ARMOUR

A radical model of resilience for young minds

Trainer's Manual

Train the Trainer Course

'Preventing Youth Radicalisation'

Version 2021

The contents of this manual are the sole responsibility of the authors and can in no way be taken to reflect the views of the European Commission.

www.armourproject.eu

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Table of Contents

Trainer's Manual 1
Train the Trainer Course 1
'Preventing Youth Radicalisation' 1
Table of Contents 2
Executive Summary 4
1. Introduction 5
2. Workshop Set-up 6
2.1. Competences 6
2.2. Content and Structure 6
2.3. Exercises 7
2.4. Online Execution 7
3. Radicalisation 9
3.1. General Description of Radicalisation 9
3.2. Push, Pull and Personal Factors 10
3.3. Vulnerability for radicalisation 11
4. Coaching and Parenting 12
4.1. What is it? 12
4.2. Relationship with radicalisation 12
4.3. Workshop Coaching and Parenting 13
4.4. Exercises 13
5. Critical Thinking 15
5.1. What is it? 15
5.2. Relationship with radicalisation 15
5.3. Workshop Critical Thinking 15
5.4. Exercises 16
6. Anger Management 17
6.1. What is it? 17
6.2. Relationship with radicalisation 17
6.3. Workshop Anger Management 17
6.4. Exercises 18
7. Narratives and Identity 19
7.1. What is it? 19

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

7.2. Relationship with radicalisation 20
7.3. Workshop Narratives and Identity 20
7.4. Exercises 21
8. Debate and Simulation 22
8.1. What is it? 22
8.2. Relationship with radicalisation 22
8.3. Workshop Debating and Simulation 22
8.4. Exercises 23
9. Conflict Resolution 24
9.1. What is it? 24
9.2. Relationship with radicalisation 24
9.3. Workshop Conflict Resolution 24
9.4. Exercises 25
10. Proportionate State Response 26
10.1. What is it? 26
10.2. Relationship with radicalisation 26
10.3. Workshop Proportionate State Response 26
10.4. Exercises 27
11. Evaluation 28
12. e-Learning and Materials 29
13. Sources 30
Annex 1. Train the Trainer Structure 33
Annex 2. Estimated Timeframe for Day 1 35
Annex 3. Estimated Timeframe for Day 2 37
Annex 4. Estimated Timeframe for Day 3 39
Annex 5. ARMOUR's Impact assessment Methodology 41

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Executive Summary

The ARMOUR project aims to support first line practitioners, parents and policy makers to help prevent radicalisation among youths.

To do so, seven workshops were designed, each focusing on a topic which is seen as a possible causal factor in the process of radicalisation. The first group of workshops deal with individual skills, like *coaching and parenting*, *critical thinking* and *anger management*. The second group focuses on relational skills by looking at *narratives and identity*, *conflict management* and *debating*. The last topic is on *proportional state response*. All seven workshops were tested with first line practitioners in experimental laboratories conducted across six European Member States (Greece, Italy, the Netherlands, Malta, Spain, and Romania).

Based on these findings, a three-day Train the Trainer (TTT) course is designed in which the seven workshops are presented. On one hand, it is meant for first line practitioners to get acquainted with the TTT to be able to give the training themselves; on the other hand, it is a way to introduce participants to the seven workshops should they be willing to give the workshops themselves. However, the TTT can also serve as an opportunity to get to know about radicalisation and its causal factors and experience examples of possible exercises to influence these causal factors.

The seven workshops are further described in terms of methodology, timing, objective, input, and output. Each provides more in-depth explanation of the concepts applied and offers specific exercises. Some of these exercises are designed to support better understanding of the topics, some - to identify or map the problems, and others - to help in solving these problems.

This mixture of effects and topics proves it necessary to use them in combination and carry them out repeatedly in order for them to be effective and reach the desired results. Examples of the exercises will give a good impression of the way they assist in reaching the goals of each workshop. The materials for the workshops will be published in several languages on the *www.firstlinepractitioners.com* and on the *www.traininghermes.eu* platform.

To complement this TTT and the accompanying workshops, an e-learning training is offered on the *www.traininghermes.eu* platform. It serves to inform on the concept of radicalisation, the action perspective of the first line practitioner, various best practices and ways to evaluate preventive measures.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

1. Introduction

This three-day[1] training is intended for first line professionals like teachers, police officers, youth workers, youth care workers, therapists, etc. who encounter young people in their work and who want to contribute to the prevention of radicalisation.

They might recognise that our current society is polarising, and this contributes to the radicalisation process of individuals, whether left-wing, right-wing, separatist, single-issue, or religious radicalisation. Some young people appear to be more sensitive to this than others. Although there is no blueprint for radicalisation, several factors are often mentioned as explanations for radicalisation (Ranstorp, 2018).

These factors are both risk and protective factors and many of them have an effect early in the radicalisation process. Therefore, they are best influenced at an early stage of radicalisation and first-line professionals play an important role in this (Zannoni, Van der Varst, Bervoets, Wensveen, Van Bolhuis and Van der Torre, 2008).

The partners in the EU-funded project ARMOUR have looked at seven sets of skills and competences that can induce and consolidate protective and resilience building factors. They have created one-day workshops for each of these sets to support first line practitioners in making effective interventions aimed at young people 10-18 years of age.

One of the goals of the ARMOUR project is for these workshops to be continually executed by professionals for professionals and for the acquired skills and competences to be continually integrated and tailored in their work with youths. The Train the Trainer (TTT) proposes to present all the ingredients necessary to do so.

First, the set-up of the workshops is explained. Second, background information on the concept of radicalisation is given. During the duration of the TTT, each topic is clarified, both by itself and in relation to radicalisation. Every topic is completed with a couple of exemplary exercises, part of the respective workshop dedicated to that topic.

This manual follows the same structure as the TTT itself: the set-up of the workshops (Chapter 2), general information on radicalisation (Chapter 3), followed by topic-dedicated chapters (Chapters 4-10). The last section is on evaluation (Chapter 11).

[1] For practical reasons the execution of the programme can be shortened or distributed over more days.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

2. Workshop Set-up

2.1. Competences

Each ARMOUR workshop aims to equip first line practitioners with knowledge and tools to help youths become more resilient against radicalisation. Key competences to be strengthened in youths include social competence, emotional competence, autonomy building, mediation, negotiation and problem solving.

Key competence	Description
Social competence	responsiveness to other, conceptual and intellectual flexibility, caring for others, good communication skills, sense of humour
Emotional competence & autonomy building	positive sense of independence, emerging feelings of efficacy, high self-esteem, impulse control, planning and goal setting, belief in the future
Mediation & negotiation	group problem solving and consensus, base groups, stop and think before acting to provocation
Problem solving	ability to apply abstract thinking, ability to engage in reflective thought, critical reasoning skills, ability to develop alternative solutions in frustrating situations

2.2. Content and Structure

Every workshop is centred around one of the seven sets of skills and competences selected in the ARMOUR project: Every workshop is centred around one of the seven sets of skills and competences selected in project ARMOUR: 1) Coaching and Parenting; 2) Critical Thinking; 3) Anger Management; 4) Narratives and Identity; 5) Debate and Simulation; 6) Conflict Resolution and 7) Proportionate State Response. Details on the workshops are presented in Annex 1 to this manual.

