



INDEED

Evidence - Based Model for Evaluation of
Radicalisation Prevention and Mitigation

Deliverable 5.3

D5.3 Training Curricula and Training Support Packages available in 10 languages

September 2024 (M37)

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Abstract:

The INDEED D5.3 report outlines the development of novel training curricula and Training Support Packages for evaluating, designing, and implementing PVE/CVE and De-radicalisation initiatives. Created by PATRIR in collaboration with key INDEED Consortium partners in particular by PPHS, these training materials address knowledge gaps and practitioner needs identified in previous INDEED Tasks and Work Packages. The curricula, available in 10 languages, emphasize evidence-based evaluation, utilizing the INDEED Evidence-Based Evaluation Model (EBEM), and evidence-based initiative design, integrating Gender, Ethical, Legal, and Social Aspects (GELSA) throughout all aspects of both. Delivered through onsite and online formats, the materials include modular training curricula, trainers' manuals, and online self-paced courses, all designed to enhance practitioners' competencies in evidence-based evaluation and initiative design across various sectors and to improve training materials available to the field for further use of INDEED training curricula and content beyond the life-time of the INDEED project, to provide a lasting resource and continued impact and benefit to the field.



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List of Acronyms

Acronym	Definition
AB	Advisory Board
PATRIR	Sheffield Hallam University





CT	Counter-Terrorism Unit
DoA	Description of Action
DPO	Data Protection Officer
EBE	Evidence-based evaluation
EBEM	Evidence-based Evaluation Model
EUCPN	European Crime Prevention Network
EC	European Commission
IPS	Innovative Prison Systems
GA	General Assembly
GDPR	General Data Protection Regulations
GELSA	Gender, Ethical, Legal and Social perspectives
HP	Hellenic Police
INDEED	Strengthening a comprehensive approach to prevent and counteract radicalisation based on a universal evidence-based model for evaluation of radicalisation prevention and mitigation
KEMEA	Center for Security Studies
LEA	Law Enforcement Agency
MoJ	Ministry of Justice and Constitutional Affairs Bremen
NGO	Non-governmental organisation
PPHS	Polish Platform for Homeland Security
PVE/CVE/DeRad	Preventing violent extremism/countering violent extremism and de-radicalisation
Q&A	Question and Answer
RAN	Radicalisation Awareness Network
SMART Hub	Stakeholder Multisectoral Anti-radicalisation Team
UoH	University of Helsinki
VUB	Vrije Universiteit Brussel
WP	Work Package





1. INTRODUCTION

1.1 INDEED PROJECT OVERVIEW

INDEED aims to strengthen the knowledge, capabilities and skills of PVE/CVE and De-radicalisation first-line practitioners and policy makers in designing, planning, implementation and in evaluating initiatives in the field, based on evidence-based approach. INDEED builds from the state-of-the-art, utilizing the scientific and practical strengths of recent activities – enhancing them with complementary features to drive advancements and curb a growing rise of radical views and violent behaviour threatening security.

The INDEED methodological framework is based on the '5I' approach i.e. 5 project phases: Identify; Involve; Innovate; Implement; Impact.

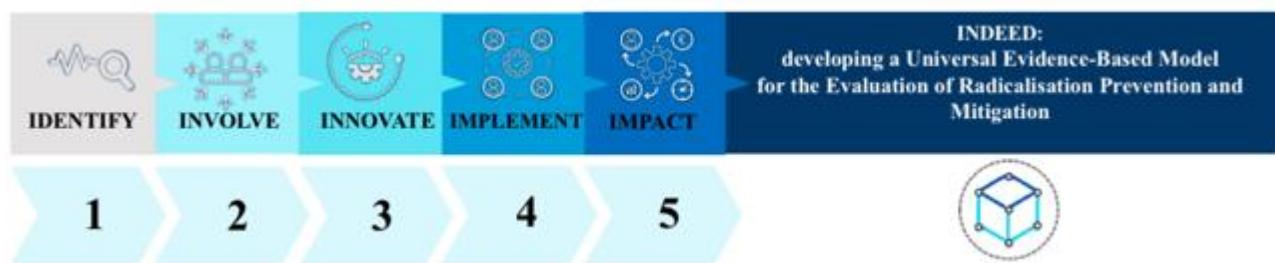


Figure 1 INDED Methodological Framework and the 5I Approach

At the core of INDEED's work methodology is an interdisciplinary and participatory approach, which includes the co-creation of individual project phases and implementing them with the close engagement of multi-sectoral stakeholders. The creation of SMART Hubs (Stakeholder Multisectoral Anti-Radicalisation Teams) as part of INDEED is intended to facilitate this process.

The selected results of the project are:

1. A universal Evidence-Based Evaluation Model (EBEM) for evaluating radicalisation prevention and mitigation initiatives.
2. A practical EBEM-based evaluation tool.
3. Professional e-guidebooks.
4. A collection of user-friendly repositories (repository of risk and protective factors, repository of evaluations and evidence-based practices) for practical use by practitioners and policy makers.
5. Targeted curricula and trainings (onsite/ online).
6. Lessons learnt and policy recommendations.

All results are integrated and openly accessible in the INDEED multilingual [Toolkit](#) for practitioners and policy makers in the field for the entire lifecycle of PVE/CVE and De-radicalisation initiatives, from design to evaluation.

INDEED promotes the EU's values and principles, heeding multi-agency and cross-sectoral methods, including gender mainstreaming, societal dimensions and fundamental rights.





1.2 WORK PACKAGE 5 OVERVIEW

According to the INDEED Description of Action (DoA), the overall target of WP5 is strengthening Practitioners', Policy makers' Field Competencies for Evidence-based Practice.

The **objectives** of Work Package 5 are to:

1. Directly engage trainers, training institutions, policy makers and first-line practitioners to identify and map training and capacity building needs, best practices and solutions in user-based design.
2. Support the development of a collaborative learning field and 'community of practice' on evaluation.
3. Create an integrated training suite, including a capacity-building tool, trainings and curricula – for both in-person training and online self-paced learning.
4. Improve and strengthen the capacity of practitioners and policy makers to implement effective evaluations and develop an improved evidence-based design of PVE /CVE / De-radicalisation initiatives.
5. To support the general uptake of the proposed solutions and training through train-the-trainer methods and cascade trainings.
6. Create a one-stop, online multilingual Toolkit with e-learning suite that integrates the evaluation framework, all INDEED public deliverables and learning tools to maximise uptake and accessibility to the field.

By developing novel training curricula and training support packages on evidence-based evaluation and designing initiatives with evidence T5.2 drew upon, utilised and advanced further the results of Objective 1, directly accomplished Objective 3, and created the conditions for the realisation of Objective 2, 4, 5, and 6.

