

Pericles Skills and Competencies Tool

(Acronym: SCool)

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1 General features

The Skills and Competencies Tool (SCool) is a training curriculum aimed at supporting prevention and intervention efforts that deal with processes of potentially violent radicalisation and with incidents or indications of politically or religiously motivated violence. Focus of the training is on selective/secondary prevention of violence with emphasis on the role and function of ideology (e.g. motivate, justify, normalise, establish identity). Phenomena (declarative knowledge; “what”) as well as measures (procedural knowledge; “how to”) are addressed, emphasizing a multi-agency approach and the importance of social context.

SCool and the materials provided are conceived as a “Train-the-Trainer(s)“-Tool concentrating on the needs of experienced trainers who provide further education / training in relevant professional fields, meaning settings where professionals encounter or are likely to encounter possible or suspected cases of violent radicalisation, especially among adolescents and young adults. Relevant fields are e.g. education, social services and law enforcement. The training is conceived to build upon existing skills and resources and aims at expanding and enhancing competencies in regard to a better awareness, understanding and ability to prevent and intervene when faced with potentially harmful developments.

- **Key content:**
 - declarative knowledge mainly on...
 - radicalisation processes,
 - indicators,
 - individual factors and
 - social context
 - procedural knowledge mainly on...
 - multi-agency work with radicalised/radicalising individuals and on
 - inclusion of family / social context
- **Focus:**
 - violent extremism and likely precursors
 - Selective/secondary prevention (aiming at groups at risk) of violence with emphasis on the role and function of ideology (e.g. motivate, justify, normalise, establish identity)
 - Similarities and distinctions in phenomena and prevention/intervention approaches regarding manifestations of (extremist) violence
 - The tool will focus upon radicalisation among adolescents and young adults (roughly up to age 25) and will consider radicalisation among both young men and young women.
 - The tool will not be limited to one specific type of extremism.
- **Target groups of training/tool:**
 - professionals providing training in relevant professional fields of work
 - Law enforcement (especially police)
 - Other professions/organizations concerned with violence prevention and/or dealing with possible cases of radicalisation (e.g. social services, education)

- Target groups of “train-the-trainer” approach: professionals providing training / continuing education in the fields of work mentioned above

- **Desirable pre-training competencies of trainees and trainers**
 - The tool builds upon existing skills and resources and aims at expanding competencies.
 - Trainees should already be able to...
 - reflect on own (professional and personal) roles and responsibilities
 - reflect on potential for stigmatisation within prevention settings
 - comprehend “normal” adolescent (problem) behaviour
 - work in a diverse setting (in terms of professional context, culture, age, gender, social background...)
 - Trainers need to already be able to...
 - all of the above
 - process provided research findings and actively stay up to date
 - adapt and frame the training according to local and national specifics as well as to characteristics (background, skills, resources) of the trained group

- **Languages:**
 - English
 - German
 - Can be translated to other languages either within Pericles (as far as budget is available) or by third parties

- **National specifics:**
 - While work in the field of CVE/de-radicalisation is of course partly dependent upon national¹ conditions (with regard to police/LEA organisation, organization of deradicalisation/prevention outside of the criminal justice system, and of course regarding legal frameworks), the tool itself will not cover national specifics and will not be adapted to conditions in specific states. It will focus upon knowledge on a general level and not bound to specific conditions in European countries or beyond.
 - Hints will be incorporated into the “Train-the-Trainer(s)“-Tool, signifying points where consideration of national specifics can be of outstanding importance.

¹ Sometimes even regional – as in the case of Germany with its wide-ranging autonomy of the police forces of the 16 federal states.

2 Overview of approach to tool development



See also: http://project-pericles.eu/wp-content/uploads/2018/06/5_Skills-and-Competencies-Tool_portrait.pdf

3 Products

SCool consists of a **Training Manual** (PDF) and a set of slides in form of a **Ready-to-use Presentation** (PowerPoint). The manual contains suggestions and instructions for the execution of the trainings and the use of the presentation/slides as well as pointers regarding contents where national and other specifics apply and adaptation/customization by the trainers with regard to the national, cultural, and professional setting of the trainees and the common challenges in this setting is required. The presentation consists of prepared slides to be used by trainers in their work with trainees.

