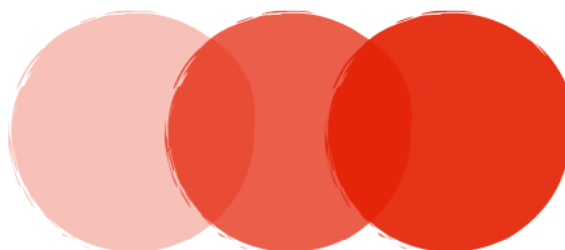


# RESTORATIVE DIALOGUE AGAINST VIOLENT RADICALIZATION



## IO1 – TRAINING COURSE EVALUATION REPORT

Prepared by:

- November 2022 –

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RJ4All International Institute would like to sincerely thank all partners of the RDaVR project firstly for carrying out in the best of their capacities the first Intellectual Output of the Project, namely the CPD accredited training course for professionals and volunteers working with offenders, ex-offenders, and individuals at risk of violent radicalization and secondly for their contribution to this Training Course Evaluation Report. RJ4All is grateful to all partners who executed their piloting training courses efficiently and based on the project's scientific standards and agreed conditions. The feedback they all provided us with was able to demonstrate the strengths and weaknesses of the piloting training sessions, contributing substantially to the compilation of the final IO1 – Training Course Evaluation Report.

However, RJ4All is mostly indebted to all trainees who attended and participated in the piloting training courses held by each partner. Without their active participation, commitment and involvement in the training process as well as their willingness to fill out pre and post course evaluation forms, we would not have been able to measure the overall efficiency and effectiveness of the designed training course.

## Introduction

This Evaluation Report has been developed in the framework of the project Restorative Dialogues against Violent Radicalisation (RDaVR) [Grant Agreement 2020-1-UK01-KA204-079115], an Erasmus+ project which has been funded with support from the European Commission under the Erasmus+ Programme.

### A. Description of the Partnership

The partnership of the RDaVR project is comprised by a total of seven organisations from six European Countries:

- Restorative Justice for All (**RJ4All**) - coordinator, UK
- Büyük Ortadoğu Sağlık ve Eğitim Vakfı (**BOSEV** - Greater Middle East Health and Education Foundation), Turkey
- **Casa Eslava**, Spain
- Centrul Pentru Promovarea Inventarii Permanente - **CPIP**, Romania

- **I & F Education**, Ireland
- **Sinergia s.c.s.**, Italy
- **Tuzla Halk Eğitimi Merkezi**, Turkey

## B. Description of the Project

**Restorative Dialogue Against Violent Radicalisation (RDaVR)** has been put together to provide an alternative approach to **preventing violent radicalisation and extremism based on dialogue and restorative justice**.

Europe is faced with increased phenomena of violent radicalisation, extremism and nationalism and it has been obvious that the Risk Need Responsivity (RNR) model is not as effective as originally thought. This is how the project idea was initiated. The **professionals and volunteers working in the criminal justice sectors** felt that current national and EU policies and practices for the prevention of violent radicalisation were removed from their realities and imposed as top-down measures without their buy-in. They felt that they had their own views on how existing measures could be supported especially through positive approaches, that assert that dialogue, integration, resilience and relatedness are crucial in encouraging desistance from marginalisation, violence and radicalisation.

**Restorative Dialogue Against Violent Radicalisation (RDaVR)** has been put together to provide this alternative approach to preventing violent radicalisation and extremism based on dialogue and restorative justice. It uses the power of adult education and the restorative justice principle of power sharing to bring together 7 organisations from the UK, Turkey, Ireland, Romania, Italy and Spain to form a strategic partnership, who supports the development, piloting and transfer of an innovative model for the capacity building of criminal justice professionals and volunteers (e.g. prison officers, probation staff, police and community based practitioners) working with offenders, ex-offenders or individuals who are at risk of being groomed into violent radicalisation and/ or group offending.

## C. Background of the evaluated IO1

The partnership has developed its own [Theory of Change](#) based on which the Project's Intellectual Outputs are the following:

- **IO1: A face-to-face CPD accredited training course for professionals/ volunteers** working with offenders, ex-offenders or people at risk of violent radicalisation and group violence designed through user-led research that was carried out through fieldwork with users. The programme develops new skills and knowledge in adults allowing them to better support their beneficiaries in fostering resilience using dialogue and the values and practices of restorative justice.
- **IO2: Design of the programme as CPD accredited e-course** and its translation into all participating languages;
- **IO3: Ebook** with chapters written by the partners in their native languages capturing all the learning from the project.

Therefore, the first Intellectual Output of the project is a face-to-face (live – either on site or online) CPD accredited training course for professionals/ volunteers working with offenders, ex-offenders or people at risk of violent radicalisation and group violence.

