BOUNCE Resilience Training, Network and Evaluation
STRESAVIORA II
(Strengthening Resilience against Violent Radicalisation)
2015 - 2018

Manual on the state of play of primary prevention trainings in Europe – Inventory of good practices across Europe.

Co-funded by the Internal Security Fund of the European Union
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The final Conference and expert workshop: 13th and 14th of March 2018
Brussels, Belgium

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BOUNCE helps emancipate youngsters and their network, to become resilient and to interact with an aware environment.

**BOUNCE young**

is a resilience training program for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In ten (inter)active group trainings, youngsters train and strengthen different aspects of their resilience. Through a mix of action and reflection, a wide range of skills and competences are strengthened, practiced and linked to their personal experiences. Youngsters learn to 'bounce back' and 'bounce up' when dealing with challenges. In the trainings, youngsters make the link between the exercises and their personal experiences. A BOUNCE young training program is always used in combination with BOUNCE along awareness-raising actions for parents and frontline workers.

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is an awareness-raising tool for parents and frontline workers. The tool provides tips, insights and practical exercises for adults in the social environment of youngsters. It assists them and strengthens their role in the early prevention of violent radicalisation. BOUNCE along treats five topics: 'a positive point of view', 'strengthening resilience', 'resilient relations and communication', 'concerns and challenging situations', and 'information and support'. BOUNCE along focuses on all parents and frontline workers, and can be used in combination with the BOUNCE young resilience training program for youngsters.

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is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE young resilience training program and the BOUNCE along awareness-raising tool. By combining both tools, trainers can become an important supporting figure in the early and positive prevention of violent radicalisation. Trainers assist youngsters as well as their social environment and set up an integrated and integral approach, tailored to the needs of the target groups.

With financial support from the Internal Security Fund – Police of the European Union
European Commission –Directorate-General Home Affairs

In collaboration with the Egmont Institute
Program

13 March 2018: Expert Workshop @ Egmont Palace

12.30  Registration and Lunch

14.00  Introduction – Egmont Institute
       Thomas Renard, Senior Research Fellow on Terrorism and (Counter-)radicalization

14.15  Presentation of the research report and self-evaluation tool – University of Ghent
       Prof. Dr. Lieven Pauwels, Prof. Dr. Wim Hardyns and Eva Christiaens

15.00  Coffee break

15.30  Conclusions of the research report and discussion
       Prof. Dr. Lieven Pauwels, Prof. Dr. Wim Hardyns and Eva Christiaens

16.50  Closing remarks - Belgian Federal Public Service Home Affairs
       Pierre Thomas, Director Local Integral Security

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Program

14 March 2018: Final Conference @ Residence Palace

8.30   Welcome & Registration

9.00   Introduction

9.00   A word from the BOUNCE Support Office Team
Anneleen Van Cauwenberge, BOUNCE project coordinator
Julie Feremans, BOUNCE Support Office Team
Amaury Marion, BOUNCE Support Office Team

9.10   Federal Public Service Home Affairs
Jan Jambon, Deputy Prime Minister and Minister of Security and Home Affairs
Philip Willekens, Director-General Security and Prevention

9.20   European Commission, DG Home
Ilona von Bethlenfalvy, Policy Officer

9.35   European Forum for Urban Security
Elizabeth Johnston, Executive Director

9.50   The BOUNCE Trainers: RadarEurope + Arktos vzw
Maarten van de Donk, Senior Advisor RadarEurope & RAN
Erik Vanwoensel, Director Arktos vzw

10.05  Results of the BOUNCE evaluation & research: University of Ghent
Prof. Dr. Lieven Pauwels, Prof. Dr. Wim Hardyns and Eva Christiaens

11.00  Coffee break

11.30  Keynote speech
Zubeda Limbada, Founder Connect Futures (UK)

12.30  Lunch

14.00  Parallel workshops

   › Us vs them: Polarization as enrichment or threat?
     Christophe Busch (Kazerne Dossin Mechelen and Ufungu)

   › European best practices - Presentation of two prevention initiatives: Fryshuset (Sweden) and CONTRA (Germany)
     Jane Braden (Fryshuset) & Ali Hedayat (CONTRA)

   › Why do we work on strengthening youngsters’ resilience?
     Maarten van de Donk (RadarEurope) & Gert Klingeleers (Arktos vzw)

   › Key Challenges around the local prevention of radicalization
     Moritz Konradi (European Forum for Urban Security)
     Oscar Negredo Carillo - City of L’Hospitalet, Spain
     Hadelin Feront - BRAVVO asbl - City of Brussels, Belgium

15.00  Coffee break
15.30 Panel discussion between pilot cities (with the collaboration of Thomas Renard, expert at the Royal Institute for International Relations)

Miran Scheers, Head of prevention & security unit
City of Leuven, Belgium
Manuel Comeron, Network Coordinator Urban Security Analysis
City of Liège, Belgium
Hakan Nilsson, Head of Safety and Security department
City of Landskrona, Sweden
Caroline Cline, Business Developer
Flamman youth centre Malmö, Sweden
Anita Nijnuis, Program Manager Public Order and Safety
City of Groningen, The Netherlands
Said Mahdaoui, Program Manager Radicalisation Unit
City of Amsterdam, The Netherlands
Sophie Le Bihan, Justice correspondent at the Public Order Direction
City of Montreuil, France
Isabelle Amicel, Program Manager Equality and Citizenship
City of Bordeaux, France
Diana Schubert, Head of Office for Local Prevention
City of Augsburg, Germany
Judith Heggen, Program Manager Youth Department
City of Düsseldorf, Germany

16.30 Closing remarks by the Belgian Federal Public Service Home Affairs
Pierre Thomas, Director Integral Local Security Unit
BOUNCE resilience tools

Foreword

BOUNCE is a package of three training and awareness-raising tools for youngsters and their social environment. It is a positive answer to the challenge of preventing violent radicalisation in an early stage.

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European Forum for Urban Security
For some years, there has been rising concern in Belgium, the European Union and worldwide about violent radicalisation, and an increasing interest in (early) preventive tools for addressing this issue. In the framework of the STRESA VIORA - ‘Strengthening Resilience Against Violent Radicalisation’ project (2013-2015), which was supported by the European Commission, three holistic tools were developed that empower young people and their social environment at an early stage and in the broad sense: the BOUNCE Resilience Tools: BOUNCEyoung, BOUNCEalong and BOUNCEn.

The focus on young people, their environment and on strengthening resilience is a positive one. Our experience in working with young people, parents and their social environment, combined with interesting research results, has confirmed the general feeling: changing the perspective from risk to opportunity, from fear to openness, from control to empowerment; make this sensitive topic more practicable. The BOUNCE project focuses on the prevention side of all kinds of radicalisation: from Islamic or religious to left and right-wing radicalisation.

This manual is composed in conclusion of the European follow-up project: BOUNCE - STRESA VIORA II (2015-2018), which concerned the dissemination of the BOUNCE tools in several EU countries, under coordination of the Belgian Federal Public Service Home Affairs. The project partners RadarEurope and Arktos npo were in charge of the training sessions. The European Forum for Urban Security (Efus) dealt with the general outreach to pilot cities. The University of Ghent was in charge of the scientific research.

The goals of the BOUNCE - STRESA VIORA II project were:

- The broad-scale implementation of the developed BOUNCE resilience tools on a local level with a trainer implementation and a tailor-made support for trainers working with young people;
- The development of a resilience trainer network among EU member states, facilitating the exchange of experiences and good practices;
- The study of the evaluation of short, medium and long-term effects of the use of resilience trainings to prevent radicalisation leading to violent extremism.

10 pilot cities from 5 European Member States had been selected in collaboration with our partner Efus. The pilot cities received a cost-free 3-day train-the-trainer session as well as a 3-day implementation support session:

- **Belgium**: Leuven – Liège;
- **France**: Bordeaux – Montreuil;
- **Germany**: Augsburg – Düsseldorf;
- **Sweden**: Landskrona – Malmö;
- **The Netherlands**: Amsterdam – Groningen.

In this manual, we present the main achievements of the European project, the results of the scientific research and a selection of European good practices. This deliverable of the project will serve the further European dissemination of good practices and might inspire policy makers and project managers to start new initiatives in the field of prevention of violent radicalisation.

We want to thank these pilot cities for their motivation and cooperation within the BOUNCE project.
and wish them all the best with the continuation of their BOUNCE trainings. Finally, we would like to thank all the project partners that have contributed to the successful execution of the project and the elaboration of this manual. With this manual we want to share the learning effects from the implementation and the evaluation of the BOUNCE tools in the pilot cities so that local policy makers can get prove of what works and what does not and can use it to improve their existing practices. We hope the manual will be helpful to other cities that are interested to implement the BOUNCE tools and integrate them in their current prevention policy.

Director General
Directorate general Security and Prevention
Federal Public Service Home Affairs of Belgium
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European Forum for Urban Security
General introduction

The BOUNCE Resilience Tools make use of several theoretical frameworks regarding resilience and crime prevention. These are not entirely new, but rather a combination of existing youth training methods. The concept of resilience — i.e. the skill of positively adapting oneself to adversity — already arose in developmental psychology in the 1970s. However, it was only applied since the early 2000s into public health and prevention discourses. The shift occurred together with a general paradigm shift towards “positive psychology” at the time. Therapies and trainings started to focus less on risk factors and problems, but put a stronger emphasis on protective elements and positive emotions. Resilience is one application of this positive psychology discourse: by strengthening personal resilience, trainings hope to enhance positive, protective factors among youngsters. The theoretical assumption is that resilience might protect and thus prevent certain behaviour, both internalizing and externalizing conditions.

It is on this same theoretical basis that the (implicit) logic model of BOUNCE is founded: by strengthening youngsters’ resilience and raising awareness among their surrounding adults (parents, teachers, practitioners), BOUNCE aims to prevent violent radicalisation in an early stage. It is an early social prevention programme targeted at all youth (i.e. universal or primary prevention).

Radicalisation knows little uniform definitions and scholars have not yet reached a consensus upon its precise elements. It is generally agreed upon that radicalisation is a complex and dynamic process, but several competing models are on the market trying to unravel the process of radicalisation. Examples are the cognitive opening model (Wiktorowicz, 2004), the staircase model (Moghaddam, 2005) and the pyramid model (Mc Cauley & Moskalenko, 2008).

Despite this diversity, most researchers agree that the process of radicalisation is preceded by what can be described as a pre-phase (Bjørgo, 2002; Koomen & Van der Pligt, 2009; Van der Pligt & Koomen, 2009; Van der Valk & Wagenaar, 2010). In this pre-phase the seed for further radicalisation is planted. Whether or not this seed develops into a full-grown tree is dependent on interactions of contributing risk factors. According to most studies, a special role is reserved for perceived relative deprivation, identity, certain personality traits and the social context as contributing factors (King & Taylor, 2011). Especially identity seems to be a central factor. Both the search for a positive personal identity and on the need to protect a ‘threatened’ cultural identity can be powerful push factors towards radicalisation. After the pre-phase, group processes become important and radical support from the environment, friends and family could cause further radicalisation (Van der Pligt & Koomen, 2009).

Moreover, youngsters may feel attracted to extremist groups for a variety of reasons, to fulfil the need to belong, i.e. in search of friendship, social protection and a feeling of belonging to a (moral) community, especially when these needs are absent in their daily lives. Individuals have a strong need for social inclusion, acceptance and a sense of security (Bjørgo, 2002). Especially ‘searching’ individuals are susceptible to radicalisation. Weak social ties may lead to individual feelings of rejection and loneliness. Aspects of meaning and identity, and low self-esteem might also lead to a hankering for social stability. By joining a group, individuals always obtain something wanted and positive (Opp, 2009). This is confirmed by several (auto)biographical histories of former extremists (De Stoop, 2010; Nawaz, 2012). When traditional leaders, social institutions and/or parents are not able to sufficiently fulfil these social and psychological needs, radical and extremist groups can take over this role and provide structure, meaning and significance (Corens, 2008).

While the process of radicalisation is utterly complex, and more complex than described above, we have chosen to focus on the risk factors at the personal and socio-psychological level. Because these are factors that BOUNCE may influence. For a more extensive overview of risk factors and information about the radicalisation process, we refer to the review in Pauwels et al. (2014) or Colaert (2017).
The role of resilience in prevention. It is clear that there are multiple complex risk factors that alternate in facilitating the radicalisation process (Van den Bos et al., 2009). Although they each have an independent influence on radicalisation, individually they explain little to nothing and there is no necessary consequence. While many individuals may experience highly similar risk factors, only a tiny fraction of them will eventually develop a trajectory towards violent extremism (Precht, 2007). The interplay of risk and protective factors affects the probability of violent extremism, but on their own they do not explain why some individuals radicalise and others in similar situations do not. BOUNCE is focusing more on protective factors and aims at moderating the impact of potential risks by strengthening youth resilience — a type of buffer against risk factors.

As argued above, different individual characteristics (e.g. identity, (moral) emotions) as well as socio-psychological processes (e.g. perceived injustice, perceived group threats, perceived insecurity) are at stake in the early processes of radicalisation. The BOUNCE programme is targeted at both; trainers have expressed that BOUNCE differs from other resilience trainings in that it takes into account the youngster’s environment as well (by means of BOUNCEAlong). Aside from strengthening individual ‘strength’ (corresponding largely to self-esteem and assertiveness), BOUNCE also wishes to strengthen critical thinking styles and youngsters’ social identity. As supposed by the trainers, when youngsters know better who they are and who they can rely on, they would be found less susceptible for radical discourses and for violent means of action.

In addition, trainers have expressed that BOUNCE may just as well be used to prevent other externalising behaviour, such as alcohol and drug prevention, or internalising behaviour, such as preventing depression or anxieties. Precisely this openness of the end objective makes it difficult to evaluate BOUNCE. Which outcomes can be measured if the aspired outcomes are not clearly defined by the trainers? Our study will show some difficulties in this evaluation, but also provide a new tool for future (long-term) evaluations of BOUNCE projects.
The BOUNCE project

BOUNCE
resilience tools

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History

Funded by the European Commission ISEC programme, the project ‘Strengthening Resilience Against Violent Radicalisation (STRESAVIORA)’ was conducted by the Federal Public Service Home Affairs of Belgium between January 2013 and January 2015 with the aim to develop an early-prevention psycho-physical training for (vulnerable) youngsters in order to strengthen their resilience against radical influences and to raise the awareness of the youngster’s social environment.

The project outcome was the ‘BOUNCE Resilience Tools’, a package of three interconnected and complementary training as well as awareness-raising tools for youngsters and their social environment (frontline workers and parents) faced with radical ideologies and messages. The tools were developed by the Belgian Federal Public Service Home Affairs and Arktos npo (non-profit organisation), with the support of the European Commission and are based on research and interviews with youngsters. They are a complementary positive answer to the challenge of preventing violent radicalisation, and are designed as preventive measures at an early stage of the development of young people before serious concerns about violent radicalisation arise. They provide youngsters and their environment with instruments to manage the challenges they come across in their development and search for meaning and identity. They can be used when, or even better before concerns about violent radicalisation arise.

The package consists of three interactive training sessions that are interconnected and complement each other. The sessions can be organized separately or together:

- BOUNCE\textsuperscript{Young} is a training workshop for youngsters between 12 and 18 years;
- BOUNCE\textsuperscript{Along} is an awareness-raising tool for frontline workers and parents;
- BOUNCE\textsuperscript{Up} is a train-the-trainer instrument for anyone working with youngsters.

The final results of the research and the training tools were presented on the EU dissemination conference on 4 December 2014 in Brussels. The topic of strengthening resilience against violent radicalisation was also discussed on the Policy Planners Network (PPN) meeting on 5 December 2014.

Furthermore, on 8 January 2015, a Train-the-Trainer session for trainers from all 28 EU Member States was organised to disseminate the training tools among European trainers.

After the success of STRESAVIORA, local, regional, national and European experts expressed the need for a broader implementation of the resilience tools and to provide broader knowledge to frontline workers and practitioners working with young people and their parents. With BOUNCE – STRESAVIORA II, running from November 2015 until March 2018, the Belgian Federal Public Service Home Affairs further coordinated the EU-funded follow-up project that focused on a threefold objective:

- The broad scale implementation of the developed BOUNCE Resilience Tools on a local level across the EU with a trainer implementation and tailor-made support through Train-the-Trainer sessions for professionals working with young people;
- The development of a resilience trainer network among EU Member States to facilitate the exchange of experiences and (promising) practices;
- The study of the evaluation of short, medium and long-term effects of the use of the BOUNCE resilience training to prevent radicalisation, through the set-up of a model for an evaluation system.
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The Federal Public Service Home Affairs of Belgium coordinates the project and is in charge of the overall management. A BOUNCE Support Office Team has been set up especially for the purpose. This team is the contact point for all questions related to the project.

The Federal Public Service Home Affairs of Belgium manages the security and migration policy. Ensuring the safety of citizens is one of the first duties of the state. This is a complex challenge, calling for the collaboration and coordination of different organisations such as the police, intelligence services, justice... but also of different levels of authority (international, federal, regional, provincial and local).

In this context, the FPS Home Affairs contributes, with all of these partners to the preparation, coordination and execution of the security policy. Through these strategic alliances, the FPS Home Affairs offers a powerful trading platform that ensures a coordinated and open-ended approach to security where each department carries out its missions in an autonomous and coherent way.

The Directorate General Security & Prevention is one of the five directorates-general of the Federal Public Service Home Affairs. Its main mission is to help improve the safety of citizens in three ways:

- By collaborating intensely with a series of partners.
- By exercising control over the correct observance of a series of specific laws and imposing penalties in case of infringements.
- By engaging as much as possible in prevention and encouraging citizens to adopt measures by themselves in order to increase their safety.

The BOUNCE project was initiated within the ‘Integral Local Security Department’ that works with cities and municipalities on local security. The objective is to continue to sensitize the citizens so as to take by themselves the initiative to improve their own security.

Within this strategy, the BOUNCE project always aims at encouraging local authorities to educate citizens about prevention (among which ‘violent radicalisation’). The project contributes to deepen the knowledge on ‘violent radicalisation’ so that all prevention actors can benefit from a safer society.

