

# RAN ISSUE PAPER

## Annex to RAN's *Manifesto for Education*: The role of non-formal education in P/CVE

### Introduction

This paper serves as an **annex to the Radicalisation Awareness Network (RAN) *Manifesto for Education – Empowering Educators and Schools*** <sup>(1)</sup>, complementing it with the dimension of non-formal education.

A person's identity is shaped by their value system, personal development, attitude and behaviour: it is a complex process, influenced by many factors and social frameworks. **Formal learning**, which occurs mostly in school, is one factor. **Non-formal learning**, which for young people occurs predominantly through youth work, is another.

**Both types of learning play a part in preventing and countering violent extremism (P/CVE), and they are complementary.** Their contribution to P/CVE in education and learning is key.

This paper broadly considers non-formal education in the P/CVE context, its connection to formal education and its role in a multi-agency approach. In closing, recommendations are put forward for non-formal educators (youth workers), multi-agency partners and policymakers.

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<sup>(1)</sup> See RAN Prevent's *Manifesto for Education – Empowering Educators and Schools* at <https://euroclio.eu/wp-content/uploads/2016/03/Manifesto-for-Education-Empowering-educators-and-schools.pdf> online.

## Young people, non-formal learning and violent extremism

### Young people and vulnerability to radicalisation

From early adolescence (i.e. between the ages of 12 and 15) until their mid-twenties, young people are specifically vulnerable to the threat of radicalisation and violent extremism. Biological and psychosocial factors cause adolescents to undergo numerous changes overall. Heinke and Person (2016) elaborate:

*'Adolescence is a time for the differentiation from adult authorities, for the acquisition of autonomous decision-making capabilities, the development of a specific conduct of life, and for the testing of boundaries. Therefore it is regularly a time for misjudgements — including some that may harm others. In other words, the learning process to make decisions includes the risk to make bad decisions' (2).*

Ranstorp (2016) recognises the wide range of factors that can lead someone to turn to extremism, and in essence all researchers in this area concur that 'there is no single cause or pathway into radicalisation and violent extremism'<sup>(3)</sup>. Therefore, as young people are in a wide variety of settings and in a process of search, all environments they are in and persons they have contact to are relevant: their families, schools (up to a certain age at least), workplaces, communities they are involved in and – sometimes underestimated – peer groups.

Entenmann, Marone and Vidino (2017) describe this process and use examples from several European countries to illustrate how 'many studies have abundantly proved that radicalisation is, generally speaking, "about who you know". It is a group phenomenon, which takes place among small clusters of individuals who influence and support each other. It is also about 'charismatic personalities or, in some cases, tight-knit groups of friends without formal leadership that promote the progressive radicalisation of the individuals involved' (p.83)<sup>(4)</sup>.

### Radicalisation and non-formal learning

Considering how processes of radicalisation can take place, the non-formal part of learning needs to get more attention in P/CVE. In order to understand why this is so, one must first understand what role non-formal learning plays in identity development and how non-formal learning relates to other forms of learning.

Generally, no matter which topic it concerns, developing your personality, shaping your identity and gaining knowledge happen in three different ways:

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<sup>(2)</sup> See Heinke and Persson's article 'Youth Specific Factors in Radicalization' (2016).

<sup>(3)</sup> See the RAN issue paper *The root causes of violent extremism* by Ranstorp (2016, p 2.).

<sup>(4)</sup> See p. 83 of Vidino, Marone and Entenmann's *Fear thy neighbor: Radicalization and Jihadist attacks in the West*. Ledizioni (2017).

- Formal learning, i.e. structured, deliberate and formalised learning processes, as in school environments.
- Non-formal learning, has a more open structure but no formal recognition<sup>(5)</sup>. Often – yet not always – formal learning is more related to “hard skills” whereas in informal and non-formal learning “soft skills” are prioritised. Non-formal learning is often (not necessarily always) happening in spare time and among peers, you volunteer to take part.
- Informal learning happens through everyday interactions and experiences. These can be conversations with other people, but also nonverbal interactions. Non-formal learning is a subconscious, unintended, non-reflective process of gaining new experiences and reacting on them.

Young people are part of various non-formal learning environments such as sport clubs, thematic or religious youth organisations, or even “informal groups”, and non-formal learning processes when these groups try to influence their members into a certain direction. The capacity of young people to build and facilitate relationships with others, ideally with many different kinds of others, is a key dimension of non-formal learning. Both youth work and P/CVE has often been conceived of as “relational work”, which is always predominantly non-formal, creating “relationship knowledge” with and among the young people.

