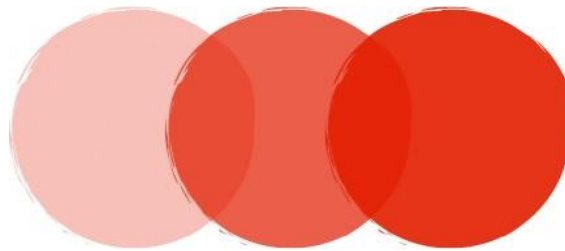


RESTORATIVE DIALOGUE AGAINST VIOLENT RADICALISATION



IO2 – RDaVR E-COURSE EVALUATION REPORT

Prepared by:

- January 2023 -

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However, most of all, it is important to thank all the enrolled participants to the platform, who took the time to register and follow the modules at their own pace. Without their contribution, registration and evaluation, we would not have been able to measure the overall efficiency and effectiveness of the designed e-course.

Introduction

This IO2 - 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 Invatarii 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 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 IO2

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

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justice.

IO2: **Design of the programme as CPD accredited e-course** and its translation into all participating languages;

IO3: **E-book** with chapters written by the partners in their native languages capturing all the learning from the project.

Therefore, the second Intellectual Output of the project is an online, CPD accredited training course (e-course) for professionals/volunteers working with offenders, ex-offenders or people at risk of violent radicalisation and group violence, which has been translated into different languages, making it accessible to a wide audience.

The implementation of IO2 consisted of three separate stages:

Phase 1: Design and development

Initially, the IO leader had to collect (a) the course material from IO1 and (b) feedback from the User Scrutiny Panel and design an e-course tailored to professionals working with offenders, ex-offenders and those at risk of violent radicalisation/ group violence (e.g. gangs). The developed e-course mirrored the face-to-face training course and Handbook, but it has been complemented with digital and other online interactive features, as well additional reading material.

Phase 2: Implementation EU wide

Subsequently, the e-course needed to be disseminated widely and piloted with at least 250 professionals from across the partnership and Erasmus+ countries.

Phase 3: Evaluation

After the wide dissemination and piloting of the e-course, the last part of IO2 required the scientific evaluation of the e-training. Therefore, self-assessment tools and evaluation forms had to be introduced to the e-platform, asking participants to provide feedback on the e-course itself, but also evaluating their learning, skills, competences and attitudes post and prior to taking the e-course.

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 second

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Intellectual Output of this project, namely the RDaVR online training (e-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 the e-course has been driven by specific pre-settled qualitative and quantitative indicators in order to measure all the piloting of the e-course in all partners' countries and EU wide and to draw inferences regarding quality and quantity expectations of the second IO.

B. Aims and Objectives

This Evaluation Report aims to:

1. **Collect** all relevant information and learning from the piloting of the e-course by each partner of the RDaVR partnership, based on the registered participants
2. **Analyse** the findings from all e-course pilotings held by all partners
3. **Compare** the results and findings between the e-course registrations logged by all partners in all the different language versions of the platform
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 online training course
6. **Come up with** recommendations, implications and new opportunities for the further improvement and development of the online training course with the ultimate goal to achieve its intended impact
7. **Assess** the overall effectiveness and efficiency of the e-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, RJ4All made use of the self-assessment tools and evaluation forms which had been embedded in all the language versions of the e-course and completed by fraction of the total

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registered participants who managed to complete the entire e-course at their own pace. These forms would permit the partnership to capture the effectiveness of the e-course according to the provided feedback by all enrolled participants who would make it till the end of the course.

As already stated, the designed E-course has been translated into 5 different languages (partner countries' languages) and therefore the target group of the entire project and more precisely of the e-course could attend the online course in the language of their choice, filling out the final evaluation form at the end also in the respective language.

The evaluation form, provided to all enrolled participants after completing the entire e-course, comprised of both quantitative and qualitative questions which aimed to measure the performance of this activity against its qualitative and quantitative aspects. The replies of enrolled participants contributed to compiling the report and coming up with conclusions and recommendations to improve the course.