Websites
www.ibz.be
www.besafe.be
RadarEurope is a part of RadarAdvies, a leading Dutch company advising, training and helping people in an innovative way. RadarAdvies has been an expert in the field of radicalisation and its prevention for over 10 years. They are working, in the Netherlands, with municipalities and the national government and throughout the European Union for the European Commission. Everywhere they work together with agents, welfare workers, teachers, social workers and youth workers to identify and combat radicalisation at an early stage. RadarAdvies provides training to these front-line professionals. These training courses help professionals who may be faced, in their work, with radicalisation and jihadism. During the training sessions, participants learn about various forms of radicalisation, how to recognise signs of radicalisation, and are provided with tools to put their knowledge into practice.

Commissioned by the European Commission, RadarAdvies has been supporting and coordinating a European network since 2011, the Radicalisation Awareness Network (RAN) which is an EU-wide umbrella network of practitioners and others involved in countering radicalisation leading to violent extremism. Nine working groups have attracted close to 2000 practitioners and other experts. At the RAN working group gatherings, the exchange of experiences, knowledge and promising practices help produce deliverables that contribute to the countering of violent extremism. The RAN Centre of Excellence (CoE) acts as a hub in connecting, developing and disseminating expertise. This includes fostering a dialogue between practitioners, policy makers and academics in an inclusive way. By doing so, the CoE develops state-of-the-art knowledge, and supports both the Commission and the Member States. It also helps shape the Commission’s research agenda, and liaises with prevent initiatives inside and outside the EU. RadarEurope leads the consortium which runs the RAN CoE.

Mostly, RadarEurope takes assignments from both European Union institutions and public organisations outside the Netherlands.

They can support their clients in the following fields of action:

- Security
- Inclusion
- Health
- Youth
- Labour

Trainers from RadarEurope share their expertise with policy advisors, first-line professionals and other trainers throughout Europe, working mainly in the Netherlands, Belgium and Germany. The trainers are frequently asked to provide trainings and train-the-trainer sessions all over Europe and the neighbouring countries.

Within the BOUNCE project, RadarEurope mainly provided expertise in setting up Train-the-Trainer sessions and implementing support methodologies. Together with the subcontracted trainers from Arktos npo, RadarEurope provided the trainings and mobile implementation support. RadarEurope collaborated in the broad-scale implementation of the developed BOUNCE resilience tools on the local level by providing expertise and a tailor-made support to the pilot cities.

Websites
www.radareurope.nl
The European Forum for Urban Security (Efus) was founded in 1987 under the auspices of the Council of Europe and is the only European network of local and regional authorities dedicated to urban security. It includes nearly 250 local and regional authorities from 16 countries. Its objectives are the following:

- Promote a balanced vision of urban security, combining prevention, sanctions and social cohesion;
- Support local and regional authorities in the conception, implementation and evaluation of their local security policy;
- Help local elected officials get recognition for their role in the development and implementation of national and European policies.

Efus provides support and inspiration for locally elected officials and their teams who are convinced of the necessity of working together, transcending political differences, for the benefit of long-term security. In accordance with the principle of ‘cities helping cities’, Efus fosters the exchange of experience between authorities.

Efus is working on all major issues relating to urban safety and security. Efus’s main tasks are the followings:

- Opportunity to network with more than 250 European local authorities and access to a pool of international partners and experts;
- Implementation and supervision of European cooperation projects and working groups;
- Support to local policies;
- Information and technical assistance regarding European subsidies;
- Training;
- Study visits and trips;
- Invitation to conferences and seminars;
- Access to all of Efus resources: publications, practice sheets and to Efus Network, the collaborative platform for the exchange of experience and information in the area of urban security, reserved for Efus members.

The European Forum for Urban Security (Efus) contributed throughout the BOUNCE project to the facilitation of the outreach of the trainings and evaluation research. Efus was the contact point for the 10 pilot cities and also supported the resilience trainers’ network through outreaching. Together with the training team, Efus coordinated the mobile implementation support. Efus collaborated in the broad-scale implementation of the developed BOUNCE resilience tools on the local level by providing expertise and a tailor-made support to the pilot cities. Efus participated in the development of a resilience trainer network among the EU Member States to exchange experiences and practices. Efus facilitated the evaluation of short, medium and long-term effects of the use of resilience training.

Websites
www.efus.eu/en/
Arktos npo (non-profit organisation) is a Flemish centre of expertise for children and young people aged from 6 to 25 for whom the connection to school, work and society is less evident. By connecting them with themselves and their environment, Arktos expects to strengthen them in their talents and skills, in all possible life domains.

In addition, Arktos supports parents, schools, partners and governments in better framing these children and young people. They also express critical optimism in the policy when necessary or desired.

Arktos npo participated in the first stage of the STRESAVIORA project, in the development of the BOUNCE tools. Today, they are co-owners of the BOUNCE tools and work closely with the Federal Public Service Home Affairs of Belgium in the implementation of the BOUNCE Resilience Trainings.

In the second stage of the project, together with RadarEurope, Arktos npo provided the trainings and mobile implementation support toward the ten pilot cities.

Websites
www.arktos.be

Ghent University is a top 100 university and one of the major universities in Belgium. Their 11 faculties offer a wide range of courses and conduct in-depth research within a wide range of scientific domains.

Within the University of Ghent, the Institute for International Research on Criminal Policy (IRCP) conducts and promotes internationally relevant scientific research regarding criminal policy issues. The field of research of IRCP focuses on three main themes: justice and home affairs in the EU, international and comparative criminal law and criminal justice, and Belgian criminal law and criminal justice. More in-depth, the following phenomena are studied: drugs, organised crime and corruption, and trafficking in human beings and sexual exploitation of children.

Within the BOUNCE project, their role was to evaluate the short, medium and long-term effects of the use of the BOUNCE resilience training to prevent radicalisation, through the set-up of a model for an evaluation system.
The pilot cities

BOUNCE
resilience tools

BOUNCE is a package of three training and awareness-raising tools for youngsters and their social environment. It is a positive answer to the challenge of preventing violent radicalisation in an early stage.

The BOUNCE tools are designed as early preventive measures when, or even better before concerns about violent radicalisation arise. They provide youngsters and their environment instruments to manage the challenges they come across. The three tools (BOUNCE young, BOUNCE along and BOUNCE up) are interconnected and complete each other.

BOUNCE helps emancipate youngsters and their network, to become resilient and to interact with an aware environment.

BOUNCE  young

is a resilience training program for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In ten (inter)active group trainings, youngsters train and strengthen different aspects of their resilience. Through a mix of action and reflection, a wide range of skills and competences are strengthened, practiced and linked to their personal experiences. Youngsters learn to ‘bounce back’ and ‘bounce up’ when dealing with challenges. In the trainings, youngsters make the link between the exercises and their personal experiences. A BOUNCE  young training program is always used in combination with BOUNCE  along awareness-raising actions for parents and frontline workers.

BOUNCE  along

is an awareness-raising tool for parents and frontline workers. The tool provides tips, insights and practical exercises for adults in the social environment of youngsters. It assists them and strengthens their role in the early prevention of violent radicalisation. BOUNCE  along treats five topics: ‘a positive point of view’, ‘strengthening resilience’, ‘resilient relations and communication’, ‘concerns and challenging situations’, and ‘information and support’. BOUNCE along focuses on all parents and frontline workers, and can be used in combination with the BOUNCE  young resilience training program for youngsters.

BOUNCE  up

is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE  young resilience training program and the BOUNCE  along awareness-raising tool. By combining both tools, trainers can become an important supporting figure in the early and positive prevention of violent radicalisation. Trainers assist youngsters as well as their social environment and set up an integrated and integral approach, tailored to the needs of the target groups.
The BOUNCE project is implemented in ten European pilot cities.

The pilot cities were selected in collaboration with the European Forum for Urban Security, co-beneficiary of the BOUNCE project. Efus presented the project to its network and interested cities registered as ‘candidates’. The final selection was then made by the Federal Public Service Home Affairs of Belgium. Each candidature was carefully examined and criteria such as ‘geographical location’, ‘existing practices in terms of prevention’ or ‘interest in the project’ were taken into account.
Leuven is a city and municipality in the Belgian province of Flemish Brabant. It is the capital of this province and also the capital of the administrative and judicial district of Leuven. On 1/1/2017, Leuven had 100,121 inhabitants. 162 nationalities are represented. Leuven is a real student city and has about 51,600 students, including 6,400 international students. In addition to the university and colleges, Leuven also has a lot of primary schools (30) and secondary schools (17). With regard to the school year 2015-2016, Leuven had 10,480 pupils in primary education, 12,952 pupils in secondary education and 1,193 pupils in special education.

To date, Leuven has been spared from concrete cases that are directly related to IS issues and terrorist threats. This is precisely why Leuven wants to involve in prevention and, where possible, pay proactive and preventive attention to possible risk groups, places or behaviours. One of the strategic objectives of the city of Leuven is to be an open, liveable and solidary city. In that context, the aim is to prevent polarisation and radicalisation by early detection of risk factors and situations and by encouraging an inclusive policy to prevent racism, exclusion, violence and related issues. To this end, the prevention and safety department works closely with other city services as well as with external organisations and the schools.

As part of the STRESAVIORA II (BOUNCE) project: ‘Strengthening Resilience against violent Radicalisation’, financed by the European Commission and coordinated and implemented by the FPS Home Affairs, Leuven presented itself as a pilot city for Belgium.

The city wanted to promote BOUNCE in Leuven by organising a train-the-trainer session for organisations in Leuven that work with young people and to create a pool of trainers that can be used to get started with BOUNCEyoung, BOUNCEalong.

After following the BOUNCEup training, the Leuven Prevention Service is convinced that this tool is very useful to make young people more resilient. The goal to set up a Leuven pool of BOUNCE trainers turned out to be more difficult than expected. That is why Leuven is currently working together with their partners to see how they can roll out BOUNCE in Leuven anyway. After the implementation days, they noticed a great enthusiasm among the trainers to already start working with BOUNCE within their own activities.

BOUNCE in Leuven has also been picked up by colleagues from other services, which means additional funds are now being released. For example, a train-the-trainer is in the pipeline for employees of the special youth care sector. Leuven experiences this as a positive development and in this way they hope that BOUNCE will be quietly integrated into the daily operations of these organisations.
Liège is a city of 200,000 inhabitants (Liège-Metropole: 700,000 inhabitants) in the French-speaking part of Belgium, as well as the capital of the province. Liège has many schools and institutions of higher education and is characterised by a high proportion of young people and an intercultural dimension. It has many organisations promoting social cohesion (Youth Homes, Cultural Centre,Permanent Education Association, sports clubs), but also leading cultural tools (Opera, Theatre, Philharmonic Orchestra).

The fight against violent radicalism and terrorism is a national priority in Belgium and cities have a major role because they face the problem on the front line. In addition to the threat emanating from the «Foreign fighters / Returnees» and individuals identified as potential «Homegrown terrorists» followed by the Police and Justice, the risk also emanates from certain young people said to be psychosocially «vulnerable», attracted by religious radicalism, who can join extremist groups or switch to violence. Liège has an intercultural dimension and peaceful cohabitation with a long tradition of tolerance, however the attacks have generated social tensions and polarisation with a climate of fear, suspicion and even rejection in part of the population against a community. This is a minority phenomenon but harmful to living together.

The City of Liège appointed a «Prevention of Violent Radicalism Referent» in 2014, and set up a multidisciplinary working group called «Integral & Local Security Cell» (CSIL) involving the Prevention Plan of the City, Local Police, Federal Police, Social Action Centre (CPAS), Social Cohesion Plan, Intercultural Service (City), Integration Centre for Foreign Persons (CRIPEL), schools, social organisations, Youth Aid, OpenAdò (Psychosocial Proximity Antennas), University.
The «Impulse» national plan of 2015 also enabled the city to set up pilot projects and partnership actions as part of the development of its local strategy for the prevention of radicalisation:

• Educational activities for young people through projects aiming at critical thinking and civic education such as the «Nadia» show at the “Liège Theatre” or the animated film «Toru» for the youth centres and done by neighbourhood youth, as well as the BOUNCE action on resilience by strengthening moral resistance to extremism, decision-making and self-esteem among young people.

• Raising public awareness about peaceful coexistence, tolerance, dialogue and civility through the organisation of thematic debates with jihadist families, film screenings on radicalisation and testimonies of people affected by extremism (ex-US skinhead).

• Training of front-line workers (educators, social workers) on the psychosocial process, at-risk groups and vulnerable young people, vigilance indicators, prevention methods in consultation with the University of Liège and CRIPEL. In parallel, a BOUNCE training has been set up for a group of educators.

• Psychosocial support for young people or families concerned by radicalism («PsyRad» pilot experience) in close cooperation with the University of Liège (Psychology) in order to curb the process of radicalisation or allow disengagement, as well as social inclusion.
The BOUNCE project in the local action plan
The BOUNCE specific activity is part of the overall prevention plan. The educational and social objectives meet the pedagogical action towards young people and meet to needs in the field.

Two 3-days training sessions were successfully held in May and November 2017 with ten prevention workers from the City (Proximity, Youth, Fan Coaching) and the voluntary sector (Youth Center, non-profit organisation of permanent education, intercultural association, ...). Some educators already use BOUNCE exercises in their activities with young people or are inspired by them in their daily work. Participants sensitised their colleagues and some of their partners to the BOUNCE methodology.

The next step will be to conduct Bounce activities with youth in each of the participating organizations and set up awareness sessions for local stakeholders. The possibility of establishing a local BOUNCE network exists.
Landskrons is located in the very south of Sweden at the west coast close to Öresund. The municipality has a total population of 45,000 from which 32,500 live in Landskrona city and the rest live outside in the countryside. The population forecast indicates that the number of inhabitants will increase with 855 people per year between 2016-2026. Compared to the rest of Sweden, the proportion of children and young people is slightly higher in Landskrona.

This situation is for sure positive from a social and demographic point of view, but it is demanding in terms of successful education and employment. For the moment, the unemployment is higher in Landskrona in comparison with national figures (Landskrona: 14.1%, Sweden: 7.4%). This is also true regarding youth unemployment (Landskrona: 17.2%, Sweden: 10.4%). One explanation to the high unemployment is that the education level among adults is lower in Landskrona than in the country. Also the number of “Neets” is relatively high.

However, the negative development seems to be changing. The business environment has improved considerably in recent years as a result of a goal-oriented work and high priority of Landskrona city. Manufacturing industry (1/5 of the business) is still strong and the innovation capacity is high. Landskrona has a long tradition in shipbuilding and high technology industry and in recent years, additional companies have chosen to establish themselves in Landskrona. The good geographical situation of the town has attracted a number of companies in the logistics sector to establish in Landskrona.

Furthermore, the total unemployment rate has decreased with ten percent for the past ten months. The youth unemployment rate has decreased even more (twenty percent during the same period). In order to increase the attractiveness of Landskrona, the city is putting a lot of effort in house renovation and building new neighbourhoods together with private property owners. Even though Landskrona has problems with criminality and “parallel structures”, the number of crimes seems to decrease. At the same time, the inhabitants’ feeling of safety has increased.

When it comes to violent radicalisation, there are no signs indicating that either individuals nor groups with left-, right wing or religious extreme opinions are present in Landskrona. For a few years, the municipality has had a plan and a policy describing which actions and precautions to take in order to prevent radical movements or actions from taking place. The municipality has shown some interest in developing and improving the work with children and youngsters to prevent them from falling into criminality, radicalisation, drug abuse and other destructive social behaviour. Society and environment are changing and adults and authorities must pay special attention to following new trends and challenges. BOUNCE seemed to offer interesting tools with additional perspectives to the work that is already being done.

A pilot school has been chosen and two classes of about twenty students/per class in the age of eleven have participated during the autumn 2017. The exercises were led by youth leaders with experiences from similar methods who have been trained by the BOUNCE team. Despite some logistic challenges, the classes turned out to be an overall success. The students seem to like the exercises and appreciate the discussions. It became however clear that due to the young age of the children, they lack the cognitive abilities and skills to understand and assimilate the message behind the exercises. Neither the youth leaders nor the teachers can notice any specific developments among the children concerning cognitive changes; ten weeks is considered to be a short period. However, the relation between the youth leaders and the children has developed in a positive way.

The youth leaders find that the BOUNCE tools are a good complement to other methods and tools they use in their preventive work with children and youngsters. One of them is therefore examining the possibilities to start BOUNCE in another school in a higher class.

1 2016
2 Not in Education, Employment, or Training
When it comes to prevention of violent radicalisation, Malmö’s priorities are to reduce risk factors and increase protective ones. In these efforts, the City of Malmö often needs to collaborate with other agencies and stakeholders whose mandate overlap with the municipal mandate. Knowledge of antisocial behaviour, of risk and protective factors is necessary at the group level just as they are at the level of society. In the City of Malmö, there are structures and collaborative parties who have the task of working at the risk level and, to safeguard democracy, need to know more about the processes of radicalisation, the risk factors and protective factors related to these processes. Malmö has set up for instance a consultation team which can be seen as a telephone helpline for families and citizens concerned about the violent extremism of a person in their community. Each case is analysed during the consultation to determine the best intervention to take. This structure collaborates with NGOs and several public services.

During the two BOUNCE sessions in 2017, the city of Malmö was represented by staff from the NGO ‘Flamman Ungdomarnas Hus’. This structure was primarily looking at ways of incorporating the BOUNCE methodology into their existing work. Flamman mainly works on prevention and targets people affected by or at risk of being affected by radicalisation, violent extremism, criminality, gambling addiction, alienation or inequality; they found that the BOUNCE methodology served them best as an incorporated part of their general work.

In July 2017, seven participants ranging from project developers, social workers to youth leaders from ‘Flamman Ungdomarnas Hus’ participated in the 3-day BOUNCEup train-the-trainer workshop. The idea was to spread the BOUNCE methodology evenly and through all levels of the organisation in order to evaluate how to best use the methods for their mission. They also followed up with another session in September 2017, focusing on how to work with families and frontline workers in Malmö, together with the team from the city of Landskrana. It was particularly interesting to see the dynamic of blending teams representing both the official government as well as civil society. ‘Flamman Ungdomarnas Hus’ learned a lot from these sessions; it has greatly influenced their work with parents and given them lots of useful tools to support the network of adults who come into contact with their target audience.