1.3 TASK 5.3 DESIGNING OF NOVEL TRAINING CURRICULA AND TRAINING SUPPORT PACKAGES ON EVIDENCE-BASED EVALUATION AND DESIGN, PLANNING AND IMPLEMENTATION OF PVE-CVE-DE-RADICALISATION INITIATIVES

The task was performed by PATRIR with support and active involvement and participation of the coordinator (PPHS) and task partners (VUB, UoH, VICESSE, IPS, MoJ, DBL, ITTI).

The task aimed at developing two multi-lingual training curricula and training support packages including trainers' manuals. The component parts of the task are as follows:

1. Two Multi-Lingual Training Curricula.
2. Two Training Support Packages.
3. Two Trainers Manuals.
4. Two Online Self-Paced Courses.

Each component was developed to address the two lines of INDEED Trainings:

1. **Designing, Implementing and Utilizing Effective Evaluation.**
2. **Improving Design of Evidence-Based Practices.**





Figure 2 The two lines of INDEED Trainings

In the end, rather than the only 2 Multi-Lingual Training Curricula that the project had committed to develop, the Training Task Force involved in 5.3 developed 5 multi-lingual training curricula:



Figure 3 Five Multilingual Training Curricula

These include Training Curricula for:

- Designing, Implementing and Utilizing Effective Evaluation of PvE/CVE and De-Radicalisation Initiatives (**Onsite**).
- Designing Evidence-Based PvE/CVE and De-Radicalisation Initiatives (**Onsite**).
- Designing, Implementing and Utilizing Effective Evaluation of PvE/CVE and De-Radicalisation Initiatives (**Online**).
- Designing Evidence-Based PvE/CVE and De-Radicalisation Initiatives (**Online**).
- The INDEED Training of Trainers (**Onsite**).

1.4 SYNERGIES BETWEEN WORK PACKAGES AND TASKS

T5.3 contributes to the objectives of increasing knowledge on Evidence-Based Evaluation (EBE) and Evidence-Based Policy and Practice in the field; increasing competencies for EBE; increased competencies for training and capacity building; and the creation of the suite of training tools and knowledge products.

Task 5.3 builds upon the key deliverables from WPs 1, 2 and 3 through development of a Training Curricula and Training Support Package.





T5.3 was implemented in close coordination with and drawing upon WPs 6 & 9 to implement GELSA in all aspects of the Task and Work Package. It has especially drawn from the research done for the deliverables [D1.2 Report outlining identified, analysed and recommended research approaches, methods and tools for evidence-based evaluation coming from the area of PVE/CVE and De-radicalisation and other selected disciplines](#) (WP1), [D2.4 Practice and Evaluation Gap Analysis Report](#) and [D2.6 Baseline Report of Gaps, Needs and Solutions](#) (WP2), [D3.1 Developed Evidence-Based Evaluation Model \(EBEM\)](#) for radicalisation prevention and mitigation, [D3.5 Professional e-Guidebook on Evidence-based Evaluation](#), [D3.6 Professional e-Guidebook on designing, planning and implementing evidence-based practices](#), [D6.5 Gender, Ethical Legal and Social Aspects on PVE/CVE and De-Radicalisation Initiatives and Evaluation Process Report](#) (WP6).

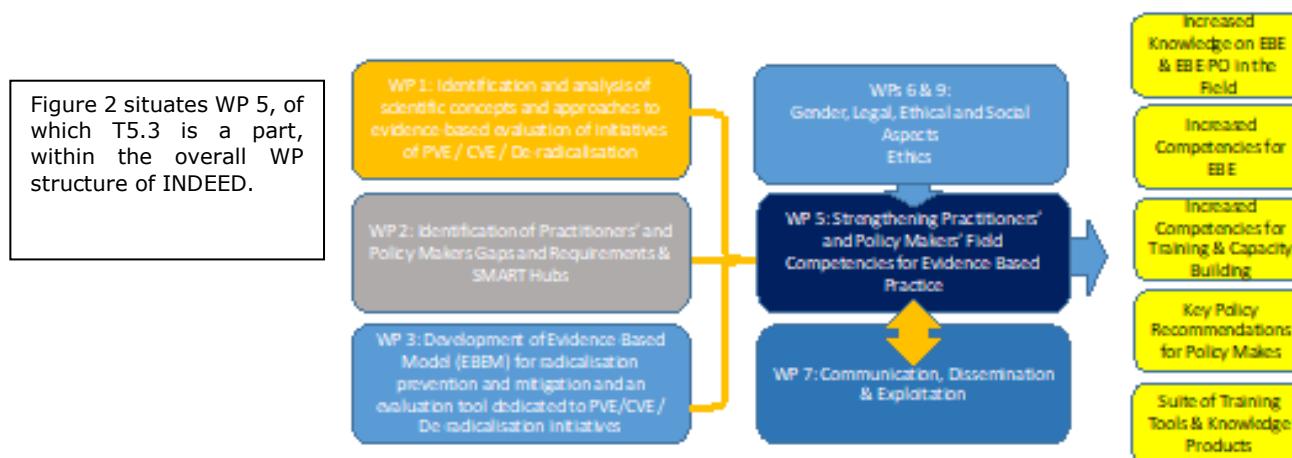


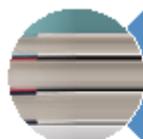
Figure 4 Task 5.3 in the overall INDEED WPs structure

Task 5.3 utilized and responded to the findings from 5.1 and builds on the Knowledge Products developed in 5.2.

Building on D5.1's Main Results & Next Steps

Addressed by

Practitioners' main needs and gaps



Lack of theoretical knowledge on PVE / CVE / DeRAD and general crime prevention



Creation of training curricula and training support package that – while not directly addressing PVE/CVE/DeRAD – could contain some content on these if deemed necessary and responding to 5.1 findings



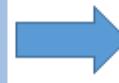
Insufficient know-how on the conduction of evaluation (e.g., what it is and its benefits, indicators of success)



Directly addressed through creation of training materials to improve awareness, knowledge and skills on EBE and EBE Policy and Practice



Need for the development of complementary skills and competences → critical thinking, problem solving, risk assessment, multi-agency cooperation



Directly addressed through creation of training materials to improve awareness, knowledge and skills on EBE and EBE Policy and Practice

Figure 5 Synergies with D5.1





Additionally, 5.3 played a key role in developing the training materials utilized in and drawn upon the 5.4 INDEED Toolkit, while contributing to building the 'community of practice' which is both an overall objective of WP 5 and a specific goal of 5.2. Most importantly, 5.3 provides the training materials which will be used in **T5.5 Improving Practice: Field Trainings, Train the Trainers and Trainers Community.**

All T5.3 outcomes were adapted for in-person training and for an online self-paced course and available in English, Polish, German, French, Spanish, Romanian, Italian, Greek, Latvian and Bulgarian (D5.3). The results of this task are accessible through the interactive [INDEED Toolkit](#) for practitioners and policy makers.





