



# PROVIDING SUPPORT TO CHILDREN AND YOUTH

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

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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 2018 and December 2019.

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## ABOUT HEDAYAH

Hedayah was created in response to the growing desire from GCTF members and the wider international community for the establishment of an independent, neutral and multilateral center devoted to capacity building programs, dialogue and communications, in addition to research and analysis to counter violent extremism in all of its forms and manifestations. As a leader within the CVE community, Hedayah works to enhance understanding and share good practices to effectively build the capacity of CVE actors across the globe to promote tolerance, stability, and security. For more information, visit <https://www.hedayahcenter.org/>.

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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)" conducted under the guidance of the National Counter Terrorism Commission of Tunisia between January 2019 and November 2019. Building on the results of the first cycle of this initiative - conducted during 2018 - this program targeted practitioners working in *Social Defence and Integration Centers (CDIS)* under the Ministry of Social Affairs of Tunisia, the *Child Detention Centers (CDCs)* under the Ministry of Justice of Tunisia and the *Delegate for the Protection of Children* (under the Ministry of Women, Family, Children and Elders of Tunisia). Several lessons learned from 2018 have been integrated into this cycle to ensure improvement and adjustment of the program.

The content of this program was developed through desk research, as well as a needs assessment visit conducted in January 2019. 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 intended to go beyond an increase in knowledge and skills as the program aimed to guide practitioners to apply the knowledge and skills acquired, develop sustainable project ideas that ultimately: 1) Reduce the threat of RLVE for vulnerable youth and children; and 2) Support the rehabilitation and reintegration of youth and children who have been exposed to RLVE. The program cycle included four phases:



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 MM&E framework<sup>2</sup> 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 of key terminology and increased practical skills such as 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 demonstrated by the incremental changes to the average score from 6.22 or 57% on the pre-training survey, to 6.81 or 62% after the training. The analysis of specific answers from the training surveys provides further evidence. The quality of participants' comments and ideas was also increasingly positive, with an enhanced senses of openness and confidence also being observed.

In Phase 2, 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 statistically significant increase in the average score from 10.81 on the pre-training survey, to 12.94 or 86% after the training. Participants also demonstrated increased ability in the use of the tools (e.g. Needs Assessment manual).

Finally, in Phase 3 participants were able to conceptualize relevant project ideas that reflected some of the pedagogies and topics discussed during the program such as Social and Emotional Learning (SEL) and the Theory of Change (ToC). During this phase, participants also had the opportunity to enhance their ability to work collaboratively and strengthen multi-agency cooperation skills.

In terms of projected impact on the ground, during Phase 4 (MM&E and Mentorship Roundtable), the majority (66%) of the interviewed participants indicated they had incorporated specific elements of the program into their daily work (e.g. sessions generated from the Activities' Guidebook) and shared the knowledge with colleagues who could not participate to the program (for participant' list of responses see Annex 3). As per the ToC of the program, concrete impact on the target population (vulnerable and/ or radicalized youth and children) can be presumed as long as the four specific objectives are met:

1 Practitioners increase their knowledge, understanding on CVE and the issue of youth radicalization

2 Practitioners enhance operational capacity to include MM&E and multi-agency work

3 Practitioners increase their practical skills on CVE approaches

4 Practitioners consistently apply the program content on the ground

<sup>2</sup> For more information on Hedayah's MM&E framework, please refer to the Hedayah publication: C. Mattei and S. Zeiger (2018) "Evaluate Your CVE Results: Projecting Your Impact" available at [https://www.hedayahcenter.org/resources/reports\\_and\\_publications/evaluate-your-cve-results-projecting-your-impact/](https://www.hedayahcenter.org/resources/reports_and_publications/evaluate-your-cve-results-projecting-your-impact/)

Given the results of Phases 1-3 and the responses from the survey in Phase 4, the aforementioned conditions were partially met. Semi-structured interviews in Phase 4 captured relevant evidence of projected impact on the ground as participants shared feedback and anecdotes that indicate preliminary good results in their interaction with youth and children. Although there was no indication of consistency, participants' responses showed they partially used the content which produced positive changes with the target population. 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 continue to, and consistently, apply the knowledge and skills acquired during the training, then in the long-term youth and children are likely to increase and/or restore their personal resilience against violent extremism. The final evaluation of the results also emphasizes **recommendations and lessons learned** that could be useful for future iterations of the program. Notably:

Involving the Juvenile Judges and possibly the Ministry of Religious Affairs of Tunisia

Ensuring there is the right balance in terms of length of the training(s) and content shared

Providing more information on recruitment techniques adopted by violent extremist organizations

Providing global or local case studies of "unsuccessful approaches" to ensure that negative practices are not repeated

Ensuring that there are appropriate opportunities for networking across the different organizations

Organizing a Training of the Trainers (ToT) to ensure long term sustainability

Facilitating the identification of additional financial and human resources to ensure autonomous continuation of the activities

Including more case studies and experiences from other countries

Ensuring there is an accurate and precise legal framework on RLVE which practitioners can refer to

While all the recommendations are implementable, some of these concern the structure of key ministries and/or depend on the existence of available resources and funds. Hedayah is committed to leveraging its existing resources to tailor and adapt the Cycle 3 curriculum (2020-2021) where necessary. The following sections of this report will provide a detailed overview of Cycle 2, which was implemented throughout 2019, to include the preliminary development phase (Phase 0), the program implementation (Phase 1-3) and the MMSE and Mentorship process (Phase 4).

# THE NEED FOR INTERVENTION IN TUNISIA

## GENERAL CONTEXT OF VIOLENT EXTREMISM IN TUNISIA

RLVE is a major concern globally and regionally in North Africa. In the aftermath of the Arab Spring, thousands of Tunisians left to join foreign terrorist groups such as the Islamic State of Iraq and Syria (ISIS) or Ansar al-Sharia. The Government of Tunisia estimated that at least 3,000 Tunisians left to join terrorist groups abroad, 600 of which have returned to Tunisia and 800 have been killed while fighting.<sup>3</sup> Women and children born to ISIS fighters that have been unable to return to Tunisia remain stuck in Syrian and Iraqi refugee camps<sup>4</sup>, where youth might be susceptible to recruitment and radicalization. While the Tunisian government has devoted resources and efforts to reintegrating returnees into society, the return of Foreign Terrorists Fighters (FTFs) still remains a global challenge as of today.

In addition to returning FTFs, Tunisia faced a number of domestic terrorist attacks in the wake of national elections. In March 2019, Tunisian security services intercepted 19 poisoned letters whose intended targets were prominent public figures including journalists, politicians, and trade unionists. The Ministry of Interior's investigation found that the letters were coming from a terrorist group but has yet to identify the group or individual responsible.<sup>5</sup> In June 2019, Tunisia experienced a major terrorist incident when two suicide bombers detonated explosives in two areas of Tunis, one near the French Embassy and one at a national-guard base. The attacks killed one police officer and injured eight. ISIS claimed responsibility for both of these attacks.<sup>6</sup> Attacks on police forces and state institutions also occurred in 2020, with one attack against police forces in March 2020 in Tunis, near the US Embassy<sup>7</sup>. The occurrences indicate that violent extremism is still a present threat to the country's stability and national security.

In addition, communities remain extremely susceptible to social vulnerability, which in turn may provide fertile ground to radicalization. Some of the push factors include: 1) poor social and economic conditions, 2) lack of services in rural areas, and; 3) lack of cultural youth activities. Simultaneously, pull factors such as economic opportunities and recruitment propaganda (i.e. sense of belonging) remain compelling to youth.<sup>8</sup>

In this context, young Tunisians have reported feelings of an overwhelming sense of "frustration and disappointment"<sup>9</sup>. During a Tunisian forum hosted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in August 2019, several young participants suggested that the centralization of opportunities in the capital city allowed violent actors to influence young people in marginalized areas by providing food aid, clothing, and work in these areas. Violent extremists also provide a framework for channeling youth frustrations and translating them into violence against the state.<sup>10</sup>

In addition, the 2020's COVID-19 global pandemic has further posed challenges to the socio-economic structures. One concrete effect of the crisis was the rise of financial problems for small and medium enterprises

and companies. As a consequence, Tunisia's 2020 unemployment rate has increased from previous years by 16% and is likely to increase throughout 2021.<sup>11</sup> The pandemic particularly affected an already high youth unemployment rate, which is currently at around 37%.<sup>12</sup>

Finally, terrorist groups have increasingly targeted youth and children in their recruitment tactics. Almost all youth who become radicalized cite similar hateful sentiments and feelings of marginalization in their home country. Violent extremist groups tend to extensively exploit this aspect in their propaganda, urging Tunisians to embrace a new identity and join their cause. This has proved to be an exceptionally convincing argument.<sup>13</sup>

This scenario highlights the importance to further ensure consistent & effective preventive, and reintegration activities for youth and children. In the aftermath of the COVID-19 global pandemic crisis, additional efforts would need to be devoted to ensure that practitioners are safely able to continue their work. At this same time, government and civil society actors should be aware of the potential connection between the effect of the global health crisis and violent extremist propaganda, which is known to channel marginalization and frustration in their communication.

<sup>3</sup> Mokhtar Ben Nasr, the head of the government's National Counterterrorism Commission, recently told lawmakers that 1,000 ISIS 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-mountaincomeback.html#ixzz5hD2hglFz>.

<sup>4</sup> Sudarsan Raghavan, "No Nationality Heeded the Call to Come Fight for ISIS like Tunisians Did. Now They're Stuck.," The Washington Post, May 11, 2019, [https://www.washingtonpost.com/world/no-nationality-heeded-the-call-to-come-fight-for-isis-like-tunisians-did-now-theyre-stuck/2019/05/10/839a942e-5d4a-11e9-98d4-844088d135f2\\_story.html](https://www.washingtonpost.com/world/no-nationality-heeded-the-call-to-come-fight-for-isis-like-tunisians-did-now-theyre-stuck/2019/05/10/839a942e-5d4a-11e9-98d4-844088d135f2_story.html).

<sup>5</sup> Simon Speakman Cordall, "Tunisia's Mysterious Poison Letters Spark Concern of New Terror Tactic," The National, March 6, 2019, <https://www.thenational.ae/world/mena/tunisia-s-mysterious-poison-letters-spark-concern-of-new-terrortactic-1.833787>.

<sup>6</sup> Matthew Herbert, "Terrorism in Tunisia: More than Just Foreign Connections," July 1, 2019, <https://issafrica.org/iss-today/terrorism-in-tunisia-more-than-just-foreign-connections>.

<sup>7</sup> Elian Peltier, 2020, "Suicide Bombers Attack Near U.S. Embassy in Tunisia, the New York Times, <https://www.nytimes.com/2020/03/06/world/europe/us-embassy-tunisia-bomber.html>.

<sup>8</sup> Hilde Deman and Bouraoui Ouni, "Specific Factors of Radicalization and Violent Extremist ...," Search for Common Ground, November 7, 2017, <https://www.sfcg.org/wp-content/uploads/2020/02/Specific-Factors-of-Radicalization-and-Violent-Extremist-Narratives-in-the-Tunisian-Context-Report-on-The-Adventures-of-Daly.pdf>.

<sup>9</sup> Hilde Deman and Bouraoui Ouni, "Specific Factors of Radicalization and Violent Extremist ...," Search for Common Ground, November 7, 2017, <https://www.sfcg.org/wp-content/uploads/2020/02/Specific-Factors-of-Radicalization-and-Violent-Extremist-Narratives-in-the-Tunisian-Context-Report-on-The-Adventures-of-Daly.pdf>.

<sup>10</sup> Georges Fahmi, "Why Democracy Couldn't Prevent Radicalization in Tunisia," Carnegie Europe, October 22, 2019, <https://carnegieeurope.eu/strategieurope/80137>; "Prevention of Violent Extremism: Debates to Mobilize Tunisian Students," August 24, 2019, <https://en.unesco.org/news/prevention-violent-extremism-debates-mobilize-tunisian-students>.

<sup>11</sup> H. Plecher, "Tunisia - Unemployment Rate 1999-2020," Statista, January 16, 2021, <https://www.statista.com/statistics/813115/youth-unemployment-rate-in-tunisia/>.

<sup>12</sup> H. Plecher, "Tunisia: Youth unemployment rate from 1999 to 2020," Statista, January 16, 2021, <https://www.statista.com/statistics/813115/youth-unemployment-rate-in-tunisia/>.

<sup>13</sup> Y. Cherif, "The 3000: Why Are Thousands of Tunisians Flocking to Daesh?," Middle East Centre, September 2015, <https://blogs.lse.ac.uk/mec/2015/09/03/the-3000-why-are-thousands-of-tunisians-flocking-to-daesh/>.

# PHASE 0

## NEEDS ASSESSMENT VISITS - PART 1

In January 2019, Hedayah conducted an initial needs assessment visit to identify potential recipients of the program and their related training needs. The visit included meetings with the Ministry of Justice, Ministry of Social Affairs, Ministry of Religious Affairs and Ministry of Women, Family, Children and Elders. Based on these meetings, as well as additional meetings with relevant Civil Society Organizations (CSOs), local experts and local embassies, Hedayah and the National Counter Terrorism Commission of Tunisia confirmed the *Social Defense and Integration Centers (CDIS)* along with *Child Detention Centers (CDCs)* as appropriate recipients for the second cycle of the program, whilst also avoiding the duplication of efforts and ensuring complementarity with existing initiatives. Based on input from the previous cycle of implementation, the *Delegate for the Protection of Children* was also suggested as a relevant recipient for this cycle. An overview of the recipients is provided below.

### SOCIAL DEFENSE AND INTEGRATION CENTERS (CDIS):

*Social Defense and Integration Centers* (internally referred to as *Centres de Défense et d'Intégration Sociale*) 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 of Tunisia and include a diversity of practitioners such as 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). The centers usually work on a recommendation basis, whereby other institutions refer youth and children to the centers and/or encourage them to participate in the rehabilitation activities.

There are number of reasons that make these centers relevant for CVE purposes:

**CDIS work in their local communities but are also connected to prisons and detention centers hosting violent extremist offenders. In particular, CDIS are legally required to maintain contact with former inmates following their release and engage them in social rehabilitation activities, such as psychological support and vocational trainings. This includes former inmates convicted for violent extremist offences. Participation in the activities is voluntary.**

CDIS have 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 does not necessarily extend 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.

Before Hedayah commenced its program in 2018, CDIS never received a capacity building training on CVE. This circumstance highlights the importance of further support and advancement on this topic. At the end of 2018, the Division of Social Promotion reiterated the need to extend the training to the remaining centers and practitioners in Tunisia.

### CHILD DETENTION CENTERS (CDCs)

There are five Child Detention Centers (internally referred to as *Centres de rééducation des mineurs délinquants*) in Tunisia, including one for female inmates. The centers host “children in conflict with the law” between the ages of 13 and 18 for petty crimes and more serious 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, which include traditional educational activities. Child Detention Centers were included in this program for the following reasons:

Before the start of Hedayah’s first program cycle in 2018, educators and practitioners working in these centers had never received any trainings on countering RLVE or CVE approaches and methodologies, despite their regular engagements with socially vulnerable children and youths convicted of violent extremist offences. In 2018, the Head of the CDCs expressed their interest to continue this effort and further support the centers in their activities.

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

With the territorial loss of ISIS and other violent extremist groups in the region and the release of violent extremists from Syria, an increase in returning children and youth may be expected in the country in the future. For evident terrorism-related offences, minors will likely be convicted and sent to CDCs.

### DELEGATE FOR THE PROTECTION OF CHILDREN

The Delegate for the Protection of Children is a “mechanism of protection” enshrined in several national legislations in Tunisia to include the Tunisian Code for the Protection of Children. This also concerns “children in conflict with the law”, including children convicted of serious offences such as terrorism. The Delegate also signed a convention with the Child Detention Centers in January 2015 that allows them to visit the children

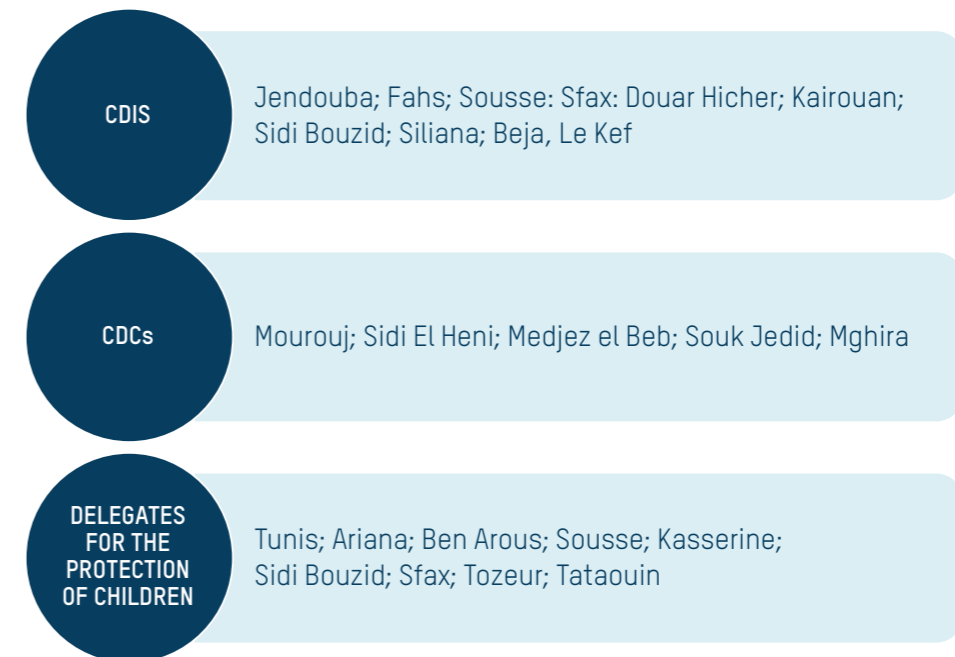
within the centers, including those convicted of terrorism charges. There are eighty offices of the Delegate for the Protection of Children located across governorates. Cooperating closely with the CDCs and the CDIS, the Delegate plays a significant role in screening “vulnerable children” and identifying the appropriate institution for their rehabilitation, as well as in ensuring compliance with human rights within these facilities. Given the important functions and the close ties with the previously mentioned centers, the Delegate for the Protection of Children has been identified as a relevant recipient for this cycle.

