

# Evaluating the BOUNCE<sup>Up</sup> Tool: Research Findings and Policy Implications

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# Evaluating the BOUNCE<sup>Up</sup> Tool: Research Findings and Policy Implications

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## Abstract

The BOUNCE programme is an early prevention programme that aims to strengthen youngsters' personal resilience, self-awareness and social skills. The underlying assumption is that youngsters with higher personal resilience will be less susceptible for internalising and/or externalising conditions. BOUNCE consists of three interconnected tools: the BOUNCE<sup>Young</sup> tool (a 10-session training for youngsters, targeted at strengthening their personal resilience), the BOUNCE<sup>Along</sup> tool (an open training for parents, teachers and first-line workers, aimed at strengthening their awareness towards youngsters, prevention and resilience), and the BOUNCE<sup>Up</sup> tool (a train-the-trainer tool for first-line workers, teaching them how to work with the BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> tools).

The current pilot project consisted of 10 BOUNCE<sup>Up</sup> trainings in European cities. It was subjected to an independent scientific evaluation with the aim of optimising its training approach and, more broadly, with the aim of finding promising practices of resilience trainings in general. This report provides a summary of the complete research process and the short-term results. 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<sup>Up</sup> and the short-term outcomes of the present pilot project. Whereas the BOUNCE<sup>Up</sup> training was highly appreciated by participants, practical implementation of the BOUNCE tools was low up to at least six months after the first training. As any social crime prevention, BOUNCE should be embedded into local prevention strategies. Moreover, durable implementation should include long-term evaluation of all BOUNCE actions. The present study has delivered a long-term BOUNCE<sup>Up</sup> evaluation tool, allowing cities to register their own actions with BOUNCE. Outcome data from this tool may inform future decision-making on social crime prevention in the city. The present study also provides in concrete recommendations for practitioners and policy-makers and for future research.

**Keywords:** Resilience, crime prevention, evaluation, youth training, BOUNCE

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## 1. General introduction

Evaluation research is indispensable within crime prevention (Farrington, 2003; Farrington, Gottfredson, Sherman, & Welsh, 2002; Lösel, 2008; Welsh & Farrington, 2006). Evaluating prevention efforts allows for finding promising practices and modifying existing policies, with the aim of preventing crime more effectively. While an increasing number of evaluation studies appear in regard to the area concentration of crime concentrations (Weisburd, Farrington, & Gill, 2016), and offender rehabilitation programs (Welsh & Farrington, 2006), less is known about the effectiveness of resilience training. This is surprising, as resilience is one of today's buzzwords in the prevention of (adolescent) offending. It is even named a promising tool that can be used in the prevention of violent extremism.

This report evaluates an ambitious crime prevention effort which was launched in 10 European cities: **the resilience-strengthening programme BOUNCE**, developed for youngsters, their parents, and first-line professionals. The BOUNCE programme aims to strengthen youngsters' resilience as a means to prevent violent radicalisation. The underlying assumptions are that (1) personal resilience can be trained through group-based youth interventions, by means of cognitive-behavioural working methods; and that (2) increased personal resilience will lower youngsters' susceptibility for violent extremism. These theoretical assumptions are based on a preliminary study by Euer, Krols, Van Bouchaute, Groenen, and Paoli (2014) and on previous literature on resilience and crime prevention.

With radicalisation being a current policy priority in European countries, policy-makers are eager to jump upon the next buzzword in the field when it promises to prevent violent extremism. It is needed to distinguish all available programmes and evaluate their effectivity. However, scientific evidence upon the effectivity of resilience training is poorly available, as will be shown below in the report. The present study aims to contribute to scientific findings of resilience trainings. It will also establish recommendations for the continuation and practical implementation of the BOUNCE project, both for policy-makers as well as for youth work practitioners.

The following introduction will first provide a brief explanation of the three BOUNCE tools and the role of resilience trainings in social crime prevention. Further on, the research objectives are explained.

### 1.1. The BOUNCE programme

BOUNCE is a resilience training programme for youngsters, funded by the European Commission and coordinated by the Belgian FPS Home Affairs. The BOUNCE tools were generated as part of the project 'Strengthening Resilience against Violent Radicalisation (STRESAVIORA)'. The tools are directed at helping (vulnerable) youngsters to strengthen their resilience against radical influences and at raising awareness among their social environment. The BOUNCE package aims to provide 'a positive answer to the challenge of preventing violent radicalisation at an early stage (early prevention)'. Three complementary tools were created:

- **BOUNCE<sup>Young</sup>** is a resilience-strengthening tool for youngsters;
- **BOUNCE<sup>Along</sup>** is an awareness-raising tool for their environment (parents, teachers);
- **BOUNCE<sup>Up</sup>** is a train-the-trainer tool for first-line practitioners, teaching them to organise BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> actions for the for-mentioned groups.

As an integral approach, BOUNCE aims to help youngsters and their networks to emancipate, to develop resilience and to interact with a concerned environment. The focus of BOUNCE is not merely on preventing radicalisation, but on preventing various types of antisocial behaviour. Preventing violent radicalisation is only one example of its application.<sup>4</sup>

To clarify the scope of the current project, the development of the BOUNCE tools, their chosen focus and the outline of the current European pilot project will now be explained.

#### 1.1.1. Development of the BOUNCE tools

The content of the BOUNCE tools was developed by the youth training organisation Arktos, in cooperation with research findings from the APART research group of Thomas More University College (Euer, Krols, et al., 2014). While Arktos already had an own resilience-training programme for youngsters, this training was adapted first to the European (ISEC) call for projects in 2010 and later according to the recommendations made by Euer et al. (2014).

In the initial development of BOUNCE, four main partners were at stake: the European Commission (ISEC), the Belgian FPS Home Affairs, the youth training organisation Arktos, and the responsible research institute at the time, Thomas More University College. This resulted in the STRESAVIORA I project (2013-2015), which was only unrolled in Belgium. For the subsequent STRESAVIORA II project (2015-2018) at a European level, additional partners were contracted. The Dutch organisation Radar Advies was contracted as a partner with expertise on radicalisation and also adapted part of the training outline with theoretical insights. The European Forum on Urban Security (EFUS) was involved in facilitating contacts with pilot cities. Finally, the research team of Ghent University was contracted for the independent evaluation of the STRESAVIORA II project.

It is important to note that the focus of the BOUNCE tools has shifted over the course of their development. The reason is that they were designed within a context of increased concerns over violent radicalisation. The first step into the development of the BOUNCE tools was in 2010, before any acute concerns over radicalisation had troubled Europe. However, while the tools were being studied and developed, radicalisation became an increasingly important topic on the political agenda. Radicalisation was associated with violence and with Islamic extremism, exemplified by foreign fighters in Syria. Within this development, the BOUNCE developers chose to shift their original focus (on prevention of radicalisation) towards *positive identity development of youngsters* with a broad focus, hence to prevent not only violent extremism, but a much broader scope of criminal behaviour. The centre of attention is on positive identity, self-esteem, assertiveness and resilience. The following quotes reflect this shifting focus to positive elements:

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<sup>4</sup> The focus on resilience is an application of the 'positive psychology' discourse: by strengthening personal resilience trainings aim 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 on the evaluation of resilience trainings (i.e. BOUNCE) and on their implementation. It has not studied their potential preventive effects against violent radicalisation. Therefore, no separate attention is given to radicalisation in the present report.

*“Just at the time of the start of the development, radicalisation has become a theme on the political agenda too. And in this development we have said, we are not going to step into the pitfall of changing our idea of Bounce all the sudden. We are going to stick to our choice of an open, first-line, workable instrument that can be useful for actually all youngsters in puberty and adolescence. (...) We want to intervene before these things happen.” (BOUNCE developer, April 2017)*

*“We started from radicalisation, but then we decided not to use that word anymore. It had a negative connotation, [because] at that time quite a lot of youngsters had travelled to Syria, so it was all very sensitive. But at the same time, Home Affairs felt the need to do something with that. You can see this in our literature analysis: at first, we used a lot of literature on radicalisation, but during our process, we have shifted towards how we can prevent this, so starting from a positive perspective. And this is what, I think, you mostly see in the fieldwork.” (BOUNCE developer/researcher, April 2017)*

The final outline of the BOUNCE<sup>Up</sup> train-the-trainer tool makes use of only one time slot to briefly explain the theoretical mechanisms of radicalisation. Though, of course BOUNCE is now framed less around the problem that it wants to prevent, it is still relevant and necessary to assess its utility within the prevention of violent extremism. Not only allows this to test the assumed theory of change of BOUNCE (on the basis of which it was developed), it also contributes to the scientific evidence about resilience trainings and their utility within prevention of radicalisation. Not in the least, such evaluation may guide policy-makers when making choices on preventive measures.

### 1.1.2. The pilot trial of BOUNCE<sup>Up</sup> in 10 European cities

After the first domestic stage of the training programme (STRESAVIORA I, 2013-2015), the FPS Home Affairs of Belgium extended its project to ten European pilot cities (STRESAVIORA II, 2015-2018). This pilot trial of BOUNCE<sup>Up</sup> was tested in a limited sample of ten different cities, in five European countries: Malmö (SE), Landskrona (SE), Düsseldorf (DE), Augsburg (DE), Bordeaux (FR), Montreuil (FR), Groningen (NL), Amsterdam (NL), Liège (BE) and Leuven (BE). In each pilot city, three-day BOUNCE<sup>Up</sup> training courses were organised over the course of 2017, followed by a second implementation training after approximately six months.

Each pilot city was asked to select 10 to 12 participants for the training, who should ideally be experienced with youth work in group settings. In addition to youth workers, many cities included policy-makers, outreaching workers or individual counsellors in the selection. Although this did not reflect the desired pool of the BOUNCE trainers, it provided good opportunity to compare the impressions of different people about BOUNCE.

The selection of pilot cities was done with the help of the European Forum on Urban Security, that coordinate a network of almost 200 cities in Europe. Within their own network on preventing radicalisation, LIAISE,<sup>5</sup> both local authorities and expert centres are involved. A call for BOUNCE was sent to these cities of the LIAISE network. The cities who replied, were selected on locality (two in each

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<sup>5</sup> The LIAISE project is an abbreviation for “Local Institutions Against Extremism” (Sperber, Cristellys, & Ketelaer, 2017).

country) and language (French, Dutch or German speaking residents, or English in the case of Sweden). This means that interesting cities in for example Spain or Italy were excluded. Hence, no targeted sampling procedure was applied. The main focus was finding ten cooperative authorities who were willing to be a test setting. This initial selection simultaneously defined the sample of our comparative research. Accordingly, the scope of comparison between different local contexts was limited by the arbitrary selection of pilot cities.

The objectives of BOUNCE<sup>Up</sup> are to train future BOUNCE trainers, who (1) know the content of the three BOUNCE tools; (2) understand and apply the perspectives of the BOUNCE tools; (3) can use and implement the BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> tools in their own domain and city; and (4) can inspire other services and colleagues in the promotion of the BOUNCE tools.<sup>9</sup> The STRESAVIORA II project also aimed to create a European expert network to share best practices about resilience trainings.

The BOUNCE<sup>Up</sup> training consists of an abbreviated version of each of the ten BOUNCE<sup>Young</sup> sessions, complemented with additional theory about social prevention and (to a lesser extent) about radicalisation. The participants in this train-the-trainer programme are supposed to be (experienced) youth workers, who have the opportunity to spread the BOUNCE tools in their own jobs after the training.

## 1.2. The role of resilience in prevention

More and more preventive programmes are using the concept of resilience to describe an individual's capacity to adapt to hardship, cope with changes and be less susceptible for antisocial behaviour. An extension of this logic is that increased resilience can lower one's captivity for violent and radical discourses.

In most contemporary studies, resilience is defined as *"a dynamic process encompassing positive adaptation within a context of significant adversity"* (Luthar, Cicchetti, & Becker, 2000). It is *"influenced by external protective-enabling factors from interactions with individuals, families, organisations, neighbourhoods, communities and so on"* (Henley, 2010). Personal resilience is constructed of multiple protective elements, largely but non-exhaustively corresponding to self-esteem, optimism, a sense of purpose, social skills and supportive resources. Scholars agree that it is a dynamic state, which individuals develop through interactions with their context (Van Regenmortel & Peeters, 2010).

Since the 1990s, the concept of resilience has been applied into public health research (Henley, 2010). Since then, an increase of resilience-based prevention initiatives can be noticed as well. Resilience trainings have been designed and organised to prevent diverging types of crime, such as sexual aggression, substance abuse, and violent radicalisation. Recently, we can notice a trend towards such resilience-based prevention of violent radicalisation in several EU Member States. The resilience focus can indeed be applied in radicalisation prevention, but just as much in other crime preventive and/or mental health promotional contexts. It fits into the philosophy of prevention with a focus on strengths, similar to the positive psychology movement (Seligman, 2002). Since this wide use of the resilience construct in prevention literature, it is useful to reflect upon the effectiveness of the resilience trainings that are in place. For policy-makers, this study can be useful to evaluate their own interventions and practices in various fields.



## 2. Study objectives and research questions

In this report, the findings of a year-long (February 2017 – February 2018) scientific evaluation of the methods and processes of BOUNCE<sup>Up</sup> are summarised. This study has evaluated the execution and implementation of BOUNCE<sup>Up</sup> trainings in ten European cities. The original study objective was to conduct an evaluative research of the short, middle and long term effects of BOUNCE<sup>Up</sup> in the prevention of radicalisation and violent extremism. However, the focus of the project shifted towards general promotion of youth wellbeing, rather than early prevention of radicalisation, and consequently the evaluation objectives have changed as well.

The main goal of the present study is to enhance the building of promising practices of the BOUNCE<sup>Up</sup> 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, 1997).

By looking for *promising practices* of the BOUNCE<sup>Up</sup> trainings and implementation in different European cities, this study aims to increase empirical knowledge of the utility of resilience trainings in crime prevention. This is highly relevant, as many youth care services are pressured by their policy-makers and the quality framework to work according to *evidence-based practice* (van Yperen & Veerman, 2008). However, in social prevention (particularly in the prevention of radicalisation), there are little *best practices* found due to lacking effectivity studies (Feddes & Gallucci, 2015; Nelen, Leeuw, & Bogaerts, 2010) and due to the complexity of the problem. Waiting for evidence-based methods would in practice mean doing nothing. BOUNCE provides an opportunity to fill this gap and provide early social prevention of violent extremism, while also focusing on raising youngsters' general wellbeing. Looking for *promising practices* of such social prevention methods counters the *evidence-based discourse* and focuses more on practical working elements of prevention. In addition, aside from offering BOUNCE<sup>Up</sup> to ten pilot cities, the STRESAVIORA II project aimed to create a database of resilience trainings across Europe. Hence, this project may provide European first-line practitioners with knowledge upon the effectivity of resilience-strengthening interventions.

Due to the brief research period of 13 months, and the lack of a BOUNCE<sup>Young</sup> sample, it was impossible to measure (middle and) long term effects in the present study.<sup>6</sup> As a solution an evaluation methodology was developed to be used by BOUNCE trainers and participants in future projects: the 'BOUNCE<sup>Up</sup> 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. The BOUNCE<sup>Up</sup> evaluation tool will allow cities to evaluate their own BOUNCE actions and to inform policy-making about prevention.

The evaluation is built upon four research objectives, each summarised below with their respective research questions. The following section will explain the methodology for every research phase.

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<sup>6</sup> 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).

## **PART 1: Mechanism evaluation: Evaluating the BOUNCE programme theories**

- *How does BOUNCE aim to reach its objectives?*
  - a. What are the theoretical assumptions of the BOUNCE tools?
  - b. What are promising practices of resilience trainings as a social prevention tool?

## **PART 2: Process evaluation: Evaluating the context of the BOUNCE<sup>Up</sup> trainings in every city**

- *In what circumstances does BOUNCE aim to reach its objectives?*
  - a. What is the BOUNCE<sup>Up</sup> training outline?
  - b. How satisfied are participants with the BOUNCE<sup>Up</sup> training?
  - c. What are the promising practices of the BOUNCE<sup>Up</sup> trainings?

## **PART 3: Short-term outcome evaluation: Evaluating the short-term outcomes of BOUNCE<sup>Up</sup>**

- *Were the (short-term) objectives of BOUNCE<sup>Up</sup> reached in all cities?*
  - 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? (*short-term implementation*)
  - d. Are participants promoting the BOUNCE tools?

## **PART 4: Long-term outcome evaluation: Developing indicators for the BOUNCE<sup>Up</sup> evaluation tool**

- *Can BOUNCE be an effective social prevention tool?*
  - a. What are the aspired long-term outcomes of BOUNCE<sup>Up</sup>?
  - b. What are essential preconditions for implementing the BOUNCE tools?
  - c. Which promising practices of BOUNCE<sup>Up</sup> should be reproduced?

Now that the research objectives and the methodological choice for a realist evaluation is specified, the full methodology of the study will be explained below in chapter 3. The introduction provided a first outlook on the BOUNCE programme and the upcoming interest for resilience trainings as an effective possible preventive tool. In chapter 4, the short-term results are discussed along three main themes: the mechanisms, processes and outcomes of the BOUNCE<sup>Up</sup> trainings. First, the theoretical mechanisms of BOUNCE are clarified in more detail, i.e. on the basis of which criminological and educational theories the intervention may be effective. Its assumptions are compared to the existing literature on resilience trainings and crime prevention. Second, the process patterns of the BOUNCE<sup>Up</sup> train-the-trainer sessions are explained. This includes a detailed description of the teaching methods, but also of the opinions of the participants. The aim is to find promising practices from the training approach. Lastly, the short-term outcomes of BOUNCE<sup>Up</sup> are discussed. In chapter 5, the findings from the short-term evaluation are used to develop indicators for long-term evaluation of BOUNCE<sup>Up</sup>. The focus is much on the implementation of the three BOUNCE tools in local contexts. These indicators are listed in a new 'BOUNCE<sup>Up</sup> evaluation tool'. This tool should enable local prevention services to evaluate the long-term outcomes of their own BOUNCE actions. All findings are concluded and discussed in chapter 6, providing also clear recommendations for future BOUNCE projects and for follow-up research.

### 3. Methodology

There are various methods of doing evaluations. Following Campbell's (1969) definition, evaluation refers to "*the (scientific) determination of results of a certain activity in light of a previously defined goal using measurable criteria or indicators*". Campbell refers with this definition to the **effectiveness model**, a model used to assess whether the programme's objectives were reached. The researchers need to define both these objectives (such as raising efficiency, effectiveness, quality, legitimacy, ...) and their suitable and relevant indicators.

An ideal evaluation would be to evaluate the effectiveness of prevention programmes through randomised controlled trials (RCT) or quasi-experimental designs. The Maryland Scale is a 5-point scale to measure the validity of evaluation studies, but it only relates to quantitative research designs (Farrington et al., 2002). However, since all BOUNCE<sup>Up</sup> 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 interventions like BOUNCE (Swanborn, 2007). Impact evaluations usually tend to focus on the final impact of a policy measure or intervention, but social prevention tools are dependent of multiple factors (frequency, intensity, duration...).

As a result, rather than finding *best* practices, the focal concern of the present study was on finding *promising* practices within a framework of a **realist evaluation** (Pawson & Tilley, 1997). Realist evaluation wants to link the intervention's context, the intervention's mechanisms and its outcome patterns. 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 is a fact that most preventive projects do not score sufficiently high on the Maryland Evaluation Scale. Thus, valuable and complementary alternatives are quintessential.

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, 1997). In line with Pawson & Tilley (1997), three types of evaluation can be distinguished: process evaluation, mechanism evaluation and outcome evaluation.

- (1) **Mechanism evaluation** results in information about *how* the intervention works. The first step in a realist evaluation is to synthesise the intervention **theory** (Wikström, 2004). An intervention theory hypothesises through which theoretical mechanisms a particular intervention is supposed to lead to the intended results (van Yperen & Veerman, 2008). For example, an intervention can influence factors, who in their turn benefit the outcome. The theoretical mechanisms then assume that the said factors will act as mediators. Mechanism evaluation is about testing the theories and hypotheses of the intervention, in other words, the **mechanism patterns** (Pawson & Tilley, 1997). It can be done through theoretical analysis or through comparing the theory with the intervention's outcomes. Van Yperen & Veerman (2008) clarify that the intervention theory focuses on mechanisms and factors that can be influenced by the intervention itself, whereas it does not consider external, non-modifiable factors such as context, treatment and participants. Analysing the theory is therefore distinctive of analysing the process of the intervention.
- (2) **Process evaluation** results in information about the *context* in which the programme works. It is both about inherent intervention characteristics (content, duration, intensity), about treatment

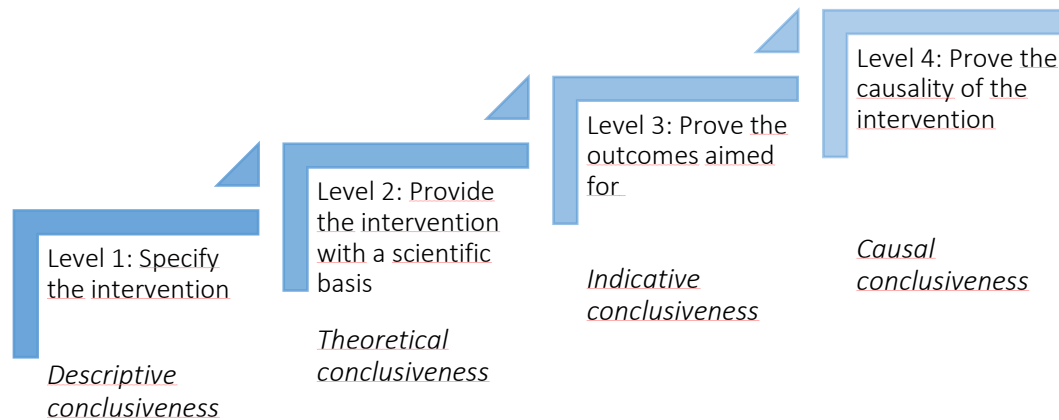
characteristics (trainers, participants, setting), and about organisational requirements (van Yperen & Veerman, 2008). The latter relate to, for example, national social service structures, coherent education programmes for social workers and correct referral of youngsters to the right youth service. However, van Yperen & Veerman (2008) remark that such organisational conditions are rarely included in evaluation studies. In process evaluation, exemplary research questions relate to whether the programme was executed according to its planning; under which circumstances the programme works; whether the target group is reached; whether staff members are well trained; whether participants are satisfied with the intervention; and what variations in the intervention have been made (Swanborn, 2007). This list is not exhaustive. Within Pawson & Tilley's (1997) realist evaluation, the process evaluation should consider the **context patterns** of preventive interventions: *for whom* and *in what circumstances* does the intervention work?

- (3) **Outcome evaluation** yields information about the *effectiveness* of a programme. The questions relate to whether and to what extent the programme leads to the intended results, i.e. the objectives set forth by the programme developers (van Yperen & Veerman, 2008). Pawson & Tilley (1997) make a distinction between *outputs* and *outcomes*. **Outputs** are immediate results of actions, for example the number of participants that is trained through the intervention. **Outcomes** depend on further implementation of the programme and can include both short-term effects and long-term impact. 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, 1997).

Without a process evaluation it is not possible to assess whether the observed changes are related to the (in)correct execution of the programme (Swanborn, 2007). Hence, all three types of evaluation will be used in our assessment of the BOUNCE tools. In light of this extended evaluation, the following definition by Rossi, Lipsey, and Freeman (2003) better fits our study objectives: *"Evaluation is the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programs."*

The present evaluation does not merely focus on the final impact of BOUNCE<sup>Up</sup> trainings, but also on their design, training approach, consistency, utility in local contexts and their final implementation by the newly-trained participants. This choice of focus relates to the multi-actor model: the factors leading to an intervention's success are to be found on multiple levels (Hermans, 2014). It is reflected into the methodology as well: interviews were conducted with trainers as well as participants, and both the BOUNCE<sup>Up</sup> internal training organisation as well as the external local contexts were taken into account. The use of triangulation and multiple research questions allows us to bring conclusiveness on increasing levels of the 'effect ladder' of Veerman and Van Yperen (2007), depicted below in figure 1.