As first step of the programme design, all partners carried out fieldwork that allowed the training programme to be aligned with the local and current realities of criminal justice professionals, but also put it in the cultural, social and geographical context of the communities in which it would be implemented. Methodological Framework Guidelines had been set to implement: at least 10 interviews with professionals working with offenders, ex-offender and those at risk of violent radicalisation, 1 focus group with stakeholders, an online survey, and 1 desk research and literature review.

In the second phase, the partners worked on designing training materials; the training program has been accredited through RJ4All with Continuous Professional Development (CPD) status, and has in-built themed activities designed to serve as catalysts for change.

As the third and last phase, each partner needed to implement and pilot in their respective locations the face-to-face course with at least 25 professionals working with offenders, ex-offenders or individuals at risk of marginalization and violent radicalization/ group violence. Pre and post intervention evaluation needed to be carried out in the local partner environment, not only on the professionals but also on the ultimate beneficiaries i.e. the offenders/ ex-offenders individuals at risk whom they support.

## Evaluation Purpose

### A. Evaluation of Intellectual Outputs

Following the Strategic Plan of the partnership, this report falls within the Quality and Evaluation Task of the funded project and aims to assess the first one of the three main Intellectual Outputs of the RDaVR project, namely the face-to-face CPD accredited training course. According to the RDaVR partnership and its agreed project management plan, all intellectual outputs along with the meetings, the dissemination activities and the overall management must be assessed in order to secure the conformity to the project's expectations and to reach its intended impact.

This report contributes to the overall project implementation evaluation and ultimately to the assurance of the results of "Restorative Dialogue Against Violent Radicalisation" project. The evaluation of all trainings has been driven by specific pre-settled qualitative and quantitative indicators in order to measure equally and evenly all different sessions and to draw inferences regarding quality and quantity expectations of the first IO of the project.

### B. Aims and Objectives

This Evaluation Report aims to:

1. **Collect** all relevant information and learning from the piloting of the face-to-face (live) CPD accredited training course by each partner of the RDaVR partnership
2. **Analyse** the findings from all piloting training sessions held by all partners
3. **Compare** the results and findings between the piloting training sessions held by all partners
4. **Compile** all information, findings and results into one comprehensive report, which can be used both for evaluation and dissemination purposes.
5. **Draw** inferences regarding the strengths and weaknesses of the designed training course
6. **Come up** with recommendations, implications and new opportunities for the further improvement and development of the training course with the ultimate goal to achieve its intended impact
7. **Assess** the overall effectiveness and efficiency of the training course and consequently the impact of the project
8. **Secure** the scientific standards of the project

## Evaluation Design

For the compilation of this Evaluation Report, an online survey was developed and executed by RJ4All in the light of the Quality and Evaluation Plan of the partnership. In order to meet the aims of this Evaluation Report, RJ4All designed and prepared an online questionnaire form which aimed to cover the scientific standards of the first Intellectual Output of the project, namely the face-to-face CPD accredited training course, and to capture the quality and quantity aspects of it.

The online questionnaire was developed in Google Forms and was distributed to all 7 partners, with the request to be filled out by the person in charge of carrying out the piloting training course and therefore could give detailed feedback from the local training. This evaluation form was fulfilled by all partner organisations based on the instructions provided in advance, while additional clarifications have been asked only in few occasions. The two Turkish partners, BOSEV and TUZLA, submitted a joint questionnaire since they held together one piloting training course.

The evaluation form comprised of both quantitative and qualitative open-ended questions which aimed to measure the performance of this activity against its qualitative and quantitative aspects. In order for partners to provide useful feedback, they were asked to reply to all questions in a detail, accurate and thorough way that would permit the compilation of a comprehensive evaluation report that substantially measure the operation of the training course. All 7 partners had to set down their professional point of view and sensation of the effectiveness of their piloting training session, but also taking into account their trainees' feedback. Trainees' feedback has been captured via the pre and post intervention evaluation forms that all professionals attending were asked to complete before and after the session.

**A copy of the Evaluation Questionnaire used is embedded in Appendix 1, a copy of the Pre-Intervention Evaluation Form distributed to the trainees is embedded in Appendix 2 and a copy of the Post-Intervention Evaluation Form distributed to the trainees is embedded in Appendix 3.**

RJ4All after collecting all questionnaires filled out by the respondents (partner organisations), organised, coded, analysed and compared the collected data. Notes were taken throughout the organising process, which played a vital role in the evaluation conclusions and recommendations. Thematic content analysis was used in order to identify patterns and common areas of attention, that could help the final compilation and decision on important and less important points. Of course, it must be noted that not all partners gave equally detailed responses, and therefore the inferences are dependent on the quantity of information received by RJ4All.

## Results and Overarching Findings of the Evaluation

Partners have been asked to response to 12 core questions, after filling out their personal details. The questions covered both quantitative and qualitative aspects of the Intellectual Output measured, and aimed to assess the overall effectiveness and efficiency of the face-to-face training course. The questions were open-ended and the detailed results/findings to each question are presented below.