### HEDAYAH’S PROGRAM FOR CDCS, CDIS AND THE DELEGATE FOR THE PROTECTION OF CHILDREN

During the visit, the Delegates for the Protection of Children reported that they had worked with three children of FTF returnees and are expecting a further 60 to 70 youths and children to return from the conflict zones in Syria and Libya. CDIS also reported working directly on cases of youth and children affected by RLVE. Additionally, the Ministry of Justice acknowledged a slight increase in the number of youth and children detained for violent extremism related offences since the start of the program’s first cycle, emphasizing that the second cycle is a timely and much needed initiative to further support these centers and agencies with effectively responding to the growing number of cases.

### PROGRAM PARTICIPANTS

For this program, Hedayah and the CT Commission agreed to include select CDIS, CDCs and Delegates for the Protection of Children, for a total of 42 participants. Notably, the following centers were selected:



# PHASE 0

## NEEDS ASSESSMENT VISITS - PART 2

### IDENTIFYING TRAINING NEEDS

In light of the identification of the three beneficiary organizations for the program, discussions followed regarding how to best tailor the program content for the second cycle of implementation. Some of the recommendations stemmed from the previous cycle of implementation, while others were specifically identified during the visit.

Specifically, Ministries suggested that the trainings could be implemented in a narrow timeline to ensure steady learning progress. Accordingly, Hedayah developed an implementation plan, inclusive of trainings which were implemented one to two months apart from one another (February, March and June 2019). Ministries further highlighted that the duration of some of the trainings could be reduced. Following this specific recommendation, the first training (February 2019) was reduced from four days to three days, while ensuring the quality and the coverage of the key topics was maintained. It was suggested that additional emphasis could be placed on “interviewing techniques and needs assessment”, as this was especially relevant for the Delegate for the Protection of Children who manages the screening process in their organization. Following this recommendation, Hedayah developed a specific video toolkit as a resource to better train practitioners in interviewing techniques and how to utilize the appropriate types of questions.

In terms of methodology, in line with Hedayah’s approach and taking lessons learned and identified best practice from the previous cycle, these trainings adopted a participatory approach, combining theoretical sessions with several practical exercises and activities.

# DEVELOPMENT OF HEDAYAH’S CURRICULUM

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

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

Interviewing techniques and Needs Assessment

Social and Emotional Learning (SEL) approaches

Digital and Media Literacy

Safe Spaces for Dialogue

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 (February 2019)

- 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.

**Phase 2:**  
Capacity Building Training – Acquiring practical knowledge, skills and tools (March 2019)

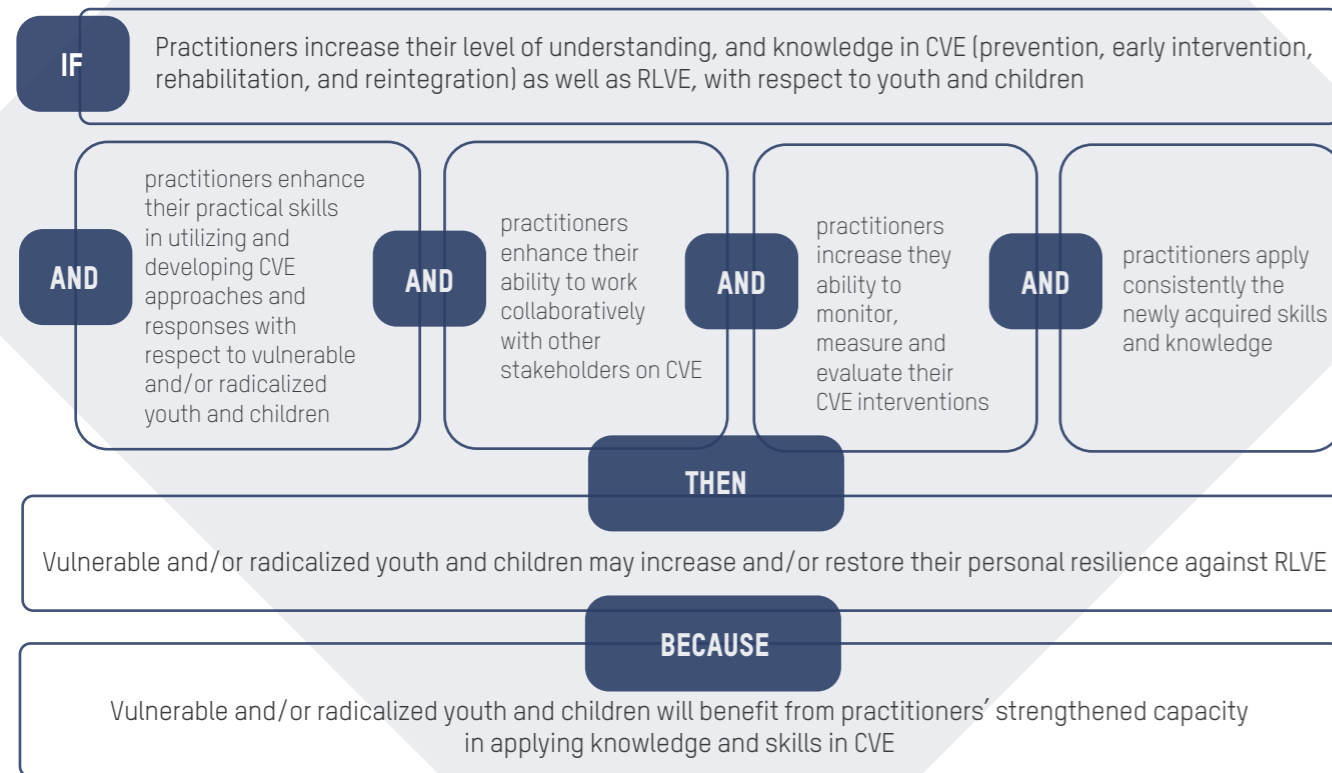
- Individual Needs Assessment: Interviewing Skills (including the provision of a tailored and contextualized manual);
- Practical approaches in CVE: 1) Digital and non-Digital Literacy; 2) Sense of Identity through SEL; 3) Safe Spaces for Dialogue and Methods of Expression - Tolerance towards diversity.

**Phase 3:**  
Capacity Building Training – Enhancing operational capacity to include the enhancement of multi-agency work (June 2019)

- Multi-Agency Work: working in collaboration with other organizations;
- MM&E and Operational Capacity.

**THEORY OF CHANGE**

In line with Hedayah’s MM&E methodology<sup>14</sup>, the aforementioned goals and objectives were identified to ensure sufficient impact 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 due to several externalities outside of Hedayah’s control. 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 ToC:



<sup>14</sup> Cristina Mattei, Sara Zeiger, “Evaluate your CVE Results: Projecting your Impact”, Hedayah, 2018, <http://www.hedayahcenter.org/Admin/Content/File-16720189339.pdf>.

# HEDAYAH’S CURRICULUM:

## KEY PILLARS

As mentioned, the core content of the modules was designed in 2018 in alignment with the ToC, initial training requests and findings of the needs assessment visits in 2018 and 2019. In particular, four key pillars were judged as most-relevant for CDIS, CDCs and the Delegate for the Protection of Children:



While the first three pedagogies were embedded in a context-specific Activities’ Guidebook developed in coordination with Tunisian experts, the fourth pillar was the object of a separate tailored manual developed for practitioners and enhanced ahead of the implementation of this cycle. An overview of these approaches and their importance for the recipients is provided below.

**INTERVIEWING TECHNIQUES AND NEEDS ASSESSMENT**

Hedayah included a comprehensive session on strategies and techniques to capture information and develop suitable interventions. Several practices were tailored following the feedback from participants in Cycle 1. In terms of practical tools, Hedayah also developed a basic manual on Individual Needs Assessments (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 is opposed to the previous cycle of implementation, the content was also embedded in a video toolkit that was utilized to help participants identify the most appropriate types of questions for interviewing. This approach complies with Hedayah’s *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.

## **SOCIAL AND EMOTIONAL LEARNING (SEL) APPROACHES**

Social and Emotional Learning (SEL) is defined as “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”<sup>15</sup>.

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 previously 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 highlight that this factor is not necessarily linked directly to RLVE. However, it may increase an individual’s social vulnerabilities and potential anti-social behaviors. The relevance of working on “identity” was also confirmed during the on-site visit to CDIS in Cycle 1 and remained a key pillar for this cycle.

## **DIGITAL AND MEDIA LITERACY**

Digital and Media 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 train individuals on how to analyze and assess information and sources (online or offline) before making a decision or forming an opinion. Digital and Media Literacy activities were also being implemented in some of the centers, in particular, Hedayah drew upon 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 approach and aimed to mitigate youth and children’s vulnerability to recruitment into violent extremism.

## **SAFE SPACES FOR DIALOGUE**

Hedayah’s “Safe Space for Dialogue” 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 topic 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, as outlined in previous paragraphs.

<sup>15</sup> “What is SEL”, CASEL, 2020, <https://casel.org/what-is-sel/>.

# PHASE 1

## LAYING DOWN THE THEORETICAL FOUNDATIONS

The following sections summarize the content of the program’s three implementation phases. While the participants for phases 1 and 2 included practitioners from CDIS, CDCs and the Delegate for the Protection of Children (hereinafter referred to as “practitioners” or “participants”), Phase 3 also involved additional stakeholders (hereinafter referred to as “CVE stakeholders”) such as CSOs and key Ministries.

On 26-28 February 2019, 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 various kinds of violent extremism (Session 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 utilized by different types of violent extremism.

The second session, “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 first define the key terms within their own context and language. 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, whilst also contextualizing them.

In Session 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)<sup>16</sup>. Furthermore, participants were introduced to Hedayah’s framework on the drivers of radicalization leading to violent extremism. This framework separates macro-level factors from individual level factors, distinguishing between push and pull factors and individual vulnerabilities and individual incentives. Participants were then invited to identify potential push and pull factors in the context of Tunisia. The following summarizes the results of this group work:

<sup>16</sup> C. Mattei, 2019, “The CVE Cycle: An Individual Trajectory”, available at <https://www.hedayahcenter.org/hedayah/wp-content/uploads/2019/11/File-171201910950.pdf>.

<b>PUSH FACTORS</b> <b>STRUCTURAL CONDITIONS WITHIN SOCIETY</b>	<b>PULL FACTORS</b> <b>MACRO-LEVEL NARRATIVES OFFERED BY VIOLENT EXTREMIST GROUPS</b>
<ul style="list-style-type: none"> <li>• Lack of education or appropriate education;</li> <li>• Dropping out of school/ not completing education;</li> <li>• Ideological conflict within society;</li> <li>• High rate of unemployment;</li> <li>• General lack of social justice;</li> <li>• Unequal opportunities;</li> <li>• Early exposure to many forms of social injustice;</li> <li>• Absence of alternative ways to express grievances;</li> <li>• Lack of extracurricular activities and social interaction with other youth through sport, art, games etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Promises of financial and personal stability</li> <li>• Feeling of belonging;</li> <li>• Religious narratives promoting the “Caliphate idea”, amongst others;</li> <li>• Promises of a better life;</li> <li>• Alternative to traditional “state” structures.</li> </ul>

<b>INDIVIDUAL VULNERABILITIES</b>	<b>INDIVIDUAL INCENTIVES TO JOIN VIOLENT EXTREMIST GROUPS</b>
<ul style="list-style-type: none"> <li>• Family problems;</li> <li>• Personal marginalization;</li> <li>• Individuals’ prolonged unemployment;</li> <li>• Psychological problems due to lack of parental supervision;</li> <li>• Absence of affection.</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological wellness;</li> <li>• Personal feeling of significance;</li> <li>• Expectation for stability, marriage and social position;</li> <li>• Sense of gratification from religious ideals;</li> <li>• Expectation for a better life.</li> </ul>

In Session 4, “Recruitment Techniques”, participants were exposed to the possible recruitment methods and approaches that may be used by violent extremist groups. Additionally, an interactive role-play exercise helped practitioners practice possible counter approaches. The aim was to showcase critical thought-process techniques. The activity was inspired by the data captured by the CDIS of Mellasine during Hedayah’s visit in Cycle 1.

In Session 5, “Situational Assessment and Vulnerability”, participants were introduced to potential indicators of individual vulnerable behaviors, 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 a fundamental tool in developing responses for individual cases.

Session 6 focused on “Online Radicalization”. This session began with a publicly available video created by *Digitaldisrupt* (“Vampire Conspiracy”). The objective was to highlight the existence of techniques that can be adopted to create false and persuasive propaganda, news and various pieces of media content. 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 Session 7, “Building Trust with the Target Population”, participants had the opportunity to provide their own perspectives based on guiding questions. Their feedback included:

- Existing relations between the individual and a family member can help practitioners build trust with the individual, while also finding allies and key changers.
- It is important for practitioners to be mindful of the difficulties that the individual went through and to show acceptance toward his/her point of view, establishing a relationship and building the foundations of trust and confidence. Active listening and patience are key to fostering reassurance and eventually building trust.
- Individuals may show resistance if practitioners stand as ideological opponents.
- It is crucial to adapt techniques and practices to different age groups.

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

- Family members are key allies in the reintegration process and should therefore be allowed to visit children in CDIS while establishing contact with social workers from these centers.
- Families can act as a trustworthy point of contact between the practitioner and both vulnerable and non-vulnerable youth and children.
- Practitioners should tailor their interventions and individual response based on identified vulnerabilities within the family unit (e.g. reported cases of domestic abuses, divorces, reconstituted families etc.)
- While being allies, practitioners should closely examine potential previous cases of RLVE within the family and identify vulnerable individuals before establishing contact.

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, practitioners may be in the position to identify possible vulnerability to deviant or anti-social behaviors, including RLVE. This exercise was crucial as it allowed participants to reflect upon signs of individual vulnerability, drivers and potential RLVE, whilst also carefully avoiding automatism.

### **CONCLUSION OF PHASE 1**

Hedayah adopted a participant-led approach to conduct the training. As such, participants were able to freely express their own opinions on the topics presented which allowed for in-depth learning. The extensive participation of the heads of Ministries, who also oversaw the previous cycle of implementation, implied the ministries had taken ownership of the content and were more active and vocal in disseminating information during the second cycle.

### 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:

Participants were eager to be introduced to more comprehensive measurement mechanisms for effectively assessing the impact of their interventions with vulnerable children.

Participants demonstrated an interest in being introduced to more case studies drawn from the Tunisian context, along with more practical examples of techniques that can be used to build trust with vulnerable youth and their families.

Some participants suggested that members of other ministries (e.g. Ministry of Women, Family, Children and Elders; Ministry of religious affairs) should attend the training in order to strengthen interagency coordination and foster greater knowledge and experience sharing among them.

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

# PHASE 2

## ACQUIRING PRACTICAL KNOWLEDGE, SKILLS AND TOOLS

Between the 25th and the 28th of March 2019, Hedayah and the CT Commission implemented Phase 2 of the program. As anticipated, this training targeted the same group of practitioners who attended Phase 1 (February 2019). Within this phase, Hedayah drew upon the positive outcomes of the previous training and focused on providing additional mentorship on indicators of vulnerability, needs assessments and practical approaches for 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:

Revise key concepts of RLVE and CVE.

Practice the Needs Assessment Manual's approach through interactive sessions with professional actors and a psychologist specialized in assessments.

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

### OVERVIEW OF PHASE 2

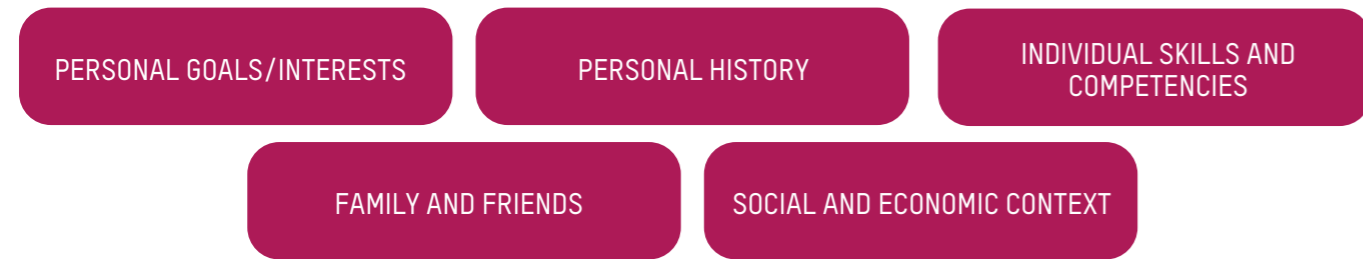
The training started with a summary of the CVE-Cycle<sup>17</sup>, which is defined as a trajectory that leads an individual from his/her original condition to a desired condition (i.e. a situation where existing push and pull factors are no longer influential). Session 1 and 2 provided the theoretical foundation for the upcoming sessions, and revised concepts such as push & pull factors, and "individual signs of vulnerability". This session also provided a theoretical and practical framework for individual case-management, which was then further expanded upon in Session 3: "Needs and Risks Assessments". In this specific session, an international subject matter expert and a local expert presented the different existing models for risk and needs assessments including *VERA*, *HCR- 20* and *SAVRY*, among others. This session highlighted 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 presented and distributed to each participant. Ahead of the presentation of the manual, Hedayah undertook their due diligence process when adapting it based on the feedback received

<sup>17</sup> Ibid.

from participants attending the first cycle of implementation. For example, the reference to the “mirroring” technique was deleted as the approach was considered inappropriate for the Tunisian context. 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 deemed as more appropriate for the specific context and in alignment with the *Do No Harm* principle.