After an introduction, each workshop offers information on the concept of radicalisation in general. Then the relationship between radicalisation and the respective topic is explained,

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

followed by detailed explanation on specifics. Throughout each workshop, examples of exercises demonstrate the way skills and techniques can be practiced.

Every workshop concludes with an evaluation; this is to improve their execution and make them more relevant to practitioners. The design of monitoring and evaluation systems is fundamental to encourage in-depth thinking and ongoing reflection and ideally learning, about the overall design, approach and strategy of a programme, as well as its suitability to a certain context (Ris & Ernstofer, 2017).

The notes sections of the accompanying PowerPoint presentations provide instructions, tips and background information which fit the corresponding slides.

2.3. Exercises

The workshops propose techniques that help teach young individuals respond to dysfunctional situations that might trigger a radicalisation path. They equip professionals involved in interaction with young people with solutions to encourage them how to control behaviour by making choices that satisfy their needs in non-destructive ways and resolve conflicts in principled ways. The exercises proposed are suitable tools to reach such solutions, while the hands-on strategies and skills taught within the workshops address both risk factors and protective factors for radicalisation.

The exercises aim at different results. Some of these exercises are designed to support better understanding of the topics, some - to identify or map the problems, and others - to help in solving these problems. Therefore, it is recommended for the exercises to be used in combination to be more efficient.

Also, the hands-on strategies and skills taught within the workshops will address both risk factors and protective factors for radicalisation.

2.4. Online Execution

With some adaptation, it is very well possible to execute this training online. In the notes section, suggestions are made to make the exercises fit an online medium, for example, by adding breakout sessions, sending information on the workshops and on the general concept of radicalisation to the participants before the training, etc. In such a way, the content of the online sessions can be focussed on the workshop topics and the accompanying exercises.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

The trainers will have to adjust the training to their own specific digital platform to achieve the best results. However, if a participant chooses to watch the presentation on a phone or tablet, it might be that certain slides are less readable due to their content.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

3. Radicalisation

In this section of the training, an explanation on the concept of radicalisation is given. The level and length of this part depend on the capacity and level of knowledge of the audience. This means that the trainer chooses what to share according to their expectations of this level and/or the needs of the audience.

For details on radicalisation links to certain websites are mentioned in the notes sections of the PowerPoint presentation on Day 1; additional information is included in the PowerPoint presentation on Day 3. One is the link to an e-learning, part of the ARMOUR project (see Chapter 13).

Further information can also be found in Chapter 2 of Deliverable D4.2 'Best practices' (ARMOUR, 2021) with respect to an accessible selection of literature on radicalisation.

3.1. General Description of Radicalisation

The concept of radicalisation is contested, and many definitions exist. Most definitions agree that radicalisation is a process during which people come to the belief that violence is accepted in the promotion of a certain ideology. Many researchers describe phases, stages, or steps within the radicalisation process (an example is given in Figure 3.1). For some the process takes years, for others - merely months or even weeks. One description of radicalisation is the following (EU, 2020):

> "*a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence [ ] to reach a specific political or ideological purpose*."

The process is similar across ideologies, so the paths to left-wing, right-wing, religious or single-issue extremism are comparable. The causal pathways differ from person to person but they can be seen as a complex interplay of sociological, economic, political and psychological factors leading to differing individual paths to radicalisation.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

3.2. Push, Pull and Personal Factors

The causal factors mentioned in the different theories can be divided into push, pull and personal factors. A push factor is one that drives people away from mainstream society towards something that will fulfil their needs and desires, like anger or experienced grievances resulting from job discrimination or stereotypical memes (Van den Bos, 2019). A pull factor will attract people towards a certain group or ideology, like the brotherly bonds of an extremist group or the feelings of superiority offered by a certain ideology. Personal factors are the individual characteristics that make some people more vulnerable than others in similar circumstances, like personal traits or life events (Vergani, Iqbal, Ilbahar & Barton, 2018).

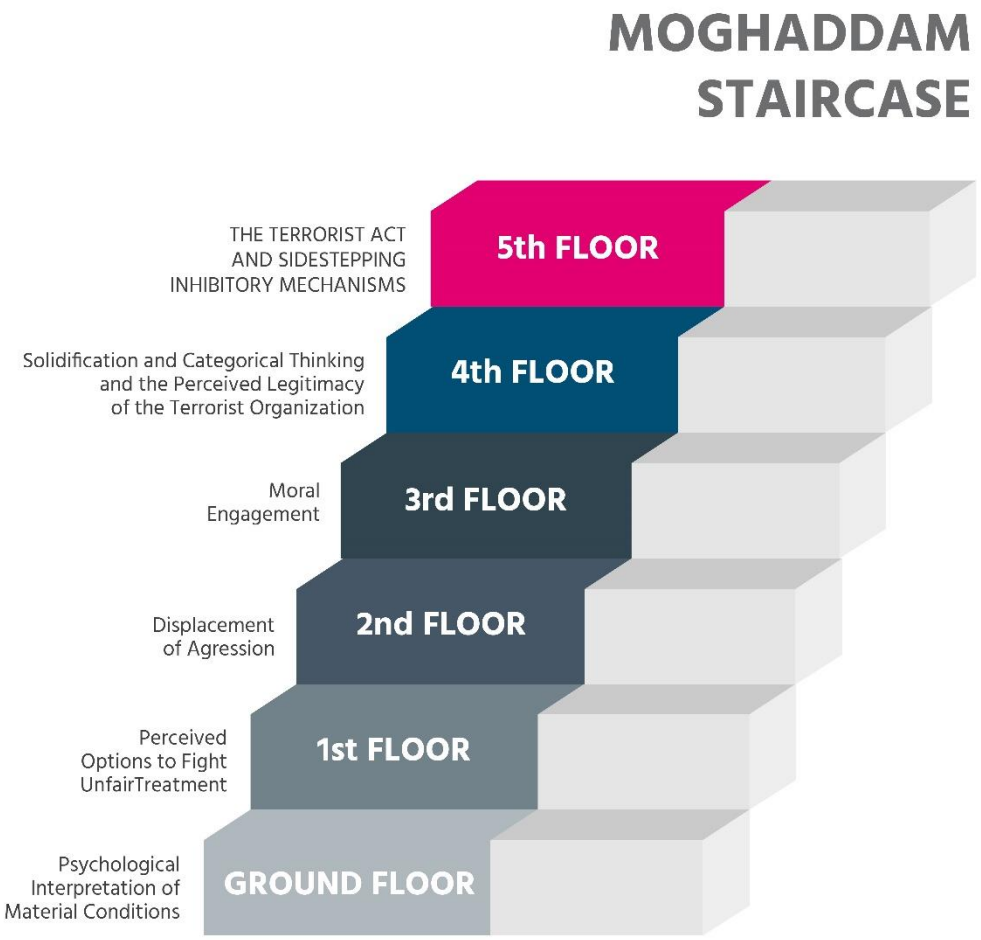

Figure 3.1 Moghaddam's staircase model (2005)

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

These three groups of factors cannot be seen as independent, for they are almost always interconnected. Contextual push factors, like social deprivation, can also affect personal traits like low self-esteem, which in turn can enhance the appeal of pull factors like belonging to a powerful group (Vergani, Iqbal, Ilbahar & Barton, 2018).