The evaluation questionnaire was filled out by **Ercan KÜÇÜKARSLAN** for BOSEV and TUZLA, by **Giuseppina Antonaci** for SINERGIA, by **Victoria Folch Cárdenas** for CASA ESLAVA, by **Alexandru Ursulescu** for CPIP, by **Sofia Sideridou** for RJ4ALL and by **Joe Cabello** for I&F.

For the purposes of this report and for brevity's sake, each training will be identified by the nationality of the partner holding it, i.e., the Turkish, the Italian, the Spanish, the Romanian, the British and the Irish training course.

### Demographics of the attendees/trainees

The **Turkish** piloting training course, which as already stated was planned and executed jointly by both Turkish partners BOSEV and TUZLA, was conducted with 30 participants, who were aged from 25 to 54 and from which 11 were female while 19 were male. The **Italian** piloting training course was conducted with 37 participants, aged from 25 to 55 and with 28 trainees being female and 9 being male. The **Spanish** piloting training took place with 18 participants, aged between 30 to 50 and from which 11 were female and 7 were male. The **Romanian** piloting training was executed with 25 participants, which were aged between 25-55 and from which 10 were female and 15 were male. The **British** piloting was followed by 21 trainees, which were aged from 25 to 55 and from which 16 were female, 4 were male and 1 preferred not to declare their gender. Finally, the **Irish** piloting took place with 22 participants, mainly over the age of 40 and from which 12 were female and 10 were male.

### Professional background of attendees/trainees

The **Turkish** piloting training was followed mainly by execution and security officers, former prison workers, lawyers, trainers, psychologists, ex-offenders and police officers, while in the **Italian** one a Ministry of Justice officer, an honorary judge of the juvenile court, lawyers, coordinators of educational services, educators, a counsellor,



psychologists, directors of Caritas services and volunteers from Caritas offices, a Red Cross officer and civil servants participated. The **Spanish** training attracted psychologists, trainers, social workers and in general people in social exclusion, while the **Romanian** training hosted criminal justice professionals, who have worked in penitentiaries, probation services and in several police departments. Finally, the **British** training welcomed participants from multiple different backgrounds, namely restorative Justice experts, a Youth Worker, a Judicial Officer, Academics/Researchers, a Criminal Justice Consultant, Lawyers/advocates, Therapists and a Victim Liaison Officer & RJ Coordinator, while the **Irish** training took place with justice professionals working in juvenile prisons, mainly from Oberstown Children Detention Campus in Dublin, but also some professionals who worked in St Patrick's in the past.

### Target groups

The participants in the **Turkish** training were all criminal justice professionals working with groups, or individuals who are at risk of marginalisation/radicalisation, those attending the **Italian** training were professionals working with minors or adults at risk of deviance (economic poverty, socio-cultural degradation, minors from criminal families, immigrants and refugees), while the attendees of the **Spanish** training were practitioners working with people in social exclusion. Professionals who have participated in the **Romanian** piloting worked with offenders convicted of various types of crimes (from the most minor to serious crimes such as terrorism), people released from prison who are at high risk of being marginalised and re-offending and with people who are at risk of radicalization or extremism. The **British** piloting recruited professionals working with different groups of people, that being young people and offenders, families, young adults, immigrants, college students with diverse socioeconomic and demographic backgrounds, victims of gangs and radicalization phenomena, police officers, detainees/inmates, community justice agencies, residents with disabilities, people with low income, marginalized, vulnerable communities. Finally, the **Irish** attendees were all professionals working with young people in detention who were facing different sentences, some had not been engaged in education prior to detention and some had been diagnosed with learning disabilities.

### Recruitment Process

The **Italian** partner organisation promoted the training opportunity through their dissemination channels (Facebook page, emailing to selected stakeholders, personal contacts), creating an online registration form to be filled out in order for participants to receive joining instructions. Same held true for **British** partner as well, who emailed directly RJ4All's contacts and networks as well as disseminated the opportunity via a social media campaign with social media posts and cards. Via the first round of emails, the British partners explored the interest of potential participants as well as their preference on the format of the training. Registration forms were then created and joining instructions were sent to everyone officially registered. The **Turkish, Spanish** and **Romanian** partners recruited participants through their personal local networks, approaching directly the organisations' contacts, while similarly the **Irish** partner got in touch with the attendees through a former prison worker and through personal contact at Oberstown Detention Centre.

### What training format did you follow?

While the **Turkish**, the **Spanish** and the **Romanian** partner organisations followed a face-to-face in person training format, the **Italian** partner opted for an online format and the **British** and the **Irish** partner adopted a hybrid format, with some participants joining online and others in person.

