

# Strengthening Resilience against Violent Radicalization (STRESAVIORA)

## Summary

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## **Introduction**

In 2010, during Belgium's EU Presidency, the need for early preventive and social instruments, to support vulnerable youngsters and their social environment as approach against violent radicalization, became clear. In the strengthening of resilience of vulnerable juveniles, the cooperation with local actors became more and more important. Therefore, the need for, and investment in more research and knowledge gathering concerning this topic, became a crucial issue (IBZ & Arktos vzw, 2013). To work on this, the project STRESAVIORA (STrengthening RESilience Against VIOlent RADicalization) has been created. It is supported by the Prevention of and Fight against Crime Programme (2007-2013) of the European Union European Commission – Directorate-General Home Affairs. The Federal Public Services, Home Affairs and General Direction Security and Prevention, are coordinating the project with ARKTOS vzw [non-profit association] as the project Co-Beneficiary.

Radicalization is a complex process. Former research pointed to the importance of multiple factors covering the social-, demographic- and psychological spheres. Furthermore, triggers like the deceasing of a family member or drastic events that circulate on (social) media, can play an important role in the development of radical ideas. Youngsters and adolescents who are in the process of developing a social identity, are among others vulnerable to influences from charismatic role models or peers. In the last years, several countries and municipalities developed projects and interventions to prevent youngsters from involvement in radicalization, but for the moment, effective prevention is still a grope in the dark. In the research the following three research questions were formulated and answered by conducting a literature analysis and interviews:

1. Which characteristics and underlying factors foster and protect from radicalization?
  - a. What are the characteristics and underlying factors that make youths vulnerable to (violent) radicalization?
  - b. Which characteristics and underlying factors can be identified as protective factors to (violent) radicalization?
2. Which interventions are effective in the framework of de-radicalization?
  - a. Which (international) interventions can be described as 'good practices' for the enlargement of resilience among youths?
  - b. Which indicators are relevant to measure the effects of a resilience training?
3. How can youngsters' resilience towards radicalization be enhanced?
  - a. Which protective factors need to be reinforced to prevent youth from radicalizing?  
Which approaches can contribute to increase youngster's resilience to prevent (violent) radicalization?

In the literature analysis academic electronic databases were used in order to find relevant literature. The following search terms and combinations and variations of terms were used; prevention, preventing, countering, (de)radicalization, contra terrorism, training, empowerment, strengthening, resilience, youngsters, young people, youth, children, communities, solidarity, group dynamics, identification, vulnerable, societal vulnerability, appreciative inquiry, social media, extremism, terrorism, violence, radicalism, impact assessment, research evaluation, effectiveness, resilience building. For the interviews of 31 youngsters were questioned (with partly Dutch-speaking, and partly French-speaking youngsters living in Brussels and surroundings). In the semi-structured interviews the focus was on potential protective factors and questions that gauge the resources in the daily life.

### **1. Characteristics and underlying factors that foster and protect from radicalization**

#### **1.1 Definition**

In order to identify the characteristics and underlying factors that foster and protect from (violent) radicalization, it is necessary to start with a good definition. However, the concept of radicalization is difficult to grasp. Radicalization is a process that develops through a combination of divers risk factors on several levels.

By combining two definitions, the concept of violent radicalization can be described as follows:

The process of [an individual or a group] adopting an extremist belief system [inspired by philosophical, religious, political or ideological notions], including the willingness to use, support, or facilitate violence [or undemocratic means], as a method to effect [drastic] societal change. (Allen, in Vidino, 2011, completed with the definition in the report of Vice- Prime Minister, 2013).

By analyzing literature and by reflecting on the definition of the concept violent radicalization, it became clear that this concept cannot be described in terms of ‘radicalized’ versus ‘not radicalized’. People, who are not radicalized, can be ‘triggered’ by certain events to increasingly be attracted to radical ideologies or movements (Vidino, 2011). The process of involvement into violent radicalization is dynamic; a person can fluctuate in the degree of involvement. Further, the process is not linear. Young people can ‘dip in and out’ of the process (Bonnell et al., 2011, Noppe et al., 2012). An important remark is that the development of radical notions is not per se problematic, since having a certain passion about a topic can increase involvement within civil society. Radicalism becomes problematic when the willingness to use or support undemocratic means develops. Prevention is needed in the first stage: before the development of radical ideas and the willingness to use or support undemocratic means.

