

Archives

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Name of the practice	<i>Expedition Friend & Foe</i>
Description	<p>The purpose of FRIEND&FOE is to give (young) people, students and their teachers' tools to handle conflict in a constructive manner, in their personal life and in society at large; and actively prevent the spreading of xenophobia and radicalisation, social exclusion, discrimination and bullying within Dutch society. For a period of two years Critical Mass will visit 50 to 70 schools for secondary and senior secondary vocational education (MBO) in the Netherlands, especially in rural areas, to engage in conversations with 20.000 youngsters. We travel to schools with five sea containers, packed with 'experiences'. In an intimate atmosphere students are encouraged to explore their friends and foes; who are they, and how did they turn into that?</p> <p>Together with our trainers, students search for (new) ways to no longer think in contradictions - friends or foes - and to find ways to deal constructively with diversity. Within school, but also in society. In additional lessons mentors or teachers are encouraged to discuss social issues in the classroom and at school, continuing with the experiences their students gained in the containers. The lessons are directed to specific courses, such as mentor class, social studies and history, but also Loopbaan & Burgerschap (career and citizenship, at vocational education). Of course, different levels and years of education are taken into account.</p> <p>In mentor classes and/or Loopbaan & Burgerschap courses, students work on social safety. They break with old patterns and experience the effects of different behaviour. They learn to deal with conflicting interests and look for constructive solutions. Finally, they make their own plan of how they want to improve the classroom atmosphere. Given the fact that extremism and radicalisation is currently a hot item, the past year we developed an additional lesson for social studies on conflict and radicalisation. As in the past year different media have repeatedly mentioned that teachers struggle to address these themes at schools, we expect this lesson to be a good and very much needed addition to (our) current lesson materials.</p> <p>In additional questionnaires as well as during the students' visit to our containers we collect findings on the question: what is the status quo on the social environment at school? Based on the collected data we give schools our feedback and provide them with tools to improve their social policy. We actively stimulate schools to further deal with the problems at hand, possibly with our help. We refer to our additional practical trainings and, depending on the needs and demands of the school, we give extensive competency trainings to students and teachers at 20 schools at least. Within these trainings practical tools will be given to improve the social environment at schools and to contribute to a sustainable socially safe environment at schools.</p> <p>The core of FRIEND&FOE are the five confrontation containers that are placed at schoolyards, each of them dealing with one of the following five topics:</p> <ol style="list-style-type: none"> 1. Bullying & dealing with people who are 'different' 2. Exclusion 3. Prejudice & discrimination 4. Conflict hardening & conflict escalation/radicalisation

	5. Reflecting on your own role & social pressure
Approach	Educating young people
Target audience	Youth/pupils/students
Deliverables	<ul style="list-style-type: none"> • 3 day training course and handbook for trainers involved in the project • educational material for teachers to be used after scholars visit the confrontation containers • school scan providing information on the social security within a school • 3 additional workshops for scholars (Conflict@Play/Interview with... and IMAGE Photoshoot and street assignment) • Teacher training 'Using experiential learning as a tool in discussing difficult subjects with scholars'
Evidence and evaluation	<p>Qualitative results 2014: After visiting the containers, both students and teachers are often very enthusiastic. We get many positive remarks by students, for example: "Most of these projects are really boring, someone just comes to talk and gives a speech in front of the class. But this one is really cool. You can actually do things and experience stuff yourself. You guys did a great job." But also more substantive ones: "If we knew about this project before, many things may have been prevented: exclusion, bullying. Everyone should experience this." Or: "I now know that if someone looks different this doesn't mean we cannot have things in common. We have to be more open and not judge immediately, so that we can actually get to know each other." Additionally to our conversations with students and teachers, during the first months of 2014 we developed a valuation research and evaluation. Based on these surveys collected from 1.040 students we can conclude with satisfaction that 82% of the students liked the project, opposite to 4% who did not like it. A big majority furthermore considers the project interesting (73%), meaningful (54%), innovative (57%) and informative (61%).</p> <p>When we focus on the different levels of education, we can conclude that especially VMBO students are positive about the project (88%), which is our primary target group. Yet, also VWO students are very positive (84%). With this in mind, we also evidently realised our goal that 75% of the students should be positive. Havo students are an exception, as only 70% of them are positive. (VMBO, HAVO and VWO are different degrees in the Dutch high school system.) In 2015, we will further investigate this. Additionally, in our acquisition for schools we will focus more on students of which we are certain the projects works best for. A majority of the students tell us that they have learned something: 64% tells us to think different about exclusion, while 59% gained insight in the effect of fear and insecurity on their decisions, and 51% discovered new ways of intervening when they are part of a bullying situation. Considering the different levels of education, VMBO students tell us that they have learned the most, while MBO students tell us to have learned less. We think this is due to the fact that they have already followed lessons on identity, conflict and exclusion before. Remarkably enough, MBO teachers tell us to really appreciate the project and are eager to place our containers on their schoolyards (again).</p>

	<p>Finally, students are positive about our trainers: 58% thinks of them as very good and another 25% as good; 15% is neutral and only 2% considers them bad or really bad. This reinforces our idea that both our methodology and our open, not-moralising style of coaching work. The safe atmosphere allows students to be open, honest and vulnerable, which is quite an achievement when you consider the fact that our trainers can only spend one hour and fifteen minutes with these students.</p>
Sustainability and transferability	<p>We do not yet know for how long the project will continue. The methodology and the project in itself are transferable to other countries. The educational content has to be adapted to the local contexts.</p>
Geographical scope	The Netherlands
Start of the practice	<p>Development: June-December 2013 Started: January 2014</p>
Presented and discussed in RAN meeting	<p>We presented our organisation and methodology on the RAN VVT meeting in June 2013 Madrid. After that we developed our latest prevention project called Friend & Foe.</p>
Organisation	<p><i>Critical Mass (Foundation)</i> <i>Since its establishment in 2005, Critical Mass poses questions regarding the processes surrounding social cohesion, conflict and identity. It is our vision that, whoever attains a better insight in these processes, is also better able to deal with conflicts. Our work is based on academic theories on social processes, coming from cultural anthropology, political science and social psychology. We translate these theories into innovative and accessible teaching methods, including drama, thematic games, documentary and simulations. Our approach is a combination of experience, reflection and action. We give young people skills to deal with (inter-group) conflict in a constructive manner. Critical Mass is a foundation. We receive grants from funds, contributions from participating schools and from development-assignments from other organisations.</i></p>
Country of origin	The Netherlands
Contact details	<p>Grebbeberglaan 15 3527 VX Utrecht The Netherlands</p> <p>Hiske Arts hiske@criticalmass.nu</p> <p>(+31) (0) 30 271 49 56</p> <p>www.criticalmass.nu</p> <p>www.vriendenvijand.nl</p>
Last update	2016 and before

Name of the practice	<i>Digital Literacy</i>
Description	<p>The project is designed to equip young people with skills to question the content they encounter online. We also enable young people to recognise some of the techniques that influence their ideas, opinions and real life behaviour. We do this by running workshops with young people, by giving teachers the tools and training they need to teach these skills in the classroom and by creating digital resources that educators can use.</p> <p>The resources at www.digitaldisruption.co.uk target the ‘digital native’ generation (11-19 year olds) who are often confident, but not competent Internet users. One in four young people do not make any checks at all when visiting a new website. Less than 1 in 10 ask who made the site and why. One third of young people believe that information generated by search engines must be true and 15 per cent base their opinions of a website on how it looks and feels to use. Digital Disruption seeks to equip young people with the skills they need, yet often lack, to be more discerning and savvy online.</p> <p>The focus on Digital Literacy as a means of preventing online radicalisation all stemmed from a project in the London borough of Tower Hamlets in 2009. The project set out to prevent young people from being radicalised in the borough. This was after it was learnt that extremist messages were recorded onto audiotapes and placed into the shoes of young Muslims whilst they were at prayer at a local mosque. The Young People we were working with didn’t engage well with us as outsiders playing devil’s advocate and trying to counter the radical views. On a collaborative journey with the group we diversified and broadened the focus of engagement to equip them with the skills to be more discerning instead of providing counter-narrative. An approach that taught them to recognise lies and manipulation instead of telling them what they should and shouldn’t believe. We started advocating that knowledge is power and we got them asking the question ‘who owns truth?’ It was this local project in Tower Hamlets where Digital Disruption was born.</p> <p>Gaining interest from the Nominet Trust in 2012, Digital Disruption got funded to take our work from a local to a national audience. We focussed on building more universally accessible resources in response to the key issues identified in the 2011 Demos report Truth, Lies and the Internet. Once the resources were produced Digital Disruption workshops were conducted with over 500 young people in London and around the UK. Insight and content from these sessions was gleaned to adapt and strengthen the digital resources. Bold Creative (parent company) provided expertise in youth communications and interactive design to ensure that Digital Disruption’s resources were relevant, fun and accessible for a young audience. Educators can use the different resources on their own or as an extended programme of work around source checking, deconstructing propaganda, conspiracy theories and more.</p> <p>Some of the resources, particularly those helping young people to understand, identify and deconstruct propaganda continue to get endorsed by organisations seeking to prevent online radicalisation. Think Tanks Demos and ISD, The UK’s Association of Chief Police Officers and the Youth Justice Board have all played a part in advocating our work. In 2013 Digital Disruption helped shape the Danish Ministry’s efforts to curb online radicalisation during 3 days of</p>