### Overall, how effective do you think the piloting training course was?

All partners declared that they considered the training effective and applicable to daily work of participants, who left the trainings quite satisfied. It managed to raise awareness about Restorative Dialogue, according to the **Irish** partner, and while some participants insisted that all this is wishful thinking, most people agreed that it is worthwhile looking into it. Specifically, the **British** partner stated that *"all participants expressed their interest in follow-up trainings/sessions as well as in the creation of a network amongst us all. It was deeply insightful and uplifting."* The **Turkish** and the **Italian** partners focused on the fact that it was a well-designed and structured training, presenting the basic concepts and ideas. The **British**, the **Italian** and the **Romanian** partners highlighted that the specific sector of the training was a new topic to many participants, who expressed great interest in learning more, posed questions, triggered further discussions, weaved their own experiences and shared implemented projects and endeavours in their countries. Also, the **British** partner highlighted that the sessions brought out a range of emotive thoughts and feelings and that the broad

range of knowledge, background and insights within the participant group led to meaningful sharing, listening and learning from different fields. On top of that, however, the **Turkish** partner pinpointed that some of the modules were demanding for non-academic participants, while the **British** partner agreed and stressed that the e-course is necessary to complete the live training, which was more intense. Additionally, the **British** partner detected that an important area of development of this training is to make a more explicit link between RJ practices and radicalization, namely how do they inform each other and how might our practice change with this insight.

### How did you allocate the time of the training? Which was indicatively the structure you followed?

The **Turkish**, the **Romanian**, the **Spanish**, the **Irish** and the **British** partners decided to deliver the training as a one-day training, which in most occasions lasted approximately 7 and in other much less. The only difference between them was that while the first four partners had all participants in one day, the **British** partner created two groups which led to half participants attending one day and half another day. However, both sessions were designed on the same basis and they had the same structure. The same trainer held both sessions and he used the same power point presentation. Of course, given the different audience, some sessions were adapted slightly as different questions were raised. On the contrary, the **Italian** partner split the training programme in 2 sessions in 2 days, with the first 3 modules being delivered during the first day of the training along with the introduction part and the last 3 sessions during the second day along with the conclusion of the training.

Roughly, the same structure has been followed starting with welcoming the participants, an introduction about the project and its aims, and distributing the pre-intervention evaluation forms to capture the initial understanding of the topics of violent radicalisation and restorative justice. Reference to the e-course has been also made. After this introduction, all partners continued with the presentation of the modules, split in shorter sessions. According to the **British** partner, at the end of each module, there was a reflection question for the audience, as a wrap-up of the module, while the **Italian** and the **Romanian** partners organised additionally smaller working groups. In the **Italian** training, case studies were distributed to groups, and then in plenary potential intervention practices were discussed, while in the **Romanian** one, participants were divided into 3 working groups in order to better deepen the topics presented above and to have a question-and-answer session. Similarly, the last session in the **British** training was a closing circle, similar to a mediation/peace-making circle, discussing things everyone took from the training and things that are left to be

done. All participants took the floor and expressed their point of view as well as personal experiences from their work. For all partners trainings have been concluded with final remarks, post-intervention evaluation forms, feedback and reminder of the e-course.

### How did you navigate through the material/modules?

All partners based their trainings on the material and modules developed by the programme and made direct use of the e-course content and the Training Handbook. All of them used power point presentations to share and explain some key concepts for each module and the findings of the project; these presentations were useful to support participants in understanding the content of the modules, applying them to their daily job and stimulating questions about potential use of methods and practices (from the observation of potential risks, to prevention, and intervention at community level). The **Italian**, the **Romanian** and the **British** partners declared that they adapted their presentation so as not to be a one person-trainer delivery of the material, but a discussion and fruitful interaction. The **Romanian** partner highlighted that they gave a lot of room for questions and clarifications, while the same held true also for the **British** and the **Italian** partner who all clearly stated that they encouraged participants to share from their professional experience - how they had handled situations. At this point, the **British** partner noticed and stated the different discussions and content allocation coming from different audiences in the two sessions, even though the materials used were the same. Additionally, the **Italian** partner, content-wise, provided participants with case studies from different contexts (school, community, family) giving participants the opportunity to focus on the possible situations closer to their work, while the **British** partner ended the presentation of each module with a reflection question. Also, the **British** partner had shared with the participants pre-course reading material in advance of the training, a fact that leveraged the training. Finally, it has been generally highlighted that the content was a lot and it was necessarily trimmed down to the basic key concepts and therefore the e-course is essential to complete the training.

