UNOCT, n.d). For that reason, in resolution 70/291 of the Fifth Review of the UN Global Counter-Terrorism Strategy, the General Assembly encouraged the Member States and regional organizations to develop their own national and regional action plans applicable to the national context to prevent violent extremism based on the objectives of the UN Secretary General's Plan of Action (United Nations Global Counter-Terrorism Strategy (United Nations Global Counter-Terrorism Strategy [UNGCTS], 2015).

UNDP promotes the implementation of development solutions that address the root causes and drivers of violent extremism. Preventing Violent Extremism is one of the thematic

work streams of the Global Program "Conflict Prevention, Peacebuilding and Responsive Institutions 2020-2022," which was started by UNDP in 2020 (UNDP, 2021). The UN Regional Centre for Preventive Diplomacy for Central Asia and the UN Counter-Terrorism Office - UN Counter-Terrorism Centre supported the development of the National P/CVE Strategy of Turkmenistan under Phase III of the project "Towards a comprehensive implementation of the United Nations Global Counter-Terrorism in Central Asia" which was adopted in December, 2020. In this perspective, Turkmenistan adopted the National Action Plan for 2021-2024 on the implementation of the Strategy of Turkmenistan to Prevent Violent Extremism and Counter Terrorism for 2020-2024. In developing the Strategy and its Action Plan, Turkmenistan took the best international practices in countering violent extremism, the main concepts presented in United Nations Global Counter-Terrorism Strategy, the UN Counter-Terrorism Committee Executive Directorate recommendations. It outlines specific steps for implementing the National Strategy, such as creating particular inter-agency councils and functional groups with specific tasks. It establishes a framework for collaboration with the United Nations and other international and local organizations.

Do No Harm Principle

Do No Harm principle was and still is used as a basis for ethical behavior from ancient times (Wallace, M., 2014). It can be applied in many spheres, such as in medicine, education and mentoring, and even in governmental level policies to prevent any potential harm to a person. Even though Do No Harm is more related to humanitarian help, some principles can be applied to prevent violent extremism.

Analyzing sources of tension, group connections, and program objectives in the short-term and long-term, consequences, and options are especially important for identifying the drivers of violent extremism. Many layers of radicalization can be unraveled that lead to violence by implementing Do No Harm principles and identifying drivers linked to specific locations and cultural and social pressures (UNOCT). Moreover, prevention strategies and policies based on the Do No Harm principle can best serve vulnerable and at-risk populations and prevent the spread of violent extremism according to the UNOCT Reference Guide on Developing National and Regional Action Plans (UNOCT).

According to M. Wallace (2014) Do No Harm Principle aims mentee's well-being before, during, and after the intervention, but not only when assistance exists. In addition, it strives for meaningful, positive, and long-term change. Thus, it requires critical thinking, careful planning, flexibility, and adaptability while encountering constant change.

If we look Do No Harm principle from the mentor-mentee relationship, it has the same logic. Mentors should strive to benefit and influence their mentees positively or not harm at any level. To prevent any harm and ensure the well-being of the mentees, mentors should build rapport with mentees and family members to understand family circumstances, expectations, and belief systems; should be trustworthy and responsible; should act with integrity (Rhodes, J., Liang, B., Spencer, R., 2009).

2. WHAT IS MENTORING?

Mentoring, coaching and advising

Mentoring dates back to ancient Greece. Mentoring aims to guide a younger or less experienced individual in natural and informal relationships at work, education establishments, community settings, and family. "Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement to develop the mentee's competence and character" according to tool kit developed by MENTOR/*Mentoring Partnership* (2005).

Mentoring can occur at any level and part of life. For instance, at work, the senior employee can assist a junior employee in growing and learning in career development. In social life, one person shares experience and transfers knowledge and skills to help others develop personally and professionally. In personal life, mentors can be role models for mentees who guide them to reach their goals (UN Women, 2020).

Sometimes people might confuse mentoring with coaching and advising. However, there are some clear distinctions between them.

As to Slayback (2017), Mentors are role models in each life category, such as career, relationship, finances, intellectual, health, and even spiritual well-being. Sometimes people might have 'virtual mentors' whom people read their works, study their lives and learn from

them. In a nutshell, the more experienced person offers informal advice to a less experienced person in the long term and in a less structured way. It benefits both the mentor and the mentee.

Advisors are more knowledgeable in a particular field and can assist in answering a specific question. It is usually held in a formal and structured setting. They don't serve as role models; instead, they offer advice in particular situations.

Coaches do not have to be role models, too. They typically train skills and enhance learning, focusing, and achieving results easier. Coaches assist you in clarifying your goals, focusing your efforts, and developing the best plan to accomplish those goals. Management coaching, relationship coaching, career coaching, public speaking coaching, and system coaching are all examples of coaching. It is more advantageous to the coachee than to the coach (UN Women, 2020).

Types of mentoring

Developing local and family-based mentorship programs focusing on people at risk of radicalization, which might lead to violent extremism, is one of the United Nations recommendations on developing national and regional PVE action plans to address the drivers of violent extremism in its section of *Engaging communities* (UNOCT, n.d.). According to this Reference Guide, mentorship programs build resilience of youth to violent extremism, promote critical thinking, self-confidence, and active participation in society, and create a safe environment for young women and men for personal and professional development. Mentorship programs can be offered in different ways and some of the examples are:

- Traditional one-to-one mentoring;
- Group mentoring;
- Team mentoring;
- Peer mentoring;
- E-mentoring.

The program's structure and function, such as objectives and the type of planned activities will vary according to the chosen mentoring type.

Traditional one-to-one mentoring

Mentor serves as a guide, support, and facilitator to the paired mentee. At least the mentor and mentee are recommended to meet four hours per month and last at least a year.

Group mentoring

One mentor works with a group of mentees working on the same competency, skill, or goal, and the mentor meets with the group regularly. Some group mentoring activities may be designed as training exercises, and some might be just for fun.

Team mentoring

Several mentors work with a small group of mentees.

Peer mentoring

The mentor-mentee relationship is usually built on an adolescent's teaching or tutoring relationship with a younger person. For instance, older students can tutor primary school students in learning and building skills. These young mentors usually serve as good role models for young mentees. According to E. Winterbotham (2020a), peer mentoring is popular in mentoring programs. In peer mentoring, mentors are usually closer to mentees and expected to communicate better and be more effective in changing their behavior than older mentors.

E-mentoring (online mentoring and tele mentoring are other terms to use)

Mentor and mentee can meet two-three times in person in the beginning. After that, they communicate via the Internet at least once a week (MENTOR/National Mentoring Partnership, 2005; UN Women, 2020).

To be a good mentor is building a relationship based on trust with a mentee. Some points might influence the effectiveness of the mentor-mentee relationship in mentoring. Being an effective mentor means:

- to respect mentees in any situation;
- keeping any information shared by the mentee confidential;
- to be a good listener (listening to understand);
- to set the goals and develop individual plans with mentees;
- to use emotional intelligence;
- not giving too much advice;
- being honest with your mistakes;
- being open-minded.

It is also essential for mentors to keep in mind that even the best mentors in the world might not see the change in their mentee's life or behavior. Mentors can support mentees, but

positive change might take time or never happen without the mentee's inner motivation to change (Christensen, T.W., et al.,2020).

Identifying mentors and mentees

Selecting mentors is also an essential part of the mentorship program. Mentors are expected to be sophisticated, trusted, self-aware, understand local problems, and be good role models. With an assumption to be effective, mentorship programs prefer and make an effort to match mentees with mentors with similar cultural, religious, tribal, and social backgrounds. (Winterbotham, E., 2020a).

Principles of PVE mentorship

There are already many useful resources we can use in setting principles of our PVE mentorship programmes. Here are some suggestions from MENTOR/National Mentoring Partnership (2005) and "*Mentoring as a part of creating an enabling environment*" UN Women (2020) that we can benefit from.

Self-reflection

Self-reflection, building trust, and confidentiality are considered to be the main principles of mentorship. This trait may be more important than a mentor's professional skill because self-reflection is related to knowing yourself physically, emotionally, spiritually, and mentally. A mentor should be empathetic, authentic, and honest; they build a warm relationship without trying to change the mentee's behavior, however, they assist mentees to come to the ideas of changing their behavior themselves. Self-reflection will help the mentor to make proper decisions in any situation.

Building trust and confidentiality. To build trust, the mentor should follow planned meetings and notify the mentee in advance in case of cancellation to avoid any disappointment. Mentors should respect mentees in any situation. They also get to know the mentee's family without too much involvement. In addition, mentors should remember that they can't substitute parents. Any shared information by the mentee should be confidential unless both mentor and mentee agree otherwise (MENTOR/National Mentoring Partnership, 2005; UN Women, 2020).

Key components of mentoring

A mentoring cycle should take place in the following sequence: preparation, creating a plan to achieve the goal, enabling the implementation of the program, summing up, and discussing further steps.

Preparation

In this step, the mentor and mentee build a relationship, listen to and identify expectations from the mentorship program, and set goals considering the mentee's values and motivation.

Creating a plan to achieve the goal

Mentor and mentee work out the parameters to achieve the goal by considering the mentees' strengths and weaknesses.

Enabling the plan's implementation

Mentor and mentee schedule meetings to review the plan's progress in safe and supportive environment for the mentee.

Sum up and discuss further steps

Mentor and mentee talk about the experience and identify the following stages (UN Women, 2020).

Understanding the main characteristics of different generations

Understanding the characteristics of different generations will help mentors manage mentees of varying ages. Generation is described as people who were born in the same period. Names of the generation are based on historical and societal changes, and they define generalized personality and characteristics.

The Silent Generation (1925-1945). This group spent their adolescence in the post-war years. They don't usually protest, and they prefer having modest work and a safe lifestyle. This generation was forced to suppress their feelings and opinions.

Baby Boomer Generation (1946-1964). This generation is called 'boom' because families had many children after World War II in those periods. They are usually optimistic about life and work, and they typically prefer to use traditional media such as newspapers and books to technology. Younger generations might criticize 'Boomers' for an old-fashioned point of view on professional life. They believe in working hard and long hours to succeed.

Generation X (1965-1980). They are known as self-reliant and more skeptical than other generations. Thus, they prefer transparency. They give too much importance to their work. They believe in working hard to live a better life. Their family ties are weaker than in previous generations because most of them grew up among their friends.

Generation Y (1981-1996). This generation was adults when the millennium changed. They are usually well-educated, have technological skills, and support diversity. They like sharing their opinions and being praised (Carroll, C., 2020; Thompson, 2021). This generation spent most of their time outside playing games with friends. Moreover, this generation is the only one who is good at communicating with people and adapting to technological changes (Onedio, 2020).

Generation Z (1997-2012). This generation is known as 'iGen' because they spend most of their time using technology and smartphones. Even though they are known as the most depressed generation, they are more engaged in social life. They live in the era of technology with access to smartphones, Wi-Fi, and social media. They also appreciate diversity but might have difficulty in-person communication (Carroll, C., 2020; Thompson, 2021).

Generation Alpha (2013-2025). They are children of Generation Y and younger siblings of Generation Z. They are also called 'Generation Glass' because they are 'screenagers' and were given tablets instead of pacifiers. They will be a more globally connected and culturally diverse generation. They are described with high technological tools such as smartphones, tablets, video games, driverless trains, etc. They are more formally educated, and education is gamified. They can reach any information easily with just one click (McCrindle, 2020).

3. KEY TERMS FOR MENTORS

Christensen et al. (2020) claims that understanding key concepts in PVE is an integral part of mentorship. It shouldn't be assumed that certain types of people join VE groups. People of all backgrounds might join VE groups for various reasons. It is widely believed that violent extremists share certain character traits, but this can result in stereotyping and stigmatization of individuals. A mentor should understand the reason why people join VE groups. Social networks or friends searching for adventure can be some reasons for joining VE groups. However, they frequently begin to see the world in binary terms due to their participation – people are either my

friend or my enemy. As a mentor, being aware of these issues helps make a significant difference in mentees' lives by reflecting on their opinions, asking critical questions, and explaining the possible dangers of participating in VE groups. The first thing is that the mentor should identify and the terms such as *radical, radicalization, extremism, violent extremism, tolerance, intolerance* (Christensen et al., 2020).

Radical

To be radical, one must believe or act deviated from the 'norm' and exert nonviolent pressure for change. This change doesn't have to be negative; sometimes, people might have positive radical beliefs too (Christensen et al., 2020).

Radicalization

It is a process of developing beliefs apart from the 'norm' and starting to see violence as a valid way of accomplishing sociopolitical change. Not everyone faced with the same circumstances will be radicalized, and only a small percentage of those radicalized to accept the use of violence will commit terrorist acts. Sometimes the meaning of radicalization might be unclear. The mentor also should avoid labeling because it can hide and change our understanding (Christensen et al., 2020).

Extremism

Extremism isn't characterized as violent, and it is usually defined as vocal or active opposition to the values of mutual respect and tolerance, the rule of law in the society (UNOCT, n.d., pg. 23).

Violent Extremism

Unlike other terms, in 'violent extremism,' people use violence for sociopolitical changes. "To be violent extremism means that individual tries to change the political ideas, norms, and standards of a society through non-democratic means such as harassment, threats, surveillance and violence against those categorized as enemies or as a supporting system" (Christensen et al., 2020, pg.29).

Tolerance

According to Christensen et al (2020), tolerance is accepting differing points of view when a difference in viewpoint challenges you in areas you consider important. Tolerance is one of the sociological terms that means accepting and respecting differences in ideology, behavior,

lifestyles, cultures and traditions, and religion. On the other hand, tolerance shouldn't be considered as just accepting everything or apathy. Tolerance occurs when a person completely disagrees with another person on a deeply held belief while still respecting and treating them with dignity and honor. (Christensen et al., 2020).

Intolerance

Intolerance is a lack of regard for different-than-your-own people's behavior or beliefs; not accepting people from a diverse social or ethnic group from our own, or people who differ in political, religious, or appearance. Intolerance can create discrimination (Christensen et al., 2020).

Discrimination

Discrimination means treating a person unfairly or unjustly because of their age, disability, ethnicity, origin, political beliefs, race, religion, gender, language, culture, and other factors. (Christensen et al., 2020).

Psychosocial wellbeing

It describes a positive state in which an individual operates with healthy and positive social interactions with others, benefits from a strong support network, has a positive view of the self, efficiently copes with mental health challenges, and maintains a positive and hopeful outlook, often in spite of major challenges.

Mental health

From the World Health Organization: "A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

4. THE ROLE OF MENTORSHIP IN PVE

What causes VE?

Decades of work in preventing and countering violent extremism has helped us understand some of the reasons why people join violent extremist movements. While there is no single explanation or single cause, it is helpful to consider some of the issues that have been identified as influencing such decisions. Here we can consider two simultaneous sets of factors that interact to influence pathways into extremism: push factors and pull factors (UNODC 2018).