Figure 1: Levels of evidence for evaluations (Veerman & van Yperen, 2007)



The present evaluation aims to provide conclusiveness on the first two steps of the ladder: a detailed description of the BOUNCE<sup>Up</sup> intervention (process patterns) and a theoretical evaluation of its scientific basis (mechanism patterns). In addition, first steps towards outcome evaluation are set by focusing on the short-term outcomes of BOUNCE<sup>Up</sup>. The outcomes of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> cannot be evaluated in the current project and no causal evidence can be given towards their effectivity. However, figure 1 shows that realist evaluations provide a highly needed basis for further evaluation. This study may thus be a first step towards further research.

### 3.1. Mechanism evaluation of the BOUNCE theories

The aspired end objective of the BOUNCE tools is to make *youngsters* more resilient, with a view on preventing internalising and externalising conditions (possibly even violent radicalisation). Due to time constraints of the current project and the focus on training first-line workers, no direct data from the youngsters themselves could be collected over the course of the year. The data from the given BOUNCE<sup>Up</sup> trainings were inadequate to estimate the effectivity of BOUNCE<sup>Young</sup>, as they were not reflecting the same target group. As an alternative research method, the focus in the present evaluation is on the *theoretical mechanisms* of BOUNCE<sup>Young</sup>. This is done through an analysis of the intervention theory of the BOUNCE tools, and through a synthesis of previous resilience trainings. The approach, scope and theoretical basis of these trainings are compared with the intervention theory of BOUNCE, in order to find *promising practices* of training success.

Due to this limited theoretical analysis, this part is only a first step towards a real impact evaluation. Further research should be done to assess the actual long-term effects of BOUNCE<sup>Young</sup>. Still, such theoretical evaluation brings an important basis to ‘benchmark’, the theoretical underpinnings of BOUNCE (van Yperen & Veerman, 2008).

#### Methods and sampling:

- **In-depth interviews** were conducted with **2 BOUNCE developers** to assess how they developed the programme, what choices were made, on the basis of which underlying theories and what actors and stakeholders were involved. One was a BOUNCE trainer, one was a researcher. Both interviews helped us to understand the **underlying theories** of BOUNCE, in addition to the written research reports by its developers (Euer, Krols, et al., 2014). For Hermans (2014), a scientific foundation can only be guaranteed by questioning the developers and executers of a crime prevention programme about the way by which the project was established.

*For the topic list of trainer interviews, see Annex II.*

- A **systematic review of previous evaluation studies of resilience trainings** across the world was conducted. Studies were collected from scientific databases, most notably Web of Science, EUCPN and Open Grey, and information from the project partners. In order to be included in the review, studies had to be a scientific outcome evaluation of an explicitly ‘resilience-based’ training for youngsters (12-18 years old) aimed at preventing externalising and internalising symptoms. Effects of these trainings were compared in their sense (positive/negative) and their significance. Only trainings with significant ( $p < 0,05$ ) effects (e.g. increased mental health, decreased aggression) were considered to be effective. The aim of review is to distillate **promising practices** of resilience trainings for youngsters (working elements), and to analyse if and how so-called resilience-based trainings provide an added value to youth work in general. Our systematic review was guided by the following research questions:

- 1: To what extent have resilience trainings been subjected to a scientific evaluation?
- 2: What kind of effects of resilience training have been reported in the literature regarding youth well-being and / or juvenile delinquency?
- 3: What are *promising practices* in resilience trainings for youngsters?

*Specific inclusion criteria, search protocol and flow chart can be found in Annex I.*

### 3.2. Process evaluation of the BOUNCE<sup>Up</sup> tool

Impact evaluations usually tend to focus on the final impact of a policy measure or intervention. However, the effectiveness of early preventive interventions is very difficult to evaluate in the classical sense, particularly in preventing radicalisation. Not only is there a lack of visibility of the problem and the involved actors, radicalisation is also a complexity caused by multiple factors. It is consequently impossible to claim that a certain intervention has prevented youngsters from radicalising, when it is unsure if they were about to radicalise without the intervention. For this reason, it is important to look at the situation and context in which preventive interventions are implemented, whether they are applied correctly and whether they add a certain added value to the debate (Nelen et al., 2010).

In the second research phase the emphasis is therefore on the evaluation of the training approach of BOUNCE<sup>Up</sup>. It makes use of explorative and primarily qualitative methods: the BOUNCE<sup>Up</sup> trainings are observed and described on their characteristics, content and training approach. An important feature of this analysis is the detailed description of the training, the participants, the local context and the trainers' profiles.

#### Methods and sampling:

- A **descriptive analysis** of **all ten cities'** context was made, focusing on structural factors influencing prevention. Parameters of interest are cooperation between youth services, support from the policy-level and running prevention projects. Certain demographic factors were also included (city size, number of youth) as were the most common concerns over youngsters in the city. For example, whether the city has known issues of radicalisation (and whether it has a prevention agenda) or of other youth general prevention projects. Data were obtained via the participants during **training observations**; via the local administrative services, who were requested to send the most recent data on these parameters; and via local and national statistical websites.
- **Participatory observations** were conducted during **three full trainings** in three pilot cities,<sup>7</sup> in order to reach as much contextual diversity as possible. In the seven other cities, only partial observations were conducted (mostly during the discussions of the third day afternoon, relating to implementation opportunities).  
During the observations, the researcher made notes about the course of the training and about participant's reactions to the methods and exercises used. The role of the main researcher shifted from mainly participatory (in Leuven, BE and Landskrona, SE) to mainly observatory (in Bordeaux, FR). The participatory role allowed to experience the same surprises as the BOUNCE<sup>Up</sup> participants, and it also helped to gain their trust for later interviews. During observations, no explicit interviews were conducted, only informal conversations, but they helped to frame general themes that would later occur in other cities. Contextual parameters of interest were the demographic composition of the participants, their attendance to the sessions, and first reactions to each exercise. In the other seven cities, at least the last group session was observed (implementation support) and contact data of all participants were requested.

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<sup>7</sup> Leuven, BE (March 2017), Landskrona, SE (April 2017), Bordeaux, FR (May 2017)

- **Quantitative questionnaires** were used to assess the *experiences of the participants*. Questionnaires consisted of 5-item Likert scales to assess to what extent participants understood and agreed with the content, vision and objectives of the BOUNCE tools. The survey also allowed to collect **demographic data** on all participants. Parameters of interest were age, gender, educational level, job, and years of job experience. Surveys were translated into four languages: English, French, German and Dutch. All respondents received a survey in their own language, except for Swedish participants who received an English survey.

### 3.3. Short-term outcome evaluation of the BOUNCE<sup>Up</sup> tool

The third research phase put the emphasis on the *evaluation of the short-term outcomes* of the BOUNCE<sup>Up</sup> training. As stated above, the BOUNCE<sup>Up</sup> training had the following four objectives: (1) participants know the content of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup>; (2) participants understand and apply the perspectives of BOUNCE; (3) participants can undertake BOUNCE<sup>Young</sup> (and BOUNCE<sup>Along</sup>) actions themselves; and (4) participants can inspire their colleagues and other services to spread and apply the BOUNCE tools. These four objectives were translated into measurable (short-term) outcomes and evaluated mostly through follow-up evaluation.

The choice for this follow-up was made because many participants were very enthusiastic on the last day of the BOUNCE<sup>Up</sup> training, but not highly attentive to engage in an evaluative focus group with the researcher. This might have been caused by a *hello-goodbye effect*: at the end of a care intervention, clients might seek to please their care worker by indicating that their problems have decreased (van Yperen & Veerman, 2008). As a solution, all participants were asked for their contact information to be contacted individually.

#### Methods and sampling:

- **Follow-up interviews** were conducted **after six weeks** over telephone with **half of all participants**. Participants were preferably interviewed when they worked for different working organisations in the same city, when applicable. This allowed the follow-up sample to consist of respondents from a wide array of profiles, from youth workers to outreaching workers to policy-makers. It also allowed the follow-up sample to reflect the actual training sample. Consent and contact details were asked of participants after their BOUNCE<sup>Up</sup> training. To avoid non-response, all participants were sent new interview requests over e-mail in order to reach a sample of at least 50% of all participants. Interviews were conducted in English, French or Dutch.<sup>8</sup> **Structured interview protocols** were used to allow comparison of interview data across all cities. Parameters of interest were participants' *knowledge* of the content and vision of BOUNCE, their *support* for this content and perspectives, their own *application* of BOUNCE in the workplace and their *promotion* of BOUNCE among their colleagues and other services.

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<sup>8</sup> Swedish and German respondents were interviewed in English, which may have made the participants from these cities more reluctant for the telephone interviews. Indeed, slightly lower response rates were obtained for German cities, but this may also be caused by a lower trust in the researcher (only the last training day was observed, in contradiction to the full trainings in Sweden).



All interviews were **thematically coded** according to the four parameters of interest (the outcomes). Responses were ordered in lists, indicating the amount of individual responses on a particular parameter. This method allowed to check which exercises and knowledge from the sessions are mostly remembered and/or applied in the own working field.

*For the topic list of these follow-up interviews, see Annex II.*

- **Observations and interviews** were conducted during the full **implementation support trainings** in **four cities**,<sup>9</sup> approximately **six months** after their initial BOUNCE<sup>Up</sup> training. Such implementation visits allowed to check if and to what extent participants were applying the BOUNCE tools themselves. The precise form of these observations depended on the choice of implementation form in the respective cities. In the other six pilot cities, follow-up visits were made on the third day of the implementation support, usually when participants practiced their BOUNCE<sup>Young</sup> activities for a group of local youngsters.
- Brief **follow-up surveys** were sent over **e-mail** to **all participants** in January 2018, to assess the final implementation of the BOUNCE tools after (at least) **six months**. Participants were asked to send their responses on four basic questions to the main researcher. Response rates were lower than after six weeks, but it was still possible to summarise the implemented actions for each pilot city on the basis of the responses. Results must be nuanced, however, as non-response is reported as non-implementation in the findings below. It may be that non-responding participants have indeed organised BOUNCE actions, but that they did not report them to the research team.
- **Semi-structured interviews** were conducted with all **five trainers** after the implementation support trainings were finished (December 2017, January 2018). They were asked about their experiences of the full project. The semi-structured interview protocols allowed for sufficiently structured comparison with comments by participants and other trainers, but also for open probing towards new topics. The same thematic coding method was applied, with the aim to align the trainers' comments with the notes of the participants.

*For the topic list of these trainer interviews, see Annex II.*

### 3.4. Long-term outcome evaluation: Developing long-term evaluation indicators

In the last phase of the research, the findings from the systematic review, the observations, interviews and questionnaires were combined. The overlap of all data brings a list of promising practices for resilience trainings and their implementation. Three main questions are at stake: (1) what are the aspired *long-term outcomes* of the BOUNCE<sup>Up</sup> training?; (2) what are essential *preconditions for implementation* of the BOUNCE tools?; (3) what *promising practices* of the BOUNCE<sup>Up</sup> training should be reproduced? All three questions are translated into adequate **registration indicators**. Registration is a precondition for evaluation and this is done by means of the *BOUNCE<sup>Up</sup> evaluation tool*. This self-assessment tool will allow cities (and trainers) to register and evaluate their own BOUNCE<sup>Up</sup> trainings

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<sup>9</sup> Leuven, BE; Bordeaux, FR; Malmö, SE; Landskrona, SE.

and their implementation of the BOUNCE tools. The results from such self-evaluation are recommended to be shared within a European BOUNCE network.

The BOUNCE<sup>Up</sup> evaluation tool is presented as a hands-on **Excel instrument**. 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, Hemmerechts, Pauwels, Verhage, & Easton, 2011). An additional **manual** is provided on how to use this self-assessment tool.

#### Methods and sampling:

This final research phase makes use of data from the previous three research phases and adds literature on implementation science.

- The *promising practices* of BOUNCE<sup>Up</sup> are deducted from the process evaluation and from the findings of the systematic review. In addition, a **focus group** with four BOUNCE trainers was held in February 2018. This group discussion was an opportunity to generally evaluate the complete project and to review the suggested evaluation indicators. Trainers complemented the indicators with their notions of the promising practices of the training.
- The *preconditions for implementation* of the BOUNCE tools are deducted from the cities' context reports, the observations of implementation support trainings and a literature search on **implementation science**. The outline of the BOUNCE<sup>Up</sup> implementation support is compared with theoretically suggested implementation methods.
- The aspired *long-term outcomes* of BOUNCE<sup>Up</sup> are deducted from the four training objectives and the **follow-up interviews with trainers**.

### 3.5. Research planning

The result of the final data collection is summarised in table 1 below, covering the entire time management of the 13 months of evaluation along the four research phases. This time schedule visualises how data collection is not strictly limited to one specific phase, but intertwined and complementary. Deliverables are shown in dark brown. The outputs of this evaluation are of academic and policy relevance: a scientific paper is submitted (on resilience trainings and social prevention); two interim reports were presented to a research advisory committee; the BOUNCE<sup>Up</sup> evaluation tool, its accompanying manual and the research report are published; and a practical report for policy-workers is written (see manual by EFUS).

During all 13 months of evaluation, data collection had to be monitored closely and was occasionally adapted to diverging training contexts and implementation strategies. For example, the initial idea of conducting post-training focus groups with all participants was uplifted due to low attention, and changed into individual follow-up interviews over telephone. This was more time-intensive and could thus not be repeated after six months. Another continuous point of attention was risk of slipping into

the evidence-based discourse. No associations to evidence and validity are made in this report, it is qualitative research of an explorative nature, along the realist evaluation focus. A third highlight is that the research started from a more scientific point of view, but this report aims to stress the policy relevance of the BOUNCE<sup>Up</sup> evaluation. Therefore, more references are made to local prevention policies and to opportunities for implementation of the BOUNCE tools. This increasing focus on implementation and structural preconditions will also be included in the BOUNCE<sup>Up</sup> evaluation tool.

Table 1: Timing of data collection, analysis and deliverables

	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sep 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	
Part 1: <i>Mechanism evaluation</i>															
			Systematic review of literature					Submission scientific paper							
			Developer interviews												
Part 2: <i>Process evaluation</i>															
	Research preparation	Training observations & questionnaires (participants)				Interim report									
	Literature on methodology														
Part 3: <i>Short-term outcome evaluation</i>															
				6-week follow-up interviews (participants)								Follow-up survey (participants)			
										Implementation training observations				Interim report	
														Trainer interviews	
Part 4: <i>Long-term evaluation tool</i>															
											Literature on implementation science		Trainer focus group		
															Practical manual; BOUNCE <sup>Up</sup> evaluation tool; research report; EU conference

## 4. Short-term results

### 4.1. PART I: Mechanism evaluation of the BOUNCE theories

#### 4.1.1. Theoretical assumptions of BOUNCE

To understand the theoretical basis of the BOUNCE tools, interviews were conducted with two intervention developers in the beginning of the evaluation. What follows is a description of their comments on the mechanisms, and a summary of their initial research report (Euer et al., 2014).

##### 4.1.1.1. *Elements of resilience in BOUNCE*

The BOUNCE programme was developed on the basis of an existing resilience-training of Arktos, complemented with theoretical underpinnings from the research of Euer et al. (2014) and from the trainers of the expert centre Radar.

Resilience, for example, is defined on the basis of the fieldwork by Krols, Euer, Simons, and Paoli (2013). In this study, 31 youngsters (14-17 y.o.) from Brussels were interviewed about *“things important in life, and how they cope with discussions, differences in opinion and conflicts in their life”* (p.8). The youngsters were sampled through schools, sports clubs and prevention services. Although the sampling process is well described, no information was included on the type of schools or the socio-economic position of these youngsters. The findings were complemented with scientific literature on resilience and personal resources, hence overcoming possible inconsistencies (Euer, van Vossele, Groenen, & Van Bouchaute, 2014)

For things important in life, the youngsters expressed family and friends to be important resources of support for them. Other support comes from role models, their culture, religion, their school and teachers, and their free time (including internet). Support sources and coping methods are important factors in the radicalisation process of many radicals (not for all), as was described in the introduction. That is why BOUNCE wishes to teach them how to cope with strains, such as feelings of injustice (possibly coming from personal experiences with injustice, or unequal treatment of their peer group).

The findings are clearly reflected into the BOUNCE<sup>Up</sup> training: the theoretical part on resilience and prevention is based on the literature analysis of Euer, van Vossele, et al. (2014), and the synthesis of the 31 interviews described above. Resilience is conceptualised as ‘the House of Resilience’, a model by the Belgian scholar Jan Van Gils (Van Gils, 1999 in Van Regenmortel & Peeters, 2010). The fundamental basis of the house are informal social networks of unconditional support. The first floor is the search of meaning. On the second floor, we can find social and problem-solving skills; self-esteem; and a sense of humour. This conceptualisation thus includes five elements of resilience. As became clear in the introduction already, the definitions of resilience are far from uniform across studies and the distinction with protective elements is often vague. The synthesis that was eventually integrated into the BOUNCE<sup>Up</sup> training, includes seven elements of resilience: (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. The elements thus not only reflect coping skills and

individual strength, but also aim to increase tolerance and empathy – skills in relation to the youngsters' social environment.

In addition, trainers have stressed that the main focus of BOUNCE<sup>Up</sup> are the exercises and elements of BOUNCE<sup>Young</sup>, not its accompanying theories about resilience or crime prevention. From the developers' interviews in April 2017, we could note that BOUNCE<sup>Young</sup> is based on the following theoretical mechanism: youngsters with higher scores on the seven listed elements, are assumed to have higher resilience, and thus will be better able to cope with difficulties. It must be noted that the seven elements are highly linked to positive coping behaviour. BOUNCE<sup>Young</sup> wants to teach youngsters methods to deal with difficulties, when confronted with them. However, is there a clear theory as well about what BOUNCE<sup>Young</sup> can do *before* such difficulties arise?

#### 4.1.1.2. Prevention of radicalisation in BOUNCE

The utility of BOUNCE<sup>Young</sup> in preventing of radicalisation is only briefly described in the training. Firstly, to explain the position of BOUNCE<sup>Young</sup> in the prevention chain, trainers make use of only one conceptualisation: the prevention pyramid, by Johan Deklerck (2006). This model puts primary prevention at the bottom of the pyramid, whereas curative methods are put forward only as the 'last resort' on the top. BOUNCE identifies itself as a 'positively oriented, general prevention'. The trainings do not select their audiences among youth at risk (selective), but provide a training for all youth within the target age group (universal). The pyramid is a useful visualisation, however not scientifically the most consensually used. The 'general prevention' logic means a universal approach (primary prevention). In addition, multi-agency prevention is not clearly explained – a widely accepted paradigm to bring prevention across different social spheres (Bjørøgo, 2016).

Secondly, the training involves a brief explanation of radicalisation, by means of visual models such as the staircase model (Moghaddam, 2005), the snakes-and-ladders model (Grindrod & Sloggett, 2011), and the supply-and-demand model (Wiktorowicz, 2004). Trainers explain that radicalisation occurs when there is a *cognitive opening* (Moors & Van den Reek Vermeulen, 2010; Wiktorowicz, 2004): when youngsters experience a stressful life event, a trauma or repeated discrimination (demand), they might be more captive for radical discourses (supply). The logic of BOUNCE is to prevent this susceptibility, by raising resilience and critical opinions towards media, generalisations and prejudices, following the training observations. Trainers have stressed that they prefer the focus to be on strengthening resilience, rather than preventing negative behaviour:

*"I don't think that we should set our goals like that. Like now, [for example], we will make sure that youngsters will not radicalise anymore, after BOUNCE. No, they're just youngsters who are more [self-confident] and critical. And that way you [can] also reach that [goal], indeed."* (Trainer 5, January 2018)

These theories about prevention and radicalisation are only briefly linked to each other to make assumptions about effectivity. It seems inaccurate to assume that any prevention effort can prevent any social problem by putting yourself on the right place of the prevention chain. **No profound causal logic model** is suggested by the BOUNCE trainers to explain why their intervention is able to prevent radicalisation.

This is reflected in participants' reactions during and after the training. In most cities, there were repeated questions about radicalisation. This might also be due to the current attention for the problem

than solely due to a lack of theoretical underpins by the trainers. The shifted focus of BOUNCE towards wellbeing-promotion rather than crime prevention has moved this theoretical model about radicalisation to the background.

#### 4.1.1.3. Educational methods of BOUNCE

In addition to the listed working methods, there are more 'soft skills' that are not explicitly mentioned in the programme outline. These include the professional attitude of the trainers and their working styles with youngsters.

*"I think that while constituting BOUNCE, [they have] very much worked from its own starting position, meaning an educated group of professionals who have all worked for years in places of Flanders that they know very well. And from this reality they have once built BOUNCE. (...) And we have noticed now in these diverging cities (...) that there was some disturbance [about what your professional attitude is], but also because we haven't said from the beginning like this and that are the basic principles we are working with."* (Trainer 4, December 2017)

Educational working methods that are included in the BOUNCE programme are group discussions and role plays, coming from emancipatory methods and experiential learning. The appreciative inquiry is also mentioned as a useful working method in the original study by Euer et al. (2014).

#### 4.1.2. Promising practices of resilience trainings as social crime prevention

The above analysis has shown that the working theory of BOUNCE<sup>Young</sup> is not highly clear, but that its theoretical mechanisms build upon protective elements (resilience), which are assumed to help preventing crime, but also internalising conditions such as anxieties or depressive symptoms. The working methods are known group-based educational methods that have also been used in other social skills trainings. The following section will frame these theoretical assumptions within the wider literature on resilience trainings. First, the concept of resilience is thoroughly defined and its application in resilience trainings discussed. Second, the rise of resilience-based methods is framed within general evolutions in psychology. Third, the possibilities of resilience trainings as a tool for social crime prevention are discussed. Fourth and finally, a systematic review of such resilience trainings is conducted in order to assess their effectivity in social prevention, and to inform the theoretical models of BOUNCE.

##### 4.1.2.1. Defining resilience in resilience trainings

In the psychological literature and the literature surrounding social prevention, multiple definitions of resilience and its constituting elements can be found. Classical theories from the 1980s considered it mainly as a personal *trait*, activated in response to trauma (Cyrułnik, 2009; Rutter, 1985). For example, Masten (2011) defines individual resilience as *"an individual experiencing good outcomes in spite of serious threats to adaptation or development"*. Meanwhile most scholars have come to agree that resilience is a dynamic *skill*, dependent upon contextual factors beyond the individual's personality (Fergusson & Horwood, 2003; Henley, 2010; Luthar et al., 2000; Van Regenmortel & Peeters, 2010). In addition, a proactive element has been added to the contemporary definitions: being able to develop increased competence to cope with future threats (Obrist, Pfeiffer, & Henley, 2010). Resilience, in this

sense, has developed into a *skill* that can be *trained* through practice, opening ways for use in (crime and extremism) prevention: already without having experienced significant adversity in the past, children may learn how to be resilient in the future.

This central element of positive coping is related to a range of promotive factors that help to “*protect or mitigate the effects of exposure to adversity*” (Fergusson & Horwood, 2003). These ‘resilience factors’ include personality factors (e.g. self-esteem), family factors (e.g. parental attachment) and broader contextual factors (e.g. social living conditions) (Fergusson & Horwood, 2003; Tarter & Vanyukov, 1999). From a socio-ecological perspective, resilience is considered as the interplay between risk and promotive factors (Lee & Stewart, 2013). However, the conceptual difference between promotive factors and resilience elements is often vague (Henley, 2010; Ungar, 2004), making the construct of resilience subject to criticisms that it is a conceptual umbrella for a range of positive personality traits and social resources (Tarter & Vanyukov, 1999).

This umbrella may cover a lot, but what is clear, is that resilience is constituted of individual, social and ecological elements. For example, Whyard (2010) summarises resilience as three personality skills: sense of mastery (i.e. optimism, self-efficacy, adaptability); sense of relatedness (i.e. sense of trust, social support, tolerance); and emotional reactivity (i.e. sensitivity, recovery, impairment). Bennett and Aden (2011) define and measure resilience as “the 5 C’s”: Confidence (i.e. self-efficacy, self-knowledge, optimism, hardiness), Commitment (i.e. goal setting, identity, personal structure), Community (i.e. social support and connectedness), Compassion (i.e. social skills, integrity, virtues, responsiveness), and Centering (i.e. positive coping, problem-solving). In the BOUNCE trainings, a similar combination of skills and resources is used, summarised in the seven elements explained above (Euer et al., 2014). BOUNCE makes use of the same focus on self-esteem, identity, goal-setting, social support and social skills – building upon existing protective factors coming from personal, social and contextual resources.