Initially, all partners collected their participants' responses in the questionnaires, which were provided in their own languages. Subsequently, they translated the replies in English (when needed) and compiled them in their national reports, which was then sent to RJ4All in order to compile, analyse, compare and come up with the final overall report. RJ4All, after collecting all national data from the partners regarding their e-courses, 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.

Results and Overarching Findings of the Evaluation

Registered participants to all versions of the e-course have been asked to respond to 15 questions, capturing their personal details and their feedback to the e-course. The questions referred to what the participants liked and disliked about the online course, as well as whether the e-course managed to improve their knowledge, skills and competences regarding all the sub-topics and concepts of the training. Finally, enrolled participants were asked to provide some general comments about the effectiveness and efficiency of the e-course and whether they would recommend it to other practitioners from the field.⁷

helping us out to come up with some final evaluation conclusions on what needs to be improved.

Enrolled participants' professional profile

The **Turkish** e-course was followed mainly by migrant workers, students, psychologists and psychosocial support officers, police officers, trainers, former prisoner workers, execution and security officers and lawyers, while the **English** version of the e-course welcomed participants from multiple different backgrounds, that being teachers, professors, care workers, lawyers, criminologists, restorative justice coordinators, administrative and higher education staff and lecturers in Criminology. At the same time, the **Italian** e-course was attended by counselors, educators, psychologists, Juvenile center coordinators, students and social workers, the **Spanish** one by administrative staff and the **Romanian** one by police and chief officers, criminal justice experts, psychologists and public order officers.

What did you like about the e - learning course?

Participants were asked "What did you like about the e - learning course".

Participants in the **Turkish e-course** stated that the course was very well structured, with interesting and quality content that was helpful to absorb the new concepts and the link between restorative dialogue and violent radicalisation. **Turkish** participants highlighted the quality of the modules as well as the clear presentation of the content. Using repairing and restorative dialogue was something attractive and new, while the entire course was deemed as quite instructive. Furthermore, participants of the **English e-course** stated that the course was well structured, easy to access and use, while it provided material of high quality which connect different approaches. It was much appreciated that the content was accompanied by case studies and quizzes, which helped the self-paced learning process while it was particularly mentioned that the tests at the end of the modules were quite reinforcing. On top of that, the **Spanish e-course** participants stated that the course was very well organised in separate modules and simple activities, while participants in the **Italian e-course** believed that the topics covered were very broad in content and resonated with a variety of issues related to the prevention of violent radicalization, with which they were previously unfamiliar, while they brought a deep and much appreciated richness to their personal and professional services. Additionally, the structure of the presentations was impressive, while the simplicity and naturalness with which the topics were covered was particularly

welcomed. Finally, **Romanian e-course** participants stated that the information was arranged in a short and understandable way, which in turn helped the learning process and absorbance of new concepts and information. Romanian participants were absolutely satisfied with the new concepts to which they were introduced, a fact that permitted personal and professional development.

What did you dislike about the e - learning course?

Participants were asked " What did you dislike about the e - learning course".

The overall feedback indicated that in general enrolled participants were quite satisfied with the provided online training, which managed to reach their expectations and provide qualitative and useful content. However, many participants spotted areas of development and improvement. More precisely, the participants of the **English e - learning course** stated that there were some typos, which incomed the learning process, while some slides overlapped. Additionally, they would prefer more interactive videos to intervene between content-slides as well as some additional references. Participants of the **Spanish e-learning course** stated that the texts were quite long for them to keep up, while participants of the **Italian e-learning course** stated that the interaction could be increased in the course while they would prefer to include more group activities, dialogue and further exploration to the topic. Finally, participants in the **Romanian e-learning course** proposed that the case studies could be increased during the entire learning process, with some topics being in need of further elaboration and expansion.

This e-learning course has improved my knowledge of violent radicalisation

Participants were asked to state their opinion regarding the following statement. "This e-learning course has improved my knowledge of violent radicalisation".

