



Hedayah
countering violent extremism

PROVIDING SUPPORT TO CHILDREN AND YOUTH

VULNERABLE TO OR AFFECTED
BY RADICALIZATION LEADING TO
VIOLENT EXTREMISM (RLVE)

PROGRAM & EVALUATION REPORT

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ABOUT THIS REPORT

This report summarizes the results of Hedayah's capacity building program on youth radicalization under the guidance of the National Counter Terrorism Commission of Tunisia between December 2017 and December 2018. The authors of this report are Cristina Mattei and Joseph Gyte. The authors would like to thank Nada Al Mazrouei, Iman Badwan, Thomson Hunter, Rachel Mackenzie, Serra Okumus and Sara Zeiger for their key contribution, revision and analysis.

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EXECUTIVE SUMMARY

This report summarizes the results of Hedayah's capacity building program "Providing Support to Children and Youth Vulnerable to or Affected by Radicalization Leading to Violent Extremism (RLVE)¹" conducted under the guidance of the National Counter Terrorism (CT) Commission of Tunisia between December 2017 and December 2018. Building on the results of Hedayah's Returning Foreign Terrorist Fighters (RFTF) program, conducted during 2016 - 2017, this program targeted practitioners working in Social Defence and Integration Centers (CDIS) under the Ministry of Social Affairs of Tunisia, and the Child Detention Centers (CDCs) under the Ministry of Justice of Tunisia.

The content of this program was developed through desk research as well as two specific

needs assessment visits conducted in December 2017 and February 2018. On that basis, a tailored and context-specific curriculum was developed in coordination with Hedayah's network of subject matter experts. This curriculum was intended for practitioners (e.g. psychologists, social workers, educators) who engage with the target population (vulnerable and/or radicalized youth and children) and are in charge of providing education, and support for psycho-social rehabilitation and social reintegration. The ultimate vision was intended to go beyond an increase in knowledge and skills: the program aimed to guide practitioners to apply the knowledge and skills acquired, develop sustainable project ideas and ultimately: a) reduce the threat of RLVE for vulnerable youth and children and b) support the rehabilitation & reintegration of youth and children who have been exposed to RLVE.

PHASE 0

Needs Assessment Visits
(DEC 2017 & FEB 2018)

PHASE 2

Capacity Building Training
Acquiring practical knowledge, skills and tools
(JUN 2018)

PHASE 4

Mentorship and MM&E
(DEC 2018)

PHASE 1

Capacity Building Training
Laying down the theoretical foundations
(MAR 2018)

PHASE 3

Capacity Building Training
Enhancing operational capacity to include the enhancement of multiagency work
(OCT 2018)

These phases were designed for the same group of participants throughout, to ensure a sustained and progressive learning process, from theory to

practice. Throughout the program, Hedayah utilized its Monitoring, Measurement and Evaluation (MM&E) framework to evaluate the results (Outputs, Outcomes and Projected Impact) and capture key feedback to customize each Phase.

In terms of final results, participants demonstrated an enhanced knowledge on key terminology and increased practical skills in the use of tools such as the Individual Needs Assessment Manual. For example, **in Phase 1** there was a statistically-significant increase in knowledge and understanding as demonstrated in the positive change of the average score (from 6.94 or 53% on the pre-training questionnaire, to 8.11 or 62% after the training). The analysis of select specific answers from the training questionnaires provides further evidence to that. The quality of participants' comments and ideas was also increasingly positive and an enhanced openness and sense of confidence was also observed. **In Phase 2**, while the quantitative results were not statistically significant – likely due to the limited dataset – there were positive results with respect to the improved consolidation of understanding between practitioners and the retention of knowledge from **Phase 1**. In addition, there was a significant increase in the lowest score recorded on the post-training questionnaire (6 out of 9, or 67%) when compared to the pre-training questionnaire (2 out of 9, or 22%). Participants' increased ability in the use of the tools (i.e. Needs Assessment manual) was also another result that showed improved ability. Finally, **in Phase 3** participants were able to develop useful project ideas that reflected some of the pedagogies and topics discussed during the program such as Social and Emotional Learning and the Theory of Change. During this phase, participants also had the opportunity to enhance their ability to work together and strengthen multi-

agency skills. In terms of projected impact on the ground, during **Phase 4** (MM&E and Mentorship visit), most of the interviewed participants (58.3%) indicated they had incorporated specific elements of the program into their daily work (e.g. Activities' Guidebook) and shared the knowledge with colleagues who could not participate (66.6%). As per the Theory of Change of the program, concrete impact on the target population (vulnerable and/or radicalized youth and children) can be presumed as long as four specific conditions are met:

1. Practitioners increase their knowledge, understanding on CVE and the issue of youth radicalization.
2. Practitioners increase their practical skills on CVE approaches.
3. Practitioners enhance operational capacity to include MM&E and multi-agency work.
4. Practitioners consistently apply the program content on the ground.

Given the results of **Phases 1-3** and the select responses from the questionnaire in **Phase 4**, the aforementioned conditions were overall met. Although there was no evidence of consistent use of the program content on the ground, responses from select participants indicated a preliminary application of some of the program approaches. Hence, it is possible to presume a preliminary impact on the target population (i.e. vulnerable and/or radicalized youth and children). The analysis therefore indicates that if practitioners keep applying consistently the acquired knowledge and skills, youth and children are likely to increase and/or restore their personal resilience against violent extremism, over the long-run. The final evaluation of the program results also emphasizes that there are lessons to be learned that could be useful for future reiterations of the program. In particular:

Interactive sessions have been proven to be key in facilitating the learning process. As such they should be prioritized as much as possible.

There should be more emphasis on local case-studies as these better help participants to contextualize the issue of violent extremism.

The curriculum should reflect practitioners' different functions as much as possible.

The development of practical tools such as the Needs Assessment Manual and the Activities' Guidebook was a good practice which enhanced the learning process and, where possible, should be replicated in other curricula.

Participants and key ministries should be encouraged to provide feedback on the practical tools to ensure there is a proper testing and validation process.

The use of “actors” and “role plays” was a good practice and proved to be a source of inspiration for many practitioners. This should be kept as a key element of the curriculum.

Pre and post- training questionnaires should be carefully phrased to avoid any potential counter-productive consequences for the MMSE process.

In the questionnaires, there should be a sufficient number of questions to strengthen the statistical analysis.

The curriculum should include a facilitators’ guide for ToT sessions and ensure that appropriate participants are fully equipped to train other colleagues.

CVE stakeholders (e.g. CSOs and key ministries) that have established relations with CDCs and CDIS should be prioritized and involved in Phase 3, for future reiterations of this program.

Additional stakeholders, such as the Delegate for the Protection of Children, should be involved and trained as part of future reiterations of this program.

The capacity building program should be ideally followed by a national-level strategic dialogue among the concerned stakeholders, with a practical deliverable (e.g. White Paper on how to capitalize on the program results across different recipients and partners).

Hedayah’s dialogue with the Global Community Engagement and Resilience Fund (GCERF) was a good example of coordination between GCTF inspired institutions and should be replicated in other programs, if possible.

At the same time there are also specific recommendations for the recipient institutions with respect to the topic of youth radicalization in Tunisia. Notably:

The existing legal agreement between CDCs and CDIS could be extended to other types of institutions and organizations, to include CSOs and the private sector.

Given its coordinating role, the CT Commission should continue to leverage its position and mobilize internal and external resources and partnerships to ensure concrete effects of this and other programs.

Policy-making officials within key ministries should be briefed and trained on how to make the best institutional changes and facilitate practitioners’ work on the ground.

Coordination among different ministries, in particular among middle-management officials, should be promoted to ensure sustainable results on the ground.

Given its current limited role in CVE, the private sector should be further involved to support projects for youth and children on the ground, especially with regard to the rehabilitation and reintegration of former violent offenders.

Additional and/or emerging CSOs should be identified and involved in these programs. In particular, those CSOs that have credibility with youth and children.

The key ministries and recipient centers should be further encouraged to provide feedback and input to questionnaires and tools, to ensure there is a proper validation process and that the program content is useful.

Practitioners within CDCs and CDIS should be further trained on project-development and MM&E.

While all these recommendations are implementable, some of them concern the structure of key ministries and/or depend on the existence of available resources and funds. Hedayah and the CT Commission are committed to leverage the existing resources to tailor and adapt the Cycle 2 training

(2019) and where necessary. The following sections of this report will provide a detailed overview of Cycle 1 which was implemented throughout 2018, to include the preliminary development phase (Phase 0), the Program implementation (Phase 1-3) and the MM&E and Mentorship process (Phase 4).

¹ RLVE is here defined as the process through which an individual increasingly adopt violent means to pursue ideological, political or religious objectives. In this report "radicalization" and "RLVE" are used interchangeably.

THE NEED FOR INTERVENTION IN TUNISIA

GENERAL CONTEXT OF VIOLENT EXTREMISM IN TUNISIA

RLVE has been an increasingly serious challenge regionally and globally since the rise of modern violent extremist groups, such as Daesh and Ansar-Al-Sharia. In 2015, the Ministry of Interior of Tunisia estimated that approximately 3,000 Tunisian FTFs were engaged in violent extremist groups in overseas conflict zones (Libya, Syria, Iraq), 600 of whom had returned to Tunisia and 800 had been killed while fighting². In this context, there is still a significant number of Tunisians or individuals who claim Tunisian nationality in Syria, Iraq and Libya, including youth and children. Notably, the Ministry of Women, Children, Family and Elders estimated that there are about 200 children claiming Tunisian nationality held abroad without charge as “Daesh” family members³.

In February 2019, the CT Commission provided updated data, reporting that at least 1,000 individuals have returned home from conflict zones⁴ in the last 7 years. This further confirmed the need for enhanced CVE interventions in the country. Despite such data and numbers, however, it is also fair to say that there is still no solid public quantitative data on radicalized youth and children, especially in terms of age and geographical origins⁵. The recent terrorist attack in October 2018 stressed that one of the main challenges is particularly related to these individuals and that prevention programs should be strengthened⁶. There is also no detailed information on the profiles of returning youth and children from conflict zones, as well as the experiences they endured while abroad are unknown.

At the same time, it is a fact that youth and children

have been increasingly featured in violent extremist propaganda and recruitment tactics have been tailored to allure them⁷. This approach has emphasized the urgency for researchers, practitioners and policy-makers to work on the subject.

On this note, existing research has highlighted several factors that may drive youth and children to join violent extremist groups. “Economic incentives” and “ideological belonging” are generally identified as frequent **pull** factors. On the other hand, a “lack of identity”⁸ and “lack of opportunities and financial incentives” are frequently outlined as common **push** factors⁹.

Another driver of potential vulnerability –including to RLVE– is represented by “the lack of cultural and recreational activities” for youth and children in rural areas and “the challenging relationship” between youth and law enforcement¹⁰. These findings underline why CVE programs focused on youth and children should be prioritized.

Beyond youth and children residing in the country, it is also crucial to focus on those children who traveled abroad when their parents decided to join violent extremist groups and the children born in Daesh-held territories. The aforementioned data provided by the CT Commission and by the Ministry of Women, Children, Family and Elders particularly highlights the urgency of focusing on this target population. In conclusion, for all these cases, there is a strategic imperative to develop an appropriate response –both in the prevention and in the reintegration space.

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- ² “Walid Louguini: 3,000 Tunisians in Syria, 600 returned and 800 were killed” (Business News, 25 December 2015), www.businessnews.com.tn
- ³ Human Rights Watch (February 2019), <https://www.hrw.org/news/2019/02/12/tunisia-scant-help-bring-home-isis-members-children>
- ⁴ “Mokhtar Ben Nasr, the head of the government’s National Counterterrorism Commission, recently told lawmakers that 1,000 Islamic State fighters had returned to Tunisia over the past seven years” Intel: How the latest beheading could signal a jihadi comeback in Tunisia. Retrieved from: <https://www.al-monitor.com/pulse/originals/2019/02/intel-jihadist-tunisia-mountain-comeback.html#ixzz5hD2hgIFx>
- ⁵ In Tunisia the only available analysis is « Le terrorisme en Tunisie à travers les dossiers judiciaires » (Centre Tunisien pour les Recherches et les Etudes sur le Terrorisme, Forum pour les droits économiques et sociaux, Tunis, 2016). The research provides a quantitative overview of the individuals charged and sent to trial for terrorism-related crimes between 2013 and 2016. This research cannot be considered a solid analysis on the socio-economic characteristics of radicalized individuals.
- ⁶ Tunisia: woman blows herself up in suicide attack, at least 9 injured, Africanews. Retrieved from: <http://www.africanews.com/2018/10/29/tunisia-woman-blows-herself-up-in-suicide-attack-at-least-9-injured/>
- ⁷ Al-Rawi, A., (2018), Video games, Terrorism, and ISIS’s Jihad 3.0, Terrorism and Political Violence, 30:4, 740-760, Retrieved from: <https://www.tandfonline.com/doi/pdf/10.1080/09546553.2016.1207633>
- ⁸ Cherif, Y., (2015), The 3000: Why Are Thousands of Tunisians Flocking to Daesh?, LSE Blog, Retrieved: <https://blogs.lse.ac.uk/mec/2015/09/03/the-3000-why-are-thousands-of-tunisians-flocking-to-daesh/>
- ⁹ Search for Common Ground, (2016), Root Causes and Drivers of Radicalization to Violent Extremism in Tunisian Communities- Opportunities to Enhance Resilience of Communities in Countering Violent Extremism in Tunisia.
- ¹⁰ Watanabe, L., (2018), Preventing Violent Extremism in Tunisia. Retrieved from: <http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/PP6-3.pdf>

PHASE 0

NEEDS ASSESSMENT VISITS - PART 1

IDENTIFYING RECIPIENTS OF THE PROGRAM

The literature findings were necessary to develop a contextual understanding and to assist the strategy to identify the recipients of the capacity building program. In a context where multiple initiatives on CVE are currently being

implemented, the need to select the best actors for the program, while avoiding duplication of efforts, was particularly crucial. Some of the key questions in the strategic needs assessment included:

What are the ideal organizations on the ground that regularly engage with youth and children?

What is the scope of their interventions?

How many youth and children are engaged in these organizations? In which way?

Do these organizations deal with radicalized youth and children?

Do they work with youth and children convicted for violent extremism?

What are the competent coordinating bodies for CVE?

What is the geographical location of these potential recipient organizations?

What do the organizations need in terms of additional support and expertise?

What type of training have practitioners received?

Did these organizations receive any training on CVE?

On this basis, in December 2017 Hedayah conducted an initial needs assessment visit to identify the recipients for this program as well as their related training needs. The visit included meetings with the Ministry of Justice, Ministry of Social Affairs, Ministry of Religious Affairs, Ministry of Health, and Ministry of Women, Family

Children and Elders. Based on these meetings, as well as additional meetings with relevant CSOs, local experts and foreign embassies, Hedayah was able to identify the following centers as appropriate recipients for the program, whilst also avoiding duplication of efforts and ensuring complementarity with existing initiatives.

SOCIAL DEFENSE AND INTEGRATION CENTERS (CDIS)

Social Defense and Integration Centers (CDIS) are community-based centers located in most Governorates of Tunisia; there are currently 24 CDIS throughout the country. These centers are embedded within the Ministry of Social Affairs and include a diversity of practitioners, including psychologists, educators and social workers. From a legal perspective, the centers are enshrined within the National Strategy of Social Defense (1992) and directly report to

the Division for Social Promotion. The centers typically deal with children (8 -17 years old) and youth (18 -29 years old). There are 4 Centers located in Le Grand Tunis: Mellassine, Douar Hicher, Fouchana, Soukra.

The centers work on a recommendation basis, whereby youth and children are referred to the centers or encouraged to participate in the activities in the following ways:

Mentors and coaches from the centers identify and involve potentially vulnerable youth and children in local communities or within community-based centers under the Ministry of Youth and Sports. It is not mandatory for youth and children to accept the request.

CDIS receive a notification from Child Detention Centers (CDCs), upon the release of a child. As per Tunisian law, CDIS have the legal duty to contact former inmates –to include children- and encourage them to participate in the center’s activities.

A direct request from a child, youth or parent reaches the center.

The Delegate for the Protection of Children¹¹ determines that a specific child should participate in the activities of the centers.

Family or juvenile court judges decide that an at-risk child is to participate in the activities of the centers.

During its Needs Assessment mission, Hedayah had opportunity to visit the CDIS of Mellassine and to interview staff and youth. At the time of the visit, there were at least 24 practitioners who were working in the Center, including psychologists, social workers and educators. The center functions as a daily community-based center that offers support to marginalized population, including youth and children. Interviewed practitioners indicated that they were engaging with up to 1,500 individuals. In particular, 300 individuals were defined as vulnerable and at least 280 were legally categorized as “children in conflict with the law”. Given the extent of their operations at the time of the visit, the Center had established 14 partnerships with other organizations and volunteer associations such as Scouts and civil society organizations (CSOs). Overall, Mellassine

represents one of the most advanced centers in terms of the number of activities and initiatives; the center has been traditionally involved in providing life skills training to youth and children who are not schooled or professionally trained. While most of the activities in the center follows a classroom-style pedagogical model, the center also includes activities in open spaces. An example is the *Programme d’Action Sociale du travail dans la Rue*, where specialized youth mentors and social workers engage with youth and children who live in risky neighborhoods and/or are out of schools.¹²

Although practitioners did not explicitly provide information on the number of youth and children affected by RLVE¹³ a number of factors suggested that these facilities were ideal recipients for the program:

CDIS work in their local communities, but are also connected to prisons and detention centers hosting violent extremist offenders. In particular, CDIS are legally mandated to engage with former inmates upon their release by contacting them when released and engage them in social rehabilitation activities, to include psychological rehabilitation and vocational training. This includes former inmates convicted for violent extremist offences. Individuals to participate in the activities is on a voluntary basis.