On a low threshold municipalities and regions could – and in some countries actually do<sup>(6)</sup> – establish and finance youth work services in order to empower young people to have a greater degree of autonomy, self-determination and control over their lives, support them to deal with challenges they face and strengthen young people’s resilience to violent ideologies by developing their critical thinking.

In the European Union, particularly, this approach is gaining increasing recognition:

*'Youth work brings unique benefits to young people in their transition to adulthood, providing a safe environment for them to gain self-confidence, and learn in a non-formal way. Youth work is known for equipping youth with key competences and skills such as teamwork, leadership, intercultural competences, project management, problem solving and critical thinking. In some cases, youth work is the bridge into education, training or work, thus preventing exclusion' (p.2) <sup>(7)</sup>.*

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<sup>(5)</sup> <http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>  
retrieved 6.8.2019

<sup>(6)</sup> see several practise examples (e.g. Vienna and Bremen) in the RAN Collection [https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation\\_awareness\\_network/ran-best-practices\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-best-practices_en)

<sup>(7)</sup> See the European Commission communication *Engaging, Connecting and Empowering young people: a new EU Youth Strategy* (COM/2018/269 final).

There is a recognised strong and important role for the youth sector in Human Rights Education: promoting democracy and active participation and also preventing and countering violent radicalisation. In June 2016, the Council and the Representatives of the Governments of the Member States issued a fundamental paper on the role of the youth sector in an integrated and cross-sectoral approach to preventing and combating violent radicalisation of young people:

*'Youth work is an accessible and outreaching service, method and tool aiming for the positive identity development of all young people, providing a non-formal and informal environment for the development of values, skills, competences, talents and open attitudes, which also enables them to recognise and manage the risks they are likely to encounter, including violent radicalisation' (p.2) <sup>(8)</sup>.*

Furthermore, a holistic, integrated and cross-sectoral approach is promoted. The paper specifically highlights the importance of 'promoting effective and well-attuned cooperation between the youth sector, the education sector and other relevant sectors and developing common tools, measures and the exchange of good practices to handle cases of violent radicalisation'<sup>(9)</sup>.

## Strengths and weaknesses in P/CVE in non-formal education today

### Contributions of youth work to P/CVE

Several works have been published on this topic in recent years. In 2017, the European Commission's Directorate-General for Education and Culture produced *The contribution of youth work to preventing marginalisation and violent radicalisation*; in 2018, the European Commission and the Council of Europe released *Youth work against violent radicalisation: Theory, concepts and primary prevention in practice*. Both these works constitute significant resources for theory and practice in the field. Guiding principles are summarised in *The preventive role of open youth work in radicalisation and extremism* by Werner Prinzjakowitsch, published in 2017. The same year ended with a comprehensive summary of all related work in the RAN ex post paper *The role of youth work in the prevention of radicalisation and violent extremism* <sup>(10)</sup>.

### Youth work can contribute to the prevention of radicalisation at several levels.

The three-level concept of prevention (see Image 1 below) is a useful tool for understanding and planning P/CVE processes in non-formal education.

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<sup>(8)</sup> See p.2 of the *Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the role of the youth sector in an integrated and cross-sectoral approach to preventing and combating violent radicalisation of young people* (OJ C 213, 14.6.2016).

<sup>(9)</sup> Ibid. p.2

<sup>(10)</sup> Direct links to the documents can be found in the literature list.

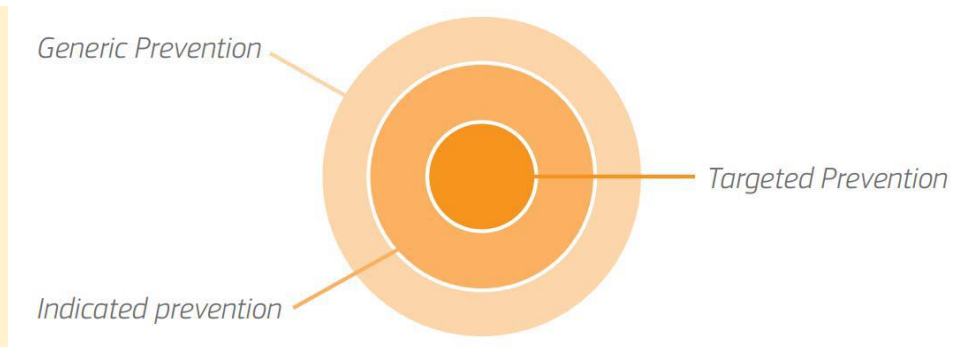


Image 1: Three-level prevention model (Source: Directorate-General for Education, Youth, Sport and Culture, 2017, p.17)