3.3. Vulnerability for radicalisation

Although there is not one path to radicalisation, researchers and practitioners recognise certain risk and protective factors for young people, which can be divided in the abovementioned push, pull and personal factors. Risk factors enhance the chance for radicalisation but do not predict that radicalisation necessarily occurs. Similarly, protective factors decrease the chance of radicalisation but do not always prevent a person form radicalising.

On a personal level, adolescence itself can be seen as a risk factor. It is a period when young people are susceptible to all kinds of influences (Lopez & Pasic, 2018), when they are trying to find their place and meaning in a complex and often polarised world. This longing for connection and meaning can be fulfilled by an extremist group, acting as a pull factor. Life events, like a death in the family, or divorce can be a trigger and contribute to vulnerability for radicalisation. Also, mental health problems can sometimes add to the risk, as can the need for excitement. Certain skills can subsequently act as protective factors, like anger management, conflict resolution and critical thinking skills, while lack of them can be viewed as a risk.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

4. Coaching and Parenting

The first workshop to be highlighted in the TTT is the one on coaching and parenting. Both are considered important techniques in preventing radicalisation since they contribute so much to identity formation.

4.1. What is it?

Since many interrelated terms exist and are used alternately, e.g. coaching, parenting, mentoring, teaching, counselling, consulting, it is helpful to have a general idea of what we mean by these terms.

Coaching can be considered as supporting a person in his or her personal development in a professional partnership. *Parenting* is the way in which children, in general, perceive the sum of parental behaviours and practices used by their parents during lifetime to shape their developmental process (Baumrind, 1991). Traditionally, *mentoring* has been defined as a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career (Kram, 1985).

The most important elements of both coaching, parenting and mentoring in this context are 'support during personal development' and 'long(er) term relationship'.

4.2. Relationship with radicalisation

Troubled and conflicting identities are among the most cited push & pull factors towards radicalisation (Stout, 2002), together with a sense of identity described as a 'quest for significance' (Kruglanski, Gelfand, Belanger, Sheveland, Hetiarachichi & Gunaratna, 2014), a 'search for identity contributing to a sense of belonging, worth and purpose'(Dalgaard-Nielsen, 2008), personal fulfilment (Silverman, 2017), lack of self-esteem (Borum, 2017; Chassman, 2016; Dawson, 2017), cognitive-social factors like risk taking and reduced social contact (Taylor, 2016), personal victimization (McCauley & Moskalenko, 2011), displacement of aggression (Moghaddam, 2005), therefor one can only acknowledge the need to address strategies that facilitate differentiation of self and positive reinforcement as a protective factor and a good buffer zone against radicalization.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Coaching and parenting techniques are two essential instruments that play an important role in the development process of adolescents' identity formation and reinforcement. Using coaching and parenting in addressing personal growth and children development is a form of psychoeducational intervention, in which the role-model, mentor, coacher, or parent becomes skilled in facilitating identity differentiation, positive reinforcement and personal growth in the mentee, student, child.

This form of intervention creates premises for improving relational frameworks and for generating positive behavioural change, while offering a safe space to exercise skills and techniques. In this way coaching and parenting might offer the right tools to consolidate resilience and a protective environment.

4.3. Workshop Coaching and Parenting

Coaching and parenting are two relatively new types of psycho-educational intervention that aim at providing mentees (and parents) with the right emotional and psychological understanding and tools to support themselves and their children in processing emotions, differentiation of the self, positive reinforcement, handling stressful situations, inclusion of social support etc. The aim of the workshop is to highlight and experiment with coaching and parenting strategies that might allow mentees and parents to better understand triggers, behaviour, decisions and reactions, enabling them to prevent their children or mentees from becoming an active part of the radicalization/polarization process.

4.4. Exercises

The exercises chosen for the *Coaching and Parenting* workshop focus on helping participants understand and further facilitate internalization by young people of emotion control mechanisms and strategies. It also provides good strategies to analyse the possible factors that might affect well-being and improve social bonding and integration. These are considered very effective tools in educating teenagers on how not to become victims of radicalization and polarization.

The current set up of the TTT contains two exercises on coaching and parenting: an ice breaker to get a grip on the meaning of coaching and parenting and the 'Build your own role model' exercise to let parents and coaches think about the positive influences they have experienced in their own lives and translate that to being a positive role model for their

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

children or pupils. Instructions for conducting the exercises can be found in the notes section of the PowerPoint presentation of Day 1 and in the manual that support the workshop.

The workshop manual offers a total of ten detailed exercises with suggestions for more.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

5. Critical Thinking

The second workshop to be presented in the TTT is the one on critical thinking. Lack of critical thinking skills can be a contributing factor in radicalisation because it can lead to blind acceptance of propaganda and stereotypical thinking.

5.1. What is it?

Thinking or reasoning involves objectively connecting present beliefs with evidence to believe something else. By comparison, critical thinking is a deliberate meta-cognitive (thinking about thinking) and cognitive (thinking) act whereby a person reflects on the quality of the reasoning process simultaneously while reasoning to a conclusion. The thinker has two equally important goals: coming to a solution and improving the way she or he reasons (Moore, 2007, p. 2).

5.2. Relationship with radicalisation

Why is critical thinking important when addressing societal polarization caused by the adoption and spread of extremist ideologies? It empowers young people to think independently, to make sense of the world based on personal experience and observation, and to make critical well-informed decisions in the same way. As such, they gain confidence and the ability to learn from mistakes as they build successful and productive lives.

By being taught how to think critically, we also learn how to pursue “truth” over our own biases, persist through challenges, assess our own thinking fairly, and abandon mistaken reasoning for new and more valid ways of thinking.

5.3. Workshop Critical Thinking

The workshop is meant to develop knowledge and skills on this topic though the cognitive-behavioural instructional model and the learning by doing model.

This project was funded by the European Union’s Internal Security Fund — Police, under Grant Agreement No. 823683.

The first goal is for participants to become aware of the inherently flawed nature of human thinking when left unchecked, in this way the power of human egocentric and socio-centric tendencies is diminished.

The second goal is to improve participants' reasoning abilities and their awareness about the situations when they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest.