In 2018, they will continue to use BOUNCE materials and tools for their work with youngsters in their organisation, from strategies to actual exercises such as the breathing exercises, which have been very appreciated by the youth staff. They are also focusing on their outreach to parents, and the BOUNCE methodology and structure for working with families have been very useful to them as they have developed their own workshops for parents and families.

‘Flamman Ungdomarnas Hus’ looks forward to exploring and following the BOUNCE team in order to fully benefit from the research and hard work that the BOUNCE project generates.
The original approach to radicalisation and polarisation in Amsterdam was developed more than 10 years ago as a result of the murder of Theo van Gogh (2004). This was an addition to the existing, broad strategy aimed at counterterrorism, which was recently adopted. In order to prevent radicalisation from growing into terrorism, the approach is aimed at intervening as early as possible when detecting signals of radicalisation.

In May 2015, the ‘Radicalisation and Polarisation Approach’ was tightened. The reason was the increase and broadening of the problem, as well as the international developments affecting Amsterdam. The approach to radicalisation and polarisation encompasses the following three pillars:

1. Protection: activities aimed at protecting vulnerable groups and individuals;
2. Connection: activities aimed at reducing contradictions;
3. Focus on risks: activities aimed at individuals and groups that pose the greatest risk.

In addition to the pillars, there are overarching parts that are carried out across the board. They relate to the ‘Reporting and Advice Centre Radicalisation’, as the heart of the approach where reports and requests for advice come in; and increasing and securing knowledge and expertise, which continuously takes place at various levels and is a precondition for the integrated approach.

The constantly changing situation in conflict areas in the Middle East has an impact on the extent and manifestation of the radicalisation problem in Amsterdam. The risk of leaving and joining IS has decreased, partly due to the increasing number of interventions that can be applied. However, the question is whether the exit need has actually decreased, especially since the number of persons in the ‘Integral Person-oriented Approach to Radicalisation’ (IPGA-R) is not decreasing. The Municipality is also preparing for possible returnees, which may involve a greater threat. It is therefore important to equip the IPGA-R with these trends and developments. Almost all reports and questions that have been received at the ‘Reporting and Advice Centre’ in recent years relate to religious radicalisation. Given the nature and extent of the threat, this form of radicalisation has the highest priority. However, in order to prevent signals from being missed, expertise to recognise other forms of extremism (left, right and nationalistic) is necessary.

In Amsterdam, various resilience training sessions are organised as part of the preventive approach to radicalisation and polarisation. Strengthening the resilience of communities and vulnerable groups is covered by the protection pillar. The goal is to reduce the accretion for the Jihadist movement. The offer of resilience training is constantly evolving, and the municipality learned from existing best practices, such as BOUNCE, to continue to strengthen vulnerable groups.
The National Counter-terrorism and Security Service has given an assignment in threefold in name of the Minister of Justice and Security to all towns and cities in the Netherlands. This assignment consists in the creation and connection of a network, the dissemination of knowledge and know-how, and the development of a personalised approach in case someone’s radicalisation. Since there is no clear profile of someone who radicalises, the city of Groningen started by visiting as many different partners as possible in the city. On the one hand to explain the assignment that was given to them and on the other hand to ask if these organisations wanted to collaborate with them to promptly visualise possible radicalisation and then, prevent it. Consequently, they started in the perspective of “dispersed knowledge and know-how” by giving trainings in “signalising radicalisation” and “dealing with extreme ideals”. In the meantime, they have trained approx. 1000 professionals and simultaneously built the network. On the basis of the guidelines, they have set up a so-called ‘weighing team’ and a ‘case discussion group’. Both are composed of core partners in the city, the public prosecutor and the police. The parole board and Child Protection Council join the team when necessary. The city, as far as they know, does not have any extremist group.

Groningen, or as everyone calls it ‘Stad’, is the sixth and youngest city of the Netherlands. 15.9% of the inhabitants is between 20 and 25 years old. This is mainly due to the 57,000 students who study in Groningen, of which 35,000 are registered as an inhabitant of the city of Groningen. Groningen also has a regional function in Northern Netherlands, as it is the biggest city. This is mainly due to the State University, the Hanze university college, the University Medical Center and the Martini Hospital. Economically spoken, Groningen does well, but there is also a part of the population who have been living for a long time below the poverty threshold. Investments are made for this group.

On the basis of their action plan, they have been nominated for participating in the BOUNCE project. They think BOUNCE is valuable for those who are less resilient, for whatever possible reason. They have embraced BOUNCE and selected 12 participants for the trainings. These people are professionals who work in the care sector and are in contact with youngsters, educators and other professionals on a daily basis. These professionals were selected to apply the training as a whole and further train colleagues, so that the number of BOUNCE trainers in the city will increase.

Before the summer 2018, they will start with a training of class 7 and 8 of a primary school in Groningen.
Following the attacks of January 2015, the city of Bordeaux engaged in the fight against radicalisation: on the one hand by collaborating in the creation of the ‘Center for action and prevention against radicalisation of individuals (CAPRI)’, which opened in January 2016, and on the other hand by hosting the conference «European cities facing radicalisation: communication and counter-narrative» initiated by the European Forum for Urban Security (Efus) of which it has been a member since 1993.

Since 2016, collaboration with the European Forum for Urban Security (Efus) has increased, with Bordeaux becoming one of the pilot cities participating in the program «Local Institutions Against Violent Extremism II» (LIAISE 2).

Several associative actors on the ground highlighted the difficulties faced by their agents to address the issue of radicalisation with young people or with their families. Therefore, Bordeaux found it relevant to build a training offer for frontline actors, reinforced by creating a network that can act as a platform for resolving situations or at least a point of mutual support between network players.

This project of creating a network of trainers against violent radicalisation was formalised in November 2016, as Bordeaux was selected as a pilot city for the BOUNCE program. As a result, Bordeaux has reframed the project taking this new opportunity into account. Bordeaux’s ambition is now to make this project live and make it a sustainable one by proposing, in January 2018, regular meetings between the various people trained.

This approach targets all forms of violent radicalisation, without stigmatisation of any particular community or religion.

This «training» axis aims in particular to improve the knowledge on processes of radicalisation and mental empowerment especially for first line practitioners, allowing them to engage on the second part of the action: information. This will be used to deploy information on violent radicalisation through animation and information sessions implemented by relay trainers in their field.

Finally, the last axis, «action», will formalise the creation of a territorial network to which the relay trainers will be invited: A.G.I.R. (meaning ‘to act’ - Global Action Intervention on Radicalisation).

The logic of this project is twofold: for the training part intended for front-line professionals, it is a question of disseminating pragmatic tools in order to allow them on the one hand to have a better knowledge of the phenomenon of violent radicalisation and thus to be able to better identify vulnerable individuals, but above all be able to create a «safety net» around them in order to prevent, as far as possible, the switch to violence.
Located in the department of Seine-Saint-Denis (93), at the gates of Paris, Montreuil is the fifth largest city in Île-de-France by its population: 106 691 inhabitants in 2017. Montreuil is a city of social and cultural diversity: the city is distinguished from other cities of Seine-Saint-Denis by the presence of high or very high income, combined with a high rate of poverty. Foreigners in Montreuil (20% of the population) are predominantly of African descent.

With a rich history of which its industrial and horticultural heritage testifies, Montreuil is also characterised by its associative, militant dynamism and the realisation of major urban renewal projects.

The territorial strategy for the prevention of crime (2015-2019) is organised around three main axes. The first axis, a real priority in Montreuil, focuses on juvenile delinquency. The second concerns the living environment and public tranquillity which, as shown by a survey on the feeling of insecurity, corresponds to a strong expectation of the inhabitants. Finally, the third axis of the strategy focuses on citizenship, access to law and assistance to victims.

The prevention of violent radicalisation contributes to this third axis. Without having precise data on Islamist violent radicalisation, it is clear that the city is not spared by the phenomenon. The attacks of 2015 were then the starting point of a reflection on the subject. Field professionals expressed the need for support from specialised stakeholders both to enable them to better understand the phenomenon but also to develop prevention tools.

BOUNCE tools are perfectly integrated with local needs. They strengthen the collective skills of adult referrals with the young public and their families, by providing them with educational resources, which are intended to enable everyone to strengthen their ability to act in difficult situations and therefore to be free.

But beyond being a tool to prevent violent radicalisation or more generally delinquency in general, «BOUNCE» allows everyone to develop a positive state of mind, a physical and emotional cocoon.

Seduced by the tools, the city now wants to continue this experiment to train more professionals in the field and widely disseminate BOUNCE tools to Montreuil’s inhabitants.
The City of Augsburg is situated in the South of Germany. It is the third biggest city in Bavaria. It counts around 290,000 inhabitants and the population is constantly growing. 141 different nations live in Augsburg. Around 58,000 of the citizens are people with foreign nationality and around 70,000 people with German nationality have a migration background. This amounts to 44.3% of Augsburg's citizens who have a migrant background, in the age group under 18 it is even 61.7%. The society is very diverse, which is a great strength of the City, but it also brings a lot of challenges with it.

Augsburg has a small Salafist community. There are two Salafist mosques of which one was/is under investigation of the protection of the constitution. There have been some youngsters who travelled to Syria: around five so far. Three of them were women. There was also a radical group of women active in the city. One of the Salafist mosques is the only Arabic-speaking mosque in Augsburg, so many of the refugees living in Augsburg have to go to this particular mosque to practise their religion.

Prevention strategy

Augsburg’s network for the prevention of religiously inspired radicalization
A multi-agency approach is key for which reason Augsburg decided to build a Network for the prevention of religiously inspired radicalisation. To make links between the Network and the municipality, an existing structure is being used: the local prevention council. The head of the local prevention council is the mayor. Members of the steering group are: several deputy mayors, the president of the police, the chief public prosecutor and two chief judges as well as two academic scientists. By using the structure of the local prevention council, there are already many relevant stakeholders on board. Members of the local network are i.e. the office for migration, diversity and intercultural aspects, the office for city of peace, the local police, youth work, schools, NGOs, the department of children, youth and family etc. Beside the stakeholders, who work in Augsburg, there are also the two NGOs who are assigned by the State of Bavaria for prevention and deradicalisation working in the local network.

The Augsburg strategy is built on this prevention pyramid.

The BOUNCE project within the local action plan

BOUNCE is part of Augsburg’s general prevention program. Augsburg implemented the ‘Communities That Care—Prevention Strategy (CTC)’, which focuses on evidence-based risk and protection factors. Helping children and youngsters to gain resilience is one of the main goals of CTC. Concerning the phenomenon of radicalisation, BOUNCE is our means to reach this goal.

In June 2017, the first 3-day workshop took place. Ten social-workers from different NGOs participated. Their backgrounds are also diverse: some of them are social workers in schools, one is a street worker, one is a theatre (drama) educator, others work for youth welfare services. Most of the participants work with individuals, not with groups. In their daily routine, they are able to use BOUNCE methods and tools.

In 2018, Augsburg is planning to implement eight full BOUNCE

"Young" trainings with groups of youngsters. One will be part of the holiday program for kids offered by their ‘Department for children, youth and families’. The rest will be organised at schools, by the particular school social worker, supported by another BOUNCE trainer from our pool.

In 2019 and after continued training with the BOUNCE instructors from Belgium and the Netherlands, they hope to have BOUNCE instructors in Augsburg, who can teach other colleagues how to use the BOUNCE tools.
Düsseldorf is the capital city of the German state of North Rhine-Westphalia. With a population of 635,704 people within the city boundaries, Düsseldorf is Germany’s seventh largest city. People from around 180 nations live in an area of 217,41 square kilometres. 62,210 inhabitants are 6-18 years old. There are 209 educational establishments, 62 youth centres and 32 senior centres in the city.

Düsseldorf is no stronghold for extremism with organised groups or functioning structures. It has no significantly bigger problems in terms of violent extremism than other similar cities. Unfortunately, between the end of 2014 and May 2015, Düsseldorf was one of the cities in North Rhine-Westphalia that was chosen for demonstrations of the DÜGIDA ("Düsseldorf gegen die Islamisierung des Abendlandes" – Düsseldorf Against the Islamisation of the West). The counterdemonstrations organised by a strong network of different local associations were a lot bigger and it showed a strong social statement of the city.

Nevertheless, the challenge is to reduce the risk factors, especially among young people, to get involved in extremism. Therefore, the crime prevention council of Düsseldorf established a specialist group "Extremism" to counter every kind of radicalisation. On the very practical level it means to implement prevention as early as possible to avoid children and youngsters from getting attracted by "answers of extremism". For more than 15 years, the implementation of various evaluated prevention programs in kindergarten ("Faustlos"), schools ("Klasse 2000") and youth centres (Coolness training) has been a main focus in the work of the youth welfare office in cooperation with the educational authority in Düsseldorf.

Düsseldorf applied for BOUNCE as an early prevention project to learn more about methods which sustainably strengthen youngsters and their resistance and help them deal with crises. It was an aim to better understand factors which encourage different aspects of a healthy and strong resilience. The social environment is an important working field to support the process of the youngsters. BOUNCE therefore offers another tool to complete the view on resilience.

One result of the training and the implementation is that the participants now have a new early preventive tool to use as a part of their social work in the youth centres. The fact that the youngsters come to the youth centre in their leisure time and that they are usually not interested to "work" in reliable groups over weeks implied the need for a new idea. Therefore, two trips were made with youngsters to do the BOUNCE sessions. A very positive development: during both trips, the youngsters did not really know each other and there was a distance between the different groups. During the BOUNCE sessions, the trainer noticed that the youngsters got into good contact with each other and seemed to be more open for "the others".

In 2018, BOUNCE will be offered on trips (4-5 Days) for youngsters in Düsseldorf.
The scientific research
Evaluating the BOUNCE\textsuperscript{Up} Tool
Research Findings and Policy Implications

Abstract. The BOUNCE\textsuperscript{Up} training was subjected to an independent scientific evaluation with the aim of optimising its training approach and finding promising practices of resilience trainings in general. The following contribution provides a summary of the research process and the main findings. Extensive data was collected through training observations, quantitative questionnaires and semi-structured interviews with participants as well as trainers. Thematic analysis was conducted to describe the theoretical assumptions of the BOUNCE programme, the training processes of BOUNCE\textsuperscript{Up} and the short-term outcomes of the present pilot project. Whereas the BOUNCE\textsuperscript{Up} training was highly appreciated by participants, practical implementation of the BOUNCE tools was low. As any social crime prevention, BOUNCE should be embedded into local prevention strategies and implementation should include long-term evaluation as well. The present study delivered a long-term BOUNCE\textsuperscript{Up} evaluation tool, allowing cities to register their own actions with BOUNCE. Outcome data from this tool may inform future decision-making on social prevention in the city. The present study also provides in concrete recommendations for practitioners and policy-makers and for future research.

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1. Introduction

As for any crime prevention initiative, evaluation research is indispensable to further enhance the approach of BOUNCE. Yet, ever since the BOUNCE programme was developed, no thorough evaluation of its workings methods and its outcomes has taken place. Therefore, the STRESAVIORA II project (2017–2018) was scientifically evaluated by the research team of the Institute for International Research on Criminal Policy (IRCP) at Ghent University. The researchers aimed to distinguish what the promising practices of the BOUNCE training are and how these elements can be reproduced in future resilience trainings across Europe.

Resilience can be defined as the capacity to positively adapt from adversity and often seems a high buzzword in the current prevention literature and this shift is also reflected in prevention policies. Indeed, a wide range of resilience trainings has been designed for numerous causes: to prevent depressions, anxieties, or negative coping, but also with a view to preventing (youth) delinquency and even violent extremism. However, evaluation research of resilience trainings such as BOUNCE is very limited until now. By providing (preliminary) empirical data on BOUNCE, this study aims to contribute to the scientific debate on resilience trainings, and consequently to guide policy-makers in their choice for adequate prevention strategies. It is important to distinguish the promising practices of resilience trainings to provide adequate recommendations for youth work and prevention services.

It is on these precise resilience theories that the (implicit) working theory of BOUNCE is founded: by strengthening youngsters’ resilience and raising awareness among their surrounding adults (parents, teachers, practitioners), BOUNCE aims to prevent violent radicalisation in an early stage. It is an early social prevention programme targeted at all youth (i.e. universal or primary prevention). Aside from strengthening individual ‘strength’, BOUNCE also wishes to strengthen critical thinking styles and youngsters’ social identity. As supposed by the BOUNCE trainers, when youngsters know better who they are and who they can support on, they would be found less susceptible for radical discourses and for violent means of action. In addition, trainers have expressed that BOUNCE may just as well be used to prevent other externalising behaviour, such as alcohol and drug prevention, or for internalising behaviour, such as preventing depression or anxieties.

The present project has only applied BOUNCEUp trainings in ten European cities, being the train-the-trainer sessions for first-line workers. Effects on the youngsters could therefore not yet be measured. This executive summary provides an overview of the short-term evaluation of the BOUNCEUp tool. Indicators for long-term evaluation are suggested and discussed and, lastly, clear recommendations are established for the continuation of this project. In doing so, this study may contribute to the emerging knowledge of resilience trainings, as well as to practical enhancement of youth work and crime prevention.

This paper will give a summarised overview of the main findings from the present evaluation. First, the research objectives and research questions are explained, followed by the methodology for each objective. Then, short-term results are discussed along the same structure. Long-term implementation is discussed in detail because of its practical applications for policy-makers. Finally, a registration procedure for the BOUNCEUp evaluation tool is explained and clear recommendations are made for policy-makers, practitioners and future research.

2. Research objectives and research questions

This study has evaluated the current unrolling of BOUNCEUp trainings in ten European cities. The main goal was to enhance the building of promising practices of the BOUNCEUp programme, by means of a realist evaluation (Pawson & Tilley, 1997). A realist evaluation wants to find out what works for whom in what situation and in what respect (how). Its methods are of a more qualitative nature, to test linkages between contexts, mechanisms, and outcomes (Farrington, 2003; Pawson & Tilley, 1996).