CDIS signed a Memorandum of Understanding (MoU) with CDCs and other prisons which allows them to enter the facilities and work in preparation for the release of children. This includes centers hosting youth and children convicted for violent extremist offences. This arrangement is not necessarily extended to other types of institutions or CSOs in Tunisia, which makes CDIS unique and relevant for CVE purposes.

Practitioners regularly engage with marginalized populations across communities. In particular, the centers target children and youth who are neither attending school nor receiving any vocational training. As outlined in the research, a lack of opportunities and financial means have been identified as potential drivers behind RLVE. This implies that practitioners could benefit from learning about the potential connection between marginalization, vulnerability and RLVE.

At the time of the visit, practitioners had never received any trainings on countering RLVE, despite their pivotal role in the community and their geographical outreach.

For these reasons, CDIS were considered to be appropriate recipients of the program. In addition, their credibility across Tunisian communities make

them ideal for collaboration with CSOs and youth-led organizations which were also identified as key actors for Hedayah's program.

CHILD DETENTION CENTERS (CDCS)

There are 5 child detention centers (internally referred to as Child Rehabilitation Centres) in Tunisia, including one for female inmates. The centers host minors between 13 and 18 years old for petty crimes and other more serious types of offences. The CDC of Al Mourouj in Le Grand Tunis area is officially the only center hosting male inmates convicted for violent extremist offences. Staff includes educators who live inside the centers and prepare the children's daily activities, to include traditional educational activities. Each center also integrates at least one psychologist and medical doctor who regularly visit the facility.

Families are also encouraged to visit the children, and the Delegate for the Protection of Children has a pivotal role during the legal proceedings. Children hosted in the centers are legally categorized as "children in conflict with the law".

During December's needs assessment visit, Hedayah visited Al Mourouj Center which at the time hosted 160 children. Despite the fact that the number of minors convicted for violent extremist offences was limited¹⁴, the CDCs was deemed relevant for the program for the following reasons:

Educators and practitioners working in the center had never received any trainings on countering RLVE or CVE approaches and methodologies, despite their regular engagements with socially vulnerable children and children convicted of violent extremist offences.

CDCs formally engage with the CDIS and are key in preparing the child for social reintegration.

Despite the low number of minors convicted for violent extremist offences, the closed environment and the lack of resources represent a challenge when it comes to the prevention of RLVE inside the detention center.

With the territorial loss of Daesh and other violent extremist groups in the region, an increase in returning children and youth may be expected in the country in the future. For serious offences, minors will likely be convicted and sent to CDCs.

For these reasons, it was considered that practitioners working at these centers could also benefit from training on CVE. In short, CDCs were identified as relevant facilities to participate in the program. In particular, their formal relationship with CDIS makes them ideal counterparts to receive additional training on multi-agency approaches. On this note, Hedayah's approach is rooted in the idea that multi-agency collaboration is required to reach visible and positive results and that the entire

cycle of radicalization should be taken into account to ensure effective reintegration and prevention of recidivism. In other words, successful reintegration of former inmates would be difficult to achieve unless practitioners inside CDCs implemented some level of preparatory rehabilitative work beforehand, which is complementary to the efforts of CDIS. CDCs would also clearly benefit from strengthened knowledge on prevention of RLVE inside detention settings.

HEDAYAH'S PROGRAM FOR CDCS AND CDIS

For this program, Hedayah and the CT Commission agreed to include select CDIS and CDCs, for a total of 30 participants. The second training in June 2018, though, included 3 additional participants.

Most of the identified centers belong to Le Grand Tunis province, although some centers from other provinces were also invited to participate. Notably, the following centers were selected:

CHILD DETENTION CENTER
OF MOUROUJ

CHILD DETENTION CENTER
OF MGHIRA

SOUG AL JADEED CHILD
DETENTION CENTER

CHILD DETENTION
CENTER, MEDJEZ EL BAB

SOCIAL DEFENSE AND
INTEGRATION CENTER OF
MELLASINE

SOCIAL DEFENSE AND
INTEGRATION CENTER OF
SOUKRA

SOCIAL DEFENSE AND
INTEGRATION CENTER,
KASSERINE

SOCIAL DEFENSE AND
INTEGRATION CENTER,
MEDENINE

¹¹The Delegate for the Protection of Children under the Ministry of Family, Women, Children & Elders, oversees all legal procedures concerning children in Tunisia. In particular, The Delegate is in charge of first-hand screening and verifying that children's rights are respected within detention facilities. As of 2014, there are 80 Delegates throughout all governorates.

¹²In 2016 the number of beneficiaries of this program was 695 youth and children (aged 8-29 years old).

¹³The information was not available at the time of the visit.

¹⁴The number of children convicted for violent extremism offences is not officially available. However, during the needs assessment visit, relevant authorities within the Ministry of Justice indicated the number to be low.

PHASE 0

NEEDS ASSESSMENT VISITS – PART 2

IDENTIFYING TRAINING NEEDS

In January 2018, through the support of a local researcher, Hedayah developed a stakeholder map and conducted additional research to support the findings of the first needs assessment visit. The research identified specific training needs and captured existing initiatives focused on youth, children and CVE. The report also provided an extensive overview of the existing facilities,

stakeholders and relevant actors in the country and was corroborated by a follow-up needs assessment visit conducted in February 2018. This latter mission specifically aimed to clarify the level of the identified participants' knowledge with respect to CVE and the cultural appropriateness of the topics proposed. Notably, the stakeholder map identified the following training needs:

Additional knowledge of the phenomenon of violent extremism, in particular the recruitment tactics (online and offline).

Additional knowledge on indicators of vulnerability to potential RLVE.

Additional knowledge on communication and interviewing techniques to be used with youth and children vulnerable to or recruited by violent extremist groups.

Enhancing and adapting existing psycho-social approaches to make them relevant for CVE

Additional knowledge on how to foster collaboration with CSOs and the private sector.

The findings were taken into account to develop the final program content. In this regard, one of the challenges for the development process was to deal with participants' diverse professional backgrounds. Practitioners from CDCs and CDIS include educators, mentors, psychologists and social workers. In addition to the diverse backgrounds, the level of specialized knowledge

also varied. Hedayah's approach was to develop basic materials and deliver the content in a logical order to ensure that all participants - irrespective of their initial level- could progressively increase their knowledge and skills. A participant-driven approach was also adopted to ensure that recipients could request additional clarifications at any point, if needed.

LESSONS LEARNED FROM NEEDS ASSESSMENTS

At this stage, it is prudent to highlight some of the *lessons learned* from the needs assessment visits, which may inform future iterations of the overall program. Notably:

It would be ideal to meet with recipients from several CDIS and CDCs. The number of activities and the professional background of the practitioners varies across the centers, hence one single facility may not fully represent the other centers.

While field visits are useful to get a clearer understanding of the daily life of the center(s), it may be best to compliment these visits with roundtable discussions, where a wider pool of practitioners could be invited to share their perspectives on the training needs in a more structured manner. Developing materials based on a field research and stakeholder map was an effective approach. This may be further strengthened through ad-hoc questionnaires, which can be distributed to relevant actors during the needs assessment phase.

Provided that participants are identified by the competent Ministries in advance, direct connection and contact with future trainees may further facilitate the customization process.

DEVELOPMENT OF HEDAYAH'S CURRICULUM:

APPROACH AND METHODOLOGY

GOALS AND OBJECTIVES

The program was based on specific Goals and Objectives for each module of the curriculum. The overarching goals of the program included:

- 1 Increased participants' understanding and knowledge of RLVE, including key terminology and concepts related to prevention, early intervention, rehabilitation and reintegration (CVE-cycle)
- 2 Increased participants' knowledge and practical skills in developing and/or utilizing appropriate CVE approaches; in particular, through three pedagogies:
 - Digital and Non-Digital Literacy
 - Sense of Identity and Belonging through Social and Emotional Learning (SEL)
 - Safe Methods of Expression - tolerance towards diversity
- 3 Increased participants' operational capacity in developing, implementing, measuring and evaluating CVE interventions.

Based on the needs identified in the previous section, it was also determined that the delivery of the training would be conducted through a phased approach as described below:

Phase 1:

Capacity Building Training- Laying down the theoretical foundations (March 2018)

- Radicalization Leading to Violent Extremism (RLVE) - Key Terminology
- Countering Violent Extremism (CVE): An Introduction
- Violent Extremism (VE) in the context of Tunisia
- Youth Radicalization
- Screening and Signs of Vulnerability
- Recruitment tactics - offline and online radicalization
- Introduction to Monitoring, Measurement & Evaluation (MMSE)

Phase 2:**Capacity Building Training - Acquiring practical knowledge, skills and tools (June 2018)**

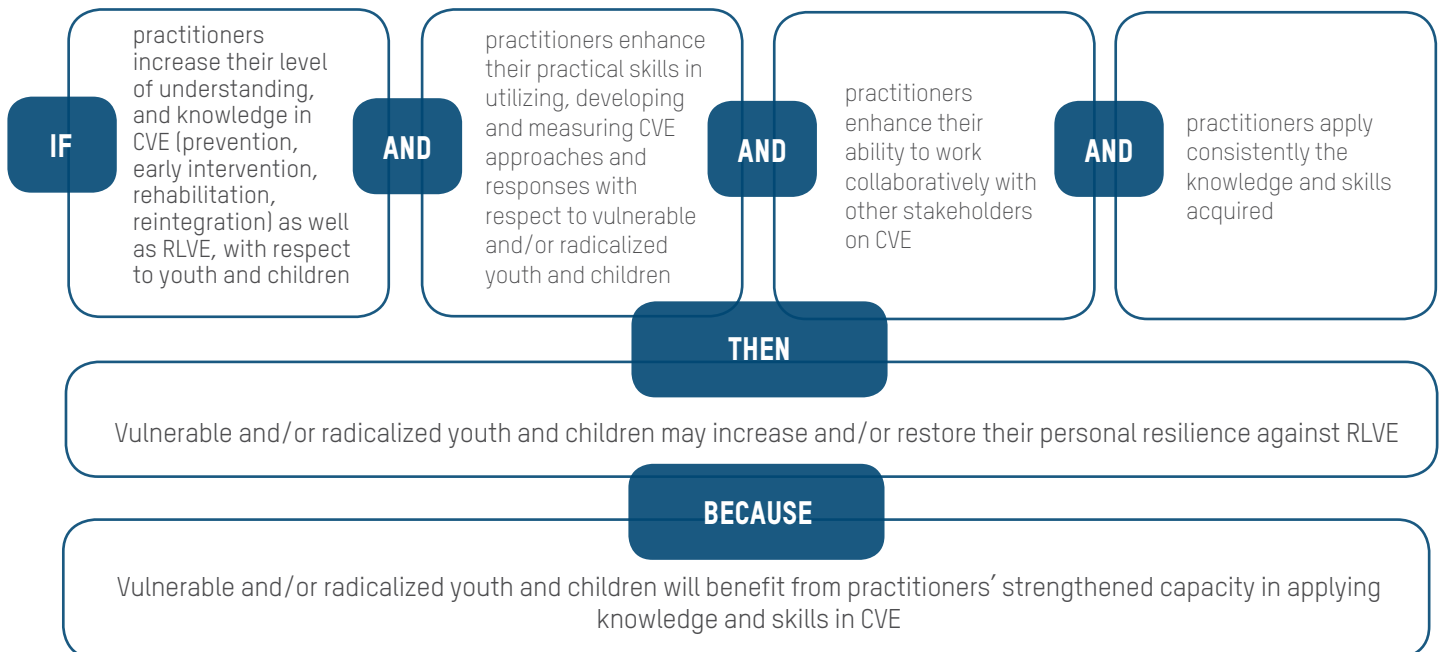
- Individual Needs Assessment: Interviewing skills (including the provision of a tailored and contextualized manual)
- Practical approaches in CVE: 1) Digital and non-Digital literacy; 2) sense of identity through SEL; 3) Safe methods of expression -tolerance towards diversity.
- MM&E and Project Ideas

Phase 3:**Capacity Building Training - Enhancing operational capacity to include the enhancement of multi-agency work (October 2018)**

- Multi-agency work: working in collaboration with other organizations
- MM&E and operational capacity

THEORY OF CHANGE

Following Hedayah's MM&E methodology¹⁵, the aforementioned Goals and Objectives of the program were designed to ensure concrete effects on the target population (vulnerable and/or radicalized youth and children). Similarly to other capacity building programs on CVE, the impact on the target population was difficult to predict. However, through a robust Theory of Change (ToC), it was still possible to presume positive impact on the ground on the basis of specific assumptions and conditions. For this program, Hedayah developed the following Theory of Change:



¹⁵ Mattei C., Zeiger S., (2018), Evaluate your CVE Results: Projecting your Impact. Retrieved from: <http://www.hedayahcenter.org/Admin/Content/File-16720189339.pdf>

HEDAYAH'S CURRICULUM:

KEY PILLARS

As mentioned, the content of the modules was designed in alignment with the Theory of Change, initial training requests and findings of the needs assessment visits. In particular, four key pillars were judged as most-relevant for CDIS and CDCs:



While the first three pedagogies were embedded in a context-specific Activities' Guidebook developed in coordination with Tunisian experts, the fourth pillar was the focus of a separate tailored manual developed for practitioners. An overview of these approaches and on why they are important for the recipients, is provided below.

SENSE OF IDENTITY AND BELONGING THROUGH SOCIAL AND EMOTIONAL LEARNING (SEL)

Social and Emotional Learning (SEL) is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”¹⁶. In Hedayah's curriculum, specific aspects of SEL are utilized with the aim to strengthen self-awareness, personal sense of identity and acceptance of diverse identities.

As already outlined, existing research has identified the “lack of personal identity and sense of belonging” as potential drivers of RLVE. In this framework, it is important to stress that such a lack cannot necessarily be linked directly to RLVE, but instead, may increase an individual's social vulnerabilities and potential anti-social behaviors. The relevance of working on “identity” was also confirmed during the visit to CDIS

Mellaline in December 2017 as practitioners and social workers indicated they were already engaging in cultural activities and festivals to promote the sense of personal identity and belonging. This topic was therefore judged as strategic and useful to counter youth radicalization. The classroom style of most of the activities conducted at the CDIS also clarified the need for SEL as a systematic approach through which youth and children's sense of identity and belonging could be strengthened. In fact, CDIS work as “proxy-schools” for school drop-outs and marginalized youth and the main goal is to equip them with appropriate education and abilities for their personal and professional reintegration. This approach is also used by practitioners working in CDCs, although the limited staff and/or resources, and inmates management issues might make it more challenging.

SAFE METHODS OF EXPRESSION - TOLERANCE TOWARDS DIVERSITY

This pedagogy is focused on the creation of “safe spaces” for dialogue. Hedayah’s curriculum aims to enhance practitioners’ abilities to address challenging topics in a respectful and safe manner and mediate potential conflicts, ultimately leading to increased tolerance towards diverse opinions. Such a pedagogy has been identified as crucial in the country. In Tunisia, the population is quite homogeneous in terms of ethnicity and religion. Still, modern violent extremist groups are known to regularly exploit narratives such

as “us vs them” and utilize “black-and-white” thinking in their propaganda. In addition to this consideration, in December 2017 during the needs assessment visit practitioners from CDCs expressed the need for additional knowledge on managing discussions with youth and children in a safe manner and to work on the issue of tolerance. This pedagogy was also judged as relevant for a context where the dialogue between youth and public or security authorities may be challenging.

DIGITAL AND NON-DIGITAL LITERACY

Digital and non-Digital literacy refers to the individual ability of having a critical thought-process when receiving information. In Hedayah’s curriculum, this approach aims to provide practitioners with the skills to teach individuals how to analyze and assess information and sources (online or offline) before making a decision or forming an opinion. This pedagogy was already being utilized in some of the centers. In particular, Hedayah took inspiration from

an activity implemented at the CDIS of Mellasine, where mentors organize round-table debates with youth and children and train them on good practices for decision-making. In Mellasine, this approach was initially designed to mitigate youth and children’s vulnerability to illegal immigration. Hedayah’s activity was an adaptation of this and aimed to mitigate youth and children’s vulnerability to recruitment to violent extremism.

NEEDS ASSESSMENT AND INTERVIEWING TECHNIQUES

In line with the findings from the needs assessment visits, Hedayah included an entire session on strategies and techniques to capture information and develop suitable interventions. In terms of practical tools, Hedayah also developed a basic manual on Individual Needs Assessment (i.e. a step-by-step guide to capture information and potential individual signs of vulnerabilities). Due to the potentially harmful and counter-productive consequences of some risk-assessment tools, it was determined most appropriate to adopt a needs-centric approach to avoid any unintentional misuse, misdiagnosis and/or stigmatization. This

approach complies with the Do No Harm principle as it gives a realistic measure of the individual’s critical needs, while avoiding the perception that the individual is automatically radicalized or vulnerable to RLVE.

These pedagogical approaches and topics were embedded in the final training curriculum. Following a participatory approach, the curriculum also utilized theoretical sessions in combination with several practical exercises and activities. This model was important to foster an in-depth learning process.

¹⁶ <https://casel.org/what-is-sel/>

PHASE 1

LAYING DOWN THE THEORETICAL FOUNDATIONS

The following sections summarize the content of the three implementation phases of the program. While the participants for phases 1 and 2 included practitioners from CDIS and CDCs (hereinafter referred

to as “practitioners” or “participants”), Phase 3 also involved additional stakeholders (hereinafter referred to as “CVE stakeholders”) such as civil society organizations, key ministries and the private sector.