The last objective is to avoid simplistic thinking about complex issues and to consider the rights and needs of others.

The workshop's main aim is to provide trainees with an essential set of skills and behaviours easily usable and adaptable when dealing with young individuals. Participants are also encouraged to learn and replicate these techniques whenever adequate within communities.

5.4. Exercises

The *Critical Thinking* workshop is dedicated to critical thinking techniques in the form of innovative games, exercises and techniques to be adopted in working with children and youth in vulnerable environments, to develop their critical thinking capacity. The workshop offers a selection of eight exercises (see the workshop manual for further details).

For the TTT, two exercises on critical thinking were prepared. The first one, titled 'Try one sentence', aims to teach an understanding of the impact of different perspectives on the same topic. The second exercise - 'The six questions', is focused on understanding the role of questions for critical thinking.

Depending on the available time only one or both exercises can be executed.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

6. Anger Management

The third showcased workshop is about anger management. Unrestrained or chronic anger can cause many problems in a person's life, including a push towards radicalisation (Stout, 2002).

6.1. What is it?

The central concept of this workshop is *anger* and ways to control it. Anger is considered a natural and mostly automatic response to adverse acts. Yet, when expressed unchecked and out of control it can negatively affect relationships, employability and health. Some people therefor feel anger is a 'bad' or negative emotion, others say it only becomes a problem when someone is holding on to anger and it becomes chronical.

Although anger is a fundamental emotion, it often takes the place of an underlying emotion, like fear, uncertainty, or shame. For many people, it is more satisfying to feel angry than to acknowledge the painful feelings associated with vulnerability. Adolescents can often feel very insecure or lost and might cover this up by showing anger instead of vulnerability.

6.2. Relationship with radicalisation

Many radicalised people report being extremely angry and anger is seen as one of the most important push factors toward radicalisation (Stout, 2002), where the emotion drives people away from mainstream society towards extremist ideas and groups. It can be anger at perceived injustices towards the group they identify with, like systemic discrimination. It can also be anger at their parents who might be abusive or absent. Sometimes it is a diffuse anger at 'the world' that does not seem to have a place for them, or towards 'women' because they have never been in a relationship.

6.3. Workshop Anger Management

Learning to manage anger properly is a skill, it does not come by instinct. It is related to how we place a threshold to a complex interplay with other emotions. The *Anger Management* workshop comprises of a series of exercises that, if used in convergence, can help first line

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

professionals working with young people vulnerable to radicalisation use anger management strategies and techniques to help divert them from violent a destructive behaviour.

The underlying idea is that helping young people to dissipate or control their anger will assist in preventing them from radicalization and polarization. The techniques described have been inspired by the work of coachers and therapists in teaching and promoting anger management.

6.4. Exercises

The thirteen exercises proposed by the *Anger Management* workshop address both risk factors for violent and anti-social behaviour, as well as protective factors (see the workshop manual for further details).

The TTT presents two exercises on anger management. The first is called 'Wheel of emotions' and provides a playful way to make first line practitioners and youth aware of emotions and the way they are expressed. It can also be used to distinguish between anger, chronic hurt and dis-adaptive behaviour.

The second exercise - 'Make a plan', is meant to help contain anger by learning how it can be controlled by thinking about a strategy beforehand. In this way constructive ways of navigating rising anger are internalised before someone is overwhelmed in the 'hot' phase of rage.

Depending on the available time one or both exercises can be executed.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

7. Narratives and Identity

The fourth workshop revolves around two interacting concepts: narratives and identity. These concepts are central to both adolescence and extremist ideology.

7.1. What is it?

By narratives we mean the short or longer stories that we grow up with and hear in our environment. These stories often contain implicit instructions on how to behave within a certain context, ranging from cultural master narratives to personal life stories; fed by sayings, images, feedback, explicit and implicit rules. It is also a way for individuals and groups to make sense of events and actions in their life.

Identity, the sense of self, can be described as the construct of being a unique and internally coherent person despite all the changes in relation to others. It has an *internal* part, one's own feeling of 'me' shaped by all the narratives that you have heard during growing up. Everybody has more than one identity, like the identity of a partner or parent, a Dutchman or a Christian, etc. The identities other people project onto us form our *external* identities. How others see you is shaped by their stories about us, both as individuals and as part of certain groups.

All these stories feed into our identities. In simple words, identity is formed through narratives. Those that we tell each other and those that we tell ourselves to explain and motivate our choices, our reactions, our past, present and future. One's personal narrative is constructed and reconstructed across the life course and scripted in and through social interaction and social practice.

Aside from individual identities, collective identities exist. They are shaped by the master narratives of a sub-culture, group, or nation. The concept of a master narrative (Bamberg, 2004; Thorne & McLean, 2003) is consistent with notions of a "dominant discourse". As individuals begin to construct personal narratives of identity that will anchor the cognitive and social context through which they develop, they engage with master narratives of identity. The cultural patterns, values and ideology of the master narrative are often interwoven into individual narratives (Polletta & Jasper, 2001).

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

7.2. Relationship with radicalisation

Erikson (1968) stated that the central developmental task of adolescence is the development of one's own identity. This developmental process is a long-term interaction between predisposition and environmental factors. Narratives are an important part of this environment.

In a neutral sense, narratives form a guideline for how to act in the group you are growing up in. In this way, some narratives are instructive. Others are empowering, but some narratives exclude, dehumanise, or evoke hatred, they are called toxic narratives. These have negative effects on a person's developing identity and can become a push or pull factor for radicalisation.

Troubled and conflictual identities are among the most frequently named pull factors of radicalisation cite, e.g., Dalgaard-Nielsen (2008) who describes a 'search for identity contributing to a sense of belonging, worth and purpose' as a causal factor. Other examples of a conflictual and dysfunctional sense of identity are 'individual frustration and insult' and 'personal victimization' (McCauley & Moskalenko, 2011).

7.3. Workshop Narratives and Identity

The workshop is meant to support first line practitioners so they can help youths to deal with toxic narratives and develop a positive identity. It delivers a framework, scenario and detailed set of exercises and simulations that can assist participants in understanding the role narratives play in our identity formation, the way they can spot dysfunctional or toxic narratives, as well as the way in which they can use narratives in order to employ promising psychoeducational intervention practices in their professional daily routine.

The function of narrative therapy is threefold. One, to establish conflicting and dysfunctional narratives of self and others that people might hold in, for example, relation to sexual orientation, gender stereotypes, cultural stereotypes, others etc. Two, to deconstruct negative relations of power (who holds the right to story events, who assigns meaning, etc.) and three, to empower the individual through deconstruction of the dysfunctional, externalisation of "the problem" and the internalisation of a positive alternative narrative.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

7.4. Exercises

The *Narratives and Identity* workshop contains eight exercises which, if used in convergence, can help first line professionals use narrative therapy strategies and techniques to help divert young people from a negative image of self and others (see the workshop manual for further details). It also offers solutions to encourage in young people positive and empowering ways of self-expression and self-affirmation.