This e-learning course has improved my knowledge of violent radicalisation	True (f)	False (f)	No answer (f)
Turkish e-learning course	33	0	0
English e-learning course	13	0	0
Spanish e-learning course	2	0	0
Italian e-learning course	11	0	0
Romanian e-learning course	14	0	0

***(f) frequency**

This e-learning course has improved my knowledge of violent radicalisation	True%	False%	No answer%
Turkish e-learning course	100	0	0
English e-learning course	100	0	0
Spanish e-learning course	100	0	0
Italian e-learning course	100	0	0
Romanian e-learning course	100	0	0

% percent

All of the answers to the question "This e-learning course has improved my knowledge of violent radicalisation" were positive. Therefore, participants stated that their knowledge on Violent Radicalisation has been improved.

This e-learning course has improved my knowledge of Violent radicalisation and Extremism in Europe

Participants were asked to state their opinion regarding the following statement. " This e-learning course has improved my knowledge of violent radicalization and extremism in Europe"

This e-learning course has improved my knowledge of Violent radicalisation and extremism in Europe	True (f)	False (f)	No answer (f)
Turkish e-learning course	33	0	0
English e-learning course	13	0	0
Spanish e-learning course	2	0	0
Italian e-learning course	10	0	1
Romanian e-learning course	13	0	1

***(f) frequency**

This e-learning course has improved my knowledge of Violent radicalisation and extremism in Europe	True%	False%	No answer%
Turkish e-learning course	100	0	0
English e-learning course	100	0	0
Spanish e-learning course	100	0	0
Italian e-learning course	91	0	109

Romanian e-learning course	93	0	7
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% percent

Almost all of the received answers to the question "This e-learning course has improved my knowledge of Violent radicalisation and Extremism in Europe " were positive, with only a fraction not providing an answer. Therefore, participants stated that their knowledge on Violent Radicalisation and Extremism in Europe has been improved.

This e - learning course has improved my knowledge of Restorative dialogue and Justice Practice

Participants were asked to state their opinion regarding the following statement. " This e - learning course has improved my knowledge of Restorative dialogue and Justice Practice "

This e - learning course has improved my knowledge of Restorative dialogue and Justice Practice	True (f)	False (f)	No answer (f)
Turkish e-learning course	32	0	1
English e-learning course	10	0	3
Spanish e-learning course	2	0	0
Italian e-learning course	10	0	1
Romanian e-learning course	14	0	0

***(f) frequency**

This e - learning course has improved my knowledge of Restorative dialogue and Justice Practice	True%	False%	No answer%
Turkish e-learning course	97	0	3
English e-learning course	70	0	30
Spanish e-learning course	100	0	011

Italian e-learning course	91	0	9
Romanian e-learning course	100	0	0

% percent

Almost all of the received answers to the question " This e-learning course has improved my knowledge of Restorative dialogue and Justice Practice " were positive, with only a fraction not providing an answer. No one stated a negative reply. Therefore, participants believed that their knowledge on Restorative dialogue and Justice Practice has been improved after completing the online training.

This e-learning course has improved my knowledge of Community Engagement and Empowerment

Participants were asked to state their opinion regarding the following statement. " This e-learning course has improved my knowledge of Community Engagement and Empowerment"

This e-learning course has improved my knowledge of Community Engagement and Empowerment	True (f)	False (f)	No answer (f)
Turkish e-learning course	33	0	0
English e-learning course	12	0	1
Spanish e-learning course	2	0	0
Italian e-learning course	10	0	1
Romanian e-learning course	14	0	0

***(f) frequency**

This e-learning course has improved my knowledge of Community Engagement and Empowerment	True%	False%	No answer%
Turkish e-learning course	100	0	0
English e-learning course	92	0	8
Spanish e-learning course	100	0	0
Italian e-learning course	91	0	9

Romanian e-learning course	100	0	0
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% percent

Almost all of the received answers to the question " This e-learning course has improved my knowledge of Community Engagement and Empowerment" were positive, with only a fraction not providing an answer. No one stated a negative reply. Therefore, participants believed that their knowledge on Community Engagement and Empowerment has been improved after completing the online training compared to what was true before the training.