- Generic (or primary) prevention targets all young people in an indirect way. Youth work’s contribution at a generic level is about equipping young people with the life skills that contribute to their democratic resilience and strengthen their democratic values. This is one of the core elements of non-formal education.
- Targeted (or secondary) prevention aims to reach young people showing an inclination for or interest in anti-democratic, extremist ideologies (or components of these ideologies) and propaganda. They may also be in contact with or close to such extremist groups. At the targeted prevention level, youth work can be effective both with individuals and in group settings.
- Indicated (or tertiary) prevention targets young people already engaged in extremist groups or extremist ideals who wish to opt out (or who are perceived to be open to receiving support to opt out). This type of prevention work should only be provided by experts and youth workers trained specifically for this purpose. Here, youth workers, alongside other key professionals, can support young people as they transition out of these groups.<sup>(11)</sup>

### Online communication in social networks

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<sup>(11)</sup> See p.17 of the Directorate-General for Education, Youth, Sport and Culture's *The contribution of youth work to preventing marginalisation and violent radicalisation. A practical toolbox for youth workers & recommendations for policy makers: results of the expert group set up under the European Union Work Plan for Youth for 2016-2018*.

Online communication in social networks has become increasingly important for young people and it is commonly used to support the radicalisation process. Several countries (e.g. Austria, Finland, Estonia and Germany) have already extended their youth work actions into social media platforms. The EU Civil Society Empowerment Program (CSEP) will further strengthen activities in this field <sup>(12)</sup>.

Sometimes approaches and methodologies of youth work are used by extremist groups as well. They, at early stages, recognised that approaching young people in an informal way, offering them leisure time activities (e.g. sport) and understanding on a low threshold can easily strengthen relationships and connection to their group. As has been reported in the press “... *sports clubs, led by martial arts, football and bodybuilding are — the government says — number one places of radicalisation in France, ahead of places of worship*” (*The National*, 2017) <sup>(13)</sup>. In Erin Saltman's TED speech about her time in a Hungarian far-right camp (Saltman, 2016) <sup>(14)</sup> she highlights the fact that extremist groups directly use adapted youth work methodologies for indoctrination purposes.

### **The strengths and weaknesses of informal education in P/CVE in relation to formal education**

Despite sharing similar aims and objectives, formal education (schools, universities) and non-formal education (youth work) have substantial differences. While these differences can be used to advantage and complement one another in an open and positive approach, they can also work against each other.

The main difference between formal education and non-formal education is that the first is mandatory while the second **is entirely voluntary**. This constitutes both a strength and a challenge for youth work: on the one hand it takes away pressure from those taking part, on the other, youth work has to promote itself among youngsters and has to adapt its approaches, content and methodology to their needs. If carried out properly (i.e. is state-sponsored), **youth work can reach out to groups** (both under and above the age of 18) **which cannot be reached by any other institution**. This is especially true for young people who are hard to approach in any event, and who are specifically vulnerable. Several studies have shown that this group also includes youngsters at risk of becoming attached to violent extremist groups <sup>(15)</sup>.

Formal education always has to follow a curriculum, which can provide clarity but can also be constricting. Finding the time to explore and react to topics outside the curriculum is often a challenge. **By contrast,**

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<sup>12</sup> The Civil Society Empowerment Programme (CSEP): [https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation\\_awareness\\_network/civil-society-empowerment-programme\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation_awareness_network/civil-society-empowerment-programme_en)

<sup>13</sup> <https://www.thenational.ae/world/europe/religion-france-fights-extremists-who-recruit-through-sport-1.689953>  
retrieved 6.8.2018

<sup>(14)</sup> See Saltman's TED talk at [https://www.ted.com/talks/erin\\_marie\\_saltman\\_how\\_young\\_people\\_join\\_violent\\_extremist\\_groups\\_and\\_how\\_to\\_stop\\_them](https://www.ted.com/talks/erin_marie_saltman_how_young_people_join_violent_extremist_groups_and_how_to_stop_them) online.

<sup>(15)</sup> See, for instance, 'Jugendliche in der offenen Jugendarbeit' (Youth in Open Youthwork) by GÜNGÖR et al.