The focus on resilience is an application of the ‘positive psychology’ discourse: by strengthening personal resilience trainings hope to increase protective factors among the youngsters. The theoretical assumption is that resilience might prevent certain behaviour, both internalising and externalising conditions. The prevention of violent radicalisation is only one example of resilience trainings. BOUNCE makes use of several theoretical frameworks regarding resilience and crime prevention. The present study has focused more on the implementation of resilience trainings (i.e. BOUNCE) than on its potential preventive effects against violent radicalisation. Therefore, no separate attention is given to radicalisation in the present report.
The current unrolling of BOUNCE\textsuperscript{Up} only provided the opportunity to evaluate short-term outcomes – being immediate results – of the BOUNCE\textsuperscript{Up} programme. Measuring long-term outcomes (such as the effects of the upcoming BOUNCE\textsuperscript{Young} actions) requires more long-term evaluation methods. To this end, a self-assessment tool is developed to measure long-term effects, the ‘BOUNCE\textsuperscript{Up} evaluation tool’. This suggested evaluation tool makes use of relevant indicators that were distinguished from the short-term evaluation, and from the academic literature on resilience trainings and their implementation.

This leads to the following four research objectives, with corresponding research questions:

1. Evaluating the BOUNCE programme theories (mechanism evaluation)
   a. What are the theoretical assumptions of the BOUNCE tools?
   b. How effective were previous resilience trainings as a social prevention tool?

2. Evaluating the context of the BOUNCE\textsuperscript{Up} trainings in every city (process evaluation)
   a. How are the BOUNCE\textsuperscript{Up} trainings organised?
   b. How do participants appraise the BOUNCE\textsuperscript{Up} training?
   c. What are the promising practices of the BOUNCE\textsuperscript{Up} trainings?

3. Evaluating the short-term outcomes of BOUNCE\textsuperscript{Up} (outcome evaluation)
   a. Do participants know the content of the BOUNCE tools?
   b. Do participants support the theoretical vision of the BOUNCE tools?
   c. Are participants organising own BOUNCE actions?
   d. Are participants promoting the BOUNCE tools?

4. Developing indicators for long-term evaluation of the BOUNCE\textsuperscript{Up} tool
   a. What are essential preconditions for implementing the BOUNCE tools?
   b. Which promising practices of BOUNCE\textsuperscript{Up} should be reproduced?
   c. What outcomes should be measured to inform decision-making?

The BOUNCE\textsuperscript{Up} evaluation tool will allow cities to evaluate their own BOUNCE actions and to inform policy-making about prevention. The following section will explain the methodology for every research objectives.

3. Methodology: The evaluation of the BOUNCE\textsuperscript{Up} trainings

The BOUNCE\textsuperscript{Up} programme is a train-the-trainer tool for first-line practitioners. It teaches them to work with the BOUNCE\textsuperscript{Young} and BOUNCE\textsuperscript{Along} tools in their own city. Hence, evaluating BOUNCE\textsuperscript{Up} should mean to check whether the two other tools are clearly explained, whether the participants feel motivated to spread these tools, and whether they actually set up BOUNCE actions in their cities.

An evaluation can be done through various methods. Most notably the experimental design is usually proposed as ideal, wherein two randomised groups are compared: one who receives the intervention (experimental) and one who does not (control). However, since all BOUNCE\textsuperscript{Up} participants have received the intervention, there is no control group and no scope for comparison. In addition, an experimental design would overlook the context and possible side effects of BOUNCE. Impact evaluations usually tend to focus on the final impact of a policy measure or intervention, but preventing radicalisation (or youth delinquency) is a complexity caused by multiple factors.

A more adequate research design should also look at this situation and context in which BOUNCE is implemented. Hence, instead of evaluating solely what works through (quasi-)experimental designs, the focus of this study is on what is promising, within a framework of a realist evaluation.\footnote{This does not mean that we consider realist evaluation to be better than Evidence-Based RCT’s (based on the Maryland Evaluation Scale). We argue that both methods are complementary. It has been shown that most preventive projects do not score sufficiently high on the Maryland Evaluation Scale (Sherman et al., 2002). Thus, valuable and complementary alternatives are quintessential.} This is done in four steps, discussed in four respective subchapters below.

\footnote{With short-term, we stipulate effects over a course of six months after the first training. With long-term, we stipulate effects over a course of at least three years. This means that we suggest five periodical evaluations after every six months (summed up to three years in total).}
3.1. The BOUNCE programme theories (mechanism patterns)

The first step in a realist evaluation is about testing how the intervention works, i.e. through which theoretical mechanisms BOUNCE is supposed to lead to the intended results (Pawson & Tilley, 1996; van Yperen & Veerman, 2008; Wikström et al., 2012). This mechanism evaluation is thus a theoretical analysis of the hypothesised effects of BOUNCE.

- **Research methods:** The aspired end objective of the BOUNCE project is to make youngsters more resilient, assuming that this may prevent violent radicalisation and other youth delinquency. The working theories were obtained from interviews with BOUNCE trainers, a developing researcher, and the original study by Euer et al. (2014). To evaluate these theoretical assumptions, a systematic review was made of previous resilience trainings, to assess their effectiveness and promising practices. The findings of this systematic review are compared with the assumed working theories of BOUNCE.

3.2. The context of the BOUNCE\textsuperscript{up} trainings (process patterns)

Evaluations are not only dependent upon objectives, but also on contextual factors. Process evaluation results in information about the context in which the programme works – including inherent intervention characteristics (e.g. content, duration, intensity), treatment characteristics (e.g. trainers, participants, setting), and organisational requirements (e.g. financial resources, national policies, social service structures). Without a process evaluation, it is not possible to assess whether the observed changes are related to the (in)correct execution of the programme.

- **Research methods:** Process evaluation makes use of explorative and primarily qualitative methods, aimed to describe the BOUNCE intervention. To this end, the BOUNCE\textsuperscript{up} trainings were observed and their training characteristics (content and training approach), as well as their participants and local context, were thoroughly described. To assess the motivations of participants and their satisfaction with the training, questionnaires (post-training) and telephone interviews (6-week follow-up) were conducted.

3.3. Short-term outcomes of BOUNCE\textsuperscript{up} (outcome patterns)

Lastly, outcome evaluation yields information about the actual effectiveness of a programme. Here, the evaluation indeed relates to the initial what works question, but realist evaluation specifically focuses on outcome patterns, linking contexts to mechanisms (Pawson & Tilley, 1996). As explained in the research objectives, a distinction is made between outputs and outcomes. Due to time constraints, the focus of the present study was on registering relevant short-term outcomes of BOUNCE\textsuperscript{up}. Outcomes of interest were the participants’ knowledge of the content and vision of BOUNCE, their support for this content and theories, their own application of BOUNCE in the workplace and whether they had been promoting BOUNCE among their colleagues and other services.

- **Research methods:** Semi-structured telephone interviews with half of all participants were conducted approximately six weeks after their first BOUNCE\textsuperscript{up} training, and observations were conducted during implementation support sessions in four cities. The responses were thematically coded and case-by-case compared. In addition, five interviews with BOUNCE trainers were conducted after the project, to assess their final appraisals of the present BOUNCE project. The outcome patterns are compared with literature on implementation science and with the process patterns, in order to find promising practices of BOUNCE\textsuperscript{up}.

3.4. Long-term evaluation of the BOUNCE tools

On the basis of the promising practices that were distinguished in the mechanism, process and outcome evaluation, indicators are set up for the (long-term) ‘BOUNCE\textsuperscript{up} evaluation tool’.

- **Research methods:** A literature review of implementation science was conducted to assess relevant implementation components for applying BOUNCE. On the basis of the follow-up
interviews with participants (N=50) and trainers (N=5), preconditions for implementation were distinguished and compared to findings from the literature review. All promising practices and preconditions were translated into measurable indicators. Many indicators are phrased as dummy questions, with a simple yes or no scoring. This is a highly simplified form of evaluation, but previous evaluations of social preventive interventions have shown that even such robust methodology may show patterns of effective implementation (Noppe et al., 2011).

4. Short-term results: Continuation of the BOUNCE programme

4.1. The BOUNCE programme theories (mechanisms)

A literature review revealed that resilience is a concept with many definitions, but the main common element is a capacity to positively adapt to adversity. Following the training observations, the BOUNCE tools are built on a synthesized definition of resilience, including seven elements: (1) self-knowledge, (2) social skills, (3) knowing and understanding others, (4) self-confidence, (5) an open view, (6) making choices and following them, (7) handling diverging situations. Hence, BOUNCE not only focuses on these elements of individual strength and coping skills, but also aims to increase critical thinking, tolerance and empathy – skills in relation to the youngsters’ environment.

Regarding its preventive potential, the intervention theory of BOUNCE aligns with Wiktorowicz’ cognitive opening model (2004): When youngsters experience a stressful life event, a trauma or repeated discrimination, they might become more susceptible to radical discourses. The aim of BOUNCE is to prevent this susceptibility, by raising resilience and critical opinions towards media, generalisations and prejudices.

A systematic review was conducted to assess the effectiveness of previous resilience trainings, and by extension the validity of their theoretic models. The findings from this review may be used to assess the possible utility of BOUNCE.

• Only 16 valid evaluation studies were found that matched the inclusion criteria. Only two included studies used resilience (as a whole) as a dependent variable. Rather, the main dependent variables were internalizing or externalizing symptoms. A major limitation of such research designs is that no conclusions can be made about indirect (moderating or mediating) effects of resilience on the final outcome (i.e. depression, anxiety, aggression).

• The included studies reported varying and often significant effects on resilience. Most final effects on these symptoms were to be reduced to similar (evidence-based) programmes. This is highly suggestive for the fact that existing social prevention programmes might be adapted to strengthen resilience, and resilience trainings in se are not to be developed from scratch. The resiliency factors self-efficacy, self-esteem and positive coping skills were found to significantly increase in all studies that measured their effects.

• Most evaluation studies did not include a full process and mechanism evaluation. Without sufficient process evaluations, no clear process patterns could be distinguished as promising practices, but some elements are suggestive for intervention success:

  › Most trainings made use of cognitive-behavioural therapy models or social learning models. This corresponds to the working methods of BOUNCE\textsuperscript{104}, which are largely based on experiential learning and psychophysical exercises, both followed by group discussions to reflect upon the youngsters’ feelings and behaviour (Euer et al., 2014).

  › Integrated programmes had more often positive effects on resilience and self-esteem, but also on the social support and sense of belonging of the youngsters. This highlights the need of prevention on all policy levels (multi-agency approach).
Most successful programmes appeared to be secondary prevention for specific risk groups. This suggests that voluntary interventions may be more effective than (universal) school-based approaches. This conclusion is preliminary and should further be studied.

Further promising practices could not be deduced from the systematic review, due to insufficient information about the profile or attitude of the trainer, the training setting or the exercises used. The process patterns of the BOUNCEUp programme might provide more practice-based evidence in this regard.

### 4.2. The context of the BOUNCEUp trainings (process patterns)

In order to find promising practices of the BOUNCEUp training, participatory observations were conducted during the trainings and participants were asked to fill out questionnaires afterwards. In addition, follow-up interviews were conducted with half of all participants after six weeks.

- **Participants’ appraisals.** The post-training questionnaires by and large reflect the participants’ general appraisal of the training. A total of 101 participants from all 10 cities filled out this survey. From table 1 below, it is clear that participants highly appreciated the content of the training, the trainers (and their teaching styles) and the exercises, with scores over 7/10 for each scale. These scorings were independent of participants’ gender, age, job experience or city. More information on the precise survey questions can be found in our full report.

#### Table 1: Post-training survey data (N = 101)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Average score (0-10)</th>
<th>Scale reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of content</td>
<td>7.29 (S.E. = 1.25)</td>
<td>N = 91 (Missing = 10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.A. = 0.732</td>
</tr>
<tr>
<td>Satisfaction with content</td>
<td>7.66 (S.E. = 1.46)</td>
<td>N = 86 (Missing = 15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.A. = 0.778</td>
</tr>
<tr>
<td>Satisfaction with trainers</td>
<td>8.39 (S.E. = 1.09)</td>
<td>N = 94 (Missing = 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.A. = 0.727</td>
</tr>
<tr>
<td>Satisfaction with exercises</td>
<td>8.04 (S.E. = 1.31)</td>
<td>N = 94 (Missing = 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.A. = 0.809</td>
</tr>
</tbody>
</table>

*S.E. = Standard Error; C.A. = Cronbach’s Alfa*

- **Promising practices.** Follow-up interviews with participants provided good insight in the positive aspects of the training methods, exercises, and trainers. In total, 50 participants were interviewed over telephone after six weeks, and 28 of them were asked to straight-out to name what they found to be promising practices of their BOUNCEUp training. Their comments were compared to the comments of the BOUNCE trainers in order to list a number of promising practices, listed in table 2. These promising practices are suggested to be reproduced, with a view on enhancing clarity, implementation and promotion of the BOUNCE tools in the future.
Table 2: Promising practices of the BOUNCE<sup>Up</sup> training, as listed by participants and by trainers

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Promising practices</th>
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<tr>
<td></td>
<td><strong>As named by participants (N = 24)</strong></td>
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<tr>
<td><strong>Training outline</strong></td>
<td>• Complete BOUNCE&lt;sup&gt;Young&lt;/sup&gt; programme</td>
</tr>
<tr>
<td></td>
<td>• Self-reflection through exercises</td>
</tr>
<tr>
<td></td>
<td>• Well-structured</td>
</tr>
<tr>
<td></td>
<td>• Low profile, fun, concise</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exercises</strong></td>
<td>• Standing strong</td>
</tr>
<tr>
<td></td>
<td>• Personal boundaries</td>
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<tr>
<td></td>
<td>• Mental strength</td>
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<tr>
<td></td>
<td>• Role plays</td>
</tr>
<tr>
<td></td>
<td>• Energizers</td>
</tr>
<tr>
<td><strong>Trainers profile attitude &amp;</strong></td>
<td>• Respectful, accommodating, authentic, friendly</td>
</tr>
<tr>
<td><strong>&amp; Setting</strong></td>
<td>• Flexible, listening</td>
</tr>
<tr>
<td></td>
<td>• Competent, clear</td>
</tr>
<tr>
<td></td>
<td>• Equality, no hierarchy</td>
</tr>
<tr>
<td></td>
<td>• Two different profiles</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td><strong>Two rooms, moving around</strong></td>
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</table>

- **Strengths of BOUNCE<sup>Up</sup>**. The main reported strength of the BOUNCE programme is its logic sequence of ten sessions, each following a same structure (opening circle, energizer, exercises, and reflection). Other strengths mentioned are the integral (holistic) approach, the combination of BOUNCE<sup>Young</sup> and BOUNCE<sup>along</sup>. This is mentioned by the trainers as well as the participants.

- **Weaknesses of BOUNCE<sup>Up</sup>**. This process analysis has also shown that the link with (preventing) radicalisation remains unclear for many participants; that more up-to-date theory of prevention should be included; and that the experiences of the participants must be taken into account as well. These were the most commonly mentioned weaknesses of BOUNCE by participants. Other weaknesses are situated more external of the training outline, on a supportive level. These are discussed in the implementation part below.

**4.3. Short-term outcomes of BOUNCE<sup>Up</sup> (outcome patterns)**

In order to evaluate the outcomes of the BOUNCE<sup>Up</sup> trainings, it must first be clear what the aspired end objectives are. Clear indicators must be set up to evaluate their effectiveness.

In its current version, the BOUNCE<sup>Up</sup> training had four learning objectives for participants:

1. Participants know the content of the BOUNCE tools;
2. Participants understand and support the theoretical basis of the BOUNCE tools;
3. Participants organise their own BOUNCE actions;
4. Participants promote the BOUNCE tools among their colleagues and other youth services in their city.

<sup>12</sup> Responses indicate what exercises left the most impression or were mostly remembered by participants. Exercises are briefly explained in the introduction of this manual. Full response lists can be found in the complete report.
To be evaluated, objectives and indicators must be phrased in SMART terms (specific, measurable, assignable, realistic and time-related). The present (preliminary) outcome evaluation has translated all four objectives into measurable outcomes.

4.3.1. Outcome 1: Knowledge of the BOUNCE tools

The first output measures the knowledge-transfer from trainers to participants. A self-evident aim of BOUNCE is that participants learn something new, that they know what the tools are about. Participants expressed during follow-up that the training mostly taught them new working methods (exercises) to work with youngsters. Nine participants explicitly stated that the training did not teach them anything new, five others said that they knew the exercises, but learned how to use them for a broader cause. Six participants stressed their own experience of the training, saying that it made them more aware of their own prejudices and attitudes towards youngsters, calling it an ‘eye-opener’. Finally, six participants stressed the importance of the sequential sessions, the integral programme structure. The theoretical models, the importance of group dynamics and the possibility to train resilience were indicated by a minority of participants as new knowledge. Other responses were more individual comments and can be read in the full research report.

Just as during all training observations, participants indicated that not the exercises themselves are innovative, but rather the chronology of the sessions and the structure of the entire BOUNCE programme. Overall, the content of the BOUNCEYoung sessions seemed to be understood and supported by all participants.

4.3.2. Outcome 2: Support for the ‘BOUNCE philosophy’

The second output is to assess how supportive participants are for the so-called ‘BOUNCE philosophy’ that resilience trainings may be used in prevention work.

• During observations, some inconsistencies in the conceptualisation of resilience could be noticed, and thus in the theoretical assumptions of BOUNCE:

  “Resilience has a limit, it is insufficient. [You can be as resilience as you want], when there is a shock, where does it bring you? (...) We can help a person, but we cannot change the whole system, right.” (Bordeaux, training observations)

  “Resilience, you strengthen it in daily life, not in one training. It is your practice that will feed BOUNCE, not BOUNCE that will feed your practice.” (Bordeaux, training observations)

The two quotes reflect some concerns with the assumed logic model of BOUNCE and they correspond to academic debates about the role of resilience in coping behaviour. The quotes seem to question the role of BOUNCE in the prevention chain, they call for more structural improvements. Although this is a valid concern, it does not mean that early prevention programmes such as BOUNCE are unnecessary. Rather, preventive interventions can be embedded into general structural prevention strategies.