Pull factors

Adding ingredients for growth
Pull factors are individual situational or psychological factors that can increase motivation to join a violent extremist group. In other words, pull factors are factors at the individual level that help transform thoughts and ideas into action. Such pull factors may include: • financial incentives • a desire to belong with a social group • personal experiences of discrimination or abuse • the possibility of heroism or significance • invasion by an occupying force Returning to our metaphor: to reach their potential, plants need more than soil. They need rain, fertilizer, care, and attention from the farmer. These are additions to the preexisting environment, unique to each farmer, that influence how the plant grows and how much fruit it produces. In the same way, pull factors are those individual elements, unique to the specific person, that can increase motivation towards extremism by offering solutions or fulfilling material, social, or psychological needs.

Push factors

Finding fertile soil
Push factors are situational and structural factors present in a community that increase vulnerability to recruitment and radicalization into violent extremism. Push factors are elements present in a community irrespective of current violent extremist recruitment or activity and can increase risk of attraction to violent extremism as well as other potentially other negative outcomes. Some push factors include: • Poverty, • Unemployment • Systemic discrimination • Corruption and weak rule of law • Weak social supports

Let's use a brief metaphor. Plants need fertile soil to grow. Even in the absence of a gardener or farmer, there are certain factors about the soil that influence the likelihood of seeds developing healthy roots and turning into healthy plants. Such factors may include levels of certain minerals, the amount of sand or rocks in the soil, and nearby contamination sources. Even without deliberate work from a farmer or gardener, these factors exist in the soil and influence the likelihood and quality of the plants' growth. Similarly, push factors for extremism are those factors that exist in a person or community's like that may influence the degree to which extremism may be attractive or viable.

It is important to note that solving push factors along does not guarantee the prevention of violent extremism. At the same time, addressing push factors can have positive impacts beyond prevention of extremism. Addressing poverty, unemployment, or limited social mobility in vulnerable communities are good and important efforts that can prevent many negative outcomes, including delinquency, abuse, or illegal activities. However, there is no guarantee that the reduction of push factors will eliminate risks of radicalization for everyone.

Risk assessment and identification

An important question for those involved in prevention is: *who might be radicalized and how can we know?* As the field of preventing extremism has grown, so has the use of tools to better identify who is at risk of radicalization, and when (DHS 2018, sah 5-10).

What is risk assessment?

In the risk assessment process, actors collect data about an individual to judge the likelihood of a specific outcome or behavior. Risk assessment has been an important part of criminal justice systems for decades, helping various actors better understand how likely it is that a person will commit, or re-commit an offense.

Risk assessment tools can include surveys, interviews, or other information-gathering processes and can clarify to what extent risk of antisocial or criminal behavior lies within the individual, or in their environment. In the case of PVE, risk assessment is "the process of identifying the level of risk for engaging in future violence based on a set of characteristics demonstrated by known extremist offenders." (DHS 2018, sah 5-10).

Risk assessment can be used at various stages in PVE, to assess risk of joining an extremist group in first instance, or the risk of relapsing into violent behavior after disengagement and rehabilitation.

The role of risk assessment

Radicalization into violent extremism is a complex process. It looks different from person to person, and there is no such thing as a "formula" for an extremist.

Even though it is impossible to predict who exactly will become a violent extremist, practitioners and law enforcement have sought to use various tools, often adapted from criminal justice and criminology, to assess likelihood of negative outcomes in order to better design prevention and interdiction activities. Much of the risk assessment process as relied on data about *known* extremists. In other words, factors present in people who have become extremists has informed the develop of instruments to assess the presence of those same factors in individuals who may potentially become extremists.

The literature was reviewed to assess different risk assessment tools used in PVE efforts both before first engagement and in the context of extremist reoffending. In the review, an important distinction was affirmed between *risk factors*, and *indicators* of violent extremist involvement.

Risk Factors	Indicators
Risk factors *increase the likelihood* of an outcome. Example 1: smoking is a *risk factor* for lung cancer Example 2: poverty is a risk factor for radicalization Violent extremism risk factors include those elements listed as push and pull factors, and should be carefully assessed and analyzed in each context.	*Indicators suggest the presence* of an outcome. Example: back pain is an *indicator* of lung cancer Example 2: communication with known extremists is an indicator of radicalization Violent extremism indicators include communication with known extremists, withdrawing from friends and family, or publicly supporting extremist messaging.

The presence of risk factors does not guarantee the outcome will occur; and among extremists not all risk factors will be present. Just as smoking can increase the risk of lung cancer, it does not guarantee that the smoker will develop cancer. In the same way, the presence of risk factors for violent extremism may not cause a person to radicalize, but at the same time, risk factors can also contribute to other unwanted outcomes over a person's life course.	The presence of indicators does not guarantee that a person is a violent extremist; and not all violent extremists share with the same indicators. Just as back pain can indicate lung cancer, it can also indicate a number of other unrelated problems. In the same way, certain indicators of extremism might indicate that someone has radicalized and mobilized, though more investigation is needed to be certain.

The limits and risks of risk assessment

The risk assessment process is sensitive and complex, and understanding early signs of radicalization is challenging. Furthermore, risk assessments carried out too quickly or without significant technical rigor can result in alienation or stigmatization of vulnerable people who risk being mislabeled as violent extremists. Therefore, risk assessment should always be carried out by multidisciplinary teams in close coordination with security services and this is not to be implemented only by mentors.

Early signs and indications

Mentors, family, or immediate circles should be aware of potential risk factors and indicators of radicalization, as it can inform efforts to strengthen relationships, specific activities, or opportunities for vulnerable persons.

Risk factors generally include those elements listed under push and pull factors and include low economic and social status, "us versus them" worldview, previous criminal activity, limited social supports, lack of meaning, and traumatic experiences (DHS 2018).

As said, any formal assessment should only be carried out by trained personnel in close coordination with official actors, but other PVE actors should also be aware of some common indicators (DHS 2018).

Indicators
• suddenly isolating oneself from family and friends • increased conflicts with the surrounding people • regularly visiting Internet sites or social media networks that promote radical or extremist perspectives • increased anger and refusal to socialize • dramatic lifestyle changes • making public statements in support of extremist views or activities • engaging in activities that signify preparation of an attack of operation

Volunteers, coaches, and mentors play an essential role in the prevention process and may be able to identify cases that require additional assistance. Mentors should be able to recognize the early behavioral signs associated with the need for primary prevention or even referral to law enforcement services. In any case, mentors should work with their supervisors to clearly understand expectations for mentors in (1) paying attention to risk factors and indicators, (2) investigating these factors, and (3) making necessary referrals to supervisors or other actors, including law enforcement.

Who should be involved in preventing extremism?

Preventing violent extremism requires a *"whole of society approach,"* meaning actors from various sectors and levels of the community and the state have a role to play (Nash et al., 2017). As there are individual, relational, economic, and social factors that can increase vulnerability, actors that influence all of these levels have a role to play in prevention. Simply, anyone who works in a sector that may influence risk of extremism therefore has a role to play in prevention.

Who should be involved?
• Parents • Families • Teachers • Social workers

- Artists
- Coaches and mentors
- Journalists
- Policymakers and public servants
- Private sector businesses

These actors, and others, each fulfill critical needs in the community, contributing the holistic development and empowerment of vulnerable youth. As such, each has a role to play in mitigating risk factors.

Mentorship interventions can help tackling vulnerability to VE and radicalism at an early stage when it is systematically organized as part of education or part of youth empowerment/support systems. While this chapter explains the push, and pull factors of VE and early signs of radicalization, the next chapter will focus on preventing VE through mentorship programs.

What can mentors do?

Before exploring what mentors can do, it is important to understand what a mentor is, and is not. So, what is a mentor relationship? A mentor relationship is a relationship between two peers, often with a similar background and life experience, where one often older peer transfers knowledge and skills in a particular domain and often supports the younger peer's growth and development. There are many different types of mentoring programs around the world. Some examples include:

- *Career mentoring:* matching young people working in a particular field or industry with an older peer with significant experience and expertise, to transfer specific skills, help set goals and plans, and provide advice, skills, and opportunities in service of those goals
- *Hobby/skills mentoring:* matching a young person with a particular talent, skill, or hobby with a more experienced practitioner who can offer tips, guidance, and skills for increasing performance and growing existing skills
- *Emotional and social support:* matching youth living in adverse conditions or limited social supports with older peers who can provide a safe, stable presence that contributes

to the positive development of the young person. While activities may vary, mentors often develop specific activity plans under the guidance of case managers or supervisors.

- *Behavior change:* similar to emotional and social support mentors, behavior change mentors receive specific training to design activities that encourage the cessation of certain high-risk behaviors or the adoption of new, healthy behaviors. Such mentors are always supervised by trained professionals and regularly assess progress against detailed plans.

Mentors involved in violent extremism prevention may engage in a wide array of activities, and certain mentoring programs may focus on transferring or building specific skills, whereas other mentoring programs may be more explicitly focused on behavior change or raising awareness about the risks of radicalization or consequences of extremism.

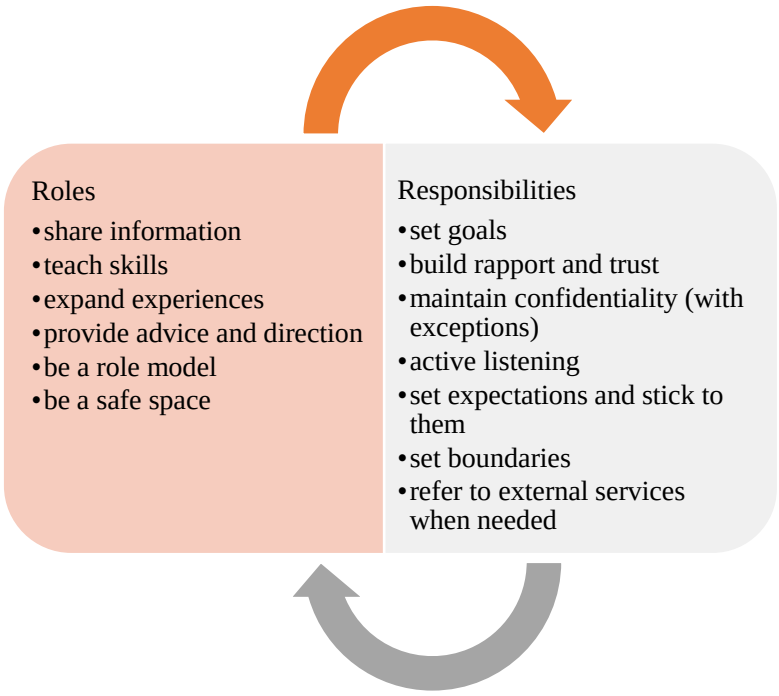
Roles and responsibilities of the mentor

Mentors for preventing extremism will work in close collaboration with local, national, or international organizations who will carefully describe the goals of the mentoring relationship and the suggested activities therein.

Whether mentors work with individuals or in groups, all mentoring relationships should have a *clear and achievable goal,* and mentors should be able to answer the follow questions before they begin working with young people:

1) What is the goal of my relationship with my mentees?
2) What activities I am expected to conduct in service of that goal?
3) How long will the relationship or activities last?
4) How will I assess my progress and the quality of the relationships?
5) What activities should I be careful to avoid? And who do I contact if I have concerns or notice the presence of indicators of extremism?

Note: Mentor's activities should be clear, specific, time-bound, and tied to clearly stated goals. Furthermore, mentors should be careful not to exceed their role, as engaging in behaviors outside of their scope and mission can have unwanted consequences for both the mentor and the mentee.



Limits and boundaries of a mentor

Mentors may be peers, and may be of the same age as mentees with whom they interact. As such, mentoring relationships may often feel friendly and casual. It is important to remember that a mentor, even if a volunteer, is still a formal role that requires careful planning, attention to detail, risk mitigation, and proper supervision.

Additionally, mentor relationships should have boundaries. *Boundaries* are the limits within which our interaction with other people and our engagement with different activities is comfortable, safe, balanced and healthy. What is considered balanced and healthy can vary from person to person and culture to culture; however, in professional contexts, boundaries are also set for us as rules that ensure we do not compromise our own safety or the safety of those around us.

For example, sports teams require many people operating in different roles. The team captain is different from the team coach. They each have a specific role with specific and deliberate overlap to ensure team success and victory. The captain is usually a high performing player who gives advice, instructions, and reminders to players while they are on the field. The coach also gives advice, instructions, and reminders to the players; however, he has greater decision-making power both on and off-the field, and is also responsible for overall strategy and decision-making. In other words, although the captain has some authority on the field, he

ultimately defers to the coach, whose authority and role extends beyond that of the captain.

Mentors are not friends, though they may be friendly, personable, and play an important role in a young person's life. Keep in mind what a mentor is, and is not.

A mentor is…	A mentor is not…
• A peer • An advocate • A safe space and confidante • A trusted source of advice • A role model • A source of new information or skills	• A friend • A therapist • A passive observer • Without rules • An unstructured relationship

It is important that mentoring take place with close support and supervision so as to avoid violating boundaries of the mentoring relationship.

5. PREVENTION MEASURES THROUGH MENTORING

Understanding someone's life situation

The first meetings between a mentor and mentee are critical to establish a relationship rooted in safety, trust, goals, and with clear boundaries. Cultural norms and customs differ from place to place, and mentors should always keep in mind potential differences between their own background and situation and that of their mentees.

In all cases, mentors should maintain open, friendly, and curious in their initial engagements with youth. As said, safety and trust can be established through:

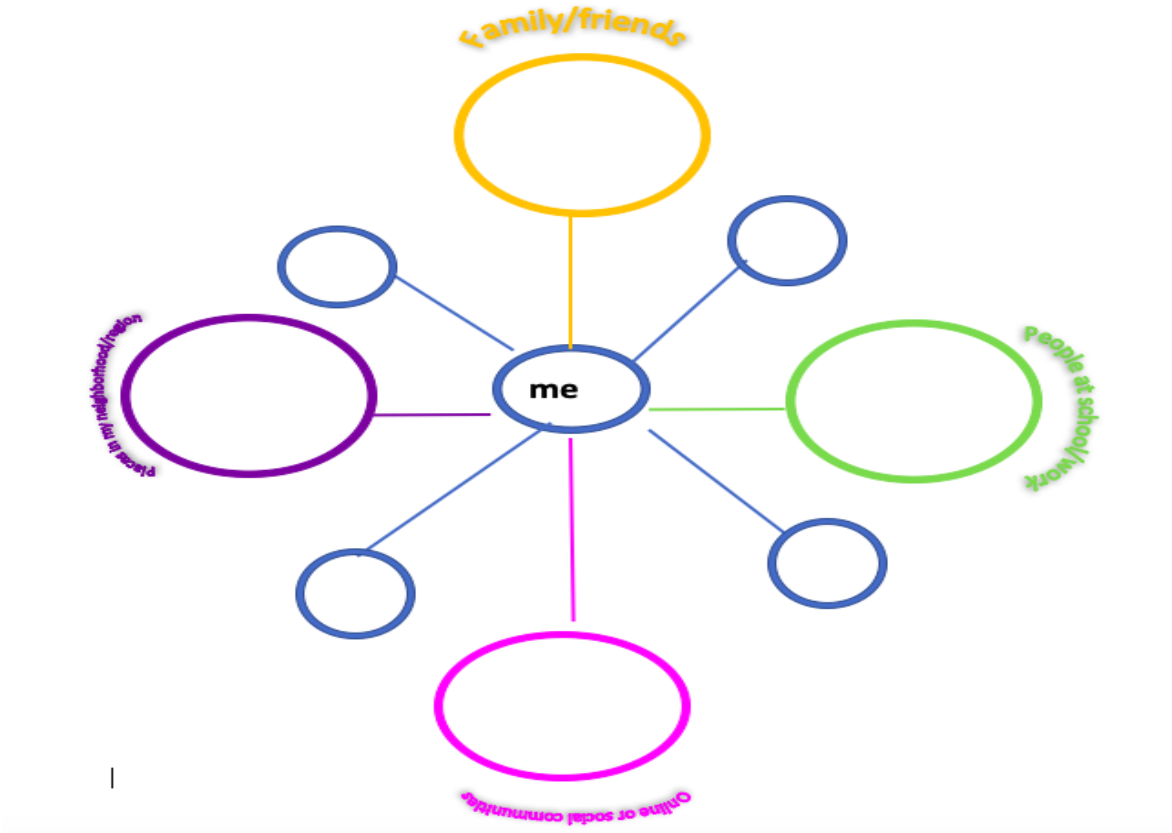
- Clear communication of the nature and goals of the relationship
- Setting clear expectations, including about the time, location, and details of all activities
- Using active listening to learn more about the mentees' life, goals, and interests
- Sharing some, but limited, information about themselves
- Establishing activity plans rooted in mentees' goals

How do I learn about a mentee's life situation?