PHASE 1: LAYING DOWN THE THEORETICAL FOUNDATIONS

On 12-15 March, 2018, the CT Commission and Hedayah delivered the first capacity building training for the select practitioners. This training represented Phase 1 and aimed to provide participants with key insights into RLVE and CVE. This phase was in alignment with Goal 1 of the program.

OVERVIEW OF PHASE 1

The training started with an overview of the different kinds of violent extremism (Module 1). The Irish Republican Army (IRA) in Ireland and Euskadi Ta Askatasuna (ETA) in Spain were given as examples of politically-based violent extremism. The intention of the session was to emphasize the similar processes behind different types of violent extremism.

The second Module, “Radicalization and Violent Extremism”, focused on the definition and key stages of RLVE, including early stages and the final step represented by violent extremism. Participants had the opportunity to define key terms within their own context and language at first. This pedagogical approach was adopted throughout the training to develop a baseline and facilitate the learning process. It also allowed participants to absorb the key principles, while contextualizing them.

In Module 3, “Violent Extremism through the Tunisian lens”, participants were introduced to the concept of terrorism through a local perspective. An overview of terrorist incidents in the country was provided to contextualize the issue. Participants were also introduced to the CVE-cycle concept, which is defined as the individual trajectory leading an individual from his/her current condition to a desired condition (e.g. a situation where push and pull factors are not influential for the concerned individual)¹⁷.

In Module 4, participants were exposed to the possible recruitment methods and approaches that may be used by violent extremist groups. Additionally, an interactive role-play exercise was employed for practitioners to practice possible counter approaches. The aim was to showcase critical thought-process techniques. The activity was inspired by the CDIS of Mellasine during Hedayah’s visit in December 2017.

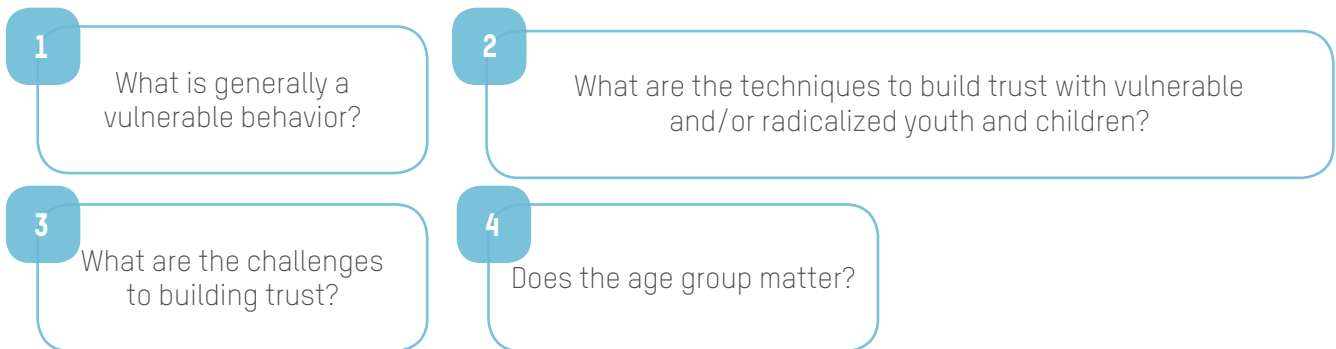
In Module 5, “Situational Assessment and Vulnerability”, participants were introduced to potential indicators of individual vulnerable behaviors that were designed to match the macro-level push and pull factors identified

by participants, during Day 1. Those signs of vulnerability represented a practical indication of how macro-level drivers of RLVE might influence and exacerbate existing individual vulnerabilities. The presentation also included a brief introduction to Needs Assessments as fundamental tools in developing responses for individual cases.

Module 6 focused on Online Radicalization. This session began with a video created by Digitaldisrupt (“Vampire Conspiracy”). The objective was to

highlight the existence of techniques that can be utilized to create false and persuasive propaganda and news. The session also included a practical exercise that showed how important digital and non-digital literacy is in fostering individual resilience against false propaganda and potential recruitment to RLVE.

In Module 7, “Building Trust with the Target Population”, participants were posed the following questions:



Participants had the opportunity to provide their own perspectives to the questions. Their feedback included:

A child’s lack of control over impulses may be a signal of potential vulnerability that should be addressed through education and preventative approaches.

First-contact and first-communication is very important to building trust; approaches fostering reassurance are key.

Building a personal relationship is fundamental to foster the acceptance of social norms.

It is important to involve positive family members –especially mothers– as key changers and allies in building trust.

Some of the challenges relate to the sensitivity of the data collected, the importance of data protection, roles & responsibilities and professional boundaries.

In Module 9, “Identifying the Target Population”, Hedayah’s facilitators presented more details related to the concept of the CVE stages. Based on the knowledge gained, participants were asked to

identify and describe the general target populations they interact with on a regular basis. To facilitate the task, the working groups were divided by category (educators, social workers, and psychologists).

GROUP 1: EDUCATORS (IN CDCS AND CDIS)	GROUP 2: SOCIAL WORKERS (IN CDIS)	GROUP 3: PSYCHOLOGISTS (IN CDCS AND CDIS)
<ul style="list-style-type: none"> In CDCs: 1) youth convicted for minor offences/petty crimes and 2) youth convicted for serious crimes, including violent extremism In CDIS: 1) marginalized children (e.g. children who quit school); 2) Individuals attending youth centers. 	<ul style="list-style-type: none"> Students who have school problems Identified vulnerable youth in the community Identified youth with family problems Illegal migrants who might be more vulnerable than others Returnees from conflict zones Individuals with limited income or a fragile financial situation 	<ul style="list-style-type: none"> Individuals with challenging & difficult behaviors (e.g. challenging authorities) Individuals with cognitive problems Individuals displaying lack of affection and empathy as well as negative perception of themselves and others Individuals displaying fluctuation of mood and signs of depression

Participants were asked to outline the specific challenges in working with such target populations. With regard to radicalized individuals, participants identified the apparent lack of critical thinking skills (e.g. “black-and-white-logic”) which makes the interventions and any social interactions more challenging. Other issues related to the lower level of empathy or perception of justice/injustice. Building trust with the affected individuals was also said to be difficult, as quite frequently the demand for

intervention does not come from the individual, but by family members or judges. In addition, categorization was said to be challenging due to the lack of proper indicators and assessment tools.

In Module 11, “The Role of Families”, participants were introduced to the importance of including families in CVE. This session consisted of a round-table discussion in which participants were able to express their thoughts. Notably:

The “RLVE threat” was said to often originate within families.

There might be difficulties in interacting with some families, however, practitioners should put their best effort to reach them, as the family plays an important role for vulnerable and non-vulnerable youth and children

It is important to recognize that dysfunctional families are particularly vulnerable.

There is not a standard set of techniques that could help practitioners in making the family an ally in CVE efforts. The local context needs to be evaluated case by case.

When developing the individual response, it is important to look at the individual network and the situation within the family (i.e. analysis of groups' dynamics).

Lack of dialogue, abuse, authoritarianism, poverty and patronizing attitudes may be negative factors for the development of the child and may lead to social vulnerability.

Participants were also presented with the case-study of a mother¹⁸, whose son died in Syria after joining ISIS. Notably, participants were invited

to read the son's story and identify potential early signs of vulnerability. The following table summarizes the results of this group work.

GROUP 1

- Knowledge, education and potential lack of cognitive skills.
- Physical appearance - changed outfit.

GROUP 2

- Lack of emotional connection between child and parents.
- Change in the network of friends.
- Unusual outfit.
- Isolation from family and usual networks.

GROUP 3

- Change in physical appearance.
- Change in the mosque: Rasheed was not satisfied with the teaching in his traditional mosque.
- Pattern of "lies" to hide the truth.

GROUP 4

- Change in the psychology and emotional attitude.
- Progressive pull out from the family life & desegregation of the family.
- Change in the mosque- his traditional mosque apparently did not meet his expectations.
- Interest into reading Islamic literature by unknown authors.
- Repeated and unnecessary fasting periods.
- The fast return to "old habits": pattern of lies.

GROUP 5

- Isolation and Seclusion- pull out from friends and networks.
- Change in dress: sectarian outfit.
- Adoption of misleading ideas.
- Repeated absence at school.
- Change in the mosque

During this session, facilitators emphasized that these indicators are not sufficient to identify RLVE and that simplification may actually lead to dangerous misdiagnosis. In alignment with Hedayah's Do No Harm principle, facilitators pointed out that it is not possible to develop a "definitive 'checklist'" of early signs of RLVE, without conducting appropriate assessments. However, it was emphasized that although early signs of RLVE are not easy to detect at first sight, practitioners may be in the position to identify possible vulnerability to deviant or anti-social behaviors, including RLVE. This exercise was important as it allowed participants to reflect upon signs of individual vulnerability, drivers and potential RLVE, while carefully avoiding automatism.

CONCLUSION OF PHASE 1

Phase 1 allowed participants to explore key topics and issues related to RLVE. It provided spaces for reflection as well as practical opportunities to test skills and knowledge. As mentioned, Hedayah adopted a participants' led approach: practitioners were able to express their feedback during and after the workshop and Hedayah staff adjusted when possible, to facilitate the learning process.

LESSONS LEARNED FROM PHASE 1

Based on participants' feedback and Hedayah's internal evaluation, there were some lessons to be learned from Phase 1. Notably:

The content provided during this training was comprehensive. However, for future iterations of the program, it may be beneficial to space out some of the materials across the three trainings, to ensure that participants fully absorb the learning points in a steady manner.

The training should include more information on "engagement with families", "indicators of vulnerability to RLVE", "needs and risk assessments", and "multi-agency work with civil society organizations", based on the feedback provided by participants in the wrap-up session.

These points were fully taken into account for the successive phases of the program.

¹⁷<http://www.hedayahcenter.org/Admin/Content/File-171201910950.pdf>

¹⁸Nicola Benyahia is the founder of "Families for Life" <http://www.mothersforlife.org/en/keyparents/nicola-benyahiha>

PHASE 2

ACQUIRING PRACTICAL KNOWLEDGE, SKILLS AND TOOLS

On June 26-29, 2018, Hedayah and the CT Commission delivered Phase 2 of the program. As anticipated, this training targeted the same group of practitioners who attended Phase 1 (March 2018), with three additional participants. For this phase, Hedayah drew upon the positive outcomes of the previous training and focused on providing additional mentorship on

Refresh key concepts of RLVE and CVE.

Practice the needs assessment manual's approach through interactive sessions with professional actors.

Refresh key elements on Monitoring, Measurement & Evaluation (MMSE).

indicators of vulnerability, needs assessments and practical approaches to prevention, rehabilitation and reintegration. The content of this training was in alignment with Goals 2 and 3 of the program.

Overall, during the four-day training, participants had the opportunity to:

Get a first-hand introduction to an individual needs assessment manual.

Enhance their understanding of digital and non-digital literacy, SEL, and safe methods of expression.

Develop project ideas for potential implementation in coordination with other stakeholders.

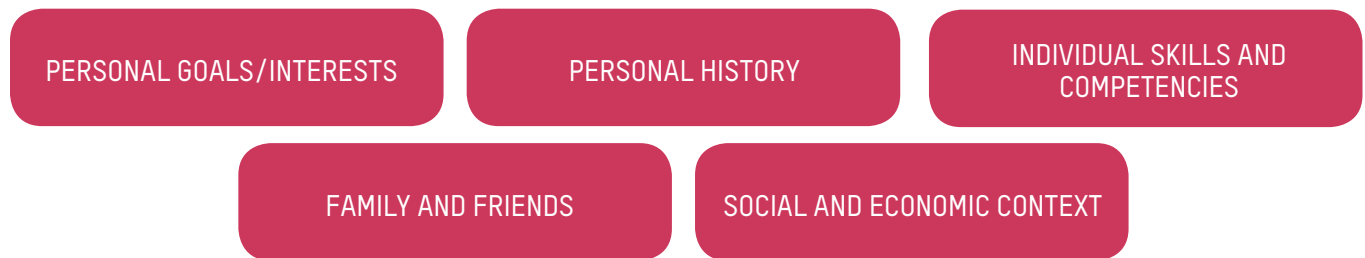
OVERVIEW OF PHASE 2

The training started with a summary of the CVE-cycle which is the individual trajectory that leads from individual from his/her original condition to a desired condition (i.e. a situation where existing push and pull factors are no longer influential). The session provided the theoretical foundation for the following days. In particular, concepts such as "push and pull factors" and "individual signs of vulnerability" were refreshed. This session also provided a theoretical and practical framework

for individual case-management which was then further elaborated in Session 2: "Needs and Risks Assessments". In this latter specific session, an international subject matter expert and a local expert presented on the different existing models for risks and needs assessments including VERA, HCR-20, SAVRY, among others. This was key as it clarified the importance of categorization when dealing with vulnerable and/or radicalized youth and children. To ensure participants' advancement in the use of practical tools and techniques, a basic individual Needs Assessment Manual was also presented and

distributed. This manual was contextualized for Tunisia and represents one of the practical tools developed for the participants. The tool adopted a needs-centric approach by emphasizing the importance of capturing critical needs rather than focusing exclusively on the risks that the individual poses to society. Such an approach was judged more appropriate for the specific context and also in alignment with Hedayah's Do No Harm principle.

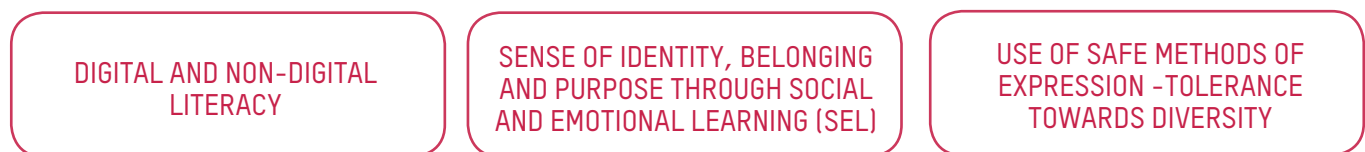
In the afternoon, participants had the opportunity to practice their newly-acquired knowledge by interacting with professional actors who role-played specific scenarios. These scenarios featured characters at different stages of the RLVE process. In short, participants had the opportunity to pose questions to the characters and practice how best to capture key information with respect to the following areas:



The aim of the exercise was to enhance participants' abilities to capture information in a systematic manner.

In the following session, participants were provided

with an Activities' Guidebook, inclusive of suggested and contextually-relevant activities for potential CVE purposes. Notably, the Guidebook revolved around the following themes which represent some of the founding pillars of Hedayah's curriculum:



In order to ensure full absorption of the content, facilitators implemented some of the activities during the training. These specific sessions were in line with Goal 2 of the program and allowed practitioners to enhance their theoretical and practical understanding of CVE responses for the target population.

Finally, participants were provided with a comprehensive presentation on MMSE theory for CVE programs and policies. This was crucial to introduce project management elements and aimed to enhance participants' operational capacity (Goal 3). MMSE theory was also key for designing group projects, which was the core topic of the last day of the training. In particular, facilitators encouraged group work between CDIS and CDCs. The idea was to

boost the development of locally-owned projects and test participants' understanding of project design and MMSE. At the end of the day, participants developed their own project ideas which indicated their capacity for developing project plans and implementing CVE approaches, based on the knowledge and skills learned during the training.

CONCLUSION OF PHASE 2

This training was focused on fostering ownership of the content and enhancing practical skills on CVE. In particular, the use of "role-plays" was introduced to provide realistic scenarios for the use of needs assessment processes. Phase 2 was also critical in fostering concrete approaches that could be easily replicated in Tunisia. In particular, the three main

pedagogies (Digital and Non-Digital literacy, SEL and Safe methods of Expression) were incorporated in the Activities' Guidebook and disseminated during the training. As identified during the needs assessment missions, such approaches were judged useful in the Tunisian context given the identified drivers of RLVE as well as the nature of the activities

implemented in the recipient organizations.

LESSONS LEARNED FROM PHASE 2

Based on an internal evaluation as well as participants' feedback, there were several lessons to be learned from Phase 2. Notably:

Future versions of the Needs Assessment Manual may also include a section on "Detection", as this would help practitioners who work in open spaces.

Role plays were useful to practice the acquired skills and should be fully embedded in future iterations of the program.

It would be ideal to allocate more time on project development and MMSE as the content is key for the successive phase.

The Activities Guidebook was a positive element of the curriculum as it was based on already existing practices and activities in CDIS and CDCs.

There should be more emphasis on rehabilitation and reintegration practices and potentially enlarge the scope to include vulnerable and/or detained adults.

The curriculum could include sessions on Motivational Interviewing (MI) as this is useful for psychologists in CDIS and CDCs.

It would be good to develop and provide an actual facilitators' guide for ToT sessions.

PHASE 3

ENHANCING OPERATIONAL CAPACITY TO INCLUDE MULTIAGENCY WORK

Hedayah and the CT Commission delivered Phase 3 of the program on October 1-5, 2018. This was the last training dedicated to the same group of participants. After providing theoretical knowledge (Phase 1) and after practicing acquired skills and ability (Phase 2), Phase 3 was devoted to increasing operational capacity and multiagency work. In addition to keeping the same group of practitioners from the previous phases, this training also included external participants from CSOs, the private sectors and other key ministries in Tunisia (i.e. CVE stakeholders). The decision for

including them was based on the goal to foster multiagency collaboration and cooperation of Hedayah's program as a principle that enhances practitioners' operational capacity (Goal 3). Tunisia, being a country where many CVE programs are implemented, the inclusion of well-known CVE stakeholders in Phase 3 was also seen as a way to avoid duplication of efforts and make better use of resources.