### How much interaction was created?

According the **Italian**, the **Spanish**, the **Romanian** and the **British** partners, the piloting trainings managed to reach a high level of interaction and question-answer model, while the **Romanian** partner stated that *“we encouraged participants to actively participate with questions, with examples, in case they have encountered cases of*

*violent radicalization in their professional career, but also to express their thoughts and ideas about the topics developed in the modules.”* and the **Spanish** partner admitted that *“there was interaction with the people based on examples of the participants that were shared with all the audience”*. On top of that, the **Italian** partner highlighted that *“the discussion was very fluent in both sessions; the exchange of opinions about case studies in school offered many ideas for all the participants who work with minors at risk.”* Complementarily to the above, the **British** partner upheld that the *“the expertise, the personal experiences as well as the passion and dedication of all attendees participating transformed the training into an interactive exchange of knowledge and discussion ... The vulnerability of the participants and level of personal disclosure felt unusual and was a remarkable gift that increased the level of interaction on the topics involved. It felt a safe place to talk about personal experiences.”* For the **British** training, the reflection question at the end of each module was very helpful in terms of interaction, although it was obvious that the level of interaction was differentiated between the two groups of participants. Also, it was stated that the hybrid format did not incommode the interaction at all, while the **Irish** partner noted the difference and believed that the interaction was much higher among those who participated face to face compared to those joining online. On the contrary of the above, the **Turkish** partners pinpointed difficulties in terms of interaction and fluency. This was linked to participants not being familiar with CPDs and to their non-academic and theoretical background.

### Which were the strengths and weaknesses of the piloting training course?

The answers to this question lead us to believe that while there were multiple strengths, partners pinpointed also areas of further development. The **Irish**, the **Turkish** and the **Italian** partners highlighted that the biggest strength of this training was its innovative character and the fact that it brought into the table a new approach, while also the **Spanish** partner underscored that it turned out to be a very effective training in terms of organisation and daily work. What has been stated, though, as the biggest strength of the training by the **Italian**, the **Romanian** and the **British** partners, was the active involvement of participants. The training format permitted for considerable openness of the participants to gain new information on a fairly new topic, and to get involved in the discussions sharing their own experiences. Complementarily to that, the dissemination of pre-course reading material by the **British** partner to all attendees permitted participants to step into the discussions well prepared, motivated and equipped with personal thoughts and further questions, while the last circle-session was positively welcomed and brought out a range of

emotive thoughts and reflections. A great advantage, according to the **British** partner, was the plurality of the audience and the variety of expertise and working/professional background. This gave multiple angles to all our discussions and permitted for further exploration. Therefore, it is evident that there was a lot of room for personal expression and knowledge-sharing. Additionally, the **Italian** partner, also, expressed its satisfaction regarding the effective and very useful monitoring of participation that the training managed to follow, a strength that was also highlighted by the **British** partner along with the fact that its hybrid format provided a great flexibility and freedom of choice for participants.

On the contrary, what has been pinpointed by the **Turkish**, the **Spanish** and the **British** partner was that the training needs to embed more practical solutions on handling radicalisation via RJ instead of theoretical/academic, with the **Irish** partner stating that some ideas were thought by attendees as not realisable. According to the **British** partner *“Not all participants left the training being 100% secure to implement what was learned into their job and to intervene 100% efficiently in cases of individuals at risk of radicalisation, although we consider this normal as these practices need time to get embedded into our personal practices.”* Participants of the **Romanian** training expressed the inherent difficulty in transferring theory into practice and in persuading people in need about the effectiveness of RJ practices. Moreover, the **Turkish** partner highlighted the difficulty and complexity of the topic, especially for the non-academic audience, which can potentially lead to lack of interactivity. Finally, the **Italian** partner expressed the inherent difficulties of the at distance/online training which can be at odds of personal interaction, while the **British** partner pinpointed the extra burden on handling both the on-site attendees and the online ones at some points.

**Do you consider that knowledge, skills and competences were successfully transferred to the attendees/trainees through the piloting training course?**

All respondent partners firmly believe that knowledge, skills and competences have been successfully transferred to all the participants during the piloting training sessions and the discussions permitted reflection and personal thoughts to be expressed. The multiple working backgrounds brought to the conversation a diverse range of skills from different professions. Overall, all participants seemed to feel more capable of understanding the concept of Restorative Justice theory and practice after the training, while almost all believed that they now held the knowledge, skills, and competences to implement with confidence these values into their jobs. Additionally, participants felt after the training more secure to distinguish the different concepts of

Violent Radicalisation and Violent Extremism. Exactly, due to this success, the **Turkish** partner highlighted that it would be beneficial to reach more funding sources in order to reach more beneficiaries and wider audience. The **Romanian** partner stated that all attendees at the end of the training felt *“much more confident in their own strengths in terms of communicating with radical, extremist people or people who are at risk of violent radicalization”*, while the **British** partner believed that participants *“were satisfied with the content and felt excited with the knowledge received as well as the interaction and insights from other practitioners.”* While this holds true, both the **Irish** and the **British** partner stressed that in any event the ability to bring theory into practice needs time and effort and definitely the piloting cannot be self-conducive to successful implementation into the participants’ jobs.

