

## User-led Review on the YEIP Training Modules

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The purpose of this paper is to peer review the Output 2, which consisted of training materials for LEAs and practitioners and policy makers. IARS consulted with two members from both the Youth Advisory Board (YAB) and from the Women's Advisory Board (WAB).

The two YEIP trainings were evaluated from two perspectives:

- a. As a young person
- b. As a woman

### Feedback from YAB

Various pieces of the modules were quite relatable to us as young people. The mention of social media in terms of identifying radicalisation is easy to relate to our own personal lives. The political tension of the world at the moment is a hot-button topic of discussion on platforms, such as Facebook, which is specifically mentioned in some of the modules.

The topic of non-formal education is necessary considering we are always learning, either directly or indirectly. This concept could be directly linked to young people's perception of politics and their formation of morals and values when considering all of the influences surrounding them and preaching different messages. Young people are a lot more susceptible to this seeing as they have had less time to form their own opinions on certain issues, so non-formal and indirect education has a lot to do with how young people perceive the world.

The inclusion of laws and regulations surrounding the rights of young people was nice to see, as many young people are not necessarily educated on these topics. These were included in a number of the modules, so in addition to participants' engagement in various activities they also have the opportunity to learn something about their own situations they may now have been aware of before.

Although it is not the main focus of these modules, a portion on bullying and the mistreatment of others could potentially be added to the modules on either the stereotypes and prejudices or the PP and GLM sections. Young people are exposed to a lot of bullying, which can be caused by early stages of radicalisation from the bully. An emphasis on PP and GLM could be used to navigate situations like these and could nicely combine concepts of the module.

Overall the modules were well-tailored towards young people, but some of the concepts could be expanded on to include more of a young peoples' perspective, seeing as the main focus of many of the modules is to educate on issues related to racial bias and radicalisation.

### **Feedback from WAB**

Almost nothing about the modules made us think through a lens of gender, seeing as it was mostly aimed towards racial bias and radicalisation. There were only a few points in the modules that specifically made us think of gender, such as the inclusion of an image from the Handmaid's Tale or the example about women being able to handle more physical pain than men.

As a woman, some of the trainings made us feel a bit confused. The topics of stereotypes, prejudice and discrimination can be applicable to gender, but after viewing the models we are still not quite sure how radicalisation relates to our life as women.

In terms of non-formal education, information could be expanded on under the scope of gender. For example, anecdotes about gender norms and the "culture of silence" could be mentioned in regards to lifelong learning. These are issues that are present in society that women must navigate through the course of their lives, so this could be a valuable piece of the module if examined.

Positive Psychology could be useful to look at through the lens of gender, specifically pertaining to issues of women's self-esteem and image. Women of all ages, but particularly young girls, face internal struggles throughout their lives because images in the media tell them how they should look, feel, and act. PP could be used to promote a healthy internal relationship for women with themselves and help shape their perspective of the world into one of positivity and personal potential.

Overall we thought that the modules missed the target when trying to appeal to women. The modules specifically addressed radicalisation through the lens of race, and many of them address topics related to young people, however a focus on gender was noticeably absent in our opinion.

### **General observations/ feedback on modules from WAB and YAB:**

The modules were quite difficult to follow along with seeing as many of them were incomplete. There were many blank slides in each of the modules and the logical flow of ideas was not easy to understand.

There were two separate versions of Module 1, one which was broken up into three sections and the other which was a combination of 1.2.1 and 1.2.2. The information on some of these slides was the same, but some information was included in the separate versions that were missing from the others. It almost seems like if you combine them all, it would make one complete module but they're currently all separated which is redundant and confusing. For example, module 1.2.2 includes a section on radicalisation and prisons, which seems a little out of place compared to the logical flow of the other version of the module. Module 1.3 included quite a bit of data analysis which was hard to follow along with. Choosing a few points to discuss and making graphs based on them makes more sense than trying to analyse all the data in multiple graphs on multiple slides.

Module 2.1 has two separate topics that are trying to be merged, but the flow of the module just doesn't really make sense. The topic of participation includes a great deal of information about the CRC, but then the module skips to active listening strategies and it is overall very confusing. The inclusion of the 3 P's (protection, provision, prevention) is nice and memorable, but some slides such as the good practices are missing information so it's hard to tell what the overall message of the module should be.

Module 3.1.1 and 3.1.2 are missing the majority of the information on the slides. The activity in the beginning about positive psychology and the delivery of messages is effective and memorable. The second half of Module 3 seems incomplete and key information about positive psychology and the good lives model is missing. Discussion questions about GLM in the school and university settings seem redundant and could potentially be combined.

Activities in the beginning of Module 4 are unclear. There are two options offered, but there is no explanation to what either of these activities are. The slide about who is on the train seems random and it doesn't seem to match the message of the overall module. The incorporation of the Zootopia video to explain stereotypes is a good change to the serious tone of the rest of the modules. Module 4 has many good graphics, but again, seems unfinished.

Overall the modules have many typos and formatting issues, including blank slides. The title sections on many slides are covered by graphics, and there are some slides where the text does not fit on the page. More graphics should be added in all of the modules to present information to keep viewers engaged.