

# RAN Collection practice template

<p><b>Name of the practice</b></p> <p>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.</p>	<p><b>CCA-Method</b></p> <p>Connective, counter and alternative narratives</p>
<p><b>Description</b> (max. 300 words)</p> <p>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.</p>	<p>The CCA-method is a co-developed strategic communication methodology where the following three narratives are used consecutively:</p> <ol style="list-style-type: none"> <li>1) <b>Connective Narrative</b> – a story with the focus on shared values and connecting with students and pupils for the first time. This is reflected in the focus on a strong sense of belonging through a connective school climate and shared values. Teachers are trained to develop their connective communication skills to students through training sessions. (see RAN Collection – Identity &amp; Communication)</li> <li>2) <b>Counter-Narrative</b> – to counter a substantive problematic (radical) standpoint via a contextual and/or historical analysis based on the Socratic methodology.</li> <li>3) <b>Alternative Narrative</b> – Alternative pathways provided by: <ul style="list-style-type: none"> <li>○ strong participation of students themselves in student councils, civic activities, and art projects at school. (see RAN Collection – <a href="https://athenasyntax.org">https://athenasyntax.org</a>)</li> <li>○ Alternative historical, political, economic and/or religious readings on the subject at hand by experts.</li> </ul> </li> </ol> <p>The GO! Atheneum of Antwerp developed this strategy in collaboration with Ceapire, a Centre of Expertise, in the area of intervention and prevention of radicalisation and extremism. Ceapire is made up of theologians, psychologists and a range of other experienced experts in the field, whom the school collaborates with to connect with their students, and the communities these students belong to.</p>

	<p>This strategy has been disseminated among the different GO! (public Flemish education system) schools in Flanders.</p> <p>September 2023</p> <p>This project 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.</p> <p>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.</p>
<p><b>Key themes</b></p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Alternative and counter narratives</p> <p>(Early) prevention, Multi agency cooperation</p>
<p><b>Target audience</b></p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>First responders or practitioners</p> <p>Educators / Academics</p>
<p><b>Geographical scope</b></p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Flanders, Belgium</p>
<p><b>Start of the practice</b></p> <p>Please indicate when (year) the practice was developed and implemented to indicate the</p>	<p>Starting year: 2015</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>

<p>maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	
<p><b>Deliverables</b></p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>EUROGUIDE (Flemish version) – <a href="https://euroguide-toolkit.eu/be-nl">https://euroguide-toolkit.eu/be-nl</a></p> <p>Book: <b>'Mijn Kleine Jihad'</b> by Karin Heremans, <i>Houtekiet 2017</i></p>
<p><b>Evidence and evaluation</b></p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> <li>1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention.</li> <li>2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?</li> <li>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.</li> </ol> <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<ol style="list-style-type: none"> <li>1. GO! Atheneum Antwerp has been conducting a 3-yearly survey on world views and shared values with its students. The next one will be in the spring of 2022.</li> <li>2. Stijn Sieckelink, researcher at University of Applied Sciences Amsterdam, did a peer-review with his research team on this approach, which is discussed in the following article: <ul style="list-style-type: none"> <li>• <a href="https://research.vu.nl/en/publications/resiliences-to-radicalization-four-key-perspectives">https://research.vu.nl/en/publications/resiliences-to-radicalization-four-key-perspectives</a><a href="https://research.vu.nl/en/publications/resiliences-to-radicalization-four-key-perspectives">https://research.vu.nl/en/publications/resiliences-to-radicalization-four-key-perspectives</a></li> </ul> </li> <li>3. Also in the future publication of Stijn Sieckelink the approach is discussed <ul style="list-style-type: none"> <li>• Sieckelink, S.&amp; Kaulingfreks, F.( 2022). <i>Speelruimte voor Identiteit. Samenwerken aan veerkrachtige identiteitsvorming voor jongeren.</i> Amsterdam:Amsterdam University Press</li> </ul> </li> <li>4. Together with Karin Heremans (GO! Atheneum Antwerp principal &amp; GO! P/CVE and polarisation), Ceapire has monitored 183 individuals who either showed signs or were sentenced for acts of violent extremism using this method.</li> <li>5. The method was discussed in several RAN Youth and RAN Education meetings.</li> </ol>
<p><b>Sustainability and transferability</b> (maximum of 200 words)</p> <p>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></p>	<p>Two main components are necessary in order to establish the right environment to apply this method:</p> <ul style="list-style-type: none"> <li>- You must provide a preparatory training for all individuals involved to develop the right insights based on their local contexts.</li> <li>- Building the right network around you. This takes time but is absolutely necessary to be able to pick up signals and guide individuals</li> </ul>

	<p>appropriately. The group involved needs to have a multidisciplinary profile.</p> <ul style="list-style-type: none"> <li>- Transparency and trust between all involved actors so that everyone is well-informed on the condition of monitored individuals.</li> </ul> <p>The EUROGUIDE is an adequate resource to begin tackling these challenges.</p>
<p><b>Presented and discussed in RAN meeting</b></p> <p>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.</p>	<p>Name: RAN Youth &amp; Education</p> <p>Date: 06/10/2021</p> <p>Place: Online</p> <p>Subject: Working with community or religious figures in and outside schools</p>
<p><b>Linked to other EU initiatives or EU funding</b> (maximum of 100 words)</p> <p>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.</p>	<p>The EUROGUIDE Project (Flemish version) has been funded by the Internal Security Funds (ISF).</p>
<p><b>Organisation</b> (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>GO! Atheneum Antwerpen Ceapire - NGO</p> <p>Type of Organisation: Governmental institution</p>
<p><b>Country of origin</b></p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Belgium</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p><b>Contact details</b></p>	<p>Address: Franklin Rooseveltplaats 11, 2060 Antwerpen Contact person: Karin Heremans</p>

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