For example, the emphasis on social support shows strong similarities with Coleman’s (1988) Social Capital Theory. The core idea of this theory is that social resources (i.e. trust, reciprocity, support) shape life trajectories and that some institutions, such as the family, are better at providing these functions than others. Increased social capital, in turn, might lower youngsters’ chances of engaging in delinquency (Wright, Cullen, & Miller, 2001). This example seems to imply that effects of resilience are in fact mediated by protective factors such as social capital.

However, a criticism based on labelling theories (Farrington & Murray, 2014) would oppose this presumed set of protective factors that make someone to be labelled as ‘resilient’. Rather, Ungar (2004) claims that resilience is a personal construct, different for every person. This corresponds to symbolic interactionist interpretations of identity, as described by Mead (1934) and Cooley (1902). For example, whereas youth delinquency is often labelled as a sign of vulnerability, it may just as well enhance youngsters’ resilience by increasing their locus of control, group attachment, and self-esteem. Who, then, will define that this youngster is vulnerable instead of resilient? Ungar (2004) calls for a constructionist discourse on resilience, allowing youngsters to define for themselves what they understand as resilience, rather than following the assumed ecological risk factor-approach. Following this conception, resilience is “*the result of negotiations between individuals and their environments to maintain a self-definition as healthy*” (Ungar, 2004).



#### 4.1.2.2. *Resilience within the positive psychology movement*

The concept of resilience is rooted in developmental psychology, after some major publications in the field in the late 1970s. One major source of inspiration was the concept of *self-efficacy* as developed by Albert Bandura (1977), one of the founding fathers of cognitive social learning theory. Bandura claimed that individuals can overcome stressful situations and anxieties by believing in their own effectiveness to cope with stress and fear. The higher one's self-perception of efficacy to cope with stress (defined as 'self-efficacy'), the better one will be able to cope with adversity (Bandura, 1982). In order to change behaviour, treatment should focus on changing an individual's cognitive appraisal (interpretation) of both their own performances and emotions, and vicarious experiences or observations (Bandura, 1977). Self-efficacy has been proven to be a determining factor for motivation and goal attainment (B. J. Zimmerman, Bandura, & Martinez-Pons, 1992).

A focus on self-efficacy and resilient factors fits into the *positive psychology* (henceforth: PP) movement, which started in the early 2000s (Seligman, 2002). Seligman (2002) believes that building strength will prevent mental illness: *"there is a set of buffers against psychopathologies: the positive human traits. (...) by identifying, amplifying, and concentrating on these strengths in people at risk, we will do effective prevention."* Strengthening youngsters' resilience as a means of crime prevention aligns with this same psychology paradigm of the 21<sup>st</sup> century. In the new paradigm, individuals are seen as active decision-makers, who can become efficacious. The personal strengths built through therapy include, amongst others, optimism, future-mindedness, finding purpose and interpersonal skills; at the group level, positive strengths are e.g. responsibility, altruism, tolerance and civility (Seligman, 2002; Seligman, Steen, Park, & Peterson, 2005). Wong (2011) summarises PP as a balanced view that focuses on *"how to bring out the best in people in good and bad times in spite of their internal and external limitations."* By others, PP is criticised for its focus on 'positive emotions' and 'positive outcomes', because this implies a binary division between what is positive and negative, which is rather a subjective appraisal (Lazarus, 2003). For example, anger may be positive when it is righteous, or it may bring a positive outcome such as sense of mastery.

The framework of PP demonstrates that resilience trainings are only one application of this strength-based and empowering approach of prevention. We can also see strong similarities with the *Good Lives Model* (henceforth: GLM) of offender treatment and rehabilitation, which guiding premise is that all meaningful human action *"reflects attempts to achieve primary human goods"* (Ward & Stewart, 2003). In criminal behaviour, offenders are using socially unacceptable means to obtain their goals. GLM therapy wants to strengthen both personal skills and contextual conditions so that individuals can obtain their primary human goods in socially acceptable ways, and increase their overall well-being (Ward & Stewart, 2003). The GLM complements the traditional Risk-Need-Model of Andrews, Bonta, and Wormith (2011) by including not only risk factors, but also protective factors on the individual and situational level. Although contemporary scholars tend to share the complementary view, in the past, both models have been presented as theoretical rivals.

Another similarity is to be found with the *empowerment discourse* (henceforth: ED), which considers the well-being of individuals in relation to their social, political and ecological context (Rappaport, 1984; M. A. Zimmerman, 2000). The paradigm works on multiple levels: (1) the individual, psychological level – corresponding to self-efficacy and self-confidence (*"power from within"*); (2) the organisational level – corresponding to social support (*"power with"*); and (3) the community level – corresponding to power to change life conditions, (*"power to"*) (Van Regenmortel & Peeters, 2010). The latter implies that

individuals gain some critical understanding of their socio-political environment (M. A. Zimmerman, 2000). Resilience, in this light, is context-dependent and not a mere personal trait. For example, a systematic review by Morton and Montgomery (2013) found no effects of youth empowerment programmes on youngsters' self-efficacy or self-esteem. This might signify their narrow focus on the individual without contextual considerations. Indeed, M. A. Zimmerman (2000) stresses that community empowerment is *"not simply the aggregate of many empowered individuals."* Therefore, there are now resilience trainings in place that also integrate the youngsters' network, hoping to empower their social support and life conditions as well (Euer, Krols, et al., 2014).

The similarities between PP, GLM and ED demonstrate that the present focus on resilience is rooted in a wider paradigm shift within psychology. Indeed, the BOUNCE training highlights the importance of positive endorsement and no judgement, most notably by means of the appreciative inquiry method (Euer, van Vossole, et al., 2014). Resilience trainings will often make use of the same methods as social learning theory and target the same personal skills and civic virtues as GLM. The following section therefore aims to analyse what the added value of these resilience trainings is.

#### 4.1.2.3. *Resilience as a tool for social crime prevention*

Crime prevention has a myriad of broad and narrow definitions. Broad definitions include social and economic harms caused by crime, whereas narrow definitions only look at the prevention of acts from happening, thereby often using a counter-factual approach: had we not intervened, the event would have occurred. In the present report the following definition by Bjørgo (2016) is used: prevention is *"reducing the occurrence of future criminal acts and reducing the harm caused by crime"*. Following Wikström and Torstensson (1997), crime prevention refers to interventions that either lower individual crime propensity, or that influence the individual's (micro-)ecological settings wherein their motivations for criminality arise. Given its similarities with protective factors, enhancing youngsters' resilience might help to reduce social problems such as delinquency.

A variety of societal actors are responsible for crime prevention, going from police to public agencies, schools, voluntary organisations, parents and other actors in civil society (Bjørgo, 2016; Sutton, Cherney, & White, 2013). In line with Pawson and Tilley (1997), preventive measures depend on the context to reach their effects. An initiative may be effective for one individual in a particular situation, but not effective for another individual or in a different situation.

The social crime prevention model consists of community and developmental prevention and is targeted at combatting breeding-grounds of criminality: it wants to prevent people from engaging into criminal activities by influencing those factors that push them into crime. Just as risk factors for criminality are to be found on multiple levels, social prevention will therefore also be necessary on the individual, group and societal level (Bjørgo, 2016). Depending of the urgency of the prevention, the target group may be primary (universal), secondary (selective) or tertiary (indicative).

Resilience trainings can be given as an individual or group-based training and then part of a social crime preventive intervention. Such trainings aim at strengthening individual resilience, believing in the theoretical mechanism that increased resilience will lower vulnerability to crime. To that end, resilience-trainings can often be categorised as universal (primary) prevention, or as selective (secondary) prevention when they are provided to risk groups. This makes clear that the categorisations are not perfect. Indeed, some school-based resilience trainings have been taught to an entire group of children

at once.<sup>10</sup> Other programmes focus on specific groups of vulnerable children, such as children with a migrant background,<sup>11</sup> a specific gender,<sup>12</sup> or a combination of those.<sup>13</sup> Within this early and general prevention, resilience trainings fit into the positive psychology paradigm: without mentioning the problem that they want to overcome, they focus on strengthening good qualities of the participants and their social networks. Such social prevention programmes are an important feature in multi-agency prevention of crime, and of violent radicalisation (Bjørger, 2016).

#### 4.1.2.4. A systematic review of resilience trainings

The introduction of this report already provided insights in the recent increase of resilience trainings as social prevention programmes. In order to find empirical evidence of resilience-based prevention, this study has reviewed the literature on resilience trainings and their effects on youth wellbeing and internalising or externalising symptoms. Such review may contribute to better understanding of the effects of resilience trainings, because its relative novelty in the prevention literature has not yet provided us with much empirical evidence. A full methodology of this systematic review can be found in Annex I of this report. Three research questions were the main focus of the systematic review:

- (1) To what extent are resilience trainings subjected to a scientific evaluation?
- (2) What kind of effects of resilience training are reported in the literature regarding youth well-being and / or juvenile delinquency?
- (3) What are the *promising practices* of successful resilience trainings for youngsters?

Within our screening process, initially 1176 sources were found to match the inclusion criteria and 249 were screened for eligibility (see search flow diagram in Annex I). When considered eligible, 35 studies were selected for full text review and 16 were included in the final review. This means that only a minority of existing resilience programmes (that are frequently used and promoted) was found to be evaluated by scientific actors.

Most excluded studies were non-eligible because they were not evaluating actual interventions, but more the concept of resilience (N=81). Another share of studies was excluded because the evaluated interventions were not meant for youngsters in our target age group (12-18 y.o.) (N=57). Finally, many interventions were not explicitly resilience-based (N=41), not preventive (N=19), or not evaluated (N=16).

**Intervention characteristics.** The 16 included studies only related to 10 separate resilience-building trainings, two of which were derived from the same baseline intervention.<sup>14</sup> Table 2 describes the evaluated interventions.<sup>15</sup> Most studies did not include an extensive intervention description (process

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<sup>10</sup> E.g. the UK Resilience Programme (Challen, Machin, & Gillham, 2014) and Op Volle Kracht (Kindt, Kleinjan, Janssens, & Scholte, 2014; Tak, Lichtwarck-Aschoff, Gillham, Van Zundert, & Engels, 2016; Wijnhoven, Creemers, Vermulst, Scholte, & Engels, 2014)

<sup>11</sup> E.g. the Diamant resilience-training in the Netherlands (Feddes, Mann, & Doosje, 2015)

<sup>12</sup> E.g. Rock & Water training to prevent sexual aggression of teenage boys (de Graaf, de Haas, Zaagsma, & Wijzen, 2015)

<sup>13</sup> E.g. the Strong Teens (Jóvenes Fuertes) programme for native Mexican girls in the US (Castro-Olivo, 2014)

<sup>14</sup> The UK Resilience Programme and the Dutch version Op Volle Kracht ("At Full Force") are derivatives of the same evidence-based Penn Resilience Programme (PRP).

<sup>15</sup> A full codification of the included programmes and their working methods can be found in Annex I.

evaluation) or logic model (mechanism evaluation), so several training characteristics could not be specified in our review. These were coded as a missing value.

- With regard to the *type of therapies* used, most interventions were based on cognitive-behavioural therapies (N=7) or social learning models (N=2), or combinations. For example, Rock and Water used psychophysical methods, More Than a Game used football and sports-related activities. Psychophysical learning is similar to cognitive behavioural methods: children learn to know their bodies and reflect upon their behaviour and feelings. The precise content is not always specified in the text, in the absence of a process evaluation. This makes it difficult to compare the training outlines and more so their separate exercises. However, the majority makes use of group discussions and role plays to make children reflect upon their behaviour and feelings.

Table 2: Intervention descriptives (N = 16)

Training characteristics	Coding	Frequency
<b>Therapy type</b>	Cognitive-behavioural	7
	Social learning	2
	Psycho-physical	1
	Other	3
	Missing ( <i>no data</i> )	3
<b>Prevention type</b>	Primary (universal)	7
	Secondary (selective)	8
	Tertiary (indicated)	1
<b>Integrated programmes</b>	Parents training	1
	Teacher training	4
	Combination (community)	2
	Other	2
	None	7
<b>Training duration</b>	< 10 weeks	1
	10-12 weeks	8
	≥ 12 weeks	4
	Missing ( <i>no data</i> )	3

- The *prevention type* was mostly primary (N=7) or secondary (N=8). The primary programmes are usually school-based interventions for entire classes. The secondary programmes are usually targeted at a specific gender or risk setting. Only one programme is indicative (tertiary) prevention, this is the trial of OVK for girls with elevated depressive symptoms (Wijnhoven et al., 2014).
- All interventions in the included studies have at least one part of group-based youth trainings, but several trainings included *multiple target groups* by adding a complementary parents training (N=1), extra guidance for teachers (N=4) and/or a combination of both, or wider community involvement (N=2). Two interventions used *integrated actions*, reflecting multi-systems therapies (multiple partners involved). In More Than a Game the youth received a police-led workshop about conflict resolutions and a 3-day leadership camp in addition to their resilience training (Johns, Grossman, &

McDonald, 2014). The BRAVE project included a buddy system among youngsters (peer-to-peer) and individual mentoring by professionals (Griffin Jr, Holliday, Frazier, & Braithwaite, 2009).

- *Training duration* varied between 3 to 27 sessions over a course of 9 weeks up to 2 years. The majority of the trainings have a duration of approximately 3 months (10 to 12 weeks, N=8). Programme duration was not mentioned or varying in 3 studies, these were coded as a missing value.

**Evaluation of effects.** When evaluating the effects of resilience trainings, it is useful to look at the reduce of both internalising and/or externalising symptoms. However, for early prevention, there is no certainty that the youngsters would develop these symptoms even without having followed their training programme. Hence the focus of the prevent review was mostly on the effects on particular resilience factors.

Table 3 shows the descriptive effects found in all included evaluation studies. Since almost all studies measure resilience differently, effects could not be compared on their size, only on their sense (positive or negative) and their significance. Significant effects in the intended sense are highlighted in green, non-significant effects or only for particular groups are highlighted in orange. The BRAVE project, for example, was only found to significantly reduce smoking, but no other types of drug use, thus being scored as 'partly significant'.

As explained above in the intervention descriptives, resilience as a whole is only used twice as a dependent variable. Rather, the main dependent variables are the internalising or externalising symptoms that the intervention wishes to target. Such research designs make it difficult to make conclusions about indirect (moderating or mediating) effects of resilience on the final outcome (i.e. depression, anxiety, aggression). Further, all positive final effects are to be reduced to similar (evidence-based) programmes. For example, the FRIENDS programme significantly lowers anxieties in all included studies (Barrett, Sonderegger, & Sonderegger, 2001; Gallegos-Guajardo, Ruvalcaba-Romero, Langley, & Villegas-Guinea, 2015; Iizuka, Barrett, Gillies, Cook, & Marinovic, 2014; Rodges & Dunsmuir, 2015). 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.

Furthermore, the effects on the final outcomes are often not significant. The effects of OVK on reducing depression are only significant in one study (Wijnhoven et al., 2014). The other studies of UKRP and OVK find no significant reduce in depressive symptoms, which corresponds to previous meta-analytical evidence about the use of the PRP (Bastounis, Callaghan, Banerjee, & Michail, 2016). The effects of Resilient Families are only significant for adolescents with moderate depressive symptoms (Buttigieg et al., 2015) and no effect of the intervention on alcohol and drug use is found (Toumbourou, Gregg, Shortt, Hutchinson, & Slaviero, 2013).

Table 3: Description of effects

Source <i>Authors</i>  <i>Intervention</i>		Outcomes									
		Resilience	Elements of resilience					Internalising conditions		Externalising conditions	
		<i>Combined measures</i>	Self-efficacy	Self-esteem	Self-knowledge	Coping	Social support	Depression	Anxiety	Aggression	AOD use
Barrett et al. (2001)	FRIENDS			+ *		0		- **	- **		
Buttigieg et al. (2015)	Res. Families							- (*)			
Castro-Olivo (2014)	Strong Teens	+ *									
Challen et al. (2014)	UKRP							+ (n.s.)	- (n.s.)		
de Graaf et al. (2015)	Rock & Water		+ *	+ (n.s.)	+ *					- *	
Feddes et al. (2015)	Diamant			+ (n.s.)						- (n.s.)	
Gallegos et al. (2015)	FRIENDS				+ (n.s.)	+ *			- **		
Griffin et al. (2009)	BRAVE									0	- (*)
Iizuka et al. (2014)	FRIENDS								- ***	0	
Johns et al. (2014)	More Than a Game			+ (qual.)			+ (qual.)				
Kindt et al. (2014)	OVK							- (n.s.)			
Lee & Stewart (2013)	HPS	+ **					+ ***				
Rodges & Dunsmuir (2015)	FRIENDS								- *	0	
Tak et al. (2016)	OVK							0			
Toumbourou et al. (2013)	Res. Families										0
Wijnhoven et al. (2014)	OVK							- **			
Frequency of measurement		2	1	4	2	2	2	6	5	5	2
Significant effects		2	1	1	1	1	1	2	4	1	0
N = 16. * = p < 0,05; ** = p < 0,01; *** = p < 0,001. n.s. = non-significant; 0 = no effect found; (*) = effect only partly significant, not for the entire sample; qual. = indicative results from qualitative analysis.											

Still, various significant positive effects of resilience trainings on different resilience factors can be noticed. Self-efficacy, self-esteem and positive coping skills are found to increase in all studies who measured it. The effects of FRIENDS (Barrett et al., 2001), Strong Teens (Castro-Olivo, 2014) and the Rock and Water intervention (de Graaf et al., 2015) seem to be the most promising in this regard. The integrated approach of Health Promoting Schools (Lee & Stewart, 2013) is effective at both raising personal resilience as well as enhancing youngsters' social support. On the basis of these effective interventions it is useful to find promising practices in their working approaches.

**Promising practices of resilience trainings.** Without a process evaluation it is not possible to assess whether the observed changes are related to the (in)correct execution of the preventive programme (Swanborn, 2007). Hence, due to limited intervention descriptions in our systematic review, it is difficult to ascribe the effects to specific *promising practices* of the interventions. On the basis of the intervention descriptions in table 2 and Annex I, only some of the methods used may be compared with their respective outcomes.

- The use of *cognitive learning methods* has been suggested as an effective prevention strategy in previous reviews (Farrington & Welsh, 2008; Wikström & Treiber, 2008). This corresponds with the findings from the systematic review: role plays and group discussions are often used to help the youngsters to identify their feelings. Similarly, the positive effects of sports on youth wellbeing and coping has been described (Johns et al., 2014).
- Some programmes, such as Health-Promoting Schools or More Than a Game, used more *integrated approaches*. These are targeting not only the individual elements of resilience, but also the wider social and contextual factors. Both have positive effects on resilience (or the resilience factor '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. The Resilient Families intervention, although also including a parents training, is not found effective in lowering depressive symptoms (Buttigieg et al., 2015; Toumbourou et al., 2013). Merely adding a parents training is thus not enough: a real integrated approach should also guide teachers and build community ties. It must be noted that Resilient Families was a 10-session programme as part of the student curriculum, with less active methods as the other included interventions. Effectivity may also be influenced by these different working methods.
- In addition, the *trainer's profile* might influence the effectivity of the intervention. Some programmes are taught by the children's teacher (trained before-hand by professionals), others are given by trained psychologists or social workers. Even others use external role models to give a workshop (e.g. police officers in More Than a Game). None of the studies in the review gave an elicitation on the *attitude of the trainer*, so it cannot be deduced from the present review whether an open trainer's attitude is a promising practice for intervention effectivity, nor if an emancipatory view on participants (equality between trainer and youth) is promising.
- The *setting* of the trainings is important as well: is it given in school or elsewhere? This often aligns with the nature of participation. Effects of trainings might be higher when *participation* is voluntary. Primary prevention is often school-based: children must follow the training within their school curriculum. It may be noticed from table 3 that most successful programmes are secondary

prevention for specific risk groups. They are more often reached by voluntary interventions instead of class-based approaches.

All these promising working elements are further discussed with respect to the BOUNCE<sup>Up</sup> tool in the process evaluation. This systematic review has shown that resilience trainings may be effective, but that they largely make use of working methods from existing social skills trainings in youth work and that they should be embedded in the youngster's environment.

#### 4.1.3. Interim conclusion: The working theories of BOUNCE

This first descriptive analysis has explained the theoretical models on which BOUNCE is assumed to rely on to be effective. The BOUNCE<sup>Up</sup> train-the-trainer tool is not meant for the youngsters themselves, as the studies from the systematic review, but for first-line workers. Its objective is to train first-line workers into applying the BOUNCE tools in their own city. Aside from teaching them the ten BOUNCE<sup>Young</sup> sessions, the BOUNCE<sup>Up</sup> training also provides additional theory on prevention. A review of the literature has shown that BOUNCE aligns with broad definitions of resilience, considering resilience as a socially dynamic skill (not a fixed personality trait). The BOUNCE approach is also based on a positive point of view, aligning with the Positive Psychology paradigm that has been rising since the early 2000s. The prevention model is based on Wiktorowicz' (2004) *cognitive opening* model: resilience is considered as a buffer against traumatic experiences, making youngsters less susceptible for violent discourses and delinquency.

The systematic review has shown that not all theoretical assumptions are feasible in practice: half of all included programmes has not been proven effective. However, the review has shown that many resilience-based trainings make use of existing elements from social skills trainings. What makes the interventions effective are not only its inherent working elements (such as group size, training methods and interactions), but also its embeddedness in local structure. A multi-agency approach is suggested to make BOUNCE more effective in various contexts. This means that local authorities should be well informed before the training starts and that integrated youth services are theoretically a more ideal setting for BOUNCE than fragmented services. This point of interest is repeated in the following sections as well.



## 4.2. PART II: Process evaluation of the BOUNCE<sup>Up</sup> tool

The second part of the evaluation concerns the process patterns of the BOUNCE<sup>Up</sup> trainings: how are the trainings taught, what conditions should be met. Instead of asking which theoretical models are feasible, this part deals with the question: *in what context* could BOUNCE work? This part makes use of the data from the participatory observations during BOUNCE<sup>Up</sup> trainings, from the post-training questionnaires and from the semi-structured interviews with 50% of all participants.

### 4.2.1. BOUNCE<sup>Up</sup> training outline

The participatory observations provided insight into the training outline and the reactions of participants. Particular quotes from observations will be included in the evaluations below, according to the same thematic codes as the follow-up interviews. The BOUNCE<sup>Up</sup> trainings make use of a wide range of exercises, each focusing on various aspects of resilience. The BOUNCE<sup>Up</sup> training includes exercises of all ten BOUNCE<sup>Young</sup> sessions, accompanied by additional theoretical background about resilience, crime prevention and radicalisation. Another important feature of the training are its energizers (brief plays to lift participants' energy) and its group reflections (open evaluations after each session and at the end of each training day). Table 4 below shows a summarised overview of the BOUNCE<sup>Up</sup> training content. For each BOUNCE<sup>Young</sup> session, it is indicated what element of resilience is targeted by it. The elements listed are those as named by the trainers during the training. A full explanation of the exercises and sessions can be found in Annex III.

Table 4: BOUNCE<sup>Up</sup> training outline

Timing	Content	Elements of resilience strengthened
<b>Day 1</b>	Introduction: Origins of BOUNCE	
	BOUNCE <sup>Young</sup> session 1: Who and What	Acquaintance, safety
	BOUNCE <sup>Young</sup> session 2: Group work	Group safety, connectivity
	BOUNCE <sup>Young</sup> session 3: Talents and strengths	Self-knowledge, self-confidence
	Theory: Resilience, prevention and radicalisation	
	BOUNCE <sup>Young</sup> session 4: Standing strong	Psychophysical self-awareness
	BOUNCE <sup>Young</sup> session 5: Staying strong	Self-awareness, personal boundaries
	Theory: Experiential learning	
<b>Day 2</b>	Theory: The BOUNCE perspectives	
	BOUNCE <sup>Young</sup> session 6: Can you feel it?	Self-awareness
	BOUNCE <sup>Young</sup> session 7: Information and influence	Critical insight in media
	BOUNCE <sup>Young</sup> session 8: Think about it	Critical insight in prejudices
<b>Day 3</b>	BOUNCE <sup>Young</sup> session 9: Where am I who?	Social identity, knowing your resources
	BOUNCE <sup>Young</sup> session 10: Future-proof	Sense of purpose, positive outlook
	Implementation support	
	Evaluation	

#### 4.2.2. Participants' satisfaction

Participant's appraisals of the BOUNCE<sup>Up</sup> training were measured during the training (observational), immediately after the training (quantitative surveys) and after six weeks (telephone interviews). The post-training questionnaires showed highly positive appraisals of the training, as to be read from table 5 below. All scores are mean scorings on 6- or 7-item scales. The scores of appraisal were found independent of participants' gender, age, job experience or city.