Notably, the following organizations and Ministries participated as part Phase 3:

YOUTH CREATIVE ORGANIZATION, MUBDIOON

TUNISIAN PSYCHOLOGIST ASSOCIATION –
PSYCHOLOGUES DU MONDE

CAFA NETWORK

NOVACT

UTIL -ASSOCIATION CITOYENNETÉ ET DROITS DE
L'HOMME - MEDENINE

TUNISIAN ORGANIZATION FOR EDUCATION AND
FAMILY

BEDER ASSOCIATION

UNION TUNISIENNE DE L'INDUSTRIE ET, DE
COMMERCE ET DE L'ARTISANAT – UTICA

MINISTRY OF JUSTICE

MINISTRY OF EMPLOYMENT AND VOCATIONAL
TRAINING

MINISTRY OF EDUCATION

MINISTRY OF WOMEN, FAMILY AND ELDERS
(DELEGATE FOR THE PROTECTION OF CHILDREN)

MINISTRY OF YOUTH AND SPORT / NATIONAL
YOUTH OBSERVATORY

MINISTRY OF RELIGIOUS AFFAIRS

OVERVIEW OF PHASE 3

While the core recipients of the training remained the same, they only joined the training on Day 3, as the first two days were devoted to briefing the CVE stakeholders that were invited to participate. At the end of Day 2, the invited stakeholders were asked to reflect on the following points:

- What can you do and what are you doing directly with regard to vulnerable youth and children?
- Do you explicitly address radicalization in your work? (CVE relevant vs. CVE specific)
- What is the scope of your activities? Do you feel that other organizations can better support you?
- How can you contribute to the work of the CDCs/CDIS? Have you ever interacted with these organizations during your activities for youth and children?

These guiding questions paved the way for the following days, in particular for Day 3 (plenary session) when the concept of multiagency work was refreshed. As already mentioned, this concept was identified as relevant in Tunisia, given the variety of initiatives and stakeholders working with youth and children. The topic was therefore crucial to sensitize on the need to complement each other and *provide to* and/or *request help from* the other partners involved in the field. To foster this idea in practice, participants from CDIS and CDCs joined the plenary session and worked with the CVE stakeholders to develop a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of a

multiagency approach. The SWOT was the starting point to discuss “multiagency” in practice and included the following questions:

- What are the strengths of collaboration?
- What are the weaknesses/bad experiences/failures?
- What are the opportunities and potential value added when working with other stakeholder (civil society organizations CDCs, CDICs, municipalities?)
- What are the risks or challenges when working with others?

A summary of the SWOT analysis can be found in Annex 1.

Finally, in the last session Hedayah presented its own framework: *Evaluate your CVE Results: Projecting your Impact*¹⁹, which refreshed the importance of a Theory of Change and a log-frame for projects on CVE. Participants were presented with a case study: *Ali's Story*, which refreshed the essentials of project design and MMSE. To ensure an in-depth learning, practitioners were also divided into groups and were asked to discuss the previously developed project plans from Phase 2 (June 2018). The groups were intentionally created to ensure a diverse mix in terms of representation and included all the CVE stakeholders (i.e. CSOs, the private sector and key ministries) which were tasked with tailoring the previously developed project ideas, on the basis of a specific log frame (Fig 4).

Identification of the Problem & the Target Population (Youth & Children)	تحديد المشكل والفئة المستهدفة (أطفال وشباب)
Developing a Response: <ol style="list-style-type: none"> 1. Goals 2. Activities 3. Specific Objectives 4. Stakeholders 5. Timelines 	تطوير إجابة: 1 . الأهداف 2 . الأنشطة 3 . الأهداف الخاصة بالأنشطة 4 . الأطراف المتدخلة 5 . الجدول الزمني
Key Indicators for the Goals for Each Objectives	المؤشرات الهامة للأهداف العامة والخاصة
Collection Methods: Capturing the Indicators	طرق جمع المعطيات: التقط المؤشرات
Results: Outcomes	نتائج المخرجات

FIGURE 4 | Log-frame for a project.

While the presented log-frame provided a useful structure for the working groups, not all of the draft projects covered every element included in the template. For a full overview of the projects, please refer to Annex 2.

CONCLUSION OF PHASE 3

In Phase 3 practitioners were able to strengthen partnerships with key ministries and CSOs. This provided the opportunity to foster in practice the concept of multiagency work and to assess challenges and opportunities with respect to that. Notably, the SWOT analysis (Annex 1) showed interesting trends. For example, there was a wide recognition that working with other stakeholders could add additional benefits. However, almost all the working groups highlighted a significant challenge in terms of identifying the right coordinating body. The limited availability of resources in terms of equipment and financial means was also said to pose a serious challenge in terms of competition over resources. In order to put into practice an effective multi-agency system, one of the key suggestions was to develop “committees” and ad-hoc working groups. Also, it was determined that collaborating across different organizations was key to ensure sustainable results in the long-run. While CSOs are not formally able to engage with CDCs, with

regard to CDIS, participants pointed out that there are already established and functioning relationships such as the one with UTIL, MASAR and CAFA. These relationships represent an important basis for further collaborations on the issue of youth radicalization. Finally, the private sector indicated they are currently involved in providing equipment and capacity building trainings in marginalized areas. For example, UTICA organized cultural activities at the border with Algeria and provided capacity building trainings on managing kindergarten schools. Given that one of the identified drivers for RLVE is related to the “lack of cultural activities” and “lack of opportunities”, such activities are particularly useful to mitigate the existing enabling conditions for RLVE.

The final session on project-development was also useful for practitioners who had no prior experience in MM&E for CVE projects. While CSOs took the lead in re-structuring the project ideas developed in Phase 2, participants from CDIS and CDCs provided useful content based on their actual experiences on the ground.

LESSONS LEARNED FROM PHASE 3

In the wrap-up session, participants expressed their final feedback. In particular:

There should be more focus on MM&E within the curriculum, as this is key to strengthen participants' operational capacity.

The synergy among the private sector, participants, CSOs and key ministries should be encouraged on a practical level. Existing resources should be leveraged to ensure that multi-agency work is feasible in practical terms

Ministry of Social Affairs and Ministry of Justice should be further engaged to look into the practical challenges that CDCs and CDIS face on the ground.

Processes, procedures and activities across all CDIS and CDCs should be standardized as much as possible.

SEL, "Digital and Non-Digital literacy" and "Safe Spaces for Discussion- tolerance towards diversity" should be further expanded within the curriculum as they were judged particularly relevant by participants.

¹⁹Mattei C., Zeiger S., (2018), *Evaluate your CVE Results: Projecting your Impact*. Retrieved from: <http://www.hedayahcenter.org/Admin/Content/File-16720189339.pdf>

MONITORING MEASUREMENT & EVALUATION (MM&E)

OF PHASE 1, 2,3

Hedayah utilized its MM&E framework to monitor the progress (outputs and outcomes) and assess the results of the initiative (projected impact). In alignment with the ToC, this program was meant to achieve three specific Goals, namely:

1

Increased participants' understanding and knowledge of RLVE, key terminology in prevention, early intervention, rehabilitation and reintegration (CVE-cycle)

2

Increased participants' knowledge and practical skills in developing and/or utilizing appropriate CVE approaches; in particular, through three pedagogies:

Digital and Non-Digital literacy

Sense of Identity and Belonging through Social and Emotional Learning (SEL)

Safe Methods of Expression - tolerance towards diversity

3

Increased participants' operational capacity in developing, implementing and measuring CVE interventions.

In order to capture the progression towards the Goals, Hedayah selected a mix of quantitative and qualitative indicators. The key indicators chosen in alignment with the Goals were:

1

Increased understanding of and knowledge and skills on CVE overall -average score- and number of participants who increased knowledge for each topic of the curriculum during and after the trainings (Goal 1 and 2).

2

Number of participants' relevant comments and ideas and/or quality of participants' comments/ ideas during and after the trainings (Goal 1, 2, 3).

3

Quality of practitioners' practical skills, interaction and insights during and after the trainings. (Goal 2, 3).

4

Evidence of consistent implementation of CVE content in practitioners' work after the program: quality of implementation and number of practitioners who implemented the approaches (Goal 3).

While the first three indicators were referring to the capacity building trainings (Phase 1, 2, 3), the last indicator was used to collect evidence (i.e. assumption of projected impact on the ground) during the Mentorship and MM&E visit (Phase 4).

METHODOLOGY IN COLLECTING KEY INDICATORS

One of the methodologies to capture the indicators was a specific questionnaire distributed before and after each training. A second questionnaire was also developed to capture evidence of any potential implementation of the program approaches on the ground and was distributed during Phase 4.

The questionnaire for the trainings consisted of a mix between *true-and-false* questions and open-ended questions. These questions matched the learning points contained in the program curriculum and were therefore meant to measure the level of increased knowledge, understanding and skills with respect to the content of the program. It is important to mention that not all participants answered every question. If a participant completed a survey but did not answer a specific question, these have

MM&E FOR PHASE 1 OF THE PROGRAM: KEY INSIGHTS

Phase 1 of the program focused on enhancing theoretical understanding and knowledge. The modules of this training were built on the basis of the needs assessment visits and on the desk research on drivers of RLVE in the country. The content provided during this training was basic and aimed to establish foundational knowledge and a standard level of understanding across all participants.

been labeled as incorrect. As additional collection methods, *Direct Observation* and *Professional Judgment* helped to capture and analyze the quality of comments and/or ideas developed as a result of the trainings. While the training questionnaires and Direct Observation were mostly adopted for Phase 1 and Phase 2, Hedayah adopted Professional Judgment as the main methodology for Phase 3, in order to assess the quality of the results (e.g. final projects developed by participants).

LIMITATION OF THE OVERALL MM&E PROCESS

The first limitation for the overall program, and the MM&E process in particular, was the language barrier. Participants wrote their responses in Arabic language. Hedayah used due diligence in translating specific meanings and capturing relevant changes. However, this still represented an important limitation to take into account. Some of the questions - especially the *true-and-false* ones represented a challenge because of potential misinterpretations. It also represented a challenge when participants simply did not agree with some of the content proposed and had a different opinion.

TRUE-AND-FALSE QUESTIONS: ANALYSIS

As referenced above, participants received a set of *true and false* questions, before and after the training. The questions remained the same across both questionnaires in order to measure the change in knowledge and understanding. After the training, each of the participants' responses were scored. A correct answer to a question was scored

as +1, while an incorrect response was scored as +/- 0. Based on the combination of scores for each question, a total score was produced for each of the participants' pre- and post-training questionnaires.

For evaluation purposes, descriptive statistics were conducted to provide a preliminary analysis and highlight the change in results. Additionally, an Exact Sign Test²⁰ was employed to determine the

statistical significance of the difference between the participants' total scores on the pre- and post-training questionnaires. This approach, therefore, provides a clear indication of the improvement of knowledge and understanding of the learning points (RLVE and CVE) addressed during the training.

The following table and graph provide an overview of the descriptive statistics for Phase 1.

VARIABLE	OBSERVATIONS	LOWEST SCORE	HIGHEST SCORE	AVERAGE SCORE (MEAN)	VARIANCE (STANDARD DEVIATION)
Pre (Paired)	18	3	9	6.94	1.43
Post (Paired)	18	6	11	8.11	1.49

FIGURE 5 | Descriptive statistics of the participants' scores (out of 13 questions), for those participants who completed both the pre- and post- training questionnaires during Phase 1 (18 respondents).

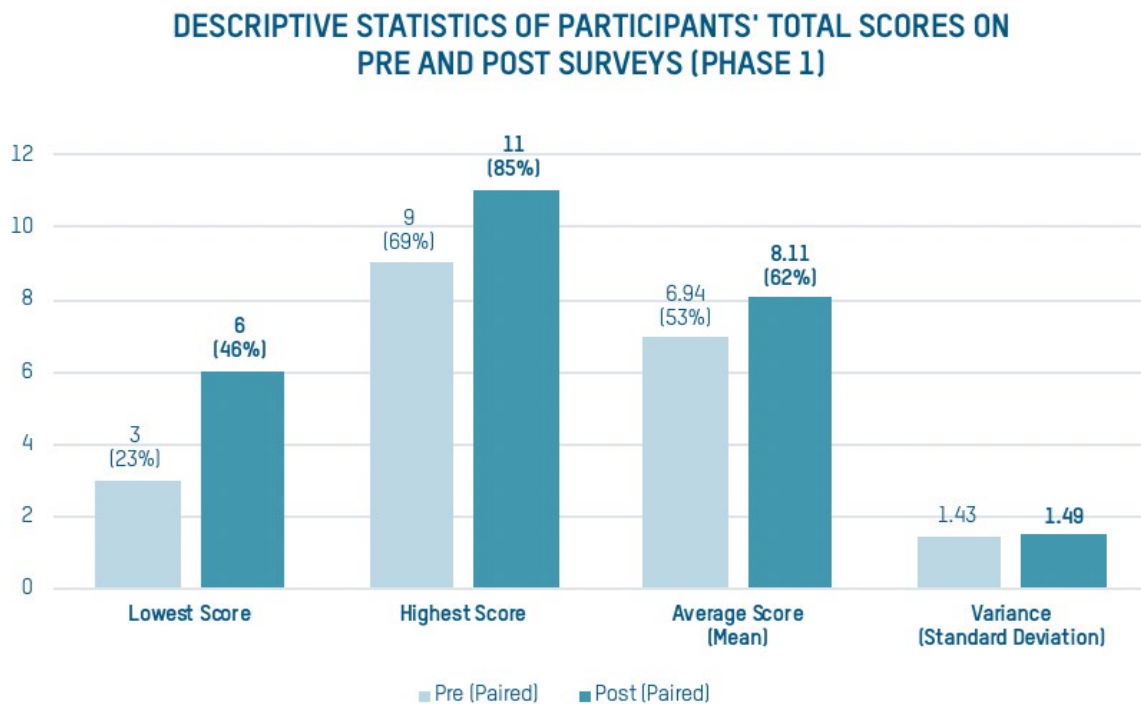


FIGURE 6 | Graphical representation of the descriptive statistics of the participants' total scores (out of 13), for those participants who completed both the pre- and post- training questionnaires during Phase 1 (18 respondents).

The above descriptive statistics clearly highlight a difference between the results of the pre- and post-training questionnaires. In fact, there was an increase in the average score from 6.94 (53%) on the pre-workshop training, to 8.11 (62%) after the workshop. Through the employment of the Exact Sign Test, and based upon the selected level of significance ($\alpha=0.05$), this difference was shown to be statistically significant ($Z=2.67261$, $p=0.0075$). Therefore, it can be stated with reasonable confidence that the training increased the participants' knowledge and understanding of the learning points contained in the curriculum.

It is also worth noting that the lowest score on the post-training questionnaire (6 correct responses

out of 13 questions, or 46%) was 2 times higher than the lowest score on the pre-training questionnaire (3 correct responses out of 13 questions, or 23%). Additionally, the highest score achieved on the post-training questionnaire (11 correct responses out of 13 questions, or 85%) was 2 points higher than the highest pre-training questionnaire score (9 correct responses out of 13 questions, or 69%), which is an increase of 16%. These results highlight that not only was the average score of participants increased, but that there was also an increase achieved by the lowest and highest scoring practitioners.

To highlight the results further, specific questions and their results are provided below as examples of where knowledge was increased.

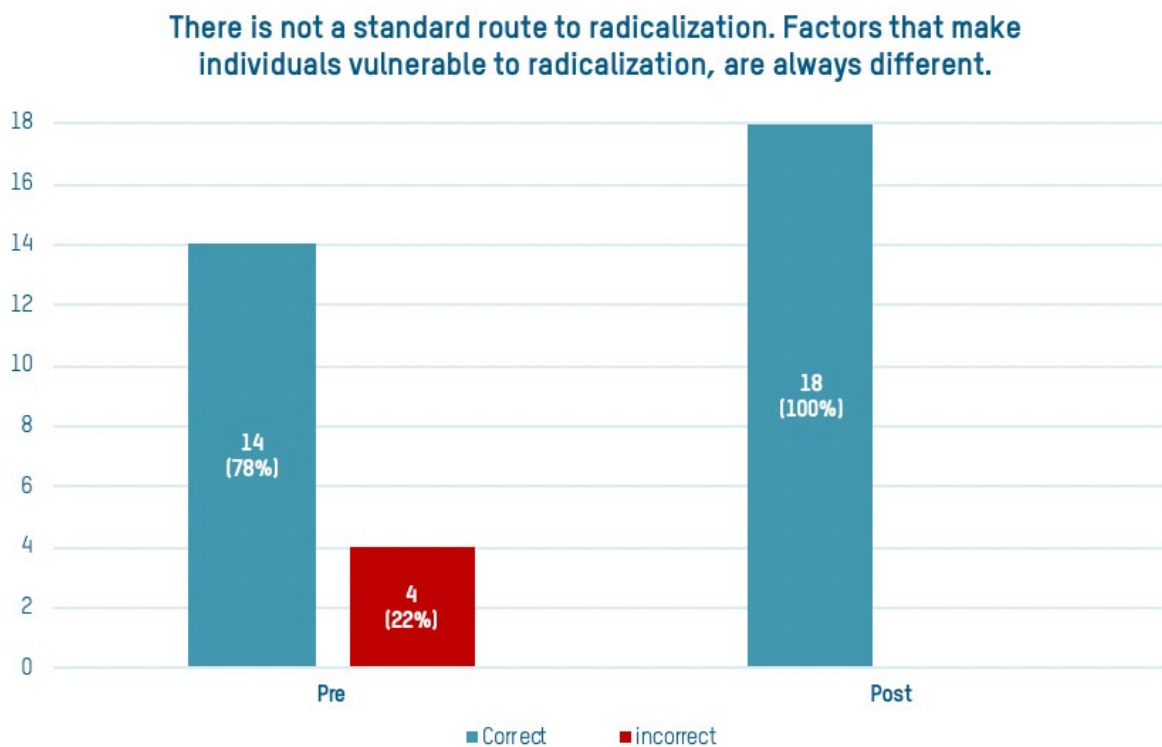


FIGURE 7 | Number of correct (true) and incorrect (false) responses by participants who took both the pre- and post- training questionnaires (18 paired responses).