This e-learning course has improved my knowledge of Resilience, mental health and neurodiversity

Participants were asked to state their opinion regarding the following statement. " This e-learning course has improved my knowledge of Resilience, mental health and neurodiversity"

This e-learning course has improved my knowledge of Resilience, mental health and neurodiversity	True (f)	False (f)	No answer (f)
Turkish e-learning course	33	0	0
English e-learning course	11	0	2
Spanish e-learning course	2	0	0
Italian e-learning course	11	0	0
Romanian e-learning course	13	1	0

***(f) frequency**

This e-learning course has improved my knowledge of Resilience, mental health and neurodiversity	True%	False%	No answer%
Turkish e-learning course	100	0	0
English e-learning course	85	0	15
Spanish e-learning course	100	0	0 13

Italian e-learning course	100	0	0
Romanian e-learning course	93	7	0

% percent

Most of the received answers to the question " This e-learning course has improved my knowledge of Resilience, mental health and neurodiversity " were positive, with only a fraction not providing an answer. However, there was one participant in the **Romanian** e-course who declared this statement as false in their case. Therefore, most participants believed that their knowledge on mental health has been improved after completing the online training, with only one stating the opposite.

This e-learning course has improved my knowledge of Trauma for Combating Violent Radicalization And Extremism

Participants were asked to state their opinion regarding the following statement. " This e-learning course has improved my knowledge of Trauma For Combating Violent Radicalization And Extremism "

This e-learning course has improved my knowledge of Trauma For Combating Violent Radicalization And Extremism	True (f)	False (f)	No answer (f)
Turkish e-learning course	33	0	0
English e-learning course	11	0	2
Spanish e-learning course	2	0	0
Italian e-learning course	11	0	0
Romanian e-learning course	12	2	0

***(f) frequency**

This e-learning course has improved my knowledge of Trauma For Combating Violent Radicalization And Extremism	True%	False%	No answer%
Turkish e-learning course	100	0	0
English e-learning course	85	0	15

Spanish e-learning course	100	0	0
Italian e-learning course	100	0	0
Romanian e-learning course	86	14	0

% percent

Almost all of the received answers to the question " This e-learning course has improved my knowledge of Trauma For Combating Violent Radicalization And Extremism " were positive, with only a fraction not providing an answer and 2 participants in the **Romanian** e-course declaring this statement as false in their case. Hence, it is evident that in general, participants considered that their knowledge of Trauma for Combating Violent Radicalization and Extremism had been improved after the training.

After completing the e - learning course, I feel confident understanding the key concepts of violent radicalisation and the extremism context in Europe

Participants were asked to state their opinion regarding the following statement. " After completing the e - learning course, I feel confident understanding the key concepts of violent radicalisation and the extremism context in Europe "

After completing the e - learning course, I feel confident understanding the key concepts of violent radicalisation and the extremism context in Europe.	True (f)	False (f)	No answer (f)
Turkish e-learning course	32	0	1
English e-learning course	12	0	1
Spanish e-learning course	2	0	0
Italian e-learning course	9	1	1
Romanian e-learning course	14	0	0

***(f) frequency**

After completing the e - learning course, I feel confident understanding the key concepts of violent radicalisation and the extremism context in Europe.	True%	False%	No answer%

Turkish e-learning course	97	0	3
English e-learning course	92	0	8
Spanish e-learning course	100	0	0
Italian e-learning course	82	9	9
Romanian e-learning course	100	0	0

% percent

The replies to this question indicate the majority of registered participants responded positively in the following question "After completing the e - learning course, I feel confident understanding the key concepts of violent radicalisation and the extremism context in Europe." However, some of the registered participants did not reply at all, while one participant in the **Italian** e-course declared that this does not hold true for their case. Hence, overall, most participants felt confident understanding the key concepts of violent radicalisation and the extremism context in Europe after the training, with only one stating the opposite.