Table 5: Participants' satisfaction with the BOUNCE<sup>Up</sup> training

Indicator	Average score (0-10)	Scale reliability
Clarity of content	7,29 (S.E. = 1,25)	N = 91 (Missing = 10) C.A. = 0,732
Satisfaction with content	7,66 (S.E. = 1,46)	N = 86 (Missing = 15) C.A. = 0,778
Satisfaction with trainers	8,39 (S.E. = 1,09)	N = 94 (Missing = 7) C.A. = 0,727
Satisfaction with exercises	8,04 (S.E. = 1,31)	N = 94 (Missing = 7) C.A. = 0,809
S.E. = Standard Error; C.A. = Cronbach's Alfa		

Both during the training observations as well as in the post-training surveys, participants expressed that they were overall highly satisfied with the BOUNCE<sup>Up</sup> training. For example, univariate analysis shows that participants largely perceived the training to clarify the concepts and methods, given that the overall scoring is positive. In addition, when asked if the trainers used clear explanations, 53,5% of participants answered "agree" and 31,7% "largely agree" (see also table 7). Both the clarity of content and the satisfaction with the trainers were statistically independent of the participants' city, job, age or gender.

**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, 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. The following quote reflects what trainers consider as the added value of the BOUNCE training, as compared to other trainings:

*"What I find really beautiful is this group process where you, well, this combination of physical, emotional, and also cognitive. (...) That you have such a clear focus and that you are so concentrated, which also brings vulnerabilities to the front. (...) So you have a certain depth, and I doubt that you can achieve this in regular youth work."* (Trainer 2, December 2017)

**Weaknesses of BOUNCE<sup>Up</sup>.** This process analysis has also shown that several training elements remain unclear for participants, most notably the link of BOUNCE with (preventing) radicalisation. This led to rather critical statements of the financial support for BOUNCE:

*"What I didn't like is that, it is linked to radicalisation, while I got the idea that this is not the main [motivation] of the programme. (...) So then, I think [to myself], why do you even say it? Let us suppose that it's for extra money. So, I thought that was a pity."* (Groningen, follow-up)

This confusing focus is again related to the lack of transparent communication before the BOUNCE<sup>Up</sup> training started, both towards participants as well as towards their superiors at the managerial and policy-level.

*“This radicalisation and this resilience, the combination of both themes (...) yes, maybe we don’t frame it enough. But I also notice, regardless of how well you explain it, once you have framed it as a programme relating to radicalisation, it is very hard to change (...) because just try to explain that it has something to do with radicalisation, but at the same time it hasn’t.” (Trainer 3, December 2017)*

Moreover, more up-to-date theory of prevention should be included in the training, clarifying the place of BOUNCE within the prevention chain. Other weaknesses mentioned by participants were situated more externally of the training outline, on a supportive level. These are discussed in the implementation part in chapter 5.2.

#### 4.2.3. Promising practices of BOUNCE<sup>Up</sup>

The try-out of BOUNCE<sup>Up</sup> trainings in ten different contexts provided the opportunity to compare what went well across different settings. Follow-up interviews with participants provided good insight in the positive aspects of the training methods, exercises, and trainers. This feedback may be used to create a list of promising practices. Note also that the systematic review had only shown very general working elements (e.g. integrated working styles, role plays, psychophysical methods), as few included studies had conducted a complete process evaluation.

Half of all follow-up respondents was asked straight-out to name what they found to be working elements of their BOUNCE<sup>Up</sup> training. The findings are listed in Table 6 below.

Table 6: Promising practices of BOUNCE<sup>Up</sup>

Indicator	Working elements	
	As named by participants (N = 24)	As named by trainers (N = 5)
<b>Training outline</b>	<ul style="list-style-type: none"> <li>• Complete BOUNCE<sup>Young</sup> programme</li> <li>• Self-reflection through exercises</li> <li>• Well-structured</li> <li>• Low profile, fun, concise</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of 10 sessions</li> <li>• Safe climate</li> <li>• Group processes</li> <li>• Critical reflections</li> <li>• Congruency with working field</li> </ul>
<b>Exercises <sup>16</sup></b>	<ul style="list-style-type: none"> <li>• Standing strong</li> <li>• Personal boundaries</li> <li>• Mental strength</li> <li>• Role plays</li> <li>• Energizers</li> </ul>	<ul style="list-style-type: none"> <li>• Standing strong</li> <li>• Identity-building, critical thinking</li> </ul>
<b>Trainers profile &amp; attitude</b>	<ul style="list-style-type: none"> <li>• Respectful, accommodating, authentic, friendly</li> <li>• Flexible, listening</li> <li>• Competent, clear</li> <li>• Equality, no hierarchy</li> <li>• Two different profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Openness, no judgment, positive attitude, friendly, safe</li> <li>• Listening, attentive</li> <li>• Two different profiles</li> <li>• Equality</li> <li>• Competence, expertise</li> </ul>

<sup>16</sup> Full response list can be found in table 9.

		<ul style="list-style-type: none"> <li>• Understand target group</li> <li>• Experience with policy-making</li> <li>• Awareness of own role towards youngsters</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Two rooms, moving around</li> </ul>	<ul style="list-style-type: none"> <li>• Large space needed, one active part, one theoretical</li> <li>• Privacy</li> <li>• Infrastructure and catering</li> </ul>
<b>Participants</b>	/	<ul style="list-style-type: none"> <li>• Experienced youth workers</li> <li>• Possibility to spread BOUNCE</li> <li>• Support from policy-level</li> <li>• Between 8 and 12</li> <li>• Full attendance, no dropouts</li> </ul>

All elements listed in the table above are now discussed in more detail and compared to the opinions of the trainers and knowledge from educational literature.

#### 4.2.3.1. *Role of the trainer*

The trainers' attitude was well enjoyed by all participants: on all 7 items in the survey regarding the trainers' working styles, participants agreed or highly agreed with the given statements (see table 7).

Both trainers and participants have mentioned the need for particular trainer characteristics when giving a BOUNCE<sup>Up</sup> session. This was also noted during the implementation support trainings. As working elements, our respondents named multiple character traits and attitudes that are optimal for trainers (see table 6). Most commonly mentioned are the need for **respectful listening**, **friendliness**, taking an **equal position** to participants, and being **competent** in what they do.

Table 7: Satisfaction with training style (quantitative survey, post-training)

The BOUNCE <sup>Up</sup> trainers...	Mean (S.E.)
...sufficiently allowed for my own contributions.	1,57 (0,60)
...taught the training in a pleasant matter.	1,82 (0,38)
...focused on each participant's strengths.	1,35 (0,85)
...used good examples.	1,50 (0,73)
...made use of sufficient supporting materials.	1,65 (0,56)
...sufficiently took into account my own city's context.	0,67 (0,97)
...took into account my own experiences with youngsters.	1,03 (0,82)
<b>Overall satisfaction with training style:</b> N = 94 (Missing = 7) Cronbach's alfa = 0,727 Scale: [-2, 2]	<b>1,37 (0,45)</b>

Participants also mentioned the combination of trainers as a working element. They said that the mix of **two different trainer profiles** were something 'to reproduce'. The differences named were their age, sex, nationality and expertise. These profile differences were not all mentioned by the trainers in their evaluation interviews. The trainers mostly referred to the utility of complementary expertise. However, the age and gender difference of trainers, although they seem trivial, relate to the dynamics between trainers. For example, in a group with two male trainers from the same age, participants still made notice of their different physical appearance as to saying that they made a "jolly pair". It seems that two different trainers might increase the interaction and fun during the training.

The trainer's attitude is also important when working with youngsters. Training skills of course relate to a priori affinity with youth work and will not be developed in one BOUNCE<sup>UP</sup> training (Fixsen, Blase, Naoom, & Wallace, 2009). As one participant said in Sweden during the implementation support: "Maybe I'm the method." This reflects the presence of certain character traits and attitudes that are difficult to learn in a training. It is therefore also worth questioning how the preselection of participants may influence the execution and implementation of BOUNCE in a city (further discussed in part 5.2.3. below).

#### 4.2.3.2. Role of the participants' profiles

An important question for the continuation of BOUNCE in each city relates to the pool of participants and their professional activities. This will be discussed more extensively in the outcome evaluation in part III below, regarding the outcomes of the trainings. However, the participant sample might also influence the training processes, regarding interaction and participants' input. Participants have not made any comments about their own role within the training, so all findings in this regard are based on the trainers' comments. Table 8 provides a demographic overview of the participant sample in each pilot city and in total.

As can be read from table 8, the group size and the composition of each city's sample differs along gender, age, educational level and job experience. For example, Groningen and Liège have a relatively older and more experienced group of participants. This might give rise to more input from the local field, but also to more criticism. Groningen and Düsseldorf had a rather manly group of participants, lots of them worked in an outreaching function. In Montreuil, most participants worked at the policy-level without direct contact with youngsters. In Malmö, all participants worked for the same youth organisation, hence no exchange between services was possible. All such sample characteristics have influenced the interactions in the training sessions.

Table 8: Participant sample (descriptive data)

City	N	Age range (mean age)	Gender (% male)	% group-based youth work	Experience (mean years in function)	Dropout
Leuven	11	23-57 (34,82)	45 %	55%	5,09	1 (+1)
Landskrona	6	26-48 (37,83)	50 %	50%	6,50	1 (+ 2)
Bordeaux	14	20-53 (39,78)	57 %	21%	6,07	6
Amsterdam	7	31-49 (36,57)	43 %	29%	4,77	6
Groningen	13	35-61 (45,36)	77 %	31%	12,14	0
Liège	11	32-59 (42,11)	18 %	64%	11,44	1
Düsseldorf	10	25-55 (36,20)	80 %	80 %	7,82	2 (+ 1)
Augsburg	13	24-62 (37,67)	38 %	85%	3,65	3
Montreuil	9	26-43 (30,25)	11 %	33%	3,69	2
Malmö	7	24-47 (32,00)	29 %	43%	1,65	3
<b>TOTAL sample</b>	<b>101</b>	<b>20-62 (37,69)</b>	<b>45 %</b>	<b>50%</b>	<b>6,68 (S.E. = 6,17)<sup>17</sup></b>	<b>25 (+ 4)</b>

It can also be noticed that dropout is often high. Dropout was measured as the number of participants who left during the training or who did not return for the implementation support sessions. In some cities, new participants joined for the implementation support (youth workers in Landskrona, policy-

<sup>17</sup> S.E. = Standard Error

makers in Leuven and Düsseldorf). However, in the total sample, dropout has led to a decrease by one fourth of the sample. This highlights the need for adequate preselection of participants and will be repeated in the long-term evaluation (part 5.2.3.). Trainers have stressed that they want participants to be committed to be present during all three training days, and most preferably also during the implementation support.

From the trainer interviews in December, we could find another share of elements that were required for the participants group. The first is group size, which has ranged between 6 in Landskrona to 14 in Bordeaux. Trainers repeated that ideal group sizes are between 8 and 12 participants, allowing for sufficient discussion while also having enough time to do all exercises.

It is unclear what group composition should be strived for, as trainers have not made comments about the ideal participant profile during training. Whereas the further implementation of the BOUNCE tools will likely be dependent of participants' jobs (see below in part 4.4), the training outline itself has known less patterns in this regard. However, a mix in participants might increase group discussions and provide more opportunities for cooperation.

*"I find it good when there is a mix of participants in terms of job [profiles], that I find a plus. And then preferably people from schooling and youth work, in any case, and maybe some other, related sectors too, coaching and the like. (Trainer 1, December 2017)*

In total, about half of all participants worked with youngsters in a group setting as a daily job (some combining this with individual counselling). These participants likely have the most opportunities to spread the BOUNCE tools afterwards, but also to contribute with own experience to the training.

#### 4.2.3.3. *Role of the setting*

Another process element is the setting of the training: in which **location** are the trainings given? In our follow-up interviews, only two participants made notice of the training venue as a working element. They preferred a large room, preferably two separate spaces so that they could move around. One room for theory and one for practical exercises (without chairs and tables) was expressed as a working element. Trainers made much more notice of the locational aspects of the training, both during their follow-up interviews as well as during the final evaluative focus group.

*"[It is also] physical, you put people in a circle, you go and sit in the circle yourself and you don't just stand as a teacher before the group from behind a desk." (Trainer 1, December 2017)*

Location elements that were mentioned by the trainers were a large space, preferably with enough space to move around and with space to go outside. The location must also safeguard the privacy of the participants, so that no passers-by could disturb the last session. Preferably the same location was used for all three training days, to create a certain comfort place away from their daily jobs. Lastly, some infrastructural and catering requirements were listed (learning materials, flip chart, markers, beamer, and coffee available).

Similar to the setting is the **timing** of the trainings. All trainings were given in the Spring of 2017, but the last three trainings approached the Summer holidays – lowering possibilities for immediate action.

Trainers also stressed that the BOUNCE<sup>Up</sup> trainings should take no longer than three days and that the timing of implementation support should depend upon the participants' demand.

#### 4.2.3.4. Role of the training content

The BOUNCE<sup>Up</sup> training consists of the ten BOUNCE<sup>Young</sup> sessions and additional theory on prevention and radicalisation. Which elements of this training outline could then be distinguished as *promising practices* that should be reproduced in future trainings? The participants' content appraisals, described in chapter b(1) above, have shown that the training content is generally well-understood and supported by participants. The following section is used to discuss these impressions more into depth.

Table 9: New exercises

What exercises did the training teach you? (N=50)		
Exercise **	Corresponding session	Response *
Staying strong (personal boundaries)	5	16
Standing strong (focus & abdominal breathing)	4	14
Mental strength (break the plank)	10	13
The bus	8	11
The tower (treat you right)	6	10
Energizers	all	5
Where am I who?	9	4
Two tasks (chairs)	8	4
Interpretations (first impressions)	8	3
Starting circle	all	3
Talents & strengths	3	3
Media and information	7	2
Other:		6
<i>"All were new for me"</i>		3
<i>"I knew most of the exercises"</i>		2
<i>"Difficult to remember"</i>		1
* one participant may have given 2 or more responses.		
** full descriptions of all exercises can be found in the process evaluation in Annex III.		

Table 9 shows what *exercises* were mostly remembered by participants. The majority of participants referred to the exercises on personal boundaries and comfort zones, from the **staying strong** session (N=16). Likewise, 14 respondents named the exercises on **standing strong**, about focus and abdominal breathing. Third in line was the last exercises about breaking the plank (N=13), which was impressive for many participants because of the focus on **mental strength**. Further, two **role play** exercises were named by a large share of respondents: the bus (session 8, N=11) and the treat-you-right exercise (session 6, N=10). Other participants named energizers (N=4), exercises about connected identity (N=4) and media exercises (N=2) as useful new knowledge. Finally, three respondents indicated that all exercises were new for them, whereas two participants said that the training did not teach them any new exercises. In sum, table 9 makes clear that the **psychophysical exercises** and the two **role play** exercises (the bus and the tower) were widely appreciated and their integrated **group reflections** were said to increase personal experiences and self-awareness. The training sessions that make the most impressions are session 4 and 5, and session 10.

*"We never had the feeling of being manipulated, we had the feeling that we had arrived there naturally." (Liège, follow-up)*

Regardless of the favorited exercises, participants have mostly stressed the importance of the full run-through of the programme. Whereas the separate **exercises** were listed as promising practices by three respondents, most participants stressed the chronology and **structure of ten subsequent sessions** as 'promising' (see table 6). This was equally highlighted by the trainers:

*"The sequence of the sessions, right, of the training. You start off very calmly, let people enter, don't ask any difficult questions in the beginning, give [them] the feeling that everyone is on board, that everyone thinks, 'Okay, I get it here, I can be myself here.' It's called "being real", right? Genuine, yes. And getting people out of their comfort as the training continues. And if you do that (...) then you have a good training." (Trainer 1, December 2017)*

Participants also made comments upon the **dubious lasting effect** of the used exercises. For example, regarding the 'treat your right' exercise from session 6 (the tower), one participant said:

*"We did this exercise in a school [on a theme day about industrial countries vs. developing countries] and everyone was like 'Oh, poor Africa (...)', but later at lunch, maybe 90% of the kids got a whole banquet and 10% got just bread, and then they were so angry (...) even the parents." (Landskrona, training observations)*

*"If you just do a training with youngsters once, I wonder what the effect is. I think it is something that should last longer, or repeated more often in the schooling programme." (Amsterdam, follow-up)*

The long-term effect is a recurring theme that will further be discussed in the outcome evaluation in part III. Another recurring question related to the **added value** of the BOUNCE training.

*I: So what is the added value of BOUNCE as compared to other resilience trainings?*

*"Uhm, because BOUNCE goes even... resilience is mostly about strengthening social skills, in BOUNCE there is also the strengthening of critical awareness... There are a lot of themes in BOUNCE that are not in resilience [trainings]. BOUNCE is about critical awareness, about your identity and so on." (Trainer 3, December 2017)*

#### 4.2.4. Interim conclusion

The data from training observations, evaluation surveys and follow-up interviews with participants and trainers have provided useful insights on the level of support for BOUNCE and pending questions and needs felt by participants.

The most common **positive feedback** on the BOUNCE<sup>UP</sup> training was the fun nature of the programme, the good structure of the training outline, the fact that two trainers were included, both with an open attitude. The integral and broad prevention approach was also listed as a promising practice. It seems recommendable to reproduce these positively rated elements of the BOUNCE<sup>UP</sup> training. On the other hand, some other factors are left uncertain. Participants have expressed that they needed additional **support** on several topics. Mostly, support from their superiors (youth service managers), and a clear



task division within the trainers' pool. Participating youth workers, for example, would rather take on the tools within their jobs than having to convince policy-makers of the need/utility for BOUNCE. They should not be asked to convince their bosses of BOUNCE; rather, the managers should be asked for commitment before they send their employees to the training. These elements of concern will be repeated below in relation to implementation support.

Finally, some **pending questions** relate to the vision of BOUNCE, its presumed link with (preventing) radicalisation and its added value in comparison to other youth work. Trainers should openly communicate about the origins and objectives of BOUNCE, including the original link with radicalisation. A suggestion is to provide more clarity and theory about prevention and continuously update the theories in light of academic progress and current affairs.

Another recurring remark in this light is related to the dubious effect of the exercises. As any social prevention initiative, the effects of BOUNCE<sup>Young</sup> will most definitely depend upon their intensity and frequency and many disturbances may occur in the years after the training. More follow-up research is needed with a specific focus on BOUNCE<sup>Young</sup>. Other questions by participants related to the adaptation of the tools for different target groups. Participants asked for clarification about what to do with BOUNCE<sup>Young</sup> when no fixed group of youngsters was present, or when the youngsters were from different age groups. An adaptation of BOUNCE<sup>Young</sup> for individual counselling settings was also asked. In sum, these pending questions were largely in relation to the continuation of BOUNCE in the city.

### 4.3. PART III: Short-term outcome evaluation of the BOUNCE<sup>Up</sup> tool

The following analysis will focus on the outcomes of the BOUNCE<sup>Up</sup> trainings in the short-term. In order to evaluate the outcomes of an intervention, it must be clear what the intended outcomes are. These are usually formulated in an intervention's objectives. The quality of the evaluation thus depends partly on the preciseness of the objectives: they define what should be evaluated and to what extent.

The BOUNCE<sup>Up</sup> programme has four learning objectives:

- (1) *Participants know the content of the BOUNCE tools;*
- (2) *Participants understand and support the theoretical premises 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.*

In order to be evaluated, all desired outcomes must be operationalised into measurable concepts, i.e. the short-term outcomes. This is done in the four subchapters below.

#### 4.3.1. Outcome 1: Knowledge of the BOUNCE tools

The first outcome to measure is the knowledge-transfer from trainers to participants. A self-evident aim of BOUNCE<sup>Up</sup> is that participants learn something new, i.e. that they know what the three BOUNCE tools consist of. In line with the first objective of BOUNCE<sup>Up</sup>, participants were ought to know the content of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> after their BOUNCE<sup>Up</sup> training. As BOUNCE<sup>Along</sup> was only thought during the implementation support sessions, the post-training first surveys and follow-up interviews only focused on the knowledge of BOUNCE<sup>Young</sup>.

Participants expressed during follow-up that the training mostly taught them **new working methods** (exercises) to work with youngsters. Ten out of them stated to be taught that you can strengthen resilience by using simple, straightforward exercises. However, 9 out of 50 participants also stated that the training did not provide them with any new knowledge, but that *"it is always good to be reminded"*. Five others said that they knew the exercises, but learned how to use them for a broader cause. This was also said during all three training observations.

For others, new knowledge was their own experience of the BOUNCE training, some calling it an 'eye-opener' and a possibility for **self-reflection** (N=6). They said that BOUNCE had made them more aware of their own prejudices and attitudes towards youngsters.

Another important element was the structure of the BOUNCE training and the sequence of the ten sessions (N=6). 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**.

Finally, the theoretical models, the importance of group dynamics and the possibility to train resilience were indicated by a minority of participants as new knowledge.

Table 10: New knowledge

What did the training teach you about resilience? (N= 50)	
New knowledge	Response
Practical working methods, exercises	10
Nothing particular ("just a reminder")	9
Self-awareness (own experience of the training)	6
Structure of the sessions, general working approach	6
How to use exercises that I knew for a new cause	5
Importance of the person (self-esteem, identity)	4
Theoretical models (cf. House of resilience)	2
Importance of group dynamics	2
Clarification of a vague concept	2
Resilience is something that you can gain and train	2
<i>I don't know, I missed the theoretical part</i>	1
<i>Everything I know about resilience, I learned it in the training.</i>	1

In addition, participants were asked what exercises the BOUNCE<sup>Up</sup> training taught them. Their responses were already discussed in part II as *promising practices* of the training outline. Overall, the content of the BOUNCE<sup>Young</sup> sessions seemed to be understood and supported by all participants.

#### 4.3.2. Outcome 2: Support for the theoretical premises of BOUNCE

The second objective of BOUNCE<sup>Up</sup> is to ensure that participants understand and support the five so-called BOUNCE perspectives. This is translated into the next outcome of this short-term evaluation: do participants support the theoretical premises of BOUNCE, i.e. that resilience trainings are useful as a social prevention tool?

A first remark here is the **conceptualisation of resilience** itself, which by times differed across cities. In the post-training surveys, all participants agreed or strongly agreed that the training clarified what resilience means as a concept. However, when asked to describe the concept of resilience during the follow-up interview, participants gave diverging definitions of the concept. This inconsistency in the responses is similar to the various definitions given in scientific literature (*supra*).

Secondly, the **assumed working theories** of BOUNCE are not immediately understood by everyone. For example, the following two quotes from training observations in Bordeaux reflect some concerns with the theoretical assumptions of BOUNCE.

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

*"Resilience, you strengthen it in daily life, not in one training. It's not your practice that will feed BOUNCE, it's BOUNCE that feeds your practice."* (Bordeaux, training observations)

The two comments correspond to academic debates about the role of resilience in coping behaviour. They seem to question the role of BOUNCE in the prevention chain and rather call for more structural improvements. Although this is a valid concern, it does not mean that early prevention programmes

such as BOUNCE are unneeded. Rather, preventive interventions should be embedded into general structural prevention strategies (Fixsen et al., 2009).

Another difference of vision may occur during the last exercise – where participants break a wooden plank with their bare hand, after having built up physical and mental strength by means of kickboxing methods.<sup>18</sup> This exercise was named by 13 participants as very impressive (see table 9), but also left some participants unsatisfied when they did not break the plank. The exercise seems to signify that you can do everything as long as you believe that you can do so, a rather American Dream-like message. This particular vision was not supported by everyone.

