

EX POST PAPER RAN LOCAL

A step-by-step guide

The right training programme – preventing & countering radicalisation & violent extremism

Introduction

Local and regional coordinators in charge of preventing and countering radicalisation and violent extremism are charged with organising training and interventions for first-line practitioners. Practitioners have a valuable part to play in the prevention of radicalisation, and it is important that they know how to contribute. But how can coordinators select the best training option and make sure it is effective?

During the December 2017 RAN LOCAL meeting in Berlin, experienced local and regional coordinators active in countering and preventing violent extremism (CVE/PVE) shared experiences and challenges in identifying the right training – and implementing it.

This ex post paper provides, in condensed form, the meeting outcomes. It represents a step-by-step guide to selecting, carrying out and evaluating the training provided by multi-agency cooperation partners for first-line practitioners at local level.

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Tip from local coordinator

When defining the goal, I always start by discussing what I want to achieve with a colleague. She knows she needs to ask me as many critical questions as possible. This helps to formulate the goal in an even smarter way.

Step 1: The ‘why’ of training

When considering training, start by formulating the exact goal, the target group for the training and the context. Once you have these defined, you can start selecting the training programme that fits best.

1a Goal

Define the goal of the training in as much detail as possible.

Questions to help define the goal:

- What are you trying to achieve with this training (e.g. general awareness-raising, creating of a network or development of basic knowledge)?
- What problem will be solved when you, your colleagues or partners have absorbed this training?
- What should individuals be able to do after the training (e.g. identify signs of radicalisation or carry out a specific intervention)?
- Is this general/basic training or a follow up?
- Is it awareness-raising training, or will it teach a specific skillset or techniques for working with a specific tool or intervention?

1b Target group

Define the participants (target group) of the training in as much detail as possible.

Questions to help define the target group:

- What is the function or profession of the likely participants (e.g. teachers, civil servants from other departments, youth workers, police officers)?
- How do they deal with radicalisation (e.g. work with at-risk youngsters, family members of radicalised persons)?
- What role can they play in the prevention of violent radicalisation?
- Do they already have basic knowledge of radicalisation or CVE/PVE?
- Is the group of participants from the same organisation or institution?
- Do they have the same level of knowledge and experience?
- Do they know each other? And if not, should they get to know each other?

1c Training context

In what context does the training take place?

Organising training is not a stand-alone decision and is probably part of the local strategy or action plan to prevent radicalisation and violent extremism. The training should fit within the local strategy. The local or regional context also plays a role in when the training takes place. Describe the local strategy (and actual setting) and be aware of any effect

Learning from local coordinators’ personal experiences: what works

- Variety in methods – group work, slides, videos didactic materials – anything that helps the learning process and is entertaining.
- A trainer with experience of the target audience and experience from the field.
- Examples that are relevant to the target audience’s work and local.
- Interactivity and room for discussion and learning in smaller groups.

these may have on the training session and the follow-up.

Questions to help define the context:

- Is this the start of local/regional multi-agency cooperation, follow-up training or training for a new partner in the multi-agency cooperation?
- Is there a local or regional CVE/PVE strategy? If so, how has this been received so far?
- Why is the training taking place now? Is there political support for it?
- What are the greatest challenges in your city or region to the prevention or countering of violent extremism?
- Are there violent extremist or radicalised persons active or living in your city or region?
- Is there a lot of political and/or media attention regarding the local/regional approach to the prevention of violent radicalisation?

Step 2: Selecting the right training

Once you have defined the goal, target group and context for the training, you can move on to selecting the right training programme by finding the best-equipped training provider and the programme that fits best.

2a Training provider

The training provider should fit with goal, participants and context of the training in style, strategy and knowledge of the target group. If, for example, the training marks the start of local multi-agency cooperation, it is important that the provider has experience in working with a similar target group, has knowledge of how to create a network and manage cooperation in general, and

knowledge about the prevention of radicalisation.

Checklist for selecting a training provider:

- Expertise on the prevention of radicalisation and the role of different partners within multi-agency cooperation at local and regional level.
- Knowledge and experience with the target group.
- Knowledge about creating a learning environment that fits with the participants and topic.
- Tailored training with goal, participants and context defined.