### **Overall feedback from the attendees/trainees. How did they find the training?**

From the feedback each partner received from their attendees to the piloting (based on the pre and post intervention forms), it is agreed amongst respondent partners that the course had a positive impact, was very useful for their efficiency in their daily work and brought innovative approaches. The training was warmly received and according to the **Italian**, the **Romanian** and the **British** partners, it provided all attendees with the opportunity to get familiarized and to feel more secure with the concepts of Restorative Justice and Violent Radicalisation and Extremism, concepts unknown even to practitioners in the field. Especially, the **Romanian** partner pinpointed the difference prior and after the training in terms of distinguishing radicalization and extremism, recognizing the state of the art of violent radicalisation in Europe and acknowledging the benefits of Restorative Justice. According to the **British** partner, even to those knowing the benefits of RJ, the piloting gave them additional evidence on the future of Restorative Justice theory and practice in an area with which most of them were not very familiar, namely violent radicalization. Trainees felt that they received the necessary skills and tools to promote and implement restorative dialogue with people at risk of radicalization and they all left the trainings feeling more optimistic about the future of violent radicalisation and the current methods of dealing with people at risk. Overall, all partners highlighted the attendees’ interest in more training opportunities in this field and in further networking with like-minded people, while they expressed the benefit of reaching wider audiences.



## Discussion and Evaluation Conclusions

After collecting, analysing and comparing all partners' responses to the questions reflecting the quantitative and qualitative aspects of the piloting face-to-face training course, we are able to discuss the results presented above and draw several evaluation conclusions that can permit the further development of this training course in order to meet its intended impact.

Initially, we observe that despite the intense recruitment process that has been followed, not all partners were able to pilot and implement the designed training course with a minimum of 25 professionals in each country. While the **Turkish** and **Italian** partners managed to exceed the minimum requirement and the **Romanian** partner piloted the training with exactly 25 criminal justice professionals, the **Irish**, **Spanish** and **British** partners implemented their courses with around 20 participants. All partners, indeed, followed an intense recruitment process in order to reach the target group and fulfill the project's quantitative requirement, however it was noted by few partners that the drop-out rate was their uncontrollable main difficulty. Despite initially having more people getting registered, less turned up at the date of the training course. However, it must be noted that this is always something to expect in this kind of trainings and partners should take into account during the recruitment process. Regarding the recruitment of participants to the trainings, it was observed that all partners principally focused on personal contacts and the organization's networks, approaching potential participants via emails and phone calls directly. However, the **British** and **Romanian** partners on top of that highlighted that the training opportunity was also disseminated through social media posts in multiple online platforms. Apparently, this wide dissemination process permits for greater communication and sharing of the training, reaching professionals from different backgrounds and fields and bringing plurality into the discussions and knowledge-sharing. Additionally, it is evident from the partners that the preparation of an online registration form permitted for the easier logging/monitoring of participants and distribution of joining instructions and communications prior to the event. This was indeed an indication of well planning and execution.

In general, more females attended the trainings in total, while it was observed that the age range in all local trainings was quite broad with young professional getting involved to discussions with elder more experienced ones. This definitely brought interesting and new topics into the discussion and permitted for fruitful dialogues, with both new and old ideas. The gain was great, as all attendees could both listen to more fresh approaches and ideas as well as more well-established, evidenced opinions and real-life examples and practices.

Additionally, a great benefit to all trainings was that participants came from **multiple different backgrounds and areas of expertise**, that being police and probation



officers, lawyers, restorative justice experts, educators, social workers etc. From the partners responses, it was evident that most participants had extensive experience in the criminal justice field, either in the prevention or repression field. More precisely, it has been recorded that all local trainings attracted professionals who confront daily individuals who are at risk of marginalisation as well as offenders and ex-offenders who bear the label of criminal and are prone to radicalisation. Additionally, all partners declared one very common characteristic of their participants' working groups; they mostly belong to lower socio-economic groups, face social exclusion, have criminal or migrant background and therefore they have high risk of deviance and of being marginalised/radicalized.

This varied background was definitely conducive to the richness of the trainings and to further exploration of how restorative justice could be consonant with radicalisation and deradicalisation. Even in cases of people who were already familiar with restorative justice as a concept, it became apparent that the training became a chance to see and explore its benefits and use in cases of violent radicalization, a phenomenon which was extensively exemplified and explored in each country. Therefore, according to all partners, the piloting training courses proved how important and conducive is the role of the audience (type of professional background, plurality, variety of fields of expertise) to the overall **interaction** within the training, and subsequently to its **effectiveness**. It has been intensively highlighted, especially by the **Turkish** partners, that the non-academic participants faced difficulties in getting involved in interactive dialogues during the strongly theoretical sections of the course. At the same time, the crucial role of the audience was highlighted also by the **British** partner, who held two trainings with different audience at each. The two sessions, despite following the same structure and presentation material, developed different levels of interaction, presented different points of view and provided more or less dialogue, personal experiences, questions and practical examples. All these were very much linked to the experience, professional background of the trainees as well as their willingness and commitment to offer to the discussion.