Some mentees will naturally talk openly about their life situation, whereas others may require more time and effort. There are several participatory techniques mentors can use to learn more about mentees' life situation, identity, and goals. These include:

- Relationship and social support mapping
- Discussion cards
- Daily routine mapping
- Activities with questions (Get to know questions)

Relationship and social support mapping



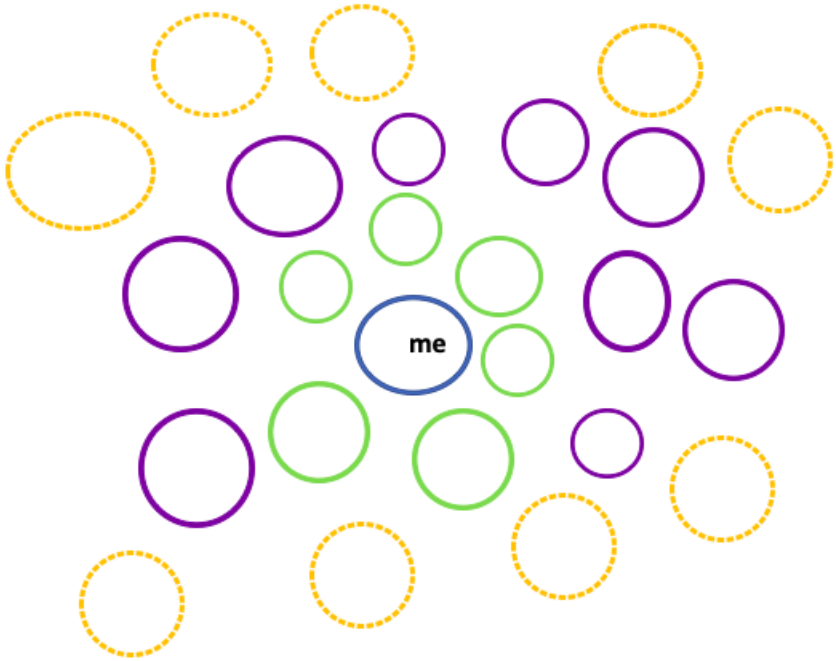
Network of people play an important role in improving your mental, emotional and spiritual health. Here are some examples where mentees can create network:

- Neighboring groups, teams, extra-curricular activities
- Friends, family
- School / work

- Education centers

In four larger circles mentees write family/friends, people at work/school, in neighborhood and online/social communities that support them. They can use additional circles to write the other people and places that provide with a sense of community.

In the next exercise, in the circles surrounding him/her mentees are asked to write the closest people. In the additional circles, they can write networks or groups that he/she can connect. The further dotted circles represent people/network that may need relationship building.



This activity was taken from kidshelpphone.ca

Discussion cards

Mentors can buy the ready discussion cards or prepare for them one. Mentors can divide the questions into categories such as *family, feelings, my world* etc. Mentors can also color code the questions according to their categories. This small talk will help mentors to know/understand mentees' life situations.

Family

How would you describe your family?

Family

How can you tell when someone in your family is angry?

Family

Do you have friends who feel like your family?

Family

How can you tell when someone in your family is happy?

Family

How does your family express their love and show they care?

Family

What is special about your family?

Family

What makes you proud of your family?

Family

How do you celebrate holidays with your family?

Feeling

What are three things that makes you happy?

Feeling

What makes you feel better when you are sad?

Feeling

What does your body feel like when you are worried?

Feeling

What does your body feel like when you are angry?

Feeling

What are three things that scares you?

Feeling

How do you know when someone in your family is upset?

Feeling

What does your body feel like when you are sad?

Feeling

What are three things that irritates you?

My World

If you planned a garden, what fruits and vegetables would you grow?

My World

If you could be an animal, what would you be?

My World

What is your favorite season? Why?

My World

What is your favorite animal? Why?

My World

What is your favorite song?

My World

What are your favorite games to play?

My World

What is favorite place to go on holiday?

My World

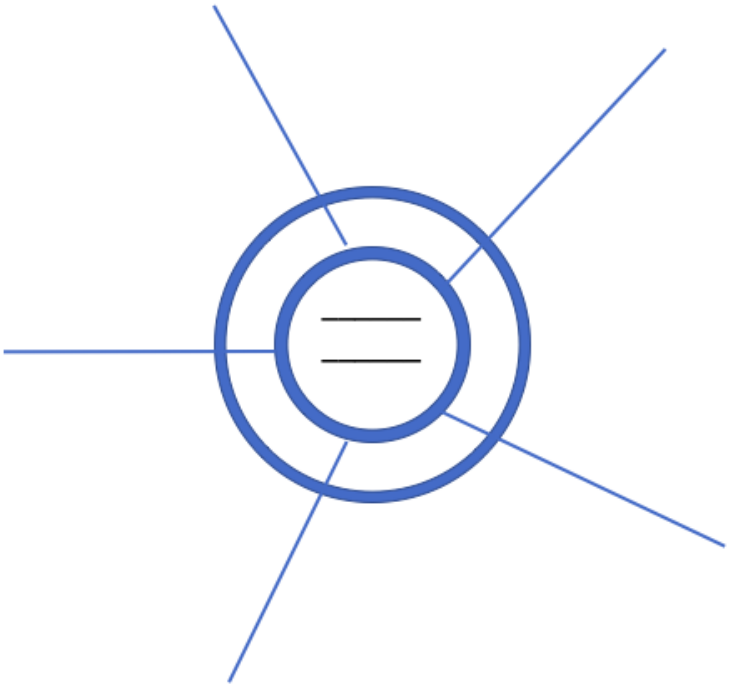
What superpower would you like to have? Why??

This activity was adopted from therapistaid.com

Daily/weekly/annual activities mapping

This activity can be adapted into any topic and shape.

Sample:



This activity was adapted from portsinthestorm.com

Get to know questions

It will help mentors to know mentees better.

- ✓ Tell three adjectives / words which describes you.
- ✓ What are you proudest of?
- ✓ What irritates you most?
- ✓ If you could go 10 years back and tell something to yourself, what would you say?
- ✓ If you could erase one thing from your life / history, what would it be?
- ✓ Tell five things you do in your free time.
- ✓ What superpower would you like to have and why?

This activity was adapted from quizbreaker.com

Understanding mentees from psychological aspect

There are seven most common psychological problems in youth:

- depression,
- addictions,
- social phobia,
- eating disorders,
- self-injury disorder,
- internet addiction disorder, and
- cyberbullying.

Depression

6-8% of people suffer from depression in their youth. If depression is not treated during adolescence, it is more likely to develop other psychological problems later in life. Depression is seen in following forms in youth:

- ✓ Changes in sleeping and eating patterns
- ✓ Fatigue
- ✓ Difficulty in concentration
- ✓ Crying
- ✓ Anger
- ✓ Decline in academic performance

Addictions

A risk to have harmful addictions is very high in adolescence. That can be because of the following reasons:

- ✓ Seek changes
- ✓ Willingness to try different lifestyles
- ✓ Influence of friends

The following can be observed in youth to determine harmful addictions:

- ✓ Sudden changes of friends
- ✓ Increase in expenses
- ✓ Decline in academic performance
- ✓ Truancy

- ✓ Lying

Social phobia

Social phobia can occur in the following ways in youth when they are socially graded:

- ✓ Anxiety
- ✓ Being disgraced
- ✓ Being humiliated
- ✓ Sweating
- ✓ Blushing
- ✓ Low voice

Some young people can integrate into society even though they have social phobia whereas some of them don't build relationships outside their family members. Adolescents' addiction to the internet and computer games increase the risk of social phobia. Generally, social phobia is seen at the age of 13-14.

Eating disorders

Eating disorders can occur as a person's body undergoes many changes during adolescence and also, they compare themselves to their peers or role models in the social media. It is common among girls. If eating disorders are not treated, they can lead to serious health problems. Symptoms of eating disorders include:

- ✓ Eating alone
- ✓ Weighing frequently
- ✓ Wearing loose clothing
- ✓ Exercising or being on a diet more than enough

Self-injury disorders

Self-injury disorder occurs to overcome negative emotions, especially anger and unhappiness. Self-injury is not a suicidal behavior but this disorder may lead to suicide. Self-injury disorders include:

- ✓ Self-harm, cutting, scratching
- ✓ Pulling and plucking hair

- ✓ Breaking bones
- ✓ Cutting or damaging organs

Internet addiction disorder

Excessive internet and computer usage has a profound effect on psychological development as well as on their social relationships. Internet addiction ranges from 0.9% to 38% among youth. One of the main reasons of internet addiction is online games. Symptoms of internet addiction include:

- ✓ Excessive internet usage
- ✓ Inability to restrict the internet usage
- ✓ Disregarding the importance of time spent offline
- ✓ Extreme irritability when not connected to the internet
- ✓ Gradual disruption of the individual's work, social and family life

Cyberbullying

Cyberbullying is the usage of digital technologies to harm another person. According to the research, 12% of young people who use the internet, experience cyberbullying. Causes of cyberbullying:

- ✓ Ending a romantic relationship
- ✓ Jealousy
- ✓ Envy
- ✓ Exclusion from the group
- ✓ Low physical strength

Types of cyberbullying:

- ✓ Arguing online
- ✓ Harming (via sms)
- ✓ Blaming
- ✓ Using different identity
- ✓ Using / spreading information without ones consent
- ✓ Excluding from the group

Setting up a mentoring relationship

The establishment of a mentoring relationship takes time. Naturally, mentors must first receive sufficient training from their host or sponsor organization to learn certain *basic mentoring skills*, understand the *scope and goals of their role*, and learn how to *establish and monitor mentoring activities.*

Mentoring activities, irrespective of if they are geared towards professional, educational, or social support, share similar arcs. And all mentors should respect certain key principles as they learn how to become effective mentors.

Key principles: *Safety, trust, goals, boundaries*

Safety

- This includes safety for the mentor and the mentee. To create a safe environment, mentors should be clear about the boundaries and goal of the relationship, practice empathy and active listening, stick to plans and deadlines, and indicate when outside support is needed. Safe spaces for constructive dialogue allow mentees to improve their ability to engage respectfully, manage emotions, and develop skills.

Trust

- Trust is a key component of effective mentoring. Mentees need to feel that they can trust the mentor. Mentors should be honest and clearin their communication with mentees, set and commit to expectations, and offer non-judgmental support to mentees. Violations of trust can damage the mentoring relationship

Goals

- Effective mentoring relationships are tied to specific goals. Mentors should have a clear sense of what skills or knowledge they need to provide, or what behavioral goals the relationship is working towards. Activities should be linked to goals, and mentees should be aware of the goals of the relationship as well.

Boundaries

- Safe and effective mentoring requires that all parties know and respect boundaries. As mentioned, mentorship is a formal activity, even if there is a sense of comraderie and friendliness. Mentors should not me friends with their mentees, and must report any boundary violations to their supervisors.

In PVE mentoring, mentors and their supervisors should pursue a variety of activities in service of two goals:

Recall that multiple factors may influence individual pathways into radicalization, and mentors should not engage in formal risk assessment of vulnerable individuals. While they

should report any concerning behavior, PVE mentors' job is to provide information and psychosocial support, which can also include skills-building activities towards educational or vocational goals in certain contexts. Simply, mentoring activities address various risks that may increase vulnerability to extremism by promoting healthy lifestyles and pursuit of meaningful goals. In their roles, mentors should establish activity plans that offer diverse activities, tailored to the needs, skills, and wants of the mentees.

Activities and plans

Mentors should be sure to offer a wide array of activities in their mentorship. Again, all activities in PVE mentoring should be informative and/or should increase resilience to violent extremist recruitment by increasing protective factors or reducing risk factors. Activities can include:

1) Promoting community engagement;
2) promoting active and creative lifestyles
3) increasing general life skills.

1) Promoting community engagement (volunteering, building diverse relationships)

UNODC (2020) describes social inclusion as improving disadvantaged people's opportunities, access to services, voice, and respect for their rights. Prevention of violent extremism demands the promotion of social inclusion and integration for social cohesion.

On the other hand, inclusion and integration are not the same things. Inclusion means that everyone in a community has the same rights, access, and choices regardless of disability. Integration is like a two-way street where both groups or individuals adjust. Youth who studied abroad and returned home country or people who came out of prison are good examples of social integration. People in both instances need mentoring support to integrate back into society.

Social inclusion and the development of a multifaceted approach are critical in strengthening a sense of belonging and positive peer group interactions. These elements are essential in preventing violent extremism because extremist groups have found ways to reach out to at-risk youth through various online and offline media. Thus, prevention efforts with social inclusion as a strategic goal enable preventive measures and cross-cutting outcomes. Moreover,

Social inclusion is linked to the Sustainable Development Goals and youth-led agendas (UNODC, 2020).

In their article Segal and Robinson (n.d.) state that involving youth in volunteering will help them to build relationships; to improve physical and mental health; to enhance professional skills; to enjoy their life more.

2) Promoting active and creating lifestyles (art, culture, sport)

Sports. UNODC (2020) divides sport-based interventions into "sport plus" and "plus sport." In "Sport plus" initiatives, sport comes first, and other development activities are done around sports participation. "Sport plus" projects may also contribute to PVE, but their main objective is to develop skills in sports. On the other hand, in "plus sport" projects, sport is used as a tool for capacity building, behavioral change, and social, cultural, and economic impact by using sport as a "hook" for participants. The main goal of "plus sport" projects in PVE is to use sport as one of many tools to achieve prevention outcomes. In this context, sports actively and meaningfully engage hard-to-reach youth in formal activities. Sport can empower youth and build resilience, and positively influence preventive factors. However, sport doesn't automatically prevent violent extremism, and it needs to be supported by program elements to increase the possibility of positive outcomes.

Sports can help address gaps between cultures, enhance intergroup collaboration, bring people together to achieve a shared goal, and help create more inclusive societies and compassionate, attentive citizens. Sport also fosters essential human values and promotes respect for rules and others. At the same time, sport can be an effective tool for strengthening youth resilience, connecting positive adult role models, providing positive development opportunities, and fostering learning and applying life skills.