• At follow-up after six weeks, participants still defined resilience in diverging ways, reflecting the inconsistency in academic definitions as well. Hence, resilience is not clearly defined in the BOUNCE training as one personal trait, but as a combination of skills and resources (e.g. self-esteem, self-awareness, social support), which might blur the actual focus of the training. Whereas trainers have stressed the importance of ‘critical thinking’ within their definitions of resilience, this was not included in the seven listed elements nor came it through in the interviews with participants.

Nevertheless, the majority of participants expressed to support the ideas of positive, early prevention and were enthusiastic about the working methods of BOUNCE. The next question is then whether this enthusiasm will also be translated into practice.
4.3.3. Outcome 3: Implementation of the BOUNCE tools

Regarding implementation, only 10 out of 50 respondents had organised BOUNCE-related activities after 6 weeks. Figure 2 shows the main reasons why participants had not organised any activities. They mostly reported a lacking mandate or insufficient time to organise activities. This reflects required financial, organisational and human resources for continuing with the BOUNCE project. The participants who had already organised BOUNCE actions (N=10), did so in an integrated manner in their own job. None had organised a complete BOUNCEYoung training, only several exercises. On the other hand, the majority (N = 39) was thinking of organising BOUNCE actions in the future. Comeback visits during implementation support trainings have shown that little extra activities had been organised in the upcoming months. Most participants expressed that they were waiting for more implementation support before they started acting themselves. The activities that were organised after the course of this project are shown in Annex I of this manual.

As can be read from the table in Annex I, only one full BOUNCEYoung programme has been completed within this timeframe (March 2017-March 2018). This was in two classes in Landskrona, Sweden. As a try-out, parts of the BOUNCEYoung activities have already been evaluated, with the aim of suggesting relevant indicators to include in the final evaluation tool. This preliminary evaluation is discussed briefly in the full report, but is not the focus of the present research. Rather, the focus is on the implementation of the BOUNCE tools: To what extent will participants initiate BOUNCE actions and will the keep doing so after six months, one year, or two years? It is important to continue registration of BOUNCE activities in order to evaluate long-term outcomes of the BOUNCE® trainings.

Figure 1: Implementation of BOUNCE after six weeks (N = 50)

4.3.4. Outcome 4: Promotion of the BOUNCE tools

A last output factor to measure is whether participants have promoted the BOUNCE tools among their colleagues or other social services in the city. For example, in Montreuil, participants have organised a joint meeting for their managers in order to convince them of BOUNCE. Figure 3 shows the charts of the second output factor.
After six weeks, the majority of participants (N=42) had told their co-workers about BOUNCE. Aside from their own colleagues, slightly more than half of all respondents had told other (youth) services in the city about BOUNCE (N=27), mostly being coordinated youth networks (N=8) and borough services for youth (sport clubs, social provisions) (N=6) or schools (N=5).

While many colleagues showed interest in the BOUNCE programme, only five respondents reported a concrete demand for implementation within their team. The other share of respondents said that their colleagues were not interested to implement BOUNCE in their organisation, or that they had doubts about the added value and/or the logic model of BOUNCE. Such difficulties in promoting BOUNCE are due to lacking communication materials. Participants have expressed the difficulties in communicating about BOUNCE to people outside of the training.

“You have to have experienced it yourself (...) if you just say it, it is not so [special].” (Amsterdam, follow-up)

The findings illustrate that, although participants themselves have been convinced by the BOUNCE logic through living the entire training, they cannot easily convince their superiors of the need for the programme. It will not be possible to give all local stakeholders a three-day BOUNCE training in order to convince them of the need for BOUNCE. Rather, it is necessary to think about efficient communication methods, promotional material and possibly brief ‘teaser’ sessions for stakeholders - giving the participants practical handles for spreading BOUNCE in their city (e.g. Montreuil). Moreover, such clear communication towards local prevention services and managers should occur in advance of the BOUNCE training. This recommendation is stressed repeatedly in the full research report, as it is a necessary requirement for efficacious and long-term implementation of the BOUNCE tools.

Figure 2: Promotion of BOUNCE after six weeks (N = 50) (N=50)

Have you told your colleagues about BOUNCE?
5. Long-term implementation of BOUNCE\textsuperscript{Up}

5.1. Lessons learnt: Preconditions for implementation

The output measures have shown that implementation of BOUNCE has been rather law until now. Durable implementation of preventive interventions requires a coherent policy strategy on all levels. No matter how good an intervention may be, it will not be implemented without a supporting strategy.

Figure 3 shows a useful model to illustrate implementation requirements, on the basis of the model by Fixsen et al. (2009). The seven “core implementation components” in the model are integrated and compensatory for one another. An implementation strategy should aim to account for all seven elements, but they may compensate for lacks in others. The relevance and application of each element for BOUNCE is discussed below in seven subchapters.

**Figure 3: Core implementation components in BOUNCE\textsuperscript{Up}, based on Fixsen et al. (2009)**

- **1. External support**
- **2. Facilitation**
- **3. Participant selection**
- **4. BOUNCE\textsuperscript{Up} outline**
- **5. Ongoing support**
- **6. Process evaluation**
- **7. Outcome evaluation**

**5.1.1 External support**

An essential precondition for durable implementation is an external supportive climate for the intervention. External support is needed to provide financial, organisational and human resources to the BOUNCE intervention. These resources often relate to broader political visions about youth work and prevention. Hence, external support depends on multiple factors:

- **The framing of the BOUNCE project.** Whether BOUNCE is framed to prevent radicalisation in an early stage, or to generally promote youth wellbeing, might influence who finances the project. When preventing radicalisation was high on the political agenda, financial support for BOUNCE was more likely as well (see Augsburg, Liège and Groningen). Similarly, when general (early) prevention and general promotion of youth wellbeing were high on the agenda, this could also be an impetus to fund BOUNCE-related activities (see Leuven and Düsseldorf). All trainers agreed that the actual focus of BOUNCE is more on positive identity than on preventing negative behaviour, in line with the recommendations of the initial research by Euer et al. (2014).
• The existing prevention strategy. Second, it is recommended to embed BOUNCE within existing policy plans, and to make a BOUNCE action plan into the existing prevention strategy. This fit will likely be dependent on cultural differences with regard to youth work and prevention (e.g. Bordeaux), and of running prevention projects in the city (e.g. Malmo). Differences of vision may be solved by clear communication beforehand.

• The local governance structure. Some factors of governance are facilitative for implementation success. An example is continuity of staff; personnel shifts in the coordinating positions may impede the practical implementation of BOUNCE (e.g. Amsterdam), as can fragmentation of youth services (e.g. Bordeaux). High cooperation between services will most often facilitate integral and efficient implementation of the BOUNCE tools. Ideally, this cooperation should already exist, at least at the neighbourhood-level, before the BOUNCE training occurs.

Embedding BOUNCE into local prevention policies also facilitates the multi-agency approach. An ideal prevention strategy is shared by multiple youth work organisations, schools, parents and social services in the city (or neighbourhood). A second implementation component is therefore the administration and facilitation of this stakeholder network.

5.1.2 Facilitation and administration

The second component is about coordinating the BOUNCE network and trainers pool. Every preventive intervention needs adequate administrative support, meaning organisational coordination so that the trainers’ pool remains organised, decision-makers are informed and the focus rests on the desired outcomes. This requires an organisational commitment from all participating stakeholders.

• Any BOUNCE project should start with a correct communication towards the policy level. Youth workers should only start the BOUNCE training after their superiors have been convinced of the BOUNCE logic and utility. This necessity for organisational commitment, both from participants and from the cities, was currently missing in all communication towards the ten pilot cities, but should be an indispensable precondition to participate in BOUNCE.

• An important question herein is who is the facilitator of BOUNCE? In some cities the continuation of BOUNCE was guided by the participants themselves (e.g. Bordeaux, Malmo). Such participant meetings are interesting to exchange ideas for BOUNCE actions, but it is clear that policy-makers have more ‘lobbying’ assets to contact schools and youth work to implement BOUNCE. Cities with high support from the policy level have shown to be more successful in organising BOUNCE activities and in coordinating a ‘trainer pool’.

5.1.3 Participant selection

A necessary step into implementation is choosing who should execute the programme. For BOUNCE, this meant selecting competent youth workers to follow the BOUNCE training – with the aim of spreading the BOUNCE tools later on in their own city. Participant selection is highly important, as it defines who will be able to apply and promote the BOUNCE tools further on. Trainers agreed that the city (prevention services) should remain the responsible actor for selecting the participants. The city knows which organisations to include, and is able to facilitate the network later on. No clear agreement was reached about which profile the BOUNCE training should attract. Although not strictly deterministic, a number of profile elements for the participants are recommended:

• Experience with youth work, preferably in a group setting.
• Possibility to spread BOUNCE in own job (either BOUNCEYoung, BOUNCEalong or policy mediation).
• Openness for the “BOUNCE philosophy” of open, positive and early preventive youth work.

5.1.4 BOUNCE training outline

The train-the-trainer programme is what will decide if participants are supportive of the project and may incite them to take action themselves. Our process analysis (summarised above) has shown that general enthusiasm is high among most participants, as is their support for the BOUNCE rationale. The BOUNCEYoung training outline is found clear, well-structured and rich of examples. One

13 E.g. in Leuven, Landskrona, Augsburg, Düsseldorf and Groningen, local administrators have organised follow-up meetings with the BOUNCE participants, which were often an impetus to start conjoint projects in the city.
participant called the BOUNCEYoung booklet a “recipe book”, easy to apply in your own work. On the contrary, the BOUNCEAlong tool has no such structured outline. This might lead to a lower application of BOUNCEAlong actions.

5.1.5 Ongoing support

This fifth component was included in the ‘implementation support sessions’ of BOUNCE, which were given in each city approximately six months after the first train-the-trainer sessions. In contradiction to the first trainings, these three comeback days knew much less structure and continuity. They were mostly used to answer pending questions among participants and to provide supervision during “try-out” BOUNCEYoung sessions. A variation on this supervision is coaching on-the-job, a type of internship allows for feedback by experienced BOUNCEUp trainers. In some cities, the implementation support days were used to convince managers or policy-makers of the need for BOUNCE.

• It is clear now that such policy mediation should occur before the city decides to participate in the BOUNCE programme and that it should not be the main focus of post-training support.

• The three additional support days in the current project have not been well-structured and had no clear learning objectives for the participants.

5.1.6 Process evaluation

When participants organise BOUNCE actions in their own fields, process evaluation is needed to ensure quality control of these new BOUNCE trainings. To evaluate the staff performances and the programme integrity of these BOUNCE actions, follow-up studies are recommended.

Currently there was no official ‘training license’ for the BOUNCEUp participants. All working methods are openly available online and new staff is allowed to freely use the BOUNCE exercises in their work. Although no skills, knowledge and attitudes were not officially listed, the trainer interviews revealed a set of assumed ‘trainer skills’ (table 2), often ‘soft skills’ that are difficult to teach in a training.

Further evaluation of the new trainers and their BOUNCE actions will be included in the BOUNCEUp evaluation tool as registration of process indicators.

5.1.7 Outcome evaluation

This last element in the implementation cycle is about gaining outcome data of the newly implemented BOUNCEYoung and/or BOUNCEAlong actions. The present study has not been able to evaluate the outcomes of BOUNCEYoung actions, only a preliminary output evaluation has been conducted (explained in the report). Outcome data may inform policy-makers in setting up their future policy plans, hence, in changing external support for future preventive interventions such as BOUNCE. The implementation process is thus of a cyclical nature. More long-term evaluation is needed to have sufficient outcome data on the effects of BOUNCEYoung trainings on the wellbeing of youngsters. For this reason, the BOUNCEUp evaluation tool was developed, allowing cities to register their outcomes with BOUNCE.

5.2. The ‘BOUNCEUp evaluation tool’: Registration procedure

The BOUNCEUp evaluation tool is a tool for registering outputs and outcomes of the BOUNCEUp trainings. All final indicators are presented in the full report. The following registration procedure is a summarised overview of the final evaluation indicators.

1. A first step in this continuous evaluation is to decide who registers. Ideally, this is an independent evaluator such as an academic institution or consultancy agency. This may not always be possible, so cities may leave this registration in the hands of the internal evaluator at the city level.

Most cities have an in-house study office, the evaluation of BOUNCEUp is recommended to happen here as well.
2. A second step is to register the preconditions for implementing the three BOUNCE tools in a pre-test, evaluating the present external support and facilitation in the city.

3. A third step is to register the process indicators of the BOUNCE training, in order to assess its programme integrity with the listed promising practices. This should be done immediately after the three days of training. The questions should be filled out by an independent observing evaluator, or else by the BOUNCE trainers.

4. Fourthly, register the output indicators of the BOUNCE training. This is a post-test as well, but it is repeatedly conducted every six months, and should be filled out by the participants. An important role of the facilitator here is to continue sending the survey to all participants and reminding them to fill it in. A first test is conducted immediately after the first BOUNCE training. Six months later, it is possible to measure short-term effects. By repeating this test five times, every six months, a follow-up of three years in total can be reached. If at this point participants are still likely to organise BOUNCE actions and spread the tools, the long-term output of BOUNCE is positive.

5. At last, register the output and outcome patterns of BOUNCE and BOUNCE along actions. This is not possible with the present evaluation tool as too little BOUNCE actions had been organised during the present project to establish clear indicators. For youngsters, a pre-post-test study design is suggested to measure their resilience (and self-esteem) before and after the training. More research is needed to test the validity of resilience scales in the context of BOUNCE.

6. Create a feedback loop to use all process and outcome data to inform decision-making. Start the registration procedure again at step 2: have the external support conditions changed?

6. Conclusions & Recommendations

The short-term evaluation of BOUNCE has shown that the present project has been well appraised by the majority of participants in all ten pilot cities, but that certain deficiencies occur in the practical implementation of the BOUNCE tools. Moreover, the training outline itself is widely appreciated as it provides participants with practical tools to work with youngsters on an early preventive level. The positive point of view and the broadly applicable exercises are listed as strengths of the programme. Although confusion remains over the link with radicalisation and the precise definition of resilience, overall, theory and concepts are well explained during the training. Most participants gained new knowledge, although it must be noted that a fourth of them expressed to have known the majority of the working methods (exercises) of the BOUNCE tools. Until now, only a minority of participants has organised own BOUNCE actions. It must be evaluated why practical implementation has been so low.

In order to situate BOUNCE within a wider policy agenda of a city, clarifying the working vision of the BOUNCE programme is an absolute requirement. Notwithstanding its original link to radicalisation, it seems uncomfortable to keep framing BOUNCE as a programme to primarily prevent radicalisation. Not only has this led to much confusion among participants, it might also undermine the positive effects of BOUNCE to simply raise youth wellbeing and to prevent a much broader scope of internalising and externalising conditions.

This paper has suggested a seven-step implementation support model, each reflecting a necessary component of a durable BOUNCE strategy. Several recommendations can be made to facilitate this implementation strategy:

• First of all, evaluation requires not only clear goals, but also a registration instrument, which allows to evaluate the project. Registration is highly needed to evaluate BOUNCE, and must be facilitated at all levels. Cities should be encouraged to register all BOUNCE actions on their processes, outputs and outcomes. One way to do this is by creating a common platform to exchange ideas and outcome data of BOUNCE actions. Registration should be integrated into the training, so that all trainers and participants remain motivated to fill out registration forms.

• Implementation support should start before the training starts, by selecting adequate pilot cities,
and by communicating clearly about the expected commitment of the city, its prevention services and all relevant stakeholders. BOUNCE trainers may organise a meeting with local stakeholders to explain the approach of BOUNCE. It is recommended to convince the managerial level first, and only once they are on board, select youth workers as participants of the training. A city’s decision to participate should then also be linked to these preconditions of commitment.

• Although structural context factors are not for the BOUNCE trainers to influence, it may be recommendable to select those cities with more possibilities for multi-agency (integral) implementation. This may be reflected in high stability at the policy level, high knowledge-exchange of youth work and high cooperation between city services. Again, such expectations for cities should be clearly communicated in advance to all cities.

• Selected cities should aim to embed BOUNCE into local prevention strategies, develop a clear action plan and set measurable objectives for their local version of BOUNCE. This means that a city may choose to apply BOUNCE as a preventive tool against for example radicalisation, but just as well as a general tool to promote wellbeing. The chosen objectives will define who should be included in the training as a participant.

• It is recommended to select a responsible coordinator for the BOUNCE programme in each city, before the project starts. This coordinator will facilitate the practical execution of the BOUNCE project, keep the participants’ network informed and coordinate the follow-up evaluations of the project.

• The facilitator may also be the responsible actor for participant selection, and should aim to include multiple stakeholders from the city. Guidelines for selection are to select first-line practitioners (1) who are experienced with (group-based) youth work; (2) who have an opportunity in their jobs to spread (one of) the BOUNCE tools; (3) who are open for the positive, broad, preventive and integral working vision of BOUNCE.

• Whereas the BOUNCE Up training outline is only extensively developed, this is not the case for its subsequent implementation support days. For example, the first training thoroughly covered the full BOUNCE Young programme, but the BOUNCE Along programme is only covered during the implementation support days and does not consist of a similar well-founded training outline. Trainers have expressed that BOUNCE Along is too loosely covered and that its execution is left too much open to the participants.

• The three days of implementation support were generally used to clarify pending questions and to try-out BOUNCE Young with a local group of youngsters. This allowed for a minimal form of coaching-on-the-job by the BOUNCE trainers and it pushed hesitative participants to start working with the tools. For some, this overcame doubts of their own capabilities to work with BOUNCE. However, to guarantee real programme integrity of the BOUNCE tools and to evaluate the process patterns of subsequent actions, further supervision is needed and on a much longer term than the current project allowed for. Another suggestion is to give BOUNCE trainings always in pairs of two trainers, as a means to evaluate their peers and maintain sufficient programme integrity.

• All implemented BOUNCE actions should be evaluated on their process and outcome patterns. Such evaluation is ideally conducted by an independent reviewer, but may also be conducted by the city’s in-house evaluation office. Outcome data on BOUNCE Young and BOUNCE Along actions in the city may further inform decision-making upon prevention policies. In addition, more extensive research is needed to measure the long-term outcomes of all three BOUNCE tools and to increase academic knowledge about the utility of resilience trainings. As any social prevention tool, the effects of BOUNCE will depend on the intensity and frequency of the trainings. A lack of immediate effects does not mean that the training itself is ineffective, however, its outcomes should be evaluated continuously to inform future trainings.