To make the tool known and to provide additional scientific sources for trainers as well as other tool developers and scientists one or more papers on the topic of (further) education in the field of the prevention of radicalisation will be submitted accompanying the release of the tool.

- **Overview of central products:**
 - **Training Manual**
 - brief overview on aspects as detailed in the paper and other context
 - suggestions & instructions for the execution of the trainings, and use of the presentation/slides
 - pointers regarding contents where national and other specifics apply
 - **Ready-to-use Presentation**
 - prepared slides for use by trainers and study by trainees
 - brief overview on aspects as detailed in the paper and other context
 - **Scientific Paper**
 - scientific paper for submission to peer-reviewed journal
 - accompanying release of the tool (= Manual + Presentation)

4 Structure of the training/tool

	MODULE I	MODULE II	MODULE III
	Recognize	Interpret	Act
Learning objectives; „being able to...“	<i>...recognise problematic behaviour with regard to (precursors of) potentially violent radicalisation processes</i>	<i>...assess the ideological dimension and violent potential of problematic behaviour; ...deal with ambiguity/uncertainty</i>	<i>...identify relevant own skills and resources (and lack thereof) and act accordingly; ...cooperate within own professional setting; ...involve other professionals/institutions as needed</i>
Learning content	<i>Definitions, radicalisation models, push/pull, protective/risk factors; role of ideologies and social context in radicalisation processes</i>	<i>Contexts of critical behaviour / behaviour changes; appropriate risk assessment strategies for practitioners</i>	<i>Legal frameworks and professional responsibilities; Interaction with vulnerable / radicalising individuals and their environments; Intervention options and relevant actors / institutions (multi-agency-cooperation); potential unwanted effects; obstacles</i>
Units à 90 minutes	2	2	4
Teaching methods and materials	<i>Input by trainer; ready-to-use presentation; videos</i>	<i>Input by trainer; ready-to-use presentation; discussion of case studies; reflection on significance of indicators (beforehand and hindsight)</i>	<i>Input by trainer; ready-to-use presentation; exercise in reflection on own (resp. one's profession's) skills and resources; pos./neg. examples of intervention</i>

4.1 Module I: Recognize

Learning objectives	The trainees are able to recognise problematic behaviour with regard to (precursors of) violent radicalisation processes
Unit 1 (90 min.)	Violent radicalisation processes: Key terms and selected theories
Unit 2 (90 min.)	Phenomenological differences of extremist ideologies in action
Teaching methods	<ul style="list-style-type: none"> Input by trainer
Teaching material	<ul style="list-style-type: none"> Ready-to-use Presentation Videos

Clarification of terms

- **Extremism**
 - Neumann (2010): Extremism can be used to refer to political ideologies that oppose a society's core values and principles. In the context of liberal democracies, this could be applied to any ideology that advocates racial or religious supremacy and/or opposes the core principles of democracy and universal human rights. The term can also be used to describe the methods through which political actors attempt to realise their aims, that is, by using means that show disregard for the life, liberty, and human rights of others.
- **Radicalisation**
 - Beelmann, Jahnke & Neudecker (2017): **Radicalisation** can be understood as a process of significant deviation from normative principles within social systems (e.g. societies), leading up to extremist attitudes and dispositions for action that are usually aimed at violently enforcing divergent norm systems and may, e.g. be legitimized by totalitarian ideologies, religious fundamentalism, or ethnic/national superiority. Radicalisation/extremism thus includes at least three elements: (a) the legitimization or exercise of force or at least illegitimate means to achieve certain (politically or religiously legitimized) objectives (or certain normative concepts), (b) the devaluation of persons belonging to other social groups (prejudice, concepts of inequality) [and (in the case of political/religious extremism) (c) the establishment of a new social order / norm orientation].
 - Dalgaard-Nielsen (2010): A **radical** is understood as a person harbouring a deep-felt desire for fundamental socio-political changes and **radicalisation** is understood as a growing readiness to pursue and support far-reaching changes in society that conflict with, or pose a direct threat to, the existing order. (...) **Violent radicalisation** [is] a process in which radical ideas are accompanied by the development of a willingness to directly support or engage in violent acts.