Hence, it has been proved that the **question-answer model**, followed by everyone, was essential in securing interaction while it has been proved that the **plurality of the audience** and the **effort of all partners to involve participants' real-life working experience and examples** was the biggest strength and the most important factor to the effectiveness of the trainings. Thanks to the constant questions and reflective dialogue, all partners managed to host open, participatory, interactive and fruitful sessions, which led to participants being motivated, encouraged to speak up, willing to share and secure to freely express themselves. Additionally, it has been evident that the project brought **new unexplored topics** on the surface and all participants acknowledged the training as a very innovative and useful approach to their daily working life. All participants, even those partly familiar with the concepts of Restorative Justice and Violent Radicalisation, felt that it has been a worthy

experience for multiple reasons. Mainly, they got better familiarized with the new and unexplored concepts of Restorative Justice and Violent Radicalisation and Extremism, the training functioned as a chance for them to interact with like-minded people and to expand their networking and they all equipped with courage to continue their work more efficiently.

However, it must be noted, that although everyone declared to having acquired necessary knowledge, skills and tools to promote and implement restorative dialogue with people at risk of radicalization, we acknowledge that **the passage from theory to practice is quite demanding and definitely the piloting trainings cannot be self-conducive to successful implementation into the participants' jobs**. To facilitate this passage, more practical solutions on handling radicalisation via RJ instead of theoretical/academic could be embedded into the training, according to participants. Undoubtedly, it is a difficult and complex topic, especially for the non-academic audience. Therefore, a necessary area of development of this training is to make a more explicit link between RJ practices and radicalization cases, namely how do they inform each other and how might our practice change with this insight.

Finally, in terms of practicalities, it turned out that the face-to-face in person format certainly facilitated the interaction, networking, reflections and immediacy. Both the online and hybrid format proved to have added some additional burden on the trainer in order to handle the inherent limits of the "at distance discussion". Moreover, almost all partners opted for the one full day training instead of splitting the modules into two sessions. Although no particular difficulties were recorded in terms of time and content management, it has been declared by everyone that the material and the content of the training is vast and it should be necessarily trimmed down to the core ideas in order to manage to keep the audience interested and active. The only different model came from the **British** partner, who decided to provide two optional training dates and split its selected participants into two smaller groups. This led to greater flexibility within the small groups and permitted for further questions and discussions, while extremely helpful to this rich discussion was also the fact that pre-course reading materials had been disseminated prior to the event to those attending. Eventually, a great idea has been proposed by the **Italian** partner, who dedicated a session to working groups and case studies from different contexts (school, community, family). Giving participants the chance to work on real examples and come back with potential intervention practices has been a great addition to the training.

Last, but not least, the positive outcome of the trainings is perfectly reflected upon the interest of many participants in more training opportunities in this field and in further networking with like-minded people, while they expressed the benefit of reaching with this training wider audiences.

## Recommendations/Opportunities

To sum up, and based on the **Discussion and Evaluation Conclusions**, we will now conclude with a focus on specific aspects that were effective and must be retained, as well as with some recommendations for further development.

First of all, it has been evident that the audience attending the training plays a crucial role to the richness of the training and the overall interaction and effectiveness. Therefore, it is necessary to implement a broad dissemination campaign of the training and to proceed with recruitment of criminal justice professionals coming from multiple backgrounds and with inherent commitment and willingness to get involved in discussions, bring their own experience and explore this new area of Restorative Dialogue and Violent Radicalisation. This brings plurality into the discussions and knowledge-sharing, an aspect that has been proved essential to this training course. Moreover, we recommend that part of the recruitment must also be the dissemination of some basic pre-course reading material, a fact that allows participants to feel confident during the discussion and subsequently secure to pose questions and express opinions.

Furthermore, the question-answer model, followed during the pilotings, undoubtedly was a great gain, since it secured interaction, openness and involvement of participants' real-life working experience and examples. That was the main reason the several piloting sessions brought out a range of emotive thoughts and feelings as well as meaningful sharing, listening and learning from different fields. Also, it is crucial to adapt the training to the audience who might not be very confident with such difficult concepts neither familiar with so theoretical/academic presentations. Given also that the training is very extensive, it should become clear from the beginning of the training that only the key concepts will be presented and therefore all participants are encouraged to follow at their own pace also the e-course.

On top of the above, regarding the training session, it seems that the face-to-face in person format was more beneficial to the training, permitting higher level of interaction, while also the smaller audience groups were able to absorb more questions, discussions and networking between like-minded people. Additionally, a great addition to the core of the training must be the working groups session with case studies and potential intervention practices coming from the attendees.