• Findings from local BOUNCE actions should be shared with other cities to increase the visibility of BOUNCE, to enhance knowledge-exchange and to find more promising practices of resilience trainings. A sharepoint website and intranet is planned to be made by the programme managers.
in order to exchange action plans and inspire other participants to take action. This website may also operate as a platform for registration of all local actions, and thus facilitate the further evaluation of the BOUNCE tools.

**Bibliography**


Full bibliography can be found in the research report by Christiaens, Hardyns & Pauwels (2018).

<table>
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<tr>
<th>City</th>
<th>Training timing Implementation Timing</th>
<th>BOUNCETeens actions</th>
<th>BOUNCEYoung actions</th>
<th>Facilitative actions</th>
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<td>Leuven, BE</td>
<td>March 2017, April 2017</td>
<td>• Teaser sessions for ‘youth ambassadors’</td>
<td>• 3-session programme for parents</td>
<td>1 teaser session for managers</td>
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<td>Landskrona, SE</td>
<td>April 2017, September 2017</td>
<td>• Teaser session in youth centre</td>
<td>• Full programme in two classes (12 y.o.)</td>
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<td>Amsterdam, NL</td>
<td>May 2017, January 2018</td>
<td>• Teaser session in two classes (13 y.o.)</td>
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<td>Groningen, NL</td>
<td>May 2017, November 2017</td>
<td>• Sessions in one class (11-12 y.o.)</td>
<td>/</td>
<td>Demand for BOUNCE* instructor training (larger trainer pool)</td>
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<td>Liège, BE</td>
<td>May 2017, November 2017</td>
<td>• 2 teaser sessions in sport club (7-12 y.o.)</td>
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<td>Planned: Meeting with managers</td>
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<td>Düsseldorf, DE</td>
<td>June 2017, November 2017</td>
<td>• Loose sessions in afterschool activities (16 y.o.)</td>
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<td>Demand for BOUNCE* instructor training</td>
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<td>Montreuil, FR</td>
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<td>• Teaser session in one class (12-14 y.o.)</td>
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The good practices

BOUNCE
resilience tools

BOUNCE is a package of three training and awareness-raising tools for youngsters and their social environment. It is a positive answer to the challenge of preventing violent radicalisation in an early stage.

The BOUNCE tools are designed as early preventive measures when, or even better before concerns about violent radicalisation arise. They provide youngsters and their environment instruments to manage the challenges they come across. The three tools (BOUNCE young, BOUNCE along and BOUNCE up) are interconnected and complete each other.

BOUNCE helps emancipate youngsters and their network, to become resilient and to interact with an aware environment.

BOUNCE young is a resilience training program for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In ten (inter)active group trainings, youngsters train and strengthen different aspects of their resilience. Through a mix of action and reflection, a wide range of skills and competences are strengthened, practiced and linked to their personal experiences. Youngsters learn to ‘bounce back’ and ‘bounce up’ when dealing with challenges. In the trainings, youngsters make the link between the exercises and their personal experiences. A BOUNCE young training program is always used in combination with BOUNCE along awareness-raising actions for parents and frontline workers.

BOUNCE along is an awareness-raising tool for parents and frontline workers. The tool provides tips, insights and practical exercises for adults in the social environment of youngsters. It assists them and strengthens their role in the early prevention of violent radicalisation. BOUNCE along treats five topics: ‘a positive point of view’, ‘strengthening resilience’, ‘resilient relations and communication’, ‘concerns and challenging situations’, and ‘information and support’. BOUNCE along focuses on all parents and frontline workers, and can be used in combination with the BOUNCE young resilience training program for youngsters.

BOUNCE up is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE young resilience training program and the BOUNCE along awareness-raising tool. By combining both tools, trainers can become an important supporting figure in the early and positive prevention of violent radicalisation. Trainers assist youngsters as well as their social environment and set up an integrated and integral approach, tailored to the needs of the target groups.
One of the BOUNCE project objectives was to create a database gathering best practices in terms of primary prevention of violent radicalisation across the European Union. This online database will be shortly added to the BOUNCE website and will be completed progressively throughout a potential follow-up project. The following selection of European best-practices only shows a small and by no means exhaustive list of practices in terms of primary prevention of violent radicalisation. This list is merely based on a selection made by the BOUNCE project team and partners of initiatives they came across over the course of the project’s duration. For this manual the BOUNCE team decided to select two initiatives in each of the five EU member states that were trained to the BOUNCE tools (Belgium, Sweden, The Netherlands, France and Germany). The online database that is provided on the BOUNCE website (www.bounce-resilience-tools.eu) will gather initiatives from all the EU member states.

The ultimate goal of this manual and online database is to guide first-line practitioners and policy-makers toward international initiatives that already showed their efficiency. By crossing the national borders, we think that European practitioners will be able to ensure an efficient answer to the challenge of preventing all kinds of violent radicalisation at an early stage, even before the first signs arise.

The ‘good practices’ part of this manual was made in collaboration with the European Forum for Urban Security, co-beneficiary of the BOUNCE project.
Belgium
How to develop social inclusion within a group? How to get young adults to think about themselves with kindness? How to prevent discrimination and violent extremism?

The non-profit association ‘Reliance’ offers activities on Wednesday afternoons for teenagers or young adults lacking social benchmarks. The youngsters participate in these activities on a voluntary basis and they are offered in their schools or as a residential training course of 3 to 5 days. The group training allows each participant to work on him/herself in order to better approach the other and to establish more qualitative relationships differently.

EPTO: understanding the other by reflecting on oneself

The EPTO training aims to prevent discrimination in its various forms, through group dynamics exercises conducted in a few hours or days.

3 steps are systematically used:
• the establishment of solid foundations, composed of exercises to create a safe atmosphere;
• the reflection on identity, ensuring self-reflection and reflection of the relationships with others;
• the management and the acceptance of differences.

These phases are composed of several playful and inclusive exercises. Some exercises are more reflexive while others are more physical.

After two hours the change is already perceptible and an evolution in the group atmosphere, their knowledge and relationships knowledge can be observed. Imagine what the effects are of 5 days of residential training!

Human beings feel that a climate of respect and active listening allows them to go beyond what they usually share in a group. For many teenagers, discovering safe group activities is a new experience. They can finally say what they want and show themselves as they really are in front of others. They dare to assert their fears, their desires and their values; they are encouraged to express their feelings without fear of being mocked. For this the project uses a relational, emotional as well as a spiritual approach.

Concretely, the group participates in exercises where they can move and speak; a debriefing on their experience follows the exercise so the group can express its feelings. The trainings start with a group activity with some physical activities and then include more reflexive, emotional or spiritual aspects. The exchanges are rich and participants’ behaviours evolve throughout the training. The facilitator must be slightly in the background, allowing participants to be in the center; he sets the framework of the exercise, gives instructions and guarantees the good execution. Then the facilitator asks everyone about their comments, facilitates the discussion and ensures this is done in a respectful way. The facilitator does not have the role of an adult/teacher who transmits his knowledge and shares his experiences with unknowing children who must listen. The facilitator handles from a perspective that is new and often unknown to the adolescent public.

The personal reflection carried out by each young person in connection with the group is ultimately very close to the identity development of any individual who, in contact with others, is gradually defined and learns to know himself. The exercises allow the participant to reflect on himself, his fears, his expectations, his interests, his skills, the groups he belongs to, his family, the place he lives in, his values, his mental representations,... By having an exchange on these various elements he will gradually refine his identity reflection. Through some exercises, especially those related to migration, they realise the richness of their origins and are given the opportunity to discuss with other young people, some of whom have maybe never migrated more than 10 km.
We know that a lack of understanding of life and the difficulties among some young adults to form their identity are a fertile ground for violent radicalisation. However, the current social context (16% of young Walloons aged 15 to 25 are unemployed and uneducated, on a European level the rate is 12%) encourages desocialisation and low self-esteem. It is therefore not surprising that in this European context some young adults seek to reinforce their identity elsewhere and in particular for a small minority in violent and extreme acts. In the case of violent radicalism, it is obvious that some young people who are recruited elsewhere by extremists, are not aware of the manipulation they are subjected to. It is high time that educational systems promote means to activate self-awareness, identity reflection, resilience-building and fight against all forms of discrimination.

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BELGIUM - VILVOORDE - SECOND WAVE PROJECT

The first departures from young residents of Vilvoorde to Syria and Iraq took place in 2013. Until that time, radicalisation was not a policy priority, but from then on, it became increasingly important in the political debate and in society. So far, more than 30 people have left Vilvoorde to join conflict areas since 2013.

As the issue was a source of growing concern, the City Council’s Department of Radicalisation and Polarisation got in contact with those stakeholders that were particularly concerned about this phenomenon, such as social workers and religious community leaders (mosques). The objective was to discuss the situation and seek a common ground.

After these first contacts, religious community leaders organised meetings between staff members of the city’s department of Radicalisation and Polarisation and youngsters considered as being at risk of radicalisation. The main concern expressed by these youngsters was their relation with the police and their feeling of stigmatisation. It became clear that the existing conflict between some of them and the police was a breeding ground for radicalisation.

The city’s Department of Radicalisation and Polarisation discussed this problem with the City Council, which decided to organise meetings between these youngsters and the local police.

The main objective of these meetings is to prevent polarisation by addressing existing conflicts between authorities (usually represented by the police) and youngsters at risk of being radicalised, and to prevent these conflicts from fuelling radicalisation. Discussions also seek to promote critical thinking among participants and to improve relations between both groups.

Strategy and activities

1) Training sessions for the local police on radicalisation and on what motivates youngsters to follow this path;
2) Bilateral meetings between the city and youngsters and between the city and the local police to address the tensions between youngsters and local police;
3) Meetings organised by the mayor between the city, youngsters and the local police;
4) The actual Second Wave project.

In the Second Wave project, monthly meetings are organised between the police and youngsters in the form of a debate group. The youngsters themselves are in charge of these activities and determine the agenda. During these meetings, both groups expose their concerns and debate on different topics following the critical thinking method. The meetings are moderated by staff members of the city’s youth service and a professional from a local NGO that works with youths.

Results

• Delivery of training sessions to the local police on radicalisation and individual confrontation;
• Monthly debates;
• Very good representation of youngsters;
• Community outreach;
• Strong support from the Mayor.

Evaluation

Twelve youngsters and twelve police officers are committed to the project on a monthly basis, but their daily encounters have evolved since the start of the project. Now, participants from both sides greet each other in the street; the youngsters spread the word in their peer groups about what they have learned, and they contact the police more often when they need help. On the other hand, the police are more understanding towards these young people and they raise awareness among their colleagues on these issues.
Sweden
Fryshuset was founded in 1984 by Anders Carlberg. “Fryshuset is often referred to as the largest youth centre in the world – but it is actually much more than that. Above all it is a vision based on the conviction that encouragement, confidence, responsibility and understanding are necessary in order to enable young people to develop their innate abilities and find their way into society. This is exactly what Fryshuset is trying to do and the place is therefore packed with all kinds of creative and constructive activities. Young people mix with grown-ups in order to participate, contribute and learn. Fryshuset is a meeting place where people share and develop passionate interests, social commitments, sports, entertainment, culture and innovative educational programs.”

Fryshuset started out in the south of Stockholm but is today also present in Stockholm suburbs Skårholmen and Husby, as well as Gothenburg, Malmö, Kalmar and even Denmark. Through its national network for youth organizations it is even represented in other parts of Sweden. It is now primarily based on the south side of Stockholm in a 24 000 square meters building gathering a lot of facilities: skate parks, basketball courts, meditation rooms, weight rooms, ...

At the outset, sports and music were the sole activities, but social issues made their way into the agenda as a reflection of young people’s wants and needs. One such early example came in the summer of 1986 when violent riots occurred between differing teenaged groups in Stockholm. The Swedish government asked Fryshuset to step in and help relieve the situation. Fryshuset launched a campaign, touring around the country lecturing on constructive alternatives to violence. During the tour it became obvious that most teenagers deplored violence and had a lot of vital ideas on how to counteract it and how to build a better future.

“My work is based on a belief in mankind, not distrust. It does not mean I am naive and I think everybody is good, but I believe in people, in the right context, with the right stimulus and with the right people can get up and go ahead!”

Anders Carlberg
Today Fryshuset runs several schools and programs for vocational training, seminars and conferences, courses in theatre, music, and sport as well as hosting events, concerts, parties and discos. It even has its own church, the Fryshus-Church. Public funding covers around 5% of the activities, the rest is financed by a mixture of grants, endowments and fees for services such as educational and social programs (fees that are not paid by young people or individual clients but by our co-operational partners and government agencies). The total budget is approximately 32 million €. All in all, Fryshuset employs around 600 people and receives around 40,000 visitors every month.

Fryshuset is currently working around 3 main topics, each topic being composed of different projects. These information is provided on Fryshuset website.

1. Social projects

**Lugna Gatan:** The Calm Street Project started in 1995 in order to counteract violence and vandalism within Stockholm’s public transportation system. Unemployed young people between 20 to 30 years of age were recruited to work as hosts in order to prevent problems caused by delinquent young people “hanging out” around subways and buses. Since then, Calm Street has become a comprehensive program of social integration and a way to get unemployed young people back into the employment market. The hosts have proven to be very effective in preventing violence, vandalism and crime among youngsters, due to the fact that they are more than just ordinary security guards; Calm Street creates close relations with young people and the hosts function as great role models. Their successful approach has led to hosts being hired by schools and local communities and to the project spreading. Calm Street hosts have also started local junior Calm street groups where teenagers can enrol and be part of the program by helping their own local neighbourhood stay safe and clean. – A Calm Street project will be shortly started in Langa outside Cape Town in South Africa.

**Brobyggarna:** The purpose is to guide young boys into adulthood by providing them with good role models. Bridge building groups consists of boys and men who engage in a number of subjects and activities together, such as sports, camps, study visits, charity work and also studying and discussing such topics as morals, justice and ethics. The main component in the program is not the actual activities but the relationship and the support between the boys and their role models.

**CIDES – Centre for information about destructive subcultures:** CIDES works on developing and disseminating effective approaches to prevent the emergence of destructive subcultures, reduce their recruitment and facilitate in defection. By destructive subcultures, we mean all groups such as street gangs, the white power-movement, soccer-hooligans etc. The problems with destructive groups cannot be fixed by the police alone. There are several stakeholders in society who need to work together. And we all need to start listening to what the young people claim that they need in order to keep out of these groups.

**Skapa Min Värld:** a project in which children are encouraged to use their creativity in various ways to express their feelings and values. Theatre, writing, painting etc. are used as ways to deal with sometimes traumatic memories which are hard to handle.

**Elektra, Sharaf Hjältar (= heroes) & Sharaf Hjältinnor (heroines):** Elektra works against honour related violence and oppression. Tens of thousands of young girls and boys in Sweden do not have access to ordinary human and democratic rights. They are oppressed and inhibited by their families and are not allowed to choose how to live their own lives, whom to love, what to do for a living or even how to socialise. Honour related violence and oppression is an archaic and cruel way to control daughters (and sons) in order to preserve the “family honour”. Elektra’s goal is that nobody should live under honour oppression. Elektra therefore works on.
› Prevention by changing attitudes among young people from honour affected cultures/backgrounds. This is done within the youth groups Sharaf heroes (for boys) and Sharaf heroines (for girls).

› Educating and giving advice to authorities, schools, social services, the police and other agencies.

› Lobbying in order to make the whole society aware of and committed to extinguishing honour oppression and violence.

Emerichfonden: “If I could pick another path in life, I would want to be a teacher to the battered boy Adolf Hitler”. These are the words of Emerich Roth, who survived Auschwitz and four other concentration camps, but lost his parents, three little sisters and 40 additional family members in the Holocaust. Emerich came to Sweden after the war and worked as a social worker for 30 years. After his retirement he came to Fryshuset and started lecturing in schools about racism and hate and what to do about it. He also set up a foundation that rewards young people’s efforts to improve humanity and tolerance. Emerich has also written a number of renowned books about his own life and about hate, humanity and reconciliation.

Exit: Exit helps young people to leave Nazi, racist or other extremist movements. Due to the sectarian and militant nature of these groups, it is very hard to leave them. Those who do are often persecuted by their former comrades and despised by ordinary citizens. At Exit they get help both from professional social workers and from people who have left the Nazi movement themselves. They are received by people who know exactly what they are going through and what they need. Exit offers everything from just listening to their stories to helping them create a new life. This can include obtaining a secret identity, psychotherapy or treatment against alcoholism, developing new social contacts etc. As a result of its efficient, no-nonsense methods and real-life knowledge, Exit has been very successful. The organization also educates schools, authorities, police, the correctional system, social workers and parents in how to deal with Nazism/racism. Exit has also helped authorities in Germany to start a similar project and has a broad network of professional contacts all over the world.

Nätvandrarna: The Web Coaches are out on the Internet in order to support, guide and listen to young persons (aged 12 to 20) and to help them become confident and strong. Our web coaches have created their own spaces and chat rooms on established web communities for young people. Our goal is to give young people the support they need to handle the situation they are in. Another important task is to help young persons find their way in discussion forums. These often work as self-help groups though in a quite unorganized way. The role of the coach is to ask relevant questions that can provide a perspective, without telling the person what to do. Our motto is “listen and speak as a friend – act as an adult”.

MPower: Mpower is an educational program where young women get increased knowledge and understanding of modern society and learn how they can play an active role in the development of their own situation and help to create a safer Sweden. After the training, the participants get a diploma and become MPower Ambassadors whose mission is to spread their knowledge, act as positive role models and counteract social unrest.

Passus: Works on helping people who want to leave gangs and criminal organizations. Passus provides mental and social rehabilitation in order to create a new life, and support to families of young people who are on their way to destructive gangs. It provides preventive measures among young people, courses and education for professionals such as school staff, the social service, the police, the prison and probation agency etc. Several coaches work at Passus (some of them with a background in criminal gangs), along with a counsellor and a network of MI trainers, psychotherapists and psychiatrists. The support each client gets, is based on his or her individual needs and often means that you have to start from scratch and build a whole new life and identity.