- **focus of tool on *violent radicalisation*** (see Dalgaard-Nielsen, 2010)
- **Sensitivity** required for stigmatizing and oppressive potential of terms such as “extremism”, “radical” and “terrorist” (see e.g. Lindekilde, 2012; Mucha, 2017; Patel, 2017).
- **Radicalisation as an open-ended process; influencing factors on radicalisation**
 - no clear “root causes”, multitude of factors that can play a role in radicalisation
 - open-endedness of radicalisation processes (not irreversible; no predetermined end state)
 - selected models of radicalisation
 - as the tool has a focus on selective / secondary prevention, models will be selected with regard to their utility for this purpose
 - drawing both on “classical works” in radicalisation research (like the staircase-to-terrorism model by Moghaddam, 2005) and on more recent conceptual developments, see for example:
 - the 12 pathways described by McCauley & Moskaleiko (2008)
 - the "two-pyramids model" by McCauley & Moskaleiko (2017)
 - the “quest for significance model” by Kruglanski et al. (2014); Kruglanski, & Orehek (2011); Kruglanski & Webber (2014); Kruglanski et al. (2017)
 - the relational approach developed by Alimi (2011); Alimi, Bosi, & Demetriou (2012), (2015); Demetriou, & Alimi (2018)
 - Della Porta (2013)
 - 3 levels of influencing factors
 - Micro / individual factors: problematic personality traits, problematic cognitive processing patterns, propensity to aggression and violence, experiences of social exclusion/rejection, ...
 - Meso / social factors: family conflicts / problematic parental care, discrimination/marginalisation, poverty, experiences of violence, no exchange with diverse groups, parental prejudices against other groups, extremist and/or criminal peers, ...
 - Macro: inter-group conflicts (wars, conflicts about resources), growing social inequality, ...
 - push and pull factors
 - protective factors
 - critical life events, trigger events, turning points
 - extremist discourse
 - online communication
 - recruiting strategies
- **Radical world views and political extremism**
 - key features of right-wing ideology and “right-wing extremism in action”
 - ideology of inequality; questioning of human rights principles
 - different types of offenders
 - lots of offenders with a criminal background

- dimensions of right-wing extremism, e.g. supporting an authoritarian dictatorial regime, chauvinism, xenophobia, social Darwinism, downplaying of National Socialism
- concept of group-focused enmity (see Heitmeyer, 2002; Zick et al., 2008)

- Key features of jihadist ideology and “Salafi/jihadist extremism in action”
 - distinction between purist, political, jihadi Salafism
 - attractiveness of Salafism especially for adolescents
 - perceived discrimination and pressure on Islam in Western societies; search for identity, dignity, meaning, and community
 - radicalisation of Islam (Kepel, 2004, 2006, 2016) or “Islamisation” of radicalism (Roy, 2002; 2017)?
 - lots of offenders with very little knowledge on Islam (Kiefer et al., 2018)

- key features of left-wing extremist ideology and left-wing terrorism
 - little existing research (for an overview, see e.g. Pfahl-Traughber, 2014)
 - heterogeneous field with very different movements based on different ideologies, e.g.
 - Marxism & Neo-Marxism
 - Anarchism
 - “autonomous” groups ready to use violence
 - Antisemitism as narrative found in right-wing, left-wing, and Islamist/Salafist ideologies (see Hirsh, 2018, on antisemitism and the political left)

4.2 Module II: Interpret

Learning objectives	The trainees are able to assess the ideological dimension and violent potential of problematic behaviour.
Unit 3 (90 min.)	Dealing with uncertainty
Unit 4 (90 min.)	Professional risk assessment and risk assessment by professionals
Teaching methods	<ul style="list-style-type: none"> • Input by trainer • Moderated Discussion • Group work with case studies
Teaching material	<ul style="list-style-type: none"> • Ready-to-use Presentation • Case studies / summaries

- **Indicators of radicalisation**
 - aim: dealing with suspected cases in a professional, careful way
 - reflect problems of stigmatisation
 - indicators of possible radicalisation