2. IMPLEMENTATION OF T5.3.

This section describes the implementation process of T5.3. It outlines the key steps in the development process of the training curricula and training support packages including trainers' manuals.

2.1 OBJECTIVES

T5.3 aimed to create training curricula, training support packages and trainers' manuals to support increasing knowledge on Evidence-Based Evaluation (EBE) and Evidence-Based Policy and Practice in the field; increasing competencies for Evidence-Based Evaluation; increasing competencies for training and capacity building.

The materials were developed to provide for a 2-days in-person training, a self-paced online course, and a 4-day in-person "Train the Trainers", all of which have been delivered in Task 5.5. Additionally, further Training Curricula were developed for 'Designing, Implementing and Utilizing Effective Evaluation of PVE/CVE and De-radicalisation Initiatives' (Online); 'Designing Evidence-Based PVE/CVE and De-radicalisation Initiatives' (Online); The INDEED Training of Trainers (Onsite). All of these materials are available in the INDEED website.

The Training Curricula for the two training lines includes:

1. Training course description;
2. Overall Aim;
3. Duration;
4. Target Audience;
5. Number of participants;
6. Learning Objectives;
7. Programme Content;
8. Cross-cutting and Mainstreaming Key Topics;
9. Methods and Learning Strategy;
10. Number of trainers;
11. Experts/Trainers Profile and Requirements;
12. Training Implementation and Activities: Pre-Training Activities and Pre-Training Needs; Assessment, Activities During and Post-Training;
13. Supporting Resources for Trainers and Participants;
14. Participants' Feedback and Certification;
15. Learning Environment;
16. Additional Information.

The **Training Support Packages** include materials a Trainer or Training institution needs to deliver the training. Besides the curricula and Training manuals, these include:

- A Resource Pack of Slides that can be used for each session
- Links to Additional Materials including:
 - ⇒ The INDEED E-Guidebook;
 - ⇒ The INDEED Repositories;
 - ⇒ The INDEED Knowledge Series including: video interviews, webinars and podcasts developed in T5.2.

The **Trainers' Manuals** were developed to provide trainers, training teams and staff colleges with both the key conceptual knowledge and understanding they need to deliver Trainings on the two training lines, and the exercises, methodologies, and training tools. The **manuals** were designed to support flexibility and adaptability so trainers can use the training as stand-alone trainings or 'select and cut'/integrate training components into their programs.





The Training Curricula, Training Support Package and Trainers Manuals were developed according to a **modular approach** to enable trainers, staff colleges and training organisations and academies to:

- Provide the courses as 'stand-alone' trainings';
- Integrate modules into existing trainings;
- Adapt/improve existing content and curricula.

The **Online Self-Paced Courses** are designed to enable the training material and content to reach a wider audience than is possible through **in person trainings** alone, helping to increase general knowledge and awareness and assist first-line practitioners and other sectors to engage with key INDEED findings and knowledge products.

The **content** of the online self-paced courses draws from the INDEED E-Guidebooks and open access book: T.C. Silva and M. Kordaczuk-Wąs (eds.), Preventing and Countering Violent Extremism and Radicalisation: Evidence-based Policy and Practice, Bristol: Bristol University Press (29 Nov. 2024), and utilizes Knowledge Products from T5.2 and materials more widely available on the internet, integrating:

- Text and interactive learning modules; with
- Video interviews, podcasts, webinars;
- Learnings Notes.

In terms of coverage, the Training Curricula and Training Support Package, provide a thorough understanding of Evidence-Based Evaluation and Designing Evidence-Based Initiatives:

- Understanding evidence-based evaluation and its importance for PVE/CVE and De-radicalisation initiatives; key concepts and principles of the Evidence-Based Evaluation Model, including GELSA.
- The INDEED Evaluation Tool providing intro and guidance on how to use the Evidence-Based INDEED Evaluation Tool.
- The INDEED Repository on risk and protective factors.
- The INDEED Repository of Evaluations and Evidence-based Practices.
- Types of evaluations and methods for data gathering and data analysis.
- Stakeholder Engagement.
- Creating/designing the 'evaluation team' for the initiative and selecting the approach or approaches to evaluation that would be best for the case study initiative for stakeholder inclusion and engagement.
- Scope, purpose and aim of the evaluation, designing evaluation questions.
- Evaluation approaches and methods for data gathering and analysis.
- Utilization: possible uses (objectives) for the results and learnings from the evaluation, and ways in which to package, use, or engage stakeholders with the results for strengthening individual/personal, organizational, or field capacity, or impact policy; principles and values that guide the evaluation.
- Designing Evidence-Based Initiatives:
 - Setting objectives, activities and indicators;
 - Theory of Change and initiative logic model;
 - Assumptions mapping and step-by-step process of initiative design.
- Gender, ethical, legal and societal aspects of the project, the context, stakeholders, that can be important to take into consideration both in project design, and in evaluation.

2.2 METHODOLOGY

Given the complexities and number of deliverables and of the task itself, the coordinated effort needed to create the deliverables, the specialized knowledge on PVE/CVE and De-radicalisation,





INDEED key knowledge areas and INDEED GELSA approach, training, a task-force approach was preferred and set up.

The taskforce brought together representatives with the necessary expertise and experience for creating the Training curricula, Training support packages, from all work packages that 5.3 builds on and creates synergies with, respectively: WP1 – VUB, WP3 - UoH, WP5 partners & task leaders (IPS & MoJ), WP6- VICESSE, and Coordinator – PPHS.

T5.3 consists of four different phases. The following graph show the different phases (Figure 6) for implementing the task:

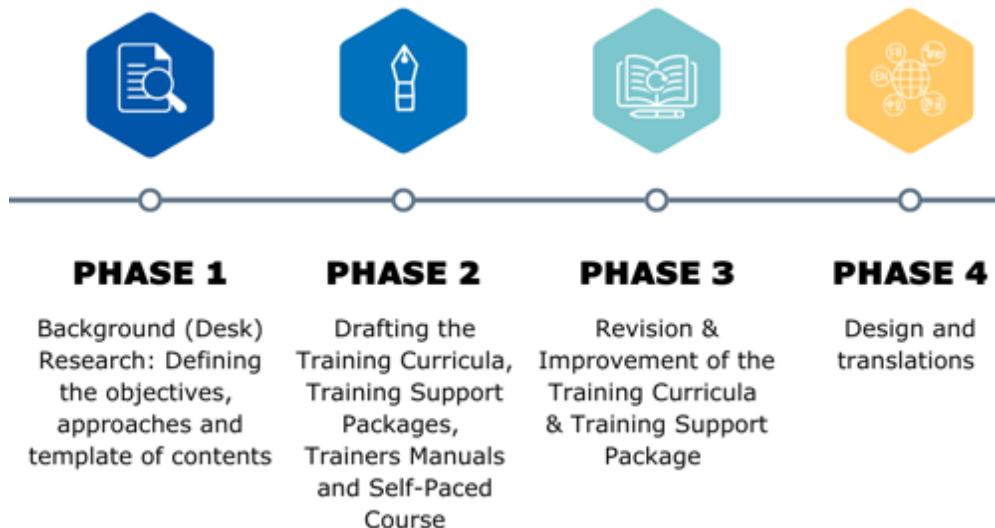


Figure 6 Implementation Phases for 5.3

Phase 1. Background (Desk) Research: Defining the objectives, approaches and template of contents