**1.2 Risk factors**

To answer the question which factors influence youngsters in the process of radicalization, several risk factors and mechanisms were explored. In the literature, distinctions are made between root causes, push & pull factors and triggers. Pull factors can be described as elements that tend to influence the individual and ‘pull’ him/ her towards a more attractive alternative. Push factors are circumstances that make an individual more open for radical messages. There is no univocal explanation for the exact influences of these factors. Furthermore, authors use different distinctions of factors. Still, they all seem to agree on the multifactorial character of the development of (violent) radicalization, with a combination of risk factors on different levels. Although all these factors seem to increase the possible involvement with radicalization, there is no objective model of certain youngsters who become radical, and it is not possible to speak of ‘the’ radical (Bjørgero, 2011; de Graaff, de Poot & Kleemans, 2009; Horgan, 2008; Van den Bos et al., 2009; Veldhuis & Bakker, 2007). The main factors described in literature can be structured as follows:

Root causes	Push factors	Pull factors	Triggers
age: youngsters in search of identity	- internal pull factors e.g. identification with victims, dissatisfaction with current situation	-internal push factors e.g. personal experiences e.g. a knowledge gap about certain topics e.g. integration paradox (frustration, lack of belonging)	a dramatic event might inflame the actual behaviour of violent radicalization. e.g. deceasing of a family member, or war
the loss of social bonds: not having a stable and beloved network	-contextual pull factors e.g. group dynamics, social isolation, recruitment	-contextual push factors e.g. group dynamics, charismatic leaders , perceived deprivation	The Internet: recruiters of a movement, or feelings of connection with a radical network
perceived deprivation: having the feeling of being discriminated or not having the same access to commodities as others	-external pull factors e.g. (geo-)political events	-external push factors political; economical; cultural causes	

Figure 1. Risk factors for involvement with radicalization

The above described risk factors for involvement in violent radicalization were the foundation of the empirical research. For the empirical research, we identified the main mechanisms and risk factors in the literature, and rephrased them in a positive way.

Gaining an insight into the risk factors was important, but moreover, the accent had to be on uncovering factors that make youth resilient. This was done by focusing on motivating aspects in their lives.

### 1.3 Protective factors

Little has been written about protective factors for radicalization, although the concept has a long tradition in general research about violence. To prevent vulnerable youngsters from involvement in the spiral of violent radicalization, a key factor is the increase of their resilience. Resilience can be defined as “*the ability to ‘bounce back’ from adversity*” (Bonnell et al., 2011; Masten & Reed, 2005; Rutter, 2012). According to Frederickson (2013) people become more resilient if they learn how to create more moments of positive resonance<sup>1</sup> with others.

Born, Chevalier & Humblet (1997) identified four protective factors when researching resilience. The first category refers to the *educational and the residential climate*. Resilient adolescents live in a positive emotional climate, in which autonomy and open-mindedness are enhanced and their educational climate advocates the value of success and stable religious values. Concerning hobbies, their environment has a structuring influence. Second, *personal resources* can act as protective factors as resilient adolescents seem to have more cognitive abilities than their non-resilient counterparts. They also seem to cope with problems in a more active manner, rather than being passive or unrealistic. Besides, they showed a greater faith in their own efficacy and had a greater self-esteem. A third category concerns the *social support* the individual receives. Young resilient people are more satisfied with the support of their social environment and seem to have a larger social network. The final category is having *relationships with reference persons*. These protective factors were also found in the interviews. Youngsters seem to have many strengthening resources that give meaning in their lives. Youngsters mentioned also strategies to cope with adversities and difficulties, without suffering from setbacks or being negatively influenced by their image of the future.