For this question, the correct answer is *true*. During the training and, in particular, in Module 1-4, it was emphasized that macro-level drivers of RLVE are locally-driven and contextually-relevant. It was

also remarked how actual radicalization is likely to happen when the macro-level factors interplay with individual factors (history, motivations, personal circumstances) and that therefore it is not possible to

say that a specific individual condition (e.g. economic marginalization) is directly and *causally* linked to RLVE.

OUTPUT (FIGURE 7)

In this regard, during the pre-training questionnaire, 4 individuals answered the question incorrectly, whilst

on the post-training questionnaire, all participants answered the question correctly. This therefore demonstrates that after completing the training, the knowledge of all participants' on the individuality of the routes to and factors affecting RLVE was raised to the same level, with a mutual understanding among all practitioners.

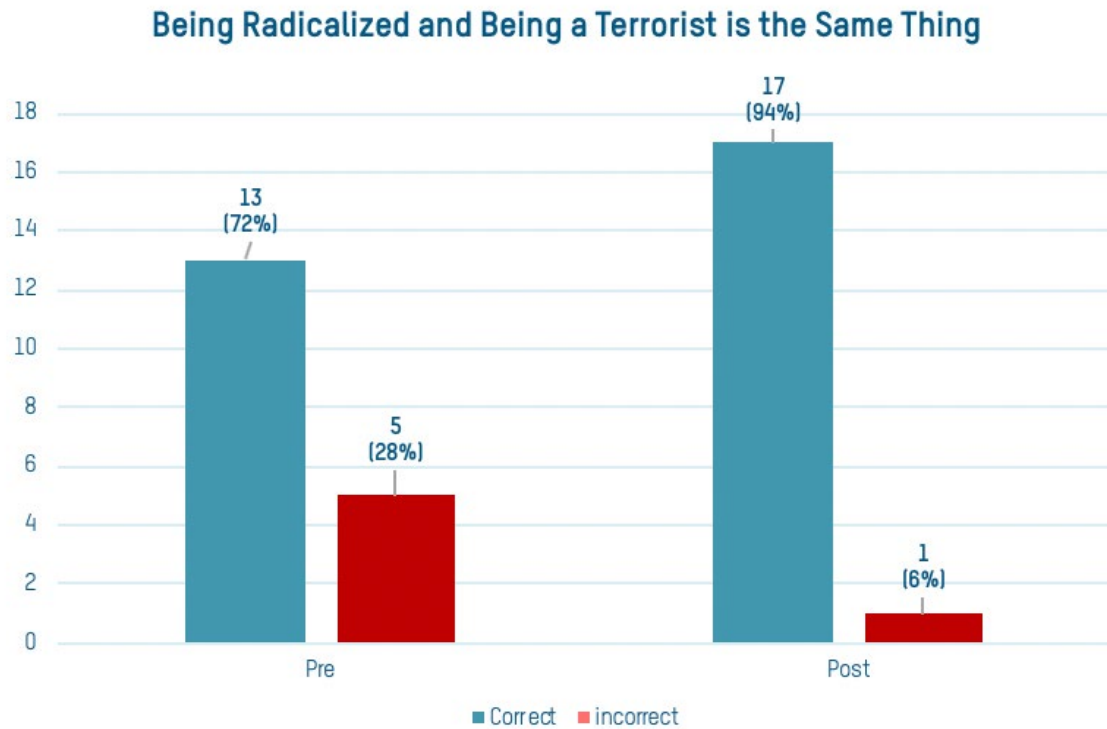


FIGURE 8 | Number of correct (false) and incorrect (true) responses by participants who took both the pre- and post- training questionnaires (18 paired responses).

The correct answer for this question is *false*. This question is rooted in Hedayah's approach to radicalization. RLVE is in fact defined as the process through which an individual increasingly adopts violent means in the pursuit of ideological objectives. In this context, "violent extremism" or "terrorism" are seen as the ultimate products of a sustained and non-linear process of radicalization. As such, in Module 1-2 and during round-table discussions, it was emphasized that while all violent extremists are "radicalized", being radicalized does not necessarily mean that the individual has fully committed to violent extremism (yet). Defining RLVE as a process and openly discussing its stages was important as

it clarified the practitioners' key role in disabling the process and guiding the affected individual to desired conditions (e.g. not radicalized) within the general population.

OUTPUT (FIGURE 8)

Similar to the previous example, the increase in correct answers by participants (from 13 correct responses to 17 correct responses out of 18 total responses) represents an enhancement of the practitioners' knowledge and understanding of the definitional differences and nuances between CVE related terms and concepts, based on the approach provided during the workshop.

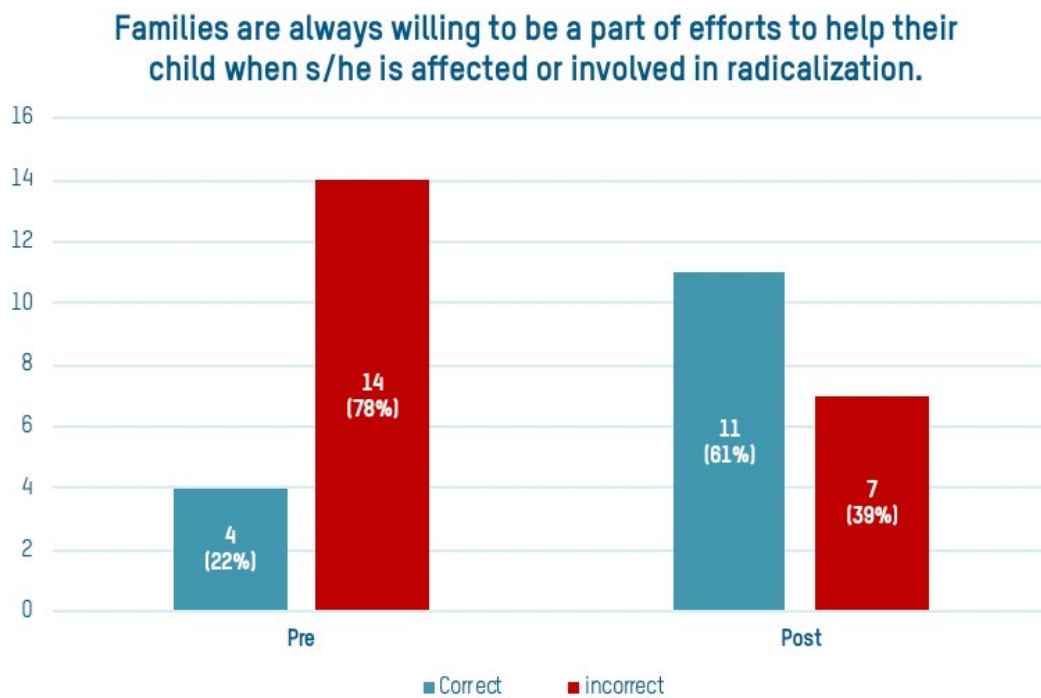


FIGURE 9 | Number of correct (false) and incorrect (true) responses by participants who took both the pre- and post- training questionnaires (18 paired responses).

The correct answer is *false*. In Module 11 of the curriculum, families were emphasized as positive and key allies in CVE. However, it was equally stressed that families are not *always* willing to support public authorities when it comes to RLVE, primarily for the fear of legal repercussions. It was also stressed that the problem of RLVE may actually originate within families and in particular, dysfunctional families.

OUTPUT (FIGURE 9)

The results of this particular question represent a substantial change in the number of correct/incorrect answers provided by practitioners between the pre- and post-training questionnaires, and therefore represents a change in the group's knowledge and understanding. Before the training, 78% of the participants answered the question incorrectly, whilst after the training this rate was halved to 39%. This indicates that a large portion of the participants gained greater insights into the potential challenges of working with families in CVE during the training, with the majority of practitioners answering the question

correctly upon completion of the training.

DIRECT OBSERVATION: ANALYSIS OF THE QUALITATIVE INDICATORS (OUTCOMES INDICATORS)

In addition to the questionnaire, Hedayah utilized Direct Observation as a methodology to measure the results. Some of the captured positive results were also unintended such as the increased openness of participants throughout the workshop. For example, the Center of Mellasine took the initiative to present their own internal activities. Overall, participants showed an improved understanding of the concepts of RLVE and CVE. This was observed during round-table discussions and group work sessions. This result was important as the CDIS and CDCs indicated they did not have a good understanding of this problem before the program. For instance, at the beginning of the training, practitioners frequently struggled to differentiate between violent extremism and mainstream violence. An additional important learning point was the acquisition of the Do No Harm principle. Throughout the training, facilitators stressed the importance

of this principle when developing a response. Over the course of the training, most participants acknowledged the importance of the principle and recognized the challenge of potential stigmatization when dealing with vulnerable and/or radicalized youth and children.

It is also important to mention that not all practitioners acquired all the suggestions of the curriculum. Some participants, for instance, did not always use the standard lexicon and language included in the curriculum, when presenting or providing insights. However, this adaptation - especially when referring to RLVE²¹ - may imply that the content of the modules was ultimately locally absorbed.

MM&E FOR PHASE 1: SUMMARY OF OUTPUTS AND OUTCOMES

The preliminary results and analysis of the quantitative (outputs) and qualitative (outcomes) data indicated

that most participants increased knowledge and understanding of key terminology, challenges and approaches in CVE. The quantitative analysis of the pre- and post-training questionnaire shows that there is an overall statistically-relevant positive change in respondents' answers. In particular, there was an increase in the number of participants who correctly responded the questions after the training, thus proving that there was partial progress with respect to at least Goal 1 and Goal 2 of the program. During the training, participants also showed an increased capacity in developing CVE-relevant ideas and approaches and progressively shared information with their colleagues. Finally, participants indicated that the pedagogical approach utilized during the training was appreciated as it enabled an in-depth learning process²². The results of this training and the feedback collected helped Hedayah team to refine some of the pedagogical techniques and positively influenced the development and delivery of Phase 2 and Phase 3.

LESSONS LEARNED

There were also some important lessons to be learned with respect to participants' learning experience and the overall MM&E process. Most notably:

Additional local case studies would be useful to contextualize the issue of violent extremism and enable a more in-depth learning process.

Complex MM&E terminology and lexicon should be explained in simple terms and in a way that is familiar to participants.

Special attention should be given to questionnaire-phrasing, especially when translated into *Arabic*, as specific nuances may be mis-represented and affect the overall learning process.

Long-term connection with participants is a good practice to facilitate mentorship and concrete impact on the ground and should be promoted as much as possible.

MM&E FOR PHASE 2 OF THE PROGRAM: KEY INSIGHTS

The second capacity building training (June 2018) drew upon the results of Phase 1 implemented in March 2018. The same group of practitioners participated in the training (30) with the addition of 3 new participants, for a total of 33 participants. This Phase was built in support of all the Goals of the program. In terms of collection methodologies, a specific questionnaire distributed before and after the training and Direct Observation were adopted

What did you take from the training?

While these questions helped to capture useful feedback and suggestions from participants, they were not specifically intended to measure the progress of the learning process. However, some of the responses were useful to capture initial “projected impact” and participants’ statements of commitment. Interviewed practitioners were selected among the 30 participants who also attended Phase 1 to ensure that the feedback reflected the entire experience.

TRUE-AND-FALSE QUESTIONS: RETENTION ANALYSIS

Similarly to Phase 1, the pre- and post-questionnaire included *true-and-false* questions. As mentioned, in order to measure the level of retention in knowledge from Phase 1, three questions from the previous training’s questionnaire were also included. In this regard, to determine the level of retention, the number of correct/incorrect responses provided on each of the 3 repeated questions was compared across the pre- and post-training questionnaires for both Phase 1 and Phase 2.

Figure 10 provides a visual overview of the scores related to the retention of knowledge. The graph indicates a good level of retention by the 16 participants who responded on all of the pre- and post-training questionnaires for Phase 1 and 2. For the first true or false statement, “*Being radicalized and being a terrorist is the same thing*”, after the initial increase in correct responses between the

as main approaches. In this regard, the training questionnaires also featured questions previously posed in Phase 1, in order to measure the level of retention of knowledge. In addition, participants were also asked to participate in an interview whose primary aim was to foster an open dialogue on CVE and increase their sense of confidence. A total of 20 participants participated in this exercise and were posed two main questions:

Can you provide additional suggestions?

pre- and post-training questionnaires during Phase 1 (71% to 94%), the knowledge was retained 3 months later, when the participants took the pre and post-training questionnaires for Phase 2, scoring the exact same as the previous post-training questionnaire, 94% each time.

On the second statement, “*there is not a standard route to radicalization. Factors that make individuals vulnerable to radicalization are always different*”, there was a slight decline in retention between the two phases. The pre-training questionnaire of Phase 2 reported a 12% lower score when compared to the perfect score of 100% which was achieved during the post-training questionnaire of Phase 1. However, this should still be interpreted as a good level of retention, particularly because the pre-training questionnaire result during Phase 2 was still substantially higher than the initial score on the pre-training questionnaire of Phase 1 (88% compared to 71%). Additionally, it is worth noting that the score increased again on the post-training questionnaire of Phase 2, to 94%, which indicates that the participants regained the knowledge during the second training.

Finally, for the third statement “*Extremism, Violent Extremism and Terrorism are just different ways to indicate the same issue*”, a particularly interesting outcome was found. Over each stage of the four questionnaires, the rate of correct responses increased by approximately 20%. This may be attributable to the continuous learning and sharing

Retention of Knowledge Between Phase 1 and Phase 2

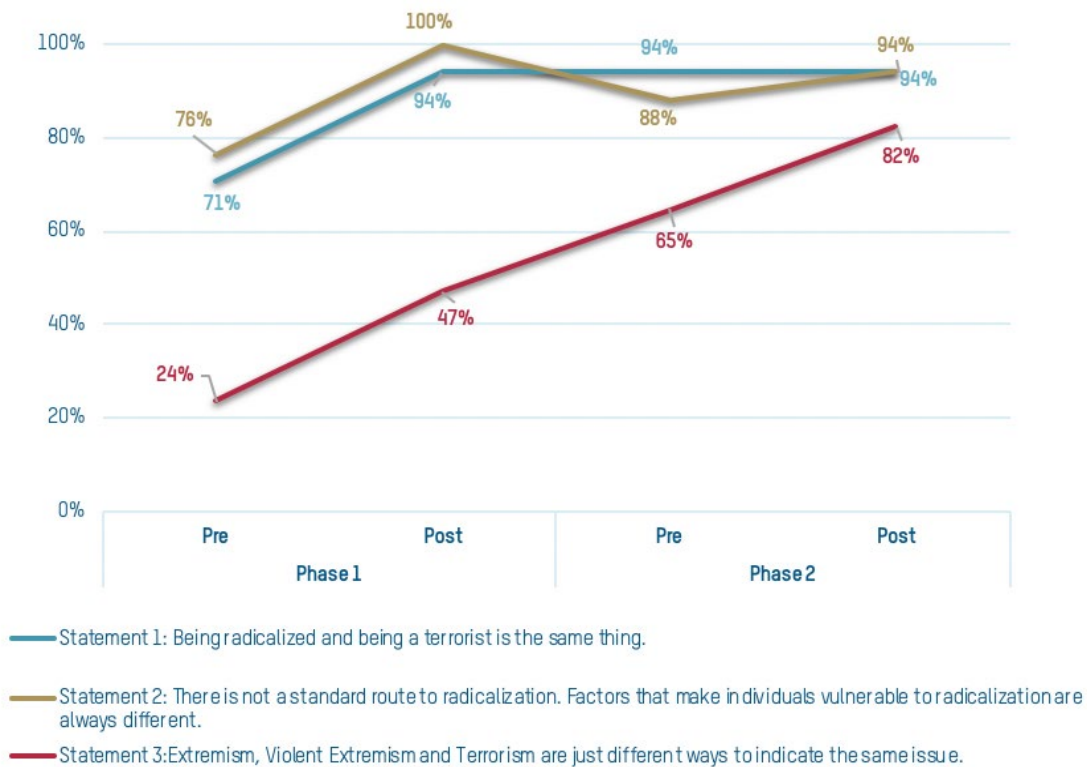


FIGURE 10 | The percentage of correct (true) responses provided by participants who took all of the pre- and post- training questionnaires (16 paired responses), for the three repeated questions during Phase 1 and 2.

of knowledge among participants between each stage, including between phases, and the gaining of a deeper understanding of the differences and nuances between the terms: “extremism,” “violent extremism,” and “terrorism.”

OUTPUT (FIGURE 10)

The good level of retention in knowledge and understanding between and after the training(s), indicates a partial but sustained progress with respect to the program Goals.

TRUE-AND-FALSE QUESTIONS: ANALYSIS

In order to assess the change in knowledge and understanding of the learning points of Phase 2, a new set of true and false questions was also included in the questionnaires. For analysis

purposes, the same approach applied for these questionnaires as was previously conducted for Phase 1, i.e. the questions remained the same across both pre- and post-training questionnaires; a correct answer to a question was scored as +1, an incorrect response was scored as +/- 0, and based on the combination of scores for each question, a total score was produced for each of the participants’ questionnaires.