Nash et al. (2017) also highlight the importance of culture and arts activities. An arts-based approach to PVE also allows youth to receive validation for their experiences and identities. Painting and dance are nonverbal communication vehicles that may be less intimidating for youth to convey painful experiences of exclusion, identity conflict, and isolation. The process of fictionalizing a sad situation through writing or theatre can provide a young person with an opportunity to share difficult emotional experiences.

The arts provide interactive and inexpensive media that communities can use to strengthen a prevention culture. PVE is not a short-term goal but rather a long-term process that necessitates repeated and diverse interactions. We can expand the types of nonviolent options available to young people seeking to explore and assert their personal and group identities by combining the potential of art as both a means of expression and a tool of communication (Nash et al., 2017) .

3.Promoting life skills

World Health Organization defines life skills as "a set of psychosocial competencies and interpersonal skills that assist people in making rational decisions, solving problems, critical and creative thinking, effective communication, managing relationships, empathy, and dealing with and managing their lives healthily and productively." (WHO, 1997, sah.1). Ozmete (2011) states that life skills enable young people to proactively protect themselves while promoting healthy and positive social relationships. The life skills can be divided into three basic categories: *self-awareness, interpersonal*, and *thinking skills*.

Self-awareness

Self-awareness is knowing to live with oneself. This category includes skills that influence people's relationships and recognizing themselves, thoughts, feelings, and behaviors. Self-awareness includes stress management skills, emotional regulation, positive thinking, and self-esteem.

Interpersonal skills

Interpersonal skills are about knowing and living with other people, and this category includes skills that help people establish healthy, respectful relationships. Interpersonal skills include empathy, listening skills, handling conflicts, managing relationships, and confident communication.

Cognitive skills

Cognitive skills are essential to making effective decisions. This category includes goal setting, decision making, problem-solving, critical and creative thinking, understanding consequences, and self-evaluation (UNICEF, 2019a)

According to Ozmete (2011), youth need formal and informal education to develop life skills. In general, education programs focus on developing skills such as friendship behavior,

time management, and planning, clarification of values. Life skill education should be created as a basis of youth programs.

Gender equality. Women empowerment

Sustainable Development Goals (SDG) aim to ensure all people live in peace and prosperity, ending poverty, and protecting environment. It consists of 17 goals. The fifth of those goals is Gender Equality. The overall objective of gender equality is men and women share equal responsibilities, rights, and obligations in all spheres in society.

Women are the half of the population of the whole world which makes half of its potential. Gender equality is usually linked with empowering women. That is because women had to fight for equal opportunities, rights in history (UNFPA, 2022 March 1). Still some women may encounter physical or psychological violence by her husband or male relatives (UNFPA, 2022 February 11).

To empower vulnerable women mentors can offer some activities to boost their self-esteem. Self- esteem is ability to evaluate yourself and it stems to our opinions and beliefs about ourselves. It is formed by daily perceptions about ourselves.

Self-esteem can affect:

- Feeling happy
- To feel valued and good enough
- Not blaming yourself unfairly for the past mistakes
- Trying new and challenging things
- To recognize your strengths
- Making decisions

Here are some causes low self-esteem:

- Stress
- Physical and mental health issues
- Unemployment or losing job
- Being bullied
- Opinions about her physical appearance
- Financial problems

- Hormonal changes
- Pregnancy

Facilitation plan for mentors

How to enhance self-esteem of vulnerable women through mentoring? This simple but effective activity will help to enhance self-awareness which will lead to loving themselves.

Things I am good at: 1. 2. 3.	Compliments I have received: 1. 2. 3.
What I value the most: 1. 2. 3.	What I like about my appearance: 1. 2. 3.
Ways in which I have helped others: 1. 2. 3.	Challenges I have overcome: 1. 2. 3.
Times I have made others happy: 1. 2. 3.	What I value in my life: 1. 2. 3.

This activity was adapted from [wrc.org.uk](wrc.org.uk)

However, this shouldn't mean that men are not effected by gender inequality. Indeed, men might be experiencing financial distress in the family and couldn't express his emotions and fears as it might be evaluated as weakness by society (UNFPA, 2022 March 1).

One option to ensure gender equality is to be aware of gender stereotypes and get rid of them. The following activity will help mentees to understand gender stereotypes and brainstorm how to avoid them.

Facilitation plans for mentors

Gender stereotypes

First give a list of characteristics and the chart

Dependent	Independent
Emotional	Rational
Good business skills	Poor business skills
Competent	Incompetent
Ambitious	Unambitious
Passive	Active

Characteristics for women	Characteristics for men
•	•
•	•

Give mentees some time to complete the chart. Then analyze the defined characteristics for each one.

- ✓ Are they positive or negative?
- ✓ Which one of them have more negative characteristics?
- ✓ How do gender stereotypes influence behavior?
- ✓ How do gender stereotypes influence the mentorship relationship building with youth?
- ✓ How to avoid gender stereotypes in mentorship?

This activity was adapted from coe.int

Mentorship in educational establishments: Creating youth networks and platforms

Giving transversal skills such as critical thinking, empathy, perseverance, media and information literacy and tolerance at educational establishments is key to preventing violent extremism (UNESCO 2016). Mentoring consists of the following components:

Here, we are not going to talk about the importance of mentoring in educational establishments. We will focus of mainly on goal setting strategies for mentors and effective ways of giving feedback while mentoring.

In addition to SMART goals mentors can use OKR (Objectives Key Results) strategy.

S.M.A.R.T goals

Specific - to weave socks

Measurable – I will weave the socks

Achievable – to set up my business

Realistic – I want to work for myself

Time – in two months

Discuss the difference between two goals below:

1) I will study at the business school for two months.
2) I will A+ from all my lessons to get a place in the best universities

In OKR first you set the goal and then 2-3 outcomes to achieve that goal. For example:

Main goal: I will teach to play violin in one year.

Outcome 1: First 3 months I will teach musical notes and how to hold the violin.

Outcome 2: Second 3 months we will train to play short pieces

Outcome 3: Third 3 months we will train longer pieces

Outcome 4: Fourth 3 months I will give more resources for improvement.

What is feedback?

Feedback is "information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked"

Giving feedback isn't always easy. If the feedback isn't provided effectively, it might hurt mentees feelings, or they may become defensive, or their confidence might be knocked and motivation/performance might decline. Here are three ways of giving effective feedback: Feedforward; DESC model; Why/What model (t-three.com).

Feedforward. Feedback focuses on past events whereas feedforward focuses possibilities in the future. For example:

Instead of "You presented very fast in your last presentation" you can offer "In your next presentation, if you pause after each slide it will help you rebalance and will be more effective".

DESC model

Describe	You answered all the questions correctly related to XXXXXXX topic
Express	I am worried you won't be able to fully understand the topic if you don't listen in the lesson.
Specify	I want you to listen to the lesson
Consequences	You will understand this topic easily if you listen to the lesson

Why/What?

Mentors tell mentees what they did and why it was effective. For example: "You answered all questions correctly related to this topic, because you listened it carefully / you studied hard".

Be specific	Give feedback on time
Give a chance to recipient to respond (don't guess)	Don't sandwich negative feedback between positive messages
Consider recipients' emotional situation/needs	Avoid extreme words such as always, never
Give negative feedback individually	

Youth networking is a dynamic platform to engage youth with common goal. Some options to create networking platforms include:

- Peer-to-peer mentoring
- Tutoring
- Traditional mentoring
- Life skills trainings
- Sports events
- Competitions

UNODC (2020) highlights the importance of promoting positive youth development because youth may be more vulnerable to violent extremism. Youth interventions shouldn't be limited to

addressing youth's prevention and needs. Still, they should also empower them to exercise their capabilities to take responsibility.

6. COMMUNICATION AND THE IMPORTANCE OF CRITICAL THINKING

How we process information

Communication is critical to our survival. Humans, more than any other species though, have developed advanced and diverse communication tools, including language, signs and symbols, and even the arts. And we use these various means of communication to share information, teach, or influence others in a specific way. So before understanding how information is deployed in service of extremist actors, we must first ask: how do humans process information at all?

Conscious and unconscious processing

Every input from the world around you pass through your brain at some point. Every smell, every sight, every touch, every emotion and every physical state is in some way processed and coordinated by your brain. This includes information, including information we read on social media.

When we first encounter information from any of our five senses, the brain has to interpret those inputs. Are they good? Pleasurable? Dangerous? Friendly? Unfriendly?
★ The way we classify information, even unconsciously, affects how we respond to that information.

Think back to when you were a small child. At some point, you may have encountered a hot flame, oven, or stove for the first time. Perhaps you were helping your mother in the kitchen, or just wandering around. Like many young children, you may have curiously reached out to touch the hot stove or flame. Quickly, you found out that it is hot! It burned you.
Chances are, you only needed to touch the stove once to learn an important lesson. Maybe it took a few times, or a few trials of pain, to learn the lesson. Whether it was just once, or a few incidents,

chances are, you have not touched a hot stove since then.

What happened in your brain in this scenario is simple:

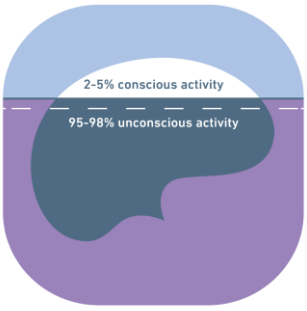
- An event happened (you touched the stove)
- It made you feel unsafe or at risk or in pain (you were burned)
- You quickly or gradually learned to not do that

You formed an association, a link between an object and a set of sensations physical or emotional.

Your brain is constantly making inferences and associations, links between feeling states and possible causes in the world around you. Sometimes the cause of a feeling is clear, like in the case of the example of the stove. In other cases, it is less clear, but the brain still searches for a cause. In other words, your brain is constantly trying to infer or make meaning of what is happening to you and in you, including negative emotions generated by news and social media.

Because of the large amount of sensory and information inputs that we encounter every day, our brains have developed quick shortcuts in order to categorize information and mobilize the relevant emotional response. Humans process information, including information from social media, very quickly, and often without much conscious control. Studies suggest that anywhere from 95-98% of the brain's activity is unconscious. That means that you are aware or conscious of only between 2-5% of the brain's activity.

Within that 95-98% of unconscious activity are basic functions that keep you alive, functions like breathing, body temperature regulation, heartbeat, and, to a certain extent, emotions. Remember that the brain's first priority is to keep you alive, and survival has many components, including initial emotional feelings in response to situations.

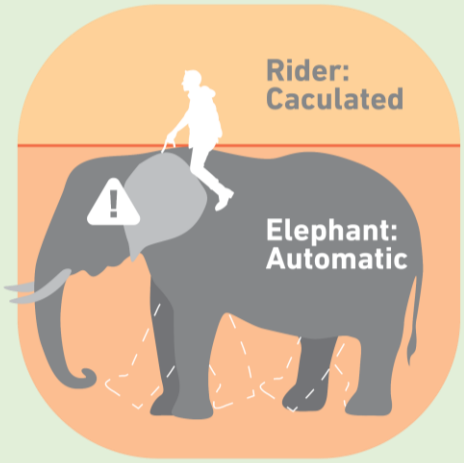


Conscious and Unconscious Activity

Most of our thoughts occur within that 2-5% of conscious activity. That includes our thoughts about our unconscious processes. In the 2-5% are processes like logical thinking, decision-making, dealing with and controlling our various feelings and emotions, thinking about other people's emotions, solving mathematical problems, and planning for the future.

It is important to remember that the 2% and the 98% desperately need each other. You would not be able to survive without your brain's automatic processes. And you would not enjoy your life without the 2% of conscious processes.

EXAMPLE: The Elephant & The Rider



An easy way to understand how we experience the relationship between conscious and unconscious processes in the brain is as follows.

Imagine someone riding atop the elephant. The rider on top of the elephant knows where he needs to go. The rider knows the route, but he needs the elephant to get him there. They need each other. They rely on each other. Neither one will arrive at the destination without the other, but the rider needs to exert some control over the elephant in order to get to the desired destination.

The rider has to think a bit more than the elephant. He must ration goods, get more supplies, and maintain a clear direction. The rider controls a part of the resources needed to complete the journey, but he desperately needs the elephant to get there. The rider needs the elephant to survive the journey.

In this metaphor, the rider represents what we experience as that 2-5% part of the brain, the conscious brain to which one has introspective and reflective access, the part with which you can directly communicate.

A Calculated Rider

Some people would describe this as the "thinking brain" or "rational brain." This is not a specific part of the brain, but a series of networks and connections that enable certain important activities that are particularly important for humans, including:

Rational thinking
Aspects of memory
Learning new information
Regulation of emotions
Elements of perspective-taking and empathy

Again, these aspects of the "rider" are not one specific area of the brain, but rather a series of functions, many of which are contained in interconnected networks in the front of the brain known as the prefrontal cortex.

To put it simply, the rider is deliberative. He thinks, he calculates--perhaps slowly, but often accurately. The rider calms the elephant when it starts to get anxious. The rider corrects the path when the elephant drifts off course.

A sensitive elephant

The vast majority, 98% of the brain's unconscious activity is like the elephant. The elephant is strong and sturdy, doesn't have to calculate distance, read the directions in the sun and stars, or manage supplies. But the elephant needs to jump out of the way of holes in the road or dangerous animals. The elephant can handle many roadblocks and barriers that the rider could not handle alone.

The rider needs the elephant to do some of the heavy work that he cannot do.

Like the elephant, the unconscious functions of our brains are generally opaque to introspection and reflection. You cannot access them much of the time. Like the elephant, our unconscious brains are somewhat hard to communicate with, but we do learn, over time, to build a healthy working relationship and communication between the elephant and the rider.

You experience unconscious and conscious processes in your brain much like the elephant and the rider experience each other.

The two of them grow and change over time.

The two of them need each other.

The two of them are critical parts of the journey.

The rider can control and calm the rapid, emotional responses of the elephant.

Emotions, belonging, and social media

When we read the news or a post on social media, information we receive is interpreted and classified quickly and automatically. We automatically and unconsciously link the incoming information with past experiences and current circumstances in order to mobilize an emotional and behavioral response.

We mobilize negative, or even defensive, violent feelings when we encounter threatening information.

★ We mobilize positive, often excited feelings, when we encounter affirming information.

⚑⚑⚑ Extremist groups influence behavior by creating narratives and information that create a sense of threat, whether that threat be against us, our religious group, ethnic group, or other community.

By creating a sense of threat, such information specifically attempts to mobilize a response to defend against that threat, whether it be through supporting a specific opinion, policy, or group, or even engaging in direct action to reduce the threat that we perceive.