- *stable network*

Young people feel the urge to connect with peers and be part of a group because they experience a sense of belonging and connection (Newman & Newman, 2001). When youngsters cannot rely on close family ties or social institutions, they become more sensitive to the ‘imagined community’ of a nation or race, and tend to be more open to radical ideas (Boutellier et al., 2007). Jackson, Born & Jacob (1997) on the other hand, state that positive roles played by friends provide social support and help in coping with problems.

Most of our Brussels respondents seem to have a stable and beloved network; family is of main importance, family even comes before friends. Furthermore many of the interviewed respondents pointed out family (parents, siblings or grandparents) or people close by (teachers, trainers) as persons that they wish to resemble, or from who they can learn. These role models in youngsters’ lives have a great value in the development of youngsters’ identity and the way they want to develop towards a mature individual, positively rooted in society. Finally, several youngsters stated to function as a role model themselves for siblings or peers, which gave them a good feeling about themselves.

- *life domains as markers for identity*

Youth between around 16 and 25 years find themselves in a phase in which crucial, life determining choices have to be made (Hauspie, Vettenburg & Roose, 2010). (Early) adolescence is a vulnerable period, since youngsters are in the middle of a process in which their identity is developing.

During the interviews youngsters marked several fields in which they felt good, reinforced and appreciated. The youngsters perform a sort of ‘balancing act’ in which they are able to find and apply balance between the different fields. First comes their network. Second, many youngsters seem to derive meaning from their cultural roots, which are marked by some people with different (ethnic-) cultural backgrounds, as an essential marker for who they are. Further religion, school and hobbies seems to be important elements in the lives of many youngsters.

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<sup>1</sup> Positivity resonance are micro-moments of three interwoven dynamics. First there is a connection with some other person on one or more positive emotions (pride, gratitude, joy,...). Secondly there is a synchronicity in the biochemistry and behaviour of these persons and thirdly there is an inner thrive to invest in each other’s well-being.

Music is seen as an important source for replenishment, to calm down, to empty the soul, and furthermore, it is a way to express feelings and thoughts one is not able to talk about or to express oneself in a religious way. Next to music, sports were also indicated as a way to calm down. A last resource in the search for identity is the Internet. Although, expressing they spent a lot of time on the Internet, youngsters did not consider it important in comparison with other life domains.

- *ways to cope with adversity*

In the interviews youngsters were asked to talk about things they considered unjust. They referred to the negative image the media create about Islam, the rather negative generalizations about the ethnic-cultural group they identify with, or ignorance about the difference between origins and religion. However, among these youngsters these experiences didn't directly seem to lead to feelings of deprivation, as referred to in literature. Furthermore, although it was not mentioned as a risk factor for violent radicalization, we noticed the occurrence of (daily) violence in the lives of youngsters played an important role. Several youngsters mentioned to have started practicing martial arts to learn how to defend themselves. To prevent situations of violence, most youngsters remark to take some distance, to not respond to provocations and try to calm oneself.

Literature showed that several trainings and interventions focused on attitudes towards differences and the increasing of tolerance. In the metropolitan context of Brussels, youngsters are confronted with a large diversity of people with different ethnic-cultural backgrounds and religions. It seems that this has opened up their mind towards differences and feeling accepted in a context where heterogeneity is dominant.

- *future challenges*

Triggers, or life changing events, played an important role in the development of some youngsters. Sickness or death of family members or loved ones were often mentioned as life changing moments. Many youngsters indicated that ever since, they realized that they had to take life more seriously and that sickness or death made them think about topics they never thought of before. These life changing moments became the trigger to become more mature and live more intensely.

## **2. Effective interventions**

In recent years, several projects have been developed in the field of radicalization, that pursue to empower youngsters. They aim to develop skills and competences that affect changes in attitudes and behaviour and make youths more resilient to radical messages and ideas. In this research projects were selected when they deliver information on the skills and competences that are relevant to build resilience, on factors concerning good practices, and on indicators to measure change in the direction of counter-radicalization. But apart from that, they are also helpful to determine if and to what extent a positive approach is already used. Some projects incorporate strengths, goals and wishes of youngsters into their interventions, and adjust their trainings to the target group or peer methods. However, there is still a lot of room for improvement to design fully positive, appreciative interventions.