Descriptive statistics were again conducted to provide a preliminary analysis and to highlight the change. However, for this phase a Wilcoxon Signed Rank Test²³ was employed to determine the statistical significance of the difference in the participants’ total scores on the pre- and post-training questionnaires. This test was used instead of an Exact Sign Test due to the distribution of the differences between the two groups being

symmetrical, instead of asymmetrical, which was the case for Phase 1.

The following table and graph provide an overview of the descriptive statistics for Phase 2.

VARIABLE	OBSERVATIONS	LOWEST SCORE	HIGHEST SCORE	AVERAGE SCORE (MEAN)	VARIANCE (STANDARD DEVIATION)
Pre (Paired)	33	2	9	7.82	1.40
Post (Paired)	33	6	9	7.97	1.05

FIGURE 11 | Descriptive statistics of the participants' scores (out of 9 questions), for those participants who completed both the pre- and post- training questionnaires during Phase 2 (33 respondents).

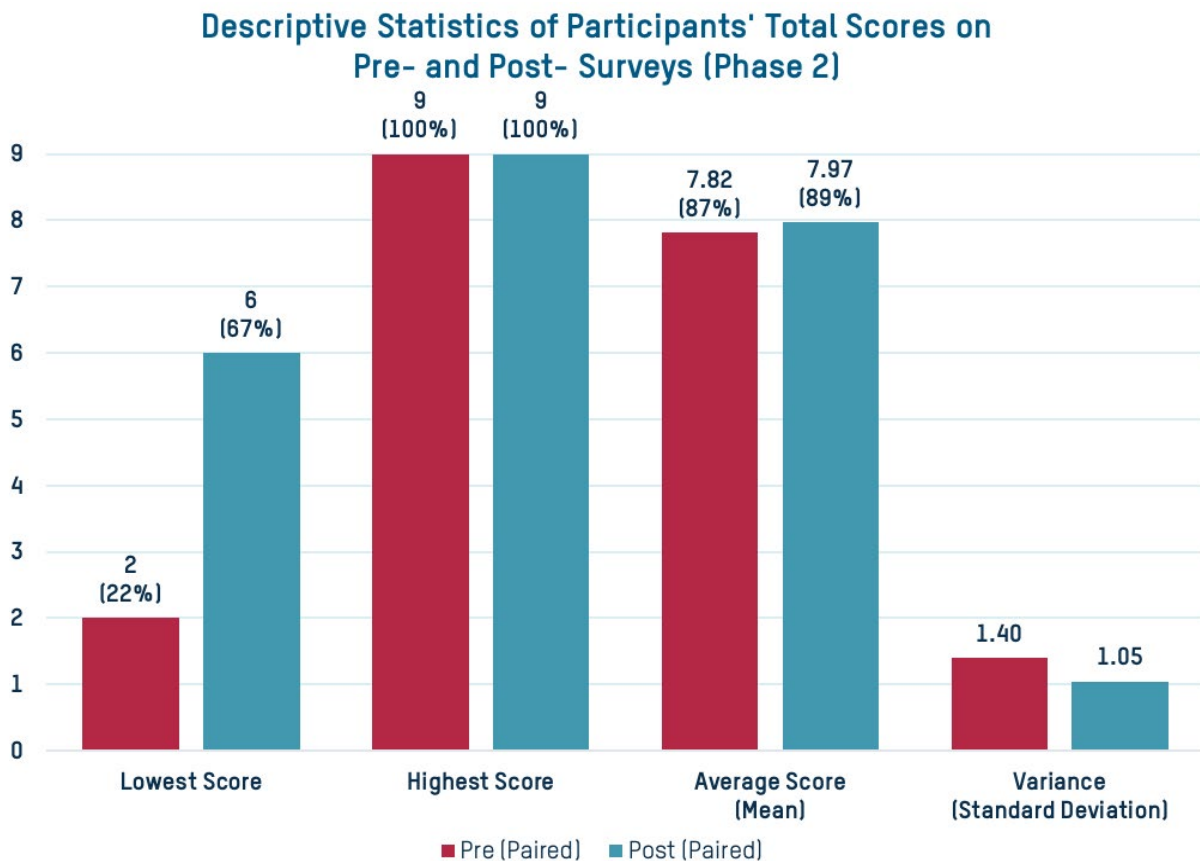


FIGURE 12 | Graphical representation of the descriptive statistics of the participants' scores (out of 9 questions), for those participants who completed both the pre- and post- training questionnaires during Phase 2 (33 respondents).

The above descriptive statistics highlight a slight increase in the average (mean) score from 7.82 out of 9 (87%) during the pre-training questionnaire to 7.97 (89%) after the training. In this regard, the Wilcoxon Signed Rank Test result ($Z = -0.43585$, $p = 0.6629$) found the difference between these scores to not be statistically significant, based on the selected level of significance ($\alpha = 0.05$).

While there was increase in participants' knowledge as per the average scores, there are a number of factors that may have affected the statistical significance of this outcome. Firstly, the participants scored very highly during the pre-training questionnaire, with 11 participants achieving 100%, therefore leaving very little space for improvement. This high initial result may be due to the practitioners' prior knowledge, but it may also have occurred as a result of a *Response Bias*, particularly in the form of *Social Desirability Bias*, whereby participants want to portray the best possible version of themselves. Additionally, there were 9 questions included in the pre- and post-questionnaires, which may have been too few to achieve the necessary diversification of responses. This was the case for the Phase 1 results, which contained 13 questions and was found to be statistically significant.

Nevertheless, there were still very positive signs of improvement represented by the descriptive statistics. Firstly, there was a significant increase

in the lowest score recorded on the post-training questionnaire (6 out of 9, or 67%) when compared to the pre-training questionnaire (2 out of 9, or 22%). Additionally, the number of participants who achieved 100% increased from 11 on the pre-training questionnaire to 13 on the post-training questionnaire. Finally, the post-training results had a smaller standard deviation result (1.05) compared to the pre-training questionnaire (1.4). The standard deviation represents the similarity/diversity of the participants' scores. A large standard deviation means that the participants' scores varied greatly away from the average (mean) score, while a small standard deviation shows that the scores were closer to that of the average (mean) score. Therefore, a smaller standard deviation, as was the case here, highlights a greater similarity of the participants' knowledge and understanding.

Therefore, while the result of the statistical analysis may not have been significant, the descriptive statistics have highlighted that the average score did increase and the participants gained a greater similarity of their knowledge and understanding of the learning points contained within the workshop's curriculum, which is highly beneficial for a collaborative and cooperative approach.

To highlight these results further, specific questions and their results are provided below as examples of where knowledge was increased.

“Push and Pull factors” alone do not explain radicalization: It is important to analyze the individual’s history & social context, among other factors.

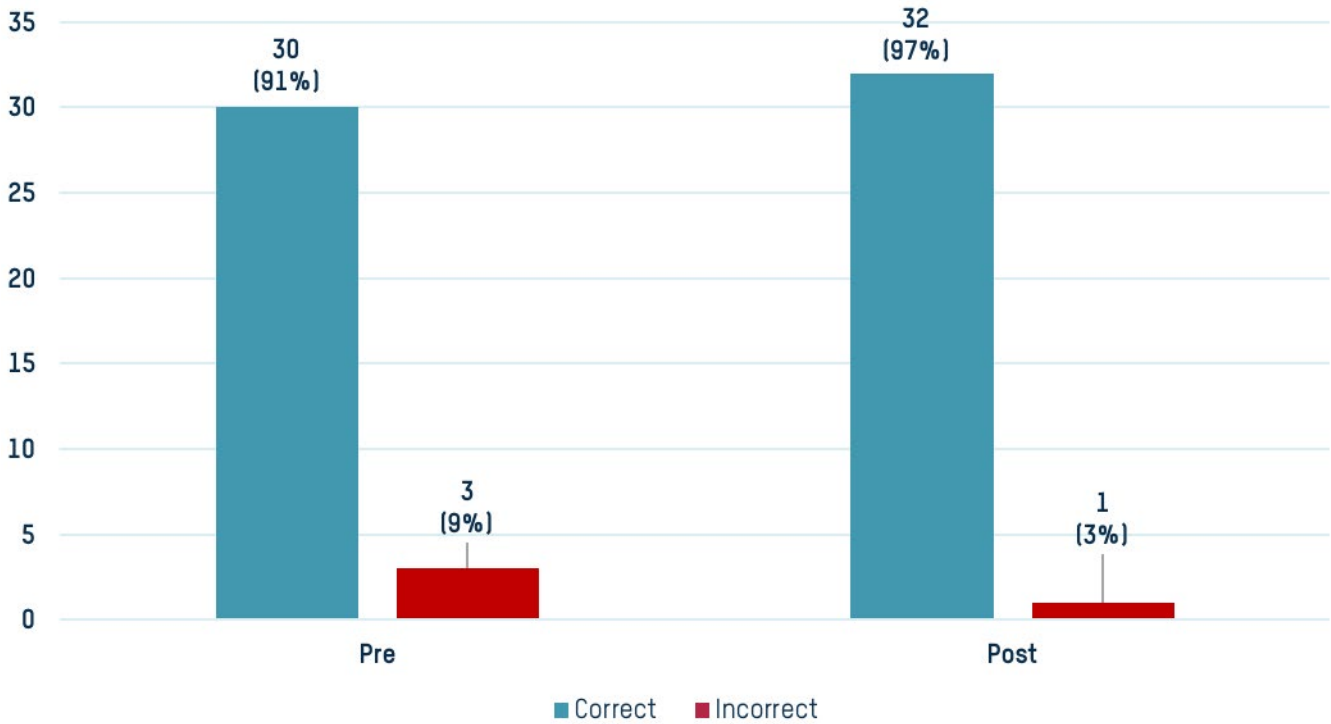


FIGURE 13 | Number of correct (true) and incorrect (false) responses by participants who took both the pre- and post- training questionnaires (33 paired responses).

The correct answer is *true*. Building upon the foundational knowledge of the theoretical aspects of CVE which were addressed during Phase 1, concepts such as “push and pull factors” and “individual signs of vulnerability” were presented in greater depth, in order to provide the necessary knowledge and understanding for the subsequent sessions. In particular, Phase 2 introduced “Needs Assessment” as an important approach to capture the individual’s critical needs and potential areas of vulnerability to anti-social behaviors, including RLVE.

OUTPUT (FIGURE 13)

The corresponding question, in the graph above, highlighted a small increase in correct responses. This slight increase represents a consolidation of knowledge and mutual understanding among all of the practitioners after completing the training. It is also worth noting that the high score on the pre-training questionnaire (30 out of 33 practitioners answered correctly), may also represent a retention and sharing of knowledge from Phase 1.

Assessing the needs is crucial to develop an appropriate response to prevent, dis-engage, rehabilitate and reintegrate individuals.

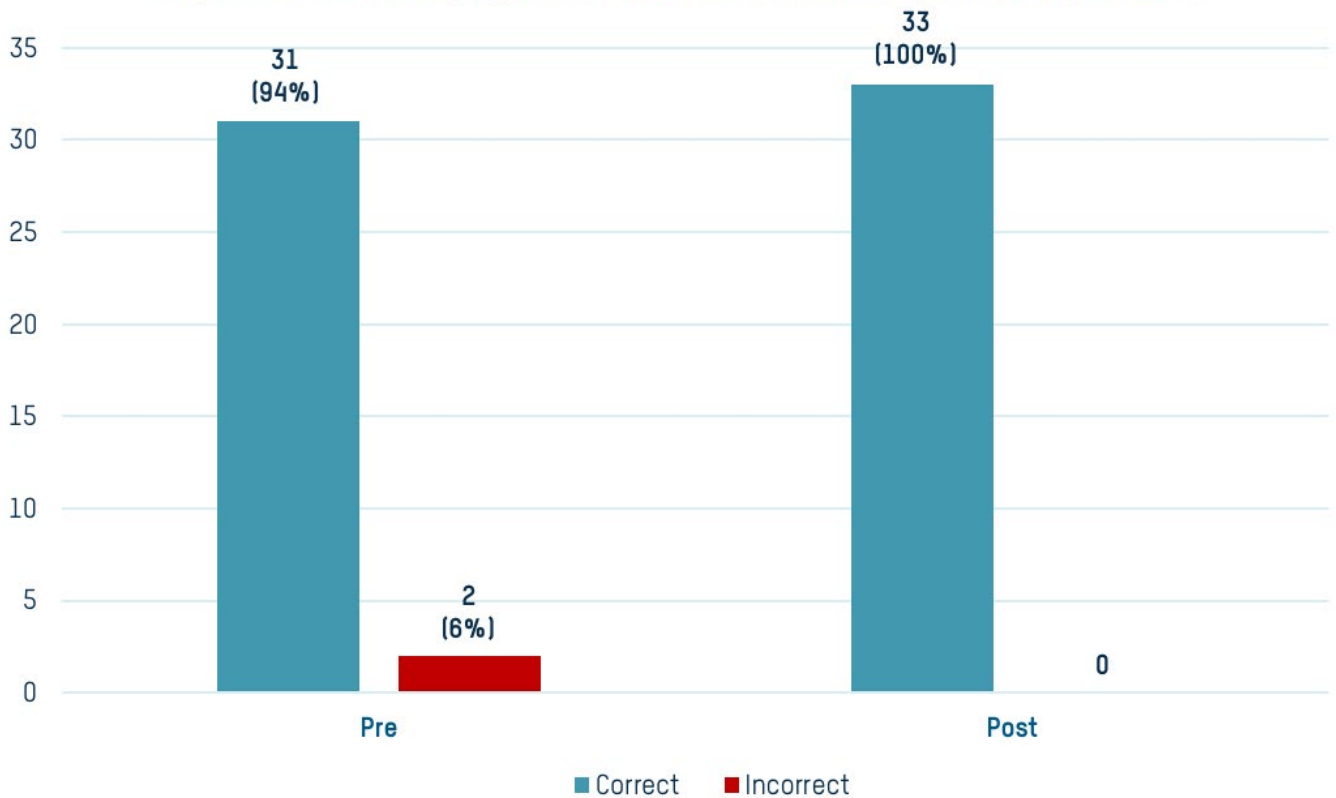


FIGURE 14 | Number of correct (true) and incorrect (false) responses by participants who took both the pre- and post- training questionnaires (33 paired responses).

The correct answer is *true*. After the initial building of foundational knowledge, Phase 2 provided participants with practical skills and further knowledge in relation to needs assessments and their applicability within CVE.

OUTPUT (FIGURE 14)

Prior to the training, respondents showed a good level of knowledge on the topic, however, some participants did answer the above question incorrectly. After the workshop, however, all participants answered the question correctly, which represents a collective enhanced understanding

of the crucial role needs assessments play when developing CVE responses.

ANALYSIS OF THE PROJECTS THROUGH PROFESSIONAL JUDGMENT

An analysis on participants' project ideas was also conducted to assess progress with respect to Goals 2 and 3. Overall, this analysis concludes that participants were able to apply the acquired knowledge. For example, in one of the projects, participants used the following terminology which reflected an increased understanding of CVE and program design lexicon.

خدمات البرنامج التأهيلي	Activities of the Rehabilitation Program
العلاقة بالشباب المتطرفين – تحديد المشكلة	Identification of the Problem
تحديد الدوافع (عوامل الدفع)	Identifying the Drivers (Push Factor)
تحديد الدوافع (عوامل الجذب)	Identifying the Drivers (Pull Factor)
تقييم خطة التدخل	Assessment and Intervention Plan

DIRECT OBSERVATION: ANALYSIS OF THE QUALITATIVE INDICATORS (OUTCOMES INDICATORS)

During the practical exercises in Day 2, participants were asked to interact with specialized actors and apply the guidelines contained in the Needs Assessment manual. Throughout the exercise, participants successfully adopted an increasingly appropriate approach; this shows progress with respect to Goal 2 of the program. In fact, while at the beginning of the session most of participants were argumentative when interacting with the characters played by the actors – therefore failing in applying the correct guidelines of the manual- at the end of the exercise, most of them were able to establish a correct communication path and apply some of the tips of the manual. This successful outcome should be also framed in a context where most of these practitioners have never been exposed to concept of structured assessments before. Through Direct

Observation, it was also observable that participants were increasingly able to work with one another, thus making progress with respect to multiagency work (Goal 3).

INDIVIDUAL INTERVIEWS

As mentioned, interviews were not meant to measure increased knowledge, understanding, practical skills or operational capacity. Instead, they were conducted to capture additional suggestions from participants and to maintain an open dialogue with them. Many of these suggestions are meant to inform the content for future reiterations of this program. Despite not being meant to measure any increase in knowledge and skills, the interview was useful as participants expressed their “commitment for the future” and had the opportunity to expressed feedback on the areas in which they perceived a particular benefit. Notably:

Methodology on interviewing techniques and needs assessment was considered extremely useful as most of participants did not have a structured strategy for dealing with vulnerable and/or radicalized youth and children. All the respondents mentioned they will look into integrating the approach in their work.

The use of actors (i.e. role plays) was particularly appreciated and provided an example of how interactive theater could be utilized to engage individuals. Most of participants mentioned that they will develop role plays for youth and children and replicate the methodology, which represents a potential commitment for the future and preliminary projected impact.

The training provided clear guidelines for intervention; the module on MMSE was considered extremely useful. Most of participants did not have a structured framework to measure the results of their intervention and were not familiar with MMSE before the session.

The training provided clear guidelines on how to set an objective when communicating with or interviewing youth and children.

The session on the “Theory of Change” and the evaluation framework were useful and immediately acquired.