The importance of identity and belonging

The way we classify and respond to information we encounter is influenced by various factors, including:

- implicitly held attitudes and beliefs
- emotions we feel in response to the information,
- the identity of the person sharing the information,
- how others, particularly other members of our social group, respond to the information
- how we *think* others in our group will respond to the information
- simple things like the time of day, competing tasks, and our mood

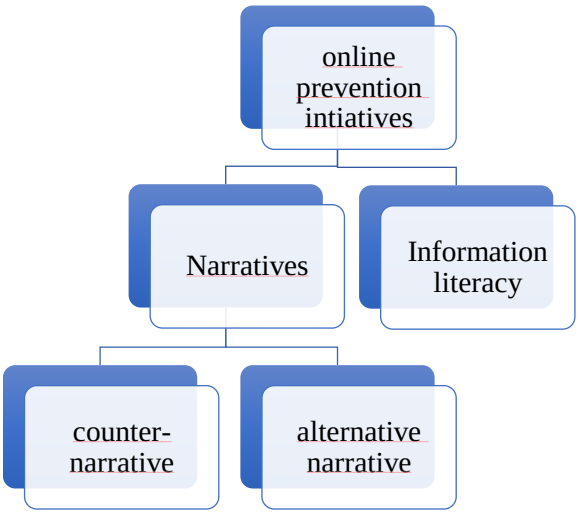
Information, including propaganda, fake news, and disinformation, can influence attitudes and behaviors. One of the primary ways in which mis- and dis-information influences our behavior is by activating emotions, particularly perceptions of threat or insecurity.

Not all information is treated equally by the brain. As humans, our main priority is to stay safe and alive, and as such, we may give extra emphasis to information that poses threat or risk to our safety. It is important to note that each person has subjective criteria in determining what represents a threat, and what is neutral or positive.

★ As social beings, we are highly sensitive to events and information that represents a threat to us individually, but also to our various identity groups.

Importantly, the protection of our own identity group feels good. Humans can derive a strong sense of meaning, purpose, and gratification from defending themselves and loved ones against perceived threats. In this way, information that provokes a threat is more likely to promote a defensive response, as such responses both feel good and strengthen our perceived chances of survival and success.

Alava et al. (2017) states that we can use narratives and enhance information literacy as an online prevention initiatives.



Narrative can be any kind of media (news, video, posters, post etc.) that narrates something. Counter-narratives are narrative that are created to challenge the misinformation, disinformation or fake news. Alternative narratives are designed based on the intercultural and positive principles and respect to challenge extremist narratives.

Information literacy is a set of skills and strategies that help us assess information before sharing it or applying it in our work or research to avoid false concepts and conclusions. It includes critical analysis skills but is broadly defined to also include visual, research and media literacy skills.

In the context of PVE mentoring, skills of media literacy and critical analysis may be particularly useful in assisting youth to build resistance to manipulation by bad actors. We can exercise information literacy in various situations and encourage others to do the same. For example, when you are a student, you use information literacy skills to perform well on research papers, projects, and presentations. Other times, you may use basic information literacy and critical analysis skills to investigate the source of information that someone circulated on social media.

Some information literacy skills include, but are not limited to:

- ➔ Knowing how to find information
- ➔ Evaluating and confirming the accuracy of this information
  - ◆ Who is the source? Are they reliable?
  - ◆ What might be the motivations of sharing this information?
  - ◆ How could this information be interpreted differently?
- ➔ Applying the information into your research or project or training, or integrating it to inform your opinions and, if appropriate or in an academic setting;
- ➔ Acknowledging the resources used to find this information

In preventing violent extremism and working with vulnerable youth, these skills can help accurately identify and evaluate information to avoid engaging with or endorsing disinformation that could cause harm to individuals and society or could push someone towards radicalization.

Most are aware of the presence of mis- and disinformation in their communities. Such information fosters a culture of mistrust and constant hypervigilance, which in return could lead to conflict amongst communities. Being equipped with the right skills to assess and filter out false and manipulative information brings us closer to avoid conflict.

Recognizing propaganda

In their manual Christensen et al (2020) mention that propaganda, misinformation, disinformation and “fake news” are terms now commonly used to describe similar phenomena,

whereby information is shared via any number of means to advance a particular worldview, belief, or ideology. These phenomena can include the sharing of true or partial information delivered in a manipulative or incomplete way, or it can include the dissemination and replication of blatantly false information intended to cause harm.

Propaganda is a commonly used term to describe various types of information that are used deliberately to promote or manipulate towards a specific worldview, opinion, or political belief. Propaganda has a long history, and there are countless examples of the use of propaganda to sway public opinion. Not all forms of propaganda are equally effective or insidious or harmful, but in all cases, propaganda selectively and strategically uses information to manipulate viewers towards a specific belief and/or action.

Christensen et al (2020) share techniques in propaganda are intended to influence our feelings and behavior at a deeper level. It requires critical thinking to recognize propaganda. Here are some techniques of propaganda:

- Peer-pressure. People unconsciously think that they might be left behind, because image, language, video present an idea or behavior as something normal to people.
- Misinformation and disinformation
- Telling the stories
- Name calling

Enhancing critical thinking skills

Is information literacy the same as critical thinking?

Even though they are very similar, information literacy skills aim to advance, not replace, critical thinking skills. While critical thinking allows for the procurement and analysis of information to form opinions and distinguish information, information literacy can enhance the development of critical analysis skills to explore and evaluate all types of information.
In general, information literacy activities equip learners with *tools* and the *motivation* to ask better questions about information they encounter in order to reduce risk of engaging cognitively or emotionally with radicalizing content.

The CRAAP Test

One exercise that enhances information literacy skills is known as the CRAAP test. The CRAAP test is a tool that allows us to check the credibility and relevance of available information to make an informed decision on how we use and share this information.

The CRAAP test has 5 main components:

- Currency: Is the source up to date?
  - When is the information written or published? Could it be outdated by a more recent and time-relevant source?
- Relevance: Is the source relevant to your research?
  - Why is knowing this information important or relevant to your work? How does it add or take away from your point?
- Authority: Where is the source published? Who is the author? Are they considered reputable and trustworthy in their field?
  - What is the level of trust that you, or others in your field, have for this source or author?
- Accuracy: Is the source supported by evidence? Are the claims cited correctly?
- Purpose: What is the motive behind publishing this information/source?
  - Be weary of sources that are trying to shift your point of view or turn you against groups or individuals without backing up their point.

Facilitation plan for mentors

Importance of critical thinking

Case study

Selbi is a member of an Instagram account. She receives a message from someone who is advertising a job. The salary is really good and it is in another city. The advert says says to get in touch with Maral, who will give more information. The job is far away, and she is worried about what it might entail, but Selbi wants the job.

Discuss the following questions with the mentees:

- What can Selbi be worried about?
- What should Selbi do before meeting Maral to be in safe and make a good decision?

Selbi meets maral and is told that in fact the job in XXX city has been filled but there is another one in the city YYYY. Maral explains that she works as an agent in finding staff. Maral says that she will cover the bus fare but that job must be filled this weekend. She says she is talking to other girls who have replied to the message.

Discuss the following questions with the mentees:

- Discuss how should Selbi conclude the meeting with Maral?
- Does she agree to get on a bus at the weekend to YYYY? What else can she do?
- Should she try to buy time?
- What options can you come up with?
- What further questions should Slebi ask to Maral?

This case study was adapted from Christensen et al. (2020, pg 59)

7. MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT

Why MHPSS matters for PVE

If you recall from the beginning of the manual, listed among some of the push factors for violent extremism were issues like social isolation, weak social supports, and a history of adversity and psychological trauma. To many, it may seem like such issues are beyond the scope of PVE programs; however, increasingly, governments and international organizations are realizing the importance of integrating social, emotional, and psychological support in *whole-of-society approaches* to the prevention of violent extremism.

Violent extremism is a behavior. As with any behavior, there are psychological, social, and emotional factors that influence that behavior, without necessarily causing the behavior.

Exercise - case study

Nazar is 23. For most of his life he lived in the same neighborhood. He met his two best friends when they were all just six years old. “Friends for life,” they would say. They had an implicit understanding, the three of them. With just the nod of a head from across the room, they knew what the other meant. It was as if they had their own language--a language of signs, symbols and motions known only to their hearts. Nazar was devastated when, at 18, his best friends moved. Not across town, but outside the country, to Baku. The day they left, Nazar wept. By himself of course. His tears were his own--no one knew the depth of his pain. The pain of loss. Of jealousy, knowing that Nury and Serdar would be together, without him.They visited. Once per year, of course, as they were starting university in Baku. Phone calls grew less frequent--what used to be daily group calls became weekly.

As expected, Nazar struggled to make new close friends. Yes, he met people through school and work

and family, but they were not the same. It didn't *feel* the same. No one filled the space Serdar and Nury left. With time, Nazar withdrew into himself. His inner life was rich, but his interactions were limited. *Why bother?* He would think.

Just get used to being alone, until you get married, he told himself.

Just two years later, Nazar joined an extremist movement online. Serdar and Nury have not heard from him since.

questions for consideration

…Why did Nazar radicalize? Do we have enough information to draw conclusions?

…What did Nazar lose when his friends moved away? What did they represent in his life?

…Did the loss of friends *cause* his radicalization, or did it increase vulnerability?

…What type of support may have been useful to Nazar after his friends left?

writing exercise

Take 5 minutes to write how social, emotional, and psychological factors may have influenced Nazar's later life choices.

There is no singular cause of violent extremism. As mentioned, there are certain situational factors that can increase vulnerability to extremist messaging or influence; however, there are no single social, emotional, or psychological factors that make someone a terrorist. In other words, there are factors in a person's life that can make it much more difficult to engage in society in a healthy way, thus adding to the risk of antisocial behaviors, including violence.

In this section, we will explore how we can offer psychosocial support in a way that contributes to healthy lifestyles and decision-making among mentees, thus contributing to resilience against violent extremism in the community.

What is MHPSS?

Before moving forward, it is important to clarify what *"mental health"* and *"psychosocial well-being"* mean, and explore how they may relate to violent extremism. As said, social, psychological, and emotional factors matter when exploring risks of extremism, just as it is important to understand economic and structural factors. That said, we often hear less about

"mental health" or "psychosocial support" than about grievances, ideology, or livelihoods issues in discussions of PVE.

These terms--*mental health* and *psychosocial support*-- will come up repeatedly, but they might not be clear to you, even if you may have a general understanding or hunch.

Mental Health	Psychosocial Well-being
There are dozens of complementary and competing definitions for the term "mental health." Here we provide two which adequately capture what we need to know for *The Field Guide*. *From the Merriam-Webster dictionary*: "The condition of being sound mentally and emotionally that is characterized by the absence of mental illness and by adequate adjustment especially as reflected in feeling comfortable about oneself, positive feelings about others, and the ability to meet the demands of daily life." *From the World Health Organization:* "A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." For our purposes, it is important to note that mental health is generally conceived of as not just the absence of mental illness (e.g. depression, posttraumatic stress disorder - PTSD, bipolar disorder, obsessive compulsive disorder, schizophrenia), *but the presence of positive abilities* to cope, to healthily interact with others, and to successfully avoid negative thought and behavior	Psychosocial well-being includes two important words: *psychosocial* and *well-being*, implying a consistent and positive psychological and social state of being. The term was created to highlight the fact that the social self and the psychological self are closely linked, and perhaps more so in times of stress and crisis. Mental illness or mental health challenges often have a deep effect on the social aspects of our lives, affecting interpersonal functioning, relationships, and our sense of self. For example, someone experiencing clinical depression may start to lose important relationships, and the loss of relationships may further complicate their depression. The cycle is destructive. *From the International Network for Education in Emergencies:* "The term psychosocial underscores the close connection between psychological aspects of our experience (our thoughts, emotions, and behavior) and our wider social experience (our relationships, traditions and culture). Many psychosocial problems do not require clinical treatment but are rooted in stigmatization, lost hope, chronic poverty, uprooting, inability to meet basic needs, and inability to fill normal social

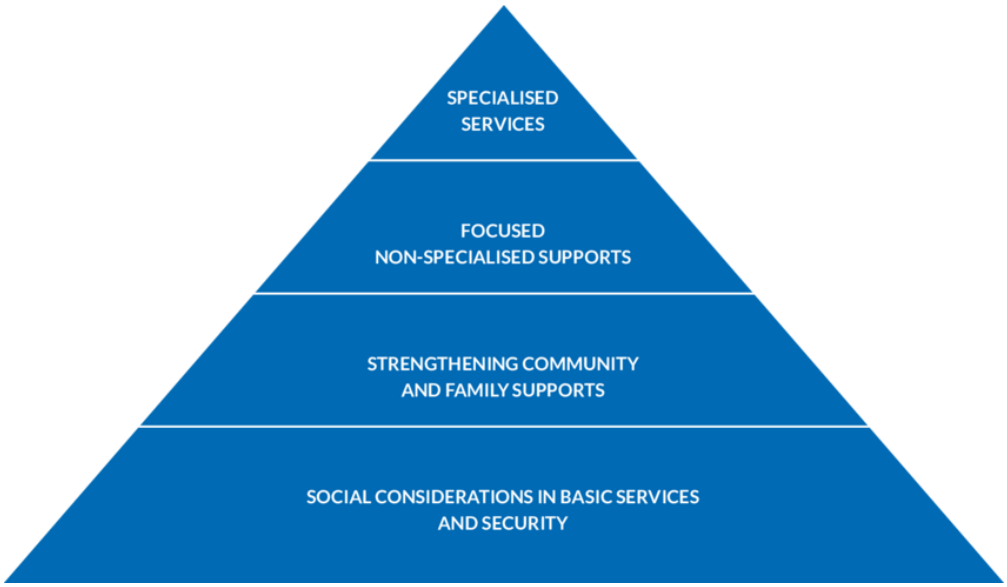
patterns that are common risks after traumatic or overwhelming negative experiences.	roles." Psychosocial well-being therefore describes a positive state in which an individual operates with healthy and positive social interactions with others, benefits from a strong support network, has a positive view of the self, efficiently copes with mental health challenges, and maintains a positive and hopeful outlook, often in spite of major challenges.

Our individual health and well-being affects and is affected by those around us, by our relationships and our community and our environment. We are part of a broader ecosystem, and individual mental health and psychosocial well-being is inextricably linked to our collective, to our community's well-being.

Mental health is not an issue that stands by itself. The people and the structures around us affect mental health. For example, the quality of your house affects your mental health.

Living surrounded by four solid walls is safer and less risky than living in a tent. If you live in a tent, it is harder to protect your belongings, to keep your children healthy, and to stay warm. In this way, mental health is a part of every minute, every day, and anyone who works with vulnerable populations should understand the basics of MHPSS and understand how individual health and well-being cannot be dissociated from structures and structural challenges in community and society.

One of the most useful frameworks for understanding how individuals and organizations address mental health is the pyramid framework on Mental Health and Psychosocial Support developed by the *Interagency Standing Committee*. It specifies different types and levels of interventions.



The IASC framework recognizes that *many types of activities can be used to promote healthy coping* and addressing negative consequences of stress and trauma, but it is important to recognize what each type of activity targets, and who should, therefore, conduct and lead such activities.

Indeed, just as activities in daily life can cause stress, small things can help us heal. Starting with basic things like a solid roof and safe living conditions, the IASC pyramid suggests that different services address different needs. Food, water, and shelter are necessary if we are to survive and feel safe. Almost anyone can help provide these services. *This is "Level 1."*

Relationships can add an extra layer of support, listening ears, and help in times of stress and crisis. And community programs for sports, art, and education can provide supportive friends, teachers, and colleagues that make stressful times easier to bear. *This is "Level 2,"* addressing community support structures.