*“For me, I make associations with ‘The Secret’ (...) I can’t work with that, I have a lot of problems with that message, especially for youngsters. [That if you only believe that you can do it, that something will happen.] I believe more in practice and training (...) to empower them in their actual network.”* (Landskrona, training observations)

Differences in conceptualisations, visions and prevention strategies should be overcome *before* the BOUNCE<sup>Up</sup> training starts, by providing adequate communication towards cities and participants in advance of their training. A city may then decide to organise a BOUNCE<sup>Up</sup> training, once it has seen that the vision may align with their own prevention methods.

#### 4.3.3. Outcome 3: Short-term implementation of the BOUNCE tools

The third BOUNCE<sup>Up</sup> objective is that participants may and will organise BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> activities in their own cities. This objective is translated into the third outcome, concerning the local implementation of the BOUNCE tools.

On the last day of their BOUNCE<sup>Up</sup> training, participants were encouraged to think about the local implementation of BOUNCE in smaller groups. At this point, most participants presented general plans for the city, and less for their individual organisations. At this point it was usually unclear if they will have the support of their superiors and of the local authorities.

Motivations to organise BOUNCE actions were assessed in the follow-up interviews after six weeks. At that moment, only 10 out of 50 respondents had organised BOUNCE-related activities. Table 11 shows the main reasons why participants had not organised any activities. They mostly reported a lacking mandate in their own jobs (N=14) or insufficient time (N=7) to organise activities. This reflects required financial, organisational and human resources for continuing with BOUNCE activities. 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 BOUNCE<sup>Young</sup> training, only several exercises.

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<sup>18</sup> This exercise resembles the Rock and Water training, that was described above in the systematic review (de Graaf et al., 2015).

Table 11: Short-term implementation of the BOUNCE tools

Have you organised any Bounce actions yourself? (N = 50)	
Implementation after six weeks	Response
<b>Yes</b>	<b>10</b>
Exercises integrated in group trainings	8
Exercises integrated in individual guidance	2
<b>No (Reasons)</b>	<b>40</b>
<i>Bounce does not fit into my daily work</i>	14
<i>Bad timing / no time</i>	7
<i>Bounce is similar to daily work.</i>	3
<i>Waiting for implementation support / plan</i>	3
<i>No reason</i>	13
Are you thinking of organising Bounce actions in the future? (N = 50)	
Further implementation plans	Response
<b>Yes</b>	<b>39</b>
Youth work (in groups)	9
Train co-workers	6
School-based	5
Individual guidance	3
Train parents	2
Create a city network	2
<i>No concrete plans</i>	12
<b>No (Reasons)</b>	<b>11</b>
<i>"I am waiting for the implementation support."</i>	5
<i>"Bounce does not fit into my daily work."</i>	4
<i>"I have no time."</i>	2

On the other hand, the majority (N = 39) was thinking of organising BOUNCE actions in the future. The precise form of these planned activities varies along group-based youth work, school-based programmes and individual guidance. Some participants also wanted to train parents, or their co-workers. Finally, 12 respondents did not have concrete plans of what they wanted to do. In addition, 11 respondents were not planning any activities. They were waiting for more support (N=5), or did not have the opportunity within their job (N=4) or time (N=2). After six weeks, it thus seemed that the BOUNCE<sup>Up</sup> trainings left participants enthusiastic yet uncertain about the continuation of BOUNCE in their city.

*"Overall I find it a really good training. Only, I find it hard to execute it myself. Because you've only lived it as a participant, not from a trainer's perspective. And from your participant's role, you are just doing [it]. I don't know how to help others to do an exercise. That is difficult, yes."*  
(Amsterdam, follow-up, June 2017)

This quote was given before the implementation support sessions, but it reflects an uncertainty that was present for multiple participants and made them reluctant to organise their own BOUNCE actions. Comeback visits during implementation support trainings have shown that little extra activities had

Table 12: Short-term implementation of the BOUNCE tools

City	Training timing <i>Implementation timing</i>	Outcomes		
		BOUNCE <sup>Young</sup> actions	BOUNCE <sup>Along</sup> actions	Facilitative actions
Leuven, BE	March 2017 April 2017, December 2017	<ul style="list-style-type: none"> <li>Teaser sessions for ‘youth ambassadors’</li> <li>Teaser session in youth centre</li> <li><i>Planned</i>: BOUNCE in 4 schools (2018-2019)</li> </ul>	<ul style="list-style-type: none"> <li>3-session programme for parents</li> </ul>	<ul style="list-style-type: none"> <li>1 teaser session for managers</li> </ul>
Landskrona, SE	April 2017 September 2017	<ul style="list-style-type: none"> <li>Full programme in two classes (12 y.o.)</li> </ul>	<ul style="list-style-type: none"> <li>One session for teachers</li> </ul>	/
Bordeaux, FR	May 2017 September 2017	<ul style="list-style-type: none"> <li>Teaser session in two classes (13 y.o.)</li> </ul>	/	/
Amsterdam, NL	May 2017 January 2018	/	/	/
Groningen, NL	May 2017 November 2017	<ul style="list-style-type: none"> <li>Sessions in one class (11-12 y.o.)</li> </ul>	/	<ul style="list-style-type: none"> <li><i>Demand</i> for BOUNCE<sup>Up</sup> instructor training (larger trainer pool)</li> </ul>
Liège, BE	May 2017 November 2017	<ul style="list-style-type: none"> <li>2 teaser sessions in sport club (7-12 y.o.)</li> <li>Loose sessions in afterschool activities (16 y.o.)</li> </ul>	/	<ul style="list-style-type: none"> <li><i>Planned</i>: Meeting with managers</li> <li><i>Demand</i> for BOUNCE<sup>Up</sup> instructor training</li> </ul>
Düsseldorf, DE	June 2017 November 2017	<ul style="list-style-type: none"> <li>Two youth trips (12-15 y.o.)</li> <li><i>Planned</i>: two trips (Fall 2018)</li> </ul>	/	<ul style="list-style-type: none"> <li>Knowledge-exchange with Augsburg (DE)</li> </ul>
Augsburg, DE	June 2017 October 2017	<ul style="list-style-type: none"> <li>Teaser session in one class (12-14 y.o.)</li> <li>Full BOUNCE<sup>Young</sup> at school planned</li> </ul>	/	<ul style="list-style-type: none"> <li>Budgetary arrangements by city</li> <li>Knowledge-exchange with Düsseldorf (DE)</li> </ul>
Montreuil, FR	June 2017 January 2018	/	/	<ul style="list-style-type: none"> <li>Meeting with managers</li> </ul>
Malmö, SE	July 2017 September 2017	<ul style="list-style-type: none"> <li>2 teaser sessions for ‘youth ambassadors’ (19-22 y.o.)</li> </ul>	/	/

\* Last data collection was conducted on 16 February 2018, by means of follow-up surveys sent to participants over e-mail. It is possible that certain BOUNCE actions are not reported in the table. Therefore, continuous registration of implementation is needed, as well as sharing outcome data across the European BOUNCE platform.

been organised in the first four to seven months after the training. Most participants expressed that they were waiting for more support before they started acting themselves. During implementation support, most cities therefore organised 'try-outs' of BOUNCE<sup>Young</sup> for a local group of youngsters. This allowed for feedback by the experienced BOUNCE trainers and aimed at raising their confidence to work with the tools themselves.

Still, until this point the evaluation had mostly been focusing on participants' *willingness* to organise BOUNCE actions. Actual implementation was only measured in the second half of the project. However, even after these three days of implementation support, actual **implementation of the BOUNCE tools remains low**. The activities that were organised after the course of this project are shown in table 12. It must be noted that only observed or reported activities are listed in the table, so perhaps several other BOUNCE activities have taken place but were not reported to the researcher. A distinction is made between BOUNCE<sup>Young</sup> activities, BOUNCE<sup>Along</sup> activities and activities around policy mediation, aiming to convince policy-makers and/or youth work managers of the BOUNCE working approach. All three are valid forms of spreading and applying the BOUNCE tools.

As can be read from table 12, only one full BOUNCE<sup>Young</sup> 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 BOUNCE<sup>Young</sup> 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 Annex IV, 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 they keep doing so after six months, one year, or two years? The second follow-up (over e-mail, in January 2018) provided only brief insights into further motivations of participants. Similar to the six-week follow-up, motivations depend upon external support and facilitation. The following quote from Landskrona is exemplary:

*"Our motivation to use BOUNCE decreases since it's hard to find a proper group of youngsters that can participate as much as 2 hours a week during 10 weeks. Some of the youth leaders will continue to use the BOUNCE<sup>Young</sup> programme. Some will not continue since they must spend their time working in other projects."* (Landskrona, follow-up, January 2018)

Implementation is therefore not only dependent upon the motivations of participants, but mostly upon external support and facilitation. BOUNCE actions will only be organised when the prevention climate is supportive. This is further explained in the long-term evaluation, and complemented with literature from implementation science. It is important to continue registration of BOUNCE activities in order to evaluate long-term outcomes of the BOUNCE<sup>Up</sup> trainings.

#### 4.3.4. Outcome 4: Short-term promotion of the BOUNCE tools

A last outcome to measure is whether participants have promoted the BOUNCE tools among their colleagues and/or among other youth services in their city. This corresponds to the fourth and last objective of BOUNCE<sup>Up</sup>: that participants may promote the BOUNCE tools to *inspire* their colleagues and other youth services in their city. Table 13 below shows the main motivations to promote BOUNCE, as reported by participants after six weeks.

Table 13: Promotion of BOUNCE

Did you tell you colleagues about BOUNCE? (N=50)	Response
<b>Yes (Reactions)</b>	<b>42</b>
Interested in more information	26
No demand for implementation	7
Doubts about added value of BOUNCE	7
Interested in implementation	5
Doubts about logic model of BOUNCE	3
No reaction	2
Missing	2
<b>No (Reasons)</b>	<b>8</b>
<i>"My colleagues already knew BOUNCE, or also participated."</i>	3
<i>"I have no colleagues."</i>	3
<i>"I am waiting for the implementation support."</i>	1
<i>"I did not have time."</i>	1
<b>Did you tell other services about BOUNCE? (N = 50)</b>	<b>Response</b>
<b>Yes (Who)</b>	<b>27</b>
City networks (youth service coordinations)	8
Neighbourhood services (social and sport activities)	6
Schools	5
Street workers	2
Youth judiciary services	1
Colleagues in other cities	1
<i>Coordinated meetings with other participants (+ city authorities)</i>	4
<b>No</b>	<b>23</b>

At follow-up, more than 4 out of 5 participants had told their colleagues about BOUNCE (N=42) and more than half of them expressed that their colleagues were intrigued to learn more about BOUNCE (N=26) or even to actually implement it within their organisation (N=5). 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. Eight respondents had not told their colleagues. Slightly more than half of all respondents had told other (youth) services in the city about BOUNCE, 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. A difficulty in the promotion of BOUNCE is that not all colleagues understood the added value or the logic of BOUNCE. Participants have expressed the difficulties in communicating about BOUNCE to people outside of the training.

*"In order to be convinced of BOUNCE, you must live it."* (Bordeaux, follow-up)

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



The two quotes 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<sup>Up</sup> 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. Moreover, such clear communication towards local prevention services and managers should occur **in advance of the BOUNCE training**. We stress this recommendation repeatedly in this report, as it is a necessary requirement for efficacious and long-term implementation of the BOUNCE tools.

## 5. Long-term evaluation of BOUNCE<sup>Up</sup>

### 5.1. The aspired long-term outcomes of BOUNCE<sup>Up</sup>

A first step into long-term evaluation of the BOUNCE<sup>Up</sup> tool is defining the aspired end objectives of the training. In the original training outline, four objectives of BOUNCE<sup>Up</sup> were listed, and these were also measured in the present evaluation study (short-term):

- Participants know and understand the content of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup>;
- Participants understand and support the theoretical perspectives of the BOUNCE tools;
- Participants can organise their own BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> activities;
- Participants promote the BOUNCE tools among their colleagues and other youth services.

During the trainer interviews at the end of the project (December 2017 - January 2018) it was also asked to review these aspired objectives. Moreover, the main reoccurring objective was implementation: trainers found it necessary that participants could work with the BOUNCE tools after their training, i.e. that they could organise their own activities for youngsters. Not only for youngsters, but *“organising activities from an integral perspective”* (Trainer 3).

*“They should be able to give a BOUNCE<sup>Young</sup>, preferably in total: 20 hours with 8 to 12 youngsters between 12 and 18 years old. (...) When they are reluctant... they just have to do this. (...) I assume that when they work in a school, that they will manage to find a group [of kids].”* (Trainer 1, December 2017)

This also relates to the required training attitude. Trainers found it necessary that participants could work with a group of youngsters, that they could handle challenging situations in a group on their own, and have an open, safe, non-judgmental attitude towards youngsters. However, they also mentioned that such ‘soft’ trainer skills should not be taught by the BOUNCE<sup>Up</sup> training, as experienced youth workers are expected to be skilled already. What BOUNCE<sup>Up</sup> may still do, is make them more aware of their own role towards youngsters.

*“Of course, you can say for each chapter what you think that they should take along (...). But it’s just, the sessions that we do, they can take these into their jobs. Not only the content, but also the explanations behind them.”* (Trainer 5, January 2018)

This quote relates to the second recurring thematic code, being the required understanding and support for the BOUNCE vision and working approach.

*“The entire story around resilience and different perspectives. Where BOUNCE is situated in this whole spectrum of prevention. How radicalisation is understood and where you can position it, how you can estimate it. Well yeah, group processes, all things that are perhaps a bit general. And also, very important, how do you ensure that you can [organise] such a group? This is more conditional, so how do you get the right participants [grouped], a diverse group of children.”* (Trainer 2, December 2017)

*“They should see the added value of these ten sessions, the logic sequence, understand the history of this logic, see how resilience is linked to all these ten themes, and see how this tenth sessions, how all nine sessions are necessary to come to this tenth session and how they are all related.” (Trainer 3, December 2017)*

The trainer interviews highlight that, for them, more attention seems to be given to the application of the BOUNCE tools and to the support for the BOUNCE vision – not as much for the promotion of the tools (objective 4, see above). However, in our long-term evaluation we will still include this outcome of BOUNCE<sup>Up</sup>, but give it a lower scoring (importance) than the implementation itself. Indeed, promotion should ideally not be necessary when the communication is done well in advance of the start of BOUNCE<sup>Up</sup>, to all stakeholders in the city. However, it might be useful that participants still promote the tools themselves. We opt to rephrase the fourth objective regarding promotion into *cooperation between stakeholders*, a required precondition for successful implementation of the BOUNCE tools (and of social crime prevention in general). It will therefore be surveyed whether participants cooperate with other colleagues and other services in the city, to apply the BOUNCE tools.

Regarding the BOUNCE<sup>Young</sup> tool itself, every city or separate youth organisation can define its own aspired outcomes of the BOUNCE project, being prevention of violent radicalisation, or of other delinquent behaviour, or rather general wellbeing promotion. What is important is that every chosen path must be well founded on policy support and existing prevention plans in the city, for it to be implemented in a durable manner. These preconditions for implementation are explained in the next section.

## 5.2. Preconditions for implementation

The lack of overall positive outcomes in the short-term does not necessarily mean that the BOUNCE<sup>Up</sup> tool is ineffective, as it may have been poorly implemented in certain cities. Implementation refers to the *“ways that a programme is put into practice and delivered to participants”* (Durlak, 2016). The short-term outcome measures have shown that few local BOUNCE<sup>Young</sup> or BOUNCE<sup>Along</sup> activities have been organised until the end of the STRESAVIORA II project. However, these outcomes cannot be well interpreted without assessing the implementation in each city (Durlak, 2016). Durable implementation of preventive interventions requires a coherent policy strategy on all levels. No matter how good the BOUNCE<sup>Young</sup> intervention may be, it will not be implemented without a supporting strategy.

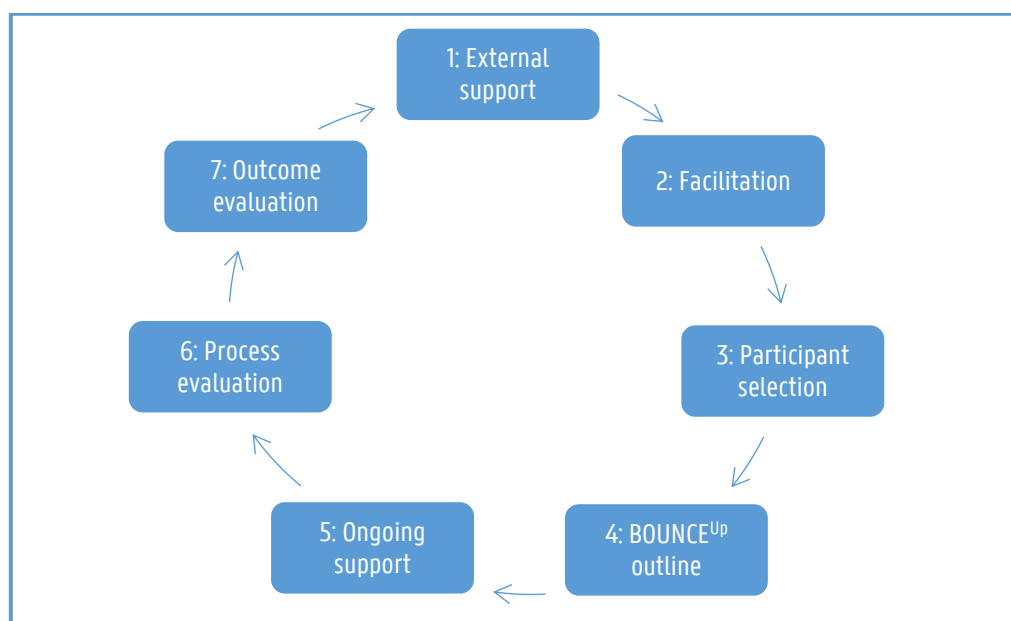
Implementation science is a relatively new subject in prevention research. After noticing that many evidence-based programmes were not successfully applied by practitioners, a new science field was adopted into health care and human services: the implementation science (Eccles & Mittman, 2006). The implementation strategies of BOUNCE<sup>Up</sup> must thus be taken into account as well, regardless of its inherent programme qualities. Whereas interventions were previously seen from a *‘let it happen’*-view, there is now an increasing focus on *‘making it happen’* (Cook & Odom, 2013; Eccles & Mittman, 2006). This also means that monitoring implementation should be an essential element of programme evaluations (Durlak, 2016).

This evaluation makes use of a model on the basis of Fixsen et al. (2009), who distinguish seven “core implementation components”. The seven components are integrated and compensatory for one

another. In this study, the naming of the seven components has been adapted to simplify the policy implications and to link them immediately to the BOUNCE project. The chronology of the components has also changed to adapt to the aspired policy strategy for implementing BOUNCE (as named by the BOUNCE trainers and observed in training observations). Regardless of the changed names and order of the cycle, the integrated nature of its separate components remains key.

Figure 2 shows the adaptation of the model by Fixsen et al. (2009) for the present study: (1) External support; (2) Facilitation; (3) Participant selection; (4) the BOUNCE<sup>Up</sup> training; (5) Ongoing support; (6) Process evaluation; (7) Outcome evaluation. An adequate 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 2: Core implementation components of the integral BOUNCE programme*



### 5.2.1. 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 may be provided by the city, but often relate to national political visions about youth work and prevention, influencing for example subsidies for health care systems. External support depends on multiple factors.

First, the **framing of the BOUNCE project** will likely define the local support for its approach and might influence who finances the project. For example, when preventing radicalisation was high on the political agenda, financial support for BOUNCE was more likely as well. This was the case in Augsburg, Liège and Groningen, where the BOUNCE<sup>Up</sup> training was supported by the local prevention agency (more with a view counter-radicalisation and security). Similarly, when general (early) prevention and general promotion of youth wellbeing were high on the agenda, this could just as well be an impetus to fund BOUNCE-related activities. Cities like Leuven and Düsseldorf have shown much more focused on this wellbeing axe. 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).

I: *So what should communication focus on?*

*“Much more on resilience! And much less on radicalisation, and much broader too. But look, that is just a political problem, right! From which fund the money comes. That is just political-strategic, that’s just stupid.”* (Trainer 3, December 2017)

Second, it is recommended to embed BOUNCE within existing policy plans, and to make a BOUNCE action plan into the **existing prevention strategy**. As the previous point, this existing plans will likely be dependent upon political agendas. To ensure a fit of BOUNCE into the local prevention strategy, two particular concerns should be taken into account. The first relates again to *framing* with regard to youth work and prevention. This might be subject of cultural differences, as the following quote from Bordeaux suggests:

*“Programmes a bit like BOUNCE (...) that want to teach children (...) how to better integrate themselves into the ordinary environment, remain – for example in France – still very contested by a large number of professionals, because of the [personal] freedom to be different (...). So yes, we will have this type of [reactions] with BOUNCE in France automatically.”* (Bordeaux, training observations)

This quote reflects a differential approach of youth work in general. However, it must be noted that in no other city there were similar criticisms. Still, such differences of working approach must be taken into account when deciding upon the communication and promotion of the BOUNCE tools in other cities. For example, in Landskrona, a local prevention coordinator commented upon the need for embedding BOUNCE into an integral local strategy:

*“Prevention must start with the foundations, good schooling for all. Projects like BOUNCE are only small. The foundations must be good first.”* (Landskrona, implementation support observations)

Whereas this quote may also be read as a critical comment, it provided more openings for pragmatic trials of the BOUNCE project. A next concern relates then to how BOUNCE may fit into the existing prevention strategy, the added value that it may provide the city. This will likely be dependent of other *running prevention projects* in the city. When there are highly similar prevention projects, the added value of BOUNCE may not always be clear. For example, in Malmö, participants all worked for the same youth organisation and organised youth trainings to teach democratic means of action to youngsters that may suffer from discrimination. BOUNCE<sup>Young</sup> may fit into these existing youth trainings, but it is unlikely that they will change their own working programmes to implement a new, similar training. Again, such differences of vision may be solved by clear communication beforehand, and similar projects may provide an opportunity to exchange working methods and promising practices.

Third and lastly, some structural factors of **local governance** may be facilitative for implementation success. An example is *continuity of staff*: personnel shifts in the coordinating positions may impede the practical implementation of BOUNCE. This was the case in Amsterdam, where participants from the first training had shifted jobs by the time of the implementation support. Another supportive governance factor relates to the *cooperation between youth services*. When youth work is decentrally organised there may be a high fragmentation of youth services, which was the case in Bordeaux, and impeded the

central networking between participants. Rather, 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<sup>Up</sup> training takes place.

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.

### 5.2.2. Facilitative administration

The second implementation component relates to the coordination of 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 (Fixsen et al., 2009). Indeed, for BOUNCE, this present evaluation has shown that its efficacious implementation requires an **organisational commitment from all participating stakeholders**. Overall, cities with high support from the policy level have shown to be more successful in organising BOUNCE activities and in creating a 'trainer pool'. This is clear in Augsburg, Leuven, Groningen, Düsseldorf and Landskrona. Other cities are working towards it, such as Liège and Montreuil, but here it was first required to have a meeting with all youth service managers to convince them of the approach of BOUNCE, before obtaining their commitment.

This again highlights the importance of correct communication towards the policy-level, well in advance of the actual start of a BOUNCE project in a particular city. Indeed, trainers expressed that the city sample selection was made rather arbitrarily on the basis of voluntary participation of cities. Rather, **any BOUNCE project should start with adequate communication towards all stakeholders**. Trainers have expressed that youth workers should only subscribe for the BOUNCE trainers *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 to this end is **who should take on the role as facilitator** of BOUNCE. According to Fixsen et al. (2009), it is needed to have leadership to "*inform decision making about the intervention, keep staff organised and focus on the desired outcomes.*" Therefore, the 'trainer pool' may also be led by another instance than the local authorities. Indeed, in some cities the continuation of BOUNCE was guided by the participants themselves, such as in Bordeaux (informal meetings of participants) and in Malmö (all participants worked for the same organisation). 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'. For example, in Leuven, Landskrona, Augsburg, Düsseldorf and Groningen, local administrators have organised follow-up meetings with the BOUNCE<sup>Up</sup> participants, which were often an impetus to start conjoint projects in the city.