The training curriculum has been elaborated and tailored to fill in the knowledge gaps and needs of practitioners and policy makers that emerged in the INDEED Project from WP2 (Practitioners Workshop, Gap analysis, D2.3) and WP 5- D.5.1. In addition, the training curricula development team reviewed other key INDEED deliverables, including:

- [D1.2](#) Report outlining identified, analysed and recommended research approaches, methods and tools for evidence-based evaluation coming from the area of PVE/CVE and De-radicalisation and other selected disciplines (WP1),
- D2.4 Practice and Evaluation Gap Analysis Report,
- [D2.6](#) Baseline Report of Gaps, Needs and Solutions (WP2),
- [D3.1](#) Developed Evidence-Based Evaluation Model (EBEM) for radicalisation prevention and mitigation,
- [D3.5](#) Professional e-Guidebook on Evidence-based Evaluation and [D3.6](#) Professional e-Guidebook on designing, planning and implementing evidence-based practices,
- [D6.5](#) Gender, Ethical Legal and Social Aspects on PVE/CVE/De-Radicalisation Initiatives and Evaluation Process Report (WP6).

Desk research was conducted to develop a more thorough understanding about what kind of approaches, methodologies (good) practices for Training Curricula for Evaluation, Initiative





Design and Training in PVE/CVE/De-radicalisation and Crime prevention are available (RAN¹, UNOCT², EUCPN³) and what the INDEED training curricula, support packages, manuals and online courses developed in this task should include to address the needs of practitioners, policy makers, evaluators, trainers, staff colleges and training organisations and academies in the field.

Based on this research and meetings between the training development team, the first version of the table of contents and drafts of the Training Curricula, Training Support Packages and Trainers Manuals were developed.

Phase 2. Drafting the Training Curricula, Training Support Packages, Trainers Manuals and Self-Paced Courses

The template for the training curricula was presented at the T5.3 Kick-off meeting, and the revised template and first draft of the training curricula, template for the training support package were presented in September 2023 (General Assembly, Sofia, Bulgaria). Feedback from the INDEED Consortium and members of the Advisory Board present at the General Assembly was integrated, and revised table of contents and drafts were sent to partners for the 5.3 Taskforce for feedback and review.

Design on the Trainers Manuals and training support package has started. Finalization of training curricula, as well as building the structure of online courses were took over and processed by PPHS.

The following steps were undertaken for drafting the Training Curricula and Training Support Package:

1. Based on background research and discussions with members and key experts in the 5.3 Taskforce, PATRIR elaborated a template and first drafts for each of the components of 5.3.
2. Templates and drafts were shared with all members in the 5.3 Taskforce for feedback, suggestions for improvement and recommendations:
 - **UoH** – feedback, suggestions, and recommendations on evaluation designs and types of evaluation (formative, process, outcome/impact) and integrating the Tool in the trainings.
 - **VUB** – feedback, suggestions and recommendations on mainstreaming EBE and EBP, main evaluation designs, integrating the INDEED Repository on risk and protective factors and Repository of Evaluations and Evidence-based Practices;
 - **VICESSE** – feedback, suggestions and recommendations on Mainstreaming GELSA.
 - **TRANSFORM** – Suggestion and elaboration of a case study to be used in the Training Support Package – Exit Sweden.
 - **IPS** - feedback suggestions and recommendations on addressing practitioners' and policymakers' needs and interest.
 - **PPHS** – feedback, suggestions and recommendations on aims, learning objectives, target audience, expert training team requirements, learning environment, activities and methods, INDEED language, etc.; extensive corrections of curricula, final review, finalisation of curricula and approval.
 - **DBL** - Design of the layout of the components of 5.3.

¹ RAN Collection of Approaches and Practices, 2019 https://home-affairs.ec.europa.eu/document/download/38d0557a-a45a-4a7e-ad94-b9cc8f2650c9_en?filename=ran_collection-approaches_and_practices_en.pdf & RAN Handbook on CVE/PVE training programmes: Guidance for trainers and policy makers, December 2017, <https://www.cverefERENCEguide.org/en/resource/ran-handbook-cvepve-training-programs-guidance-trainers-and-policy-makers>

² United Nations Office of Counter-Terrorism (UNOCT) and the Global Counterterrorism Forum (GTF), Training of Trainers (ToT) Curriculum To Support the Development of Training Courses that address Good Practices in the area of Border Security and Management to Counter Terrorism and Stem the Flow of Foreign Terrorist Fighters, [https://www.thegctf.org/Portals/1/Documents/Links/Web/Final%20ToT%20Curriculum%20on%20BSM%20\(003\).pdf?ver=vDTszjIINXPTptXq3dcUA%3d%3d](https://www.thegctf.org/Portals/1/Documents/Links/Web/Final%20ToT%20Curriculum%20on%20BSM%20(003).pdf?ver=vDTszjIINXPTptXq3dcUA%3d%3d)

³ Training on the evaluation of crime prevention initiatives: <https://www.eucpn.org/document/eucpn-trainings>





PATRIR, UoH, VUB, VICESSE and PPHS then developed the training support materials including preparatory readings. Transform supported with discussion and input for the Exit Case Study for the **Designing, Implementing and Utilizing Effective Evaluation** Training.

Phase 3: Revision, Improvement of the Training Curricula and Training Support Package

To ensure materials developed in 5.3 meet the needs of the field practitioners and policy makers, evaluators, trainers, training teams and staff colleges, they have been elaborated in a structured overlap with T5.5 and delivery of the Trainings and Training of Trainers. The Training Curricula, and Training Support Package were developed in draft, used in the T5.5 Trainings, Bremen and Madrid iterations, Cluj ToT and then revised and further developed and improved based upon feedback, both from the participants, training development team and trainers' team. Feedback and findings from the results of these training have informed improvement of the training support materials, curricula and trainers' manuals. This model ensured that training content and materials were improved and adapted to the needs of agencies and practitioners/professionals in the field. The INDEED Trainings in Bremen and Madrid brought together a wide-range of professionals from diverse backgrounds and geographic, societal and cultural contexts. Their feed-back, experience and engagement with the training materials helped to shape their further improvement and development. The structure and the content of the online self-paced courses have been designed by PPHS, and consulted and supplemented by VUB, UoH, VICESSE and PATRIR.