Barn till Ensamma Mammor: Works with single mothers and children living in economically and socially exposed circumstances, deprived of their basic needs such as decent clothing and leisure time activities.
To strengthen their social network and give them the possibility to do things that usually cost money, the project organises activities for the families, things like going to the zoo, to amusement parks or having parties. One of our goals is to give the mothers strength and tools to change their life situation.

**Aktiviteter för Unga Ensamkommande:** A high number of young refugees arrive in Sweden on their own without any accompanying grown-ups to support them. Fryshuset offers various introductory activities, individually or in groups. If needed we help with accommodation, contacts with public authorities, mentors, school support. And we introduce them to sports, music, dance and other activities through which they get a chance to meet other youngsters sharing the same interests.

**Tillsammans för Sverige:** This is an inter-religious programme where Christians, Jews and Muslims (and non-believers) meet to discuss various issues relating to their religions and human values generally. The programme has reinforced the understanding that religion can be a key to reach young people and a positive force that can unite different groups. ‘Together for Sweden’ is focusing on inter-religious guidance and education for young people with the aim of addressing hostility towards foreigners, racism and extremism. The project will use religion as a means of integration and show that religion can be a force to be reckoned with in achieving peace and understanding.

**United Sisters:** the purpose of United Sisters is to boost self-esteem and self-respect among young girls and guide them into adulthood. United Sisters provides the following activities:

- Girl Groups where girls aged between 15 – 19 years together with grown-up role models to do things like going to lectures, discussions, exhibitions, study visits...
- Girl Coaches – a support service offered to girls who need an extra adult mentor. The coach is there to listen, encourage, strengthen and guide the girl. The coaches are volunteers from all sections of society and all walks of life.

**Vilja, Vara, Kunna (willingness, existence, and ability):** The target group of this project which originated in Gothenburg are young persons between 12 and 25 years of Swedish-Somali background, but it also wants to inspire the staff of schools and public authorities working with these youngsters. One result of the project is a book focusing on each individual’s right to be proud of who you are, on each person’s ambition and ability to achieve something and to realize your dreams, and on everybody’s uniqueness and possibility to influence your future.

**Unga in:** The project helps young people (aged 16 to 24) who don’t study nor have any contact with the Employment Service – but want a job! Young-in helps them discover what they want to do and how to do it, how to find jobs and how to apply for them. Young-in is run by the Employment Service, Fryshuset, Friends and the authorities of Stockholm City with support from the European Social Fund.

### 2. Education

**Fryshuset INC – an entrepreneurial project:** Fryshuset’s network for entrepreneurship and leadership. This is where leaders and innovative developers of society from all over Sweden meet to develop leaders and (social) entrepreneurs. The project offers training in leadership and entrepreneurship, mentors, internships and trainee programs, digital communities, forums and networks, tips on literature, film, Internet-sites etc. Each year, the Youth Entrepreneur of the Year gets an award and support for further development.

**Frushusandan – a nationwide network:** The project is a blend of inspiration and training for youth workers throughout Sweden. Drawing on 30 years’ experience of working with and for young people – Fryshuset has established a network of 300+ committed organisations all over Sweden. The purpose of the network is to promote and encourage exchange of knowledge and experience and to identify best practices in various areas relating to youth issues.
UP & Coming: We work as head hunters for young leaders with "streetsmart" competence. The project identifies, attracts and recruits leaders and talents needed by business. Up & Coming functions as a recruitment company and helps corporations to increase diversity in their staff. Streetsmartness is our focus.

LärOlika: In order to promote diversity and tolerance in society the LärOlika programme offers opportunities for individuals with different cultural or ethnic backgrounds, professions, ages and positions to meet and learn about and from each other. In this way, we counteract ignorance, segregation and prejudice. LärOlika is a leadership programme built on curiosity and the conviction that diversity enriches life and increases creativity.

Fryshuset’s elementary school: Fryshuset’s elementary school for 6 to 9 graders offers elementary education to students who want to combine their studies with basketball, dance, skate or music. The school offers a safe and creative environment where students can evolve and thrive.

Fryshuset’s high school: Fryshuset’s high school (or upper secondary school) is intended for young people who want to study at the same time as they develop different kinds of sports or cultural interests. The school offers training in basketball, skateboarding, writing, dance, theatre, music, image, design and gaming, and entrepreneurship. The school has around 900 students.

Fryshuset Danscenter: is a leading centre for dance education with 2-year programmes for professional dancers in the areas of street dance, jazz, ballet, modern and contemporary dance and breaking.

RML – the Rock Music education: Is a one-year full-time education for rock musicians. RML is run by Birkagården College and Fryshuset. The program was started in 1989 and many former students have gone on to become very successful rock musicians.

3. Passionate interest

Fryshuset Basket: is a basketball club that combines social work among young people with elite teams for men and women. 08 Stockholm Human Rights considers basketball to be not just a ballgame, but also a useful tool for educating and influencing young people. In addition, basketball attracts young people from all parts of society and from all ethnic groups, from upper-class areas to the marginalized suburbs. Therefore it has a unique capacity for enhancing integration.

This youth basketball society consists of around 100 teams based at Fryshuset. Young players, around 3500, between 10 – 16 years old from all parts of Stockholm get involved in sports and social interaction. Basketball has a large movement among young people from all parts of society. It is not only a game – it is a way to learn tolerance and fairness.

Frysbox: is about having a place to belong, bringing youth together into a community, helping them to know a sense of security. The heart of Frysbox is to develop oneself socially, finding one’s own voice and self-respect, while learning to integrate with one’s peers across a range of social and life backgrounds, growing in trust, empathy and understanding. Frysbox is a social project working in martial arts training, and in particular Muaythai. It is run as a cooperation between Fryshuset and “TiP Muay Thai IF”, a Swedish Muaythai gym in Stockholm. The target group is youth: 13-20 years old.

Sjöliv: A project aiming at kids who never had the opportunity to enjoy boating, sailing, the archipelago or other out-door activities. Sea-life organizes sailing courses, boat trips, camps and other sea-oriented diversions.

F.U.S.E: F.U.S.E is both a record company and a project for young musicians between 15-25 years. F.U.S.E is an abbreviation of the Swedish words for publishing company, education, support and commitment – which is what F.U.S.E is all about. Young musicians, performers and bands get all the guidance, feedback, advice, tips and information they need in order to get their place in the music industry. F.U.S.E Music also produces and releases records.
Fryshuset Gym: the sports club at Fryshuset is a well-equipped fitness centre for everybody from beginners to skilled athletes. Our goal is to create an open and pleasant atmosphere, where all kinds of people feel welcome. We believe that we offer the most affordable gym in Stockholm.

Lovely Days: Providing sports and cultural activities during all school holidays. Every school holiday Fryshuset arranges a wide variety of activities for young people. When lots of activities close down, especially during the summer holiday, Fryshuset’s Lovely Days offer everything from street basketball, floor ball, dance- and music classes, excursions, movies, discos, music and games to contests and concerts. Lovely Days has become the meeting place for teenagers from all over Stockholm.

The Music Department is home to around 600 musicians and 100 bands rehearsing in 39 music studios. The Music department also has courses in playing the guitar, keyboards and drums, in singing and DJ-mixing. Fryshuset has two concert halls, the smaller “The Club” and the bigger “The Arena”, arranges concerts with many of the world’s most renowned bands and performers.

Evening Courses: Fryshuset offers a variety of evening courses in music, dance and theatre, including electric guitar, electric bass, drums, keyboards, DJ mixing, DJ-courses for girls and music production.

Stockholm Skate Park: This is the only indoor arena for skateboarding, inline skating and BMX biking in all of Stockholm. The hall covers 1600 square meters and is open all year round. It is also the home ground for student skating training at the schools of Fryshuset. There are around 4000 members of the Stockholm Skatepark, run by Fryshuset.

Teater Fryshuset: Writes, produces and sets up plays about contemporary social issues such as “Burn the ghetto” or “Top Boys – a hooligan’s story”. Other themes dealt with are relating to the “life in prison”, “self-destructive behavior” and deradicalisation of Nazis. These “documentary plays” have been played for schools, politicians, youth organisations, authorities as well as business corporations.

Fryshuset at Almedalen: Every summer, Fryshuset participates in Sweden’s biggest and most influential annual political get-together Almedalsveckan. One week in July, politicians, lobby groups, organisations, business and the media gather on the island of Gotland in the Baltic, to debate economics, politic-, social-, environmental- and other issues concerning Sweden’s future. Fryshuset participates with the purpose of drawing attention to young people’s situation and their opportunities to develop and lead full and meaningful lives.
Currently Flamman operates two branches: a youth recreation centre and a project centre. The project centre has sprung out of the needs of young people that Flamman has worked with over the years. In order to fully support, encourage and facilitate young people’s way forward in life, Flamman develops projects and initiatives that can support young people and their surroundings.

In doing this work it has been of great importance to capitalize on the 20+ years of experience that the organisation beholds but also a versatile team with broad and varied backgrounds. Everyone in the organisation is driven and motivated about the impact we can create in young people’s futures.

The team recruits from grassroot to academia, locally and internationally but also by investing in the young people that have come up through the organisation. It’s common for eager neighbourhood kids to have their first part time job with Flamman and for the passionate ones there are always opportunities to grow with the organisation. This is an organisation for youths and even the board always hold 5 out of 7 spots for youths.

While working with young people in socially and economically challenged areas Flamman has become a hub of information when it comes to criminality, radicalisation, violent extremism and addictions. There are several programs and projects within Flamman focused on prevention for risk groups and support for those already affected.

**The different projects**

**Hoppa Av Nu** (exit program from a criminal lifestyle) is a program aimed at risk groups of young people preventing a life in crime. It also works with youngsters who have already started their criminal path and who are ready for a new future. The program is a result of 15 years of crime prevention and de-radicalisation work at Flamman. The program’s methodology is based on science combined with knowledge and practical experience and aims to counteract destructive behaviours among young people by offering an alternative and positive lifestyle.
Within the program, there are a variety of activities, including workshops, lectures and mentoring. Flamman assumes a holistic view and take into account all aspects that affect the lives of young people. Parents are involved early in the work and Flamman also provide support for treatment for various dependencies if needed. The program offers a range of opportunities and forms of support in which young people are awarded mentors and coaches intensively before they are finally prepared for further studies or jobs.

Jump Off Now also works on de-radicalisation and against violent extremism. The goal and ambition is to improve and strengthen young people to break their exclusion and thus have a positive impact on their lives and future.

The goal and ambition is to improve and strengthen young people in order to break their exclusion and thus have a positive impact on their lives and future.

Safe Space's team is a public-private entity that consists of of both NGOs, government and the police. Flamman has always seen the importance of not only working with an individual youth but with the whole entity that surrounds that individual, from family, teachers, coaches, youth leaders, etc so that to fully support a young person. They also provide action programs and education for both professionals and youth, about democracy and anti-democratic behaviour as well as courses in early signs of radicalisation, right wing/religious/ideological/political or any other form of radicalisation. In addition, there is the possibility of longer programs with mentoring for individuals. By raising youth's voices and engaging them in society, they reduce the risk of youngsters ending in anti-democratic environments while strengthening them as individuals.

Contact: safespace@flammanhyllie.se

As Flamman takes a holistic approach to young people's lives, one area that has become an integrated part in all their operations is the subject of equality. As Flamman has traditionally had a larger male following the organisation has over the last few years worked hard of their equality plans. One such instance is Girls Only, a haven youth centre for those who identify as girls. This has been a drive to encourage young girls to come to the recreation centre as well as getting more involved with all of Flamman's activities. At Girls Only you can find your usual recreation activities such as pool and ping-pong tables, video game consoles and music studio. It's a great opportunity for young girls to find a sympathetic ear to listen, have some fun with friends or participate in any of our many projects or activities. At all parts of Flamman we hold an intersectional perspective. One of Flamman's main focus area is to support girls’ right to equality, meaningful leisure time and to control their futures. In our work with all young people Flamman are exploring questions about gender equality, feminism, masculinity, patriarchal structures, norms and norm criticism.
The Netherlands
Oumnia Works is an innovative educational empowerment program developed by and for (Muslim) mothers. This low-threshold program has arisen from the needs of mothers. The Hague organisation «Steunpunt Sabr» has taken the initiative for this and a group of collaborating professionals has developed this program. It takes into account comments, reactions and questions from around 120 mothers with school-age children who participated in try-outs of the program.

This approach ensures that the Oumnia Works program is in line with the living and experiential world of mothers. Mothers can contact the help desk of Oumnia Works during or after following the training with their questions for help.

The bottom-up approach distinguishes Oumnia Works from other empowerment activities. The program was developed in collaboration between «Steunpunt Sabr» and the municipality of The Hague.

The main goal of «Oumnia Works» is to give mothers extra baggage to help their children stay in a society that imposes high demands on them. Many (Muslim) youngsters feel unrecognised and unappreciated in Western society. They are looking for themselves. During this search, some of them lose themselves or their connection with society. This can lead to radicalisation. Mothers are like no other able to recognise signs at an early stage and protect their child from slipping. The Oumnia Works program supports them in this task. Oumnia Works is an interactive training in which knowledge is transferred, but also skills are developed. The participants learn from the trainer, but also and more importantly from each other.

Even after the training, the helpdesk of Oumnia Works offers help and support with practical questions and problems.

Oumnia Works consists of three pillars:

- The training (7 half-days) in which 7 themes are dealt with:
  - Introduction meeting
  - Educational game
  - Contact with your adolescent
  - Social media education
  - Where can I find help?
  - Identity & Citizenship
  - Evaluation meeting

- A helpdesk (with a telephone number that is available 24/7 and provides help and support with practical questions and problems), and

- Aftercare (direct help or referral to a professional organization - the local social card).

The training is given to a group of 12 to 15 mothers. Municipalities can purchase training courses for social organizations, schools or women’s groups.
Content of the training

The training consists of seven sessions. The program covers different themes and presents the different tools to the mothers.

Introduction meeting
The training «Oumnia Works» starts with a theatrical presentation by an actress. This part aims to get an awareness process going. It makes mothers realize that possible dangers may lie ahead, but also that they are not alone and help can be found.

Educational game
Through an educational game with assignments, various questions are discussed. The mothers talk to each other about (lighter and heavier) parenting questions.

Contact your adolescent
This meeting is about wanting to be independent, the quest of young people for their own identity, their ideals that conflict with reality and the way you can deal with that as a mother.

Social media education
It is important that mothers know what is happening on the internet and social media, how these new media work and how they can discuss this with their children.

Where can I find help?
If they are faced with (radicalisation or other serious) problems in their family, it is important for mothers to know that they are not alone. There is further discussion with them about the possible formal and informal resources in their immediate environment.

Identity & Citizenship
Many (Muslim) youths struggle with the question of how you can be a good citizen in a Western society while retaining your own religious and cultural background. Attention is paid to the emergence and progress of radicalisation processes.

Evaluation meeting
In this meeting, the program is jointly reviewed: what did the mothers learn and where can they go with follow-up questions?

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THE NETHERLANDS - AMSTERDAM - KEY FIGURES

Over the past few years, the city of Amsterdam has been confronted with situations in which there were considerable tensions between certain groups of inhabitants, in particular during the summer of 2014 and after the 2015 attacks in Paris and Copenhagen. Prior to that, the municipality of Amsterdam had developed in 2011 a risk-based approach, which is the basis of their preventive activities (design and implementation). This approach focuses on three main components:

• Protect: activities aimed at protecting vulnerable groups and individuals.
• Connect: activities aimed at reducing opposition and polarisation.
• Risk-based: activities aimed at individuals and groups in society that pose the greatest risk.

One of the initiatives developed as part of the Protect axis of Amsterdam’s strategy is the ‘Key Figures’ programme, created in 2007. ‘Key figures’ are people who can act as role models for the local communities in Amsterdam and assist the municipality in reaching vulnerable groups by organising local activities. This ensures co-responsibility on preventing and tackling radicalisation and polarisation.

Objectives

• To allow an accurate understanding of the issue at the local level;
• To recognise tensions at the local level;
• To reach vulnerable groups;
• To create bottom-up activities.

The Key Figures programme targets two types of people

• Individuals who are trained to become ‘key figures’ and act as role models for their community. These are young adults from Amsterdam ranging from 21 to 35 who are part of the Moroccan, Turkish, Egyptian, Pakistani, Somali or Syrian communities, as well as young people who have converted to Islam;
• Local communities in contact with these key figures who can benefit from the activities organised by the latter.

Strategy and activities

In order to ensure that Key Figures participants are capable of carrying out their tasks, a methodology has been carefully prepared and developed. The main aspects of the programme are as follows:

• Recruitment: through formal and informal networks;
• Selection procedure: individual interviews (applicants must prove to be highly motivated, communicative, socially engaged and open-minded, see below for more details);
• Training programme: strengthening knowledge and skills, further competence development. The training programme has a duration of five days. Representatives of the municipality attend the trainings to meet the new Key Figures and answer any question they might have.

The Key Figures must commit to fully completing the training programme, after which they receive a certificate. They have to organise new activities within eight weeks after the training, which must focus on the themes of radicalisation and/or polarisation in Amsterdam. Importantly, the Key Figures must find innovative ways to reach vulnerable groups, for example on the street, online and in schools.

The main tasks of the Key Figures are

• To organise activities related to radicalisation and polarisation for young people and families in their communities and adapted to their local context;
• To identify individuals and groups at risk of polarisation;
• To provide bottom-up knowledge to the municipality about local dynamics;
• To share knowledge with other key figures from different cultural and religious backgrounds;
• To be part of formal and informal networks.

All the activities mentioned above can be carried out by individual key figures or by a group.
Key Figures Profile

Those involved in this programme must:

• Be motivated to act as intermediaries between the municipality and their community with regards to radicalisation and polarisation;
• Have information on issues surrounding radicalisation and polarisation in their community;
• Have knowledge of contemporary societal issues;
• Have strong communication skills and be capable of resisting peer pressure;
• Be open to views that are different from theirs and be capable of empathy towards different cultural and religious backgrounds;
• Show enthusiasm and willingness to organise activities on radicalisation and polarisation in Amsterdam for a long period of time.

There are currently over 200 individuals involved in Amsterdam’s Key Figures programme. In 2015, it was decided to create a sustainable network of key figures to ensure that they share information, insights and lessons learned from the activities they have organised. Additionally, this network ensures that key figures will continue to organise new activities.