During Session 5 and 6, participants had the opportunity to practice their newly acquired knowledge by interacting with professional actors in role-play 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 regard to the following areas:



The aim of this exercise was to enhance participants’ abilities to capture information in a systematic manner. Participants were able to test their skills in using appropriate questions when interviewing the characters in the role plays. Hedayah interjected when needed to note when some of the questions could be counter-productive or misleading. This active interaction approach facilitated the learning process and helped participants progress throughout the exercise while improving their line of questioning and interaction.

In the following session, participants were provided with an activities’ guidebook, inclusive of suggested and contextually relevant activities for 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. For example, a specific activity on “peer pressure” was implemented, where participants were asked to take a stance on specific statements read by the facilitator. This exercise aided in demonstrating that individuals may take decisions that do not reflect their own thinking when placed under social pressure.

During Session 8, participants also had the opportunity to ask questions to Mr. Hakan Jarva, a subject matter expert who defected from an extremist group and voluntarily started his journey to reintegrate into society. Participants found the expertise and presentation of Mr. Jarva to be highly beneficial, useful and insightful. For example, participants asked Mr. Jarva the following questions:

**Participant:** “Can you describe what followed your disengagement from the violent extremist group? Did you manage to get back to school?”

**Hakan:** “After defecting, I felt a vacuum. I believe that this vacuum may sometimes lead people to join extremist groups. The thing that really made me reintegrate into society was that I fell in love with a woman who supported me and encouraged me to go back to school and become a psychologist. She made me feel that it is worth it for me to be part of society again.”

**Participant:** “Do you still have friends who are members of the group? Have you tried to help them?”

**Hakan:** “No. I have never tried to help them simply because they will not accept it. They have chosen to stay. I may be able, and I want, to help people who actually agree to be helped, not the ones who chose to stay in the group.”

This session was particularly helpful as it highlighted the intrinsic motivation for disengagement. Notably, “family and affection” can play a significant role in separating an individual from the anti-social group. In addition to Mr. Hakan Jarva’s section, Hedayah also briefly introduced the “How to Guide for Counter-Narratives” publication that Hedayah developed for the Middle-East North Africa<sup>18</sup>. This section was helpful as it provided a specific and contextualized resource that could be freely used by practitioners when there is a need to disseminate counter messages against local violent extremist groups.

#### CONCLUSION OF PHASE 2

Phase 2 was focused on fostering ownership of the content and enhancing practical skills on CVE. Similarly to Cycle 1, role-play activities were utilized to provide accurate depictions of and applications of the various needs assessment processes. Phase 2 was also critical in fostering concrete approaches that could be easily replicated in Tunisia. In particular, the three main thematic areas, SEL approaches, Digital and Media Literacy and Safe Spaces for Dialogue, were incorporated in the activities’ guidebook and disseminated throughout the training. Participants also had the opportunity to interact with a former extremist and enquire about the actual disengagement process and what drove his reintegration into mainstream society. This session, which was included to address specific comments made during previous program cycles, was particularly successful as participants were able to explore first-hand experiences of disengagement, rehabilitation and reintegration.

#### LESSONS LEARNT FROM PHASE 2

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

- The curriculum could further emphasize the importance of building partnerships between practitioners from CDIS, CDCs and the Delegate for the Protection of Children.
- The manual could mention that ministries and practitioners have their own frameworks and specificities.
- The training should include more information on “prevention” and provide more specific examples from the Tunisian context
- In order for participants to learn from the negative as well as positive approaches that have been previously adopted the curriculum should include examples of failed experiences

<sup>18</sup> L. Elsayed, T. Faris and S. Zeiger, “Undermining Violent Extremist Narratives In The Middle East and North Africa A How-To Guide”, Hedayah, 2019, <https://hedayah-wp-offload.s3.eu-central-1.amazonaws.com/hedayah/wp-content/uploads/2019/11/17114835/File-18122018114055.pdf>.

# PHASE 3

## ENHANCING OPERATIONAL CAPACITY TO INCLUDE MULTIAGENCY WORK

Hedayah and the CT Commission implemented Phase 3 of the program between June 17th and 21st, 2019. This was the last workshop dedicated to the same group of participants. After providing theoretical knowledge (Phase 1) and practicing acquired skills and abilities (Phase 2), Phase 3 was devoted to increasing operational capacity and interagency collaboration. A total of 42 participants from CDIS, CDCs and the Delegate for the Protection of Children took part in the training. Select representatives from various local CSOs, and the relevant ministries & agencies (hereinafter referred to as “CVE stakeholders”) also took part in the event, in order to support and enhance interagency and multi-stakeholder coordination and collaboration in CVE activities. The participating CSOs were identified by the CDIS, CDCs and the Delegate for the protection of Children, in an effort to ensure potential follow-up and sustainability of their collaboration over the long-run. This approach followed the lessons learned from the previous cycle of implementation, where recipients requested to collaborate with civil society organizations located in their governorates.

### OVERVIEW OF PHASE 3

The first two days of the workshop were devoted to briefing the invited CVE stakeholders, with the core recipients joining the training on Day 3. CVE stakeholders were invited to reflect on the following questions:

What are your CVE activities and projects in Tunisia?

Do you focus on youth radicalization?

What activities and tools are best placed to counter youth radicalization?

What are the main drivers of youth radicalization?

Are you working/ have you worked with CDIS, CDCs or the Delegate for the Protection of Children?

What service or support can you offer to these three organizations?

What service and support can they offer to you?

These guiding questions aided in shaping the discussions that would take place throughout the workshop, in particular for Day 3 (plenary session) where the concept of multiagency work was revised. As previously mentioned, this concept was identified as particularly relevant to the Tunisian context due to the variety of initiatives and stakeholders working with youth and children. The topic was therefore crucial to sensitize participants on the need to complement each other and *provide to* and/or *request help from* the other partners involved in the field. To facilitate this idea in practice, participants from CDIS, the Delegate for the Protection of Children and CDCs joined the plenary session and worked with the CVE stakeholders to develop a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the multiagency approach. The SWOT analysis 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, CDIS, municipalities?)

What are the risks or challenges when working with others?

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

In the last session, Hedayah presented its own MM&E framework: *Evaluate your CVE Results: Projecting your Impact*<sup>19</sup>, which introduced the importance of a ToC and a log-frame for projects on CVE. Participants were presented with a case study: *Ali’s Story*, which introduced the essentials of project design and MM&E. To facilitate in-depth learning, practitioners were divided into groups and asked to develop project ideas that reflected multiagency work and the topics presented throughout the program. The groups were intentionally created to ensure a diverse mix in terms of representation and included all the CVE stakeholders (i.e. CSOs and key ministries) which were tasked with tailoring the previously developed project ideas on the basis of the following log frame (Fig 4):

IDENTIFICATION OF THE PROBLEM AND THE TARGET POPULATION (YOUTH AND CHILDREN)				
DEVELOPING A RESPONSE				
1. Goals	2. Activities	3. Specific Objectives	4. Stakeholders	5. Timelines
Key indicators for the goals for each objectives				
Collection Methods: Capturing the indicators				
Results: Outcomes				

FIGURE 4 | Log frame for a project.

<sup>19</sup> C. Mattei, S. Zeiger, “Evaluate your CVE Results: Projecting your Impact”, 2018, Hedayah, <http://www.hedayahcenter.org/Admin/Content/File-16720189339.pdf>.

While the log-frame provided a useful structure for the working groups, not all of the draft projects covered every element included in the template. For example, some projects did not elaborate on the “Collection Methods” to capture the specific indicators. However, participants were able to integrate significant elements of the log-frame, which showed a progressive learning process. This result was particularly significant as the targeted practitioners initially had limited knowledge of project designing. For a full overview of the project ideas, please refer to Annex 2.

### CONCLUSION OF PHASE 3

In Phase 3, practitioners were able to strengthen their interaction with key ministries and CSOs. This provided an opportunity to foster in practice the concept of multiagency work and to assess the corresponding challenges and opportunities. Notably, in the SWOT analysis (Annex 1) participants were able to recognize their own challenges and opportunities. Participants were also asked to develop their own project ideas in coordination with key stakeholders; the result of this process showcased a good initial understanding of MM&E concepts and project design.

### LESSONS LEARNED FROM PHASE 3

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

Participants highlighted the lack of practical knowledge regarding MM&E and related operational techniques.

Interagency coordination should be fostered and strengthened between CDIS, CDCs and the Delegate for the Protection of Children to allow for more standardized procedures, as well as the sharing of information and good practices.

# MONITORING MEASUREMENT & EVALUATION (MM&E)

## OF PHASE 1, 2,3

Hedayah utilized its MM&E framework to monitor progress (outputs and outcomes) and assess the results of the initiative (projected impact) in alignment with the ToC. This program aimed to achieve three specific Goals:

**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:

Interviewing Techniques and Needs Assessment

Social and Emotional Learning (SEL) approaches

Digital and Media Literacy

Safe Spaces for Dialogue

**3** Increased participants’ operational capacity in developing, implementing, measuring and evaluating CVE interventions

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

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

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

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

Number of participants who showed consistent implementation of CVE content in their work after the program: quality of implementation and number of practitioners who implemented the approaches (Goal 3).

While the first three indicators referred to the capacity building workshops (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 used to capture the indicators was a survey distributed before and after each workshop. Semi-structured interviews, conducted during Phase 4, were also used to gain evidence of any potential implementation of the program approaches on the ground.

The survey for the workshop consisted of both *true-and-false* and *open-ended questions*. These questions matched the learning points contained within 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 partially completed a survey, the unanswered questions were labelled as incorrect.

The *open-ended* questions were useful to capture participants' understanding, increase in knowledge, and changed perceptions to a deeper extent. Thematic coding was used to analyze the participants' understanding of CVE terminologies and key concepts, comparing participants' language with the definitions provided by Hedayah. To do this, Hedayah analyzed each entry and broke down the answers into recurring themes in both the pre- and post-workshop surveys. Color-coding was adopted to reflect each component of participants' responses that related to Hedayah's definitions. Finally, "Professional Judgement" was also adopted to monitor participants' progressive learning and the application of practical skills when developing project ideas.

#### LIMITATION OF THE OVERALL PROCESS

The first limitation of the program and MM&E process in particular was the language barrier. As participants wrote their responses in Arabic language, Hedayah used due diligence in translating specific meanings and capturing relevant changes. However, this is an important limitation to take into account. Some of the questions - especially the *true-and-false* ones - represented a challenge because of potential misinterpretations. Further challenges arose when participants did not agree with some of the proposed content and held different opinions. Hedayah drew upon the lessons learned from the previous cycle to mitigate this occurrence.

#### 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 previous cycle of implementation (2018), needs assessment visit and 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.

#### TRUE-AND-FALSE QUESTIONS: ANALYSIS

Participants received a set of true and false questions, before and after the training. The questions remained the same across both surveys in order to measure the change in knowledge and understanding. After the training, each of the participants' responses were scored.

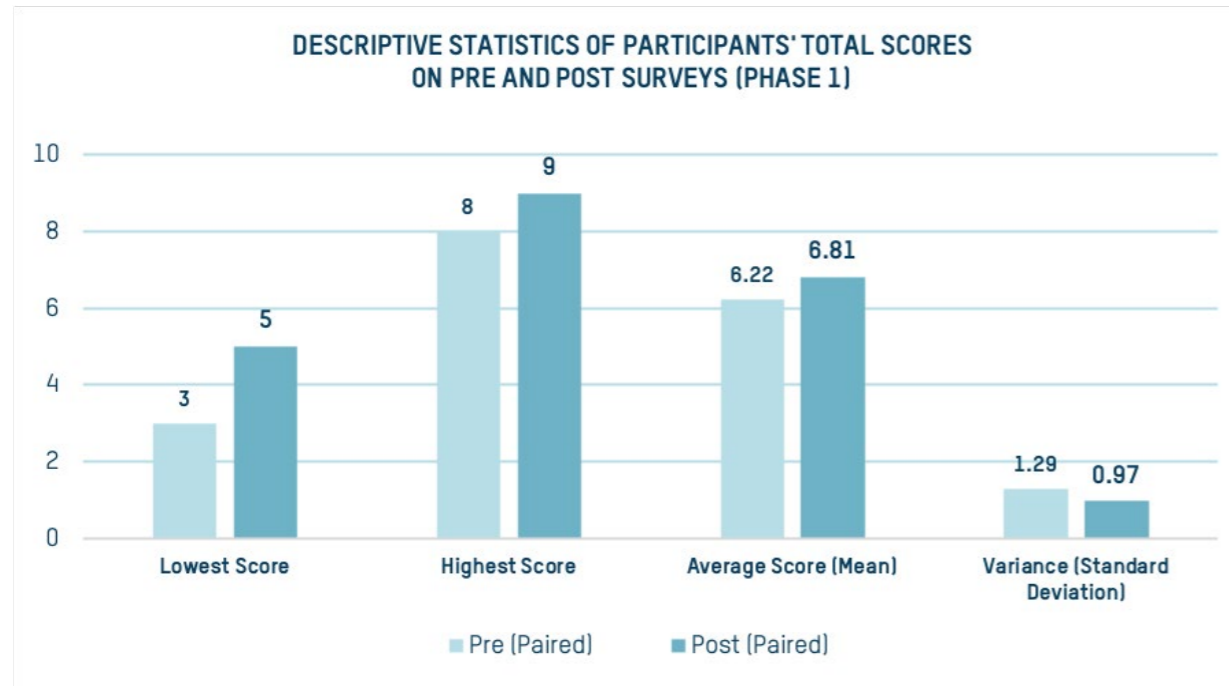
A correct answer to a question was scored as +1, while an incorrect response was scored as +/- 0. Based on the combination of scores for each question, a total score was produced for each of the participants' pre- and post-training surveys. For evaluation purposes, descriptive statistics were conducted to provide a preliminary analysis and highlight the change in results. Additionally, a Shapiro-Wilk Test was employed to determine if the data is normally distributed between the participants' total scores on the pre- and post-training surveys.

If normally distributed, a Paired T-Test was conducted to assess the statistical significance of the difference between the participants' total scores on the pre- and post-training surveys. If not normally distributed, a Wilcoxon Signed Rank Test was conducted as an alternative to the Paired T-Test.

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)	32	3	8	6.22	1.29
Post (Paired)	32	5	9	6.81	0.97

**FIGURE 2 |** Descriptive statistics of the participants' scores (out of 11 questions), for those participants who completed both the pre- and post- training surveys during Phase 1 (32 respondents).



**FIGURE 3 |** Graphical representation of the descriptive statistics of the participants' total scores (out of 11 questions), for those participants who completed both the pre- and post- training surveys during Phase 1 (32 respondents).