In the TTT, two powerful exercises are detailed. The first one - 'Spot the problem', involves a speech by Chimamanda Adichie, and is meant to stimulate understanding of the power of narratives. It brings home the fact that reality is subjective, multiple and fluid and that the stories we keep about certain groups are too narrow.

The second exercise is called 'Who am I'. Its aim is to let participants experience their own narrative and the influences that shaped it.

Depending on the available time one or both exercises can be executed.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

8. Debate and Simulation

The next workshop deals with the ability to engage in constructive dialogue with people who have different values and beliefs than yourself.

8.1. What is it?

According to the Cambridge Dictionary, *to debate* means 'to discuss a subject in a formal way'. A debate can take several forms, it can be a competition where you try to beat your opponent, or a way to try to understand someone else's perspective and anything in between. In this workshop the aim is to teach the skills required to understand a different perspective.

8.2. Relationship with radicalisation

The recent evolutions in communication and security have brought into attention the need to address polarizing issues among youth. Embedding conflicts of values and interests of high complexity, divisive topics do not allow easy answers. Grown out of differences and disputed between individuals and communities, they tend to create or reinforce social polarization (Kerr & Huddleston, 2015). The process of radicalization implies constructing and validating an inflexible perception of the society, which seeks to eliminate any differences. The ability to enter a debate in a constructive way creates resilience to polarisation and radicalisation and strengthens the democratic process (Council of Europe, 2015).

8.3. Workshop Debating and Simulation

Teaching simulation and debate serves the purpose of developing knowledge and skills through the cognitive behavioural instructional model and the learning by doing model. It is also a form of psychoeducational intervention in which the moderator of the debate functions as a coach ready to offer replicable strategies of positive self-expression and goal-oriented communication while also fostering tolerance and open-minded assessment of other people's adverse opinions.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Although debate and simulation games have been widely used in academic contexts, including as learning instruments, the workshop differs from a regular debate training in the sense it does not aim to equip the participants with the necessary knowledge and skills to be a part of a debate, but rather to understand its purpose, structure and the context in which it can be employed, as well as methodological constraints and loose ends. The trainer has only the role of a moderator of talks and will capitalize on the knowledge from *Anger Management* and *Conflict Resolution* topics to manage any unconstructive contradictory discussion that may appear.

Controversial issues are defined by high complexity and dynamic nature and usually address recent events. The teacher does not have to have all the answers, being considered useful engaging together with the trainees in the process of topic exploration and questioning. However, even though the trainer 'only' is a moderator, he or she must be up to date to recent developments and be able to explain causality links across events and concepts.

8.4. Exercises

The essential difference between debate and dialogue is that true dialogue is collaborative. Participants are working toward shared understanding and strength and value in each other's positions. The exercises are geared to train participants to listen to understand and not to respond; to acknowledge and accept different vantage points, while being friendly, polite and ethical towards the opposed perspective and to ask correct and pertinent questions to what seems to be declared as "truth" (see the workshop manual for further details).

In the TTT, an exercise, called 'True or False', is used to demonstrate a way to practice lateral thinking, vocalising an opinion and listening. The *Debating and Simulation* workshop offers a total of fourteen exercises to choose from.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

9. Conflict Resolution

9.1. What is it?

Conflict is a normal component of human relationships, and it does not necessarily have to be regarded as a negative aspect. When handled constructively, conflict can bring positive results in a relationship, no matter the type. The way conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000).

Conflict resolution refers to "the style of behaviour used to resolve conflicts between individuals interacting in a variety of settings" (Wilson, 1994). Learning to solve conflicts using constructive methods is essential in adolescence because it contributes to teens' healthy emotional development.

9.2. Relationship with radicalisation

As stated before (par. 6.2), the emotion of anger is one of the most cited push factors towards radicalisation (Stout, 2002), together with lack of self-esteem (Borum, 2017) and individual frustration and insult, therefore we assess that conflict resolution is a skill that, if correctly internalised and applied in daily life, can only consolidate the set of protective factors and a sense of resilience to radicalisation and violent extremism.

When teens resolve conflicts constructively, interact with others in a positive manner, are open to differences between people, are confident in the knowledge of who they are, what they think and believe, why they make certain choices, and can ask questions to enhance this understanding, they are more likely to be able to resist deceptive messaging and make informed, safe choices.

9.3. Workshop Conflict Resolution

The workshop is dedicated to conflict resolution techniques that can be used by first line practitioners to assist children and young people, which are often pushed by tense interactions with family members and peers, in strengthening their resilience to polarization and radicalization.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Conflict resolution is a form of psycho-educational intervention in which the teacher, counsellor, or any person of influence or authority for the target group can advise, promote and assist participants in internalizing the skills necessary for positive resolve of tensed situations and conflicts. Examples of these skills are assertiveness, cognitive empathy, listening skills and emotional awareness.

9.4. Exercises

In the TTT, two exercises on critical thinking are presented.

The first exercise serves as an icebreaker to get a preliminary scan of participants beliefs and knowledge on conflict and conflict resolution, which also creates awareness about how participants deal with conflicts themselves.

The second exercise is called Anything goes' and offers a great way for participants to engage in a mini-conflict with another team member in a nonthreatening manner. In doing so, participants will learn how to make the difference between debate and true dialogue.

The *Conflict Resolution* workshop has another eleven exercises to customise towards your own audience (see the workshop manual for further details).

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

10. Proportionate State Response

10.1. What is it?

Participants examine what the best definition of acting proportionally is. One of the definitions of proportionality in this context is “to undertake a balancing of the harms and the goods that can be achieved and to choose only those means that do less harm than the good obtained”.

10.2. Relationship with radicalisation

While a prompt and significant state response is necessary when encountering the phenomenon of radicalization, random or extremely violent action can further the process of radicalization, especially in the case of young people. Several studies (Borum 2011; Campelo, Oppetit, Neau, Cohen & Bronsard, 2018; Slootman and Tillie, 2006) have shown that a perception of injustice represents one of the strongest factors driving radicalization.

Designing and implementing a proportionate response to security threats at national level might prove an essential skill in the toolbox of policy makers and practitioners that are dealing with the challenge posed by violent extremism and radicalisation leading to terrorism.

10.3. Workshop Proportionate State Response

Although this workshop can be tailored to (older) youths, to make them more aware of the dilemmas of law enforcement and other state actors, this workshop is also very interesting for representatives of the institutions that affect the way the state responds to incidents of radicalisation and extremist violence.

The workshop comprises of a series of role-playing exercises based on European Court of Human Rights cases. The participants are divided in teams and then elaborate arguments for or against the claim that state authorities acted proportionally in a particular context. In this way their own ideas about the proportionality of responses will be developed.

This project was funded by the European Union’s Internal Security Fund — Police, under Grant Agreement No. 823683.