### 5.2.3. Participant selection

A next and necessary step into implementation is choosing who should execute the programme. Staff selection is the selection of practitioners who will further teach and spread a given intervention (Fixsen et al., 2009). For BOUNCE, this means the selection of participants for BOUNCE<sup>Up</sup>, who are ought to organise and promote BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> in their city after the training. Hence, following implementation science, staff selection should mainly focus on the future of the intervention: selection should be done on the basis of qualifications to carry out the programme.

As described in the introduction (part 1.1.2.), the participant selection was mostly left over to the selected cities (and the selection of the cities was left over to the network of EFUS). The BOUNCE<sup>Up</sup> trainers agreed that there is a need for better communication towards cities and participants before their training starts, to make sure that the right profiles are attracted. The process evaluation (Part II) has already shown that participant pools differ in all cities with regard to age, working experience, and profession.

The trainer interviews were inconclusive about which *profile* of participant the BOUNCE<sup>Up</sup> training should aim to attract. Indeed, when looking at implemented BOUNCE actions, no clear patterns are to be seen as to which participant pool provides most opportunities for further BOUNCE actions in the city, as all profiles have a certain value. However it is clear that at least a share of them must be practicing youth workers with an opportunity to spread the tools in their own jobs. This thus not mean that other profiles (such as student counsellors, coaches, parents workers, or even policy-workers) are not interesting to boost implementation, but they should be accompanied by experienced youth workers.

In addition, Fixsen et al. (2009) state that *“certain practitioner characteristics are difficult to teach in training sessions so they must be part of the selection criteria.”* The authors list e.g. knowledge of the field, basic professional skills, common sense, sense of social justice, ethics, willingness to learn, willingness to intervene, good judgment and empathy. Trainers have not named this as explicitly, but stressed the need for affinity with youth work:

*“I assume that people who work professionally with youngsters, that they know how to work with youngsters. I don’t know if this is the task of BOUNCE trainers to teach them all this. Maybe this is also a requirement to participate (...) We are only showing them a useful method to work with, we don’t explain them how to work with youngsters.”* (Trainer 1, December 2017)

*“You assume that they already know this, [like these] conversation techniques, curiosity, no judgment...”* (Trainer 2, December 2017)

The question that immediately arises is how to measure these characteristics before a participant enters a training? Can we measure someone’s ethical appraisals, their common sense or their sense of empathy? What ethics are we following? Such questions may remain contested and above-all impede an efficient start of the training. One way to overcome issues of pre-required skills and attitudes, is to select only those participants who are experienced in working with youth in a group setting. Hence, although not strictly deterministic, a number of **selection criteria for participants** are recommended:

- *Experience* with youth work, preferably in a group setting;
- *Possibility* to spread BOUNCE in own job (either BOUNCE<sup>Young</sup>, BOUNCE<sup>Along</sup> or policy mediation);
- *Openness* for the “BOUNCE philosophy” of open, positive and early preventive youth work.

#### 5.2.4. BOUNCE<sup>Up</sup> training outline

The preservice training of future practitioners is, in the case of BOUNCE, the three-day BOUNCE<sup>Up</sup> training. During these three days, youth workers are trained into teaching BOUNCE<sup>Young</sup> themselves. This train-the-trainer tool will likely also decide whether participants are supportive of the project and it may incite them to take action themselves. The promising practices of BOUNCE<sup>Up</sup> were discussed above in the process evaluation, but it is interesting to note that not all participants have organised BOUNCE actions. Regardless of their initial satisfaction with the training outline, it is clear that this training itself is only one component in the implementation cycle.

Another point of interest is the lacking training outline for BOUNCE<sup>Along</sup>, a frustration for the trainers themselves too:

*“The structure, the content, I found it too thin, BOUNCE<sup>Along</sup>. I think it is too thin, too loose, it is like yeah just figure it out, here are some ideas. While everything is so well-made, and then you suddenly [leave it] very much open. (...) And it didn’t work for the trainers either, I noticed. It didn’t work for us, we weren’t enough in it, we didn’t bring it well.”* (Trainer 5, January 2018)

More structured working methods are recommended for the BOUNCE<sup>Along</sup> training, and a full integration of the BOUNCE<sup>Along</sup> programme into the BOUNCE<sup>Up</sup> training. This will lead to more integrated implementation of the tools, because it is clear now that few cities have combined a BOUNCE<sup>Young</sup> training with a BOUNCE<sup>Along</sup> awareness-raising action.

#### 5.2.5. Ongoing coaching

Ongoing coaching refers to continuous support for trained trainers after their BOUNCE<sup>Up</sup> training has finished. In the case of BOUNCE, this is reflected in the three days of **implementation support**, which were given in each city approximately six months after the first train-the-trainer sessions. As opposed to the first trainings, these three comeback days knew much less structure and continuity. The three days have clearly been filled in differently in all ten pilot cities and, in addition, they had no clear learning objectives for participants.

*“Sometimes it felt like we had to ‘fill it up’, although this is a waste of people’s time. (...) Implementation is tailor-made, so look at the questions, and keep it at those.”* (Trainer 1, December 2017)

The implementation support days were mostly used to answer pending questions among participants and to provide supervision during ‘try-out’ BOUNCE<sup>Young</sup> sessions. Pending questions mostly related to possible adaptations of the BOUNCE<sup>Young</sup> programme for different target groups (age, language, setting). In eight out of ten participating cities, one or more try-out BOUNCE<sup>Young</sup> session(s) were given for local youngsters, while the BOUNCE trainers observed. This allowed for feedback on the participants’ own training attitude and working styles. More extensive support could make use of a variation on this supervision: *coaching on-the-job*, a type of internship in the presence of experienced BOUNCE<sup>Up</sup> trainers. This means that trainers help participants during their own BOUNCE<sup>Young</sup> and/or BOUNCE<sup>Along</sup> trainings. It requires longer coaching and evaluation by the experienced trainers. Trainers were aware of this need for a better implementation strategy:



*“It felt like we were about, ‘Oh, right, we still have to do implementation.’ (...) Implementation is a study on its own, you cannot do it in two days. You should give real assignments, more methodical guidance, stakeholder analyses, guidance committees...” (Trainer 2, December 2017)*

In some cities, the implementation support days were used to convince managers or policy-makers of the need for BOUNCE. For example, in Montreuil, an information session was organised for the managers of the local youth services. The idea was to convince them of the BOUNCE approach and incite commitment at the managerial level. It is clear now that such **policy mediation should occur *before* the city commits itself to participate in the BOUNCE programme** and that it should not be the main focus of additional support sessions.

Another initiative during the implementation support days was a knowledge-exchange between different cities. Two pilot cities from the same country could then exchange ideas on the implementation of BOUNCE. This was done in Sweden (joint implementation support for Landskrona and Malmö) and Germany (two participants from Augsburg travelled to Düsseldorf). Such exchange visits increase the formation of a BOUNCE network and may be an impetus to start new projects.

#### 5.2.6. Process evaluation

When participants organise BOUNCE actions in their own fields, process evaluation is needed to ensure quality control of these new BOUNCE trainings. What skills, knowledge and attitudes should staff obtain in their train-the-trainer sessions and subsequently apply in their own actions? Currently there was no official ‘training license’ for the BOUNCE<sup>Up</sup> 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 6), often ‘soft skills’ that are difficult to teach in a training (Fixsen et al., 2009).

To evaluate the staff performances and the **programme integrity** of these new BOUNCE actions, it is recommended to follow-up on trained practitioners, and evaluate their skills and knowledge in the field. This means that measurable training objectives should be specified. Ongoing evaluation should check if the participants of BOUNCE<sup>Up</sup> have acquired those skills. **Supervision and coaching-on-the-job** allow for feedback by experienced BOUNCE<sup>Up</sup> trainers, but also on process evaluation and programme integrity. Another suggestion, made by trainers, is to give BOUNCE trainings always **in pairs of two trainers**, as a means to evaluate their peers. Further evaluation of the new trainers will be included in the BOUNCE<sup>Up</sup> evaluation tool as registration of process indicators.

#### 5.2.7. Continuous outcome evaluation

Aside from evaluating staff performances, it is needed to evaluate the BOUNCE trainings in different contexts, in order to share findings on its effectivity in various contexts. A last element in the implementation cycle is thus about gaining outcome data of the newly implemented BOUNCE<sup>Young</sup> and/or BOUNCE<sup>Along</sup> actions. These outcome data may inform policy-makers in setting up their future

policy plans,<sup>19</sup> hence, in changing external support for future preventive interventions such as BOUNCE. The implementation process is then of a cyclical nature, providing continuous feedback to inform future BOUNCE actions.

The present study has not been able to evaluate the outcomes of BOUNCE<sup>Young</sup> actions. The following excerpts from the final follow-up with the participants of Landskrona, reflects some preliminary insights into their BOUNCE<sup>Young</sup> evaluation.

*“Our experience was that the youngsters appreciated the Bounce young activities. When it was time for a training session, the students expressed that they were really happy to see the youth leaders. In the end of the programme they got to fill out a simple evaluation. In the evaluation they wrote things such as: the Bounce activities taught them how to be a nice friend, that the project resulted in that they had started to engage with peers that they usually didn’t socialize with and that the most fun about Bounce was to cooperate and to try new things. They also wrote that the hardest thing about Bounce was that it was hard to understand what the youth leaders said.*

*“While organising the activities the youth leaders thought that the youngsters had a hard time concentrating. A conclusion made is that the youngsters attending the Bounce young activities were a bit too young.*

*“To reach a good result the youth leaders thought that it would be important to reach the attention of the youngsters. Elements which we found helpful was that a teacher who knew the students assisted the youth leaders in terms of getting the attention of the youngsters.”*  
(Landskrona, survey follow-up, January 2018)

More **long-term evaluation** will be needed to have sufficient outcome data on the effects of BOUNCE<sup>Young</sup> trainings on the wellbeing of youngsters. To this end, more BOUNCE<sup>Young</sup> actions in different contexts should be organised. This of course implies better implementation support at all levels to ensure that actions may be put in place. Once actions are organised, they should be registered and evaluated. A BOUNCE<sup>Young</sup> evaluation tool is recommended to be developed.

Outcome data may also be shared within the BOUNCE network, to inform all participating cities (and newly interested cities) about possible actions. A helpful instrument to exchange data and policy plans is a SharePoint website. An intranet is planned to be made by the programme managers in order to increase knowledge-exchange between participants. An open source attitude by participants and their working organisations is recommended to make sure that all plans are shared in the European network.

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<sup>19</sup> Fixsen et al. (2009) have called this implementation component “decision-support data systems”. We chose to rename this component more narrowly as ‘outcome data’, implying that outcome data will also inform decision-making.

### 5.3. The BOUNCE<sup>Up</sup> evaluation tool: Registration of indicators

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. Registration should be integrated into the training, so that all trainers and participants remain motivated to fill out registration forms.

The BOUNCE<sup>Up</sup> evaluation tool is a tool for registering outputs and eventually outcomes of the BOUNCE<sup>Up</sup> trainings. The included evaluation indicators are deducted from the promising practices of the BOUNCE<sup>Up</sup> training (process indicators), the preconditions for implementation (support indicators), and the aspired outcomes of BOUNCE<sup>Up</sup> (outcome indicators). The following registration procedure is recommended to evaluate upcoming BOUNCE<sup>Up</sup> actions.

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 BOUNCE<sup>Up</sup> 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. All indicators are listed in Box 1 below. The preconditions should be registered *before* the BOUNCE<sup>Up</sup> training begins (pre-test), ideally by an independent evaluator, or else by the city's local evaluator.
3. A third step is to **register the process indicators** of the BOUNCE<sup>Up</sup> training, in order to assess its *programme integrity* with the listed promising practices. This should be done *immediately after* the three days of training (baseline). The questions should be filled out by an independent observing evaluator, or else by the BOUNCE trainers. All indicators are listed in Box 2 below.
4. Fourthly, **register the outcome indicators** of the BOUNCE<sup>Up</sup> training. This is a post-test as well, but it is repeatedly conducted every six months, and should be filled out by the BOUNCE<sup>Up</sup> 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<sup>Up</sup> training (baseline, T0) and *every six months* after. After the first six months it is possible to measure short-term effects (T1). By repeating this test five times, 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<sup>Up</sup> is positive. The outcome indicators are listed in Box 3 below.
5. At last, **register the output and outcome patterns of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> 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<sup>Young</sup>.
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?

It is important to note that this registration remains mainly descriptive and qualitative, in line with the realist evaluation methods. The evaluation is guided by the seven implementation components that were explained in this report. All indicators and the registration procedure are further elaborated in the BOUNCE<sup>Up</sup> evaluation manual.

Box 1 below shows the preconditions for implementation. This refers to the first three implementation components: external support, facilitation, and participant selection. This registration should be conducted *before* the BOUNCE<sup>Up</sup> training starts. However, external support and facilitation indicators should not only be registered at pre-test, but also at baseline and all follow-up measurements. This is needed to assess whether contextual changes have occurred in the city over the course of the project duration and implementation.

*Box 1: Contextual indicators*

**PRETEST + FOLLOW-UP: Indicators for contextual preconditions for BOUNCE<sup>Up</sup>**

*Filled out by city's data office (internal evaluator)*

- **Context analysis:** *Is there a discussion of the crime problem that the local BOUNCE project wishes to address?*
- **Statement of specific objectives:** *Are the objectives stated concretely enough such that they can be evaluated unequivocally?*
- **External support:**
  - o Prevention strategy: *Is there an existing prevention strategy in the city?*
  - o Stakeholder analysis: *Are all relevant stakeholders involved in the BOUNCE project? Are they committed to make BOUNCE work?*
  - o Facilitation: *Who is appointed as facilitator for the local BOUNCE project?*
  - o Action plan: *Is there a BOUNCE action plan in the city? Is this plan embedded into the existing prevention strategy?*
  - o Resources: *Are there financial resources for the BOUNCE project? Is personnel available to give the BOUNCE<sup>Young</sup> trainings?*
  - o Communication: *Have all stakeholders been correctly informed about the BOUNCE theories and about the required commitment?*

Box 2 shows the process indicators, that should be measured only at baseline (immediately after the training). The process indicators are of descriptive nature, not quantitatively scored. For example, when trainers have included three out of five process indicators regarding the training outline (listed below in Box 2), this is indicative for a good quality of the programme. Similarly, the setting indicators are not absolute and should not be quantitatively calculated, but they are indicative for side conditions for a comfortable training. Therefore, 5 out of 9 setting indicators are suggested to be fulfilled.

**POST-TRAINING (baseline): Indicators for training processes**

*To be filled out by city's internal evaluator. If not possible, by the BOUNCE<sup>Up</sup> trainers.*

**Participants**

- Selection: Were the participants selected on the basis of a pre-set profile? *Do these profiles fit in the prevention strategy?*
  - o Did participants work directly with *groups of youngsters* at the moment of the training?
  - o Had the participants an opportunity to organise BOUNCE activities in their own jobs?
  - o Did the participants support the positive perspective of BOUNCE?
- Accessibility: Were multiple (stakeholder) organisations involved as participants?
- Participation: How many participants were selected for the training?
- Retention: How many participants finished the training? *If there is dropout, describe who dropped out.*

**Trainers**

- Was the training given by two trainers?
- Were the trainers experienced (competent) in working with youth and/or parents?

**Training outline** (*guideline: min. 3 out of 5 indicators checked*)

- Were all 10 BOUNCE<sup>Young</sup> sessions given?
- Was the logical sequence of all 10 sessions followed?
- Was the structure of the separate sessions maintained?
- Was the link between resilience and preventing (radicalisation) explained?
- Was every exercise followed by a group discussion and evaluation?

**Training setting** (*guideline: min. 4 out of 8 indicators checked*)

- Was the training given in a sufficiently large room? (guideline: 50 m<sup>2</sup>, with space to move around)
- Was there space to go outside?
- Was the privacy of the group maintained? (no passers-by)
- Was the same location used for three days?
- Was the catering (coffee) available every day from the morning onwards?
- Was there enough place on the walls for the 10 BOUNCE posters?
- Was the required infrastructure present and working? (flip chart, markers, beamer)
- Were the BOUNCE booklets foreseen for all participants? (learning materials)

**Timing**

- Was the training duration of 3 days respected?
- Did participants have time at work after the training? (e.g. not before Summer holidays)

Box 3 shows the outcome indicators, that should be measured at baseline and at all follow-up measurements. The aim of the BOUNCE<sup>Up</sup> programme is that the outcomes at T1, T2, T3, T4 or T5 are different from the situation at baseline. Although differences may be rudimental, they are suggestive for programme success and provide a good basis for more extensive follow-up research.

*Box 3: Outcome indicators*

### **POST-TEST (repeated measures): Indicators for outcome patterns**

*To be filled out by BOUNCE<sup>Up</sup> participants, every six months.*

#### **Knowledge**

- Do you know resilience as a concept? *Please, describe the concept.*
- Have you learned new exercises in the training? *If yes, which ones?*
- Do you know how to train a group of youngsters to be resilient? *Please, describe how you would train them.*
- Do you feel capable of explaining the exercises to youngsters? *If not, why?*

#### **Support**

- Did you understand the aim of the BOUNCE exercises?
- Do you see the added value of BOUNCE in your own daily practice?
- Do you see the prevention framework wherein BOUNCE fits? *Please, describe this view on prevention.*
- Do you understand the link between BOUNCE and resilience? *Please, describe the link.*

#### **Implementation**

- Do you feel motivated to organise BOUNCE<sup>Young</sup> / BOUNCE<sup>Along</sup> actions in your own city?
- Do you have an opportunity to organise BOUNCE<sup>Young</sup> actions in your own city? *If not, why?*
- Do you have an opportunity to organise BOUNCE<sup>Along</sup> actions in your own city? *If not, why?*
- Have you organised BOUNCE<sup>Young</sup> actions in your own city? *If yes, how? In which setting?*
- Have you organised BOUNCE<sup>Along</sup> actions in your own city? *If yes, how? In which setting?*

#### **Promotion**

- Do you feel motivated to promote the BOUNCE tools in your city?
- Who did you tell about your BOUNCE training? *How did they react?*
- Who would you cooperate with in your city?

After such continuous registration of outcomes, certain patterns may occur: when clear differences are to be seen between the outcome descriptions at T5 in comparison to baseline measurements, the BOUNCE<sup>Up</sup> training may or may not have been (indicatively) effective. It is important to register the contextual indicators as well, to assess possible disturbing patterns beyond the BOUNCE<sup>Up</sup> training itself. The next step is to register the outcomes of subsequent BOUNCE<sup>Young</sup> and/or BOUNCE<sup>Along</sup> actions in the cities, but this requires more in-depth research into the respective tools.

## 6. Conclusions & Recommendations

This report has made a preliminary evaluation of the BOUNCE<sup>UP</sup> train-the-trainer tool, by means of a realist evaluation methodology. The focus was on the theories behind the BOUNCE tools, the context of their implementation, and the short-term outcomes. The findings are mostly of descriptive and indicative nature, as more long-term research is needed to follow-up on the outcomes of BOUNCE<sup>UP</sup> in each city.

On a theoretical level, the mechanism evaluation has shown that the BOUNCE tools make use of a resilience-based framework, corresponding to wider trends in prevention literature (Seligman, 2002; Seligman et al., 2005). The working methods of BOUNCE<sup>Young</sup> are similar to cognitive-behavioural and social learning trainings. Trainers have expressed that the added value of BOUNCE is its focus on social factors beyond the child, such as critical thinking and the development of identity. This corresponds to most recent definitions of resilience, that also consider the concept as a context-dependent skill.

The process evaluation of BOUNCE<sup>UP</sup> has shown that 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.

The short term outcome analysis has shown that most participants gained new knowledge in the BOUNCE<sup>UP</sup> training, 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 have organised own BOUNCE<sup>Young</sup> or BOUNCE<sup>Along</sup> actions. In addition, when promoting the BOUNCE tools, participants often have difficulties in convincing their superiors to provide financial and human resources to the intervention. In sum, certain deficiencies occur in the practical implementation of the BOUNCE tools, which should further be evaluated.

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 with 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 enhance youth wellbeing and to prevent a much broader scope of internalising and externalising conditions.

A second highly important discussion point is **the need for embedding BOUNCE into local prevention strategies**. Here, it is worth referring to what Hermanns (2012) calls *“the restoration of ordinary life”*: work with what is already in place. An integral strategy of BOUNCE could be inspired by the Communities That Care (CTC) project, which guides community stakeholders to streamline their prevention efforts in order to help youth and decrease risk factors (Hawkins et al., 2008; Hawkins, Catalano, & Kuklinski, 2014). The underlying theory of CTC is based on bonding social capital (Hawkins et al., 2008). Moreover, local units are key into preventing youth delinquency and thus in the application of the BOUNCE tools. An important task at the local policy level is to stimulate collective efficacy in neighbourhoods (Sampson, 2012; Sampson, Morenoff, & Earls, 1999). Higher social cohesion has also been a proven protective factor against (youth) crime in urban neighbourhoods (Hardyns & Pauwels, 2010). This effect is

independent of neighbourhood poverty and residential mobility, two key structural characteristics which are related to a wide array of negative social outcomes (Brooks-Gunn, Duncan, & Aber, 1997). In addition, embedding preventive interventions such as BOUNCE into the community may allow for a broadly shared support, more financial means and better alignment with local prevention policies.

This report has repeatedly stressed the importance of structural implementation support by all stakeholders. When evaluating resilience trainings such as BOUNCE, it is necessary to look at their promising practices, but it is as important to take into account their embeddedness within the existing local social environment. We recommend that future BOUNCE interventions build upon what is already in place. The exercises from the resilience trainings may be incorporated into sports activities and school curricula, with an equal focus on community-building as well as on the individual youngsters.

On the basis of the seven-step implementation support model that was suggested in this report, with each step reflecting a necessary component of a durable BOUNCE strategy, several recommendations can be made to facilitate this implementation strategy:

#### FOR BOUNCE<sup>Up</sup> TRAINERS

- **Clarify the vision and prevention theory** of BOUNCE. Only with clear programme objectives can an intervention be evaluated on its aspired outcome patterns.
- **Be flexible to adapt the outline of BOUNCE<sup>Up</sup> to the local context**, when applicable. Trainings should not be a static unit, but leave open space for discussion and contextual considerations in the city.
- Whereas the **BOUNCE<sup>Up</sup> 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<sup>Young</sup> programme, but the **BOUNCE<sup>Along</sup> 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<sup>Along</sup> is too loosely covered and that its execution is left too much open to the participants. It is thus recommended to provide a clear BOUNCE<sup>Along</sup> training outline with hands-on working methods.
- Include **complementary trainer profiles**, who can focus on theory as well as practice. Knowledge of the prevention chain and skills in policy mediation are useful during implementation support and in prior communication towards the city.
- 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. The outreach and communication plan for cities and participants should be reviewed, now specifying the participants profile and expectations for implementation more in detail. A city's decision to participate in the BOUNCE project should then also be linked to these preconditions of commitment.



- The three days of **implementation support** were generally used to clarify pending questions and to try-out BOUNCE<sup>Young</sup> with a local group of youngsters. This allowed for a minimal form of coaching-on-the-job by the BOUNCE trainers and it pushed hesitant participants to start working with the tools. For some, this overcame doubts of their own capabilities to work with BOUNCE. However, in order 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.
- The online **platform** (intranet) should be developed, which can be used to share documents suggesting formats for implementation for different target groups. Investments are required to create such an online network. The online platform may also be integrated into the BOUNCE<sup>Up</sup> trainings: all participants should know how to share their own actions online, so that the intranet will be used as the first preferred communication tool for BOUNCE trainers.

#### FOR LOCAL POLICY-MAKERS & PREVENTION SERVICES

- Although **structural context factors** are not for BOUNCE 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.
- 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.
- In addition, a **local evaluator** should be selected in each city, responsible for the **long-term registration** of BOUNCE activities. Continuous registration will further inform decision-making with regard to social crime prevention and wellbeing policies.
- 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.