	talks and workshops in Copenhagen. The outcomes helped influence increasing the prominence of Digital Literacy training in their national curriculum.
Approach	Educating young people Training for first line practitioners
Target audience	Youth/pupils/students Educators/academics First responders or practitioners
Deliverables	<p>Trust A4 cards containing logos and words that could be used on an offline opinion continuum exercise. Facilitator's would traditionally position on a scale from 'Strongly Trust' to 'Strongly Distrust' http://www.digitaldisruption.co.uk/wp-content/uploads/2013/05/trust-l-logos-web.pdf</p> <p>Propaganda 'This is propaganda' - intro video http://www.digitaldisruption.co.uk/the-vampire-conspiracy/category/this-is-propaganda/ 'The seven techniques of propaganda' - used to help deconstruct and discuss a piece of media that could be described as propaganda http://www.digitaldisruption.co.uk/the-vampire-conspiracy/category/propaganda-techniques/ The 7 propaganda technique animations - http://www.digitaldisruption.co.uk/teaching-tools/propaganda-techniques/</p> <p>Source Checking The Vampire Conspiracy http://www.digitaldisruption.co.uk/the-vampire-conspiracy/category/the-vampire-conspiracy/</p>
Evidence and evaluation	<p>Digital Disruption is currently seeking funding to run in a longitudinal study in partnership with Think Tank Demos to measure the effects of running our programmes of work in 3 schools against not running our work in 3 other schools. Until this quant study can be secured, we offer the following qualitative findings.</p> <p>PROFFESIONALS: DD has been featured in the Youth Justice Board's 'Best Practice library' (Speak to Anne-Marie Davis for more info) Endorsed and used in 'Internet Safety Toolkit for Practitioners' by the Association of Chief Police Officers (Speak to Barry Walsh for more info)</p> <p>YOUNG PEOPLE ON DIGITAL DISRUPTION'S RECENT 'CONSCIOUS CREATORS' PROJECT (demonstrating fun and engaging involvement with learning process):</p> <p>17/04/14: "Just wanted to say thanks so much for last night [the competition screening] and for all your support throughout the process. It really was one of the most fulfilling things I've ever been a part of. Hopefully speak to you soon.</p>

	<p>Best,” Roberta, Conscious Creator</p> <p>17/04/14: “Just wanted to say a big thanks for everything and being so involved and behind everyone! You did an amazing job and I feel honoured to have been apart of it all, thanks so much! And really hope there are similar projects in the future and would love to be involved... All the Best “ Ellis, Conscious Creator</p> <p>20/03/14: “Such a shame I won’t be able to be part of the conclusion of the project but I just want to take this opportunity to say a huge thank you! I really enjoyed scrubbing up on my digital literacy with you guys and I learnt a lot. A fascinating and important project which I hope carries on. Great that it was flexible enough to allow people to have time to make the best film possible, just a shame that it hasn’t worked out timing wise for me.” Steph, Conscious Creator (couldn’t complete film due to availability after change in circumstances)</p> <p>An Interview with Digital Disruption: Amina (A project participant & winner of the Conscious Creator’s competition) and her filmmaking interviewee took part in a short interview to share what they got out of the project. Access film at: https://vimeo.com/117741703</p> <p>Enter Password: ddcc2015</p>
Sustainability and transferability	<p>We consider the following to be transferrable (all of which costs are available on request):</p> <ul style="list-style-type: none"> ○ Talks and training for educators about our methodologies and how to use our digital tools in the classroom ○ Running training programmes directly with Young People ○ Converting our existing digital resources to be used in other languages ○ Creating new digital resources to be used in other contexts, for new ages and for evolving needs
Geographical scope	England, Scotland & Wales (UK)
Start of the practice	<p>Resources created and online at digitaldisruption.co.uk from Feb 2012 Sporadically run in schools for testing and training from April 2012 We continue training YP using the resources + training the trainers on request</p>
Presented and discussed in RAN meeting	RAN Prevent Education March 2015
Relation to other EC initiatives	Prevent
Organisation	<i>Digital Disruption is a company Limited by Guarantee, with no share capital. It was incorporated on 26th October 2011 and the company number is 07824323.</i>

	<i>Ad-hoc funding is secured on a project-by-project basis (past funders include Forward Foundation, The Nominet Trust and Tower Hamlets Council)</i>
Country of origin	United Kingdom
Contact details	<p>Digital Disruption Bold Creative 13a Boundary Street London, E2 7JE United Kingdom</p> <p>Luke Newbold luke@digitaldisruption.co.uk</p> <p>Martin Orton martin@digitaldisruption.co.uk</p> <p>(+44) 020 3287 5880</p> <p>www.digitaldisruption.co.uk</p> <p>www.boldcreative.co.uk (parent company)</p>
Last update	2016 and before

Name of the practice	<i>ProDem Training</i>
Description	<p>Empowering of first-line practitioners in prevention and intervention.</p> <p>Developed training modules “proDEM” are aimed at empowering local authorities and first-line practitioners in countering of right-wing extremism and radicalism. Modules are based on empowering by information about hate milieus, and, what is more important, on sharing of good practice in prevention of and intervention into hate crime milieus that has potential to motivate and inspire target groups. Good practice comes from abroad, but also from home country. Very important part is solving of model situations coming from target groups working agenda.</p> <p>Network building is naturally supported between target groups (youth workers, teachers, policemen, municipal officers, NGO workers).</p>
Approach	Training for first line practitioners
Target audience	Authorities First responders or practitioners
Deliverables	Training modules for teachers, youth workers, municipal officers, policemen
Evidence and evaluation	Positive feedback from participants of the trainings (about content, trainers and benefit for their work. Following participants` interest in continuing in trainings.
Sustainability and transferability	<p>The training modules have great potential to be transferrable to local contexts. The contents of the parts can be changed according to context and according to target group. The used methods do not change.</p> <p>Sustainability is ensured by documentation of the training modules that allows continuation anytime. For financing the training modules are needed external finances (funding or participants fees).</p>
Geographical scope	National, international
Start of the practice	2013
Presented and discussed in RAN meeting	RAN Prevent Prague February 2014
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	<p><i>ERUDITIO PUBLICA is a non-profit educational and research organisation. The main activities are research in the education field, the creation of pilot projects and pilot topics, the import and export of innovation methodologies and support of using modern technology in learning process during life-long learning. All outputs from named activities are directed for all types (formal, non-formal and informal) of education.</i></p> <p><i>Main aims are:</i></p>

	<p>(1) support of social inclusion and democratic culture (2) support of elimination of discrimination, xenophobia and racism in society (3) make the access to education for public and also specific social groups easier (4) make the different forms of education more attractive</p> <p><i>ERUDITIO PUBLICA provides education and training to local authorities (officers, policemen, teachers, social workers, youth workers, communal politicians) in prevention and intervention hate crime milieus. It also organizes lectures and workshops for pupils of basic and high schools on active citizenship and support of democratic values.</i></p> <p><i>ERUDITIO PUBLICA is also focused on searching for good practice in prevention and intervention, and good practice in support of civic society and development of civic education in the Czech Republic. Big stress is put on transfer of this good practice. Financing of the activities comes from national and international funding, profit activities and donations from private funds.</i></p>
Country of origin	Czech Republic
Contact details	ERUDITIO PUBLICA o.p.s. Údolní 33 602 00 Brno Czech Republic Petra Vejvodová petra.vejvodova@eruditiopublica.com www.eruditiopublica.com
Last update	2016 and before