**non-formal education is dependent on the needs and interests of its target group, and is therefore inherently flexible.**

Notwithstanding the EU policy papers mentioned earlier, **non-formal education still lacks practical recognition in various Member States**, and even more so at regional or local level. Moreover, in contrast to formal education, there are no **common clarified standards**, often not even within individual Member States, on the aims, objectives and educational needs of youth workers themselves. Consequently, there is a tremendous lack of substantial and **sustainable funding** for the youth sector.

Effective P/CVE has to focus on the processes of identity development <sup>(16)</sup>. This requires rather long-term programmes than short interventions or projects. While formal education stands solidly on a centuries-long history, with clear structures and standards, this is not the case for the non-formal sector. Even within individual EU Member States, different ministries (Education, Health, Social Affairs, Family) are responsible for youth work. Although volunteer work adds value to non-formal education, some countries still perceive volunteering as the only (cheap) option at their disposal for youth work. These countries neglect that certain levels of quality can only be provided by professionals – who need to be paid for their services.

So, while some groups invest a great deal of time and resources in this low-threshold approach, certain countries still do not appreciate or acknowledge the need for structural procedure and sustainable investment. The best practices within the European Union are being collected, as a first step. However, this process could also benefit from more structure and differentiation. The Practical Toolbox <sup>(17)</sup> issued by the Directorate-General for Education, Youth, Sport and Culture's notes that there are both volunteers and employees active in youth work, but all the examples listed in this toolbox offer potential or are likely to achieve success only if they are put into practice by professionally trained workers. For those already holding professional qualifications, additional training on P/CVE specifications is required <sup>(18)</sup>. Without awareness and proper training, there is a higher risk of subjectivity playing an unwanted part in the detection of radicalisation. Several EU funded training programs are currently running in this area, such as the EU Erasmus+ projects "Providing Perspectives – Preventing Violence" and "Innovative educational practices for an inclusive and participatory Europe – Bridging the gap between university and non-formal

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<sup>(16)</sup> See, for instance, p.1 of the Council of the European Union's *Conclusions on the role of the youth sector in an integrated and cross-sectoral approach to preventing and combating violent radicalisation of young people* (OJ C 213, 14.6.2016).

<sup>(17)</sup> See the Directorate-General for Education, Youth, Sport and Culture's *The contribution of youth work to preventing marginalisation and violent radicalisation. A practical toolbox for youth workers & recommendations for policy makers: results of the expert group set up under the European Union Work Plan for Youth for 2016-2018*.

<sup>(18)</sup> See 'Subjectivity in detection of radicalisation and violent extremism: a youth worker's perspective' by van de Weert and Eijkman (2018).

education (INsPIrE)" or the EU/CoE partnership program "Youth Work against violent Radicalisation" <sup>19</sup>. Moreover, other previous projects, such as the EU ISEC projects "European Fair Skills – Deradicalisation Training for Peer Role Models and Youth Workers" and TERRA I & II, provide useful tools for trainings on P/CVE for youth workers<sup>20</sup>.

### Summary: Current strengths and weaknesses in P/CVE in non-formal education

- The role of non-formal education, specifically youth work, in P/CVE is increasingly recognised at European level and in many countries.
- Considering the principle of subsidiarity, practical recognition (through youth work-regulating legislation) and substantial and sustainable funding are matters for regional- or local-level administration and are vital. But such recognition is rare in most countries.
- In a number of cases, extremist organisations can simply adapt the non-formal learning and low-threshold approach to their own agendas, without contending with a proper response (an adequate 'counter-narrative') from Member States.
- Formal and non-formal education are complementary in P/CVE but can also work against each other if executed poorly.
- Best practices for cooperation between the formal and non-formal sectors, with a focus on P/CVE, remain to be described.
- Online youth work is increasingly important and can play a significant role in P/CVE. It must be noted that for substantial impact, P/CVE calls for a combined effort on both fronts: online and offline.

## Non-formal education as part of a multi-agency approach

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<sup>19</sup> EU Erasmus+ Strategic partnership, "Providing Perspectives – Preventing Violence", [http://www.poywe.net/site/?page\\_id=1028](http://www.poywe.net/site/?page_id=1028) ; EU Erasmus+, "Innovative educational practices for an inclusive and participatory Europe – Bridging the gap between university and non-formal education (INsPIrE)", <https://www.ihecs.be/fr/projet-international/inspire-2016-2018-erasmus-coordonateur-0> ; The EU/CoE partnership program "Youth Work against violent Radicalisation", <https://www.salto-youth.net/about/regionalcooperation/current/againstviolentradicalisation/>