TIPS from experienced local and regional coordinators

- It's smart to use existing training opportunities that incorporate a radicalisation module. Don't reinvent the wheel.
- Involve the ones who receive the training when selecting a training.
- Know your audience! By extension, you need to know the position of other stakeholders.
- Be sure to include the local context – training makes more sense when you do this.
- Don't choose money over efficacy and quality.

2b Content/style/set-up

The content of the training should match the goal and the context, and should add to the participants' expertise. The style of the training, for example interactive, with a lot of opportunities to learn and discuss in smaller groups, should fit with the participants and the goal.

Checklist for selecting the right training:

- Content: what will the participants learn exactly? Does this fit with the goal of the training?
- Set-up: does this fit with the participants and the goal?
- Style: Is there enough interaction and learning by doing, or too much? If needed, is there time for participants to get to know each other and start building cooperation?
- How will the training keep the participants interested and create a constructive environment (supporting learning experience)?

Tip from local coordinator

In the morning of the training session where youth workers and community police officers were trained to use a new dialogue tool for youngsters I always opened the training session and thanked them for taking the time.

or regional cooperation. How can multi-agency cooperation take place if you are not involved yourself?

3b Monitor

Usually different groups of participants are trained on different days. After each session, check with the participants and the trainer how things are working out, and whether the set-up and content of the training still match your initial expectations. Is the

training still serving the goal you envisioned? If needed, you can adjust elements of the training. For example, if a scenario used as learning material does not work and leads to discussions you do not think appropriate or constructive, change the scenario. Explanations of concepts or videos used as examples can also be adjusted to make the training session even more engaging.

Step 3: The training itself

3a Commitment

You are asking participants, maybe colleagues or employees of partner organisations or civil society organisations, to invest time and participate in the training you are organising for them. In other words, you are asking for their commitment.

Tip from regional coordinator

To get commitment, you need to show commitment. Practice what you preach.

If you expect commitment from them, you need to set an example and demonstrate your commitment, not only by organising the training but also by really being there. For example, by welcoming everybody at the beginning of the training, and elaborating on the goal of the training and why it is important that they take the time to participate. You could also consider participating in the training yourself. This is especially important when the training marks the beginning of local

Checklist for monitoring:

- What is your own impression, from having participated in the training?
- What impression do you get from speaking to participants? Check their feedback.
- Are you still on the right track in terms of the training goal?
- Do the style used in the training, and the content, match with the participants?
- Is the training material still up to date? Are the examples used on-topic, and do they match with the participants' work environment?

TIP from experienced regional coordinator

Take evaluation seriously, start before the training with setting it up. Use the right questions and the right data. Otherwise you don't know what you achieved. You don't want to throw your money away.

**Step 4:
Evaluate**

Once the training has finished, you need to check whether it served the goal you had in mind. You can do this by asking the

participants specific questions related to your goal. If these training sessions marked the start of local/regional multi-agency cooperation, you might want to consider organising a mini conference (half a day) and inviting all participants, or at least one participant per organisation represented during the training. Take some time to discuss with them how the sessions went (having the goal of the training in mind) and what the next steps should be.

5b ...by you

You had a specific goal in mind when the training began. Now that the training has finished, that goal should have been reached. The goal of the training was linked to the specific local or regional context of which you are part, and part of a bigger concept or plan regarding CVE or PVE within that context. Often, the training will be a first step in a bigger plan. So once the training is done, it's time to get ready to take the next step. This can be, for example, a meeting with all trained partners to launch multi-agency cooperation, or follow-up training.

Tip from local coordinator

After the last training session finished, we organised a meeting of four hours with all participants to thank them and to inform them about the next steps. We also had a one-hour brainstorming session to come up with ways to incorporate what we had learned in our daily work. That worked, and it was also fun.

Step 5: Follow up...

5a ...by the trainers

The training should have seen an exchange of knowledge. When participants receive a lot of new information, it is good practice for the trainer to be available for questions or more information regarding the content covered. This helps participants to internalise the new information. Most training providers will also have hand-outs containing the training highlights, or other training material for distribution after the session.