Phase 4: Design and translations

The final step of the task was to develop the visual presentation and layout of the components of 5.3 and translate them to all 10 languages: English, Polish, German, French, Spanish, Romanian, Italian, Greek, Latvian and Bulgarian. PPHS coordinated the entire translation process, first preparing materials in 9 languages based on the English version. This stage was carried out using DEEPL software. Then the materials were sent to partners for verification of translation and improvements.

The design process for the visual presentation and layout was conducted after finalisation of the content.

The Training Curricula and Training Support Packages were translated to 10 languages by machine translations and checked by partners and revised in September 2024. The final versions of the Training Curricula and Training Support Packages in 10 languages in their final layout are annexed to the deliverable.

2.3 RELEVANCE FOR THE FIELD

Consultations with SMART Hub members, research for the INDEED Deliverable 5.1 and consultations, webinars and interviews with experts in the INDEED Knowledge Product Series (5.2) indicate that:

- The lack/absence of rigorous good quality training on PVE/CVE-specific evidence-based evaluation approaches is part of the challenge of poor / inconsistent quality and reliability of evaluation results and findings in the PVE/CVE and De-radicalisation fields;
- Current evaluation approaches and methodologies and delivery of results are often not tailored to be effective or meet the needs for use by policy makers and practitioners





- The absence of skills, tools and methodologies for evidence-based design can contribute to P/CVE initiatives of possibly poorer/limited quality and reduced or poorer results and impact

This can contribute to:

Policies and Approaches may be less effective, impactful or have unintended negative consequences and effects

Failure to effectively learn / utilise learnings to improve policy and initiatives in the field

Reduced likelihood of effectively addressing root causes, drivers and conditions of VE & Radicalisation

Figure 7 Relevance for the field

As such:

- Initiatives may not achieve intended results;
- “Results” and impact on the root causes and drivers of violent extremism and radicalisation may take longer: if intended results aren’t achieved, addressing root causes and dynamics of the problem may take longer or may not be achieved at all;
- It may be more expensive: if policies and initiatives don’t achieve results or as well/effectively as they could, use of resources on these approaches represents increased cost burdens/budgets.

Training and capacity building on evidence-based evaluation and designing initiatives (policies and practices) with evidence, when done well and tailored and appropriate for the field, are cost effective and vital measures to improve the quality, results and impact of PVE/CVE and De-radicalisation initiatives.

The INDEED Training Curricula and Training Support Packages for **on-site in person trainings** can be adopted for use by national staff colleges, training academies and institutions, and state and non-state (NGO) training providers.

INDEED Training Materials can be delivered:

- 1 As a complete unit: 2 Day Training Programmes
- 2 As modules integrated into existing trainings
- 3 Tailored for national / local use

This provides training resources and materials that can be delivered in varied contexts to meet the professional needs of practitioners and policy makers in the field, available in 10 European languages. The modular design of the trainings means that their content can reach broader impact through incorporation into already existing training courses and training delivery. This was proven during the INDEED project when police in Lisbon incorporated INDEED training materials into the content of their community policing training, and in the Netherlands when the International Centre for Counter Terrorism (ICCT) incorporated INDEED trainings into their training package, with the explicit objective of improving awareness, expertise and knowledge on evidence-based evaluation and evidence-based initiative design in the PVE/CVE and De-radicalisation fields.





2.4 STRENGTHS

The training curricula, support packages, and manuals offer a robust framework for delivering high-quality training on evidence-based evaluation using the INDEED Tool and Model, and on evidence-based initiative design. We list below some of the main strengths and limits of the components of 5.3:

- **Tailored to address gaps and needs highlighted by practitioners:** The objectives, content, methods & materials developed in 5.3 are tailored to the needs of practitioners and policy makers as identified in WP2 and in the base-line assessment of training needs in the field carried out in 5.1.
- **Comprehensive Coverage:** The curricula provide a thorough 'foundational' understanding of Evidence-Based Evaluation and Designing Evidence-Based Initiatives in the field of PVE/CVE and De-radicalisation. The training aim at 'awareness' raising, it means raising foundational levels of knowledge and understanding of the key issues, terms, importance of, and how to use and apply the INDEED evidence-based evaluation tool and model and theories of change, logical frameworks, and utilisation of evaluation and evidence in designing initiatives. They can be used for both new entry professionals and experienced practitioners and experts who may not yet have a thorough background in evidence-based evaluation and initiative design.
- **Modular Design:** The Training Curricula, content and Trainers Manual are modular. This allows for flexible use as stand-alone modules or to be integrated into existing training activities and programmes. Creation of materials using modular design was intentional to enable their use in a wide-range of contexts and encourage uptake by a broader range of training contexts in the field.
- **Targeting a wide range of practitioners:** Materials have been specifically designed to be relevant for a broad range of practitioners and policy makers across various sectors working in PVE/CVE and De-radicalisation. Drawing upon the projects engagement with SMART Hubs and multi-sectoral approaches, and wider emphasis on the importance of improved coordination and multi-sectoral collaboration in the field, the trainings have been designed to be able to be used for both single-sector and multi-sectoral training contexts. Materials use a breadth of examples and clear, simple explanations which can fit the needs of professionals from diverse sectors. Designed to meet the needs of PVE/CVE and De-radicalisation senior practitioners, policy makers, and early-career professionals alike, the INDEED trainings have addressed a gap in the field.
- **Cross-cutting topics:** All 5.3 components have a strong emphasis on gender, ethical and legal aspects (GELSA) and cultural competency in evaluation and initiative design. Application of GELSA was taken up as an explicit commitment by the training team. GELSA content is not only covered thoroughly in training materials, it is also identified as a cross-cutting issue and mainstreamed into every aspect of the content and training delivery.
- **Guidance for Multiplication and Training Delivery:** Trainer support materials provide step-by-step guidance for trainers to assist their delivery across different training contexts and sectors.
- **Support Resources:** The comprehensive support package including curricula, training manuals to assist trainers and participants, together with the video interviews, podcasts and learning notes developed in 5.2, offer a well-organized package can be used by trainers when delivering the course further.
- **Rich Content in the Training Support Packages:** The video tutorials, podcasts, and webinars cover a breadth of key issues in evidence-based evaluation and designing with evidence. Trainers, tailoring the INDEED training for different sectors and participant-





groups, can choose from amongst the content provided to enrich their trainings and provide support materials to participants.

- **Additional resources:** The list of additional resources integrated into the INDEED Tool provides links to external sources for more information.
- **Online Accessibility:** The self-paced online courses increase accessibility and allow learners to progress at their own pace. The development of the course materials in online courses was designed specifically to support wider uptake and use in the field. Practitioner organisations, staff colleges, training institutions and even universities can use the online courses for their practitioners/trainees/staff/students to support development of competencies on evidence-based evaluation and evidence-based initiative design.