Name of the practice	<i>Derbyshire Healthcare Foundation NHS Trust</i>
Description	<p>The organisation is Mental health provider and offers intervention for people presenting with associated mental health problems. The service offers specialist intervention for people presenting via the Channel group based within Derbyshire. Both psychological intervention and trauma management form part of the provision, via the Psychological services across a spectrum of practitioners</p> <p>The lead acts as an advisor to both national and regional groups both under the Prevent and Pursue agenda, with specific advice on mental health and vulnerability.</p>
Approach	Community engagement/empowerment Exit strategies
Target audience	Health practitioners Authorities Formers
Deliverables	Clinical outcome measures including evidence of studies regarding direct intervention. Established post registration Education programme at University of Derby. National workshops and conferences in England
Evidence and evaluation	<p>Programmes subject to validation by Research centre in Derbyshire and University of Derby.</p> <p>Clinical intervention reported and reviewed under Quality Assurance programme and reports to the Mental Health Commissioners for Derbyshire</p>
Sustainability and transferability	Evidence previously presented in transferability of learning and intervention in the 'prevent space' and the required intervention of vulnerable people.
Geographical scope	Derbyshire and East Midlands
Start of the practice	2013
Presented and discussed in RAN meeting	Work of service as part of channel initiative in 2013 at RAN clinical advisory group meeting -Vienna
Relation to other EC initiatives	IMPACT
Organisation	<i>The organisation is Mental health provider and offers intervention for people presenting with associated mental health problems. The service offers specialist intervention for people presenting via the Channel group based within Derbyshire. Both psychological intervention and trauma management form part of the provision, via the Psychological services across a spectrum of practitioners</i>

	<p><i>The lead acts as an advisor to both national and regional groups both under the Prevent and Pursue agenda, with specific advice on mental health and vulnerability.</i></p> <p><i>Commissioned funding is established to the local community and as such this sits as part of the base line for the service.</i></p>
Country of origin	United Kingdom
Contact details	<p>Derbyshire Healthcare foundation NHS Trust Kingsway Hospital Kingsway, Derby. DE333LZ United Kingdom</p> <p>Stephen Edgeley Stephen.edgeley@derbyshcft.nhs.uk</p> <p>Gary Stokes Gary.stokes@derbyshcft.nhs.uk</p> <p>(+44) 01332623700</p>
Last update	2016 and before

Name of the practice	<i>Violent Extremism Ideology training</i>
Description	<p>Our workforce development programmes aim to enable delegates to recognise the different violent and non-violent extremist groups that operate globally. Our courses illuminate their narratives and ideologies highlighting differences, similarities, recruitment techniques, targets for recruitment and recruitment vehicles.</p> <p>Our suite of products and highly experienced training team deliver counter narratives to the violent and non-violent extremist narratives and ideologies in addition to assisting the delegates to be able to recognise vulnerability in individuals and respond proportionately within established safeguarding protocols. Our programmes also enable delegates to quality assure internal referral mechanisms which can connect to the delivery of care based interventions from external providers if required/referral escalated.</p> <p>Our courses combine academic research, first hand experience and the latest training techniques to engage the delegates. Our methodology is classroom-based training with inputs that have been designed to connect with the three differing learning styles of audio, visual and kinaesthetic learners.</p>
Approach	Training for first line practitioners Delivering alternative narratives
Target audience	<p>Authorities Law enforcement officers Prison/probation/judicial practitioners Youth/pupils/students Local Community Organisations/NGOs First responders or practitioners Educators/academics</p>
Deliverables	We are currently exploring an online modular based programme that will be independently accredited through CPD Standards Office in London resulting in all learning hours being redeemable against personal development files.
Evidence and evaluation	Our workforce development programmes have been “Quality Assured” by the UK Government (Home Office - Office for Security and Counter Terrorism) in addition to being independently accredited by The CPD Standards Office - London.
Sustainability and transferability	<p>Part of our programme consists of a “Training the Trainer” whereby elements of the workforce development programme can be taught to identified trainers within an organisation. Once training is complete, the new trainers go on to cascade learning within their respective organisations.</p> <p>Costs of this programme are dependant on numbers and need of the organisation and a full list of our courses with prices is attached as a separate document.</p>
Geographical scope	Europe and Middle East UK, London, Birmingham, Manchester, Bradford, Scotland, Wales, United Arab Emirates, Bahrain, Manama, Saudi, Riyadh.
Start of the practice	Scott Associates 2004

	Rewind UK 1987
Presented and discussed in RAN meeting	Presented at the RAN Pol Study visit in London in December 2013
Relation to other EC initiatives	None
Organisation	<p><i>Scott Associates Europe Ltd. And Rewind UK Scott Associates are a private Limited company Rewind UK are community interest company</i></p> <p><i>Financing - both Scott and Rewind are not funded organisations and our revenue models are built on commissioned work in consultancy and workforce development programmes with respect to countering violent extremism</i></p>
Country of origin	United Kingdom
Contact details	<p>5 - 7 New road, Radcliffe Manchester, M26 1LS United Kingdom</p> <p>Sohail Nawaz, MBE sohail@scottassociateseu.com</p> <p>(+44) 8450 542441 (UK) (+971) 52 483 5666 (United Arab Emirates) (+973) 3384 4452 (Bahrain)</p> <p>(+44) 7590 673619 (UK mobile phone)</p> <p>David Allport dave.allport@googlemail.com (+44) 7960 136373 (UK)</p> <p>http://www.scottassociateseu.com</p> <p>http://www.rewind.org.uk</p>
Last update	2016 and before

Name of the practice	<i>RIVE (Research and Intervention on Violent Extremism)</i>
Description	<p>Research and Intervention on Violent Extremism (RIVE) uses a mentoring approach to achieve disengagement from violent extremism, and social reintegration.</p> <p>The target group is probationers over the age of 18 who have been accused or convicted of terrorist acts, or identified by probation services as radicalised, in the pre- or post-sentencing stage.</p> <p>RIVE is implemented alongside the probation service and in an open environment, under judicial decision. Probationers are not volunteers. RIVE accommodates all types of violent extremism (religious, political, etc.).</p> <p>Participation in RIVE is a judicial obligation and its scope is also defined in criminal code and criminal procedure code: a social, healthcare, psychological and professional intervention undertaken in order to ensure the social reintegration of offenders and the acquisition of the value of citizenship.</p> <p>The exit programme lasts at least 1 year, in order for it to have long-term impact. RIVE's intervention is tailor-made and intensive. The follow-up is specific to each individual, and averages 6 hours a week, combining interviews, social work, reintegration and disengagement support. The intensity of the follow-up is contingent on the probationer's progress and individual circumstances, and is defined jointly with the probation services.</p> <p>RIVE's mentoring approach is implemented by a multidisciplinary team, comprising educators (street educators, with at least 5 years of experience), psychologists, a religious counsellor, a psychiatrist and a criminal lawyer educated to doctorate level. A social worker is responsible for a maximum of five probationers.</p> <p>Once an individual receives a religious, violent, extremism-related conviction, the programme attempts a religious intervention via the religious counsellor. This gives the individual the chance to discuss religiously inspired extremist ideology, but the counsellor never explicitly advocates a position: the aim of this initial intervention is to raise doubts and questions.</p> <p>RIVE also employs a network of researchers and experts: a geopolitics teacher, a theologian, a secularism expert, etc. These experts either train the RIVE team or carry out interviews with probationers, always in the presence of a RIVE team member.</p> <p>None of RIVE's interventions are collective (as per the terms of the public contract).</p> <p>RIVE makes contact with the family and the social network. During the first month, the individual meets the whole team. The first three months are focused on establishing an accurate account of events, responding to probationers' immediate needs and beginning the process of gathering information. After the first 3 months, RIVE uses</p>