Examples of activities

There are seven districts in Amsterdam: New-West, South-East, North, West, South, East and Centre. As each district has its own focus areas, the key figures organise tailor-made activities. Here are some examples:

Amsterdam-North

Resilience training

The key figures from Amsterdam-North believe it is important that boys aged 16 to 18 are equipped to resist online propaganda from jihadi groups and their supporters. Indeed, some of these youngsters feel very conflicted about the war in Syria and are thus vulnerable to recruitment. The key figures organised a two-day resilience training, which included discussions around videos showing how people are influenced.

Amsterdam-East

Network of concerned mothers

Young people can be reached in a number of ways. The key figures from Amsterdam-East focused on mothers as they play a crucial role in reaching youths who are at risk of being radicalised. They organised meetings with small groups of concerned mothers, together with experts and professionals who gave them advice on how to manage the situation at home. These meetings eventually led to the creation of a sustainable network of involved mothers.

Amsterdam-West

VoorUIT

The key figures in the district of Amsterdam-West suggested to build on existing informal networks. One initiative was to join the Key Figures scheme with the VoorUIT (“forward”) programme, whereby students having knowledge about Islam are linked with adolescents deemed at risk of radicalisation. The students act as a ‘personal coach’ and try to have open and honest conversations about radicalisation. This scheme allows teenagers to openly discuss their beliefs and concerns in a safe and familiar environment.

Amsterdam-New West

Involvement at school

Since young people spend most of their weekdays at school, the key figures of Amsterdam-New-West chose to offer their support at school to teachers and students. The majority of the key figures have the same social and cultural background as the students, which makes it easier to talk together about issues such as radicalisation and extremism.

Evaluation

Each activity is evaluated a posteriori in order to continuously improve the quality of the programme. Among the criteria that were used, we can mention: whether the activity reached the target group, whether it was effective and how it will be prolonged. The lessons learned from each individual activity are shared with the whole Key Figures network.
France
Driven by a desire for change, ‘Laisse ton Empreinte’ carries out field surveys on sensitive social issues (education, health, parenthood, youth ...) in order to draw innovative, accessible and user-friendly teaching tools that allow professionals, the general public and institutions to move forward together. And it seems to be working!

The objectives are:
• To create a dynamics of change in a territory in link with all the actors;
• To develop thematic tools that offer an original vision (often unexpected) of the subject and which correspond to real needs on the ground, ensuring that they are given a universal dimension;
• To transfer these tools to others fields (dissemination, awareness, training...).

The project aims at restoring self-esteem, changing the looks, the practices, generating collective intelligence, recreating links, reconciling, helping feel useful, being an actor,…

The methodology used is the following:
• Individual meetings that lead to the expression of a free, authentic dialogue;
• The co-construction of resources that allow the actors to move forward together and concretely on the subject;
• The sharing of the tools in order to disseminate them in new territories.

More concretely, ‘Laisse ton Empreinte’ organises workshops for parents, professionals on subjects such as school dropout, the valorisation of life stories etc.

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The Centre for Action and Prevention Against the Radicalisation of Individuals (Centre d’action et de prévention contre la radicalisation des individus, CAPRI) was opened on 9 January 2016 in Bordeaux, France.

Following the January 2015 terrorist attacks in Paris, several organisations in the Gironde region increased their efforts against radicalisation: the Muslim Federation of Gironde (Fédération musulmane de la Gironde), which was running a project of counter-narratives on the Internet; the Bordeaux City Council, which was planning to set up a monitoring commission on radicalisation and sectarian movements, and the Society for Research and Analysis on Mental Influence (Société de recherche et d’analyse en emprise mentale, SFRAEM), which was being contacted by families of young people in a process of radicalisation. The prefecture of Gironde (i.e. the body that represents the national State in each region) thought of bringing these organisations together and working with them to set up what became CAPRI. Other stakeholders and organisations soon joined: psychiatrists from the Charles Perrens hospital in Bordeaux, the Bordeaux Métropole (greater Bordeaux) entity, the National Education system, the Regional Muslim Faith Councils (Conseils régionaux du culte musulman, CRCM) of the Aquitaine and Poitou-Charentes regions, the Departmental Council of Gironde, and the Regional Council of Nouvelle-Aquitaine.

**CAPRI has two main objectives: to prevent and to act. Its missions are:**

- **To prevent:** training of social and youth professionals; awareness-raising about radicalisation and mental manipulation techniques; identifying individuals showing signs of being at risk.
- **To act:** ensuring pluridisciplinary care for individuals who are radicalised or present factors of vulnerability.

**CAPRI has two main target groups:**

- any professional or citizen looking for information on radicalisation;
- anyone who is directly confronted with a situation of radicalisation.

**CAPRI’s preventive action follows the traditional classification of primary and secondary prevention.**

- **Primary prevention**
  - Counter-narrative on Internet to deconstruct mental manipulation techniques used in extremist rhetoric and conspiracy theory.
  - Training of field actors (social and youth areas) on the signs of radicalisation. The purpose of these trainings is to enable professionals to behave in a non-stigmatising way, defuse tensions and engage in dialogue, while being aware of the radicalisation factors.
  - Intervention with individuals who are radicalised or present risk factors, on a psychological or social level.

- **Secondary prevention**
  - Providing psycho-social care by specialised psychologists and psychiatrists.
  - Intervention on religious matters with expert theologians, depending on the needs.

Each intervention is designed individually. The centre can be contacted by any person involved (family, professionals, other people around, etc.), either by mail or phone. First, the team advises and supports the person who is asking for help, confidentially and free of charge. Afterwards, and with the person’s consent, an individual intervention can be set up.

An analysis is conducted to detect eventual significant signs. If so, the multidisciplinary evaluation unit (cellule pluridisciplinaire d’évaluation) intervenes. Comprising various experts, it recommends the intervention best adapted to the case.

If there are elements indicating immediate danger for the individual or public security, the association’s bureau informs the relevant authorities, following a specific protocol.
Concerning secondary prevention, since it was launched in January 2016, CAPRI intervened on 33 cases in the department of Gironde (as of 7 September 2016). Furthermore, CAPRI has been consulted on numerous cases outside of the department. It has offered counselling and referred requests to the relevant local bodies.

Concerning primary prevention, a video clip was created, which reached some 400,000 people, mainly through social media (you can watch it on the following website: radicalisation.fr). Some 800 people, mostly professionals, took part in CAPRI’s interventions. Less than a year after the launch of this scheme, it is too early to have a global, qualitative assessment. However, in a good number of cases, interventions have concluded successfully (the individuals have followed or are following a care path; relations within the family have changed...).
Concerning secondary prevention, the CAPRI team takes part in monthly group evaluation sessions of its work and practices. More globally, an internal preliminary review was presented to the association’s General Assembly. An internal evaluation of the organisation, based on pre-set indicators, will be conducted at the time of the annual activity report. However, it is too early to draw conclusions based on this evaluation since the results of the scheme can only be observed over a certain period of time.

Regarding primary prevention, the association wants to further develop its training offer, in particular for professionals, because training is key to create a common culture about radicalisation and prevention throughout the department of Gironde and beyond. Furthermore, after a first educational video clip to deconstruct the propaganda narrative, it will produce a second video. Regarding secondary prevention, the association will seek to strengthen its partnership with relevant institutions and the Youth Judicial Protection services.

Further information
www.radicalisation.fr
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Germany
HEROES - AUGSBURG - GERMANY

“HEROES Augsburg – Für Gleichberechtigung und gegen Unterdrückung im Namen der Ehre” (HEROES Augsburg – For gender equality and against oppression in the name of honour) was launched in Augsburg in 2012 and is still ongoing.

In Augsburg, more than 40% of the population is from an immigrant background, and the majority of these people come from societies where honour plays an important role. Young men from an immigrant background very often face contradictions between the culture and traditions of their community and the values and demands of German society. In addition, they are usually the ones who must enforce the rules of honour and family tradition, such as forced marriage or honour killings.

These societies with an “honour culture” are often patriarchal, with an archaic distribution of roles. Women and girls are marked out as victims and weak people, who can be controlled and made to submit through forced marriages. Young men, raised in this honour culture, generally do not question their communities’ traditional lifestyles.

Gender inequality is very high between the sexes, and free personal development and free choice regarding one’s future are rarely permitted.

The project’s main objective is to fight against the oppression of women in the name of honour, and to enable non-violent coexistence and gender equality between men from an honour culture and women.

The project aims to teach and reinforce the ideas of tolerance and coexistence, both within and between cultures.

The goal also consists in having these young people become role models that their peers can relate to, and showing them that it is possible to defend gender equality and human rights without turning their back on their roots.

This project targets young men over 16 years of age from an immigrant background and cultures based on honour, who want to fight against the problems created due to these ways of thinking. It is therefore a voluntary engagement. The focus lies on young people who are acting in the defence of gender equality and for better integration of their peers into German society, whilst they face themselves the differences and contradictions between the two cultures in which they were raised.

The HEROES team consists of two group leaders, a project manager and a project coordinator. Group leaders are of immigrant background and have life experiences similar to those of the participants. A woman was chosen to be a project manager, to introduce a female point of view in its development. The coordinator manages all administrative and organisational tasks. An advisory committee was set up and meets regularly to discuss the project’s progress.

The project takes place in two stages. First of all, young male volunteers from honour cultures participate in training sessions to learn to think about existing cultural structures, to question them and to openly discuss them with the other participants. They also learn to criticise dissenting opinions while still showing respect for them. This training lasts between six and nine months, with weekly meetings of eight to ten participants. The first meetings are for participants to get to know each other and to trust each other, through trips to restaurants, the cinema, sporting activities, weekends out, etc.

During the training, the young men study issues such as honour, gender equality, masculinity or human rights in order to reflect on their own position and to put the system of patriarchal values into question. They learn to accept women and girls as equals, to develop their own values and to defend them in public. They discover that different interpretations of the concept of honour exist (professional success, respectful and fair treatment of family and other people etc.). In the end, they acquire the ability to overcome the limits imposed onto them by the honour culture.

The content of the sessions is not fixed. Some themes are planned at the beginning of the training, but participants can propose other issues and discuss subjects and problems that particularly affect them (for example, current affairs or political topics). In addition, the sessions can take various forms: group discussions, exercises, theatre, use of media (cinema, music, Internet), etc.
attending conferences or exhibitions, etc. The goal is to maintain the interest and commitment of the young participants. At the end of the training, participants go on a week-long trip as a reward. They also receive a HEROES certificate at a ceremony attended by their parents, as well as important figures.

During the second part of the project, the «heroes» who have received their certificate go to schools, youth centres or similar places to run workshops with other young people (women and men) on the theme of “oppression in the name of honour». The basic idea is that of peer education: the hosts are of a similar age and have similar experiences to the participants. The group leader is present but stays in the background, as it is really young people who organise the workshops. These take the form of interactive role plays, depicting a conflict situation in an honour culture, and group discussions using the same system as the training.

Since the start of the project, a total of 35 young men passed the training phase or are participating at the moment. 234 workshops were organised and almost 4000 people took part.

More information
www.heroes-augsburg.de
Wegweiser ("Signpost") Düsseldorf started in 2013. Since 2015, the registered association „Wegweiser e.V.“ assumed the responsibility for the work.

According to the growing group of Islamic extremists in North Rhine-Westphalia, the State Office for the Protection of the Constitution concentrated more and more on the activities of people who came back from combat zones (returnees). They observed and analysed the activities of this group.

To be more effective in fighting Islamic extremism, the State Office developed a programme with the focus on disseminating information and offering concrete help. Therefore, the positive experiences of the opt-out programme on right-wing extremism were transferred to the topic of radical Salafism. One objective of the project was to prevent young people from getting involved in radical Salafist structures. Another objective was to help people drop out of these radical groups, if they are willing to. To put these ideas into practice, they aimed to implement a direct local point of contact, who organizes fitting support, financed by the State Office.

In 2013, the State Office for the Protection of the Constitution of North Rhine-Westphalia started to create a network with municipal and private partners. Beside schools, social welfare offices, youth welfare offices, children and youth counselling services, they invited mosque based associations and Imams to participate in creating a local network. They entered into dialogue with three cities that already had experiences in building and ongoing network structures: Bochum, Bonn and Düsseldorf. The idea behind that was to quickly gain experiences in order to establish the project in other cities.

After several meetings, the project partners in Düsseldorf decided to found a registered association for the programme of “Wegweiser”. In this context, “Wegweiser” focusses on preventive work. The opt-out programme is established at the State Office for the Protection of the Constitution of North Rhine-Westphalia. The other pilot cities chose different structures to implement their preventive work.

The objectives are

- Provide information about potential radical Neo-Salafism, its contents, structures and recruitment strategies;
- Prevent and disrupt processes of radicalisation by providing and implementing qualified support;
- Empower young people to make them resistant to radical ideologies that glorify injustices.

This project is targeting

- young people (persons concerned and uninvolved people)
- parents
- pedagogical staff

The project partner in Düsseldorf came to the conclusion that the successful implementation of a counselling centre will only be possible if the sponsoring association is accepted by all relevant groups. The objectives and methods of the preventive work must be borne jointly and the decisions have to be made together and in a reasonable way. Building a registered association provides the opportunity to work without being influenced by possible concerns or prejudices regarding existing associations or the city administration. Therefore, the project partner decided to follow this path. Furthermore, the job can be done permanently and does not depend on project terms. To make sure that the action will reach a wider public, the association created an advisory board, consisting of members of the municipality, several NGOs and the State Office for the Protection of the Constitution.
The activities of the association are

• Establish of a drop-in centre with the offer of a consultation hour on working days;
• Set up a daily hotline;
• Announcement of the consulting offers and arrangements via the homepage www.wegweiser-duesseldorf.de;
• Foundation of an alliance;
• Provide information about the relevant aspects of Neo-Salafistic mobilization;
• Develop and implement education offerings;
• Establish and maintain moderated networks within stressed social areas;
• Develop and implement education programmes to empower young people;
• Develop and implement pedagogical intervention measures.

More information
www.wegweiser-duesseldorf.de
BOUNCE is a package of three training and awareness-raising tools for youngsters and their social environment. It is a positive answer to the challenge of preventing violent radicalisation in an early stage.

The BOUNCE tools are designed as early preventive measures when, or even better before concerns about violent radicalisation arise. They provide youngsters and their environment instruments to manage the challenges they come across. The three tools (BOUNCE young, BOUNCE along and BOUNCE up) are interconnected and complete each other.

BOUNCE helps emancipate youngsters and their network, to become resilient and to interact with an aware environment.

**BOUNCE young** is a resilience training program for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In ten (inter)active group trainings, youngsters train and strengthen different aspects of their resilience. Through a mix of action and reflection, a wide range of skills and competences are strengthened, practiced and linked to their personal experiences. Youngsters learn to ‘bounce back’ and ‘bounce up’ when dealing with challenges. In the trainings, youngsters make the link between the exercises and their personal experiences. A BOUNCE young training program is always used in combination with BOUNCE along awareness-raising actions for parents and frontline workers.

**BOUNCE along** is an awareness-raising tool for parents and frontline workers. The tool provides tips, insights and practical exercises for adults in the social environment of youngsters. It assists them and strengthens their role in the early prevention of violent radicalisation. BOUNCE along treats five topics: ‘a positive point of view’, ‘strengthening resilience’, ‘resilient relations and communication’, ‘concerns and challenging situations’, and ‘information and support’. BOUNCE along focuses on all parents and frontline workers, and can be used in combination with the BOUNCE young resilience training program for youngsters.

**BOUNCE up** is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE young resilience training program and the BOUNCE along awareness-raising tool. By combining both tools, trainers can become an important supporting figure in the early and positive prevention of violent radicalisation. Trainers assist youngsters as well as their social environment and set up an integrated and integral approach, tailored to the needs of the target groups.

Next stages
Next stages

The main objective of this BOUNCE project was the implementation and concrete use of the BOUNCE tools at a local level. With the scientific research, the effects of the trainings and implementation in the 10 pilot cities were evaluated. These learning effects from the implementation and the evaluation can now be used to improve the existing practices. Our knowledge and experiences will be shared by means of this manual, containing the research findings, experiences of the pilot cities and a selection of European best practices, and through our new BOUNCE website.

The BOUNCE project team has introduced a proposal following the recent European Commission Internal Security Fund call for project proposals to continue to support the newly created European trainers network. If the BOUNCE project is extended, we will be able to respond much more flexibly to future training requests in all of the European Member States. The idea is to continue to support trainers who have already been trained in the BOUNCE tools on the one hand but also to go beyond this by offering trainings for new trainers. On top of that the BOUNCE project team wants to support schools, youth organisations and other structures financially to allow them to organise BOUNCE young and/or along sessions.

A recurring comment during this phase of the project was the lack of the explicit support of the organisations behind the participants and an organizational vision on what to undertake with the newly acquired tool. To address this concern we will organise a kickoff meeting at the start of each training cycle to present the project to decision makers, policy officers and other hierarchical superiors of those interested in following a training in order to establish a sound base from the offset and jointly come up with an implementation action plan for the BOUNCE project. This action plan will determine who will be responsible for the coordination of the established training pool and explore the possible funding opportunities to take the project further. It will also look at how the BOUNCE tool can be integrated in cities’ current prevention policy.

On the BOUNCE website we have developed an online platform for European field workers on which they can find a ‘Database of best practices’ that gives an overview of existing early-prevention projects and tools in Europe that focus on strengthening youngsters and developing their critical mind-set. With this database, to which everyone can add projects and tools, we want the BOUNCE project to become a reference for frontline practitioners, youth workers, teachers and others involved in youngsters’ education.

Moreover, a special section is created on the website including a forum on which BOUNCE trainers from different EU Member States can exchange experiences, share ideas and ways of working and ask questions to their colleagues. By working together and pointing out obstacles to each other, we believe that the quality of the trainings will significantly improve and BOUNCE trainings will be further optimized. The coming months, our database will be continuously expanded with new projects with the support of the BOUNCE network.

Lastly, a list of all official trainers who have so far been trained in the BOUNCE tools, as well as their contact details, will also be made available on our website.

The BOUNCE Support Office Team
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www.bounce-resilience-tools.eu