2.5 LIMITATIONS

- **Case Studies:** Within the scope of the project only a limited number of case studies could be developed for use. To make the INDEED trainings most effective, it is preferable to create/tailor/use case studies that are relevant for specific sectors and contexts. Positively, during the cascade training delivery, trainers took it upon themselves to develop and use case studies relevant to their specific participant groups and contexts. This is encouraged in the INDEED training support materials but trainers may not always have the time, opportunity or expertise to do this. Development and/or consolidation of additional case studies for use by trainers could be helpful to address this.
- **Technical Requirements:** Technical Requirements for the online courses: Dependence on platforms like Moodle requires technical support and proficiency from participants and trainers.
- **Breadth of Resources:** The wide range of resources, while rich in content, might overwhelm participants, particularly those with limited prior knowledge, experience or direct interest in the topic. To address this, resources in the INDEED evidence-based evaluation tool are listed specific to phases and steps in the tool utilisation. Trainers may use these to support their training delivery.

2.6 DISSEMINATION STRATEGY

The dissemination strategy for 5.3 was jointly developed through working meetings and communication plans between PATRIR, DBL and PPHS. It includes:

- **Cascade trainings** organized at local, national, regional and/or international level, and creating a pool of INDEED Trainers are a powerful strategy for amplifying the impact of the initial training, ensuring that the curricula and training support package reach a broad and diverse audience. The cascade training activities themselves were dissemination tools for the INDEED evidence-based evaluation tool and model and evidence-based initiative design. At the same time, extensive promotion was done both before and after the cascade trainings, raising visibility at specific local, national and European levels.
- **The Training curricula and Training Support Package and online courses were promoted at the INDEED Policy Forums in 2023 and 2024 and in the INDEED Webinar Series.** A special session was also organised on the INDEED training package during the INDEED final event. The INDEED Training Package has also been presented in other fora, including the Nordic Conference on Preventing Violent Extremism (2022, 2024), the ICCT Annual Conference (2024). They will be promoted also in China (October 2024).
- **Social media cards** on online courses were prepared by DBL and widely promoted across social media.
- INDEED Onsite training activities, online courses, and the Training Support Package have been **communicated both through the INDEED newsletter** shared with all subscribers,





including SMART Hubs members and other stakeholders, and through additional email and pdf materials prepared for direct mailing to SMART Hub members at national levels.

- The Training Curricula, Training Support Package, including Trainers Manuals, and online courses are **part of the [TOOLKIT page](#) which will be maintained for at least 5 years** following completion of the INDEED project. It is the intention of consortia partners to also build upon and use these materials in future projects and training delivery.
- The Training Curricula, Training Support Package, including Trainers Manuals, and online courses have been shared with the European Crime Prevention Network, Radicalisation Awareness Network leaders, UNOCT who expressed interest in sharing them with their practitioners.
- To ensure easy and sustainable accessibility, the Training Curricula, Training Support Package, including Trainers Manuals, and online courses will be shared with the [frontlinepractitioners.eu](#) platform (developed under H2020 **TAKEDOWN** project and expanded by ISF projects – **CHAMPIONs** and **ARMOUR**). It is also planned to share them with EU Knowledge Hub on Radicalisation Prevention.

A selection of pictures from some of the INDEED events promoting the INDEED Training Package. From top left clockwise:

- The first INDEED Policy & Practitioners' Forum (2023) with Sara Alfonso, Kai Brand-Jacobsen and Rhianon Williams from INDEED discussing training and capacity building in the field, the results of the 5.1 baseline assessment and approaches to effective training and capacity building for practitioners;
- A video interview and podcast on conducting evidence-based evaluation in the P/CVE and De-radicalisation fields including discussion of the importance of training and capacity building and the INDEED training package (2024);
- A presentation during the INDEED Policy Seminar on key findings from 5.1, the relevance of training and capacity building to the field and the role policy makers can play in strengthening a culture and support for training and capacity building on evidence-based evaluation and designing initiatives with evidence (2024);
- A session during the 2nd INDEED Policy & Practitioners' Forum in Warsaw on strengthening infrastructure for evidence-based evaluation and designing initiatives with evidence which included discussion and presentations on the importance of training and capacity building and sharing the INDEED Training Support Package (2024);
- A session in the INDEED Final Event in Warsaw dedicated to presentation of the INDEED Training Package to practitioners, policy makers and experts in the field from across Europe which included analysis of the value and significance of the INDEED training package and support materials by external experts (2024);
- A session of the INDEED Training of Trainers, preparing future trainers to use the INDEED curricula and training support package to deliver trainings at local, national and European or international levels to broaden the use and reach of INDEED trainings.





Figure 8 Selection of pictures from INDEED events promoting the INDEED Training Package





3. RESULTS FROM THE BACKGROUND RESEARCH FOR THE TRAINING CURRICULA AND TRAINING SUPPORT PACKAGE

This section summarises the main insights and conclusions of the background (desk) research process conducted to design the Training Curricula & Training Support Package. They formed the basis for important decisions taken about their focus, structure and methodology, target audience.

3.1 BUILDING ON INDEED RESEARCH AND RESULTS

The INDEED project implemented an evidence-based and user-based design approach to creation of the INDEED training programmes and training support packages. Initial design and development of INDEED training materials and the INDEED curricula were based upon the 'baseline' analysis done in 5.1 as well as findings in other key INDEED deliverables. The training curricula and Training Support Package **integrate INDEED results, research findings and innovations**, elaborated in **WP1, WP2, WP3, WP5 & WP6**. Further, the delivery of the trainings in Bremen and Madrid with practitioners from across Europe enabled the further refinement and development of training materials and curricula.

WP1 provided a comprehensive review of evaluation designs in PVE/CVE and De-radicalisation, introduced evidence-based evaluation (EBE) as integrating external evidence, professional expertise, and stakeholder values, and suggests EBE as a catalyst for adopting evidence-based practices. It also lists the main advantages of conducting evidence-based evaluation, i.e: evaluation designs and processes which are ethically sound, reflective of stakeholder interests and suitable to organizational learning (Klose 2022, INDEED D1.2). The two digital repositories developed in D1.3 also form a core component of the training content and materials used.

The INDEED Evaluation Package (WP3): The Evidence-Based Evaluation Model (EBEM) is a central component of the training curricula, guiding participants through the principles and methods of evidence-based evaluation and design of PVE/CVE and De-radicalisation initiatives; The INDEED Tool, helps plan, design, and conduct evidence-based evaluations for PVE/CVE and De-radicalisation initiatives offering step-by-step instructions for different types of evaluations and is a core component of the training curricula and the steps in the Tool are mirrored in the Modules of the Training Curricula, which envisages practical engagement with the Tool, before, during and after the training; The INDEED e-guidebooks provide practitioners and policymakers with essential knowledge and step-by-step guidance on applying evidence-based evaluation in PVE/CVE and De-radicalisation initiatives, aiming to enhance their ability to design and implement initiatives that can be effectively evaluated, while also serving as a resource for professional evaluators and academics. The e-guidebooks are mirrored in the content and modules of the training curricula, especially modules related to evaluation designs, data collection and analysis methods, Theory of Change and Logic models, and handouts on the same topics, from the Training Support Package.