Further, problem-solving, critical thinking and public speaking capabilities will also be expanded through the exercises that will be carried out by the participants. By critically analysing a situation, developing arguments and extracting relevant evidence in support of one or another view, participants will develop both their reading and their critical thinking skills, as well as their ability to work in teams.

10.4. Exercises

This workshop offers twelve scenarios, inspired by real cases, in which the state acted to combat radicalization (see the workshop manual for further details). Participants are asked to debate whether these actions were proportional or not and to provide reasons for their claims.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

11. Evaluation

An increasing need exists for evidence-based programmes to prevent and counter radicalisation and violent extremism. However, evaluative efforts encounter several challenges.

Firstly, evaluation must deal with conceptual challenges, because the lack of a commonly agreed theoretical framework and the accompanying absence of shared definitions lead to a lack of clear indicators to measure the impact of prevention programmes.

Secondly, during evaluation practical problems arise, e.g., hard-to-collect reliable and relevant data, intangibility of many outcomes, wide variety of contexts of programmes, etc.

Thus, preventive interventions take place in complex and dynamic contexts and are constituted by many components, making it challenging to design an evaluation methodology that can establish a direct causal relationship between a certain activity and the results measured by the evaluation.

It is therefore essential to design an appropriate evaluation methodology which can achieve the most insightful results for the improvement of a program as well as overall knowledge on what is effective in this field. With the input of first line professionals and academics, ARMOUR has created a methodology which can be useful in improving the presented workshops and TTT (see Annex 5).

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

12. e-Learning and Materials

To support this Train the Trainer (TTT) course and the accompanying workshops, an e-learning consisting of six module is offered on the *www.traininghermes.eu* platform. The content of this e-learning focuses on the concept of radicalisation, possible causes, the action perspective of the first line practitioner, evaluation, project ARMOUR (including all material for the workshops and TTT) and the best practices.

The materials of the Train-the-Trainer course can also be found on the *www.firstlinepractitioners.com* platform, where a collection of relevant projects and tools is also accessible for all professionals who work with youths and are looking for inspiration and support on this matter.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

13. Sources

Bamberg, M. (2004). Considering Counter Narratives. Narrating, resisting, making sense. *Studies in narrative*. Vol. 4. Philadelphia, PA: John Benjamins, 351–371.

Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P. A Cowan & M. Heatherington (Eds.}, *Family Transitions. Advances in Family Research* (pp. 111-163). Hillsdale, NJ: Earlbaum.

Borum, R. (2017). The etiology of Radicalization. In: G. LaFree & J. Freilich (Eds.), *The Handbook of the Criminology of Terrorism*. (pp. 17-32). Chicester, England: Wiley & Sons.

Campelo, N., Oppetit, A., Neau, F., Cohen, D., & Bronsard, G. (2018). Who are the European youths willing to engage in radicalisation? A multidisciplinary review of their psychological and social profiles. *European Psychiatry*, 52, 1-14.

Chassman, A. (2016). Islamic State, identity, and the global jihadist movement: How is Islamic State successful at recruiting "ordinary" people? *Journal for Deradicalization*, 9, 205-259.

Council of Europe. (2015). *Teaching controversial issues - Training Pack for Teachers.* Council of Europe.

Dalgaard-Nielsen, A. (2008). *Studying violent radicalization in Europe II: The potential contribution of socio-psychological and psychological approaches*. Copenhagen: Danish Institute for International Studies.

Dawson, L. (2017). Sketch of a Social Ecology Model for Explaining Homegrown Terrorist Radicalisation. The Hague: International Centre for Counter-Terrorism.

Deutsch, M. and Coleman, P. (eds.). *The handbook of conflict resolution: Theory and practice*. San Francisco: Jossey-Bass, 2000.

Erikson, E. (1968). *Identity: Youth and crisis*. New York, NY: Norton.

European Commission (2020). *Prevention of Radicalisation*. Retrieved 27 May 2020 from https://ec.europa.eu/home-affairs/what-we-do/policies/crisis-and-terrorism/radicalisation_en

Kerr, D., & Huddleston, E. (2015). *Teaching controversial issues: Training pack for teachers*. Strasbourg, France: Council of Europe.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life.* Glenview, IL: Scott Foresman.

Kruglanski, A. W., Gelfand, M. J., Belanger, J. J., Sheveland, A., Hetiarachichi, M., & Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. *Advances in Political Psychology*, 1, 69–93.

Lopez, M. A., & Pasic, L. (2018). *Youth work against violent radicalisation - theory, concepts and primary prevention in practice.* Council of Europe.

McCauley, C. R., & Moskalenko, S. (2011). *Friction: How radicalization happens to them and us.* New York, NY: Oxford University Press.

Moghaddam, F. (2005). The Staircase to Terrorism. A Psychological Exploration. *American Psychologist*, 60:2, 161–169 DOI: 10.1037/0003-066X.60.2.161

Polletta, F., and Jasper, J. (2001). Collective Identity and Social Movements. *Annual Review of Sociology*, Vol. 27, pp. 283-305.

Ranstorp, M. (2018). *The Root Causes of Violent Extremism*. Retrieved 9 April 2019 from https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/issue_paper_root-causes_jan2016_en.pdf

Ris, L. and Ernstofer, A. 2017. *Borrowing a Wheel: Applying Existing Design, Monitoring and Evaluation Strategies to Emerging Programming Approaches to Prevent and Counter Violent Extremism.* Peacebuilding Evaluation Consortium.

Silverman, T. (2017). U.K. foreign fighters to Syria and Iraq: The need for a real community engagement approach. *Studies in Conflict & Terrorism*, 40(12), 1091-1107.

Slootman, M. and Tillie, J. (2006). *Processes of Radicalization: Why Some Amsterdam Muslims Become Radicals.* Report Prepared for the Institute for Migration and Ethnic Studies.

Stout, C. (2002). *The Psychology of Terrorism: Volume III, Theoretical Understandings and Perspectives*. Westport, CT: Praeger Publishers/Greenwood Publishing Group.

Thorne, A., & McLean, K. C. (2003). Telling traumatic events in adolescence: A study of master narrative positioning. In R. Fivush & C. Haden (Eds.), *Connecting culture and memory: The development of an autobiographical self* (pp. 169-185). Mahwah, NJ: Lawrence Erlbaum.

Vergani, M., Iqbal, M., Ilbahar, E. & Barton, G. (2018). The Three Ps of Radicalization: Push, Pull and Personal. A Systematic Scoping Review of the Scientific Evidence about

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Radicalization Into Violent Extremism. *Studies in Conflict & Terrorism*, DOI: 10.1080/1057610X.2018.1505686

Wilson, C. &. (1994). Police and public interactions: The impact of conflict resolution tactics. *Journal of Applied Psychology*, 159-175.