#### FOR FOLLOW-UP RESEARCH

- 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. Moreover, a **local evaluator** should be assigned and trained into the evaluation methodology by the research team, possibly during the first BOUNCE<sup>Up</sup> training itself. This would allow the local evaluator to be integrated into the trainer pool and to build ties with the policy-level as well. Research methods are in that way better disseminated to the local data registration offices, facilitating long-term evaluation.
- 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<sup>Young</sup> and BOUNCE<sup>Along</sup> actions in the city may further inform decision-making upon prevention policies. **Evaluations of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup>** are highly needed to measure its long-term outcomes and should ideally be conducted by means of experimental designs.
- In addition, more extensive research is needed to **increase academic knowledge about the utility of resilience trainings**. As any social prevention tool, the effects of BOUNCE<sup>Young</sup> 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. For the follow-up project (BOUNCE III), we suggest realist evaluations of BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup> actions (in all 10 cities) to provide a first indicative review of their utility in different contexts.
- An online **platform** to share outcome data on all BOUNCE actions is an absolute requirement to facilitate knowledge-exchange on resilience trainings and on the utility of the BOUNCE tools in different contexts. This may be done by means of a SharePoint website, where all cities can register their BOUNCE activities for youngsters and/or parents/teachers. All outcomes of the respective BOUNCE actions should be put into the SharePoint tool. This allows for comparison between different urban contexts and for distinguishing promising practices of the two other tools: BOUNCE<sup>Young</sup> and BOUNCE<sup>Along</sup>.

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## ANNEXES

### Annex I: Systematic review – methodology

Our study made use of a systematic review of evaluation studies of resilience trainings. With this approach, we can monitor the available amount of scientific evidence on their utility and effectivity. We do not make a meta-analysis of their effects, but discuss their findings to distillate *working elements* of the trainings, if these are to be found. This helps to find *promising practices* and practice-based evidence for the use of resilience-based youth interventions.

We followed a threefold process:

- Step 1: Find all available and scientifically valid evaluation studies of resilience trainings;
- Step 2: Identify possible effects of resilience trainings from this systematic review;
- Step 3: Identify promising practice criteria of resilience trainings based on the found effects.

#### *Step 1: Search procedure*

For the first step, we browsed multiple databases, most notably Web Of Science, EUCPN and Open Grey. We used the following key terms: resilience, training, prevention and evaluation. Additional search terms were substance abuse, crime, offending, aggression, rehabilitation and violence. Search results were refined to solely social and behavioural science categories, excluding other science disciplines which often use the term resilience in other contexts, such as ecology, geography and engineering. Medical disciplines were also excluded from the search results, hereby also excluding psychiatry and neurosciences. We finished browsing the academic literature on April 26, 2017. In addition, we followed an iterative process via Google Scholar, searching reference lists, and information from the project partners. When publications were not publicly available, we contacted the authors to obtain the full text.

Studies were selected on the basis of eight inclusion criteria:

- (1) We included only *finished outcome evaluations* which had a scientific basis. Research protocols or general intervention outlines were excluded, as were studies that did not concern a specific intervention to evaluate. Meta-analyses or systematic reviews were also excluded because of incompatible inclusion criteria.
- (2) We included only those intervention which explicitly self-identified as *resilience-based*. Other social skills trainings were not included. In several cases, this caused ambiguities, as different authors may call similar programmes either resilience-based or not. The FRIENDS programme, for example, is by some authors framed in the context of resilience, but by others only as an anxiety-prevention programme (E.g. Briesch, Sanetti, & Briesch, 2010; Stallard, 2010). Those last studies are therefore excluded from the research as they do not make a direct link with resilience themselves.
- (3) Each study had to be an evaluation of an *intervention training*. This means that studies on the nature or origins of the resilience concept or purely theoretical evaluations of its utility are not included. The trainings also had to be taught in real life, and not be given online.
- (4) We focus only on interventions that are *made to prevent* both internalising and externalising behaviour. We do not include studies on interventions made for curating some of these issues. A large

share of the consulted studies dealt with the prevention of PTSD, but PTSD is in itself a post-situational development. We focus on early prevention before disasters, conflicts or other adversity have occurred in the lives of the youngsters. This means that we excluded studies from disaster or war-thorn regions. In practice, this means that we will include little interventions of indicative (tertiary) prevention.

(5) The *targeted outcomes* of the resilience programs are various and not the main focus of our current review. Still, some limitations need to be taken into account. We decided to exclude studies on psychopathologies such as schizophrenia or psychosis. Whereas we recognise that depression and anxieties may also be considered as psychopathologies, they are included in order to check if and to what extent resilience trainings can prevent symptoms from internalising problems.

(6) Because of our initial decision to focus on adolescents, at least some part of the target group (and research sample) must be *aged between 12 and 18*. We excluded studies that focused on resilience for the elderly, soldiers, college students or in the workplace of adults. We also excluded studies who did not use adolescents as their actual sample. For example, some studies measured the intervention's effect only indirectly through parent or teacher reports. Another share of studies focused on group therapies aimed at enhancing family resilience. This is not a personal skill of youngsters, but part of a family tie. We excluded those family interventions as well.

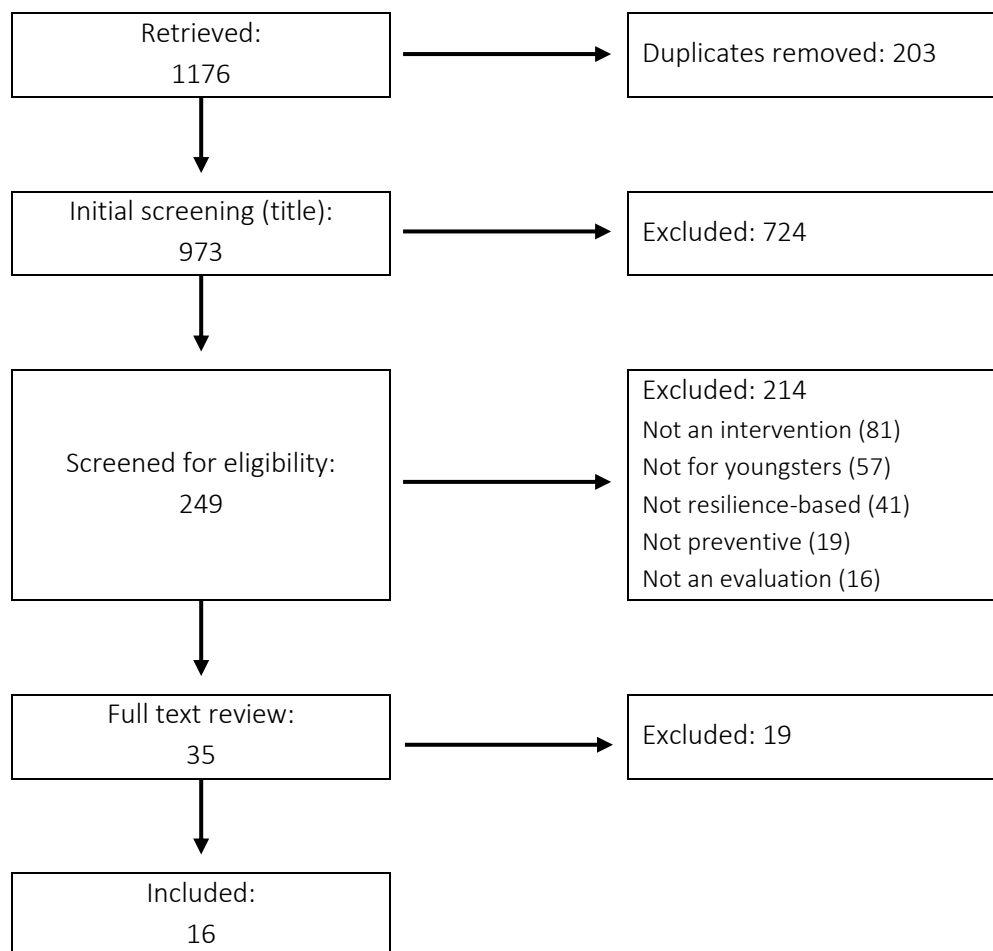
(7) Studies must be written *after 2000*. Studies prior to 2000 are scarce and used the concept of resilience in ways that are incompatible with its contemporary meanings within the framework of prevention programmes.

(8) Studies must be written *in English*. This automatically excludes interesting national studies, but still includes those that were published in renowned international literature.

(9) Studies must be published in *peer-reviewed journals*. Master dissertations and gray literature are not included. Thus, some unknown selection bias may be present.



Figure 3: Search flow diagram (last browsing on 26 April 2017)



### Step 2: Classify studies and effects

All included studies were coded according to the following categories: characteristics of publication (year, author, country), study descriptives (research design, sample size, output factors), and intervention descriptives (name, target outcome, prevention type, therapy type, integrated programmes, intensity and target group).

For the study descriptives, we coded the *research designs* as ‘experimental’, ‘quasi-experimental’, ‘pre-post-test’, or ‘post-test only’. ‘Experimental’ means that the study makes use of a randomised controlled trial (RCT). ‘Quasi-experimental’ designs are not randomised, but still have a control group. ‘Pre-post-test’ designs have no control group, ‘post-test only’ has no control group and no pre-measurement. Latest follow-up measurements were coded as ‘no follow-up’, ‘less than 6 months’, ‘less than 1 year’ and ‘more than 1 year’. *Sample size* was coded into four categories: smaller than 100 respondents, between 100 and 500 respondents, between 500 and 1000 respondents, or more than 1000 respondents. For each, lack of data was coded as ‘missing’.

The *target outcomes* were coded as the operational variables that the intervention wishes to influence. They are the target outcomes of the intervention (externalising or internalising symptoms) and the resilience factors that the studies measured. We distinguished five resilience factors: ‘self-efficacy’, ‘self-esteem’, ‘self-knowledge’, ‘positive coping’, and ‘social support’. Coding depends upon how studies

named their output factors, even if there exist differences between studies in the operationalisation of these elements. We also coded 'resilience' as an output factor, when it was measured by means of existing scales. This division allows us to check if and to what extent the included studies measure all separate aspects of resilience. In addition to the effects on resilient factors, we describe the effects on the target outcome of each intervention. This may be internalising symptoms (depression, anxieties), or externalising (aggression, violence, AOD abuse).

For the intervention descriptives, *therapy type* was coded according to 'cognitive-behavioural therapy' (CBT), 'social learning' (SL), 'psychophysical methods', and 'other' methods. CBT is a well-established working method in psychology, education and crime prevention (Farrington & Welsh, 2008). Children learn to change their cognitive appraisals of certain situations and behaviour, by experiencing this and reflecting upon their own feelings and behaviour. SL is based on Bandura's theories (Bandura, 1977). Children learn through imitation of others, observing others. Finally, some trainings use so-called 'psychophysical methods'. This is similar to CBT and SL because children learn to observe their own bodies and sensations and reflect upon it, but they also observe other children's body language (de Graaf et al., 2015). All other therapies were coded as 'other' (including sports-based methods, socio-ecological theories or the ABC-model<sup>20</sup>). Often, CBT was also mixed with SL methods, but we chose to code the predominant therapy style – as mentioned or stressed by the authors.

*Prevention type* was coded into 'primary' (universal), 'secondary' (selective) or 'tertiary' (indicative) prevention. In addition to the youth training, *integrated programmes* were coded into 'parents training', 'teacher guidance', 'community training' and 'other'. These categories are not mutually exclusive: one programme may have both a parents training and a teacher programme. The *duration* of the trainings was coded as 'shorter than 10 weeks', 'between 10 and 12 weeks', and 'longer than 12 weeks'. The latter category included most programmes who were not limited to a fixed amount of training sessions.. The *target group* was not explicitly coded, but included in the sample description of the study characteristics. A full codification of interventions can be found in Table 5 in the Annex.

### *Step 3: Finding working elements and practice-based evidence*

Intervention effects on the output variables were compared in their significance and their sense. The amount of studies who measured each output factor (resilience factors and/or externalising/internalising symptoms) was counted to find an indicator of the variety of operationalisations. We did not conduct a full meta-analysis on the actual effect sizes, as our sample would be too small and too inconsistent for comparing the effect sizes across studies.

On the basis of intervention characteristics (process and context patterns) and the consecutive effects of each intervention, we aim to compare the working elements of resilience trainings. For this, we bear in mind the focus of process evaluations within Pawson & Tilley's (1997) realist evaluation: *for whom* and *in what circumstances* does the intervention work? Finding working elements allows for a more flexible testing of interventions, since evidence-based therapies are dependent upon strict protocols for their execution. The aim here is to find working elements which may serve as a benchmark for future resilience interventions.

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<sup>20</sup> Activating event-Belief Consequence model (Ellis, 1962)

Table 14: Study coding

	Publication				Study			Sample		
	Author(s)	Year	Country	Intervention	Primary outcome	Design	Latest follow-up	N	Age range (Mean Age)	Gender: % male
1	Barrett et al.	2001	AUS	FRIENDS	anxiety	pre-post	none	204	7-19 ( <i>n.d.</i> )	52%
2	Buttigieg et al.	2015	AUS	Resilient Families	depression	RCT	13 months	2027	12,3-14,5 ( <i>n.d.</i> )	<i>n.d.</i>
3	Castro-Olivo	2014	US	Strong Teens	resilience	pre-post	none	102	<i>n.d.</i> (13,91)	49%
4	Challen et al.	2014	UK	UK Resilience Programme	depression	quasi-exp.	2 years	2844	11-12 ( <i>n.d.</i> )	51%
5	de Graaf et al.	2015	NL	Rock and Water	sexual aggression	quasi-exp.	4-5 months	521	14-17 ( <i>n.d.</i> )	100%
6	Feddes et al.	2015	NL	Diamant	violent extremism	pre-post	3 months	46	14-23 (16,93)	63-100%
7	Gallegos-Guajardo et al.	2015	MX	FRIENDS	anxiety	pre-post	none	57	5-15 (10,95)	0%
8	Griffin et al.	2009	US	BRAVE	substance abuse	RCT	1 year	178	13-14 ( <i>n.d.</i> )	<i>n.d.</i>
9	Iizuki et al.	2014	AUS	FRIENDS	anxiety	pre-post	6 months	57	10-12 ( <i>n.d.</i> )	46%
10	Johns et al.	2014	AUS	More Than a Game	violent extremism	post only	none	60	15-25 ( <i>n.d.</i> )	100%
11	Kindt et al.	2014	NL	Op Volle Kracht	depression	RCT	1 year	1343	11-16 ( <i>n.d.</i> )	48%
12	Lee & Stewart	2013	AUS	Health-Promoting Schools	resilience	quasi-exp.	2 ½ years	828	8-12 (10,05)	49%
13	Rodges & Dunsmuir	2015	UK	FRIENDS	anxiety	RCT	4 months	62	12-13 ( <i>n.d.</i> )	<i>n.d.</i>
14	Tak et al.	2016	NL	Op Volle Kracht	depression	RCT	2 years	1390	<i>n.d.</i> (13,91)	53%
15	Toumbourou et al.	2013	AUS	Resilient Families	substance abuse	RCT	2 years	2354	<i>n.d.</i> (12,3)	44%
16	Wijnhoven et al.	2014	NL	Op Volle Kracht	depression	RCT	6 months	102	11-15 ( <i>n.d.</i> )	0%
<i>n.d.</i> = no data										

Table 15: Intervention coding

Publication	Intervention					Research (cf. Pawson & Tilley's realist evaluation)		
Author(s) (year)	Name	Duration	Intensity	Integrated actions	Prevention	Primary outcome	Mechanisms	Process patterns (working methods)
Barrett et al. (2001)	FRIENDS	10 weeks	10 x 1 h	<i>none</i>	secondary	anxiety	CBT	group discussions, team activities, and individual activities; workbooks.
Buttigieg et al. (2015)	Res. Families	10 weeks	10 x 50'	Parents training	primary	depression	<i>n.d.</i>	brainstorming and evaluating effective solutions; reflective listening; emotional awareness; peer resistance skills; conflict resolution (waiting before reacting, using I-statements, negotiating problem solutions, staying calm)
Castro-Olivo (2014)	Strong Teens	12 weeks	12 x 50'	Teacher guidance	secondary	resilience	SL	problem solving and reframing skills; a lesson on ethnic pride
Challen et al. (2014)	UKRP	<i>n.d.</i>	18 h	Teacher guidance	primary	depression	ABC, CBT, social problem-solving	identifying behaviour; coping mechanisms; techniques for positive social behaviour, assertiveness, negotiation, decision making, and relaxation; class discussion, games and worksheets.
de Graaf et al. (2015)	Rock & Water	<i>n.d.</i>	7 x 90' OR 10 x 60'	Teacher guidance	secondary	sexual aggression	Psycho-physical teaching methods	metaphor of Rock vs. Water; exercises in boundary setting, eye contact and intuition, physical communication, body contact, games of self-defence; information on sexual aggression and sexuality; group discussions
Feddes et al. (2015)	Diamant	3 months	3 modules	<i>none</i>	secondary	violent extremism	<i>n.d.</i> (relative deprivation theory)	discussions, perspective-taking, reflections

Gallegos-Guajardo et al. (2015)	FRIENDS	10 weeks	10 x 60-75'	<i>none</i>	secondary	anxiety	CBT, positive psychology	group discussion, hands-on activities, role plays; relaxation exercises, deep breathing; identifying feelings and thoughts; problem-solving plan
Griffin et al. (2009)	BRAVE	9 weeks	90', 2-3x/week	Buddy system; individual mentoring	secondary	substance abuse	SL	role plays, videotapes, experiential & interactive learning
Iizuki et al. (2014)	FRIENDS	10 weeks	10 x 30'	Teacher guidance	primary	anxiety	Behavioural, physiological and cognitive strategies	identify feelings, learn to relax, identify unhelpful thoughts and replace them, overcome challenging situations.
Johns et al. (2014)	More Than a Game	12 months	<i>n.d.</i>	Police-led workshop; leadership camp	secondary	violent extremism	Sports-based	football, other sports activities, mentoring activities.
Kindt et al. (2014)	OVK	16 weeks	16 x 50'	<i>none</i>	secondary	depression	CBT	pen and paper exercises, group discussions, role plays, homework.
Lee & Stewart (2013)	HPS	18 months	<i>n.d.</i>	Parents, teachers & community	primary	resilience	Socio-ecological principles	skills development in coping, problem-solving and help-seeking.
Rodges & Dunsmuir (2015)	FRIENDS	10-12 weeks	10 x 1 h	<i>none</i>	primary	anxiety	CBT	problem-solving plans, identify role models, use positive talk, be aware of body clues
Tak et al. (2016)	OVK	<i>n.d.</i>	16 x 50'	<i>none</i>	primary	depression	CBT, ABC, hopelessness theory of depression	role plays, discussions, pen and paper assignments, hip hop performance, rap workshop, write poems about OVK
Toumbourou et al. (2013)	Res. Families	2 years	<i>n.d.</i>	Parents & community	primary	substance abuse	<i>n.d.</i>	student curriculum covering relationship problem solving, family rules and

								responsibilities, communication, emotional awareness, peer resistance skills, and conflict resolution.
Wijnhoven et al. (2014)	OVK	<i>n.d.</i>	16 x 50'	<i>none</i>	tertiary	depression	CBT, social problem-solving	identify feelings, formulate optimistic thoughts, homework.
N = 16. <i>n.d.</i> = no data; CBT = Cognitive-Behavioural Therapy, SL = Social Learning; ABC = Activating event-Belief Consequences model (Ellis, 1962).								

## Annex II: Topic lists and survey questions

### A. Topic list for 6-week follow-up interviews (participants)

#### Introduction

- Aim of the interview
- Duration: max. 20 minutes
- Recording
- Structure

#### Bounce objectives

Objective 1: *Participants know the **content** of the Bounce tools*

- What do you remember of the training?
- How would you describe the concept of resilience?
- What did the training teach you about resilience?
- Which exercises did the training teach you to strengthen youngsters' resilience?

Objective 2: *Participants understand and apply the **perspectives** of Bounce (positive, broad, integral, emancipatory and preventive)*

- What do you remember about the perspectives? (underlying vision of Bounce)
- Which perspectives are important to you?
  - o Can you motivate why (not)?

Objective 3: *Participants can **use** the Bounce tools in their own jobs*

- Have you organised any Bounce initiatives yourself?
  - o If yes, how have they been going?
  - o If not, which actions are you thinking of organising in the near future?

Objective 4: *Participants can **inspire** their colleagues and other services in **spreading** the Bounce tools*

- Did you tell your colleagues about Bounce?
  - o If yes, what did you tell them? How did they respond?
  - o If not, what withheld you?
- Did you tell other services about Bounce?

#### Closing

- Summarizing
  - o What do you consider to be the greatest strengths (possibilities) of your Bounce training?
  - o What do you consider to be constraints of Bounce?
- *Added after July 2017: "What do you consider as working elements of your BOUNCE training? What would you copy in the trainers' behaviour if you would give a training yourself?*
- Do you want to add something?
- Thanking

Table 16: Sample descriptives (follow-up, participants)

	N (participants)	N (respondents)	Response rate	Mean follow-up (weeks)
Leuven, BE	11	6	55%	6
Landskrona, SE	6	4	67%	5,6
Bordeaux, FR	14	7	50%	6
Amsterdam, NL	7	4	57%	6
Groningen, NL	13	6	46%	6,17
Liège, BE	11	6	55%	7,17
Düsseldorf, DE	10	2	20%	5
Augsburg, DE	13	7	54%	6
Montreuil, FR	9	4	44%	5,8
Malmö, SE	7	4	57%	6,75
<b>TOTAL</b>	101	50	50%	6



## B. Topic list for closing interviews (trainers)

### Introduction

- Aim of the interview
- Structure
- Duration: *1 hour*
- Audio recording

### The experience with BOUNCE this year

- How did you experience this year?
  - o Looking back, **what went well**?
    - Working elements of the training?
    - Working elements of the implementation?
  - o **What could be done better**?
    - In the training
    - In implementation support
- *How was the **cooperation***
  - o *with Radar/Arktos?*
  - o *with FPS Home Affairs?*
  - o *with the research team?*
- How did you perceive the **participants' reactions** on BOUNCE?

### Feedback of participants

- How do you think about the following criticisms on BOUNCE:
  - o "BOUNCE has nothing to do with **radicalisation**"
  - o A lack of **theory**
  - o A lack of continuation/structure towards **implementation**
- How to solve these pending questions?

### Evaluation standards for BOUNCE

- Target audience? Who to **select**?
  - o for BOUNCE<sup>Up</sup>
  - o for BOUNCE<sup>Young</sup> (indirect target group)
- Trainer profiles?
  - o *Need for a mediator/implementation scientist?*
  - o *Need for more theoretical expertise?*
- How to assure effectiveness & efficacy?
  - o **Target outcomes** BOUNCE<sup>Up</sup> (skills, knowledge, attitudes)
  - o Target outcomes BOUNCE<sup>Young</sup> (skills, attitudes)
    - Effects on self-esteem of youngsters?
    - Effects on resilience of youngsters?
    - What youth problems can BOUNCE help to prevent?

## Implementation

- Communication towards local authorities
- How to embed into existing youth work / policy structures ? (multi-agency)
- Open access to the tools?
- **Adaptation** to local contexts? (flexibility vs. uniformity)
- **Political/technical factors** in city/organisation that can
  - o Positively influence implementation?
  - o Impede implementation?
- Which **added value** does BOUNCE offer cities?

## Closing

- Summarising
- Thanking
- Possible follow-up interview or information

### C. Follow-up survey over e-mail (participants)

- Have you organised any BOUNCE (related) actions ?
  - o If yes, which ones? Please, describe the activity.
    - *What were the reactions of the youngsters/the parents ?*
    - *What were the things that went well in the activities ? What could be done better?*
    - *Which elements are essential to reach a good result ?*
  - o If no, why not?
    - *What are the obstacles to organising BOUNCE actions ?*
    - *Are you (not) motivated or convinced of BOUNCE?*
    - *Do you lack support (financial/organisational/human resources)?*
    - *Other reasons?*
- Is there a partner network in your city?
  - o If yes, who is in this network? Are you still in contact with the other participants?
  - o If not, why not?
- Have you got additional feedback?