Gender, ethical, legal and societal aspects (GELSA, WP6) both in initiative design and ii. in evaluation: The report from WP 6 evaluates PVE/CVE and De-radicalisation initiatives and their inclusion of **Gender, Ethical, Legal, and Social Aspects (GELSA)**, identifying diverse risks, highlighting the need for more community involvement and reflective use of terminology in legal, ethical, and gender issues,





based on analysis of 39 initiatives across 19 countries (Leonhardmair & Reiter, 2023, INDEED D6.5). Addressing gender, ethical, and societal aspects, cultural competence in P/CVE and De-radicalisation programming and initiatives; and the importance of engaging with these lenses in evaluation are mainstreamed across the Training Curricula and Training Support Package, in handouts, video interviews & webinars.

The **5.1 Comprehensive Analysis Report on trainings, learning tools, gaps and needs for evaluation and initiatives' design** provided an essential foundation for development of the INDEED training curricula and training support package. While the report is important to read as a whole and should be widely disseminated and used in the field, it is worthwhile to note some select key issues it identifies.

When it comes to **Practitioners' Main Needs and Gaps** 5.1 identifies:

- Evaluation methods and approaches need to be fit for the field and the needs of the field. This means that it is not enough to 'cut and paste' approaches and methods from other fields. Evaluation methods and approaches used in the PVE/CVE and De-radicalisation fields should fit the specific contexts, sensitivities and needs in the field;
- Delivery of Results in ways that fit the operational needs of practitioners and policy makers: it was widely recognised and brought forward by practitioners and through the INDEED Forums and Knowledge Series that evaluation results are often not formatted in ways that are tailored for, relevant to or meet the needs of the field. Strong emphasis was placed on the need to improve utilisation of results. Part of this includes improving how results are formatted and delivered to be relevant and designed for use by practitioners and policy makers.
- Evaluation, learning and improvement approaches should be integrated into 'ways of work'. The importance of making evaluation practical and embedding a 'culture of evaluation' and an 'evaluative approach' were emphasized.
- Strengthening the evidence-based to inform evidence-based practice. While designing evidence-based evaluation is key, so is designing initiatives with evidence. Research and interviews identified the need both to increase the 'pool', quality and verifiability of 'evidence' in the field, and its availability for use by policy makers and practitioners when designing initiatives.

5.1 also identified:

- The lack of rigorous knowledge on PVE/CVE and De-radicalisation and general (integrated) crime prevention
- Insufficient know-how on the conduction of evaluation (e.g. what it is and its benefits, indicators of success).
- The need for development of complementary skills and competences → critical thinking, problem solving, risk assessment, multi-agency cooperation.

The 3 main conclusions of the user-based identification of training/learning needs and standards for evaluation and design of PVE/CVE and De-radicalisation initiatives were:





Figure 9 Main conclusions of the user-based identification of training/learning needs and standards for evaluation and design of PVE/CVE and De-radicalisation initiatives

3.2 KEY GAPS AND CHALLENGES HIGHLIGHTED BY THE RESEARCH AND PRACTITIONERS

As stated above, the INDEED training curricula and training support package were elaborated and tailored to fill in the knowledge gaps and needs of practitioners and policy makers that emerged in the INDEED Project from WP2 (Practitioners Workshop, Gap analysis, D2.3) and WP 5, D.5.1. In particular, 3 key gaps were identified which INDEED sought to address:

- 1. Poor Evaluation Quality resulting from lack of capacity and expertise:** Comprehensive literature review, interviews and stakeholder consultations with SMART Hub members identified both the challenge of – at times – poor evaluation quality – and the assessment that these results (at least in part) from lack of capacity and expertise on evidence-based evaluation in the field. This was supported through further consultation with expert evaluators through the INDEED Forums and Knowledge Product Series and consultations with the UN, OSCE and EUCPN and INDEED practitioner organisations. Lack of capacity and expertise affected both the design, use, and engagement with evaluation in the field, and of key skills and knowledge on how to design initiatives with evidence. This was further confirmed during the trainings by participants assessing both their own expertise and those of their organisations.
- 2. Absence of Training on Evidence-Based Evaluation and Designing Initiatives with Evidence:** Analysis of training provision at local, national, EU and international levels also identified the absence of trainings on evidence-based evaluation and designing initiatives with evidence. In addition to the absence of dedicated trainings on these topics, these topics were not included in course curricula or materials used for preparation of professionals and practitioners in the field across most sectors and across nearly all EU countries.
- 3. Absence of Training Materials on Evidence-Based Evaluation and Designing with Evidence in the PVE/CVE and De-radicalisation fields:** In addition to the absence of trainings the baseline assessments identified an absence or lack of training materials and resources that could support training on these topics in the field. This meant that trainers, staff colleges and training institutions lacked appropriate curricula and training resources which could be used to support and deliver trainings on these topics or inclusion of these topics in other trainings.





To address these 3 gaps of (1) lack of capacity and expertise; (2) lack of trainings and (3) lack of training resources and materials on evidence-based evaluation and evidence-based initiative design, INDEED WP 5:

1. Designed, developed and tailored trainings specifically for PVE/CVE and De-radicalisation practitioners and policy makers;
2. Delivered these trainings (Bremen, Madrid) as well as trained trainers for further delivery of cascade trainings to reach a significantly large-number of practitioners, professionals, researchers and evaluators in the field during the life-time of the project;
3. Trained Trainers to support further delivery of training both during and following the life-time for the project;
4. And developed the INDEED Training Curricula and Training Support Package to address the critical gaps of resources and materials in the field.

Additionally, through the INDEED Policy Forum (previous name Seminar), Webinars, Podcasts and Video Interviews, and the INDEED Policy and Practitioners Forums (2023, 2024) and the INDEED Final Event, INDEED extensively raised discussion on the vital necessity for and importance of training and capacity building on evidence-based evaluation and evidence-based initiative design in the field. INDEED consortium members intend to continue advocating for the importance of training in the field also after the completion of the project, and many partners have also already integrated the INDEED trainings into local or national training delivery or will continue to work on this after completion of the project (responding to interests expressed by national stakeholders and governments, e.g. in Greece, Poland, the Netherlands).

A further critical challenge identified by practitioners in the field and by organisations and experts working on PVE/CVE and De-radicalisation is the lack of **policy and political support** for evidence-based evaluation and designing initiatives with evidence. As this need had also been previously identified during the design and planning phase of the INDEED project, extensive efforts were made during the project to also bring forward the importance of training on these topics to the field. These efforts will be continued by partners in further projects, engagement with the European Commission, and – it is hoped – through the newly developing EU Knowledge Hub. One explicit objective of the project is to support the uptake and use of INDEED products by the new Knowledge Hub.