	<p>risk assessment tools (LS-CMI, Vera 2R) and works out a tailored support plan with the individual.</p> <p>RIVE also sends a report to the probation service. This report is distributed to the mandatory judge. The probationer then signs the document, which becomes a working tool.</p> <p>In June 2018, RIVE was following up on 21 probationers, and had follow-up planned for 50 persons.</p>
Approach	<p>Exit strategies</p> <p>Prison and Probation</p>
Target audience	Violent extremists
Deliverables	<p>A report on RIVE (a manual of RIVE theory and practice) has been drafted (in French) by psychosocial criminologists (Prof. Martine Herzog-Evans and Massil Benbourriche).</p> <p>Another report (in French) has been drafted by anthropologist and social worker David Puaud on the specific mentoring approach developed by RIVE.</p>
Evidence and evaluation	<p>An external evaluation will be undertaken in September 2018, carried out by an independent third party.</p> <p>RIVE has also drafted individualised impact assessment forms for each probationer.</p> <p>RIVE evaluates probationers' development on a monthly basis, jointly with probation services.</p>
Sustainability and transferability	<p>This exit programme is based on a 2-year renewable contract. It started in January 2017.</p> <p>The French central prison administration has recently decided to extend the RIVE experiment to other French areas; a new public contract has been recently launched.</p>
Geographical scope	Paris and Paris region
Start of the practice	January 2017
Presented and discussed in RAN meeting	<p>[RAN meeting]</p> <p>RIVE's approach has been presented and discussed in:</p> <ul style="list-style-type: none"> - the Prison and Probation group, 'Working with families and social network', Utrecht, 6-7 March 2018 - RAN Exit academy, 'Talking with radicalised individuals in a exit setting', Rotterdam, 25-26 April 2018
Linked to other EU initiatives or EU funding	<p>None.</p> <p>RIVE is only financed by a public contract with the French ministry of Justice.</p>

Organisation	<p>RIVE, which employs 10 people, is a branch of the Association for Applied Criminal Policy and Social Reintegration (APCARS), an NGO specialising in the fields of social law, social rehabilitation, victim support and restorative justice, in the areas of Paris and Marseille (almost 200 employees).</p> <p>[NGO]</p>
Country of origin	France
Contact details	<p>Address : RIVE - APCARS 2300 boulevard du Palais 75001 Paris France</p> <p>Contact person : Samantha Enderlin (Director of RIVE) Email : Samantha.enderlin@centrerive.org Telephone : +33 170844400 Website : http://www.apcars.org</p>

Name of the practice	<i>Identity, Belonging and Extremism</i>
Description	<p>The Identity, Belonging and Extremism (IBE) project is a media content-based project that is delivered in schools. The project is tailored to local needs and created in consultation with students, based on their requirements. It focuses on both online (digital resilience) and offline engagement.</p> <p>The project seeks to engage students on issues encountered in the online environment using an offline medium. Although the themes are generic, they are central to understanding radicalisation and extremism.</p> <p>The project targets both mindset and behaviour. The majority of extremist narratives operate on three simple modes of engagement and understanding, revolving around:</p> <ul style="list-style-type: none"> - a sense of identity - a sense of belonging - a sense of loyalty/duty. <p>IBE tackles these by discussing racism, Islamism, Islamophobia, stereotypes and social media.</p> <p>The project explores topics such as:</p> <ul style="list-style-type: none"> - isolation - grievances - anger - lack of self-esteem - lack of purpose - lack of excitement and status. <p>The project concentrates on the visual, emotional and social reality of individuals, and offers an alternative based on individual reasoning and ‘groupthink’ behaviour. IBE attempts to counter this stimulus at both an emotional and intellectual level. It locates its narrative within the person rather than the ‘problem’ or situation. The project demonstrates to the individual that they are in control of their response behaviour (as opposed to the situation). It seeks to stimulate critical thought in the process of how actions affect the person.</p> <p>It works because we deliver it with openness and provide a personal context. We tell stories about disability, stigma, bullying, expectations, norms, values, extremism, choices, situations and solutions. We let the students engage their own minds and then consider how they use them.</p>
Approach	Educating young people Community engagement/empowerment
Target audience	Youth/pupils/students Local Community Organisations/NGOs First responders or practitioners
Deliverables	Training Schools Engagement and Delivery Media Content and communications Research and Evaluation

Evidence and evaluation	Our main project has been evaluated by RAN. The IBE project has been recognised as a best practice by the UK Home Office for its user-driven focus and engagement. Over 500 students engaged across Years 9, 10 and 11 (i.e. the 13-to-16 age range).
Sustainability and transferability	Fida Management provides consultancy following a formal agreement of services on a needs-led basis.
Geographical scope	UK/EU/International
Start of the practice	January 2008
Presented and discussed in RAN meeting	RAN @ working group and RAN High Level Conference.
Linked to other EU initiatives or EU funding	None
Organisation	<p>Zamir Creative is a management consultancy based in the UK. They provide basic and enhanced training for frontline staff within local and central agencies on issues of radicalisation, models of intervention, ideology, counter-narratives and safeguarding.</p> <p>Zamir Creative also conducts research and community engagement activities as well creating and delivering innovative school projects using creative media tools. Zamir Creative provides and delivers a range of strategic and operational communication products that are now examples of good practice, globally.</p>
Country of origin	United Kingdom
Contact details	Email: zamir.creative@gmail.com Website: http://www.zamircreative.com
Last update	2018

Name of the practice	<i>RecoRa Institute</i>
Description	<p>The RecoRa Institute develops local expertise to counter radicalisation and violent extremism.</p> <p>RecoRa designs Train the Trainer-training and developments resources on understanding and responding to radicalisation, and train local people to cascade this within their organisation and supply accompanying resources. The aim of the train the trainer programme is to train local organisations, and individuals to use learning resources that have a proven ability to increase the active engagement of front liners and community members in tackling ideological violence. RecoRa designs tailored learning materials that build knowledge and expertise to recognise and respond to radicalisation, counter extremist messages, and reduce factors that restrict local engagement in preventative action. Local people are then trained to use these resources. Learning resources include one or two-day training programmes; Intensive master classes; community learning event; as well as youth development resources for schools. RecoRa has also developed a digital online learning resource on safeguarding against radicalisation.</p> <p>RecoRa also recruits local influential individuals and train them to become effective in de-radicalisation practice as Quality Assured (QA) mentors. The programme to quality assure local mentors aims to ensure that local neighbourhoods have expert individuals who are able to provide counter messaging support within a neighbourhood context and provide mentoring support to exit individuals from extreme violent groups or ideologies. The programme works by assessing talented local people and designing learning programmes that enhance their skills; enabling them to undertake the required activities. The designed programme includes methods to ensure that the individuals who are trained are assessed as competent to undertake such services.</p>
Approach	Training for first line practitioners Exit strategies
Target audience	Authorities First responders or practitioners Local Community Organisations/NGOs
Deliverables	<p>Resources include training manuals, student handbooks, and manuals for trainers, and all required learning resources.</p> <p>Digital courses include the facility to localise the learning resource; technical support, and data analysing software embedded into the digital learning platform.</p> <p>The QA mentoring includes practice based tests and observational assessment techniques.</p>
Evidence and evaluation	The digital learning course has been tested locally within Manchester with the performance data belonging to Manchester City Council. References for this can be provided by s.butt@manchester.gov.uk .

	<p>The safeguarding against radicalisation course [digital version] has undergone a quality assurance review by The U.K. Government's Office for Security and Counter Terrorism.</p> <p>The impact of our work has been measured client by client on a time lapse basis - one month, one year and two years after the delivery of the programmes. References and reports on impact can be supplied on request.</p> <p>Our mentoring development programmes have most recently been delivered in Luton. Performance related data relating to this belongs to Luton Borough Council. References can be requested from sarah.pinnock@luton.gcsx.gov.uk.</p> <p>RecoRa's approach has been reviewed by the RAN and included within the RAN TAS programme.</p>
Sustainability and transferability	<p>All of RecoRa's programmes are designed to fit the local context. The learning approaches have been applied in several organisational contexts and different countries with repeated results.</p> <p>The cost of such programmes will vary depending on the nature of the resources required.</p> <ol style="list-style-type: none"> 1. The initial meeting to discuss your learning needs would be free of charge and provided on an expenses only basis. Travel costs, and accommodation if required. 2. The cost would vary according to need. To give an idea of costs: if the result was a training course for nominated staff, it would cost £600 for a one day course; £800 for a two day course; and £2,500 for a five day course. This type of training can be delivered to small teams; or large groups up to 20 people [the cost remains the same. 3. Train the Trainer programmes are tailored to the individual needs and would consist of some training, guided self directed learning, and specific task mentoring - this could range from £1,500 up to £10,000. 4. The QA mentoring programmers are charged at £10,000 to assess and train a team of 15 individuals. 5. The digital learning course for an organisation, including local design, personalized access platform, technical support, and training to maximize data analysing features costs £9,000 per year for 300 users. That is £30 per user. The platform allows the organisation to host all their learning tools onto the platform.
Geographical scope	<p>The RecoRa Institute works primarily within the United Kingdom, The Netherlands and Sweden, but have delivered this approach in Denmark - Copenhagen - VINK Project.</p> <p>The approach is also being developed for Cameroon and Nigeria. The approach can be adapted and customised to any country.</p>
Start of the practice	<p>The approach was first developed in 2008 and been tested and developed since this time.</p>
Presented and discussed in RAN meeting	<p>RAN INT/EXT RAN Derad</p>
Relation to other EC initiatives	<p>Member of EnoD (European Network of De-radicalisation)</p>