### **2.1 Projects on resilience for radicalization**

Several European countries developed projects that implement early-stage measures to counter radicalization and build resilience against extremism among young people. Some of the projects were evaluated to assess their impact on the radicalization process (e.g. Cultures Initiative, Identity and Resilience), others were evaluated to assess their impact on resilience in general (e.g. UK Resilience Programme), some were evaluated on policy level (e.g. STREET, Deradicalization – targeted intervention), others were part of a large-scale in-depth research into teaching methods that help to build resilience to extremism (e.g. Philosophy for Children, Digital Disruption) (Bonnell et al., 2011).

- *Overview of projects*

A project was considered to be a ‘promising practice’ when it met certain criteria. First of all, interventions had to be preventive in nature, intervening in early stages of the radicalization process. Secondly, projects were selected that focus on building resilience and empowering young people vulnerable for (violent) radicalization. Thirdly, they aim at building resilience by influencing young people’s knowledge, attitudes and behavior and developing relevant competences and skills. Fourthly, we aimed to bring together projects that use trainings or educational settings as a tool for intervention. Furthermore, the projects focus on vulnerable youngsters themselves. And finally, the interventions had to be evaluated in some way. An overview of the covered projects is shown in the table below.

<b>Project</b>	<b>Aim</b>
Training ‘Identity and Resilience’ (NL)	strengthen competences and skills of young Muslim women, enhance their participation in Dutch society, and enhance their resilience to radical persons and thoughts
The UK Resilience Programme (UK)	improve pupils’ psychological well-being by building resilience and promoting accurate thinking, give skills to manage their emotions, deal with conflict and negative influences, and think critically
Philosophy for Children (UK)	develop skills of inquiry, listening and communication, engage young people to integrate different viewpoints into their personal thinking, and to develop critical thinking skills and the ability to reflect
STREET (UK)	reach and engage young Muslims who are outside mainstream institutions, including mosques, in order to provide alternative and safe environments and, where necessary, targeted interventions
Rewind (UK)	provide anti-racism awareness sessions for young people and staff, support those vulnerable to recruitment to far right groups, and help those in influencing positions, such as teachers; provide peer education training courses
Model United Nations (USA)	teaches young people to understand and appreciate others’ experiences and views, encourages participants to work together to resolve conflict
Digital Disruption (UK)	build young people’s resilience to online extremist propaganda by making them more aware of the techniques that are used
Deradicalization – Targeted Intervention (DK)	development of tools and methods to deal with radicalization of young people, work against young people’s engagement in extremist environments that resort to violence or justify the use of violence
Cultures Interactive (DE)	uses youth cultures to work with at-risk adolescents from disadvantaged communities who are likely to get entangled into extremism, youth delinquency and violence

**Figure 1. European promising practices**

The presented practices delivered insights into the skills and competences that were developed and strengthened within the different projects to build resilience against extremist and radical ideas. The interventions aimed to effect change with participants regarding their knowledge (e.g. concerning propaganda techniques, religious and historical knowledge), attitudes (e.g. tolerance towards people with dissenting opinions, self-reflection, and emotional well-being) and behaviour (e.g. debating capacities, assertiveness, conflict resolution, team working and critical thinking). Besides that, the projects also delivered relevant information concerning the training context (e.g. teaching methods and facilitation styles).

- *General factors for good interventions*

Impact factors concerning good (de-) radicalization interventions are described by several authors (Weilnböck, 2012; Bonnell et al., 2011; Barclay 2011 ISD, n.d; Horgan, 2008) are presented in the table below. Trust is an important factor to consider when designing a training.