<sup>20</sup> EU ISEC, "European Fair Skills – Deradicalisation Training for Peer Role Models and Youth Workers", [http://europeanfairskills.eu/files/pdfs/EuropeanFairSkills\\_Brochure.pdf](http://europeanfairskills.eu/files/pdfs/EuropeanFairSkills_Brochure.pdf) ; EU ISEC, TERRA I & II, <https://www.impact-kenniscentrum.nl/en/projects/terra-ii>



A precondition for successful integration of youth work into a holistic P/CVE approach is an understanding of its variety and diversity. Youth work is organised in diverse ways — through youth-led organisations, organisations for young people, informal groups, youth services and public authorities. Each has their own unique mission, aims, objectives, decision-making processes and methodological approaches.

Informal groups, youth-led organisations (and often youth organisations) rely significantly on volunteers and employ relatively few professionals. Their activities are highly driven by their specific agenda – which might be religious, political, environmental or athletic in nature. At most, they tend to be subsidiaries of adult organisations, sport clubs, religious communities and political parties — which determine their agendas. Cooperation with such organisation in P/CVE has to be different than with youth services run or commissioned by public authorities. All these organisations can play essential roles in identity development in general, and for P/CVE in particular. However, it will be easier to cooperate with the latter as schools (usually public authorities themselves) and law enforcement agencies will find it easier to establish common ground for a starting point. In certain countries, the multi-agency approach might already be established, thanks to developments in adjacent fields such as crime prevention.

Nevertheless, it is also important to involve non-public funded and commissioned groups in some cases; they might be able to reach young people not addressed by any of the other groups. Their background and nature must be considered before involving them in P/CVE practices. Once they are involved transparency of approach, methodology and evaluation is crucial. Still, in most programmes and projects, P/CVE work should be carried out by youth work professionals, and sometimes even by P/CVE specialists.

For youth work, regardless of the organisation's background, **three types of public partners are crucial: schools, social services and the police.** Cooperation always requires certain preconditions and commitment from these partners as well. Partners need to gain an understanding of youth work, and of its approach and methodology. They must recognise it as an own approach, with its own rules, and it must be an equal partnership. If the youth work is viewed merely as a minor support group, these preconditions are not met. Even in the first issue of the RAN *Manifesto on Education*, the way the cooperation is described is somewhat one sided: 'NGO-s and other organisations that focus on (supporting schools in) preventing radicalisation can be important partners' (p. 4). One partner cannot be seen to serving another — **all partners should play their roles jointly and work equally towards a common goal.** It is essential that all partners bring in their specific expertise and work on a common agenda — youth work should not only be viewed as a support system for formal education. Professional youth workers can be beneficial because of their approach, e.g. externals are often doing better in touching taboo topics at school than teachers. Yet this doesn't free the formal system from this task. In a workshop teacher and youth worker must work jointly, side by side. The teacher cannot expect to leave the classroom while the youth worker is working with the pupils, and then return to take over and continue with the curriculum.

One of the benefits of youth workers is that they are directly involved with young people and have a **positive relationship of trust.** This is an essential precondition for the successful non-formal learning

process. **When cooperating with authorities**, be it social welfare or police, **this is often challenged**. Therefore, as with community workers, a clearly defined process of information-sharing must be established, and police must acknowledge youth workers as equal partners rather than just another source of information<sup>(21)</sup>. On the other hand, youth workers must acknowledge the role of the police and their own responsibility towards society. While maintaining a good relationship with the client is crucial, it does not stand above everything else: this clearly follows for extreme cases when young people harm or plan to harm others. No matter if this is “ordinary crime” or ideologically triggered, at this point the youth worker has to actively involve police or in better case convince the youngster to do so.

In the case of schools and similar institutions, policymakers can be very helpful by expressing their support for cooperation between 'external non-governmental facilitators' and 'statutory institutions'. This is a key element for building non-formal relationships and making a pedagogical impact. For instance, policymakers in Berlin and Brandenburg (Germany) have recently made it obligatory for schools to seek cooperation with external non-governmental organisations (NGOs) and finance collaboration in view of building soft skills and preventing youth-specific risks like violence, mobbing and radicalisation<sup>(22)</sup>.

## Conclusion and recommendations: Practical guidelines for practitioners and policy recommendations

Non-formal education, in particular youth work, is essential for positively impacting identity development. Generally speaking, youth work:

- empowers young people to gain a greater degree of autonomy, self-determination and control over their lives;
- supports young people to tackle the challenges they face;
- strengthens young people’s resilience to violent ideologies, by developing their critical thinking and helping them recognise the harm violence can cause to them and their communities.