This e - learning course has provided me with access to materials and tools which will help me.

Participants were asked to state their opinion regarding the following statement. " This e-learning course has provided me with access to materials and tools which will help me."

This e-learning course has provided me with access to materials and tools which will help me	True (f)	False (f)	No answer (f)
Turkish e-learning course	32	0	1
English e-learning course	10	0	3
Spanish e-learning course	1	0	1
Italian e-learning course	10	0	1
Romanian e-learning course	14	0	0

***(f) frequency**

This e-learning course has provided me with access to materials and tools which will help me	True%	False%	No answer%

Turkish e-learning course	97	0	3
English e-learning course	70	0	30
Spanish e-learning course	50	0	50
Italian e-learning course	91	0	9
Romanian e-learning course	100	0	0

% percent

The replies received to this question indicate that the majority of registered participants responded positively in the following question " This e-learning course has provided me with access to materials and tools which will help me." However, some of the registered participants did not reply at all, while no one responded negatively. Hence, overall, most participants appreciated the access to materials and tools provided during the e-course.

Would you recommend this e-learning course to other professionals working with young carers?

Participants were asked to state their opinion regarding the following statement. " Would you recommend this e-learning course to other professionals working with young carers? "

Would you recommend this e-learning course to other professionals working with young carers?	True (f)	False (f)	No answer (f)
Turkish e-learning course	33	0	0
English e-learning course	12	0	1
Spanish e-learning course	2	0	0
Italian e-learning course	11	0	0
Romanian e-learning course	14	0	0

***(f) frequency**

Would you recommend this e-learning course to other professionals working with young carers?	True%	False%	No answer%
Turkish e-learning course	100	0	0
English e-learning course	92	0	8
Spanish e-learning course	100	0	0
Italian e-learning course	100	0	0

Romanian e-learning course	100	0	0
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% percent

The replied to this question, as collected by all registered participants to all versions of the designed e-course, highlight that almost all enrolled participants would recommend this e-course to other professionals working with young carers, while only one participant in the **English** version did not provide an answer. Overall, participants elaborated on this and stated that it is a really interesting and informative course, convenient to go through and very comprehensive, which would be of benefit to a range of professionals since it would help them to reduce the risk of young people being groomed to violent, radical or extreme radical groups. It offers a spherical understanding of new concepts and instruct on the interlinkages between trauma, neurodiversity and radicalisation/extremism. Participants also revealed that the course provides important tools and good practices to support the community and it is particularly enlightening for practitioners working with adolescents in distressed and marginalized situations because it provides interesting keys to understanding social phenomena.

Overall comments by participants about the e-course

At the end of the self-assessment and evaluation, participants were instructed to provide us with any comment that could contribute to the improvement of the e-course and its effectiveness in achieving the expected impact. Participants to the **English** e-course stated that they had been honored to have been selected and completed this e-course, while one participant added that they would like more guidance on how we can feed upwards the issues, vulnerabilities, etc that may emerge during restorative sessions to tackle some of the structural, societal and organisational changes that may be required to reduce radicalisation and extremism. Furthermore, a **Romanian** participant highlighted some practical difficulties in responding a particular question in the final CPD test, while **Italian** participants seemed very satisfied with the material and would be willing to explore further the topic.

Discussion and Evaluation Conclusions

After collecting, analysing and comparing all participants responses to the questions reflecting the quantitative and qualitative aspects of the online training course, we are able to discuss the results presented above and draw several evaluation conclusions that can permit the further development of this

e-course in order to meet its intended impact.