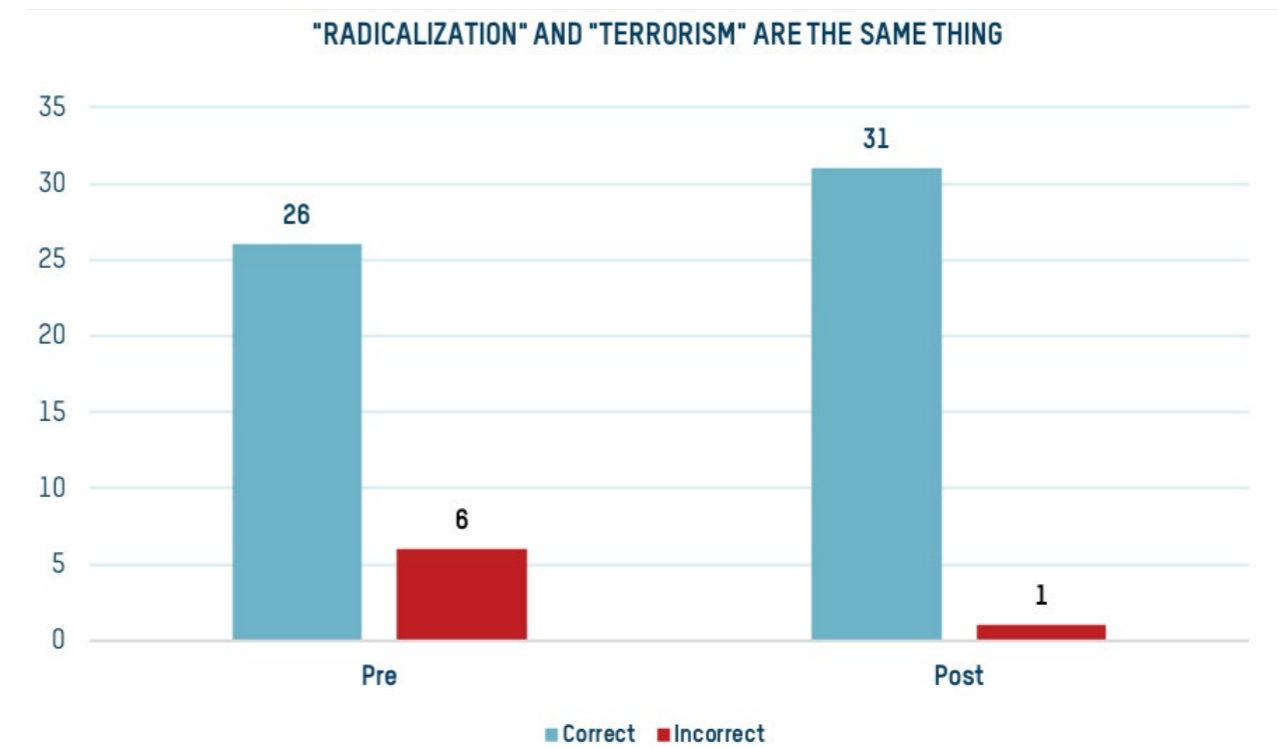
The above descriptive statistics highlight a slight increase in the average (mean) score from 6.22 out of 11 (57%) during the pre-training survey to 6.81 (62%) after the training. Although the Shapiro-Wilk Test result ( $W=0.923834$ ,  $p=0.000721447$ ) highlighted that this data is not normally distributed, the Wilcoxon Signed Rank Test result ( $Z=-2.283056$ ,  $p=0.0224271$ ) found the difference between the participants' total scores on the pre- and post-training surveys large enough to be statistically significant, based on the selected level of significance ( $\alpha=0.05$ ). Therefore, it can be said with reasonable certainty that the training increased participants' knowledge and understanding of the learning points.

Overall, the descriptive statistics showed other positive signs of improvement. Firstly, there was an increase in the lowest score recorded on the post-training survey (5 out of 11, or 47%) when compared to the pre-training survey (3 out of 11, or 27%). Additionally, the number of participants who scored 75% or higher increased from 5 on the pre-training survey to 8 on the post-training survey. Finally, the post-training results had a smaller standard deviation result (0.97) compared to the pre-training survey (1.29).

The standard deviation represents the similarity/diversity of the participants' scores. A large standard deviation means that the participants' scores varied greatly from the average (mean) score, while a small standard deviation shows that the scores were closer to that of the average (mean) score. A smaller standard deviation, as was the case here, highlights a greater similarity of the participants' knowledge and understanding.

The descriptive statistics therefore show that the average score increased and that the participants gained a greater similarity of their knowledge and understanding of the learning points within the workshop's curriculum, which is highly beneficial for a collaborative and cooperative approach.

In addition, the analysis covered specific questions and their results are provided below as specific examples of increased knowledge:

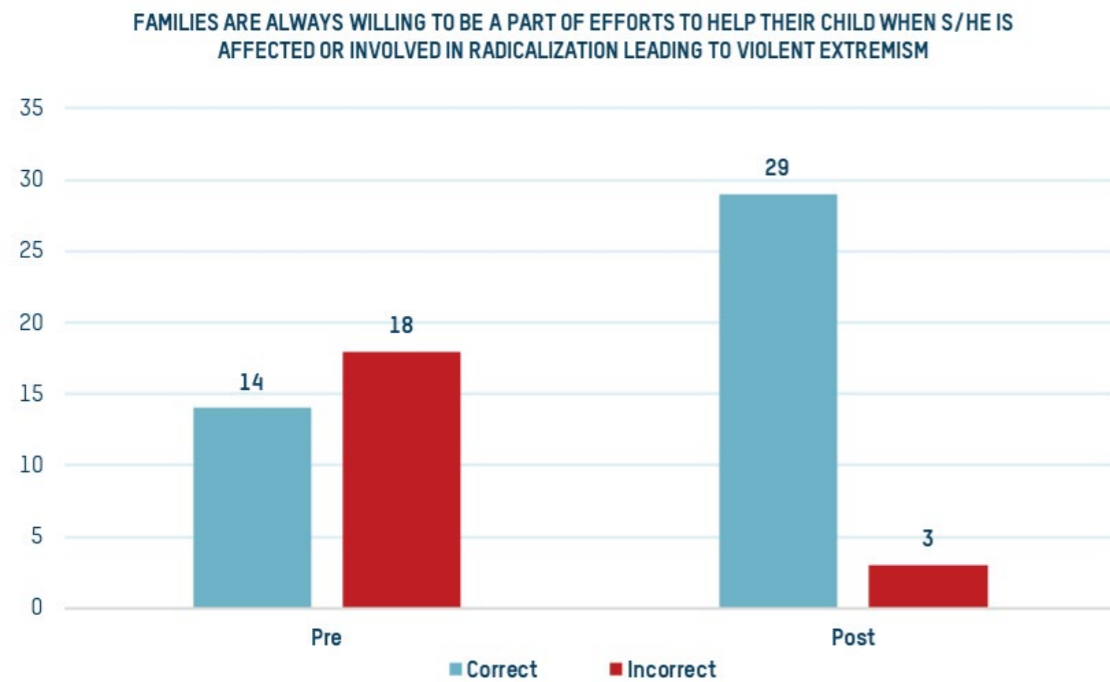


**FIGURE 4 |** Number of correct (false) and incorrect (true) responses by participants who took both the pre- and post- training surveys (32 paired responses).

The correct answer to 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. Defining RLVE as a process and openly discussing its stages was important during the training as it clarified that the two concepts ("terrorism" and "radicalization") are not necessarily the same thing.

#### OUTPUT (FIGURE 4)

The increase in correct answers by participants (from 26 correct responses to 31 correct responses out of 32 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 5 |** Number of correct (false) and incorrect (true) responses by participants who took both the pre and post- training surveys (32 paired responses).

The correct answer is false. Throughout 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. This learning was important as it clarified that practitioners should initiate their work by avoiding biases and judgement when interacting with a family.

**OUTPUT (FIGURE 5)**

The results of this particular question show a substantial change in the number of correct/incorrect answers provided by practitioners between the pre and post-training surveys, therefore representing a change in the group’s knowledge and understanding. Before the workshop, 56% of the participants answered the question incorrectly, whilst after the workshop this rate dropped to 9%. 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.

**MM&E PHASE 1: SUMMARY OF OUTPUTS**

The analysis of results confirmed that most participants increased their knowledge from the pre-workshop survey to the post-workshop survey. The descriptive statistics graph highlighted that there was an improvement on the lowest score from the pre-workshop survey to the post-workshop survey and that there was greater similarity in participants’ answers after the training.

**MM&E FOR PHASE 1: ANALYSIS OF THE QUALITATIVE INDICATORS (OUTCOMES INDICATORS)**

In addition to true and false questions, Hedayah assessed the participants’ knowledge with *open-ended* questions. Questions 12 (a)-(e), assessed the participants’ knowledge on CVE terminology by asking them to define five different key terminologies (“extremism”, “violent extremism”, “terrorism”, “online radicalization” and “RLVE”). Question 13 assessed the participants’ knowledge on “Why youth and children are often considered to be “easy targets” for recruiters of violent extremist groups”. Thematic coding was used to analyze the participants’ understanding of CVE terminologies and key concepts, comparing the results to the concepts provided by Hedayah during the training. To do this, Hedayah analyzed each entry and broke down the answers into recurring themes in both the pre- and post-workshop surveys. Since some participants used more than one recurring theme in their answers, the analysis focuses on the number of times the themes appear in participants’ answers and therefore does not equate to the total number of participants for the workshop as such. In the chart that displays the results, the recurring themes are also color-coded against themes outlined in the definitions given by Hedayah during the training as a point of comparison. Taking the above into consideration, the captured themes were noted in the charts in the analysis to follow as X+N, where X is the “number of time a theme appears” and N is the number representing the “additional number of times a theme appears with no previous comparison.” These numbers are indicated in the charts separately to ensure there is no bias in comparing the pre-workshop and post-workshop results. In the charts, there are also several answers that are not connected to any recurring themes and they were therefore noted as “no themed response”. For example, in the table below, “Process of accepting violence to reach an extremist goal (15+2)” in the post-workshop survey results of Question 12 (d) means that this theme appeared 17 times in the participants’ answer. However, two of those answers (+2) were from participants who had not answered the pre-workshop survey. In Q12 (b), the theme that describes violent extremism as “Meeting one’s goal through violent means” appeared 28 times and it is indicated as (26+2) because two of those times that the theme appeared (+2) refer to answers given by participants who did not answer the pre-workshop survey.

**FIGURE 6 |** Summary of the responses based on the coded methodology described below.

PRE-WORKSHOP SURVEY: RECURRING THEMES	POST-WORKSHOP SURVEY: RECURRING THEMES	DEFINITIONS SET BY HEDAYAH
<b>Q12 (a): Define “Extremism”</b>		
<p>An action that goes beyond what is considered normal in society (11)                      Submit to a belief (12)                      Not accepting to coexist with others (8)                      No themed response (1)                      Participant(s) who did not answer the question (0)</p>	<p>An action that goes beyond what is considered normal in society (12)                      Submit to a belief (17)                      It can be positive or negative (1)                      Meeting one’s goal through violence (1)                      No themed response (1)                      Participant(s) who did not answer the question (0)</p>	<p>Literally, “extremism” means the “belief in and support for ideas that are very far from what most people consider correct or reasonable”.</p> <p>“Extremism” thus refers to attitudes or behaviors that are deemed outside the norm.</p>

Q12 (b): Define “Violent Extremism”		
<p>Meeting one’s goal through violent means (19)</p> <p>Showing dodged determination not to change position (3)</p> <p>Excluding others through the use of force (2)</p> <p>No themed response (5)</p> <p>Participant(s) who did not answer the question (3)</p>	<p>Meeting one’s goal through violent means (26 +2)</p> <p>Showing dodged determination not to change position (2)</p> <p>Can be political, religious or cultural (0+1)</p> <p>No themed response (1)</p> <p>Participant(s) who did not answer the question (0)</p>	<p>There is no internationally agreed-upon definition of violent extremism. The most common understanding of the term – which is applied in this Guide – is that it <b>refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and sectarian violence.</b> Typically, “violent extremism” also identifies an enemy, or enemies, who are the object of hatred and violence. The conceptual core of violent extremism is that it is an ideologically motivated resort to the use of violence, commonly based on conspiracy theories.</p>
Q12 (c): Define “Terrorism”		
<p>An act/use of violence that causes panic/fear/ destruction/death (10)</p> <p>Creates disturbance in society (10)</p> <p>Using harmful means to advance one’s ideology (7)</p> <p>Is a criminal act (2)</p> <p>No themed response (3)</p> <p>Participant(s) who did not answer the question (0)</p>	<p>An act/use of violence that causes panic/fear/ destruction/death (15)</p> <p>Creates disturbance in society (5)</p> <p>Is a criminal act (9)</p> <p>Using harmful means to advance one’s ideology (3)</p> <p>No themed response (0)</p> <p>Participant(s) who did not answer the question (0)</p>	<p>Terrorism: <b>Criminal acts</b>, including against civilians, committed <b>with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population</b> or compel a government or an international organization to do or to abstain from doing any act (United Nations Security Council Resolution 1566, 2004)</p>
Q12 (d): Define “RLVE”		
<p>Process of accepting violence to reach an extremist goal (15)</p> <p>Enforcing one’s idea upon someone else through the use of violence (5)</p> <p>No themed response (8)</p> <p>Participant(s) who did not answer the question (4)</p>	<p>Process of using violence to reach to reach an extremist goal (15+2)</p> <p>Enforcing one’s idea upon someone else through the use of violence (6+1)</p> <p>What happens before the violence (5)</p> <p>No themed response (2)</p> <p>Participant(s) who did not answer the question (1)</p>	<p>A process by which <b>a person to an increasing extent accepts the use of undemocratic or violent means, including terrorism, in an attempt to reach a specific political/ideological objective</b></p>

Q12 (e): Define “Online Radicalization”		
<p>Process by which an individual is introduced to an extremist ideology through online media (13)</p> <p>Visiting websites that promote the use of harmful means to justify an extremist ideology (6)</p> <p>Recruiting violent extremist online (5)</p> <p>Addiction to the Internet (2)</p> <p>No themed response (2)</p> <p>Participant(s) who did not answer the question (4)</p>	<p>Process by which an individual is introduced to an extremist ideology through online media (19+2)</p> <p>Visiting websites that promote the use of harmful means to justify an extremist ideology (7+2)</p> <p>Recruiting violent extremist online (1)</p> <p>No themed response (1)</p> <p>Participant(s) who did not answer the question (0)</p>	<p>Online radicalization to violent extremism is the <b>process by which an individual is introduced to an ideological message and belief system that encourages movement from mainstream beliefs toward extreme views, primarily exploiting the fast-paced and dynamic characteristics of online media</b>, including social networks such as Facebook, Twitter, and Youtube. A result of radical interpretations of mainstream religious and political doctrines, <b>these extreme views tend to justify, promote, incite, or support violence to achieve any number of social, religious, or political changes.”</b></p>
Q13: “Why are youth and children often considered to be “easy targets” for recruiters of violent extremist groups?”		
<p>Youth and children are vulnerable individuals that are easy to influence due to a lack of personal identity (9) and sense of belonging (7)</p> <p>Frustration from unemployment and social marginalization (2)</p> <p>Many youth and children are in search for empathy and social recognition (2)</p> <p>No themed response (8)</p> <p>Participant(s) who did not answer the question (4)</p>	<p>Youth and children are vulnerable individuals that are easy to influence due to a lack of personal identity (9+2) and sense of belonging (9)</p> <p>Frustration from unemployment and social marginalization (2+2)</p> <p>Many youth and children are in search for empathy and social recognition (3)</p> <p>No themed response (5)</p> <p>Participant(s) who did not answer the question (0)</p>	<p>Youth and children are often considered as “easy targets” for recruiters because they are often <b>vulnerable individuals in search of direction and looking for an easier means of interpreting the social world and events around them.</b> Some of them are <b>searching for sense of belonging, a social or cultural identity, and a rhetoric capable of soothing some of their individual and collective anxieties.</b> Some youth and children are also <b>individuals who have a strong objective or subjective sense of injustice, or who see themselves as socially, economically, culturally or religiously marginalized.</b> Finally, some youth and children are <b>seeking a welcoming and friendly network or environment that is like a big family and provides them with recognition, where they can make strong bonds and emotional ties rapidly.</b></p>

## MM&E PHASE 1: SUMMARY OF OUTCOMES

The preliminary results and analysis of the qualitative (outcomes) data indicated that although participants had reasonable knowledge on CVE before the training, there was uncertainty in relation to some concepts and terminologies. During the group work and roundtable discussions, it became clear that participants gained a better understanding of the differences between the various terms and concepts. For instance, before the workshop, only two participants defined terrorism (Question 12 (c)) as a criminal act. This point was fully covered during the first workshop and resulted in this theme appearing 9 times after the workshop.

## MM&E 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 their knowledge and understanding of key terminology, challenges and approaches in CVE. The quantitative analysis of the pre- and post-training survey 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 of the program. The qualitative analysis shows that participants mostly integrated the language and definitions provided during the training and that therefore there was in-depth understanding on the concepts outlined above.

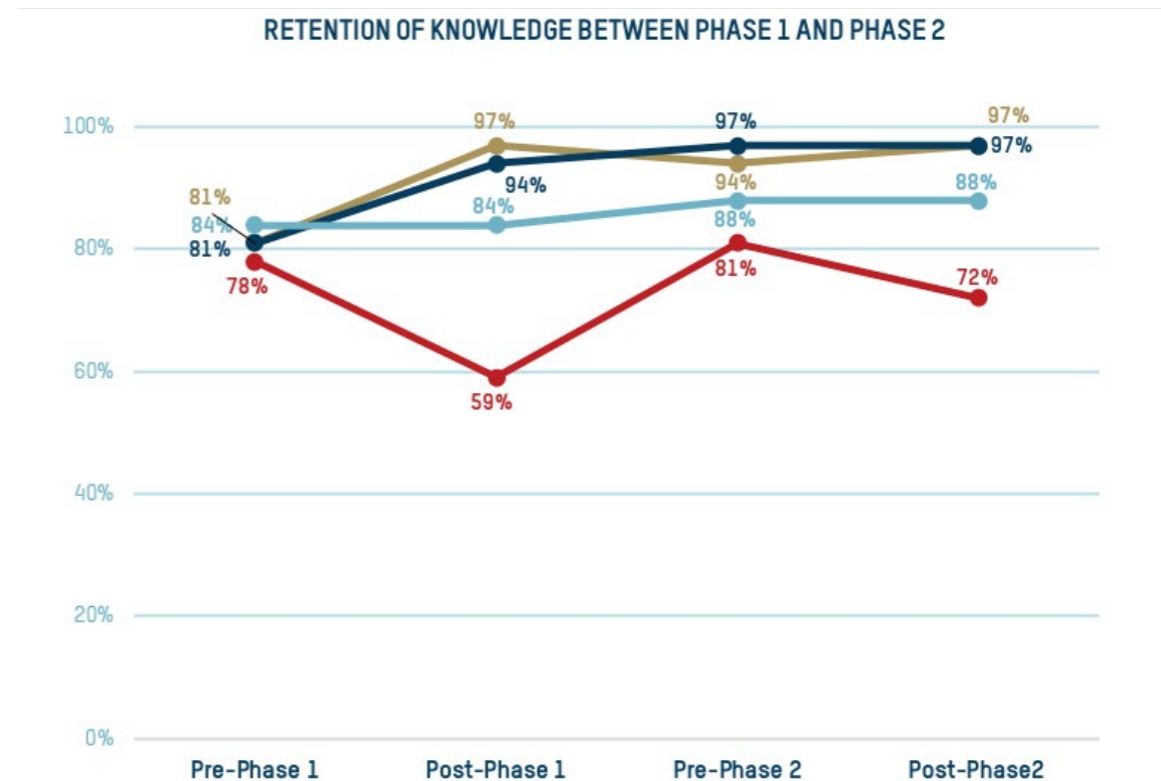
The results of this training and the feedback collected helped Hedayah team to refine some of the themes and techniques and positively influenced the development and delivery of Phase 2 and Phase 3.