Facilitating a safe space for dialogue and positive interaction is a crucial factor for resilience-building activities (Bonnell et al., 2011). To build trust, the attitude (openness for different opinions and respect for participants pre-conceptions), background (independency, credibility e.g. similar age, race, ethnicity, same gender, or coming from the same area, to connect to project participants) and skills (knowledge to counter stereotypes or assumptions) of the facilitator play an important role. Furthermore, the facilitating style and teaching methods (s)he uses are important to build trust.

A narrative interaction style and a non-judgmental learning environment help participants to open up to each other and the facilitator (Barclay, 2011; Weilnböck, 2012; ISD, n.d). During the training, attention must be paid to processes of group dynamics. Interventions appear to resort good results when they are young person centred and young person led, so they create a sense of ownership.

Peer methods also appear to be very useful to achieve ownership. Young people are able to communicate messages in a more relevant and credible way. They have more knowledge on the problems and environment of the target group, and hence are believed to resort more impact. The P4C and Rewind projects made use of peers in their interventions (Bonnell et al., 2011; Lub, 2011). Involving mentors or role models who have been radicalized themselves, can be helpful because they have a good understanding of the client group, especially in de-radicalization projects. However, most agree that projects need a mixture of those with direct experience alongside professionals with other skills, such as psychologists, social workers, and health practitioners, for example (ISD, n.d.).

Apart from that, the social environment should be involved: making sure that the acquired knowledge and skills are embedded on different levels: within the communities participants are part of and within the lives of the participants. New competences should be applicable in the participant's daily life (Weilnböck, 2012; Bonnell et al., 2011; Barclay 2011 ISD, n.d; Horgan, 2008).

Holistic approach	Facilitator	Methods/Styles
Involvement of social network	Open attitude and respectful	Young person centred and led
Involvement of institutions	Independent and credible	Including role models or mentors
Involvement of communities	Skills and expertise	Narrative interaction
Embedded and applicable in social life	Space for dialogue and interaction	Non-judgemental learning environment
Interventions for environment	Rules	

Figure 3. Impact factors concerning (de)radicalization. (Sources: Weilnböck, 2012; Bonnell et al., 2011; Barclay 2011; ISD, n.d; Horgan, 2008)

## 2.2 Indicators for an effective training

Weilnböck (2012) formulated criteria for good practices and impact factors of - and guidelines for successful (de-) radicalization work. The listed indicators are useful for the development and evaluation of interventions.

Indicators of mental change in the process of de-radicalization	
1. Appreciation for personal memories	the person shows a new attitude about, and appreciation for personal memories and for the emotional experience of remembering
2. Personal confidence and trust	the individual shows signs that he/she has built personal confidence and trust with the facilitators and the group
3. Narrative interaction	the individual has increased his/her capacity to partake in narrative interaction and tells/listens to stories [narrations]
4. Emotional learning	the individual shows signs that he/she begins to realize and reflect upon one's own affects and upon situations in which (s) he was mostly guided by emotions. The individual is able to observe Observing emotions and

	thoughts about what consequences these emotions had, and how the situation could have had a different outcome.
5. Dealing with ambivalence	the individual recognizes others and /or oneself as being contentious in nature, meaning that the person leaves behind the 'black and white' world, entering a world of different shades of color.
6. Capacity to argue	the person shows signs of newly built appreciation for and capacity to argue or struggle with others in non-destructive ways, be it on political, religious or personal issues.

Figure 4. Indicators of mental change (Source: Weirböck, 2012)

When assessing the impact of a training, it is also important to take into account the effects outside the training context. Measuring the effects of anti-radicalization trainings should focus on three levels: change in attitudes and change in behaviour of the participants, and the degree of influence the training had on the social context (Gielen & Grin, 2010).

### 3. Approaches to increase youngsters' resilience to prevent radicalization

There are three general approaches that can be incorporated as positive cornerstones in the prevention of radicalization. The first approach is to reframe the concept of 'radicalization' to its positive core (Benschop, 2006; Ludema, 2001; Van San et al., 2010). The second approach refers to the Appreciative Inquiry approach (Bouwen & Meeus, 2011; Bushe & Kassam, 2005; Cooperrider, Whitney & Stavros, 2005). The third approach pays attention to the development of Intercultural Competence (Krols et al., 2011).