- focus on violent radicalisation; limit to indicators which are most relevant for the aims of the training (prevention of radicalisation processes)
- emphasize that indicators have to be considered in context
- Risk Assessment Tools
 - Potential and limitations of risk assessment tools (e.g. Gill, 2015; Rettenberger, 2016; RTI International, 2018; Sarma, 2017; Smith, 2018)
 - role of tools as assisting tool in *structured professional judgement*
 - examples of existing risk assessment tools and procedures (e.g. VERA-2R, ERG 22+, TRAP-18, MLG²)
 - refer to Pericles *Vulnerability Assessment Tool* (and its relation to / difference from other tools)
- **Case studies on violent extremism**
 - possible case examples from Germany
 - attack on Sikh temple in the city of Essen (Kiefer et al., 2018)
 - Arid U., attack on US soldiers at Frankfurt International Airport (Böckler, Hoffmann & Zick, 2016)
 - Safia S., knife attack against a police officer in Hanover (Matt et al., 2018)
 - Anis Amri, Berlin truck attack 2016 (Böckler, Hoffmann, & Meloy, 2017; Goertz, 2017)
 - “Sauerland” group (Kurenbach & Maßmann, 2010)
 - National Socialist Underground – NSU (Koehler, 2017; Quent, 2016)
 - David S., attack in Munich (Bannenberg, 2018)
 - violent attacks on politicians: murder of W. Lübcke by Stephan E. in 2019; attempted murder of H. Reker by Frank S. in 2015 (Hill, 2019)
 - cases from other European countries and international cases
 - if applicable: provision of anonymised case summaries derived from empirical work in Pericles
 - trainers prepare case examples suited to the training setting and trainee group
 - derived from their own network
 - derived from media reports and/or scientific publications

² See Cook et al. (2013); see Lloyd (2019).

4.3 Module III: Act

Learning objectives	The trainees are able to identify relevant own skills and resources (and lack thereof) and act accordingly; cooperate within own professional setting; identify and involve other professionals/institutions as needed
Unit 5 (90 min.)	Legal frameworks and role responsibilities for interventions
Unit 6 (90 min.)	Working with vulnerable or radicalised individuals and their social environment
Unit 7 (90 min.)	Multi-professional and multiprofessional cooperation
Unit 8 (90 min.)	Feedback and Reflection
Teaching methods	<ul style="list-style-type: none"> • Input by trainer • Moderated Discussion • Group work
Teaching material	<ul style="list-style-type: none"> • Ready-to-use Presentation • Case studies / summaries

- **Legal and professional responsibilities according to national-specifications**
 - relevant (national) regulations as prepared by trainers suited to the training setting and trainee group
- **Working with vulnerable or radicalised individuals and their social environment**
 - refer to Pericles *Family Care Package* and other relevant resources
- **multi-agency cooperation**
 - different models of multi-agency working
 - decision-making
 - service delivery
 - operational team delivery
 - Cooperation both within law enforcement agencies and between law enforcement and other public bodies and NGOs (see Radicalisation Awareness Network, 2016a)
 - Mitigating threats vs. supporting clients
 - Regulations regarding information-sharing (see Radicalisation Awareness Network, 2018, 2019)
 - specifying exact forms of behaviour to be addressed with prevention/intervention measures
 - case studies on successful multi-agency working
 - Danish model (Agerschou, 2014; Bertelsen, 2015; Dahlgard, 2017; Hemmingsen, 2015)
 - Dutch Safety Houses (Raab, Mannak, & Cambré, 2015; Rovers, 2011)
 - pilot project “Clearing Structures and Case Management” (Germany; see Kiefer, 2017; Ceylan & Kiefer, 2018)
 - → RAN policy papers on successful models (Radicalisation Awareness Network, 2018, 2019)

- **finding relevant partners/resources/materials**
 - refer to *Pericles Enhanced Platform* and other relevant resources
- **community policing**
 - benefits of community policing approach for preventive work
 - refer to existing manuals:
 - CoPPRa (Community Policing and the Prevention of Radicalisation; see Out, 2013) and SEPPRa (Sensibilisering Eerstelijns Professionals in de Preventie van Radicalisering)
 - TerRa (Terrorism and radicalisation; e.g. TerRA, 2014)
 - Duke University: handbook for police on how to set up a community outreach programme (Schanzer, Kurzman, Toliver, & Miller, 2016).
- **intercultural competencies; human rights**
 - highlighted in RAN guide on police training programmes as one of four areas that require training (Radicalisation Awareness Network, 2016b)
 - cannot be covered within the scope of the Pericles training (in terms of an intercultural training)

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