RAN Collection practice template

Name of the practice	The Prevention Pyramid
Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.	

Description	
Description (max. 300 words) Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.	The Prevention Pyramid of Johan Declerck The prevention pyramid of Johan Declerck is an instrument that can be used to orient and achieve insights into how to optimise one's policy for the prevention of radicalisation. It consists of five levels. Each level is as important as the one that lies above. The five levels can be divided into two parts. Prevention focuses on the broad wellbeing of people and broader society (levels 0, 1 and 2, being the environment, living circumstances and general prevention). The upper levels (3 and 4) are the more urgent, problem-oriented and are geared towards immediate preventive measures. Every level in the pyramid is essential in order to secure an effective policy to prevent radicalisation. Following the attacks in Paris (November 2015) and Brussels (March 2016) the Flemish educational system, GO!, developed a priority action-plan based on the Prevention Pyramid. Some schools felt the need to immediately address level 4 (the problem-oriented approach), for example, by increasing security measures such as surveillance (CCTV) and punishment. During trainings, we explained the importance of acting on all the prevention levels even though it is understandable that people may wish to focus only on the 4th level, one should not forget the lower levels when writing up a sound and effective policy. The lower, broader levels are in fact essential for ensuring a stable and peaceful society. In the GO! the lower levels are inherent to the core educational project, with the baseline of "learning to live together". A focus shift has also been introduced to include active citizenship as a key aim. Through trainings, different RAN meetings and

networking this vision is being spread throughout Flanders, Belgium and Europe.

The Manifesto for Education published by the RAN focuses on four areas (students, teachers, partners, governments). In times of terrorism, it is essential that every level of the Prevention Pyramid is applied to these four areas.

The Prevention Pyramid is used at a micro-, meso- and macroscale. Students, teachers and external partners can use this as a frame to innovate the current policy.
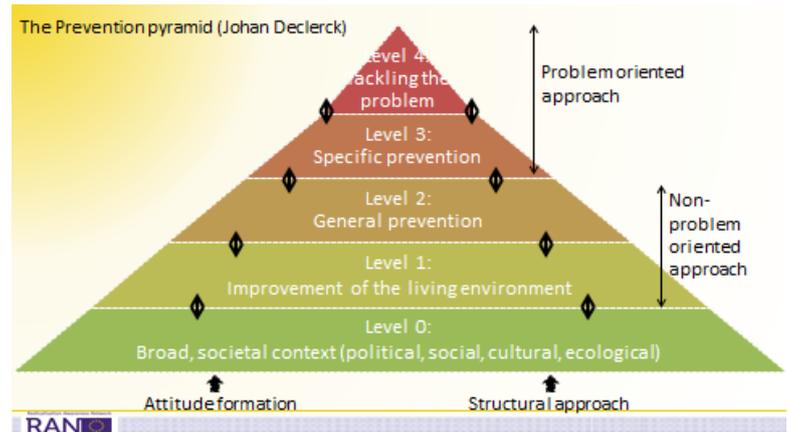
THE PREVENTION PYRAMID
The Prevention Pyramid consists of five, distinct levels. The difference lies in the degree of problem-orientation.

This good practice was developed during the period of problematic Islamic radicalisation and in follow-up to the war in Syria and departing youth. Today, however, we live in a hyper-polarised society and polarisation and radicalisation have become a many-headed monster: in addition to proselytising Islamist Salafism, we notice extreme right-wing extremism, the woke debate that is fierce in our schools, LGBTQ thinking, anti-women thinking, climate activists, etc. Precisely because of this recent evolution, the training offer has been updated and this good practice is integrated into a general basic training 'prevention of radicalisation and polarisation'. Here, we examine how radical thinking comes about, when it is problematic and when we speak of extremism. We reflect on the different forms that exist and what the associated characteristics are. We also look at the challenges this poses in practice and provide information on how front-line workers, local authorities, teachers, youth workers, welfare workers, etc. can deal with these challenges. This model is integrated into this training.

A new training offer will be rolled out within all GO! schools. In the previous school year 2022-2023, tailor-made formations were provided. During this school year 2023-2024, the key persons who were activated in 2015 will be reactivated.

Key themes Please <u>choose</u> 2 key themes most corresponding with the practice.	Social cohesion and polarisation (Early) prevention
Target audience Please <u>choose</u> a minimum of one target audience most corresponding with the practice.	Youth / Pupils / Students Add additional target audience. Add additional target audience.
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities).	Flanders, Antwerp, Brussels, and through RAN meetings in broader Europe.
Start of the practice Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	Starting year: 2001 Ending year: Select ending year of practice in case practice has ended.
Deliverables Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.	We use the Prevention Pyramid of Johan Declerck in different trainings at different schools all over Europe. We assist principals in writing out a new policy. We implement the Prevention Pyramid in different RAN meetings. We implemented the Prevention Pyramid in the RAN manual for democratic school ethos. A video about the school's educational project is available here: https://www.youtube.com/watch?v=wzZjkrurAzU
Evidence and evaluation Short description on <u>performance measures</u> of the practice, including 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or	• This practice is also involved in the evaluation process by Stijn Sieckelink (University of Utrecht). The final results are still being processed. • We are developing an assessment model. During the trainings we are investigating which level the school is situated at and where policy adjustments are needed. • Presented and discussed during RAN Education meetings:

external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. Please elaborate on the outcomes of your monitoring and evaluation efforts.	RAN EDU meeting Antwerp, 19-20 April 2016 (students). RAN EDU meeting Antwerp, 14-15 November 2019.
Sustainability and transferability (maximum of 200 words) Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u>	It is a model used in schools but also transferable to other organisations and to all of society in general.
Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.	Name: RAN EDUCATION Date: 19/04/2016 Place: Antwerp Subject: Enter subject of meeting.
Linked to other EU initiatives or EU funding (maximum of 100 words) Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.	None
Organisation (enter maximum of 100 words and select organisation type)	GO! Royal Athenaeum Antwerp, a school with pupils representing more than 60 nationalities. Type of Organisation: Governmental institution

Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.	
Country of origin Country in which the practice is based.	EU or EEA country: Belgium or: Non-EU country: Enter name if non EU country
Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.	Address: Franklin Rooseveltplaats 11, 2060 Antwerp, Belgium Contact person: Karin Heremans (school principal – policy coördinator GO! & Ran expertpool) Email: Karin.Heremans@Atheneumantwerpen.be Telephone: +32 497 44 78 37 (Karin) Website: www.athenasyntax.org
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