#### 3.1 Reframe the discourse about radicalization

Although radicalization is often related to violence, radical notions do not have to result in the act of using violence. Radicalism can also be described as an ideology; an expression of being politically involved, not necessarily meaning that this involvement implies using violence (Ponsaers et al., 2010). Van San, et al (2010) state that the focus should be on 'reframing' the terminology of the discourse about radicalization: developing an extreme opinion about certain issues and having ideals about the future, are in itself not problematic. But labelling youths as 'radicals', brings the message that certain notions are inappropriate in a democratic system, even though some of the criticisms, or parts of the ideologies, might be relevant or legitimate. The passion youths have for ideologies or thoughts, can be used to support youngsters in developing into critical, politically aware participants in society. (Van San, et al. 2010). Benschop (2006) states that governments should focus on empowering the so called radical youngsters (who actually want to bring attention to complaints), instead of defeating them. Thus, by positively appreciating the young [to become] 'radical' as a person who is in search of an active citizenship, the youngster is enabled to develop his or her ideals in a positive way (Van San, et al. 2010).

#### 3.2 Appreciative inquiry approach of youngsters' passion

Appreciative Inquiry offers a framework, gives guidelines, and the philosophy to reverse our mind-set, and to start a generative, co-creative process of change to rephrase the discourse about violent radicalization. Here, problems are not denied, yet they are approached as a wish for something else. The emphasis is on creating possibilities instead of solving problems (Bouwen & Meeus, 2011). Appreciative Inquiry can be described as a set of principles to affect groups and organizations. AI is based on the assumption that every organization and human system has something that works well (Cooperrider, Whitney & Stavros, 2005). The 'art' of appreciation is discovering and valuing those factors that give life to a group or a human system. AI differs from conventional managerial and societal problem solving, since there, the basic assumption is that a problem needs to be solved.

Therefore, key problems must be identified, causes and solutions analysed, and an action plan needs to be developed. In contrast, the underlying assumption of AI is that human systems are a solution to be embraced, rather than a problem to be solved (2005). A comparison between the two approaches can be found in Figure 5. Paradigms

Paradigm 1: Problem solving	Paradigm 2: Appreciative Inquiry
“Felt need” Identification of Problem ↓	Appreciating “Valuing the Best of What is” “the Positive Core” ↓
Root-cause Analysis ↓	Envisioning “What could be” ↓
Analysis of Possible Solutions ↓	Dialoguing “What Should be” ↓
Action Planning (treatment)	Innovating “What will Be”

Figure 5. Paradigms (Source: Cooperrider, et al. 2005.)

The AI process involves interviewing and storytelling, to draw out the best of the past and set the stage for effective visualization in the future (2005). Simons & Havert describe appreciative inquiry as: “a discovery system which focuses on identifying the best an individual [...] has to offer, finding ways to leverage those talents and attributes, and planning and implementing ways to move forward to meet goals” (2012, p. 210). AI thus, seeks to highlight and illuminate what are the ‘life giving’ forces or the ‘positive core’ (2005). An intervention should therefore not be focussing on what we do not want, or what we think must be tackled. Rather, the focus should be on what youths want to achieve in their life, focusing on their goals and wishes. By including everyone in an AI process, and not focusing only on vulnerable youngsters, we can accomplish that everyone is involved. Because: that which you pay attention to, grows. Participants of an AI process co-construct the future by designing a provocative and inspiring statement of the intention that is grounded in the realities of what has worked in the past (Bushe & Kassam 2012; Cooperrider et al. 2005).

### 3.3 Intercultural Competence

An important competence to stimulate a critical debate about (extreme) ideas is intercultural competence. This needs to be seen as an irreversible process of growing awareness and acceptance in terms of knowledge, skills, attitudes, awareness of the personality, the development of a critical regard towards oneself in social situations, the transformation of the self in relation with others and creative ways to cope with reality (Krols, et al., 2011). More specific, Intercultural Competence is seen as: “the appropriate and effective management of interaction between people, which differ from each other in different or divergent affective, cognitive and behavioural orientations of the world.” (Spitzberg, 1989 in Krols et al., 2011).