"Level 3" of the pyramid describes focused and intentionally designed programs that target the management and reduction of distress and the effects of stress and trauma. For example, drawing, painting, and writing can be excellent ways for a person to uncover and release certain negative thoughts and emotions. When these types of activities are planned and executed by someone trained in the proper techniques for art therapy, they can do tremendous good for those who participate.

Mentoring interventions can be considered a Level 3 form of support if and when activities are

deliberately designed to address psychosocial goals.

The final level, "Level 4," refers to activities that can be carried out by highly trained professionals, many of whom may come from outside of the community. Things like therapy and counseling, or psychiatric doctors, fall under this category because only a few trained people can implement them, and they are used not for all cases, but for those most in need of help.

The IASC framework distinguishes between basic services that anyone can provide and programs and activities that require specific training and set-up. For example, while many people could read a book to their children, not everyone could teach a classroom full of children. Specialized services require specialized training. And specialized services have more specific outcomes. Similarly, when it comes to mental health, IASC suggests that specific interventions might target specific behaviors and psychological challenges, and therefore, individuals conducting or providing those activities will need specific training.

The relationship between mental health, psychosocial issues, and violent extremism

The World Health Organization's definition of mental health emphasizes that mental health is not simply the absence of mental illness, but a state of wellbeing where a person is supported and able to effectively cope with life circumstances. Of course, that definition is very aspirational: all of us struggle with mental and emotional wellbeing, and millions of people around the world suffer from structural and situational difficulties that complicate healthy coping. In fact, the majority of people will struggle with mental health over the course of their life, especially when facing difficult life circumstances.

Focusing on Health, not Illness

For many people, and especially in communities with limited professional health care, the idea of "mental health" may be new, or even controversial. Sometimes, people understand mental health as the absence of mental illness; however, mental health is much bigger and broader than simply the absence of illness.

For example, a person may be free of chronic physical diseases; but they may also eat poorly, exercise infrequently, and fail to maintain a healthy lifestyle. This person does not have any specific diseases at the moment, but it would be a stretch to consider them completely "healthy." They may have a weak immune system, challenges with bone density, or elevated risk of disease later in life, even if there is

no active disease at the moment. In the same way, the notion of mental health can be understood as a broad topic, incorporating not just a summary evaluation of mental illness, but the presence of positive, healthy, or protective factors that ensure continued ability to manage life's shocks, stressors, tragedies, and challenges.

While mental illness, including depression, schizophrenia, anxiety, bipolar disorder, etc, may require specialized treatment, health systems and all of society can also promote mental wellness in a way that expands the focus from treating illness, to promoting protective factors and psychological health.

Note! Mental health plays an important role in all of our social behaviors, and poor mental health makes it difficult to engage healthily in various domains of life: relationships, work, school, family, etc. Mental illness is not a cause of violent extremism, and neither mental illness nor psychological challenges cause violence or extremism.

✍ REFLECTION WRITING EXERCISE (10 mins)

In the brief story of Nazar, how do his social circumstances relate to his mental health? Explain how the loss of his friends contributed to his emotional and psychological state.

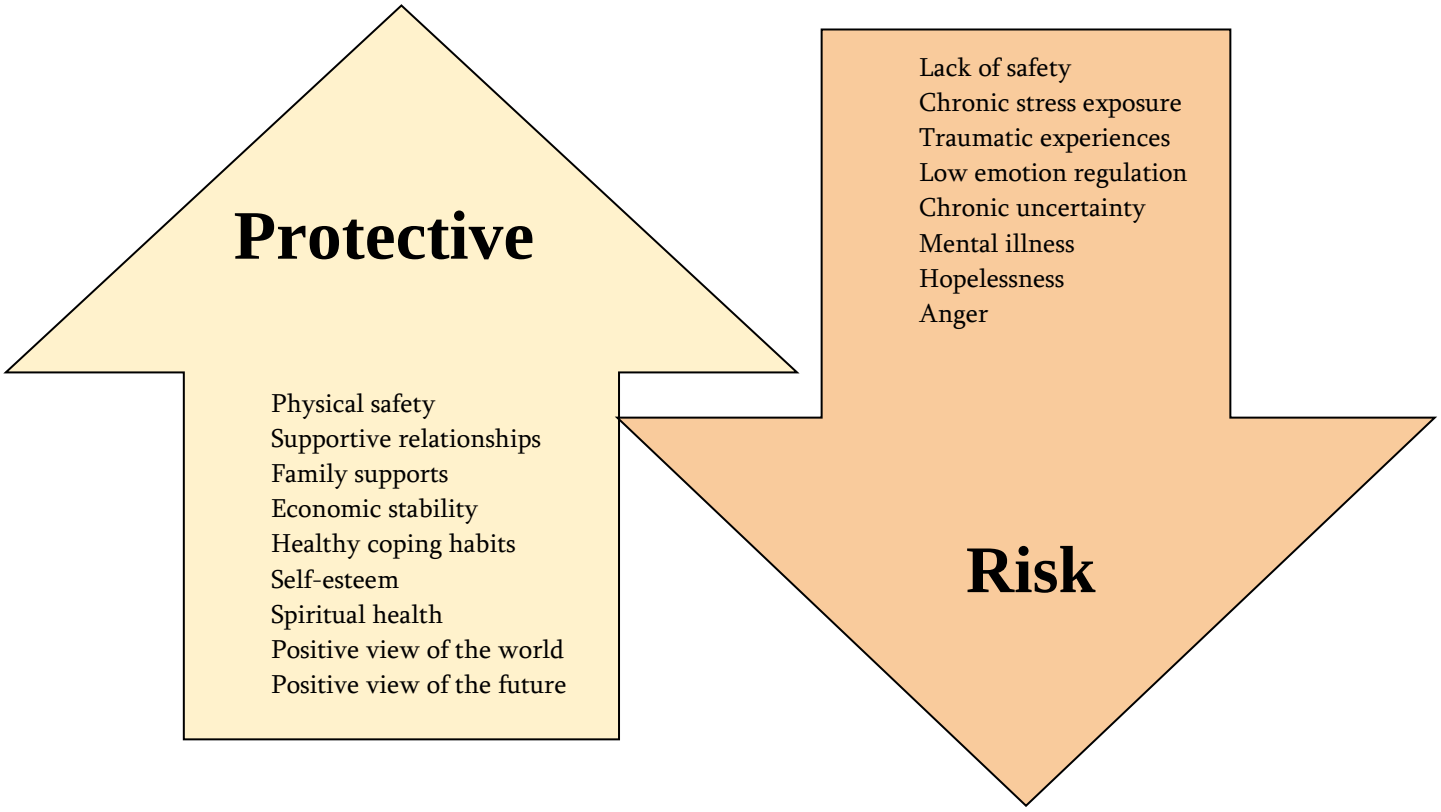
If he cannot change his social circumstances so easily, what might be able to do in order to protect his mental health?

Our mental and emotional state influence our behaviors, and then our behaviors can contribute to continued emotional challenges, on the one hand, or positive changes, on the other. Of course, we cannot always control our external circumstances, and in this sense**,** *mental health does often require deliberate effort and specific skills, especially when our circumstances challenge our wellbeing.*

Researchers and practitioners have been careful to explore the ways in which mental health and psychosocial issues interact with violent extremism. Indeed, some known extremists have been diagnosed with a mental illness. At the same time, *most extremists do not have any mental illness*. As said, there are many different pathways into violent extremism, and the interplay of push and pull factors looks different for every individual in question, and the way psychological, emotional, and social deficits influence pathways into radicalization differs from person to person.

In any case, it is important to remember that increasing protective factors, which includes positive psychosocial factors, can contribute to reducing risks of violent extremism.

Psychosocial factors: protective factors and risk factors



While mentors will not be able to change the life circumstances of vulnerable individuals, mentors can be a tremendous protective factor in the lives of mentees through:

- A stable relationship,
- A safe environment,
- Critical advice towards improving circumstances
- Linking mentees to other needed services
- Improving mentees' coping skills and emotional regulation capacities through specific exercises (if properly trained).

We will discuss specific skills mentors can use with mentees in later sections.

Core values of MHPSS work

Just as mentoring work rests on certain core values, so does mental health and psychosocial support. From mental health professionals to community mentors, all individuals engaged in psychosocial support should work upholding certain core principles. As per the IASC Guidelines, the core principles of MHPSS work in vulnerable communities include:

Human Rights & Dignity

Humanitarian and development actors should promote the human rights of all affected persons and protect individuals and groups who are at heightened risk of human rights violations. Humanitarian actors should also promote equity and non-discrimination. That is, they should aim to maximize fairness in the availability and accessibility of mental health and psychosocial supports among affected populations, across gender, age groups, language groups, ethnic groups and localities, according to identified needs

Participation

Humanitarian action should maximize the participation of local affected populations in the humanitarian response. In most emergency situations, significant numbers of people exhibit sufficient resilience to participate in relief and reconstruction efforts. Many key mental health and psychosocial supports come from affected communities themselves rather than from outside agencies. From the earliest phase of an emergency, local people should be involved to the greatest extent possible in the assessment, design, implementation, monitoring and evaluation of assistance.

Do No Harm

Work on mental health and psychosocial support has the potential to cause harm because it deals with highly sensitive issues. This risk of harm can be reduced in various ways, such as:

- Participating in coordination groups to learn from others;
- Designing interventions on the basis of sufficient information;
- Committing to evaluation, openness to scrutiny and external review;
- Developing cultural sensitivity and competence in the areas in which they intervene/work;
- Staying updated on the evidence base regarding effective practices; and
- Developing an understanding of, and consistently reflecting on, universal human rights, power relations between outsiders and emergency-affected people, and the value of participatory approaches.

Build on available resources

All affected groups have assets or resources that support mental health and psychosocial well-being. A key principle – even in early stages of an emergency – is building local capacities, supporting self-help and strengthening the resources already present. Externally driven and implemented programmes often lead to inappropriate MHPSS and frequently have limited sustainability. Where possible, it is important to build both government and civil society capacities. At each layer of the pyramid, key tasks are to identify, mobilize and strengthen the skills and capacities of individuals, families, communities and society.

Integration

Activities and programming should be integrated as far as possible. The proliferation of stand-alone services, such as those dealing only with rape survivors or only with people with a specific mental health diagnosis, such as PTSD, can create a highly fragmented care system. Activities that are integrated into wider systems (e.g. existing community support mechanisms, formal/non-formal school systems, general health services, general mental health services, social services, etc.) tend to reach more people, often are more sustainable, and tend to carry less stigma.

Multi-layer, mutli-sectoral approach

Similar to the "whole of society" approach for PVE, MHPSS work should bring together various types of supports offered by various actors in a coordinated way to comprehensively protect and promote the physical, social, emotional, and psychological wellbeing of affected communities. In emergencies, people are affected in different ways and require different kinds of supports. a key to organizing mental health and psychosocial support is to develop a layered system of complementary supports that meets the needs of different groups. This may be illustrated by a pyramid all layers of the pyramid are important and should ideally be implemented concurrently.

Common psychosocial challenges among mentees

In earlier sections, we explored some strategies that mentors can use to understand the background and daily lived experiences of mentees. Exercises like daily timeline mapping, social network mapping, or targeted questions give critical insight to mentors looking to establish a trusting and goal-oriented relationship with mentees.

It is impossible to provide an exhaustive list of all of the mental health or psychosocial challenges mentees may face. Furthermore, it is unlikely that mentors will come to know every source of stress, difficulty, or challenge in a mentee's life, given the duration of most mentoring relationships. That said, there are some common social and psychological challenges faced by young people living in difficult environments, and it is important to name a few issues that mentors will likely come across during their course of their work:

Family issues or weak social supports (see here for more)

Supportive relationships are among the most important protective factors for our mental health. For this reason, mentors in particular can play a positive role in promoting mental wellbeing.

It is common for people to experience periods of turbulence or friction in their close relationships. Many of us go through phases with our relationships. At times they feel weak, and at times strong. However, chronic lack of social support from friends or family can have negative impacts on mental health by:

- Reducing individuals' sense of safety
- Reducing individuals' ability to get support in stressful situations
- Reducing outlets for receiving advice or sharing concerns
- Increasing isolation and low mood, or even depression
- Increasing isolation that leads to negative coping strategies including drugs, alcohol, or other addictions
- Increasing loneliness, which has been linked with various negative health outcomes

While mentors may not know the details of mentees' relationships, it may become clearer with time to what extent a mentee has strong or weak social support from family, friends, or coworkers. Of note, the mere existence of relationships in a person's life does not mean that those relationships are perceived to be supportive. For example, just because someone lives within an intact family unit does not guarantee that the person experiences those relationships as loving, supportive, or positive.

What can mentors do?

As we have mentioned, mentors should seek to build supportive mentoring relationships based on trust, active listening, and clear goals. Furthermore, mentors can show support by adhering to commitments and expectations, contributing to a sense of stability, predictability, and safety--feelings which mentees may be missing from other relationships in their lives.

Economic stress (see here and here)

Poverty, debt, joblessness and financial insecurity are stressful. Those who experience financial insecurity may worry about their ability to meet financial commitments, provide for family, or pursue future goals. As such, financial insecurity can contribute to anxiety, depression, stress, relationship difficulties or negative coping behaviors. Of note, financial constraints can also compel folks to de-prioritize their mental health, as material concerns may feel more urgent. In addition, financial stress often complicates people's ability to access mental health support, which can often be prohibitively expensive.

What can mentors do?

While mentors cannot necessarily find stable work, or provide cash or improve mentees' economic situation, mentors are critical sources of advice and support, assisting folks in remembering, prioritizing, and pursuing their goals. Importantly, mentors should also be well-equipped with information about other support programs for mentees, including vocational training, educational scholarships, or other livelihood opportunities that assist in reducing economic stress.

Bullying or discrimination

Sometimes, mentees may disclose to mentors' experiences of bullying, harassment, or discrimination. Of course, mentors should report any illegal or criminal or abusive behavior to supervisors immediately, in order for them to take the most appropriate action. However, not all personal experiences of bullying, harassment, or discrimination will require such intervention. In many cases, mentees may simply want to feel heard, supported, and cared for by a supportive peer.

Bullying, harassment, or discrimination can negatively affect mental health. Such experiences may:

- Negatively affect self-esteem and confidence
- Prevent the formation of healthy supportive relationships
- Contribute to isolation
- Contribute to negative coping behaviors
- Instill a negative view of self, others, or the future
- Contribute to a constant feeling of fear or stress
- Negatively contribute to bias and intergroup conflict

What can mentors do?

Mentors will not be able to change the life circumstances of mentees; however, they can actively

listen to their mentees' struggles and provide a safe and trusted space for sharing and activities. Additionally, later we will elaborate some specific positive coping and emotion regulation practices mentors may be able to teach mentees.

Anger, frustration, or hopelessness

Young people face many obstacles and challenges in the world today. Millions of youth around the world live through war, forced migration, natural disasters, poverty, and relationship difficulties. Furthermore, the past several years has seen an increase in global economic, social, and environmental crises. Together, such experiences can contribute to a feeling of hopelessness.