### Annex III: BOUNCEUp training outline & description of exercises

3-day training in the content and approach of the BOUNCE <sup>Young</sup> resilience-building tool for youngsters			
TRAINING DAY 1			
	Outline	Process	Goal & meaning (as explained by trainers)
Welcome & briefing	<ul style="list-style-type: none"> <li>• Presentation of BOUNCE</li> <li>• Starting circle</li> <li>• Energizer: "Name-ticker"</li> <li>• Expectations</li> <li>• Rules and agreements</li> <li>• Programme outline</li> </ul>	<p>Presentation of all partners and the project <i>Name, job and "How did you arrive here today?", "Anything to take into account today?"</i></p> <p>Participants sit in a circle. One person stands in the middle with a paper roll. He/she must try to tap someone on the knees with the roll, but if that person says another name, the ticker must try to tap the other person. When he/she can tap someone, the tapped person becomes the ticker in the middle.</p> <p>Participants are asked to share their expectations of the training. If other participants agree, they take a step forward. Participants also write down their learning expectations on paper cards. They hang the cards on a line and can move their card during the training – indicating to what extent their expectations are reached.</p> <p>Participants agree on specific rules to respect during the training. Trainers add the following rules: everyone is equal, respect, confidentiality and stop means stop.</p>	<p>Installing a culture of equality and finding equal interests Loosen up, learning names</p> <p>Active reviewing</p>
Introduction	<ul style="list-style-type: none"> <li>• The background of BOUNCE</li> <li>• What is resilience?</li> <li>• The prevention pyramid</li> <li>• What is radicalisation?</li> </ul>	<p>Trainers explain when and by who BOUNCE was developed.</p> <p>Trainers ask the participants to brainstorm about what 'resilience' means for them. Trainers then explain what resilience means for them, referring to the research of Thomas More University College and the model of Van Gils (1999), the 'house of resilience'.</p> <p>Trainers explain five different levels of prevention and indicate that BOUNCE is made for general prevention (level 2), with a model based on Deklerck (2006).</p> <p>Trainers explain the process of radicalisation and how to approach it from a broad perspective. They use several theoretic conceptualisations:</p>	

	<ul style="list-style-type: none"> <li>• Overview of the 10 Bounce<sup>young</sup> sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Radicalisation process scheme</li> <li>- Pyramid model</li> <li>- Supply &amp; demand-model; Cognitive opening</li> <li>- Snakes and ladders</li> </ul>	
Session 1: WHO AND WHAT?	<ul style="list-style-type: none"> <li>• Exercise: "I love..."</li> </ul>	Participants sit in a circle, one participant stands in the middle. He/she says something that he/she loves. Other participants who love this as well, must stand up and switch chairs. One person will not find a chair and goes to the middle position.	Getting to know each other; strengthens trust, equality and safety in the group.
Session 2: GROUP WORK	<ul style="list-style-type: none"> <li>• Exercise: Human knot</li> </ul>	Participants stand in a close circle. They take two hands of two random other participants. When everyone holds hands, they must untie their 'human knot' by cooperating, until they are standing in a clear circle again.	Everyone is important in obtaining collective goals, not just leader types. Group dynamics.
Session 3: TALENTS AND STRENGTHS	<ul style="list-style-type: none"> <li>• Exercise: Talent and strength quartet</li> </ul>	Participants all receive 4 or 5 'talent cards', little cards with a personality trait written on it. They are asked to give away the talent that they believe to suit them the least, to the person next to them. After a few shuffles, participants are asked to hand out talents to each other.	Strengthens self-knowledge and self-esteem.
Session 4: STANDING STRONG	<ul style="list-style-type: none"> <li>• Energizer: "Freeze and push"</li> <li>• <i>Theory: Psycho-physical resilience</i></li> <li>• Exercise: Karate kid</li> <li>• Exercise: Lifting up</li> </ul>	<p>Participants walk randomly across the room. When trainers say 'freeze!', they must stop all movements. Trainers then push all participants to see who is standing strong and who is not.</p> <p><i>Trainers explain the concept of psycho-physical resilience through the psycho-physical triangle.</i></p> <p>Participants are asked to stand on one leg and find their balance. Trainers let them do this once with their eyes closed, once with the eyes focused on a clear point, once by focusing on a repetitive sound and once by focusing on their 'grounded' standing foot.</p> <p>Participants work in pairs and stand behind each other. The person in the back is asked to lift the front person. In a second round, the front person is asked to breath low (abdominal breathing). The back person tries to lift again. This is more difficult.</p>	<p>Be aware of how to stand strong.</p> <p>Finding focus and notice what works best for you (visual, auditory or posture).</p> <p>Experiencing the difference in posture and strength by breathing.</p>

	<ul style="list-style-type: none"> <li>Exercise: Hang and pull</li> <li>Exercise: Hand-punching</li> <li>Theory: Experiential learning</li> <li>Finisher: The resilient person</li> </ul>	<p>An alternative is to let the back person push lightly into the front person's upper back.</p> <p>In pairs, participants hold the arm of their partner. They go hanging to the back. When asked to loosen hands, only firmly standing participants will stay put.</p> <p>In a second round, participants are asked to pull back. Who wins? Trainers compare this to a discussion: who pulls, does not listen; who gets pulled over, drops his/her own arguments. <i>"It is important to stay firm to yourself, but also to listen."</i></p> <p>In pairs, participants face their hands towards their partner. They try to hit the other person by clapping his/her hands. Only firmly grounded participants will not fall down when they are pushed.</p> <p>Participants are asked what parts of their body/mind play a role in their resilience. The end result is a drawing of a resilient person (poster).</p>	<p>In life, you are dependent of others. How do you keep your balance when they fall away? Importance of <i>autonomy</i> as a part of resilience.</p> <p><i>"Losing a discussion is no problem as long as you stay in a dialogue."</i></p> <p>Rock vs. water positions, exercise to experience what position participants take on. Rock attitude does not always win.</p>
Session 5: STAYING STRONG	<ul style="list-style-type: none"> <li>Exercise: Contacts</li> <li>Exercise: Break in / break out</li> </ul>	<p>Everyone walks through each other. Trainers indicate what to do when participants cross another person: say hi, wink, look into the eyes, make an animal sound, follow the other person.</p> <p>Active reviewing: Participants are asked to take a spot in a circle going from comfort to stretch to panic zone, depending on how they felt during each part of the exercise.</p> <p>All participants hold arms in a closed circle. One participant is on the outside of the circle. He/she must try to 'break in' the group. A variant exercise is to be inside of the circle and 'break out'.</p>	<p>In life, you can only learn new things if you go to your stretch zone. Staying in your comfort zone will not teach you anything. Once you are in the panic zone, you cannot learn. visualize the difficulties of finding your place in a new group, or of leaving a group you do not want to be in (peer pressure)</p>

	<ul style="list-style-type: none"> <li>Exercise: Strong focus</li> <li>Exercise: Boundaries</li> <li>Finisher: The resilient person</li> <li>Evaluation</li> </ul>	<p>In pairs, participants stand in front of each other. One person is asked to stay focused, while the other tries to distract him/her. They switch roles.</p> <p>In pairs, participants stand in front of each other. One person walks towards the other while looking the person into the eyes. He/she stops walking when (s)he feels to be at edge of the other person's personal space (boundaries). Trainers ask everyone how they noticed that they had to stop (interpreting body language and mimics of the partners). Trainers then ask to take one step closer to each other and see if this is still comfortable.</p> <p>Everyone is asked to indicate what they find to be the most important parts of the resilient person, by tagging the respective body parts with a sticker on the poster.</p> <p><i>"How to respect boundaries as a trainer?"</i></p>	<p>Staying focused, comparison to youngsters in class.</p> <p>Personal space is individual, learn to recognize it. Youngsters might test boundaries, so as a trainer, you must indicate in time where they have to stop.</p>
Evaluation	<ul style="list-style-type: none"> <li>Summary</li> <li>Active reviewing</li> <li>Discussion</li> </ul>	<p>Trainers review all posters of the sessions and theory that were explained today.</p> <p>Participants move their learning cards on the line according to what extent the first day has matched their expectations.</p> <p>Participants are asked to take a stand in the room according to what extent they agree with the following questions:</p> <p><i>"Do you feel ready to give these sessions to youngsters yourself?"</i></p> <p><i>"Were you sufficiently actively engaged today?"</i></p> <p><i>"Were your prior expectations about the training fulfilled today?"</i></p> <p><i>"Did we sufficiently visualize the Bounce tools to you?"</i></p> <p><i>"Do you want to add something else?"</i></p>	
<b>TRAINING DAY 2</b>			
Welcome & briefing	<ul style="list-style-type: none"> <li>Welcoming</li> <li>Start circle</li> <li>Programme outline</li> <li>Energizer</li> </ul>	<p>N.B. half of the participants is marked with a dot on his/her hand.</p> <p><i>"What did you do yesterday after the training?"</i></p> <p><i>"Are there any questions about yesterday?"</i></p> <p><i>"stop ticker"</i></p>	

The BOUNCE perspectives	<ul style="list-style-type: none"> <li>• Positive perspective Exercise: A positive outlook – Associations</li> <li>• Broad perspective Exercise: Brainstorm ‘culture’</li> <li>• Integral perspective</li> <li>• Emancipatory perspective</li> <li>• Preventive perspective</li> </ul>	<p>Participants are divided into two groups. One group is asked to write down associations with ‘radicalisation’, the other group to write down associations with ‘strong ideals’. At the end, the two groups compare their associations. They discuss the similarities and differences.</p> <p>Participants brainstorm about the concept ‘culture’, trainers write down all input on a flipchart. It is clear that culture can be understood in a broad sense.</p> <p>Trainers explain that BOUNCE wants to empower youngsters within their environment, which is why the three tools were designed as complementary. Trainers explain that BOUNCE participants are also responsible for the knowledge-exchange in the sessions. Trainers refer to the prevention pyramid.</p>	<p>BOUNCE wants to focus on the positive associations with radicalisation. Stress the positive traits of youngsters. (appreciative inquiry)</p> <p>BOUNCE wants to apply this broad perspective to (concerns about) radicalisation as well. Multiple possible directions (left/right/religious).</p>
Session 6: CAN YOU FEEL IT?	<ul style="list-style-type: none"> <li>• Energizer</li> <li>• Exercise: Match the emoticons</li> <li>• Exercise: Body language</li> <li>• Exercise: Treat you right</li> </ul>	<p>“woosh!”</p> <p>Trainers spread out cards with emoticons on a table. Participants are asked to assign a feeling to the each emoticon.</p> <p>Everyone walks through each other. Trainers ask participants to walk once very slow, with small steps and shoulders down without looking to the others; once very firmly, big steps, condescending, shoulders up, without looking to the others; once very friendly, regular steps, making eye-contact when crossing others.</p> <p>Participants are asked what attitude they liked the most for themselves and for others.</p> <p>Participants are divided into two groups, based on who got a dot on his/her hand in the morning. Both groups are given sticks and plasticine and are asked to make a tower as high as possible. One group is given a preferential</p>	<p>Focus on facial expressions</p> <p>You can influence your mood and appearance by your body language.</p> <p>Become aware of how you react upon discrimination</p>



		<p>treatment and helped by the trainers, the other group is being discriminated. After the exercise, participants are asked to reflect upon how they acted in their role.</p> <p>Evaluation:</p> <p><i>"For whom was this a positive experience?"</i></p> <p><i>"Where can you feel this?"</i></p> <p><i>"How did you react to this feeling?"</i></p> <p><i>"Were you interested in the other group?"</i></p> <p><i>"Was there interaction between the two groups?"</i></p> <p><i>"Was there polarization between the two groups?"</i></p> <p><i>"Who is creating the distance?"</i></p> <p><i>"With whom can you compare the trainers?"</i></p>	<p>when you see it or when you experience it yourself.</p>
	<ul style="list-style-type: none"> <li>Exercise: Breathing after tension</li> <li>Finisher</li> </ul>	<p>Everyone takes off his/her shoes. They must try to tick the toes of other participants and avoid being ticked by others. After the (exhausting) exercise, trainers ask participants to focus on their abdominal breathing.</p>	<p>Conscious breathing</p>
Session 7: INFORMATION AND INFLUENCE	<ul style="list-style-type: none"> <li>Energizer: "1-2-3"</li> <li>Exercise: What did you see?</li> <li>Exercise: Copy paste</li> <li>Exercise: Headlines</li> </ul>	<p>In pairs, participants count to 3. One person says 1, the other 2, the first person 3 and so on. Trainers then ask to clap hands at 1, say 2, then 3. Then clap hands, hit foot, say 3. Then clap hands, hit foot, tap thighs.</p> <p>Trainers act disorganised and stressed. After the role play, participants are asked to list what they have seen. Trainers write down all participants' answers on a flipchart, but divide the answers into facts versus interpretations.</p> <p>In pairs, participants sit back-to-back. One person explains a drawing of an object, only by referring to its shape. The other person tries to copy the drawing by listening to the explanation.</p> <p>Trainers read a story of youth violence to the group. Participants work in pairs and are given a role as a particular news source (paper, blog, interest group). They are asked to make a headline for an article published by their respective news source.</p>	<p>Staying focused</p> <p>You can make mistakes in your interpretations.</p> <p>what we name is not always literally what we see</p> <p>Become conscious of news sources, every source has an own agenda. Images are strong.</p>

	<ul style="list-style-type: none"> <li>Exercise: Mind games</li> <li>Finisher</li> </ul>	<p>Trainers explain that information differs according to the source and their respective agendas. They use videos to demonstrate the differences between media channels.</p> <p>Trainers show several optical illusions and ambiguous figures. They also show videos of the monkey business illusion and the Asch conformity experiment – demonstrating theory on selective attention and conformity.</p>	the environment defines what people see and that you can make mistakes in your interpretations
Session 8: THINK ABOUT IT	<ul style="list-style-type: none"> <li>Exercise: Two tasks</li> <li>Exercise: First impressions</li> <li>Exercise: The bus</li> </ul>	<p>Participants are divided in two groups. One group is assigned to stack all chairs, the other group is assigned to put all chairs against the wall. Both groups do not know the other group's assignment. If they communicate and cooperate, all chairs end up stacked against the wall.</p> <p>Evaluation:  <i>"Who thought at the start that they should compete against the other group?"</i>  <i>"When did you know the other group's task?"</i>  <i>"Did the two groups communicate?"</i></p> <p>Participants are shown six pictures and asked to share their first impressions of the persons.</p> <p>After a group discussion, trainers give the answers and reveal that two pictures depict the same person, with two very different roles.</p> <p>Trainers additionally explain this through a video of a Carlsberg commercial.</p> <p>2 to 3 participants are split up from the group. The others agree on three social norms that the others must obey to, in order to be allowed a spot on their 'bus to France'. If the newcomers do not recognize the implicit norms, they are kicked off the bus.</p> <p>Evaluation:  <i>"Who was very strict on the bus? Who was softer?"</i>  <i>"Did the people on the bus have an open or closed attitude?"</i>  <i>"How did you feel that you were already on the bus?"</i>  <i>"For who was outside: how did you feel?"</i></p>	<p>Our identity is often formed by opposing ourselves to other groups, but sometimes you should look further than the differences to achieve compatible ends.</p> <p>E.g. in classrooms, how to find a way to both learn and have fun?</p> <p>First impressions can be misleading.</p> <p>Exemplifies the difficulties of finding your way into a new group.</p>

		<p><i>"How did you feel when you had to leave the bus?"</i></p> <p><i>"Did you want to help the others by telling them the rules?"</i></p> <p><i>"Did you feel integrated in the group or a stranger?"</i></p> <p><i>"Do you know a situation where you had to recognize the rules?"</i></p>	
Evaluation	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Active reviewing</li> <li>• Check-out</li> </ul>	<p>Trainers review the sessions of the day.</p> <p>Participants move their learning cards on the line according to what extent the second day has matched their expectations.</p>	
<b>TRAINING DAY 3</b>			
Welcome & briefing	<ul style="list-style-type: none"> <li>• Start circle</li> <li>• Programme outline</li> </ul>		
Session 9: CONNECTED IDENTITY	<ul style="list-style-type: none"> <li>• Energizer</li> <li>• Exercise: Where am I who?</li> <li>• Theory: Multiple identity</li> <li>• Exercise: Examples and resources</li> <li>• Finisher: Personal object</li> </ul>	<p><i>"fruit salad"</i></p> <p>Participants are paired up and asked to share with the other person the different roles they have in five different places/situations. Everyone then shares one of the roles of his/her group partner with the rest of the group.</p> <p>Trainers explain the concept of multiple identities by means of a video from Shrek (onions have layers)</p> <p>Trainers hang different stickers across the room, each with a different life domain on them (family/friends/nature/leisure/...). Participants are asked to stand by one domain of their choice when trainers ask the following questions:</p> <p><i>"Who do you look up to?" / "Who is a role model for you?"</i></p> <p><i>"Who or what is a good resource for support/help/advice/rest when..."</i></p> <p>All participants were asked to bring a personal object to the training. Everyone may tell something about his/her object.</p>	<p>Mixing the group</p> <p>Identity is dynamic, your behavior changes in different situations.</p> <p>People may find support in a broad range of life domains. So if someone falls away, there are alternative resources.</p> <p>Equality, safety and trust among participants.</p>
Session 10: FUTURE-PROOF	<ul style="list-style-type: none"> <li>• Energizer</li> <li>• Exercise: How do you do it?</li> </ul>	<p><i>"Take a seat"</i></p> <p>All participants get a piece of paper. They are asked to tear it in two pieces. Everyone has a different end result.</p>	<p>Trusting each other</p> <p>There are endless ways of reaching your goals.</p>

	<ul style="list-style-type: none"> <li>Exercise: A positive goal</li> <li>Exercise: Build strength</li> <li>Exercise: Imagine it</li> <li>Exercise: Break it and make it</li> <li>Discussion</li> </ul>	<p>Participants are asked to formulate a positive goal for themselves and to reflect upon how to reach their goal. Trainers ask the following questions:</p> <p><i>“What do you want to reach?”</i></p> <p><i>“How can you make this goal realistic?”</i></p> <p><i>“What steps must you take to achieve your goal?”</i></p> <p><i>“What can you come across that will challenge you to persist or change your plan?”</i></p> <p><i>“What image helps you to achieve your goal?”</i></p> <p>Trainers give a wooden plank to all participants. They are asked to write down their goal on the plank.</p> <p>In pairs, participants do kickboxing exercises with punching pads. Trainers ask to gradually build up strength from 10 to 100 percent.</p> <p>In pairs, participants stand in front of each other. Participant A stretches his/her arm forward, his/her hand upwards resting on the shoulder of participant B. B tries to pull down A’s arm by pushing on his/her elbow joint. In a second round, A is asked to imagine that his/her arm is unbendable, fixed in the wall as if it were a steel beam. Participants notice that the arm is now much harder to pull down.</p> <p>Every participant is invited to break his/her wooden plank with his/her bare hand. Trainers explain that they should focus on their breathing, personal goal and mental strength in order to break it. By imagining that their hand is an ax or a hammer that goes underneath the plank, they can break it.</p> <p>Evaluation:</p> <p><i>“How do you feel now?”</i></p> <p><i>“What was the most important element in this exercise?”</i></p>	<p>Youngsters can choose their own way.</p> <p>Clear visualizing a goal may help you to reach it.</p> <p>Knowing your body and your physical strength.</p> <p>Knowing your mental strength.</p> <p>Experiencing the power of mental strength.</p>
Implementation support	<ul style="list-style-type: none"> <li>Brainstorm</li> <li>Discussion</li> </ul>	<p>Participants think in groups about how they can implement BOUNCE within their own organisations. All groups share their ideas with the other participants.</p> <p><i>“Do you still need something?”</i></p>	
Evaluation	<ul style="list-style-type: none"> <li>Museum tour</li> </ul>	<p>Participants are asked to stick red or green stickers on all posters, depending on what they found useful or not.</p>	

	<ul style="list-style-type: none"> <li>• Check-out</li> </ul>	Participants are asked to pick a card with a 'feeling monster' and explain how they feel after the three days of training.	
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## Annex IV: Preliminary results of BOUNCE<sup>Young</sup> evaluation (pretest)

The main research question while evaluating BOUNCE<sup>Young</sup> trainings is whether they have caused a *change* of behaviour, attitudes or feelings of the youngsters. We can assess this by asking the youngsters themselves and/or by asking their surrounding adults such as parents and teachers. A pre-post-test design seems the most useful in this regard. As the focus of our research was no longer on the prevention of radicalisation only, we chose to focus on a (perceived) change in the youngsters' *resilience*, as the main objective of BOUNCE<sup>Young</sup> ascribes.

During the try-outs of BOUNCE<sup>Young</sup>, we already asked the participating youngsters to fill out a pre-test survey. This gave us a total sample of only 75 youngsters (Mean Age = 15 years; 56% male). The sample is very small due to lacking BOUNCE<sup>Young</sup> groups in multiple cities, lacking time for pre-tests in the cities who did, and low response of our online surveys. In the pre-test survey, we used the refined Connor-Davidson Resilience Scale (CD-RISC) with 10 items, each on a 5-point Likert scale, and the Rosenberg Self-Esteem Scale with 10 items on a 4-point Likert scale as dependent variables. Both scales are methodologically approved and validated for studies with youth (Ahern, Kiehl, Lou Sole, & Byers, 2006; Campbell-Sills & Stein, 2007; Connor & Davidson, 2003; Hjemdal, Friborg, Stiles, Martinussen, & Rosenvinge, 2006). We also included age, gender and socio-economic status as demographic variables, as we assumed that they might operate as independent factors. Socio-economic status was operationalised by means of a 4-items scale of 'intergenerational poverty', based on Wadsworth. This is a relative income measurement, easier to assess with children. Of course, other factors are likely to determine self-esteem and resilience as well, such as one's family situation and one's social support at school, hobbies or in the neighbourhood. In addition, having experienced previous stressful life events, is likely to influence resilience as well. However, in our present research, we chose to focus only on possible changes in resilience after the BOUNCE<sup>Young</sup> training, rather than measuring the effects of other factors. An ideal study design would control for mediating effects of different factors when evaluating the effects of BOUNCE on youngsters' wellbeing.

The assumption in our trial study is that BOUNCE will increase youngsters' scores on the CD-RISC scale – hence, that they would have increased resilience after their BOUNCE training. The RSE is included as a control variable: could the effect on resilience be moderated by the effect on (increased) self-esteem? Scale scores were calculated by the average scorings on all 10 scale items (with a maximum of 3 missing values allowed). Scale values were then standardised into new variables, which we will use as a dependent variable in our model. Internal consistency of both scales was high, with Cronbach's Alfa scores of 0,852 (CD-RISC) and 0,840 (RSE) respectively.

Due to a lack of completed BOUNCE<sup>Young</sup> trainings, we could not conduct sufficient post-tests among the youngsters to assess a change in their resilience afterwards. The pre-tests give a little insight into what defines self-esteem and resilience at the baseline.

Table 17: Pretest youth: multivariate regression analyses

	Dependent variables		
	Self-Esteem (RSE)	Resilience (CD-RISC)	Resilience (CD-RISC)
age	0,29 *	-0,42	-0,16
gender			
(boy)			
girl	-0,49 ***	-0,21	0,16
S.E.S.	-0,24	-0,24	-0,03
Control: Self-esteem			0,70 ***
N(valid)	47	55	45
R <sup>2</sup>	0,274 (***)	0,112 (n.s.)	0,572 (***)
N = 75 * (p < 0,5), ** (p < 0,1), *** (p < 0,01). n.s. (non-significant)			

Table 17 shows that self-esteem is significantly correlated with age and gender. In accordance with previous research findings, self-esteem is higher for older children than younger children, and higher for boys than for girls. In our limited sample, we have already found that girls have on average 0,49 times less self-esteem than boys (standardized units), and for every year older, children have on average 0,29 times more self-esteem. No significant effect of socio-economic status was found. All together, the three independent variables explain 27% of the variance in the self-esteem scale ( $R^2 = 0,274$ ), a significant ANOVA model. On the contrary, if we then look at the effects on resilience, no significant relations can be found. The model is also insignificant. However, when controlling for self-esteem, the explanatory value of the model highly increases: 57% of the variance in the CD-RISC scale may be explained by adding the self-esteem scorings. One point higher on the standardized self-esteem scale would mean an increase of 0,70 points on the standardized resilience scale. This is highly suggestive for the fact that self-esteem is a major ingredient of resilience (as it is operationalized in CD-RISC). Indeed, the bivariate correlation between both scales is 0,62 (\*\*). We can thus expect that most of the assumed effects of BOUNCE<sup>Young</sup> will also be running through increased self-esteem.