The development of intercultural competence is an approach which addresses different aspects, and integrates them into one competence. Regarding the process of radicalization, one might state that an intercultural competent person is able to shift mentally between different forms of radicalization, without violent or illegal means. Cultural competence is made up of nine competences; *cultural self-knowledge*; *cultural flexibility*; *cultural resilience*; *cultural openness (receptiveness)*; *cultural knowledge acquirement*; *cultural relational competence*; *cultural communicative competence*; *cultural conflict competence*, and *cultural multi perspective view*. To achieve a high level of intercultural competence, one needs to address the different aspects at the same time. While behaving in an intercultural competent way, these different aspects are intertwined; one aspect might be a pre-condition for another one, and vice versa.

Based on the findings of the good practices from (inter) national literature research, and with addition of the findings from the interview analysis, a training should cover some aspects. In the figure and text below an overview of these elements is given.

	Resilient interaction about strong ideals (Based on fieldwork)	Good (inter)national practices (Based on literature)	Appreciative Inquiry (Cooperrider et al., 2005) (4-D cycle)	Intercultural competence (Krols et al., 2011) (9 components)	Indicators of mental change (Weilnböck, 2012) (5 indicators)	Reframing the discourse on radicalization
1	Network: focus on, and increase awareness of powerful networks such as family, peers, school and sport clubs	Make use of peer methods: mentors or role models  Include -and embed within the social environment	Discovery-phase: discovery of the personal story and wish	Cultural self-knowledge	Appreciation for personal memories	Inquire positive core of/ the wish behind radicalization
2	Identity resources: personal changing points, culture, religion, role models  Recognize and respect multiple perspectives	Facilitator credibility, knowledge, skills and background to create a safe environment	Discovery-phase: capacity to listen to stories [narrations]  Increase ability to experience micro-moments of positivity resonance	Cultural Receptiveness & Cultural self-knowledge	Narrative interaction	Increase dialogue about sensitive topics
3	Handle future challenges  Multiple perspectives: Openness for dialogue  Resilience regarding injustice	Include social environment	Dream-phase: Formulating alternative wishes concerning the future and society at large	Cultural Flexibility; Multi Perspective view; Communicative competence; Relational competence; Conflict competence	Dealing with ambivalence	Finding new words to address radical youngsters
4	Network: use role models youngsters wish to resemble	Include social environment  Make use of peer methods	Design-phase: Capacity for dialogue about several forms (democratically accepted or less accepted) of radical ideas.	Cultural Communicative Competence  Cultural relational Competence  Cultural Conflict Competence	Capacity to argue	Increase dialogue and understanding of multiple perspectives
5	Future challenges: Support youngsters' dreams and wishes	Embed training in social environment  Collaborating between institutions  Facilitator competences	Design-phase: Become positively rooted in society	Cultural Resilience	Emotional learning /recognition of emotions	Increase awareness about future plans  Enable a broad vision about society