As such, youth work has a key preventive role to play in tackling extremism.

Different recommendations for non-formal educators (youth workers), formal educators (schools and universities), police, other partners and policymakers are summarised below.

### Recommendations for informal education

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<sup>(21)</sup> For more details, see the RAN issue paper *Multi-agency working and preventing violent extremism I* (2018).

<sup>(22)</sup> See <https://bildungsserver.berlin-brandenburg.de/kooperation-schule-jugendhilfe-berlin/kooperationen-in-der-praxis/kooperation-schule-jugendhilfe-j/> online.

- Young people are often not comfortable confronting the topic of extremism directly, and in targeted prevention, young people may feel stigmatised. Therefore, non-formal education may well need to address the issue indirectly via other topics.
- In primary prevention, it is important to be aware that several adjacent topics are standard fare in many non-formal learning settings, principally gender issues, media literacy and active participation in society.
- Non-formal education should not always try to reinvent the wheel in terms of methodology. Non-formal education has existed for decades and existing methods can sometimes be adapted or upgraded to suit P/CVE purposes.
- Youth work is generally open to all young people. This open approach should be emphasised in P/CVE, as young people that are vulnerable to radicalisation often feel excluded from society. Youth work can make it easier for these young people to feel welcome, even when they feel excluded from society.
- Non-formal educators should provide an open but safe and constructive environment for dispute and discussion with young people, and maintain a non-judgmental attitude so they have a safe space to express and discuss their opinions.
- Youth workers should hold their own clear and defensible political positions and be able to express clearly: accepting young people's right of expression does not mean keeping one's own opinion private.
- Explicit knowledge about the immediate living environment, the social, economic and cultural conditions of young people is a fundamental precondition to working with them.
- In discussions linked to P/CVE, youth workers might fear that they lack knowledge about religion or a certain ideology. However, it is not deep, but sound knowledge that is important. This follows for all other themes and issues that are important for young people: you do not have to be a doctor to discuss drugs with youngsters.
- 'Judge a person's behaviour, not the person'. A long-term professional relationship on a volunteer basis can only work with the mutual appreciation of the people involved. In the case of verbal or physical offence, for instance, the related action should be the focus of criticism, rather than the person him or herself.
- Set clear boundaries, while still respecting the individual. Boundaries must be explained coherently and should not appear to be arbitrary or indiscriminate. Any instance of crossing these boundaries should be addressed immediately and appropriately, with sanctions if necessary. When searching for orientation, clear boundaries are all the more important.

## Recommendations for formal education and other multi-agency partners

- The increasing recognition of the importance of non-formal education at European level must be followed by the same process at national, regional and local levels. This recognition becomes apparent through 'soft' formalisation (e.g. regulations on the required educational backgrounds of youth workers), and through allocation of resources for operations and related research.
- Awareness training for non-formal educators (youth workers) is important and should cover several types of extremism (both religiously and politically motivated). In addition, awareness of the crucial role of Human Rights Education should be further promoted in the entire sector.
- Specific P/CVE should be carried out by paid and professional staff.
- From the level of targeted (secondary) prevention onwards, specific additional training on the respective P/CVE topic is required.
- Positive identity development and - in the negative case - radicalisation to violent extremism are both processes that take time. Sustainable prevention takes time, too. Therefore, single projects are not the preferred tool to achieve this goal; sustainable non-formal education requires long-term funding over a number of years.
- Evaluation is important, even though very challenging in fields like non-formal education. For working with fixed groups (in a classroom style setting) you find a wide range of tools<sup>(23)</sup>, the open working environment of youth centres and streetwork detectable causality of intervention and impact remains difficult.
- Both for youth work and other partners, networking and a multi-agency approach at regional and local levels are crucial. This should primarily include the formal education sector (schools), social services and police.
- This multi-agency approach must first be established in a clearly preventive way. In times of crisis, involved practitioners should already be familiar with each other and have an established trust basis to work from.
- All involved institutions should be aware of the agenda and rules of engagement of the others. Differences in approaches should be viewed as complementary rather than contradictory (e.g. volunteering to participate vs duty in non-formal vs formal education).
- The multi-agency approach must be supported equally by all partners, without any one party being seen or felt to be serving the other. This also calls for clear procedures to manage information-

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<sup>23</sup> e.g. the Council of Europe/European Commission toolkit "*Educational Evaluation in Youth Work*"

sharing.

## Appendix: References

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