Hopelessness is a feeling of despair, when a person cannot see how they can possibly accomplish their goal or desires. In many cases, there are structural barriers that prevent people from achieving their goals that can contribute to a sense of hopelessness. Such barriers can include:

- Violence and conflict
- Oppression and marginalization
- Economic difficulties or poverty
- Lack of legal documentation or rights
- Restrictive cultural norms (particularly for women)
- Illness, disability, or life-altering event

Hopelessness may sit alongside feelings of anger. Both anger and hopelessness can exacerbate existing mental health challenges, and can encourage someone to pursue unhealthy coping habits.

What can mentors do?

As said, mentors cannot change their mentees' life circumstances; however, mentors should always encourage mentees to maintain a positive outlook, remember and recall important sources of meaning and hope in their lives, and build skills for coping with negative emotions in order to ensure they do not negatively influence behavior. Mentors are positive, stable, and supportive relationships for a young person, and mentors' guidance can help young people remember, maintain, and cultivate skills that can advance personal goals and protect mental health.

When emotional distress is expressed through the sudden onset of nausea, sweating, palpitations, headaches, and shortness of breath might indicate that a person needs immediate medical, not mental

health, support. This decision is best left to trained *medical* professionals. In cases of extreme physical distress, contact medical emergency services immediately.
In the rare situation that a participant has indicated that they intend to harm themselves or others, do not try to physically stop them from leaving a place. You can encourage them and even insist that they stay until you contact a medical or mental health professional. However, it is unsafe to attempt to restrain an individual in distress without specialized training. Proper authorities should be contacted and notified of the emergency.

The mentor's role in MHPSS

Mentors are not expected to do the work of mental health professionals. Nor are mentors expected to evaluate the psychological state of mentees. Mentors should, however, understand how mental health and psychosocial issues form part of our overall understanding of risk and resilience to violent extremism. And they should know how to offer structured support within healthy boundaries in order to play a safe, positive role in the mentee's life.

What is the MHPSS role of a PVE mentor?

PVE mentors do not replace the need for professional mental health workers. Their roles are distinct but complementary. In many places, there is a lack of professional mental health services, in addition to high levels of stigma (i.e. shame, embarrassment, or normative prohibitions) that prevent individuals from accessing care. Mentors are often seen as peers, and mentees may be quicker to trust and confide in a mentor.

PVE mentors can play a positive role in improving the psychosocial wellbeing of mentees.

Mentors can boost mentees' psychosocial protective factors by offering the following:

- A stable relationship,
- A safe environment,
- Critical advice towards achieving long-term goals
- Linking mentees to other needed services
- Improving mentees' coping skills and emotional regulation capacities through specific exercises (if properly trained)

Mentors should receive adequate training in MHPSS basic in order to uphold the core principles

of MHPSS including do no harm and ensure that they are supporting, not counteracting, existing mental health actors and structures in their community.

As psychosocial workers, mentors are expected to operate with the highest ethical standards with constant awareness and enforcement of the boundaries of their role.

Active listening

UNICEF Azerbaijan (2019b) shares the three steps of active listening.

Step1. Paraphrasing

Restating the information in your own words is known as paraphrasing. Miscommunication, false assumptions and misunderstandings are avoided. It also aids in the recall of conversations. When someone is upset or angry, paraphrasing can help calm them down. Here are some examples of paraphrasing: “What happened was that…." "So, you're saying…."

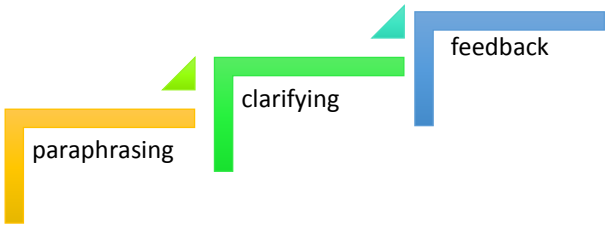
Step 2. Clarifying

Clarifying is a step beyond paraphrasing; it entails asking questions until you fully grasp what is being said. Clarifying allows you to gather more information to fill any communication gaps and send the message that you are actively communicating.

Step 3. Feedback

After paraphrasing and clarifying what you heard, it's your turn to add something new: your reaction. Here you can present your point of view without arguing, advising, undermining, etc.

Active listening



UNICEF (2019b) also identifies the three factors that affect active listening quality.

Empathic listening

The key to listening with empathy is to put yourself in the other person's shoes. Empathic listening does not imply that you must agree with how another person handled a situation. Instead, attempt to comprehend what that person is feeling and thinking.

Listen with openness

Listening with openness entails listening without judging or criticizing what you hear. Because you won't be able to listen to the other person's message if you focus on contradictions to your thoughts, feelings, and beliefs

Listen with awareness

When you listen with awareness, you look for consistency and unity between what people say and how they act. The mentors can take note of their body language, including posture, gestures, and facial expressions. Take note of their tone of voice and how loudly or softly they speak. (UNICEF,2019b, page 60)

Safe referrals

Effective PVE mentoring requires respecting the core competencies and principles of mentoring work and MHPSS work. Mentors should conduct their work:

- upholding the principles of mentoring and MHPSS work,
- within clear boundaries,
- with strong communication and coordination with other actors, and
- in a way that minimizes risk

Earlier we discussed the *core principles of mentoring and MHPSS work, and mentors should regularly review and seek to uphold those principles at all times.* In subsequent sections, we will discuss the importance of boundaries, setting up clear supports, and risk mitigation techniques, as mentors will be interacting with vulnerable individuals.

Boundaries and supports for mentors

Safe facilitation requires healthy communication and adherence to the core principles mentioned. At the same time, safe facilitation requires an understanding of *where our and*

others' roles end and when certain *communication and behavior becomes unhealthy* and counterproductive. In other words, safe facilitation also requires clear boundaries.

Boundaries

Boundaries are the limits within which our interaction with other people and our engagement with different activities are comfortable, safe, balanced, and healthy. What is considered balanced and healthy can vary from person to person; however, in professional contexts, boundaries are also set for us as rules that ensure we do not compromise our own safety or the safety of those around us.

For example, sports teams require many people operating in different roles. The team captain is different from the team coach. They each have a specific role with specific and deliberate overlap to ensure team success and victory. The captain is usually a high-performing player who gives advice, instructions, and reminders to players while they are on the field. The coach also gives advice, instructions, and reminders to the players; however, he has greater decision-making power both on and off the field, and is also responsible for overall strategy and decision-making. In other words, although the captain has some authority on the field, he ultimately defers to the coach, whose authority and role extend beyond those of the captain.

Mentors are not mental health professionals. They are an important and valued role of a specific program, with clear skills as well as clear limits within this assigned role.

As participants engage more and more with activities, they may grow to see mentors as role models, as important figures of social and emotional support, or as advisors for mental health matters. This is natural, but in certain circumstances it can create a tension between a mentor wanting to offer support while also having to respect the limits of his or her role. This is why it's important to establish clear boundaries for facilitators that provide guidance on how to avoid overstepping their role and risking harm to themselves or participants.

For mentors, the most important thing to remember is simply to do what you have been trained to do: no less, and no more.

Some effective boundaries for interactions with participants include the following:

- Unless there is an existing personal relationship, mentors should refrain from building personal relationships with *participants* until they move on from their participation mentoring activities.
- Mentors should encourage participants who notify them of serious mental health symptoms (depression or anxiety that complicates daily functioning, uncontrolled anger, etc.) to seek professional care.
- Mentors should refrain from giving advice to participants beyond what they have been specifically trained to offer. Participants may ask for additional exercises or advice in dealing with a personal issue or a specific unwanted symptom. While it may be tempting to offer an exercise or suggestion, anything mentors say in their role is automatically associated with participants' experience of the mentoring program.

- Facilitators should immediately report any participant behavior that violates boundaries or is unsafe. While professional boundaries are required to keep participants and facilitators safe, personal boundaries are also an important part of self-care. There is no perfect set of boundaries, as boundaries are personal and vary from person to person. Just as your needs differ from those of your family and friends and colleagues, no two people's boundaries are exactly the same, and even your own boundaries may evolve over time, as you get older and/or your life circumstances change.

  Mentors are expected and encouraged to continuously reevaluate which boundaries they need to set to maintain a healthy balance between their time for self-care, their time engaged in different roles (with family, with jobs, or with school), and their time spent as mentors. Mentors should be aware of their limits and the things that drain their energy, and communicate these limits to the rest of the team, enabling the establishment of collaboration and compromises that guarantee effective work.

  Saying "no" can be very uncomfortable, but firm boundaries are a critical part of self-care.

Example: setting boundaries with a specific participant

Mentors are expected to be respectful of individual differences and to never discriminate against participants based on age, gender, religious beliefs, country of origin, race, or sexual orientation. Mentors are expected to treat all participants with equal attention and respect. That said, sometimes interactions with *one particular person* might feel more draining than

those with other people. This may be due to personal reasons entirely unrelated to discrimination or bias against a specific *group of people.* Sometimes, something about a specific individual can quickly push against what feels comfortable or safe, making it difficult to control our emotional reactions to them. For example, someone might resemble or remind you of somebody in your past, or a person's life story may contain themes that are too similar to your own negative experiences.

If a situation like this occurs, it might be best for the facilitator to set a boundary for their engagement with that particular person *while taking every precaution to not make the individual feel uncomfortable, rejected, or shamed.* The most effective way for a facilitator to do this is to communicate with their co-facilitators and team, explaining the reactions they are having towards an individual and why. The team can then think and plan together: during *group sessions*, facilitators will continue to treat everybody equally, but individual facilitators may limit their interactions with the relevant individual.

8. BASIC COPING SKILLS

The science of coping and self-regulation

While mentors are not professional mental health workers, it is within the scope and boundaries of the mentor's role to offer some simple exercises and strategies mentors can use to improve their mood, promote mental wellbeing, and improve healthy coping. We can refer to these as *wellbeing skills.* But what do we mean by *"healthy coping?"*

What are the coping skills?

Coping skills are conscious skills and techniques that we use as an effort to manage stressful situations. "Stressful situations" includes external challenges, but also the stressful experience of unpleasant or unwanted emotions. Coping skills can be acquired and practiced, therefore, they make a great addition to the skills acquired in a mentorship in the PVE setting. When we work with participants living with daily stress, teaching basic skills that help our mentees manage and cope with that stress adds a great value to the mentorship efforts.

The concept of self-regulation

In settings that are stressful, our emotions influence our actions, it is thus important to regulate our emotions to avoid automatic or harmful actions or behaviors. *Emotional self-regulation* is the process in which we deliberately assess and exert some level of control over our emotions before acting on those feelings. Of course, in life-threatening situations this may not always be possible, but nonetheless emotional self-regulation skills can be applied in various settings to increase healthy decision-making rooted in, and responsive to our personal goals and values.

Coping skills versus problem solving

Coping skills	*Problem solving*
coping skills are conscious techniques used to manage stressful situations and difficult emotions.	- Identifying the problem, - Finding its root cause - Brainstorming and prioritizing a set of solutions, and - Implementing those solutions

The skills associated with problem-solving are used on a daily basis throughout our life, and those skills enhance and improve coping skills and strategies in instances such as social support-focused coping.

Safe delivery of wellbeing skills

Mentors play an important role and must work carefully and safely with mentees. This includes sensitivity to the setting in which activities take place, anticipation of mentees' backgrounds and needs, and mastery of strategies to de-escalate tense situations and follow up appropriately.

Safe facilitation of activities means noticing, planning, and conducting activities based on the needs of participants. Sensitive facilitation involves many different components — from the setup of the room, to tone of voice and skills, to addressing participant distress. In general,

facilitators must be sensitive to the continued and compounded sources of stress in participants' lives and social or cultural dynamics if they are to deliver activities safely.

How can mentors deliver activities and teach wellbeing skills safely?

Practice Expectation Setting

We feel safer and more comfortable when we can predict what will happen next. Clear expectations can thus be very helpful when dealing with stress. It is therefore helpful to set expectations for participants before they agree to participate in activities, in the first session, and in each subsequent session and exercise. While participants might have a general idea of what mentoring entails, they might still have a lot of questions when they start:

- "What exactly are we doing today?"
- "What am I supposed to do?"
- "What happens if I have a question?"
- "What happens if I want to leave early?"

These questions and concerns are natural, similar to what any of us feel when starting a course or meeting new people. Mentors will be more effective if mentees do not have to focus energy and attention on these questions and concerns and can instead focus on their activities.

Mentors should, at the beginning of each meeting, clearly state the content, duration, and agenda for activities. At the end of each meeting, mentors should confirm the time and date and location of the next meeting, as well as an overview of expected activities.

Be Sensitive to Gender, Culture, and Conflict Dynamics

It is critical that mentors be aware how personal experiences differ among mentees, and how lived experiences may affect comfort levels, safety, trust, or the ease with which mentees engage in activities. *Gender* influences our vulnerability and responses to stress and the ways in which we cope. Therefore, mentors must consider gender when planning sessions, observing for signs of distress, and providing proper support to participants.

Create a Welcoming Environment

The physical environment affects our physical and psychological comfort, how we feel and respond to stress, and our ability to engage with certain information and other people. The privacy of home is very

different from a shared community space or a garden outside. Activities may take place in very different spaces, and mentors must be sensitive to the effects of physical environments on participant engagement and feelings of safety.

The environment may affect participants' level of comfort in listening, participating, and discussing the material, as well as their general mood. In an environment with many noises or with many people, participants may become distracted. They may have difficulty processing information, or they may not feel comfortable or stable enough to connect with the mentor and actively listen.

Mentors cannot always control the environment, but where possible, mentors should try to regulate room temperature, reduce external noise, reduce clutter, and ensure participants have enough space for exercises and multiple choices for where to sit. Some people, for example, prefer to face windows or sit near exits. Others, for example those who wear glasses, may want to sit closer to the mentor or screens. Mentors should also actively try to accommodate participants' requests for small environmental changes (e.g., open windows, more light, cooler temperatures), as that may indicate they are aware of the possibilities for distress in the current environment.

Know how to respond to distress

Earlier, we discussed specific strategies for responding to distress, including:

1) *creating a safe, private space* where participants can regain calm and control if distressed

2) *offering a present moment connection activity* to help distressed individuals restore a sense of control and connection.

Additionally, mentors should have a safety plan in place with their host agency in order to respond to acute situations of medical or emotional distress.

Library of techniques

Handling Conflicts

Here are some options to handle conflicts:

Avoid conflict – simply walk away from any dispute.

Smooth it over - Assume there is no conflict and everything is fine.

Win at all cost - You get what you want, while the other loses.

Compromise - Give up something you like to obtain something else.

Win-win negotiation - Use creative problem solving to provide what both people want or require. Mentor can discuss with mentees:

a) Why each of the options might be good.
b) Why each of the alternatives might be bad.
c) Mentees can offer examples of when they have used or might use each option.
d) Are these a healthy way of handling conflicts?