The Needs Assessment Manual and the Activities Guidebook were appreciated and most of participants mentioned they will look into how to integrate the tools in their work (potential commitment and preliminary projected impact).

The pedagogy “Digital and Non-Digital literacy” was particularly appreciated given the issue of online radicalization and the increasing use of digital devices amongst youth and children.

DIRECT OBSERVATION: ANALYSIS OF THE QUALITATIVE INDICATORS (OUTCOMES INDICATORS)

During the practical exercises in Day 2, participants were asked to interact with specialized actors and apply the guidelines contained in the Needs Assessment manual. Throughout the exercise, participants successfully adopted an increasingly appropriate approach; this shows progress with respect to Goal 2 of the program. In fact, while at the beginning of the session most of participants were argumentative when interacting with the characters played by the actors – therefore failing in applying the correct guidelines of the manual- at the end of the exercise, most of them were able to establish a correct communication path and apply some of the tips of the manual. This successful outcome should be also framed in a context where most of these practitioners have never been exposed to concept of structured assessments before. Through Direct Observation, it was also observable that participants were increasingly better able to work with one another, thus making progress with respect to multiagency work.

MM&E FOR PHASE 2: SUMMARY OF OUTPUTS & OUTCOMES

The analysis of results confirmed that most of participants increased their knowledge and in particular retained most of the knowledge from Phase 1. While the content was absorbed, the quantitative analysis does not show a statistically-significant increase: these results may be due to participants’ high score in the pre-training questionnaire. The result, however, may be also due to the wording of some of the questions and

to the limited dataset (9 questions in both pre and post-training questionnaires). This feedback was taken into account and will be reflected in successive reiteration of the program. Despite this, the descriptive statistics graph highlighted that there was an improvement on the lowest score from the pre-training questionnaire to the post-training questionnaire and that there was greater similarity in participants’ answers after the training. Another interesting results was that some participants did not always use Hedayah’s suggested CVE lexicon when providing insights or sharing comments during round-table discussions. One of the reasons for this could be that the different nuances among Extremism, Violent Extremism and Terrorism are not easily seen in practice. As anticipated, there were also 3 additional participants who did not attend Phase 1; this should be taken as a factor potentially affecting the overall learning process. Facilitators and Hedayah team also noted an increased understanding and enhanced practical skills when participants were requested to utilize the individual needs assessment manual, which shows partial progress towards Goal 2 of the program. In addition, the development of project ideas and the use of the MM&E language to develop project ideas shows a good understanding of designing practices, to include the “Theory of Change” element. The positive results with respect to the 6 project ideas shows an initial progress with respect to Goal 3 of the program. Finally, in the individual interviews, almost all participants expressed appreciation for the use of social theater as a means to increase personal resilience and strengthen the sense of identity. Many participants also mentioned that they acquired new skills with regard to needs assessment techniques, dialogue in crisis-situation and MM&E.

LESSONS LEARNED

There were also some important *lessons to be learned* with respect to participants' learning experience and the overall MM&E process. Most notably:

Practical tools are useful to facilitate the retention of knowledge between one Phase and the successive.

At the beginning of the trainings, participants should be encouraged to highlight the key elements they remember from the previous Phase. This would help them to interiorize and refresh key concepts.

There should be more questions contained in the pre and post-training questionnaires to ensure there is sufficient data for statistical analysis.

MM&E FOR PHASE 3 OF THE PROGRAM: KEY INSIGHTS

The last phase of the program focused on operational capacity and multiagency work. Drawing upon the previously developed project ideas in Phase 2, CDCs and CDIS worked in partnership with civil society organizations, the private sector and additional ministries (i.e. CVE stakeholders) to produce 6 final project plans. These plans represented a preliminary starting point for potential strengthened cooperation among the centers and the select stakeholders.

In Phase 3, Hedayah analyzed the final projects in terms of language and approaches utilized. Hedayah also captured the level of participants' confidence and local ownership when using CVE terminology during round-table discussions. The results show progression towards the program Goals, in particular Goal 3. Key highlights of the analysis are contained in the following paragraph.

ANALYSIS OF PROJECTS THROUGH PROFESSIONAL JUDGMENT

For all 6 projects (Annex 2), participants showed an increased operational capacity for project planning, MM&E and ability to work together, i.e. multiagency. This result should be also framed in a context where practitioners were not necessarily exposed to these elements before the program. For instance, many of them were not familiar with the MM&E terminology. Project 1, for example, included several elements previously discussed throughout the training. As a matter of fact, the project comprised two strands (1.Prevention and

2. Rehabilitation & Reintegration), demonstrating an enhanced understanding of the need for a holistic CVE approach. The project also envisaged partnerships and collaboration among CDCs, CDIS, keyministries and the private sector, which shows an understanding on the importance of a multiagency approach to counter youth radicalization. In terms of MM&E language, participants followed Hedayah's model, breaking down the overarching goal into measurable specific objectives with the related indicators, collection methods and activities. Other interesting results are for example visible in Project 4 where participants suggested to apply one of the pedagogies proposed in Hedayah's curriculum: Social and Emotional Learning (SEL). The project was focused on strengthening the sense of identity to mitigate social vulnerability related to lack of opportunities and national identity. These topics were extensively discussed during Hedayah's training and the confident and appropriate use of the approach shows an increased understanding of this pedagogy. In conclusion the use of MM&E lexicon and the appropriate reference to the proposed pedagogies show progression towards Goal 3 of the program.

A summary overview of the projects is provided in Annex 2.

DIRECT OBSERVATION: ANALYSIS OF THE QUALITATIVE INDICATORS (OUTCOMES INDICATORS)

Through the course of the training, it was observed that participants increased their ability to work

together. Notably, during the presentation of the SWOT analysis, an increased synergy among participants belonging to different institutions was captured, especially between civil society organizations and CDCs which are not usually working together. This synergy was further reflected in the projects that were developed by participants representing all the participating institutions and organizations.

MM&E FOR PHASE 3: SUMMARY OF OUTPUTS & OUTCOMES

Phase 3 provided the participants with the opportunity to demonstrate their practical ability to develop final projects on the issue of youth

radicalization. Overall, the analysis of the projects conclude that all the groups of participants enhanced their operation capacity in developing appropriate CVE interventions by referring to established concepts in MM&E and making use of Hedayah's pedagogies. Similarly, a practitioner's ability to develop a specific SWOT analysis on challenges and opportunities was an indication of the progression towards the practical concept of multiagency work.

Hedayah drew upon the results to support the further customization of the 6 projects and planned a Mentorship visit to support this element (December 2018).

LESSONS LEARNED

There were also key lessons to be learned with respect to participants' learning experience and the overall MM&E process. In particular:

The combination of practical and theoretical sessions was useful as it provided a platform for participants to practice the newly acquired knowledge. In turn, this facilitated direct observation of participants' progress with respect to the program Goals.

External stakeholders (e.g. private sector and CSOs) that are already working with CDCs and CDIS should be involved for this phase: building on existing relationships rather than encouraging the development of new ones is more sustainable and effectively ensures multiagency work.

²⁰ An Exact Sign Test was utilized because the data available was measured at an ordinal/continuous level, the independent variable consists of two matched pairs (pre- and post-training questionnaire of the same participant), and the distribution of the differences between the two groups was not symmetrical. Symmetry was assessed through the use of histograms, box-plots, and comparison of the quartiles and median distribution.

²¹ For example, some of the participants referred to “extremism” and not “violent extremism”.

²² The feedback was provided during a final roundtable, at the end of the training (wrap-up session).

²³ A Wilcoxon Signed Rank Test was utilized because the data available was measured at an ordinal/continuous level, the independent variable consists of two matched pairs (pre- and post-training questionnaire of the same participant), and the distribution of the differences between the two groups was symmetrical. Symmetry was assessed through the use of histograms, box-plots, and comparison of the quartiles and median distribution.

MENTORSHIP AND MM&E VISIT & PROJECTED IMPACT

PHASE 4

From 20-22 December 2018, Hedayah conducted a final Mentorship and MM&E visit to capture preliminary results on the ground. The comments and suggestions were incorporated in the curriculum for the reiteration of the program (Cycle 2, 2019). This visit was particularly important to capture any projected impact on the ground. As per Hedayah's framework, projected impact refers to the ultimate vision of the program which in this case refers to positive effects on youth and children's resilience against RLVE. As per the Theory of Change, this result can be assumed if there is evidence of practitioners' inclusion of Hedayah's materials in their work and/or if there is evidence of any application of newly acquired CVE approaches. This for example may include institutional and behavioral changes such as the introduction/application of pedagogies and/or application of content and tools on the ground. This activity addressed all goals of the program with a specific focus on Goal 3 (enhanced operational capacity). The select key indicator to be captured in the questionnaire were the *"Evidence of consistent implementation of CVE content in practitioners' work after the program, quality of the implementation, and/or number of practitioners who implemented the approaches"* - which also represents the necessary

condition in the Theory of Change to assume projected impact on the target population.

As part of Hedayah's partnership with GCERF, the team also met with the CSOs and CDIS that were part of Phase 3, with the aim to further mentor them on project development. The intention was to provide further recommendations to tailor the 6 projects developed in Phase 3 and to encourage these organizations to apply for the call for proposals launched by GCERF²⁴.

The following summarizes the responses to specific questions shared with participants during the MM&E visit. While the questionnaire was shared with all the participants (CDIS and CDCs) and relevant Ministries (via email), Hedayah also distributed it during a specific roundtable event organized with select participants from CDIS and the Ministry of Social Affairs. Participants' responses provide preliminary evidence of projected impact of this program. A total of 12 participants to the roundtable were asked to complete the questionnaire. Although each answer represents a specific participant, not all participants answered every question. An analysis of the answers follows the summary.

ASSESSMENT OF THE PROGRAM: THE QUESTIONNAIRE

QUESTION:

What went well during the previous training sessions?

- 1 “Content, Presentations on MM&E methodology and the Needs Assessment Manual”
- 2 “I was able to increase my understanding of the phenomenon. Notably, on the identification of push and pull factors, the importance of boosting critical thinking and the use of interactive theater as a mechanism to tackle the phenomena.”
- 3 “The topics that were presented are new and have never been presented before. The Needs Assessment Manual and Activities Guidebook were really useful tools.”
- 4 “It was good to have international and national trainers to present their experiences and best practices on intervention techniques.”
- 5 “We managed to know and apply new approaches that could enhance our professional capacity in dealing with violent extremism.”
- 6 “It was useful to have a clear definition of concepts, especially the factors contributing to violent extremism as well as the introduction of practical tools to tackle the phenomenon.”
- 7 “The training team was professional and the overall training approach was participative and interactive. The curriculum was designed based on real needs.”
- 8 “Providing clear definitions and enhance understanding of the most important terms such as extremism, violent extremism, radicalization and terrorism; to provide a clear definition of the drivers of radicalization and distinguish them into push and pull factors; the CVE-cycle stages.”
- 9 “Identify relevant organizations and institutions working in the educational, psychological and social work fields; I benefited from the experiences shared by others.”
- 10 “Good organization and professionalism of the training team; the seriousness and consistency of the training team; combining theory and practice and presenting case studies of radicalized individuals in the form of theater scenarios; pre and post evaluation in each training.”

QUESTION:

What was/were the most useful session(s)?

1

“Interactive theater sessions and the activities on SEL and ‘identity’.”

2

“The training session on the MM&E framework and the participation of civil society which showed the national efforts in countering violent extremism.”

3

“The group sessions and the case studies (practical exercises).”

4

“Interactive Theater.”

5

“The variety of topics added value to various beneficiaries. Other useful elements include the clear definition of concepts, the MM&E session and all the documents and practical tools including the guide.”

6

“The interactive theater which is useful to counter youth radicalization; the Needs Assessment Manual and the Activities Guidebook; the interaction between multi-agency interventionists and different institutions when formulating intervention programs.”

7

“All sessions, especially the interactive scenarios by the actors from Jordan.”

8

“All the sessions were actually useful but the most useful ones are the interactive sessions on the Needs Assessment Manual with a group of actors from Jordan.”

9

“The role plays; the development of a project on preventing violent extremism.”

QUESTION:

How did you use the knowledge and skills gained during the previous phases of the program?

1

“As a start, we shared all the content with our colleagues.”

2

“We used this knowledge to develop a program on PVE in our center.”

3

“Some elements were incorporated in the center’s activities especially in detection operations and in creating life projects for youth and children.”

4

“In developing our preventive activities, we now also focus on push and pull factors.”

5

“I shared the activities and Needs Assessment manual with my colleagues at the local authorities and I personally use them in my work for life skills.”

6

“We adopted the Needs Assessment Manual and the Activities Guidebook to develop a local preventive intervention (to raise awareness on the phenomenon and involve children, families, educational institutions and some local authorities).”

7

“The Activities Guidebook has been utilized in our life skills activities.”

8

“Knowledge and skills have been used in our daily work with children and youth; for example in assessing their needs; in developing an intervention plan and in adopting a multiagency approach by engaging all relevant parties in our community.”

QUESTION:

Have you incorporated aspects of the program into your work? How?

1

“Not yet.”

2

“We incorporated the content on online recruitment and interactive theater.”

3

“We conducted a training session to raise awareness for colleagues on the need for preventing this phenomenon.”

4

“This is currently ongoing.”

5

“Yes, we included some of the approaches in our life skills program and in awareness activities.”

6

“Yes, the content of the Activities Guidebook is now included in our workshops on life skills.”

7

“Yes, we included some content in our planned projects and activities within the “social prevention activities” pillar: integrated theater units, dialogue and life skills trainings on identity and belonging, participation in public affairs, promotion of critical thinking and literacy; promotion of a needs-focused approach to fill individual needs and strengthen their resilience against the phenomenon.”

8

“We included some of the activities in our work.”

9

“In our work with “children in conflict with the law”, we developed a project plan for 20 children. The project is focused on social and economic integration and on increasing resilience against radicalization. This is based on a range of activities, goals and objectives, indicators of success.”

QUESTION:

Have you shared the knowledge gained with additional colleagues or professional partners? If so, who? And what aspects did you share?

1

“We shared all the presentations by e-mail with the practitioners in the center (social workers, psychologists and educators). We also had an introductory workshop to define concepts (radicalization, push and pull factors, indicators for behavior showing potential vulnerability to radicalization).”

2

“A workshop on concepts related to the phenomenon, factors of vulnerability and push and pull factors has been conducted for the educators, social workers and psychologists.”

3

“Not yet.”

4

“Yes with the remaining technical team (Coaching and supervision).”

5

“I shared the activities and Needs Assessment manual with my colleagues at the local authorities.”

6 “We shared the content of the trainings with colleagues who could not participate.”

7 “Yes. I shared my own project, the Activities Guidebook and the Needs Assessment manual with my fellow educators at the other centers in neighboring governorates.”

8 “I shared materials with my colleagues from the Department of Information and Integration; we are working on a unified project that will involve all colleagues in order to prevent children coming from CDCs from radicalizing into violent extremism.”

QUESTION:

Has the program affected the dis-engagement or rehabilitation techniques you employ with youth and children?

1 “We have not yet elaborated activities related to that specific topic, we are waiting for all the practitioners to benefit from further trainings and to assimilate the materials’ content so that we proceed with the impact measurement of the activities at a later stage.”

2 “Yes in the preventive phase, we incorporated elements for early detection of individuals living in vulnerable social conditions.”

3 “The content has not been used for specific rehabilitation of children/youth as I basically work in the prevention department.”

4 “The new knowledge provided the staff with new techniques for dealing with potential violent extremists to adjust behavior and open up wider opportunities for social integration.”

5 “Yes, I have been able to learn and better identify useful techniques when communicating with children affected by violent extremist ideologies.”

6 “There were discussion for and development of a local preventive intervention proposal in priority areas, but this plan has not yet been implemented.”

7 “It helped me distinguish concepts and their nuances; this helped me to better intervene and work with youth and children.”

8 “We are applying the knowledge and skills gained at the trainings in our work with all groups, especially children and youth with the aim to prevent RLVE and recidivism.”

QUESTION:

When you develop an activity or project, do you follow the approach(es) presented during the program? Do you use any of the components presented during the program?

1

“Yes, we take into consideration the push and pull factors, we also worked on elaborating indicators.”

2

“The conceptual framework and the approaches presented in the training are our basis for any project. Because extremism differs from other phenomena, it requires more effort.”

3

“Some of the approaches that have been applied include early detection, needs assessment, capacity development; however, these approaches were not yet used in the context of CVE.”

4

“I assimilated the knowledge to the point that I automatically use it in daily interventions with the target population.”

5

“I used the Activities Guidebook for my university course final project.”

6

“Yes, we follow a preventive and rehabilitative approach: a holistic approach for children and families and we adapt the interventions them.”

7

“The Needs Assessment Manual was used to evaluate our interactions and conversations with children and the Activities Guidebook was used in our life skills workshops.”