Organisation	<i>The RecoRa Institute</i>
Country of origin	The United Kingdom
Contact details	25 Springfield Road Birmingham B76 2SJ United Kingdom Yousiff Meah, Chief executive Director Yousiff.meah@recora.eu (+44) (0) 7881842167 www.recora.eu http://www.european-network-of-deradicalisation.eu/profiles/48-the-recora-institute
Last update	2016 and before

Name of the practice	<p><i>How do we want to live? Peer workshops on Islam, anti-Muslim racism, Islamism and democracy</i></p>
Description	<p>The workshops are based on educational films dealing with the subjects of Islam, racism, gender, Islamism, Jihad and democracy. They take up issues related to Islam and encourage debate in heterogeneous teaching environments; they provide the space to reflect on norms, values, identity and participation. As interventions in the field of primary prevention, the workshops aim to foster a sense of identification as German Muslims (in participants with a Muslim background), and to empower young people against religious extremist narratives.</p> <p>The workshops are run by peers (who have a Muslim background themselves) and allow for quick, short-term interventions (generally 3 x 90 min) on topics that arise in schools or social centres.</p> <p>The films and workshops intentionally avoid adopting a religious stance or approach. Instead, they take up religious concerns as starting points for discussion, and translate them into general questions on social norms and values.</p> <p>Teachers and educators are offered additional training to encourage continuous engagement on the topics discussed in the workshops.</p>
Approach	<p>Educating young people Delivering alternative narratives</p>
Target audience	<p>Youth/pupils/students</p>
Deliverables	<p>The workshops are based on the film package 'Wie wollen wir leben? Filme und Methoden für die pädagogische Praxis zu Islam, Islamfeindlichkeit, Islamismus und Demokratie'. This comprises five educational films and a comprehensive collection of educational materials for use in schools and youth work.</p> <p>A guide book based on the experiences of project participants is also available online (http://www.ufuq.de/Preventing_radicalisation.pdf). In addition, short videos on empowerment, racism and religious extremism (http://www.ufuq.de/alternativen-aufzeigen) are used to elaborate on issues that may arise in the workshops.</p>
Evidence and evaluation	<p>Over the last 9 years, more than 1 500 workshops have been held in several German cities. The overall feedback from pupils and teachers/social workers has been very favourable. Over 7 000 copies of the film have been distributed.</p> <p>The workshops were externally evaluated in 2017 by Camino, a Berlin-based association specialised in evaluating projects focused on antiracism, crime prevention and prevention of right-wing and religious extremism. Camino's results highlighted the relevance of the topics addressed, and the lack of similar spaces in regular teaching and youth work. In addition, the evaluation concluded that the adopted peer-education methods were successful in encouraging debate and broadening perspectives on questions of religion, identity and belonging.</p>

	<p>The evaluation proposed further developing strategies to ensure sustainability of the debates initiated by the workshops (i.e. by training teachers to take up these debates in regular classes).</p>
<p>Sustainability and transferability</p>	<p>The workshops have been adopted in several cities (Berlin, Hamburg, Essen and Frankfurt) and states (Bavaria and Baden-Württemberg) and are conducted independently by individual teachers and social workers throughout the country.</p> <p>The costs are limited to training for peers and their remuneration for workshop sessions. The costs for project coordination are currently covered by various public grants. An expansion to further cities and regions is expected in 2020.</p>
<p>Geographical scope</p>	<p>Germany</p>
<p>Start of the practice</p>	<p>The project began in October 2010.</p>
<p>Presented and discussed in RAN meeting</p>	<p>Project collaborators have participated in several RAN Prevent and RAN Education meetings.</p>
<p>Linked to other EU initiatives or EU funding</p>	<p>ufuq.de is an expert partner in the EU-funded projects 'Bridge' (led by the European Forum for Urban Security, Paris) and 'Prevention of Radicalisation through Intercultural Dialogue and Exchange' (led by the Institute for Applied Communication Research in Non-Formal Education (IKAB), Bonn), which draws on this project's experiences.</p>
<p>Organisation</p>	<p>ufuq.de is a Germany-based NGO that receives financial support through various government, EU and private grants. It operates at the intersection of education, academia and public debate.</p> <p>The organisation works primarily with young people having a Muslim and/or immigrant background. Connecting with these young people both online and in person, ufuq.de aims to foster a sense of belonging and to empower them to come to grips with the phenomenon of Islamism and ethnic-nationalist ideologies.</p> <p>In addition, ufuq.de organises training sessions and conferences for educators and civil servants on youth cultures, Islam and Muslims in Germany. The organisation also carries out prevention work in local communities and educational institutions.</p> <p>ufuq.de regularly publishes educational material and scientific papers to inform a broader public on the subjects of Islam and migration in Germany.</p> <p>The workshops and educational films have been developed in cooperation with the University of Applied Sciences Hamburg.</p>
<p>Country of origin</p>	<p>Germany</p>
<p>Contact details</p>	<p>Address: ufuq.de Boppstr. 7 10967 Berlin Germany</p> <p>Contact person: Jenny Omar</p>

	Email: jenny.omar@ufuq.de Telephone: +49 3098341051 Website: http://www.ufuq.de
Last update	2019

Name of the practice	<p><i>MAXIME Berlin- Intercultural and Interreligious Prevention (currently operating as 'Teach2Reach - Educational Workshops and Training Courses about religiously motivated Extremism')</i></p>
Description	<p>The Teach2Reach project meets the growing need for preventive political education to address religiously motivated extremism. Its goal is to educate and inform on extremism and recruitment strategies as well as to develop potential courses of action that young people and professionals can follow when signs of radicalisation appear.</p> <p>Other objectives are to demystify the phenomenon of jihadism and to increase the ability of young people to distance themselves from the extremist phenomenon. The training programmes offered to teaching staff and professionals working in child and youth welfare aim to expand their competences in dealing with young people at risk of radicalisation.</p> <p>Teach2Reach workshops are tailored to the specific context of a given institution, enabling young people to respond critically to extremist recruiting efforts. Workshops are currently held on inter-religious competence, Islam, democracy and human rights, and the Israeli-Palestinian conflict. They also provide education on tackling religiously motivated extremism.</p> <p>Upon request, those in need of support are referred to the mobile KOMPASS advice centre, whose employees are available at all times. These professionals can take immediate action in recognisable individual cases that require more intensive support.</p> <p>Teach2Reach workshops are process oriented. Their content is developed in cooperation with clients and in consideration of specific client interests and requirements. Counselling services are also provided upon request.</p>
Approach	<p>Educating young people</p>
Target audience	<p>Youth/pupils/students Educators/academics Local Community Organisations/NGOs</p>
Deliverables	<p>Brochure on the workshop programme and vocational training for working with young people at risk of becoming radicalised towards religious extremism</p>
Evidence and evaluation	<p>The precursor project, MAXIME Berlin, was evaluated externally between 2014 and 2016. The evaluation included empirical data on the impact of the workshops on young people, based on feedback interviews with young people and the teachers. All evaluations can be downloaded on the Violence Prevention Network's website.</p>

Sustainability and transferability	The practice has been transferred to Hesse, where the project 'Demystify Extremism!' is focusing on intercultural/interreligious prevention at the Advice Centre Hesse, and also to the Advice Centre Baden-Wuerttemberg.
Geographical scope	Berlin (DE)
Start of the practice	'Teach2Reach – Educational Workshops and Training Courses about religiously motivated Extremism' was implemented in December 2010 as MAXIME Wedding.
Presented and discussed in RAN meeting	RAN Derad, Barcelona, 9-10 October 2012
Relation to other EC initiatives	<ul style="list-style-type: none"> – Initiator and founder member of the European Network of De-radicalisation (EnoD) – Member of Advisory Board of Impact Europe – Leader of the RAN Working Group EXIT (jointly with EXIT Sweden)
Organisation	<p><i>The NGO Violence Prevention Network is a group of practised specialists with many years of experience in the fields of prevention of extremism and deradicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception, and value the group's high degree of knowledge and competency, and outstanding reputation. The main focus of the Violence Prevention Network is to work directly with radicalised people at different stages of radicalisation. The aim is to support them in distancing themselves from related ideologies and violent behaviour.</i></p> <p><i>The organisation's projects are financed by institutional, regional and federal funds, the ESF and the European Commission.</i></p>
Country of origin	Germany
Contact details	<p>Address: Alt-Moabit 73 D - 10555 Berlin Germany</p> <p>Contact person: Feride Aktaş – Coordination Email: feride.aktas@violence-prevention-network.de Telephone: +49 3091705464</p> <p>Website: http://www.violence-prevention-network.de/</p>
Last update	2019