Finally, and given the feedback of trainees of the piloting training sessions, we noticed that **the passage from theory to practice is quite demanding and definitely the pilotings could not be self-conducive to successful implementation into the participants' jobs**. Therefore, an important area of development of this training is to make a more explicit link between RJ practices and radicalization, namely how do they inform each other and how might our practice change with this insight. In any event,

we acknowledge that these topics are difficult and complex and need time and commitment to become effective into practice.

## Appendix 1

The link to the online **Evaluation Questionnaire**, which was developed in Google Forms:

[https://docs.google.com/forms/d/e/1FAIpQLSf28ZUTtBTSh2h2NaGT2QaBn1meWtxoJtgFbULVcT9moCSsng/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSf28ZUTtBTSh2h2NaGT2QaBn1meWtxoJtgFbULVcT9moCSsng/viewform?usp=pp_url)

## Appendix 2

### PRE-INTERVENTION EVALUATION FORM

**Person ID:**

**DATE:**

**Organisation Name:**

Below you can find some statements and thoughts about Restorative Justice and Violent Radicalisation. Please rank from 1 to 5 the following aspects (1 being the lowest degree of agreement and 5 the highest degree of agreement)

<b>STATEMENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I am well aware of the concept of Restorative Justice theory and practice					
2. I can implement with confidence in my job the values, and standards of Restorative Justice					
3. I know how to distinguish the concepts of Violent Radicalisation and Violent Extremism					

4. I can identify the different forms of violent radicalisation and deal properly with them					
5. I am well aware of the state of the art of violent radicalisation in Europe					
6. I can thoroughly understand how RJ theory can contribute to crime and conflict control and prevention					
7. I am worried about how a positive approach of offenders could be beneficial for community					
8. I trust and widely implement methods of intercultural dialogue and inter-religious dialogue					
9. I have the skills and tools to promote and implement restorative dialogue to people at risk of being radicalised					
10. In my job, I know how to intervene based on RJ values and make use of them in practice					
11. I can identify the different RJ methods existing and which one to pick at each case					
12. I recognise and make good use of community engagement when it comes to the prevention of violent radicalization					
13. I already know how to support individuals at risk making good use of restorative dialogue					
14. Resilience and emotional intelligence play a vital role in my job and is a well-developed skill					
15. I have a good understanding of the role of traumas in violent radicalisation and how they can affect my work					
16. I am acquainted with Erasmus plus projects					
17. I am curious to learn how restorative justice values and principles can be insightful for violent radicalisation cases in my work					
18. In my job, I have dealt with cases of violent radicalisation and encountered individuals at risk, where RJ practices could have been helpful					

19. I understand the subject of this training course as very innovative and insightful for my job					
20. From the information provided so far, I feel that the training can provide me with practical knowledge and competences					
21. I have attended in the past similar courses.					
22. I was motivated to follow this course in order to gain knowledge, skills and competences that I did not have before					

### Appendix 3

#### POST-INTERVENTION EVALUATION FORM

**Person ID:**

**DATE:**

**Organisation Name:**

Below you can find some statements and thoughts about Restorative Justice and Violent Radicalisation. Please rank from 1 to 5 the following aspects (1 being the lowest degree of agreement and 5 the highest degree of agreement)

<b>STATEMENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I feel more secure and capable of understanding the concept of Restorative Justice theory and practice					
2. Now, I do hold the knowledge, skills, and competences to implement with confidence in my job the values, and standards of Restorative Justice					
3. The course's philosophy and goals were thoroughly and clearly delineated.					
4. I can easily distinguish the concepts of Violent Radicalisation and Violent Extremism					
5. I can easily identify the different forms of violent radicalisation and deal properly with them					
6. It is easier now, based on the methodologies and tools acquired, to transfer theory into practice					

7. I have a better understanding of the state of the art regarding violent radicalisation in Europe					
8. I feel secure implementing what was learned and discussed in my job					
9. I am more motivated to promote better activation of people related to intercultural dialogue and inter-religious dialogue					
10. The training course impacted on my personal development					
11. I feel more optimistic about the future of violent radicalisation and the current methods of dealing with people at risk					
12. I trust that the course provided us with useful information on crime and conflict control and prevention					
13. I see and recognise the future of Restorative Justice theory and practice in violent radicalisation					
14. I will adopt relevant practices and methods in my job					
15. I am more aware of how to intervene efficiently in cases of individuals at risk of radicalisation					
16. The format of the sessions/modules was helpful to gain full understanding of the topic					
17. I feel satisfied with the course and the trainers and I would attend a follow up course/event					
18. I have established useful and interesting relationships with like-minded practitioners					
19. Time allocated to each presentation was adequate					
20. Time allocated to discussion and personal thoughts was adequate					
21. The trainer(s) acted as facilitators for further discussions and topic exploration					
22. The course was innovative and I heard things that can change my work efficiency					