8

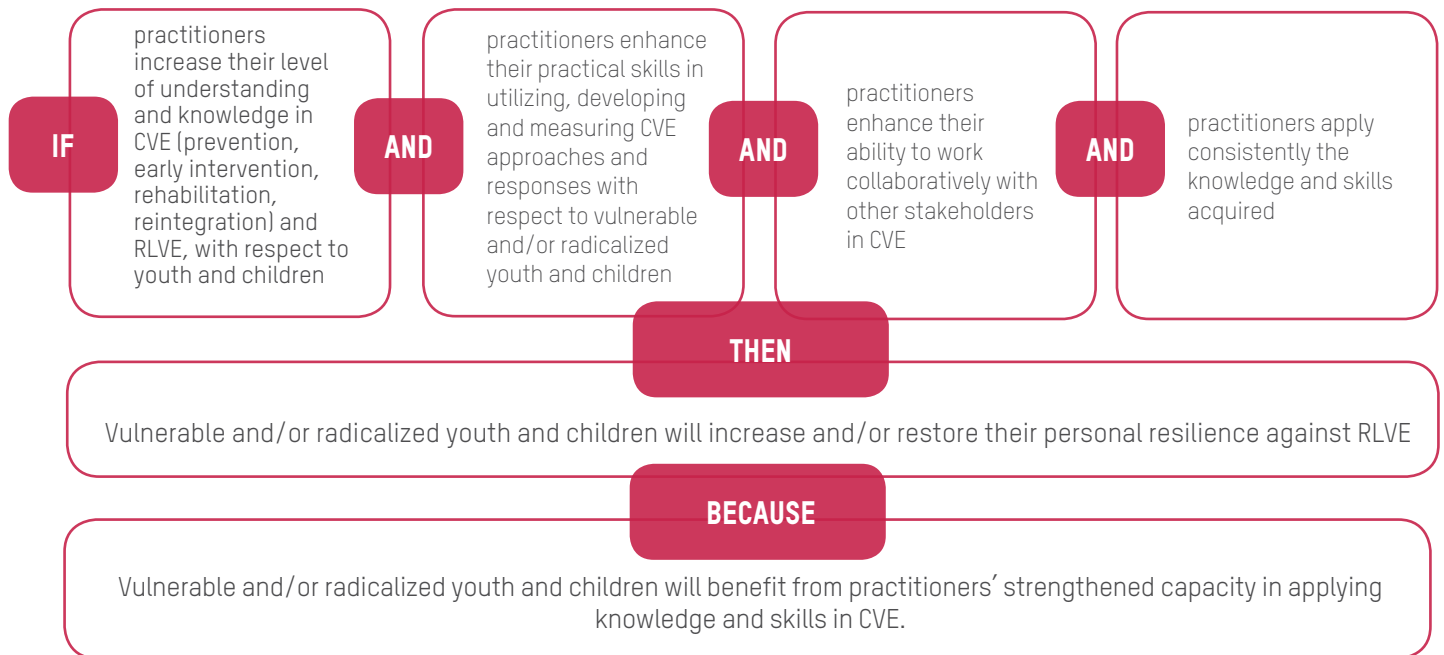
“We do follow the approaches learnt at the trainings.”

For Phase 4, the select key indicator was “*Evidence of consistent implementation of CVE content in practitioners’ work after the program: quality of implementation and number of practitioners who implemented the approaches*”. This indicator referred to Goal 3 and was key to capture the final condition of the ToC, namely the consistent application of the program content. While the limited dataset (12 participants) was not sufficient to indicate an overall change on the ground and did not provide evidence of consistency, the answers to the questionnaire are still useful to capture preliminary results, at

least for the interviewed participants from CDIS. On this basis, the analysis of the answers reveals that most of the interviewed practitioners incorporated the materials and absorbed specific learning points (e.g. push and pull factors) of Hedayah’s curriculum. For instance, out of 12 interviewed participants, overall 8 respondents (66.6% of interviewed participants) mentioned they shared the materials with their colleagues across the questionnaire and 7 respondents (58.3%) mentioned they incorporated elements of the program in their work. Notably, the Activities’ Guidebook and the Needs Assessment

manual were generally incorporated in practitioners' work which confirms the usefulness of practical tools and approaches. Among the results, it is also observed that practitioners took the necessary steps to train colleagues. For example, some of the centers confirmed they trained their colleagues in formal settings utilizing Hedayah's presentations and materials. While the program was not initially framed in a ToT format, this was a positive result that promoted sustainability and local ownership. The results from the visit provides information on the number of (interviewed) participants who

implemented some elements of the program's content. However, the results do not provide specific information on the *quality of implementation* (i.e. how the learning points are actually embedded in day-to-day activities) or on the preliminary effects on the target population (vulnerable and/or radicalized youth and children). Although additional on-site visits to the actual centers would help to capture the aforementioned points, as per the ToC it can be assumed that there is preliminary impact on the ground (i.e. positive effects on youth and children's resilience against RLVE):



In fact, while the post-trainings results (Phase 1-3) highlighted an overall positive increase in understanding, knowledge and practical skills, operational capacity and multiagency work, the results from the MM&E field visit demonstrated that at least most of the interviewed practitioners

started to include some elements of the program curriculum in their daily activities, thus applying the knowledge and skills acquired (although not always consistently). In turn, most of the TOC conditions were satisfied to include:

THE INCREASE IN KNOWLEDGE AND UNDERSTANDING

THE ENHANCED PRACTICAL SKILLS

THE ENHANCED MULTIAGENCY WORK

THE APPLICATION OF KNOWLEDGE AND SKILLS ACQUIRED

It can therefore be reasonably assumed that – if the application of the CVE content (skills and knowledge) continues consistently- youth and

children are likely to increase and/or restore their resilience against RLVE in the long-term.

LESSONS LEARNED

Like in the previous phases, there are some lessons to be learned that could help overcome some of the challenges. Notably:

Participants should be further encouraged to answer the final questionnaire via email, to ensure there is a larger dataset for the final analysis.

Where possible, on-site visits to the centers should be organized to capture the *quality and consistency* of implementation of the program's content.

All the recipient centers should be encouraged to participate in the final roundtable event.

²⁴At the time of the publication of this report, the selection process for the final grantees was still ongoing as per GCERF's internal processes and procedures. The partnership and synergy between Hedayah and GCERF represented a good example of how GCTF's inspired organizations could collaborate together and build upon existing results to explore sustainability and long-term- results.

CONCLUSION & NEXT STEPS

This report provided key insights into the rationale and the results of Hedayah's capacity building program *Providing Support to Children and Youth Vulnerable to or Affected by Radicalization Leading to Violent Extremism (RLVE)* implemented in Tunisia between December 2017 and December 2018. As a result of this program, most of practitioners from CDCs and CDIS proved they enhanced their understanding and practical skills with regard to CVE. Notably, the quantitative and qualitative analysis before and after each training and the final MM&E assessment highlights that participants increased their knowledge and skills and applied some of the skills and approaches on

the ground. In turn, as per the ToC, it is possible to project a positive impact with respect to youth and children's personal resilience against RLVE. In this context, it is important to take this result as an initial progress in the struggle against youth radicalization in the country. As a matter of fact, there are several CDIS and CDCs that would still need to get trained and additional stakeholders should be also included to multiply the positive effect of the curriculum²⁵. On the basis of the *specific lessons to be learned* for each Phase, the final analysis of the program includes the following recommendations for future content-development and Hedayah's strategic planning:

Interactive sessions have been proven to be key to facilitate the learning process. As such, they should be prioritized in any curricula.

There should be more emphasis on local case-studies as these better help participants to contextualize the issue of violent extremism.

The curriculum should reflect practitioners' different functions as much as possible.

The development of practical tools such as the Needs Assessment Manual and the Activities' Guidebook was a good practice which enhanced the learning process and that, where possible, should be promoted.

Participants and key ministries should be encouraged to provide feedback on the practical tools to ensure there is a proper testing and validation process.

The use of "actors" and "role plays" was a good practice and proved to be a source of inspiration for many practitioners. This should be kept as a key element of the curriculum.

Pre and post-training questionnaires should be carefully phrased to avoid any potential counter-productive consequences for the MM&E process.

In the questionnaires, there should be a sufficient number of questions to strengthen the statistical analysis.

The curriculum should include a facilitators' guide for ToT sessions and ensure that appropriate participants are fully equipped to further train other colleagues.

CVE stakeholders (e.g. CSOs and key ministries) that have established relations with CDCs and CDIS should be prioritized and involved in Phase 3, for future reiterations of this program.

Additional stakeholders such as the *Delegate for the Protection of Children* should be involved and trained as part of future reiterations of this program.

The capacity building program should be ideally followed by a national-level strategic dialogue among the concerned stakeholders, with a practical deliverable (e.g. White Paper on how to capitalize on the program results across different recipients and partners).

Hedayah's dialogue with the Global Community Engagement and Resilience Fund (GCERF) was a good example of coordination between GCTF's inspired institutions and should be replicated in other programs, if possible.

In addition, throughout this program, Hedayah developed specific recommendations for the overall strategic approach of the recipient institutions

with respect to the topic of youth radicalization in Tunisia. In particular:

The existing legal agreement between CDCs and CDIS could be extended to other types of institutions and organizations, to include CSOs and the private sector.

Given its coordinating role, the CT Commission should continue to leverage its position and mobilize internal and external resources and partnerships to ensure concrete effects of this and other programs.

Policy-making officials within key ministries should be briefed and trained on how to make the best institutional changes and facilitate practitioners' work on the ground.

Coordination among different ministries, in particular among middle-management officials, should be promoted to ensure sustainable results on the ground.

Given its current limited role in CVE, the private sector should be further involved to support projects for youth and children on the ground, especially with regard to the rehabilitation and reintegration of former violent offenders.

Additional and/or emerging CSOs should be identified and involved in these programs. In particular, those CSOs that have credibility with youth and children.

The key ministries and recipient centers should be further encouraged to provide feedback and input to questionnaires and tools, to ensure there is a proper validation process and that the program content is useful.

Practitioners within CDCs and CDIS should be further trained on project-development and MM&E.

As a result of the implementation of this program, Hedayah is currently conducting a second cycle of trainings to ensure that the program is expanded and that additional practitioners are equipped to counter RLVE of youth and children. To this aim, Hedayah is closely collaborating with the CT Commission, the

Ministry of Justice, the Ministry of Social Affairs and the Ministry of Children, Women, Family and Elders. Hedayah is also committed to work with the wider Government, the private sector and CSOs of Tunisia and to escalate the positive effects of this program in the near future.

²⁵ At the time of publication of this report, a second cycle of the program- targeting additional CDCs, CDIS and other stakeholders- was already initiated. .

ANNEX 1 - PHASE 3

SWOT ANALYSIS

GROUP 1: CDCs

S

- Existing Children Rights' Code inclusive of three pillars: 1) health; 2) psychology; 3) social care
- Existing training initiatives inside the center;
- The Ministry of Justice is always involved as well as the Delegate for the protection of children

W

- Absence of a specific program for radicalized children;
- Difficulties in monitoring and follow-up initiatives in a general sense.

O

- Number of agreements with other ministries on children could be expanded;
- The existing special coordination program with CDIS could be further enhanced

T

- High Risk with regard to prison radicalization;
- Difficulties to coordinate with families and civil society organizations

GROUP 2: CDIS

- S**
- Multi-skilled teams including mentors, coaches, educators, psychologists;
 - Available space for leisure activities;
 - Good number of partnerships with the private sector and civil society organizations and specific training centers.

- W**
- Available Funding and resources;
 - Lack of specialized trainings and equipment;
 - Lack of institutional framework;
 - Lack of evidence-based mechanisms with regard to social vulnerabilities;
 - CDIS deliver a good number of trainings but few of them release certificates that could be used for professional purposes;
 - Lack of legal protection for staff;

- O**
- Existing partnerships to be further enhanced such as UTICA or CAFA or UTIL.

- T**
- Difficulties in cooperation with regard to the concept of "reintegration"
 - Roles and Responsibilities are not always defined.

GROUP 3: CIVIL SOCIETY ORGANIZATIONS

- S**
- Good level of established trust across communities.
 - Existence of projects on a variety of topics.

- W**
- Funding mechanisms and available resources;
 - Lack of skills in project management and MMSE
 - Fragility in terms of sustainability of the projects.
 - Civil Society Organizations still do not work with CDCs.

- O**
- Good knowledge of radicalization and violent extremism as well as CVE.

- T**
- Roles and responsibilities are not always well defined.

GROUP 4: PRIVATE SECTOR

- 
- Existing direct relationship with key ministries.
 - Direct relationship with the population, including, youth, children and families.
 - Existing initiatives on vocational skills.

- 
- Lack of specialized trainings on the issue of radicalization and lack of awareness.
 - Lack of implementation mechanisms.
 - Different contexts across the country makes the implementation of activities challenging.
 - Economic crisis had a big impact.

- 
- Openness to collaboration with all the existing stakeholders.

ANNEX 2 - PHASE 3

The working group sessions resulted in the development of the following draft project plans:

PROJECT 1

The project comprises two strands and two related target population:

- Prevention strand: youth and children who have been released from detention centers.
- Rehabilitation & Reintegration strand: children who are convicted and detained in Child Detention Centers.

OVERARCHING GOAL

To reduce online recruitment.

TARGET POPULATION

20 youth and children

SPECIFIC OBJECTIVES

To reinforce digital literacy, and to reinforce the sense of belonging and identity and self-awareness.

ACTIVITIES

Rehabilitation and Reintegration Strand

Within CDCs: the activities comprise psychological sessions and meetings with the family. All the activities will be conducted by the staff of the CDC for a timeline of at least 6 months. The activities will also include life- skills trainings and awareness raising activities conducted by CDIS of Mellasine and UTIL.

Key Indicators and Collection Methods: Matrix of Observations/ Assessment Chart

Upon release, the child will be encouraged to participate in the activities organized by the CDIS. The activities comprise a psychological assessment for the child and his/her family as well as specific vocational trainings provided by the Ministry of Social Affairs (MOSA). The relevant stakeholders include psychologists and social workers and the activities will run for a minimum of 12 to 24 months.

Key indicators and Collection Methods: Observation Sheets Will Be Used to Assess the Progress

Prevention Strand:

This strand targets vulnerable youth in the community and entails active engagement with families whose children have been identified as vulnerable. There is not a specific timeline for this phase and it was highly recommended to include civil society organizations. Stakeholders of this strand included UTIL, CDIS, CDCs, and MOSA.

PROJECT 2

This project focused on the threat of recruitment to violent extremism. In particular, the project will target children who are subject to specific push and pull factors, such as disadvantaged conditions, poor support from family, and a perceived sense of injustice. The project comprises two strands: 1) prevention; and 2) social reintegration.

OVERARCHING GOAL

To prevent recruitment to violent extremism.

TARGET POPULATION

20 children

ACTIVITIES

In the first activity, civil society organizations –especially Psychologues du Monde– will support psychologists from the CDIS in conducting needs assessments. The second activity entails interventions from social workers and psychologists with a special focus on the family of the child. The third activity entails cultural activities which will be supported and financed by Beder Association. Special attention should be given to the Monitoring aspect which due to lack of resources and equipment may be challenging. This project can be adapted for both CDIS and the CDCs and will be based on a robust needs assessment to evaluate the youth and children's needs.

Key Indicators and Collection Methods: Files and Questionnaires to assess the progress.

PROJECT 3

This project was focused on enhancing the sense of tolerance and acceptance in the framework of reintegration of vulnerable children. The project addresses both CDCs and CDIS.

OVERARCHING GOAL

Fostering reintegration of vulnerable children.

TARGET POPULATION

Vulnerable children and youth in detention and local communities.

SPECIFIC OBJECTIVES

Promoting tolerance and acceptance of diversity.

TIMELINE

6 months at least, depending on the specific target population.

ACTIVITIES

The project comprises different activities to include vocational trainings and cultural activities. The target population would be identified through a specific criterion: children not schooled or youth who dropped out of school. Civil society organizations such as NOVACT or UTIL would support the project by providing capacity building trainings on critical thinking and tolerance of diversity. When possible, the staff should try to reintegrate the individual in the school system.

With regard to the children detained in CDCs, participants stressed they would try to get special permission from the Ministry of Justice to allow certain children to participate in cultural activities outside the center. Some of the challenges for implementation refer to the absence of a legal framework, especially when the child leaves the CDC. Participants also stressed the issue of security for staff and the challenges posed by long periods of incarceration that can affect the implementation and success of the project.

PROJECT 4

This project was primarily focused on social reintegration and targets specific youth and children subject to identified push & pull factors and related vulnerabilities (e.g. family disaggregation, marginalization, attractiveness of easy access to financial means).

OVERARCHING GOAL

Reintegrating identified youth and children.

TARGET POPULATION

20 identified children & youth.

SPECIFIC OBJECTIVES

To meet the needs of each child as per the needs assessment

ACTIVITIES

This project will focus on Social and Emotional learning (SEL) and will involve psychologists, social workers and civil society organizations such as CAFA. Participants mentioned it will also entail vocational training and training sessions with institutions.

PROJECT 5

This project will target children released by detention centers and vulnerable children across the community.

OVERARCHING GOAL

Promoting self-awareness and sense of identity, national identity and sense of belonging.

TARGET POPULATION

20 youth and children between the age of 16 and 20.

SPECIFIC OBJECTIVES

Sensitizing on the dangers of violent behaviors.

TIMELINE

1 year.

ACTIVITIES

The project will comprise life skills trainings and will also be based on awareness campaigns in collaboration with all the partners to include civil society organizations.

PROJECT 6

This project is focused on vulnerable children and children in conflict with the law across communities and inside detention centers. The project primarily focuses on preventative approaches.

OVERARCHING GOAL

Building skills & promoting self-awareness.

TARGET POPULATION

Vulnerable youth & children across communities & detained children.

TIMELINE

At least 6 months.

ACTIVITIES

The project will entail several cultural and artistic activities to include social theater and drama. Participants mentioned that it will also comprise workshops on communication techniques and ability to support arguments in partnership with civil society organizations such as CAFA.

Key indicators and Collection Methods: Attendance to the activity and ability to run a play.

As of November 2018, the projects are being finalized in the centers of reference. Hedayah and the CT Commission are committed to supporting the working groups in finalizing the projects through mentorship and technical assistance on project design and identification of resources.