Name of the practice	<i>chamäLION</i> <i>(portmanteau for 'chameleon' (in German) and 'lion' (in English))</i>
Description	<p>chamäLION is a primary prevention concept that aims to promote resilience against extremist ideologies. It is based on the idea of preventing radicalisation through early support of personal and social resources, establishing the capacity for acceptance of and respect for other people (regardless of the challenges posed by their potential differences), and at the same time, reducing discrimination.</p> <p>This is to be achieved by working through exercises in the following three modules:</p> <ol style="list-style-type: none"> 1. belonging and orientation (awareness of and respect for diversity: different lifestyle choices, cultural backgrounds, religious beliefs, gender identification, etc.); 2. identity and acceptance (understanding one's personal strengths and weaknesses, 'biographical' work); 3. conflict management and resolution (preventing violence, learning how to deal with conflict, increasing self-awareness regarding one's own feelings and communication skills).
Approach	Training for first line practitioners Educating young people
Target audience	Youth / pupils / students
Deliverables	Concept for children in aged 7 to 12. The tools (exercises) are implemented by teachers or social workers at school.
Evidence and evaluation	For the first year, the tools are tested in six schools (five in Stuttgart/Germany and one in Vienna/Austria) by different teachers and social workers. After the first year, the tools are evaluated and adjusted. The evaluation tools are interviews and questionnaires.
Sustainability and transferability	<p>The transfer is implemented through the teachers that have been trained to be aware of their own prejudices, and have an in-depth understanding of radicalisation and its prevention. They transfer this knowledge and awareness to their colleagues. The understanding they have gained from the training is reflected in their professional demeanour and this serves as role model for the children and young people in their care.</p> <p>The exercises are sustainable, as they are implemented in the daily school routine.</p>
Geographical scope	Stuttgart, Germany
Start of the practice	The first training for practitioners was launched in October 2016.
Presented and discussed in RAN meeting	<ol style="list-style-type: none"> 4. RAN H&SC meeting, 14-15 September, Hamburg 5. And RAN H&SC and RAN YF&C joint event, 2-3 February, Nice
Relation to other EC initiatives	n/a

Organisation	<p><i>The INSIDE OUT Initiative against religious extremism is located in Stuttgart, Germany. It is funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.</i></p> <p><i>The project seeks to encourage democracy and prevent extremism.</i></p> <p><i>We provide educators with counselling and information on the phone or face-to-face, on questions concerning extremism and its prevention. Furthermore, INSIDE OUT develops programmes for children and adolescents that aim to prevent radicalisation. We offer workshops in arts and theatre education as well as programmes for enhancing intercultural skills which will support and stimulate young people's personal and cultural development.</i></p>
Country of origin	Germany
Contact details	<p>Address: Waiblinger Str. 1-3 70372 Stuttgart Germany</p> <p>Contact person: Franziska Geppert Email: info@insideoutnow.de Telephone: +49 71179486645</p> <p>Website: http://www.insideoutnow.de/</p>
Last update	2019

Name of the practice	<p><i>Framework of successful principles and effective elements that make up anti-radicalisation activities in Rotterdam</i></p>
Description	<p>Rotterdam's Anti-Radicalisation Approach programme was initiated in 2015. Most of its preventive activities underwent a pilot phase, completed in 2015. Following this, the team tried to determine which projects contributed successfully to the prevention of radicalisation and should therefore be continued. In light of the sheer complexity of the problem, it was impossible to select a single approach or activity for further development and investment.</p> <p>However, we are convinced that the activities succeeded thanks to certain principles or elements, and that activities based on such principles or elements are more likely to contribute to the prevention of radicalisation.</p> <p>In practice, it is important to identify and specify these successful principles and elements. The Rotterdam Anti-Radicalisation Approach team has therefore organised a seminar with both scientists and civil servants, with the goal of collectively determining these criteria.</p> <p>Scientific and practical experience are combined in an attempt to construct a unified framework of successful principles and effective elements for application in anti-radicalisation activities. The ultimate aim is preventing and/or limiting radicalisation in Rotterdam.</p>
Approach	<p>Community engagement/empowerment Creating CVE infrastructure</p>
Target audience	<p>Authorities Local Community Organisations/NGOs</p>
Deliverables	<p>The practice has resulted in the development of a unified framework of successful principles for preventative anti-radicalisation intervention.</p>
Evidence and evaluation	<p>Working together with an expert on the effectiveness of anti-radicalisation policies and interventions, the Anti-Radicalisation Approach programme is evaluating its preventive projects and interventions. Based on these evaluations, a decision will be taken on whether to adjust the framework.</p>
Sustainability and transferability	<p>The working method used to develop this framework of successful elements can also be applied by other local authorities. We believe that our framework is applicable to other local contexts, because other Dutch municipalities, cities and scientists were involved.</p>
Geographical scope	<p>This working method is implemented in the city of Rotterdam.</p>
Start of the practice	<p>The framework was developed in April 2016, and it is still being used today.</p>

Presented and discussed in RAN meeting	The process and frameworks were presented at the meeting of the Local Authority WG in Athens on 23 June 2016.
Relation to other EC initiatives	None
Organisation	<i>This working method and the framework were developed by the Department of Public Safety of the City of Rotterdam.</i>
Country of origin	Netherlands
Contact details	<p>Address: Halvemaanpassage 90 Rotterdam Netherlands</p> <p>Contact person: Suzanne den Dulk Email: sk.dendulk@rotterdam.nl Telephone: +31 653936833</p> <p>Website: http://www.rotterdam.nl/radicalisering</p>
Last update	2019

Name of the practice	<i>Identification of violent extremism and radicalisation in Finnish prisons</i>
Description	<p>Prisons are a fertile soil for radical thoughts. The terrorist attacks in Europe over the last six years (2012-2018) have reinforced the perception of the role of prisons as some kind of producer for the radicalisation that leads to terrorism.</p> <p>In nearly every serious attack in Europe there has been an assailant or designer with a criminal background, and in many cases they are former prisoners. In prison and probation services, it is important to identify at the earliest stage radicalised prisoners and also those inmates who are possibly vulnerable to radicalisation processes.</p> <p>The starting point for violent radicalisation in Finnish prisons was exposure to ideology with extremist features. Exposure is most commonly caused by another prisoner or prisoner group. Charismatic leaders among the prisoners are trying consistently to radicalise other inmates. Some of them act as leaders, some followers, and others use extremism in their own criminal pursuits.</p> <p>The aim of this 18-month-long project was to detect and identify radicalisation among the prison population. Early detection prevented radicalisation processes and helped to identify individuals at risk. Prisons are closed and controlled environments, and therefore they offer special opportunities to detect radicalisation and make an effective intervention through assessment.</p> <p>The approach: included prison sentence planning, risk assessment and safe placements. It also enabled efficient collection of information on imprisonment, which in turn facilitated cooperation across different networks, as well as information exchange within the correctional institution and with other actors.</p> <p>Training for prison and probation staff was provided in most of the Finnish prisons and probation offices and for The Training Institute for Prison and Probation Services' students.</p>
Approach	Prison and probation Training for first-line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners Law enforcement officers
Deliverables	<ul style="list-style-type: none"> • Recommended practices for the Finnish Criminal Sanctions Agency, a prison and probation organisation. Guidelines for managing violent extremism and radicalisation in prisons. • Staff training. • A form for staff to use to report violent extremism.
Evidence and evaluation	The project has developed working methods and staff training programmes on identifying radicalisation as well as individuals at

risk. Those individuals identified were guided to support and exit facilities.

Dynamic security in prisons, multi-agency cooperation and prison intelligence activities are the key to identify and prevent the phenomenon. Early identification of radicalisation provides the possible situation to break the process.