Firstly, as already stated this e-course has been designed for criminal justice professionals and volunteers working with offenders, ex-offenders and individuals at risk of being marginalized and groomed into radicalization. According to the requirements of the project, the e-course, translated in 5 different languages, was widely disseminated and piloted by all partner organisations, with some partners reaching a higher number of registrations and some others less. However, it must be noted that although a high number of registrations to all e-courses, amounting to more than 150, has been achieved by the consortium, a much smaller number of enrolled participants have already completed the entire e-course. Undoubtedly, the designed online training is meant to take a lot of time as it includes 6 modules with quizzes and further reading suggestions, and participants can follow it at their own pace in order to make sure they can absorb the newly introduced concepts and approaches.

In general, the e-course in all languages attracted criminal justice professionals, students and volunteers coming from a wide range of sub-fields, a fact that undoubtedly added to the value of the e-course. Practitioners from different criminal justice areas seemed able to adapt the training to their profession and appreciated the importance of this innovative approach to their area of expertise. Therefore, it is evident that this e-course addresses topics which can be instructive to a very broad spectrum of professions, indicating the applicability of the topic to professional life.

Overall, it has become evident that the e-course has been extremely welcomed by the trainees, who declared satisfied with the content presentations, the new concepts and topics, the innovative approaches and fresh ideas on how to deal with phenomena of violent radicalization through dialogue and the principles of restorative justice. Enrolled participants appreciated the structure of the modules, the organization of the presented topics and the accompanying tests, quizzes, case studies and reading suggestions for further exploration and personal development around the topic. The material has been of high quality according to participants, who declared that the entire e-course is really easy to go through and navigate, while everything is arranged in a short and understandable way. Furthermore, it can be safely stated that the e-course managed to transfer the expected knowledge, skills and competences around violent radicalization and extremism in Europe, restorative justice theory and practices, the importance of resilience, the benefits of community engagement and empowerment and finally the interlinkages between trauma, mental health and neurodiversity with violent radicalization. It has been identified that most of

these concepts were quite new to participants and triggered their interest in further exploring. Participants declared an unexpected deep and much appreciated richness to themselves and their professional life.

Despite the overall positive feedback, participants also mentioned weaknesses of the platform and the e-course and certain areas of further development. More precisely, according to a few participants there were several typos which should be corrected, making the slides even more accessible and easy to go through. Additionally, a great number of participants to all courses highlighted that they would like to see more examples and case studies in the course as well as further interaction and group work, that would lead the e-course to another level. Finally, some participants thought that some overlapping slides can be omitted, giving space to deeper exploration of interesting and practical aspects of the topic, like “how we can feed upwards the issues, vulnerabilities, etc that may emerge during restorative sessions to tackle some of the structural, societal and organisational changes that may be required to reduce vulnerability to radicalisation and extremism.”

Recommendations/Opportunities

To sum up, and based on the Discussion and Evaluation Conclusions addressed above, we will now conclude by focusing 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 seen that a great asset of the e-course is the way the topic is presented and structured, allowing participants to explore at their own pace this difficult, challenging and quite new area of restorative justice and violent radicalization. It has been proved that the course manages to meet the expected standards of professionals while it is quite helpful for their daily professional life. It is very important that the e-course is arranged in an understandable way, combining both theoretical and practical content/case studies. This makes it accessible to everyone who can get familiar with the presented approach and acquire the knowledge and skills to implement them in their working life.

However, it has been noted by many participants that a way to lead this e-course to another level and secure even higher impact, is to make it even more case-study oriented and incorporate further examples and practical solutions. Also, some interesting topics can be further elaborated in order to provide participants with additional ideas on how dialogue and restorative justice principles can be used to tackle radicalization and extremism.

To sum up, from this report, we can securely state that this e-course needs to be widely disseminated in order to reach a wide spectrum of criminal justice professional working with offenders, ex-offenders and individuals at risk of radicalization. The training is adapted to multiple professions and it can successfully instruct practitioners on how to reduce the risk of young people being groomed into radicalization groups and how to make use of positive prevention measures which are based on restorative dialogue. We acknowledge that these topics are difficult and complex and definitely need time and commitment to become effective into practice, but it seems that this online training can introduce people successfully into them and contribute to the field.