## MM&E FOR PHASE 2 OF THE PROGRAM - KEY INSIGHTS

The second capacity building training (March 2019) drew upon the results of Phase 1 implemented in February 2019. The same group of practitioners participated in the training, leading to a total of 32 participants. Participants showed a good understanding of MM&E and produced four project ideas (Annex 2) in collaboration with key stakeholders. In addition, Hedayah noted participants' enhanced skills in utilizing the Needs Assessment Manual during the role scenarios with the professional actors.

### TRUE AND FALSE QUESTIONS: RETENTION ANALYSIS

Similarly to Phase 1, the pre- and post-training survey included *true-and-false* questions. As mentioned, in order to measure the level of retention in knowledge from Phase 1, four questions from the previous training's survey were also included. In this regard, to determine the level of retention, the number of correct/incorrect responses provided on each of the four repeated questions was compared across the pre- and post-training surveys for both Phase 1 and Phase 2. Figure 7 (see below) provides a visual overview of the scores related to the retention of knowledge. The graph indicates a good level of retention by the 32 participants who responded to all of the pre- and post-training surveys for Phase 1 and 2.



**FIGURE 7 |** The percentage of correct (true) responses provided by participants who took all of the pre- and post- training surveys (32 paired responses), for the 4 repeated questions during Phase 1 and 2.

For the first true or false statement, “Radicalization and Terrorism is the same thing”; there was a slight decline in retention between the two phases. The pre-training survey of Phase 2 reported a 3% lower score when compared to the score of 97% which was achieved during the post-training survey of Phase 1. However, this should still be interpreted as a good level of retention, as the pre-training survey result during Phase 2 was still substantially higher than the initial score on the pre-training survey of Phase 1 (94% compared to 81%). Additionally, it is worth noting that the score increased to 97% in the post-training survey of Phase 2, which indicates that the participants overall regained the knowledge during the second training.

For the second statement, “There is not a standard way in which all individuals radicalize. Factors that make individuals vulnerable to radicalization depend on the individual situation and the surrounding environment”, a particularly interesting outcome was found. As shown above, there was a substantial decrease in participants answering the question correctly between the pre- (78%) and the post-training survey (59%) in Phase 1. However, the pre-training survey of Phase 2 reported a 22% higher score when compared to the one achieved during the post-training survey of Phase 1 (59%). For Phase 2, it is also important to note that the score decreased again in the post-training survey of Phase 2, to 72%. These results may be due to the wording of the question or difficulties with understanding it. This feedback was taken into account and will be reflected in successive reiterations of the program.

For the third statement, “CVE is an approach that studies the drivers of radicalization”, following an initial increase in correct responses between the pre- and post-training surveys during Phase 1 (81% to 94%), the knowledge was retained in the pre and post-training surveys for Phase 2, scoring 97% each time.

Finally, for the fourth statement, “Poverty and/or a disadvantaged socio-economic background are proven to always be the *cause* of violent extremism”, after scoring 84% both on the pre- and the post-training survey which indicates a good level of knowledge on the topic, the knowledge was retained across Phase 2, with participants scoring 88% in both the pre- and the post-training surveys.

**OUTPUT (FIGURE 7)**

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

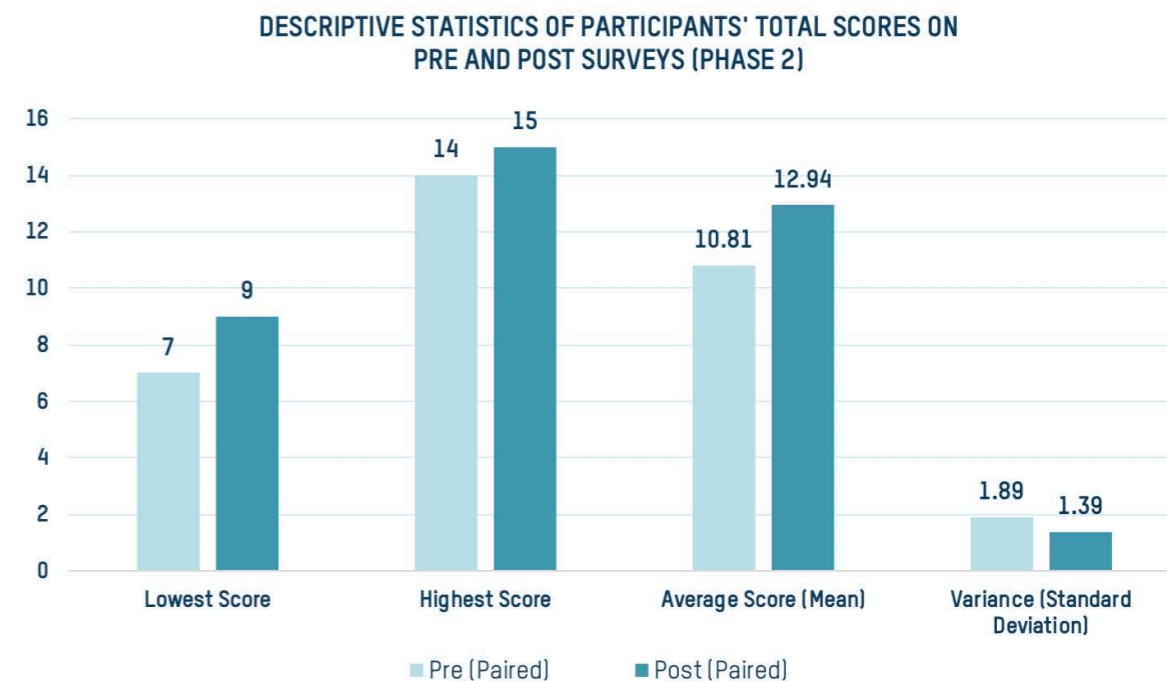
**TRUE-AND-FALSE QUESTIONS: ANALYSIS**

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 surveys. For analysis purposes, the same approach was applied for these surveys as those previously conducted in Phase 1, i.e. the questions remained the same across both pre- and post-training surveys; 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’ surveys. Descriptive statistics were again conducted to provide a preliminary analysis and to highlight the change.

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)	32	7	14	10.81	1.89
Post (Paired)	32	9	15	12.94	1.39

**FIGURE 8 |** Descriptive statistics of the participants’ scores (out of 15 questions), for those participants who completed both the pre- and post- training surveys during Phase 2 (32 respondents).



**FIGURE 9 |** Graphical representation of the descriptive statistics of the participants’ scores (out of 15 questions), for those participants who completed both the pre- and post- training surveys during Phase 2 (32 respondents).

The above descriptive statistics show a difference between the results of the pre- and post-training surveys. There was a substantial increase in the average score from 10.81 (72%) on the pre-workshop training, to 12.94 (86%) after the workshop. Through the employment of the Paired T-Test, and based upon the selected level of significance ( $\alpha=0.05$ ), this difference was shown to be big enough to be statistically significant ( $T=4.995541, p=0.0000217540$ ).

It can therefore 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 of the post-training survey (9 correct responses out of 15 questions, or 60%) was significantly higher than the lowest score of the pre-training survey (7 correct responses out of 15 questions, or 47%). Additionally, the number of participants achieving the highest score (15 correct responses out of 15) raised from 0 in the pre-training survey to 3 in the post-training survey. Finally, the post-training results had a smaller standard deviation result (1.39) compared to the pre-training survey (1.99).

To further illustrate these outcomes, specific questions and their results are provided in the following figure as examples demonstrating an increase in knowledge:

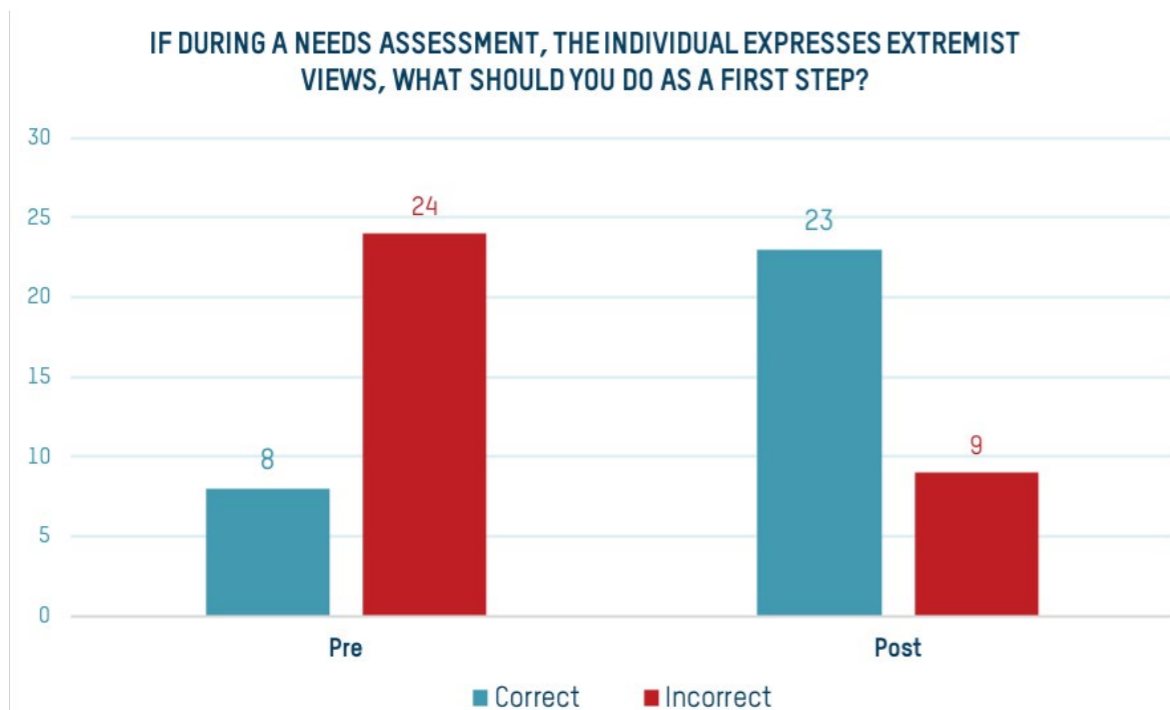


FIGURE 11 | Number of correct (true) and incorrect (false) responses by participants who took both the pre and post- training surveys (32 paired responses).

The correct answer is “Remain neutral”. 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 11)

Prior to the training, respondents showed little knowledge of the topic. After the workshop, however, the majority of participants answered the question correctly, which represents a collective enhanced understanding of the crucial role of needs assessments in developing CVE responses.

MM&E PHASE 2: SUMMARY OF OUTPUTS

The preliminary results and analysis of the quantitative (outputs) data indicated that most participants increased knowledge and understanding of indicators of vulnerability, needs assessments and practical approaches to prevention, rehabilitation and reintegration. These results show that not only did the average score of participants increase, but there was also an improvement among the lowest and highest scoring practitioners. It is also worth noting the consistency in participants’ responses after the workshop.

MM&E FOR PHASE 2: ANALYSIS OF THE QUALITATIVE INDICATORS (OUTCOMES INDICATORS)

Similarly to Phase 1, the pre- and post-surveys included a set of open ended questions. For analysis purposes, the same approach was applied to these surveys as those previously conducted for Phase 1.

FIGURE 12 | Summary of the responses based on the coded methodology described below.

PRE-WORKSHOP SURVEY: RECURRING THEMES	POST-WORKSHOP SURVEY: RECURRING THEMES	DEFINITIONS SET BY HEDAYAH
<b>Q17 (a): Define “Push Factors”</b>		
<p><b>Factors of vulnerabilities (social and economic grievances, limited access to education, political marginalization etc.) leading an individual to violent extremism (25)</b>                      No themed response (5)                      Participant(s) who did not answer the question (2)</p>	<p><b>Factors of vulnerabilities (social and economic grievances, limited access to education, political marginalization etc.) leading an individual to violent extremism (26+2)</b>                      No themed response (4)                      Participant(s) who did not answer the question (0)</p>	<p>Push Factors “drive individuals to violent extremism, such as marginalization, inequality, discrimination, persecution or the perception therefore; limited access to quality and relevant education; the denial of rights and civil liberties; and other environmental, historical and socioeconomic grievances.”</p>
<b>Q17 (b): Define “Pull Factors”</b>		
<p><b>Narratives used by violent extremists to appeal to masses (26)</b>                      Preserve individuals from being radicalized (2)                      Individual vulnerabilities (1)                      No themed response (2)                      Participant(s) who did not answer the question (1)</p>	<p><b>Narratives used by violent extremists to appeal to masses (29+1)</b>                      No themed response (2)                      Participant(s) who did not answer the question (0)</p>	<p>Pull Factors “are appealing narratives: the existence of compelling VE discourses and effective programs that are providing services, revenue and/or employment in exchange for membership”.</p>
<b>Q17 (c): Define “Needs Assessment”</b>		
<p><b>Process of determining the needs of a vulnerable individual before engaging (19)</b>                      Establishing a plan of intervention in order to minimize the risks of radicalization (4)                      No themed response (5)                      Participant(s) who did not answer the question (4)</p>	<p><b>Process of determining the needs of a vulnerable individual before engaging (26+4)</b>                      No themed response (2)                      Participant(s) who did not answer the question (0)</p>	<p>“Needs Assessment” is a systematic process for determining and addressing needs, or “gaps” between current conditions and desired conditions. Needs Assessment allows to identify the appropriate response when dealing with vulnerable or deviant youth and children.</p>
<b>Q17 (d): Define “Media and Digital Literacy</b>		
<p><b>Helping youth and children to acquire a set of knowledge on the reliability of information both online and offline (9)</b></p>	<p><b>Helping youth and children to acquire a set of knowledge on the reliability of information both online and offline (12+9)</b></p>	<p>“Media and Digital Literacy” seeks to empower youth and children with essential knowledge about the functions of media and information</p>

Mitigate the risks of radicalization among young people who are using social media (6) No themed response (5) Participant(s) who did not answer the question (12)	Mitigate the risks of radicalization among young people who are using social media (6+2) No themed response (2) Participant(s) who did not answer the question (1)	<b>systems in the society and under what conditions these functions can be performed and how citizens can evaluate the quality of the content they provide.</b>
<b>Q18 (e): Define “Do No Harm” Approach</b>		
<b>Understanding the impact of intervention and its interactions on a particular context (5)</b> Tolerance and acceptance of other (2) No themed response (2) Participant(s) who did not answer the question (23)	<b>Understanding the impact of intervention and its interactions on a particular context (5+3)</b> Tolerance and acceptance of other (2+5) No themed response (2+5) Participant(s) who did not answer the question (10)	The “Do No Harm” approach is a <b>guiding principle that should be taken into account in when devising interventions for youth and children</b> with the aim to avoid harms on the population.
<b>Q19 (f): Define “Social and Emotional Learning”</b>		
<b>The process of acquiring a set of good social behavior through learning from the surrounding environment (7)</b> <b>Developing a sense of self-awareness (5)</b> No themed response (4) Participant(s) who did not answer the question (16)	<b>The process through which youth and children acquire attitudes and skills to manage emotions, feel and show empathy for others and establish and maintain positive relationship (9+9)</b> <b>Developing a sense of self-awareness (5+2)</b> No themed response (2) Participant(s) who did not answer the question (5)	“Social and Emotional Learning” (SEL) is <b>the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, have good self-awareness, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</b>
<b>Q20: Why is it important for social workers, educators and psychologists to identify the “needs” when developing individual interventions?</b>		
<b>To design more effective interventions tailored to the needs of the individual (18)</b> <b>To understand the mechanisms behind RLVE in a specific context (5)</b> No themed response (5) Participant(s) who did not answer the question (4)	<b>To design more effective interventions tailored to the needs of the individual (23+2)</b> <b>To prevent the pull factors from exercising their influence (2+2)</b> No themed response (2) Participant(s) who did not answer the question (0)	Identifying the needs allows workers, educators and psychologists to fill the gap to prevent the pull factors from exercising their influence. <b>Needs Assessment allow to identify the appropriate response when dealing with vulnerable or deviant youth and children.</b>

<b>Q21: What is the difference between “General Prevention” and “Specific Prevention”?</b>		
<b>General Prevention seeks to prevent communities from radicalization. Specific Prevention specifically target vulnerable individuals (13)</b> General Prevention aims to strengthen the resilience of society as a whole. Specific Prevention assesses risks at the individual level (11) No themed response (5) Participant(s) who did not answer the question (3)	<b>General Prevention seeks to prevent communities from radicalization. Specific Prevention specifically target vulnerable individuals (25+2)</b> General Prevention aims to strengthen the resilience of society as a whole. Specific Prevention assesses risks at the individual level (4+1) No themed response (0) Participant(s) who did not answer the question (0)	While “General Prevention” refers to <b>outreaching to the community to share values and prevent radicalization</b> , “Specific Prevention” is <b>targeting vulnerable individuals through preventative activities</b> Both approaches often rely on <b>community engagement and community mobilization</b>
<b>Q22: What is the difference between “Specific Prevention” and “Early Intervention”?</b>		
<b>Specific Prevention targets individual that are not yet radicalized while early intervention is specifically tailored for individuals who have entered the process of radicalization (12)</b> Early intervention is specifically tailored to the needs of the individual (3) No themed response (11) Participant(s) who did not answer the question (6)	<b>Specific Prevention targets individual that are not yet radicalized while early intervention is specifically tailored for individuals who have entered the process of radicalization (15+5)</b> No themed response (11) Participant(s) who did not answer the question (1)	While “Specific Prevention” is <b>targeting particularly individuals vulnerable to radicalization and violent extremism through preventive activities that strengthen identity and personal resilience</b> , “Early Intervention” entails <b>appropriate responses to individuals who entered the process of radicalization but are still not fully committed to violence</b>
<b>Q23: How to establish “trust” with an individual that might vulnerable to or affected by “radicalization leading to violent extremism”?</b>		
<b>Remain neutral (13)</b> <b>Understand the needs and grievances of the individual (3)</b> <b>Building on the individual protective factors (7)</b> No themed response (3) Participant(s) who did not answer the question (6)	<b>Remain neutral (14+3)</b> <b>Building on the individual protective factors (10+3)</b> No themed response (2) Participant(s) who did not answer the question (0)	To establish “trust” with an individual that might vulnerable to or affected by RLVE, practitioners <b>should understand the needs of an individual and avoid to openly mention the word terrorism or violent extremism because this would lead to stigmatization and would break trust</b> <b>Practitioners should use their language and refer to things they like in order to approach them or ask them questions about their ideas</b>

MM&E PHASE 2: SUMMARY OF OUTCOMES

The preliminary results and analysis of the qualitative (outcomes) data for Phase 2 indicated that participants had strong knowledge of the types of factors contributing to RLVE before the training (e.g. push factors, pull factors, individual vulnerabilities, etc.). Participants had a sound understanding of these concepts even in the pre-training survey. This is a good indication of the level of knowledge retention as these factors were extensively covered in Phase 1 (February 2019).