The following were identified:

- During the project, 109 prisoners with links to violent extremism and radicalisation were detected; they included religion- and political-based extremism.
- Only three of those prisoners were suspected for terrorism-related crimes.
- - 75 inmates were related to radical Islamism
- 26 inmates were related to extreme-right/neo-Nazi movements
- 8 inmates were related another kind of extremism
- Approximately 10 to 15 cases were classified as very high risk
- Most common findings during the project were:
 - ideological violence, physical, threats and hate
 - ideologically violent groups with a hierarchy, in prisons
 - positive attitude towards terrorism
 - celebration for terrorist attacks
 - recruiting for radical groups and gangs
 - links to international terrorism
 - production and use of extremist materials
- Based on project findings, the greatest threat for prison radicalisation in Finland was related to prisoners who were exposed to radical Islamism / Salafi jihadism. Prisoners detected were mainly located in southern Finland, but observations are constantly growing from all Criminal Sanctions Agency regions.

The information gathered has resulted in changes to many decisions on safety placements for prisoners with links to violent extremism and radicalisation. This enables organisations to respond to prisoners' individual needs.

- Information exchange with different authorities improved significantly during the project.

During the project, Finnish Criminal Sanctions Agency staff from 16 prisons, 7 prison intelligence units, 11 probation offices, 2 evaluation centres, 1 psychiatric prison hospital and 2 prison hospitals were trained. This amounts to an estimated more than 400 officials, including prison officers, prison management, prison social workers, nursing staff, psychologists and pastors.

Training lectures were provided to Finnish police and also to different NGO partners, including religious community representatives.

	<p>Feedback from training and lectures was entirely positive, and staff were very motivated to participate.</p> <ul style="list-style-type: none"> • Increased resources: • The Criminal Sanctions Agency invested the budget appropriation for the project amount of EUR 75 000. The Finnish Ministry of Justice awarded the Criminal Sanctions Agency an additional EUR 378 000 for the consolidation of operations that were used in the project.
Sustainability and transferability	<p>For the project policies to be applied in countries other than Finland, existing legislation must be compatible.</p> <p>Programme costs depend on the scope of the targeted group.</p>
Geographical scope	<ul style="list-style-type: none"> • Training for the project has been provided across Finland. • The programme establishes definitive actions for the entire Finnish Criminal Sanctions Agency organisation.
Start of the practice	1 August 2016. The project ran until 28 February 2018.
Presented and discussed in RAN meeting	<p>IMPACT Europe – Radicalisation Awareness Network Training Event, 10-11 November 2016, Cambridge (UK), Countering violent extremism, interventions, evaluation</p> <p>RAN MS Workshop ‘Deradicalisation Exit Facilities’, 9 December 2016, Munchen (DE)</p> <p>RAN P&P study visit, 11-13 July 2017, London (UK)</p> <p>RAN P&P study visit, 7-8 June 2018, Hessen (DE)</p>
Relation to other EC initiatives	None
Organisation	<p>The Criminal Sanctions Agency is a governmental organisation comprising a Central Administration Unit, three criminal sanctions regions in Finland and an Enforcement Unit. The Training Institute for Prison and Probation Services is also part of the Agency.</p> <p>The Criminal Sanctions Agency has 26 prisons. Prisoners serve their sentence either in a closed prison (70 %) or in an open institution (30 %). Prisoners considered more likely to adapt to freer conditions than to conditions in closed prisons are placed in open institutions.</p> <p>Vantaa Prison Vantaa Prison was established in 2002; it carries out pretrial detention and transports prisoners.</p> <p>The prison has 185 prison places. More than 9 000 prison transportations were carried out in Vantaa Prison in 2011. The average number of prisoners in 2015 was 205. It also has a Unit of the Psychiatric Prison Hospital.</p> <p>Personnel and activities Vantaa Prison employs about 140 people. The prison has profiled its activities, particularly as raising motivation for prisoners, reducing drug abuse and training for imprisonment.</p>

	<p>The project for identifying violent extremism and prison radicalisation was based in Vantaa Prison.</p> <p>Project financing Provided by the Criminal Sanctions Agency Central Administration.</p>
Country of origin	Finland
Contact details	<p>Siltaniitynkujja 2 01260 Vantaa Finland</p> <p>Jouni Holappa jouni.holappa@om.fi +35 8504325798</p> <p>http://www.rikosseuraamus.fi/en/index/units/prisons/vantaaprisoon.html</p>
Last update	2019

Name of the practice	<i>On/Off Derad model (project no longer running)</i>
Description	<p>The 'Online and offline deradicalisation interventions through social media' (On/Off Derad) model project aimed to reach those individuals at risk of (right-wing or Islamist extremist) radicalisation as well as those who had already been radicalised. It initially offered individuals the chance to engage in dialogue online, eventually leading to direct contact offline. The resulting working relationship was set up in order to promote critical engagement with extremism and extremist ideology, and ultimately, to initiate steps for exiting radicalisation processes. This intervention was intended to be carried out before radical ideologies were entrenched so deeply that they had resulted in social isolation.</p> <p>The On/Off Derad project was funded by various bodies: the European Commission's Internal Security Fund (ISF); the Berlin State Commission against Violence as part of the Berlin State Programme for the Prevention of Radicalisation; the Hessian Ministry of the Interior and Sport; and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth as part of the federal programme 'Demokratie leben!'.</p> <p>The project set up two organisation accounts on Facebook: one for young people at risk of right-wing extremism ('Jugend fragt'), and one for young people at risk of Islamist radicalisation ('Islam-ist'). The posts were targeted using advertisement tools from Facebook, based on messages intended for juvenile users within these target groups. With the support of the Facebook Ads Manager, messages were displayed directly on users' newsfeeds, in order to elicit a reaction from the target group.</p> <p>The target group was predefined using a range of characteristics such as location, device used and demographic data. Messages invited users to interact with their sender – in this case, the Facebook profiles created for this specific purpose. The contact established via online chat led to further dialogue, which was eventually transferred to an offline context, in order to initiate a long-term deradicalisation process.</p> <p>The project's target group comprised teenagers and young adults who had become radicalised, were at risk of radicalisation, or were at the onset of radicalisation, specifically those sharing/liking extremist content on social media or spending time in relevant forums and chat rooms of extremist groups.</p>
Approach	Delivering alternative narratives
Target audience	Online Youth / pupils / students
Deliverables	<p>Target-group-specific content was shared on the Facebook account created for young people attracted to Islamist-inspired radicalisation ('Islam-ist').</p> <p>The content, designed to initiate a communication process, had previously been created in the course of another project (Islam-ist.de Tränen-der-Dawa.de, funded by the Senate Department of</p>

	<p>the Interior in Berlin and the Hessian Ministry of the Interior and Sport). The former website (https://islam-ist.de/) contains deliverables such as videos, a glossary and FAQ.</p>
Evidence and evaluation	<p>At macro level, the aggregated data of the social media channels were analysed for information on the overall performance of the channels. Indicators such as channel impressions, channel likes or channel range were used.</p> <p>At micro level, the performance of each single post was analysed for information on the performance of the individual posts as well as the related topics.</p> <p>Thanks to the analysis carried out on these two levels, a comprehensive picture was obtained of the performance of the channels as well as of the topics.</p> <p>These data were considered alongside the feedback and user votes and voices, to establish a strategy. For this step, persistent qualitative analyses of the user-generated content were carried out, and the results were integrated into the content plan as well as the thematic categories plan.</p> <p>This approach successfully increased the access figures of the various channels.</p>
Sustainability and transferability	<p>Designed as a model project for 2 years, On/Off Derad aimed to test an approach to address the increasingly important role of social media in individually varying processes of radicalisation and also in the altered communications behaviour of young people compared to adults. It succeeded in doing so, without using technical tools that might violate privacy. Furthermore, it took into account two elements: that the target group of potentially radicalised young people is easier to identify online (than in real life); and that proper and sustainable deradicalisation cannot take place without reliable and trustful offline interaction. The model project sought to gain a greater understanding of how to access the described target-group online, and which content is suitable for use in initiating/establishing a dialogue/communication process.</p>
Geographical scope	<p>The model project focused on users whose Facebook profiles placed them in and around either Berlin or Hesse (Germany). This ensured that nearby advice centres/counselling structures were available, with sufficient personnel resources to guarantee immediate offline counselling.</p>
Start of the practice	<p>April 2016</p>
Presented and discussed in RAN meeting	<ul style="list-style-type: none"> - RAN C&N Meeting on One-to-One Digital Interventions, 14-15 December 2016, Berlin, Germany - RAN C&N Meeting on Measuring the impact of your online counter or alternative narrative campaign message, 13-14 February 2017, Brussels, Belgium - RAN CSEP - Civil Society Empowerment Programme kick-off workshop, 15-16 March 2017, Brussels, Belgium
Relation to other EC initiatives	<p>n/a</p>