Figure 7. Goals and components of an intervention

- A training should be focussing on the social network youngsters are part of. Family members and friends often function as role models. We recommend organizations to look for strategies to involve different role models in their approach or intervention, and recommend reinforcing the strong bonds youngsters already have. Certain role models can be included since they gain trust and handle norms and values the participants feel attracted to. A training should not only increase the awareness of a positive network youngster can rely on, it should also involve this environment. This means not only embedding the training (to make the skills applicable in the participants' lives), but also by including their peers, caretakers and schools.
- Several youngsters do mention the importance of culture and religion in their lives, as resources which define who they are. Youngsters show openness towards others and/or other cultures, but seem to rather avoid starting a critical exchange of ideas and remain on their own 'island'. We recommend, in general, paying attention and-, giving recognition to culture and religion in a non-stigmatizing way, in order to imply it as a resource that gives strength to youngsters and can be looked upon as something to be proud of. A training should therefore stimulate the development of cultural self-knowledge (realizing everyone has a story) and cultural receptiveness (relativity of one's own story). By listening to each other's stories (developing cultural receptiveness), youngsters might discuss how their social network can be increased, and learn to understand personal experiences and actively listen to such narrations from others. It should cover specific topics about norms and values (what is considered relevant from the parenting one received), and ask questions about the culture the youngsters grew up in, and if this is relevant and valuable. Furthermore, the recognition that oneself has a personal narrative and the awareness of multiple perspectives (about culture, religion etc.) is of importance to stimulate dialogue. The good practises in literature showed that tolerance towards people with dissenting opinions, played a major role in almost all resilience trainings. Further, discuss the changing point in youngsters' life, to find answers about the positive core, or their wishes. It was noticeable how many interviewed youngsters could name a life changing point, and how this effected many positive changes in their life. A facilitator with skills and competences to create a safe environment to stimulate peaceful dialogue is indispensable.
- Youngsters should be made aware how they can steer these emotions into a positive direction, increasing their resilience regarding injustice. We recommend stimulating the debate about injustice, discrimination and racism in different contexts (such as school, sports club, etc.) under guidance of people who dare, and feel competent to cope with ambiguities, and talk about the mechanisms behind injustice, discrimination and racism. A training should enable a broad vision about society. What opinions do youngsters have about society at large and specifically about their lives? Youngsters can engage in a dialogue about these topics with peers, and this enables them to develop a broad, yet critical vision about society in general and their future dreams specifically. For this, youngsters should receive trainings in dialoguing (developing a cultural multi-perspective view, cultural communicative competence and cultural relational competence), and conflict handling (developing cultural conflict competence, cultural flexibility and cultural resilience). Several good examples have been mentioned in the literature study (e.g. positive thoughts to increase resilience; cognitive behavioral therapy to give pupils skills to manage their emotions, etc.). Furthermore, we recommend to safeguard the indicated hopes youngsters mentioned during the interviews. It is important to prepare them for future challenges, opportunities but also disillusiones and discrimination in the world beyond school and the nuclear family. We recommend actors who guide youngsters (such as teachers, social workers, trainers, etc.) to take the hopes and expectations of youngsters as a starting point, and take up a coaching role to provide the needed resources (role model, knowledge, skills) for youngsters to formulate the necessary steps towards their goals (cfr. Appreciative Inquiry approach).
- A training should aim to reframe the discourse on radicalization in general and the topic specifically. We recommend all actors working with youngsters to reframe the topic radicalization in a positive, more appreciative and holistic way (cfr. Appreciative Inquiry approach), rather than emphasizing the problem, with which youngster perhaps don't want to be associated. By discussing relevant topics according to the youngsters, one should focus on finding new words to address radical youngsters. The language should be changed into a more

positive one, which opens a door to positive interaction and talking about what everyone hopes to happen, formulating future dreams and alternative wishes. Therefore it is necessary that trainers, and public servants, underline this positive approach and are committed to reframe the discourse and try to re-label these youths as future critical citizens.

- Trainers should not only be trained properly, they should play a significant role in the educating and upbringing of youngsters. A trainer or facilitator should be able to uncover youngsters' positive energy sources, and support them in finding ways to increase these positive energies. Furthermore, the facilitator should have some knowledge about the topic they are discussing, yet not necessarily be an expert: youngsters should feel invited to discuss topics of their interest and should feel supported to express their emotions and desires. A facilitator should acknowledge this and increase the interaction and dialogue between the participants. Besides, the facilitator should have a certain credibility, which can be gained by respect via status, age, or similar backgrounds or ethnical roots. Facilitators should uncover the powerful sources youngsters have and should find ways to increase these sources together with the youngsters.
- All these measures should be integrated in a whole approach. An effective training is based on a wide combination of initiatives, actions and measures which together provide a (more) high quality environment. Another feature is that the policy makers attach great importance to the involvement and participation of all members of the community (for example in a schoolproject: school management, teachers/educators, students, parents). A cooperation with the neighborhood or the wider environment is recommendable.