In-depth discussions conducted throughout the training allowed participants to develop an even stronger capacity for identifying these factors, including resilience mechanisms, and classifying these into the appropriate categories. For example, for Q17 (c), the theme defining push factors as the **“Process of determining the needs of a vulnerable individual before engaging”** appeared 19 times in the pre-training survey. After the training, it appeared 30 times. This result can be linked to the strong emphasis placed on the importance of conducting needs assessments prior to determining the course of action throughout Phase 2. For Q17 (d), the aim of media and digital literacy was described as **“Helping youth and children to acquire a set of knowledge on the reliability of information both online and offline”** 21 times in the post-workshop survey, compared to 9 in the pre-workshop survey. This result can be explained by Hedayah’s emphasis on the concept of throughout Phase 1 and 2, which focused on how digital and media literacy can help individuals think and critically read the information they receive from media.

MM&E PHASE 2: SUMMARY OF OUTPUTS AND OUTCOMES

The analysis of results confirmed that the majority of participants increased their knowledge and, in particular, retained most of the knowledge from Phase 1. The descriptive statistics graph demonstrated an improvement in the lowest score between the pre-training survey and post-training survey, as well as a greater similarity in participants’ answers following the training. The facilitator team also noted increased understanding and enhanced practical skills when participants were requested to utilize the individual needs assessment manual, indicating partial progress towards Goal 2 of the program. The positive results relating to the four project ideas show initial progress with respect to Goal 3 of the program.

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, the Delegate for the Protection of Children and CDIS worked in partnership with CSOs and additional ministries (i.e. CVE stakeholders) to develop project ideas (Annex 2). These plans represented a preliminary starting point for potential strengthened cooperation among the centers and engaged stakeholders, and were refined during the mentorship roundtable in Phase 4.

In Phase 3, Hedayah analyzed the final projects in terms of the language and approaches utilized in their development. 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. This third capacity building training drew upon the results of Phase 1 and 2. A total of 42 participants attended the training; however, only 29-paired responses were obtained on pre- and post-training surveys.

TRUE-AND-FALSE QUESTIONS: ANALYSIS

The following table and graph provide an overview of the descriptive statistics for Phase 3:

VARIABLE	OBSERVATIONS	LOWEST SCORE	HIGHEST SCORE	AVERAGE SCORE (MEAN)	VARIANCE (STANDARD DEVIATION)
Pre (Pair	29	7	11	9.31	1.26
Post (Pai	29	7	13	9.52	1.66

FIGURE 13 | Descriptive statistics of the participants’ scores (out of 13 questions), for those participants who completed both the pre- and post- training surveys during Phase 3 (29 respondents)

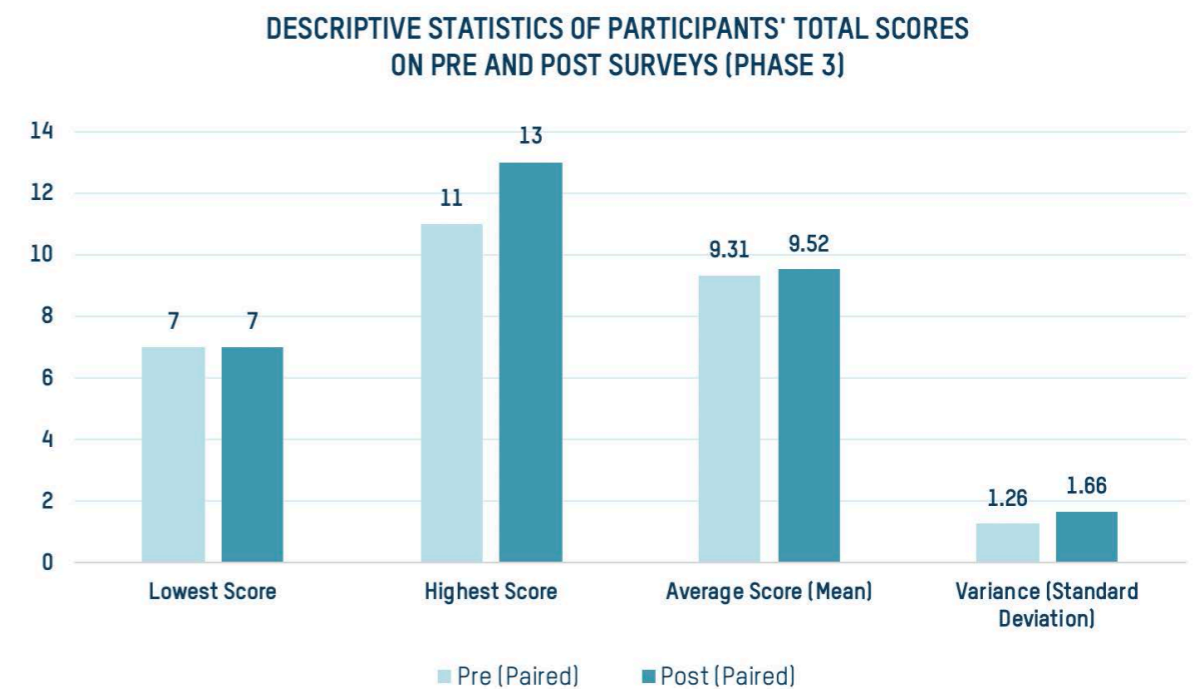
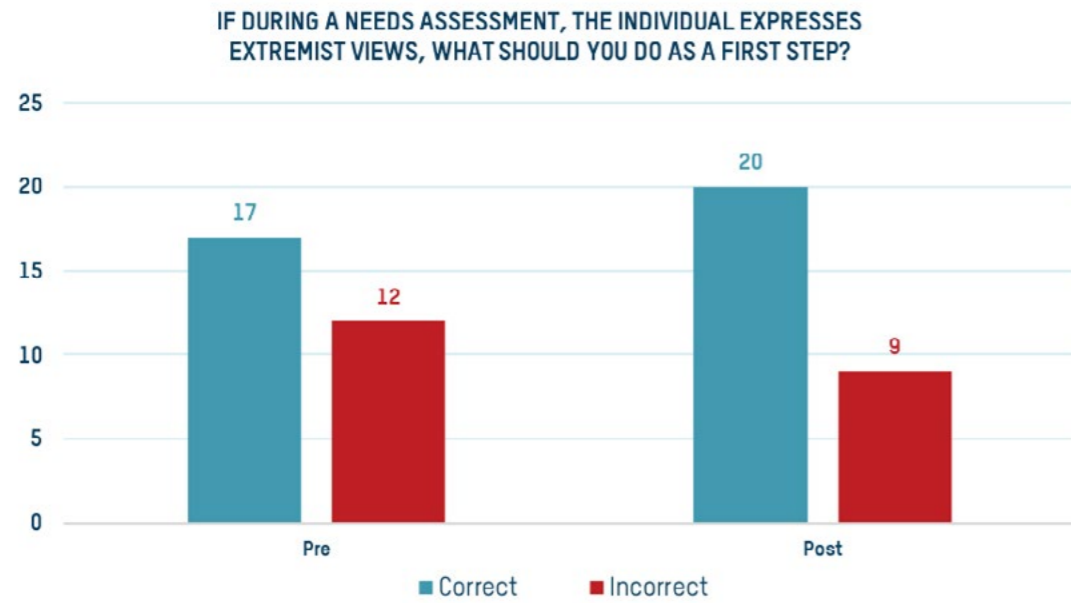


FIGURE 14 | Graphical representation of the descriptive statistics of the participants’ scores (out of 15 questions), for those participants who completed both the pre- and post- training surveys during Phase 3 (29 respondents).

The Wilcoxon Signed Rank Test result (Z=0.524401, p=0.600000) found the difference between the participants’ total scores on the pre- and post-workshop surveys was not big enough to be statistically significant based on the selected level of significance (α=0.05).

Despite this result, statistics show a slight increase in the average (mean) score from 9.31 out of 13 (72%) during the pre-workshop survey to 9.52 (73%) after the workshop. To further elaborate on these findings, specific questions and their results are provided in the following figure as examples of increased knowledge:

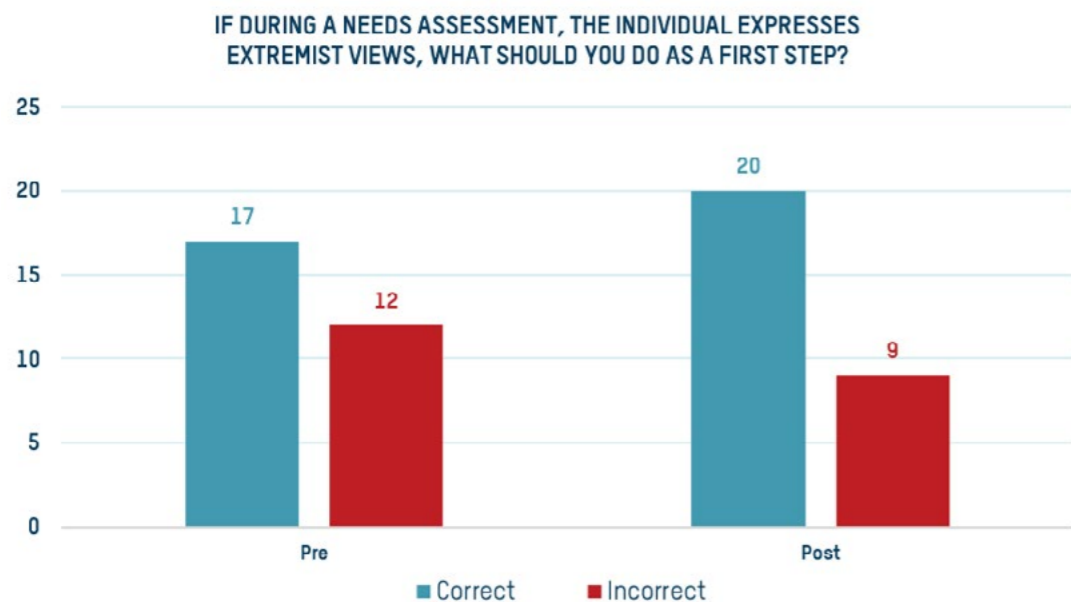


**FIGURE 15 |** Number of correct (remain neutral) and incorrect (Agree with them, Challenge their perspective, Provide an alternative perspective) responses by participants who took both the pre and post-training surveys (29 paired responses).

The correct answer is remain neutral.

**OUTPUT (FIGURE 15)**

The question, in the graph above, highlighted a 10% increase in correct responses from the pre- (59%) to the post-workshop survey (69%). This increase represents a consolidation of knowledge and mutual understanding among all of the practitioners after completing the workshop.



**FIGURE 16 |** Number of correct (By ensuring that a robust information sharing policy is in place) and incorrect (By not sharing information with other agencies, By only sharing information with law enforcement agencies) responses by participants who took both the pre and post-training surveys (29 paired responses).

During Phase 3, participants had the opportunity to enhance their ability to work together and strengthen multiagency skills. This 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 prevention and reintegration efforts.

**OUTPUT (FIGURE 16)**

The increase in correct answers by participants (from 23 correct responses to 25 correct responses out of 29 total responses) represents an enhancement of the practitioners’ knowledge and understanding of the concept of multiagency work, based on the approach provided during the workshop.

**MM&E PHASE 3: SUMMARY OF OUTPUTS**

The analysis of results confirmed that most of participants increased their knowledge from the pre-training survey to the post-workshop survey. However, it should be noted that the increase was not significant.

This result can be attributed to most participants already scoring very high in the pre-workshop survey, leaving little margin for improvement. Although the results from the analysis of the surveys were not found to be statistically significant, other indicators and collection methods helped capture participants’ learning process, such as Professional Judgement of the 4 project ideas presented by participants.

**ANALYSIS OF PROJECTS THROUGH PROFESSIONAL JUDGEMENT**

While some of the projects did not present all the elements discussed throughout the program, all of them reflected increased operational capacity in using appropriate terminology, which directly supported Specific Objective 3. While participants showed little understanding of topics relating to MM&E at the beginning of the program, which was evidenced by the need for clarifying key terminology, participants significantly increased their operational capacity by the end of the program.

For example, all participants demonstrated a clear understanding and ownership of essential steps of project design, such as identifying the problem and target population, developing a response and identifying key indicators for the goals defined for each objective. It is also interesting to note that all project ideas reflected the concept of multiagency cooperation and that participants showed an increased operational capacity reflecting some of the pedagogies and topics discussed during the program, such as Social and Emotional Learning and Digital and Media literacy.

# PHASE 4

## MM&E VISIT AND PROJECTED IMPACT

From 4-6 November 2019, Hedayah and the CT Commission organized a MM&E roundtable and mentorship event for 42 participants from CDIS, CDCs and the Delegate for the Protection of Children. Their comments and suggestions were incorporated into the curriculum for the reiteration of the program (Cycle 3, 2020-2021). 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 ToC, 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.

One such 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 indicators to be captured in the survey were the *"Number of participants who showed consistent and/or quality implementation of CVE content in their work after the program: quality of implementation and number of practitioners who implemented the approaches"*. Evidence of the implementation and integration of approaches and content also represents a necessary condition in the TOC to assume projected impact on the target population. At the end of the roundtable, the initial 4 project ideas were enhanced and refined. Throughout this exercise, all participants demonstrated a clear understanding and ownership of MM&E terminology.

In terms of methodology, Hedayah divided participants into 3 specific groups (based on their affiliation) and conducted a semi-structured interview. A facilitator conducted the interviews in Arabic and helped capture the results, while simultaneous translation was provided. Annex 3 summarizes the responses to this interview and provide preliminary evidence of projected impact of this program.

The questions posed included:

1. What went well during the previous training sessions? What was/were the most useful session(s)?
2. Did you use the materials and knowledge with youth and children in your centers or with whom you interact?
3. Can you tell me some anecdotes of how youth and children reacted when you adopted the new knowledge and approaches? Did you find that your work with youth and children was facilitated and how?
4. Have you shared the knowledge gained with other colleagues or professional partners? If so, who? And what aspects did you share?

The following table summarizes the breakdown of the responses by institution:

	CDIS	CDCS	DELEGATES
QUESTION 1	20 respondents	5 respondents	7 respondents
QUESTION 2	7 respondents	6 respondents	5 respondents
QUESTION 3	2 respondents	N/A	2 respondents
QUESTION 4	4 respondents	4 respondents	3 respondents

Overall, the responses were positive and indicated that most of the respondents found the program beneficial. The dataset (42 participants) was sufficient to indicate an overall change on the ground and provide evidence of consistency. On this basis, the analysis of the answers reveals that the majority (66%) of the interviewed practitioners incorporated the materials and absorbed specific learning points (e.g. push and pull factors) from Hedayah's curriculum. Several participants mentioned that they incorporated and found useful the content and provided specific examples on the impact on the ground. A list of indicative responses is provided below:

1 "I will talk about an example briefly on how we used the terminology and the approaches provided by Hedayah: two weeks ago we were with a guy who was radicalized and sentenced for 3 years. He is now released and upon release, we had to contact the family. Our first concern was how to establish the "safe space": we tried to select the right questions and we managed to build trust. To our question: "What are the negatives memories you have?" he responded "what I was subject to in prison" This self-revealing response made us understand we were progressing in building trust."