Zannoni, M., van der Varst, L. P., Bervoets, E. J. A., Wensveen, M., van Bolhuis, V. J., & van der Torre, E. J. (2008). *De rol van de eerstelijnswerkers bij het tegengaan van polarisatie en radicalisering. Van 'ogen en oren' naar 'het hart' van de aanpak* (The role of first line workers in countering polarization and radicalization. From 'eyes and ears' to the heart of the approach'). The Hague: COT Instituut voor Veiligheids- en Crisismanagement.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Annex 1. Train the Trainer Structure

Day 1	Day 2	Day 3
Introduction • Participants • Explanation TTT • Explanation methodology • Importance of evaluation	Recap day 1	Recap day 2
The structure of the workshops	• Relation between radicalisation and anger (3) • The concept of anger • Example exercise anger management	• Relation between radicalisation and conflict resolution (6) • The concept of conflict resolution • Example exercise conflict resolution
The general concept of radicalisation		
• Relation between radicalisation and coaching and parenting (1) • The concept of coaching • Example exercise coaching and parenting	• Relation between radicalisation and narratives and identity (4) • The concept of narratives and identity • Exemplary exercise narrative therapy	• Relation between radicalisation and state response (7) • The concept of proportionate state response • Exemplary exercise proportionate response
• Relation between radicalisation and critical thinking (2) • The concept of critical thinking • Exemplary exercise critical thinking	• Relation between radicalisation and debating skills (5) • The concept of debating skills • Example exercise debate and simulation	Links to relevant websites
Survey T2 of day 1 and conclusion	Survey T2 of day 2 and conclusion	Survey T2 and conclusion

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

NB: These are the building blocks of the three-day training. Some parts are mandatory, like the introduction and surveys; others can be left out. In the initial deployment of the TTT within the boundaries of the project, it is required that all topics be shortly mentioned and explained, even if you think that your audience would not be served by exercises related to that topic. In the cascade, trainers can decide for themselves which topics they will include.

Based on facilitator/trainer's choice:

- For practical reasons, the execution of the program can be shortened and/or distributed over more days.
- Depending on the length of the chosen exercises and blocks, the topics can be divided differently across the days.
- Depending on the audience, trainers can choose which exercises they would like to incorporate instead of the ones suggested.
- Further examples of a certain topic can be chosen.

Regarding doing surveys in the online version, we must expect that most of the participants might be less inclined to fill them out. So extra attention will be needed to stress the importance of them.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Annex 2. Estimated Timeframe for Day 1

	Nr	Topic	Time
Introduction	1.	Opening (coffee/tea)	15 min
	2.	Introduction of participants	10 min
	3.	Content of the programme	2 min
	4.	Radicalisation (incl. two clips and exercise)	15 min
	5.	7 workshops	2 min
	6.	Key competences	2 min
	7.	Setup of workshops	1 min
		Est. total on introduction	*45-50 min*
Radicalisation	8.	Definition of radicalisation	2 min
	9.	Activism-extremism-terrorism (incl. short exercise)	4 min
	10.	Ideologies	1 min
	11.	Types of radicalised people	1 min
	12.	Phases - Moghaddam	3 min
	13.	Phases – Feddes, et al.	1 min
	14.	Possible signs (incl. clip)	6 min
	15.	Causal factors	1 min
	16.	Trigger factor model	3 min
	17.	Push and pull factors	2 min
	18.	Levels of causal factors	1 min
		Est. total on radicalisation	*25-30 min*
		Break (suggested)	15 min
Coaching and parenting	19.	Describe a good parent/coach/mentor	10-15 min
	20.	Child development	2 min
	21.	Relation with radicalisation triggers	1 min
	22.	Goals parents/coaches	1 min
	23.	Content of *Coaching and Parenting* workshop	2 min
	24.	Exercise “Build your own role model”	60 min

This project was funded by the European Union’s Internal Security Fund — Police, under Grant Agreement No. 823683.

	25.	Reference to trainers' manual workshop	1 min
		Est. total on coaching and parenting	*80-85 min*
		Lunch. Exchange of experiences and networking	60 min
Critical thinking	26.	What is critical thinking (incl. clip + short exercise)	10 min
	27.	Content of *Critical Thinking* workshop	2 min
	28.	Exercise "Try one sentence"	30 min
	29.	Reference to trainers' manual workshop	1 min
		Break (suggested)	15 min
	30.	Exercise "The six questions"	45 min
	31.	Reference to trainers' manual workshop	1 min
		Est. total on critical thinking (excl. break)	*90 min*
Feedback	32.	T2 survey for Day 1	10 min
	33.	Question for next session	1 min
	34.	Exit clip of John Cleese on extremism	3 min
	35.	Thank you	0 min
		Est. total on feedback	*15-20 min*
Day 1		*Estimated duration of workshop in total*	*345-365 min*

This is an estimate of the time you might take for the content of each slide. Depending on the number of participants and their starting level, times can vary. For practical reasons you can choose to shorten the programme by excluding some exercises. The execution of the programme can also be distributed over more days.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Annex 3. Estimated Timeframe for Day 2

	Nr	Topic	Time
Introduction	1.	Opening (coffee/tea)	15 min
	2.	Recap of Day 1	10-15 min
	3.	Checking answers to question	2 min
	4.	Trigger factor model	1 min
	5.	Content of the programme for Day 2	2 min
	6.	Ice breaker	15-20 min
		Est. total on introduction	*45-55 min*
Anger management	7.	Clip linking anger to radicalisation	4 min
	8.	Anger fuelling radicalisation	2 min
	9.	Anger as secondary emotion	1 min
	10.	Characteristics of anger	1 min
	11.	Content of *Anger Management* workshop	2 min
	12.	Exercise “Wheel of emotions - Hints”	20-30 min
	13.	Reference to trainers’ manual workshop	1 min
	14.	Exercise “Make a plan”	20-25 min
	15.	Reference to trainers’ manual workshop	1 min
		Est. total on anger management	*50-65 min*
		Break (suggested)	15 min
Narratives and identity	16.	Trigger factor model in relation to narratives	1 min
	17.	Identity	2 min
	18.	What is a narrative?	1 min
	19.	Narratives, identity, and culture	1 min
	20.	Exercise “Spot the problem” (Chimimanda Adichie)	30 min
	21.	Reference to trainers’ manual workshop	1 min
	22.	Positive effect of narratives	1 min
	23.	Negative effect of narratives	1 min
	24.	Toxic narratives	2 min

This project was funded by the European Union’s Internal Security Fund — Police, under Grant Agreement No. 823683.