The mentor can explain that win-win negotiation is the best option to handle conflicts. Because in win-win negotiation, people try to find common interests and outcomes suitable for everyone. Steps to win-win negotiation:

1. *Set the stage*. Set ground rules (e.g., no name-calling, blaming, yelling) and agree to try to work together to find a solution.
2. *Gather viewpoints*. To understand the other person's point of view, use active listening skills and try to put yourself in their shoes. Without interruption, each person describes the dispute from their point of view. Consider not only what they say they want but also why they want it.
3. *Look for common interests*. Determine which facts and issues all participants agree on and why various problems are essential to each person.
4. *Create options*. Allow time for both parties to brainstorm potential solutions to the problem. Make a list of possibilities without immediately judging or committing to them. Consider solutions in which both parties benefit—think win-win!
5. *Choose an option after evaluating it*. After considering various options, both parties must agree on what they believe to be the best and most likely best solutions. Participants will frequently have to compromise to agree with both parties.
6. *Agree*. Affirm that you have reached an agreement; you may even want to write it down. Set aside a time to check-in to see how things are going.

The mentor can conduct a role play. Mentor and mentee/s can work on real-life situations, or the mentor can bring some cases from life, and mentees do a role play by applying the steps to a win-win negotiation.
(UNICEF, 2019b, pages 76-77)

Mapping goals

Mentors offer mentees SMART goal setting strategy to achieve academic goals; to try new activities / things in life.

Goal setting

First, the mentees can complete the following table:

What do I want?	What do I want to do or give up to get what I want?
In the next month:	
In the following year:	
In 5 years:	

Being specific is essential in setting a goal. The mentor can write on the board the following two sentences:

a) "I want a good-paying job."
b) I will get a job that pays at least _____ at one of the _____ in the region by this time next year.

Discuss with mentees what makes the b version of the goal better than the a.

Then, the mentor can introduce SMART goals.

		Example	Write your own goal
S	Specific – what will happen?	Weave a new blanket	
M	Measurable – How much will happen?	Weave it by myself	
A	Achievable – ambitious but possible	So I can have my own business	
R	Realistic – important to you	I want to work for myself	
T	Time-bound – When will the goal be finished?	Within two months	

(UNICEF, 2019a, page 127; UNICEF, 2019b, pages 103-105)

Identity mapping / wheel

This exercise will help youth to identify and be aware of their identities and micro-cultures in their lives.

Materials needed

- Identity wheel handout
- Flip chard paper
- Markers

Activity instructions

I - Identity wheel

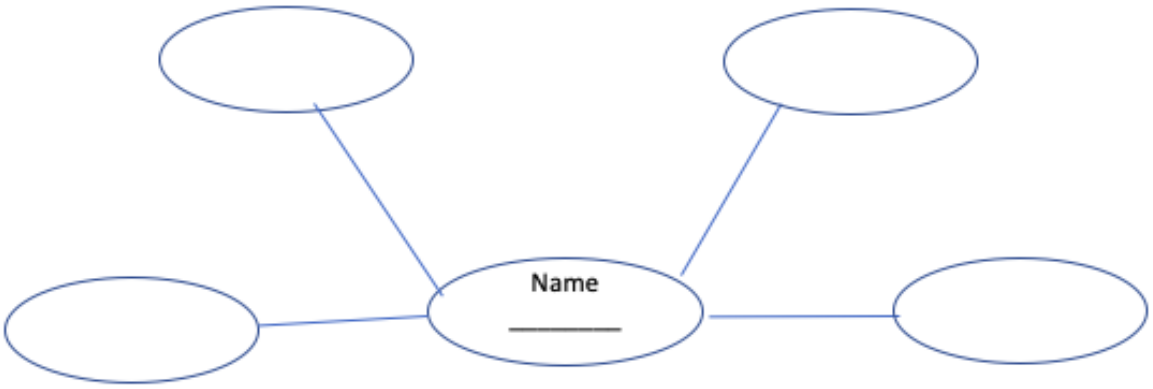
1. Hand out a copy of the identity wheel handout to each mentee.
2. Write your name in the inner circle.
3. A mentor can give ready categories for identities or tell mentees to write their types for identities that are salient to them.
4. Give mentees some time to feel their identity wheel. Encourage them to talk and give more information and share why there are more salient for them.

II – Group discussions

Discuss the following questions

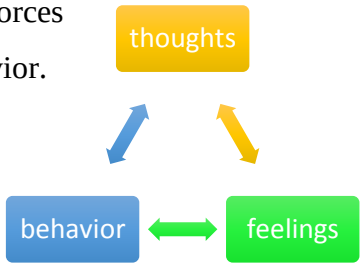
1. What aspects of your social identity are crucial to you, and why?
2. What aspects of your social identity do you find less meaningful, and why?
3. Are there any that you hadn't considered before today, and if so, why?
4. What experiences have you had that have made the identities in your inner circle more visible to you?
5. Why do you think about specific identities more than others?
6. How do your identities influence your sense of belonging in society?

III – Close by thanking everyone for their participation and honest and open reflection.



This activity was adapted from mcgill.ca

Positive thinking



Our thoughts create feelings, feelings create behavior, and behavior reinforces beliefs. Thus, positive thinking will result in positive emotions and behavior. The mentor can give some time to write negative patterns onto a piece of paper and put all of them into a box. Afterward, mentees could turn one negative pattern into a positive, at least neutral, statement. Practice turning each negative message into a positive.

Example:

Negative: I failed that exam. I'm never going to pass math.

Positive: I didn't do as well as I had hoped. I will try to study more for the next exam.

UNICEF, 2019a, page. 50; UNICEF, 2019b, page. 33)

Basic breathing exercises

This simple activity will help to reduce and manage daily stress.

1. Sit comfortably either on the floor or in the chair. If you're in a chair, rest your feet flat on the floor with your back resting against the chair. If you're sitting on the floor, sit comfortably with your back straight out in front of you.

2. Relax your shoulders. Imagine a string attached to the top of your head, gently being lifted towards the sky while you sit deeply in your chair or on the floor. Keep your chin lowered to avoid any strain on the neck.
3. Close your eyes. If you prefer to keep your eyes open, just gaze slightly in front of you.
4. If at any time you feel un comfortable or anxious, you can open your eyes, slow your breathing, or stop the exercise entirely.
5. Take a moment to feel your body breathing naturally. Notice how your body feels on the inhale and on the exhale.
6. Place both hands on your belly, just below your naval. On your next inhale, breathe deeply into your lower belly so that you feel it expand into your hands, inflating like a balloon. Inhale until you feel the natural pause of your in-breath.
7. And as you exhale, feel your abdomen contract under your hands as your navel moves towards your spine, fully releasing the air. Do not push into your abdomen with your hands. Exhale until you feel a natural pause at the end of your out-breath. Keep doing this.

By deliberately slowing the breath down an d focusing on the exhale, we are increasing the response of the parasympathetic nervous system, which will slow the heart neat and signal to your brain and body to relax.

1. Please continue this deep breathing into the lower abdomen for 10 more breaths.
2. Keep one hand gently on your lower abdomen and place the other hand on your upper abdomen above the naval. On your next inhale, breathe deeply feeling your lower abdomen but continue to inhale and feel your upper abdomen expand as well.
3. As you exhale, feel your upper abdomen contract and then your lower abdomen contract as your lower abdomen contract as your naval moves towards your spine, and release the exhale fully.
4. Try not to force or strain your breath. Inhale and exhale as deeply as possible focusing on expanding the belly and slowly exhaling. Try to make your breath even. Try to make it smooth and slow.
5. If it is helpful, trying counting to 3 in your mind on the inhale. One…Two…Three…and then 3 on the exhale. One…Two…Three…
6. If you can comfortably inhale and exhale for longer than three seconds, please do so. If you can't try two seconds or one second.

7. Continue this breathing for 10 rounds on your own count.
8. As you continue breathing like this, some thoughts may arise in your mind. Allow them to rise, but try not to engage them. Release those thoughts on your exhale and return your focus and awareness to the breath.
9. If any tension is rising in your body, allow yourself to release it on the exhale.
10. Relax your shoulders
11. Relax your jaw
12. Release any tension that there may be in your forehead.
13. Notice any sensations in your body. If these sensations create anxiety, try to release them through your exhale.
14. When you have completed 10 breaths, you can keep your hands on your abdomen or place them gently on your legs. Allow your body to simply breathe in and out naturally.
15. Take a few moments to notice how your body feels, right now. Notice, if there is any new space that has been created in the body.
16. Begin to notice any sounds around you. Gently wiggle your fingers. Gently wiggle your toes.
17. Inhale and gently stretch your arms overhead.
18. On the exhale, bring your arms down and then gently open your eyes if they are closed.

Using the body

Generally, trauma recovery strategies are classified into three levels:

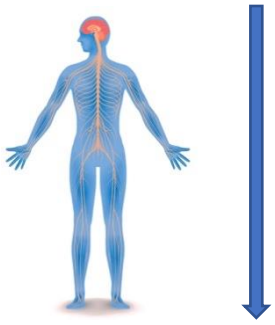
1. Pharmacological

Do not use medications without doctor's prescription.

2. Bottom-Up

Bottom-up interventions focus on ensuring healthy communication between all systems and the body. This strategy focuses on recovering the control of the body, regulating the activity of the nervous system. Examples of bottom-up strategies include exercise, walking, certain kind of yoga and etc. - things that deliberately use the body and movement to regain control and healthy communication.

3. Top- Down



This is a brain-to-body interaction. It means using our conscious activity to regain control of the body. This strategy focuses on changing the way we think, coping with traumatic situations, and tuning our internal monologue. The Top-Down strategy includes meditation, and affirmations.

Critical thinking / active listening

Parahat's secret

In this activity, mentees will practice listening, critical thinking, and problem-solving skills. For this activity, the mentor must prepare information and options cards according to the number of participants. Each card should contain one of the following phrases:

Parahat only listens to traditional music.
Parahat is allergic to cats.
Parahat is bald.
Parahat doesn't have a car.
Parahat can't cook.
Parahat's only piece of jewelry is a signet ring.
Esen Berdiyev is Parahat's trainer.
Esen Berdiyev is in bed with the flue.
Lale Myradova is out of town right now. She is directing her first film, "The Hunter."
Garly Piriyew is completely innocent.
Parahat is very vain.

Aunt Mahri is on safari in Africa.
Parahat never eats soup.
There are no trees near Meret’s apartment.
Alabay loves to play under Parahat’s bed.
Alabay is not in the water.
Parahat loves animals.
Parahat has a dog. Alabay is a year old.
Esen Berdiyev often goes to opera.
Garly Piriyev has one passion: he bakes cupcakes.
Lale Myradova loves diamonds.
Garly Piriyev often goes fishing.
Parahat purchased shares

The mentor can begin the exercise with a brief introduction about how important it is for the team to be able to listen to each other and how important it is to solve a common problem, and how actively each team member participates in the work. The mentor then distributes cards with the request that they shouldn't show their cards to anyone. Each player may have one or more cards. If there aren't enough cards for everyone in the group, the mentor introduces additional cards with any further information.

The mentor gives the following information:

Parahat was a well-known weightlifter. He is nervous today and worried because he refused to participate in a demonstration performance in the evening with his worst rival, Garly Piriyev. "I can't go there until I find it," Parahat explained.

The mentees' task is to discover Parahat’s secret. This can be done by combining all of the information on the cards. Mentees should complete the activity orally and cannot show their card to others or make records. If the answers to three questions are provided, the task will be considered complete:

What did Parahat lose?

Who stole it?

Where is it?

After that, each mentee will receive a list of options.

What was lost?	*Who stole it?*	*Where is it?*
Little kitty?	Alabay, dog?	In the city park?
Opera ticket?	Esen Berdiyev, Parahat's trainer?	Under the bed?
Wig?	Lale Myradova, his girlfriend?	In the washing machine?
Red convertible?	Garly Piriyev, his rival?	On the tree?
Cake recipe?	His beloved aunt Mahri?	In his bathrobe?
Diamond ring?		

Mentees discuss the task and offer the mentor options for answers. The mentor answers only "yes" or "no."

Moreover, the mentor can request justification for the mentees' options.

Correct answer: Lost wig. Alabay dog stole it. The wig is under the bed.

After this activity, mentees could be explained that sometimes to find the correct answers first, they can find the wrong ones. There is so much unimportant/unnecessary information in this activity, and the mentees are expected to focus on the most critical information and listen actively to solve the secret.

This activity was adapted from lib.sale

9.RECOMMENDATIONS AND CLOSING

Adherence of mentors to the Do No Harm principle is essential to the effectiveness of mentoring in PVE and positive behavioral change of youth. This manual discussed the different purposes of mentoring programs: mentoring for professional development, mentoring for hobby/skills, and mentoring for behavioral change. Also, mentoring programs can be organized in different ways: group mentoring, team, mentoring, peer mentoring, online mentoring. When organizing mentoring programs, it is recommended to set specific goals, ensure continuity of activities, take into account local conditions and cultural and personal characteristics, and organize them on the basis of human rights and gender equality.

Mentoring programs in PVE should include specific trainings for mentors. Mentors should be fully and properly explained about the objectives of the activities, types of mentoring, age groups etc. as well as the terms used in PVE. For example, the concept of 'tolerance' plays and important role in preventing conflicts. Because a tolerant person respects diversity, and this

characteristic contributes to prevent many conflicts. This is directly related to the prevention of violent extremism (Christensen et al., 2020).

Although there is no specific cause of VE, it is important for mentors to understand the push and pull factors, risk factors, and indicators that may lead to it. However, risk assessment to prevent violent extremism should be carried out by security services and multidisciplinary teams, it is not something that mentors should do on their own.

A multi-level and multipronged approach, i.e. a "whole society" approach will be effective in preventing violent extremism. That is, following and others from the society can participate in the PVE:

- parents
- families
- teachers
- social workers
- artists
- coaches and mentors
- journalists
- private sector enterprises

Mentors are encouraged to follow key mentoring concepts such as safety, trust, setting boundaries and setting goals when establishing mentoring relationships with youth. In PVE mentors and their supervisors should offer to youth a variety of activities to achieve these two goals:

1) Raising awareness of youth about the risks of radicalization and violent extremism;
2) Increasing resilience against VE recruitment.

In order to achieve these goals, it is recommended to organize various trainings and consultations to promote social inclusion and social integration, encouraging youth to volunteering, sports, culture, art activities and developing life skills.

PVE mentors should be sensitive, especially in ensuring gender equality in the mentoring process. This may include promoting the self-esteem of vulnerable women, keeping in mind that men can also be affected by gender inequality, and avoiding gender stereotypes.

Chapters 7 and 8 of this manual can be used when training mentors in providing mental health and psychosocial support. It would be more effective and efficient if a psychologist holds

the questions and answers part of the seminar/training, and even better to have psychologist to conduct the sessions about “Understanding youth from a psychological aspect”, “The importance of emotional intelligence”, “Conscious and unconscious mind”, “Sense of belonging”.

Although mentors are not psychologists, they can offer some mental health and psychosocial support to youth, such as offering activities to enhance positive coping skills and to ensure wellbeing. Because poor mental health entangles building healthy relationships in various aspects of life such as at work, in education and in family. Increasing mental health and psychosocial support leads to strengthening of protective factors and contributes to reducing the risk of violent extremism.

Taking into consideration the importance of mentoring in the educational establishments, this manual provides with strategies to set effective goals, to provide constructive feedback on work and behavior, activities to boost information literacy of youth. Activities are more effective when done in-person. Those activities can be expanded or modified according to the specific goals of each mentoring program.

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