2 "In the past we used to deal with children without any criteria; we would receive the child and we would not look for a large amount of information. Now in order to have good interventions we know we need to set up a general goal and a specific objectives for our interventions as well as posing open-ended questions to gather more information."

3 "I was working on a family with two vulnerable boys who were convicted with killing. One them was released and the other is still in prison. I approached him avoiding being judgmental (also by using "silence"). I avoided direct questions and tried to control the non-verbal gestures. I tried my best to calm down and be neutral. I only worked on three cases concerning radicalization so far. Trust building techniques were very beneficial and we planned another meeting for the boy who is 13 years old."

4 "We acquired new skills on how to communicate with children, especially those who are involved in terrorism, as well as a structured methodology. For example, we used to ask "why" children did things and use closed questions. Now we know this is not particularly helpful."

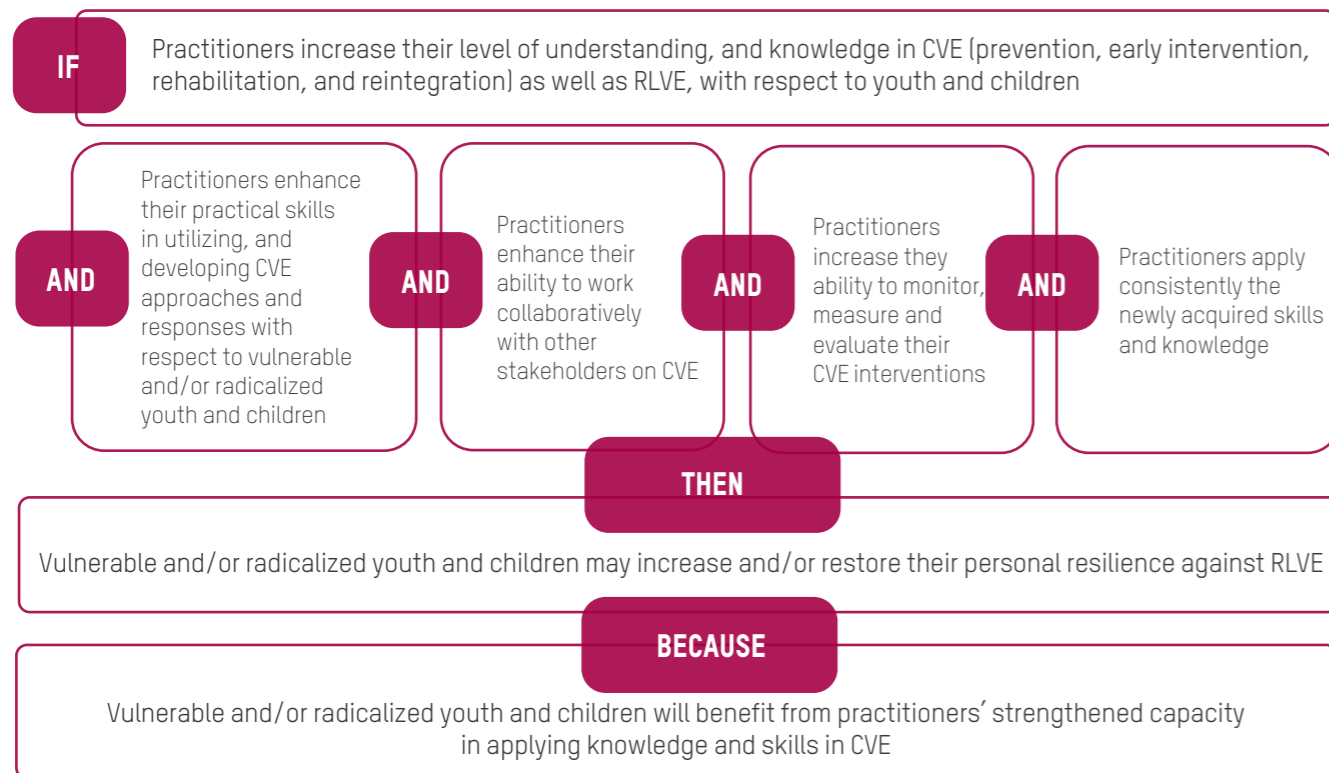
5 "We had pre-conceived ideas for rehabilitation and reintegration, but when we were presented the CVE-cycle as a framework, this helped us understand and get a new vision, it really opened our eyes. Before we did not have a structured approach on how to deal with violent extremism and terrorism. I hope we will come up with initiatives on awareness raising . My essential idea is to develop a small scale activity on this."

**6** “We came to understand that dealing with this phenomenon should not only be from a traditional and security perspective. For us the skills provided by the program were very helpful. For example, we dealt with a girl who got involved in terrorism. At the beginning, she refused to be visited by us but now she came to accept the help and assistance provided by the center.”

The full list of responses is available in Annex 3. In terms of content, 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 was also observed that practitioners took the necessary steps to train colleagues. For example, some of the centers confirmed that they trained their colleagues in formal settings (e.g. Ministry of Religious Affairs) 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. While the results from the visit provide information on the number of (interviewed) participants who implemented some elements of the program’s content, they 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):



While the post-workshop results (Phase 1-3) showed an overall positive increase in understanding, knowledge and practical skills and operational capacity, the results from the MM&E and Mentorship field visit demonstrated that most of the interviewed practitioners had started including 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 multiagency work;
- The enhanced practical skills;
- 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.

# CONCLUSION & NEXT STEPS

This report provided key insights into the rationale and 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 January 2019 and November 2019. As a result of this program, most of the practitioners from CDCs, the Delegate for the Protection of Children and CDIS 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 demonstrate that participants not only increased their knowledge and skills, but also 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 a sign of initial progress in the struggle against youth radicalization. On the basis of the specific lessons to be learned from each phase, the final analysis of the program includes the following recommendations for future content-development, implementation and Hedayah's strategic planning:

Ensuring there is an accurate and precise legal framework on RLVE in which practitioners can operate

Organizing a Training of the Trainers (ToT) to ensure that there is long term sustainability

Facilitating the identification of additional financial and human resources to ensure autonomous continuation of the activities

Including more case studies and experiences from other countries

Involving the Juvenile Judges and possibly the Ministry of Religious Affairs in the program

Ensuring there is the right balance in terms of length of the training(s) and content shared

Providing more information on recruitment techniques adopted by violent extremist organizations

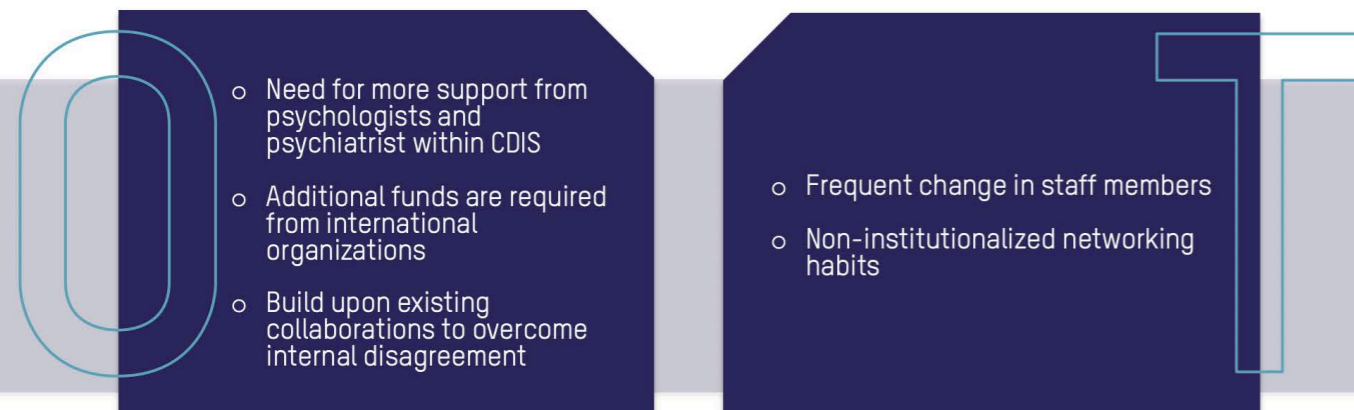
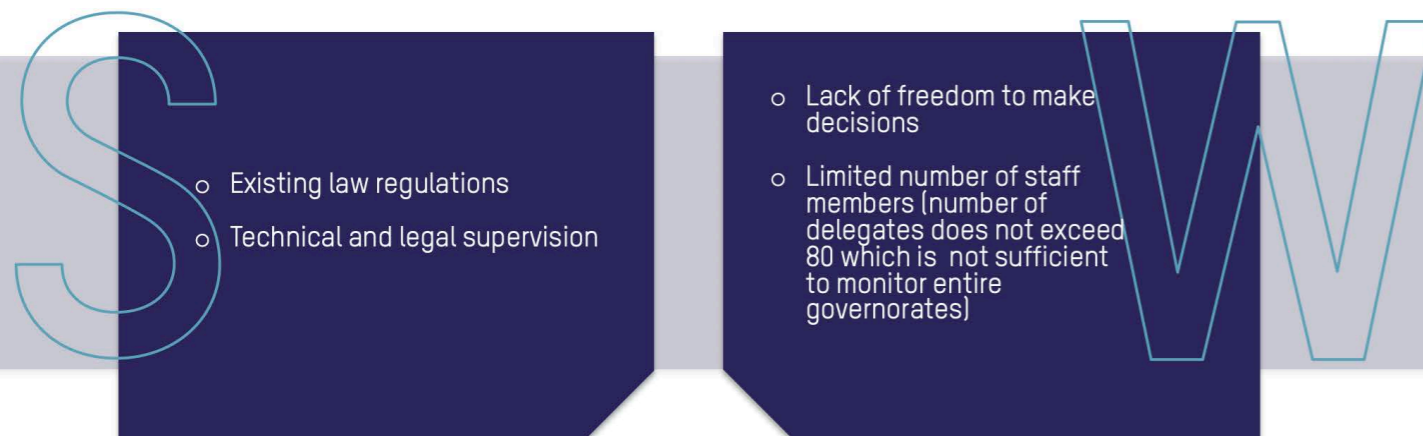
Providing global or local case studies of "unsuccessful approaches" to ensure that negative practices are not repeated

As a result of the implementation of this program, Hedayah is currently implementing a third cycle of trainings to ensure that the program is expanded and 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 working with the wider Government, private sector and CSOs of Tunisia to expand the positive effects of this program in the near future.

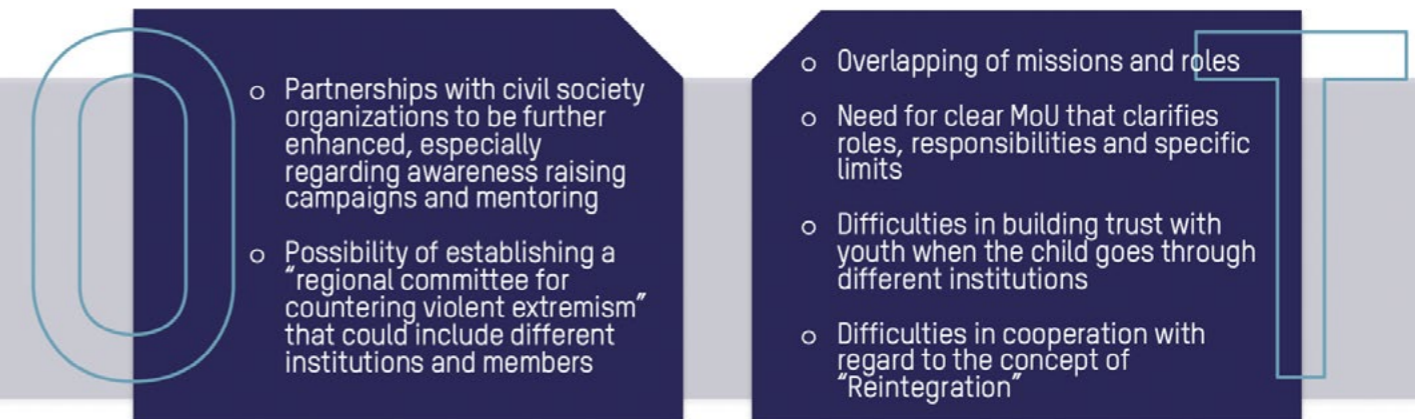
# ANNEX 1: PHASE 3

## SWOT ANALYSIS

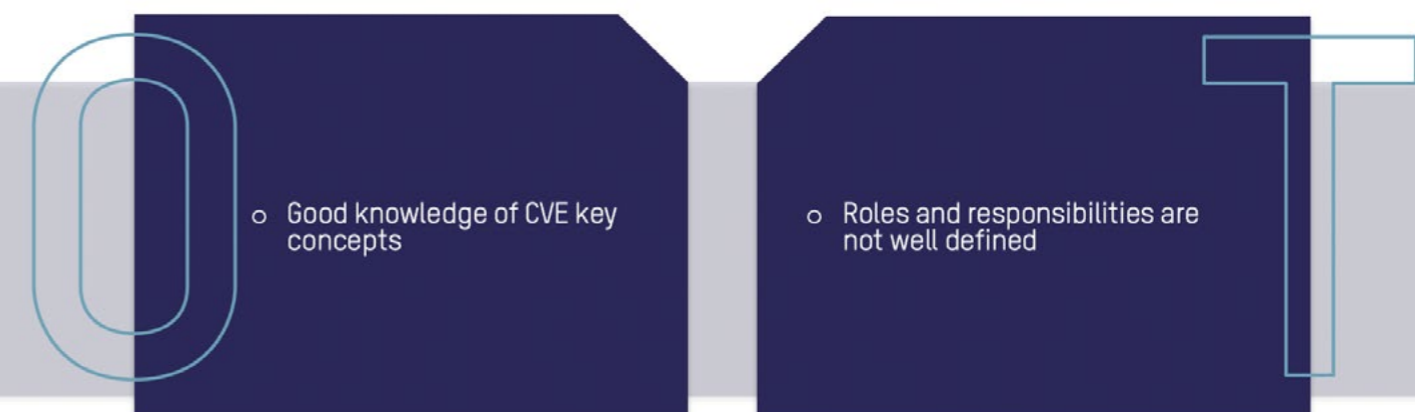
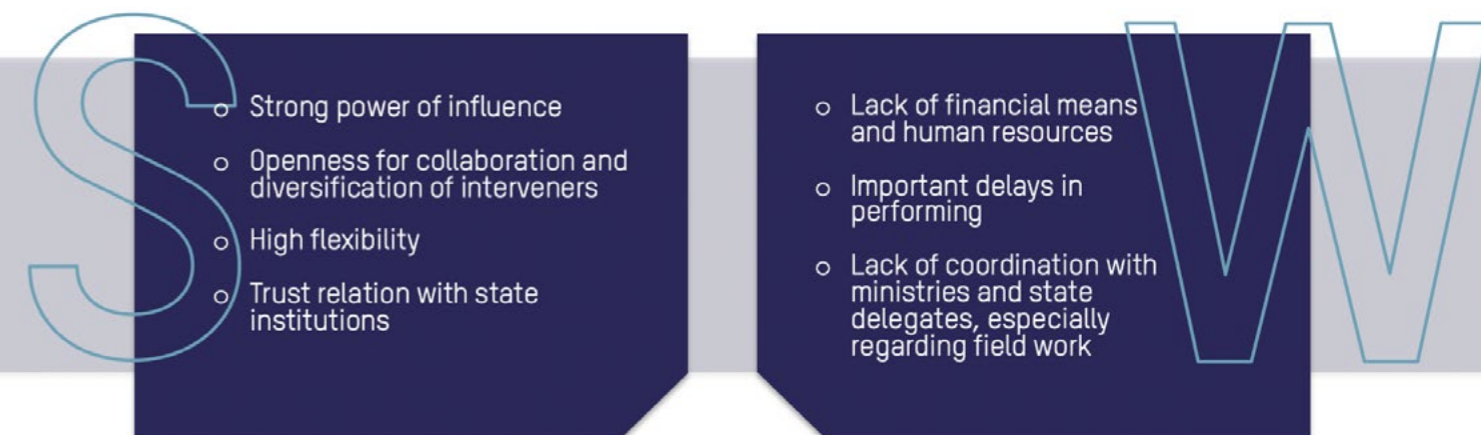
### GROUP 1: DELEGATE FOR THE PROTECTION OF CHILDREN



### GROUP 2: CDIS



### GROUP 3: CIVIL SOCIETY ORGANIZATIONS AND KEY STAKEHOLDERS



# ANNEX 2: PHASE 3 & PHASE 4 PROJECTS

PROJECT 1	
Location	Sousse, Kairouan
Identified Problem	Risk of recruitment within Child Detention Centers (CDCs)
Target population	Identified phase of the CVE-cycle
10 children	Select Prevention
<b>Overarching Goal</b>	
<b>Reinforcing individual’s religious and national identity; increasing tolerance and acceptance of the other.</b>	
<b>Summary of Activities</b>	
<p>After signing agreements with cultural centers, cultural and musical activities, mathematics clubs, and robotics club will be organized. At the same time, specific awareness campaigns on tolerance and human development will be developed. In addition, there will also be activities targeting the whole family unit around the child which could include cultural trips and vocational trainings. Finally, there will also be specific activities to facilitate the reintegration of the child into the community of reference.</p>	
<b>Objectives of the Activities</b>	<ul style="list-style-type: none"> <li>Increasing critical thinking;</li> <li>Reinforcing national and religious identity;</li> <li>Improving literacy and education of the family and the child.</li> </ul>
<b>Indicators</b>	<p><b>Outcomes Indicators:</b> 1) Behavioral change in family or in CDCs; 2) In environment after release, 3) Individual willingness to join social clubs.</p> <p><b>Impact Indicator:</b> Percentage of children receiving the program who successfully reintegrated and increased resilience.</p>
<b>Data Collection Methods</b>	<ul style="list-style-type: none"> <li>pre- and post- surveys after each activity;</li> <li>psychological reports;</li> <li>Attendance sheets in clubs and trainings.</li> </ul>

<b>Stakeholders involved/Partners</b>	Regional cultural delegates, civil society organizations, High institute of Fine Arts, Ministry of Religious Affairs, Ministry of Tourism, Ministry of Culture, and Centers for Vocational training, Ministry of Education as well as psychologists and social experts.
<b>Duration</b>	<b>Beneficiaries</b>
6 months	Children inside CDCs, families and communities (peer educators who could ensure sustainability over the long-run across communities).