	25.	Instructive and possibly excluding narratives	1 min
	26.	Content of *Narratives and Identity* workshop	2 min
		Lunch. Exchange of experiences and networking	60 min
	27.	Exercise "Who am I?"	45-60 min
	28.	Reference to trainers' manual workshop	1 min
		Est. total on narratives and identity	*90-110 min*
Debate and simulation	29.	Building resilience by learning constructive debating	2 min
	30.	Content on *Debating and Simulation* workshop	2 min
	31.	The middle ground - Dare to be grey	2 min
	32.	Exercise "True or False?"	15-45 min
	33.	Reference to trainers' manual workshop	1 min
		Est. total on debate and simulation (excl. break)	*25-55 min*
Feedback	34.	T2 survey for Day 2	10 min
	35.	Question for next session	1 min
	36.	Thank you	0 min
		Est. total on feedback	*10-15 min*
Day 2		*Estimated duration of workshop in total*	*300-370 min*

This is an estimate of the time you might take for the content of each slide. Depending on the number of participants and their starting level, times can vary. For practical reasons, you can choose to shorten the programme by excluding some exercises. The execution of the programme can also be distributed over more days.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Annex 4. Estimated Timeframe for Day 3

	Nr	Topic	Time
Introduction	1.	Opening (Coffee/tea)	15 min
	2.	Recap of Day 2	10-15 min
	3.	Checking answers to question	2 min
	4.	Content of the programme for Day 3	2 min
	5.	Trigger factor model	1 min
	6.	Ice breaker	15-20 min
		Est. total on introduction	*45-55 min*
Conflict resolution	7.	Conflict and radicalisation	4 min
	8.	Conflict handling skills	2 min
	9.	Content of *Conflict Resolution* workshop	2 min
	10.	Exercise "Anything Goes", stage 1	10 min
	11.	Exercise "Anything Goes", stage 2	10 min
	12.	Exercise "Anything Goes", stage 3	10-15 min
	13.	Reference to trainers' manual workshop	1 min
		Est. total on conflict resolution	*40-45 min*
		Break (suggested)	15 min
State response	14.	Trigger factor model in relation to state response	1 min
	15.	Push factors radicalisation	2 min
	16.	Effects state response	1 min
	17.	Content on *Proportionate State Response* workshop	1 min
	18.	Exercise "Meaning of proportionate response"	10 min
	19.	Reference to trainers' manual workshop	1 min
	20.	Exercise "Was this a proportionate response?" 1	30-45 min
	21.	Reference to trainers' manual workshop	1 min
		Est. total on state response	*45-60 min*
		Lunch. Exchange of experiences and networking	60 min
	22.	Exercise "Was this a proportionate response?" 2	30-45 min

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

		Est. total on state response (2nd exercise only)	*30-45 min*
Best practices	23.	Best practices	10 min
		Est. total on best practices	*10 min*
Feedback	24.	T2 survey for Day 3	15 min
	25.	General feedback	5 min
	26.	Thank you	0 min
		Est. total on feedback	*20 min*
Day 3		*Estimated duration of workshop in total*	*245-280 min*

This is an estimate of the time you might take for the content of each slide. Depending on the number of participants and their starting level, times can vary. For practical reasons you can choose to shorten the programme by excluding some exercises. The execution of the programme can also be distributed over more days.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

Annex 5. ARMOUR's Impact assessment Methodology

To design the ARMOUR Impact Assessment Methodology, we followed the steps outlined in figure annex 5.1.

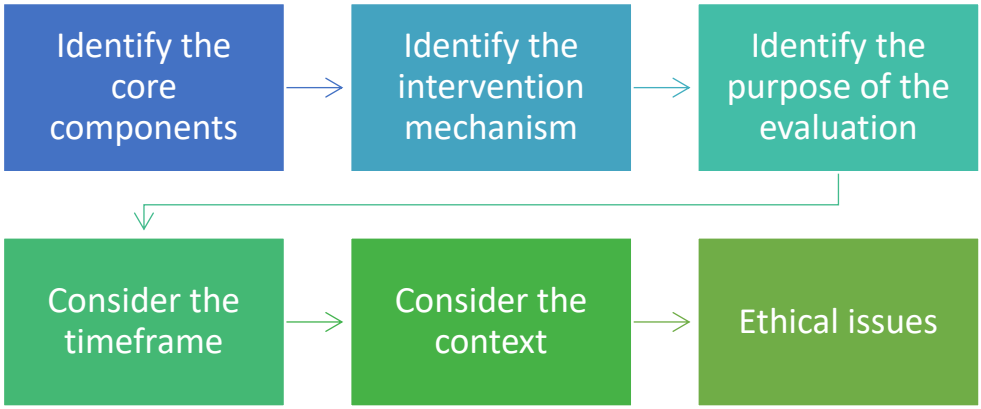

Figure annex 5.1

Identify the core components of the intervention

To first step is to identify the specific components of the intervention through the ARMOUR tools and exercises. To do so, we can use the table in figure annex 5.2 by answering the questions included for each component.

Resources	• What are the resources (time, financial, etc.) available for the evaluation?
Target Population	• Who is the target of the intervention? Young people, first-line practitioners, individuals at risk of radicalisation, etc.
Activities	• What are the activities that will take place as part of the intervention?
Objectives	• What are the objectives of the intervention? • In what ways will the activities lead to the objectives?
Outputs	• What are the outputs that will come out of the activities? • Can these outputs be measured?
Outcomes	• What are the short-term and the long-term intended outcomes of the intervention?
Needs being addressed	• What are the needs being addressed by the intervention?

Figure annex 5.2

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.

The core components are common to the majority of the seven workshops, as the tools and activities can be implemented with children and young people to reach the objectives and focus on the development of individual agency and community empowerment (see figure annex 5.3).

Resources	• The resources will depend on the practitioners and organisation using the tools in the specific case and their context. The design of the evaluation will depend in each specific case on the resources available for it.
Target Population	• Children and young people, in particular if at risk of radicalisation. Their families and social network, communities, as a whole.
Activities	• The exercises included in the Experimental Laboratories. They can be implemented in schools or during any other activities targeting children and youth.
Objectives	• Strengthening resilience in children and young people, through building social competence, problem solving, emotional competence and autonomy, mediation and negotiation skills. • The activities will develop these skills through the cognitive-behavioural instructional model and the learning by doing model.
Outputs	• Discussions among peers, reflections on exercises distributed, completed exercises and activities, engagement of children and young people with the topics discussed and the skills developed in the exercises
Outcomes	• Strengthened resilience among children and young people. Improved skills such as critical thinking, anger management, conflict resolution etc. Increased tolerance within communities
Needs being addressed	• Need to address societal polarisation and radicalisation among children and young people. • Need to improve individual agency and community empowerment.

Figure annex 5.3

Identify the intervention mechanism

The answer in the second step is that the intervention mechanism of the ARMOUR tools and exercises lays in the cognitive-behavioural instructional model and the learning by doing model. The educational techniques include instruction and demonstration, roleplay and rehearsals in pretend scenarios, feedback, and social reinforcement, as well as extended practice and discussions on how to use the skills in common situations.

For the next steps and more information on ARMOUR's Impact Assessment Prototype see *www.firstlinepractitioners.com* and on the *www.traininghermes.eu* platform.

This project was funded by the European Union's Internal Security Fund — Police, under Grant Agreement No. 823683.