3.3 METHODOLOGIES AND GOOD PRACTICES FOR TRAINING CURRICULA AND DELIVERING TRAINING IN THE FIELD

In addition to the research carried out in the INDEED WPs and Tasks identified above, a further round of desk-based research was conducted to identify relevant, recommended approaches, methodologies (good) practices for Training Curricula for Evaluation, Initiative Design and Training in PVE/CVE and De-radicalisation and crime prevention fields for comparative analysis. These included sources such as: RAN⁴, UNOCT⁵, EUCPN⁶. Select findings which were drawn upon

⁴ RAN Collection of Approaches and Practices, 2019 https://home-affairs.ec.europa.eu/document/download/38d0557a-a45a-4a7e-ad94-b9cc8f2650c9_en?filename=ran_collection-approaches_and_practices_en.pdf & RAN Handbook on CVE/PVE training programmes: Guidance for trainers and policy makers, December 2017, <https://www.cverefERENCEguide.org/en/resource/ran-handbook-cvepve-training-programs-guidance-trainers-and-policy-makers>

⁵ United Nations Office of Counter-Terrorism (UNOCT) and the Global Counterterrorism Forum (GTF), Training of Trainers (ToT) Curriculum To Support the Development of Training Courses that address Good Practices in the area of Border Security and Management to Counter Terrorism and Stem the Flow of Foreign Terrorist Fighters, [https://www.thegctf.org/Portals/1/Documents/Links/Web/Final%20ToT%20Curriculum%20on%20BSM%20\(003\).pdf?ver=vDTszjIINXPTptXq3dcUA%3d%3d](https://www.thegctf.org/Portals/1/Documents/Links/Web/Final%20ToT%20Curriculum%20on%20BSM%20(003).pdf?ver=vDTszjIINXPTptXq3dcUA%3d%3d)

⁶ Training on the evaluation of crime prevention initiatives: <https://www.eucpn.org/document/eucpn-trainings>





in the development of the INDEED Training Curricula and Training Support Package are identified here:

Delivering training on CVE and PVE

Trainers conducting training on PVE/CVE and De-radicalisation must address specific elements and sensitivities:

- highlight complexity of radicalisation and violent extremism and its multifaceted nature.
- handle the sensitivity of the topic effectively: address practitioners' concerns related to fear, offense, or misrepresentation of their religion or ideology, challenges to definitions and terminology, ensuring trainees feel comfortable without fear of stigmatization or intimidation.
- manage personal biases by acknowledging that neutrality is challenging and encourage professionals to be aware of their biases, avoid public displays of preference.⁷

The RAN practical handbook on countering/preventing violent extremism (CVE/PVE) training programmes draws on knowledge and expertise shared at various thematic events and within the RAN network at large for **1. Delivering training; 2. Practical guidance for trainers; and 3. Practical guidance to put training into practice**. According to RAN, Interactive delivery is one of the key elements likely to make the delivery of training effective. Key essentials for interactive training include⁸:

- **Rapport:** understand participant needs and tailor content, accordingly, share personal experiences to connect with participants;
- **Resilience:** question-led training, opinion exploration, source analysis, and practicing difficult conversations to build trainees' confidence.
- **Confidence:** reflection activities, use thinking activities and praise.

Training Methods:

RAN suggests that the following approaches have usually more results:

- An interactive and practical approach coupled with some level of theoretical framework;
- Case studies and shared experiences from front-line professionals;
- Incorporating up-to-date local materials like newspaper articles and social media screenshots for local relevance;
- Providing guidance and toolkits to organizations and workers supports long-term effectiveness;
- E-learning can be used to reach a larger audience efficiently.
- Engaging participants with questions and provocative statements helps expose assumptions, prejudices, and uncertainties, facilitating deeper learning and awareness.

United Nations Office of Counter-Terrorism (UNOCT) and the Global Counterterrorism Forum (GTF) recommend the following methods to be used in **ToTs in the P/CVE field**⁹:

- Brainstorming
- Interactive Talks
- Illustrative Talks
- Group Discussions
- Panel Discussions
- Role Playing Exercises

⁷ RAN Handbook on CVE/PVE training programmes: Guidance for trainers and policy makers, December 2017, <https://www.cverefERENCEguide.org/en/resource/ran-handbook-cvepve-training-programs-guidance-trainers-and-policy-makers>

⁸ RAN Handbook on CVE/PVE training programmes: Guidance for trainers and policy makers, December 2017, <https://www.cverefERENCEguide.org/en/resource/ran-handbook-cvepve-training-programs-guidance-trainers-and-policy-makers>

⁹ United Nations Office of Counter-Terrorism (UNOCT) and the Global Counterterrorism Forum (GTF), Training of Trainers (ToT) Curriculum To Support the Development of Training Courses that address Good Practices in the area of Border Security and Management to Counter Terrorism and Stem the Flow of Foreign Terrorist Fighters, [https://www.theqctf.org/Portals/1/Documents/Links/Web/Final%20ToT%20Curriculum%20on%20BSM%20\(003\).pdf?ver=vDTszjIINXPTpiTXq3dcUA%3d%3d](https://www.theqctf.org/Portals/1/Documents/Links/Web/Final%20ToT%20Curriculum%20on%20BSM%20(003).pdf?ver=vDTszjIINXPTpiTXq3dcUA%3d%3d)





- Workshop Methods
- Classroom Exercises
- On-the-Job and Field Exercises
- Practice in Participatory Evaluation of Training
- Mapping Exercises





4. ANNEX:

4.1 LINKS To TWO ONSITE TRAINING COURSES

- [Two-day training course on Designing Evidence-based PVE/CVE and De-radicalisation Initiatives.](#)

The following multilingual materials can be found at this link: Training curriculum, Training agenda, Trainer Manual, Learning notes, Evaluation form.

- [Two-day training course on Designing, Implementing and Utilizing Effective Evaluation of PVE/CVE/De-radicalisation initiatives.](#)

The following multilingual materials can be found at this link: Training curriculum, Training agenda, Trainer Manual, Learning notes, Evaluation form.

4.2 LINKS TO ONLINE TRAINING COURSES

- [Online course on Designing Evidence-based PVE/CVE and De-radicalisation Initiatives.](#)

The following multilingual materials can be found at this link: Training curriculum, multilingual course in the MOODLE platform.

- [Online course on Designing, Implementing and Utilizing Effective Evaluation of PVE/CVE/De-radicalisation initiatives.](#)

The following multilingual materials can be found at this link: Training curriculum, multilingual course in the MOODLE platform.

4.3 LINK TO THE TRAINING CURRICULUM FOR THE INDEED TRAINING OF TRAINERS

- [INDEED Training of Trainers Course](#)

The following multilingual material can be found at this link: Training curriculum.

4.4 LINKS TO INDEED LEARNING RESOURCES

- [Webinars](#)
- [Podcasts](#)
- [Video interviews](#)
- [Multilingual Learning Notes](#)