PROJECT 2		
<b>Locations</b>	Northern Regions: Medjez el Bebb CDCs, CDIS Kef, Jendouba, Beja, Siliana and Delegate for the Protection of Children, Tunis	
<b>Identified Problem</b>	Challenge in reintegrating children exposed to radicalization	
<b>Target group</b>	20 children from 16 to 18 years old from the same geographical area	
<b>Overarching Goal</b>		
<b>Preparing children for reintegration and mitigating push and pull factors.</b>		
<b>Summary of Activities</b>		
<p>Organization of sports, theater and music activities depending on individual preference; development of a pedagogical guide that fits all age groups (because children in CDCs follow the educational curriculum for illiterate adults). This guide will be elaborated by specialists and in collaboration and after the approval of the Ministry of Education. It will include chapters on civic education and national belonging. In addition, specific reconciliation sessions for families and children (before release) will be organized due to the widespread problem of neglecting of children once they are inside the CDCs.</p>		
<b>Objectives of the Activities</b>	Building individual self-awareness and individual resilience	
<b>Indicators</b>	Level of attendance to the activities organized	
<b>Data collection methods</b>	Attendance Sheets and Tests	
<b>Stakeholders involved/Partners</b>	Schools, vocational centers, UTICA (Union of Tunisian Industrial Professionals) that will facilitate the professional integration at a later stage	
<b>Timeline</b>	<b>Expected Outcomes</b>	<b>Expected Impact</b>
<ul style="list-style-type: none"> <li>Development of the guide: 2 to 3 months</li> <li>Vocational training: 6 months</li> <li>Monitoring and Evaluation: one year</li> <li>Total: 18 months</li> </ul>	Increased acceptance of others; increased self-confidence and better integration within groups of reference.	The individual is better reintegrated and dis-engaged from terrorist groups.

PROJECT 3	
Locations	Greater Tunis and Zaghouan (CDC, Delegate for the Protection of Children, CDIS Fahs)
Identified Problem	Existence of radicalization amongst youth and children
<b>Overarching Goal</b>	
Assisting radicalized children and supporting them in building a life project.	
<b>Summary of Activities</b>	
Organization of civic education clubs, children-oriented activities, awareness sessions.	
<b>Objectives of the Activities</b>	Reinforcing critical thinking skills and acceptance of others; raising awareness amongst families on early vulnerability signs of radicalization.
<b>Indicators</b>	<ol style="list-style-type: none"> <li>1. Increased number of active members in clubs;</li> <li>2. Reduction in violent actions to include fewer notification of violent acts committed by children and youth from these neighborhoods.</li> </ol>
<b>Data collection methods</b>	Attendance sheets, registrations in clubs
<b>Stakeholders involved/Partners</b>	Families, mentoring units in schools, Ministry of Justice, DGPR, Ministry of Social Affairs, Ministry of Women Children and Family and Elders, Ministry of Education, Ministry of Youth, neighborhood entertainment units, civil society organizations.
<b>Timeline</b>	<b>Expected Results</b>
24 to 36 months	Visual-audio materials on positive alternative narratives developed within the next academic year; at least 3 workshops implemented during holidays

PROJECT 4	
Locations	CDIS Tozeur, Tataouin, Kasserin, Sidi Bouzid, Sfax, SALIMA CDC
Identified Problem	Risk of recruitment of children into terrorist activities
Target group	Children in CDC Souk Jedid (79 children)
<b>Summary of Activities</b>	
Activities focused on media and technical communication, activities on awareness raising in digital and media literacy through workshop with media practitioners.	
<b>Stakeholders involved/Partners</b>	National IT center for children, ministries, CSOs (local and international)
<b>Expected Results</b>	
Following the signature of agreements between CSOs and the state institutions, employment of contracts, reduction of school drop outs rates.	

# ANNEX 3: PHASE 4

## RESULTS FROM THE SEMI-STRUCTURED INTERVIEWS

### ASSESSMENT OF THE PROGRAM

#### QUESTION:

What went well during the previous training session? What was/were the most useful session?

#### CDIS:

**1** “We need to explain the situation to the child, to build trust and to explain why their parents are allies rather than enemies. This will hopefully instill a good attitude. We also need to give advice to the parents as well – some parents may act negatively, that is why we should prioritize a positive approach.”

**2** “When we talk about National Strategy for CVE, the support of Hedayah is key. For me distinguishing between “General prevention” and “Specific Prevention” was useful: in our activities we were not used to pay attention to RLVE. However, we had to recently deal with 13 cases of children from illegal Quranic schools and it was very tough. Luckily, we have been successful (5/6 children have been reintegrated, while others refused). The content of the training was useful.”

**3** “We were very anxious about the issue, at the beginning. However, through the various sessions we understood it was not too difficult and not too different from what we have been doing so far. At the beginning, we had some confusions about definitions, but the process and terminology are now clear. It is also clear at what stage we should intervene (general prevention, specific prevention or rehabilitation).”

**4** “I understood the difference between “open-ended questions” and “closed questions” in practicing interviewing with vulnerable individuals and the importance of a multiagency approach was also clear as we need to know other colleagues’ work.”

5 “CVE was among the topics and we used to “put it under the rag”; even when we detected early stage radicalization, we used to ignore the matter. Now we know how we need to intervene: it is often about improving youth’s skills and getting job for the youth. As we are dealing with very vulnerable people, we now think about projects for those who have been radicalizing. We hope we can continue to work on this as we want to help these people. We would like to be given enough room for action and “the green light” on what we can work.”

6 “As a prevention center we want to move forward, but there is a framework we cannot act beyond. Therefore we need to be more empowered.”

7 “I came to know about the CT Commission and Hedayah and how to deal with violent extremism.”

8 “Definitions are now clear. This includes the radicalization process and the difference between general and specific prevention. One of the elements I liked and that I would like put stress on is the interactive drama. I found that the people involved really had the chance to express themselves.”

9 “I am researcher and I have always focused on discovering things. On this topic, it is true that research is not enough, however we now have the tools and the definitions. The concepts and tools provided by Hedayah really helped us on our daily work. For example, it helped on how to deal with children once they are referred to us and how we should deal with them. We also receive “children in conflict with the law” or who embraced violent extremism. For example, I dealt with two children referred to our center who have been released and joined violent extremist groups in the mountains and are now wanted as violent extremists themselves. It is difficult to work with such a category as there is stigma attached and people are asking questions about it.”

10 “We came to understand that dealing with this phenomenon should not only be from a traditional and security perspective. For us the skills provided by the program were very helpful. For example, we dealt with a girl who got involved in terrorism. At the beginning, she refused to be visited by us but now she came to accept the help and assistance provided by the center.”

11 “I liked the definition of the various concepts (extremism and violent extremism), the role play scenario with the professional actors, and all the activities we were provided with. The pedagogy of Media and Information literacy was very useful.”

12 “From an overall viewpoint, Hedayah helped us improve knowledge and skills on terminology as it was confused at the beginning. The interviewing techniques and the scenarios were very useful. The different approaches of prevention and rehabilitation (CVE-cycle) became clear. We also appreciated the opportunity to reinforce our networks with the CDCs.”

13 “Terrorism is something new we were not used to deal with. We did not use to talk about it as it was a taboo. Now, when we talk about delinquency, we also talk about violent extremism and we sometimes detect that. I appreciated the difference between general prevention and specific prevention. In our center, we had one situation and the person has been now sent back to school. The role play with the actors and the needs assessment taught us how we should think when engaging with vulnerable or radicalized individuals.”

14 “We had pre-conceived ideas for rehabilitation and reintegration, but when we were presented the CVE-cycle as a framework, this helped us understand and get a new vision, it really opened our eyes. Before we did not have a structured approach on how to deal with violent extremism and terrorism. I hope we will come up with initiatives on awareness raising activities. My essential idea is to develop a small scale activity on this.”

15 “I would like to thank Hedayah from the bottom of my heart who has always been very flexible and broke down the concepts in simple terms to absorb. We now do understand how we should talk about these concepts. I appreciated the chance provided by Hedayah to work together. The training session that had more impact on me was the one with role plays and scenarios.”

16 “I appreciated the role play sessions. Now we better grasp what RLVE is and when dealing with youth and children, we have these notions.”

17 “The training sessions allowed me to better understand the tools and where and when I can intervene.”

18 “I would like to thank Hedayah for the opportunity to meet with other colleagues, I would like to say that we managed to get a great opportunity of interaction with the CDCs. I hope this will reflect in the changed of law. training session that had more impact on me was the one with role plays and scenarios.”

19 “Before, it was a taboo topic; we only used to talk about drug use and alcohol. However, we need more protection to deal with such a topic.”

20 “I now have more clarity on the topics, particularly on how to run an interview and how to move with the intervention.”

## CDCs:

1 “We appreciated the activities on how to engage in a safe dialogue. The Needs Assessment Manual is also useful as we now know what type of questions can be asked. The thing I really liked are the role plays and the scenarios that taught us in a practical way how we can run a simulation.”

2 “Before the program, we used to do our work without a specific approach. Now what we have acquired is a specific structure.”

3 “We acquired new skills on how to communicate with children, especially those who are involved in terrorism, as well as a structured methodology. For example, we used to ask “why” children did things and use closed questions. Now we know this is not particularly helpful.”

4 “In general, the training sessions were good in providing clarity on terminology. The good interaction was also positive.”

5 “I liked the professional approach; although we may not agree on all, Hedayah shared new content and methodology.”

## THE DELEGATE FOR THE PROTECTION OF CHILDREN:

1 “We came to learn how to ask vulnerable individuals questions; the role plays were very useful for this. The second training was very useful. The third session was not very useful, the group work was not as interesting as the one today.”

2 “During the first training, I came to understand the concepts. I did not [understand] what was radicalization and violent extremism. It was new to me. How to detect inclination was very interesting. The second session was very practical and got us closer to reality. Mr. Hakan and the role plays and scenarios were very beneficial.”

3 “This session (Phase 4) has a tremendous positive impact. The session in June was a bit of a repetition on defining the terms. However, this fourth session was about devising a strategy and a project for the child. It was very beneficial as it was fairly new to us. We are usually put under a lot of pressure, as there are so many files we receive per year. Our utmost concern is to get a tangible result.”

4 “There seems to be a positive progression, especially with regard to the relationships between the three institutions.”

5 “I liked the program, I think that a component that should be added is having the religious affairs.”

6 “The program helped me think of new methods and strategies to deal with children.”

7 “You gave us a USB key and I focused on the interview part. It has been my main guidance since then and helped my work.”

## QUESTION:

Did you use the materials and knowledge with youth and children in your centers or with whom you interact with?

## CDIS:

1 “We are using the knowledge even without realizing that. Before, we did not think of radicalization of CVE.”

2 “We already organized sensitization session with Ministry of Religious Affairs and we clarified the radicalization process and how we can protect ourselves. We did an activity with civil society with a partner in our project. The terminology that Hedayah provided was used in our work.”

3 “We are using the activities on digital and media literacy and sensitizing youth through games.”

4 “I will talk about an example briefly on how we used the terminology and the approaches provided by Hedayah: two weeks ago we were with a guy who was radicalized and sentenced for 3 years. He is now released and upon release, we had to contact the family. Our first concern was how to establish the “safe space”: we tried to select the right questions and we managed to build trust. To our question: “What are the negative memories you have?” he responded “what I was subject to in prison” This self-revealing response made us understand we were progressing in building trust.”

5 “I am using the materials related to safe spaces, media and information literacy. All the package actually.”

6 “We adopted alternative discourses and counter-narrative and we worked with religious leaders that would give speech and lectures..”

7 “We are now using the approach on push and pull factors. We are seriously conducting research on this.”

#### CDIS:

1 “Unfortunately, the training came after we released some of children convicted for terrorism-related offences. But now we have two new cases (came yesterday/ November 2019) and we will now use the materials acquired on these new cases. Before, we did not have the tools to deal with them. We dealt [with] them like any child in conflict with the law. But now we know that children convicted for terrorism may need a special approach.”

2 “Now we have the opportunity to put in practice the knowledge and we will mark the comparison. Before, we did not have the tools for the hearing sessions for example. But now through the NA Manual we know what questions to pose (open ended questions) and we know we should avoid “the why” question.”

3 “The nature of our work gives the chance to deal with a variety of children in our center: all our children are vulnerable cases. I found that we can apply many of the techniques learnt in this program with mainstream children.”

4 “In the past we used to deal with children without any criteria; we would receive the child and we would not look for a large amount of information. Now in order to have good interventions we know we need to set up a general goal and a specific objective for our interventions as well as posing open-ended questions to gather more information.”

5 “Before, we used to ask questions starting with “why”, although I tended not to use that with cases of rapes as the hearing was very difficult.”

6 “I was working on a family with two vulnerable boys who were convicted with killing. One them was released and the other is still in prison. I approached him avoiding being judgmental (also by using “silence”). I avoided direct questions and tried to control the non-verbal gestures. I tried my best to calm down and be neutral. I only worked on 3 cases concerning radicalization so far. Trust building techniques were very beneficial and we planned another meeting for the boy who is 13 years old.”

#### THE DELEGATE FOR THE PROTECTION OF CHILDREN:

1 “Yes we did apply the knowledge, most particularly the Needs Assessment Manual and we applied it in our direct contact with the child. All the tools have been used as well as the concepts and approaches.”

2 “The training helped a lot. I used a lot of the concepts. For example, I try to use the “Theory of Change” and “the push and pull factors”. Methodologically, this helped us a lot. Especially on cases of people who have been brainwashed.”

3 “Hakan’s session helped me to re-visit some cases (not only terrorism cases). We need to re-visit some of our cases with this new knowledge.”

4 “We need to frame questions ourselves. I frame questions in a targeted way, not in vacuum. I now know how to pick up the questions. You must also take into consideration also the other stakeholders.”

5 “The content we use a lot is the one about the history of radicalization. Thanks to the Needs Assessment Manual, we now posed appropriate questions (moving away from yes/no questions). Before, we used to ask “why” and now we don’t do this anymore. Also the role play sessions were excellent and this exposed us to very nice skills as this helped us with interactions. We organized an awareness day where we shared the knowledge in other associations and with other colleagues.”

**QUESTION:** Can you tell me some anecdotes of how youth and children reacted when you adopted the new knowledge and approaches? Did you find that your work with youth and children was facilitated and how?

#### CDIS:

1 “We teach them not to judge a book by its cover and that we should learn to accept people who are different. One boy, when faced with a woman with a burqa, had initially an emotional rejection and expressed the desire to use violence. We explained we should not resort to violence otherwise he would be an extremist himself.”

2 “There was a boy who was violent and revengeful and surprised us by saying he will kill his father. When talking about him to the all staff, we thought whether we could start building trust with him. His behavior then changed once he felt accepted. Also his appearance changed as he suddenly wore more colors. What we received by Hedayah supported what we already have on trust building. We realized that we can capitalize on the positive elements.”

#### THE DELEGATE FOR THE PROTECTION OF CHILDREN:

1 “In our office, we had a case where we had to communicate with the family of the child in our care. Initially, the father came and refused to talk with my assistant. Then I tried: we started to get to know each other and we started connecting. At the beginning there was a barrier (they told us we were against the religion) but then they came to accept us and to collaborate with us.”

2 “I cannot talk about results, but what made a difference was the way we used to talk with children before and how we are talking to them now. There are less confrontation now and we gather more information. There are obviously challenges with families, but I noticed there were fewer confrontations.”

#### QUESTION:

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

#### CDCs:

1 “I personally shared some information about the sessions with colleagues.”

2 “There is a program at the central level. We will have a program for training with the materials from Hedayah as we need to share the acquired expertise.”

3 “I am personally aware of the work on rehabilitation inside the center. I tried to consolidate the knowledge and share it with the other colleagues who are using different techniques.”

4 “I try to sensitize colleagues about push and pull factors without necessarily referring to terrorism.”

#### THE DELEGATE FOR THE PROTECTION OF CHILDREN:

1 “I shared all the documents with my colleagues. We also tried to sensitize other institutions and civil society groups like the scouts.”

2 “I shared the information and the documents with my friends in the office. Also, for the specialists in psychology and mental health, They all utilized these documents.”

3 “I shared all the documents with the colleagues. What I focused on was the practical means (how to ask questions). We used the materials during other training sessions with the Ministry of Education.”