Organisation	<p>For several years, the Violence Prevention Network, a non-profit NGO, has been engaged successfully in anti-violence work and the prevention of extremism, as well as the deradicalisation of extremist-motivated criminals. Since 2001, the Violence Prevention Network team has been reducing serious religion- and ideology-related crime and extreme acts of violence committed by young people. By way of its work with right-wing extremist young people and those endangered by Islamist extremism, the Violence Prevention Network team's expertise in the field of working with ideologically motivated criminal offenders is recognised throughout the country. Using the method of <i>Verantwortungspädagogik</i>® (education of responsibility), the Violence Prevention Network has identified a way to address people affiliated with anti-democratic structures without shaming them, thus facilitating their reintegration into the democratic community.</p>
Country of origin	Germany
Contact details	<p>Address: Violence Prevention Network e.V. Alt-Moabit 73 D-10555 Berlin Germany</p> <p>Contact person: Sebastian Ehlers Email: on-off-derad@violence-prevention-network.de Telephone: +49 3091705464</p> <p>Website: https://violence-prevention-network.de/?lang=en</p>
Last update	2019

Name of the practice	<i>#NotAnotherBrother</i>
Description	<p>This counter-speech campaign aimed to reach potential foreign terrorist fighters, and their networks, in order to dissuade from extremism and terrorism by challenging ISIS' utopia narrative.</p> <p>#NotAnotherBrother was first released in July 2015 on its own website (https://notanotherbrother.wordpress.com) and youtube channel (https://www.youtube.com/channel/Uckig5UnjzDktdOB1otwK1pw) with accompanying twitter account (www.twitter.com/notanotherbro) following a target audience analysis and creative process led by Quilliam and the private sector communications firm Verbalisation. It was initially unbranded, targeted at English-speaking individuals, already radicalised, close to travelling to join ISIS and English-speaking individuals, vulnerable to radicalisation, tempted by Islamist extremism, and was supported by other campaign materials.</p> <p>Following of the initial release, it re-released with Quilliam branding on it, through Quilliam's social media channels. The video's key themes received significant media attention, as did approaches to CVE in general. After the first month, the video was then taken into schools and other workshops, and used to stimulate discussion about radicalisation. The goal was to raise awareness and counter extremist narratives, and to inspire creativity and activism against extremism.</p> <p>This campaign is targeted at delivering Counter or Alternative Narratives</p> <ul style="list-style-type: none"> • English-speaking individuals, already radicalised, close to travelling to join ISIS • English-speaking individuals, vulnerable to radicalisation, tempted by Islamist extremism • The support networks of these two target audiences
Approach	Delivering alternative narratives
Target audience	Violent extremists Youth / pupils / students

Deliverables	<p>A counter-speech campaign including multi-phase dissemination strategy of principal video, accompanying materials including trailers, an extended cut, tweetcards, and written pieces.</p> <p>Used in schools and workshops as a counter-narrative and to spark discussion about ISIS propaganda and drivers of radicalisation</p> <p>Used to inspire others - in schools and workshops - to create counterspeech</p> <p>Featured as a case study in multiple handbooks, training sessions, and strategic briefings on counter-speech</p>
Evidence and evaluation	<p>Over 100 000 views and half a billion impressions for all content during the length of the campaign. More importantly, 10 000 views among the target audience during the first week of the campaign, before full-branded version released for general audience. Significant shift in discussion around ISIS propaganda away from brutality towards utopia in the mainstream media following release. Positive feedback from CVE sector and RAN communications and narratives working group. Discussion and activity successfully stimulated in the classroom following use of video to inspire creativity.</p>
Sustainability and transferability	<p>The video was made on a reduced costs basis by communications firm Verbalisation, following a crowdfunding campaign. While the high production values may be difficult to replicate on a comparable budget, it is worth exploring the charitable inclinations of private sector communications firms, and the potential of students or CVE practitioners to create something comparable on a smaller budget. Moreover, #NotAnotherBrother has inspired others to see their creative and communications talents as a useful CVE asset, and several equally successful campaigns have come out of classroom sessions which have been created for a fraction of the cost, indicating the sustainability and transferability not of the video per se, but of the campaign itself.</p>
Geographical scope	<p>United Kingdom and other English-speaking audiences. Taken to schools in London.</p>
Start of the practice	<p>July 2015. Used since and continues to have value despite reduction in foreign terrorist fighter phenomenon.</p>
Presented and discussed in RAN meeting	<p>RAN Communications and Narratives Working Group 13-14 February 2017, Brussels</p>
Relation to other EC initiatives	
Organisation	<p>Quilliam Foundation Ltd is a non-profit with headquarters in London and working all over the world to counter extremism of all kinds. Quilliam was a beneficiary of a DG Home Grant in 2014 as part of the TERRA programme, providing research and policy advice. #NotAnotherBrother was not supported financially by the European Commission.</p>
Country of origin	<p>United Kingdom</p>

Contact details	Address: PO BOX 74004, London, EC4P 4HT Contact person: Jonathan Russell Email: jonathan@quilliaminternational.com Telephone: 02071827286 Website: www.quilliaminternational.com
Last update	2016 and before

<p>Practice name</p>	<p><i>POLRAD - the Power Of Local Role Models</i></p>
<p>Description</p>	<p>To achieve mutual understanding across different groups, communication between these groups is necessary. Mutual contact is not self-evident, but by engaging local citizens, we can start to effectively redress this. After all, citizens are the best hands-on experts in this matter.</p> <p>This is how collaborating POLRAD organisations work: engaging local role models to prevent polarisation and radicalisation among citizens. The aim is to encourage dialogue between citizens by organising preventive activities. Local role models from different population groups have been engaged to serve as positive examples and actively contribute to the prevention of polarisation and radicalisation. Specifically, we used role models from young people, Somalis, former refugees and former right-wing extremists. They were recruited, trained, engaged and coached, from the bottom up.</p> <p>Thanks to the cooperation of such local role models, there is a better chance that the preventive message will reach a wider audience. The positive example that is put forward originates in society itself, rather than being imposed from above. Collaboration between professionals and citizens is another factor that renders the practice effective.</p> <p>While there are many different types of role models, POLRAD role models have 14 preferred characteristics and qualities. However, this list of characteristics serves as a guideline only; POLRAD agreed that three general characteristics are prioritised. Specifically, role models should want to actively contribute to the prevention of polarisation and radicalisation in Dutch society, they should have personally experienced positive growth and development and wish to inspire and promote similar growth in others, and they should want to devote their leisure time to supporting activities under the POLRAD project framework.</p> <p>Before POLRAD role models are engaged, they undergo targeted training (this training includes an instructive manual for trainers and educational material for role models). The training aims to provide participants with an understanding of their roles and positions as POLRAD role models, and to prepare them to engage in related activities. Participants learn exactly what a POLRAD role model is and what this entails, while becoming acquainted with each other and familiarising themselves with the project. A great deal of time is devoted to exercises exploring how to tell one's (own) story. Trainers provide participants with useful tools, e.g. the dos and don'ts in actual practice, conversation techniques and organisational information. Participants take the first steps towards actual practice once this training is complete.</p> <p>Our handbook describes the approach used and its results, and contains added value and tips for working with role models using the preventive approach of polarisation and radicalisation. In addition, other project manuals developed for training and educational</p>

	<p>material are listed. The handbook is of interest to professionals (e.g. policymakers, practitioners and volunteers) working alongside local citizens, and seeking to prevent polarisation and radicalisation in their own environment.</p>
Approach	<p>Educating young people</p> <p>Training for first-line practitioners</p>
Target audience	<p>Violent extremists</p> <p>Youth/pupils/students</p> <p>First responders or practitioners</p>
Deliverables	<ul style="list-style-type: none"> • Project brochure • Handbook - Description of approach and results of activities with trained citizens to prevent radicalisation • Trainer's Manual, Part 1, didactic model to train citizens as POLRAD role models • Trainer's Manual, part 2, Appendices, educational material • Training PROFESSIONALS - Basic training signalling and tackling polarisation & radicalisation (manual for implementation of basic training in collaboration with role models)
Evidence and evaluation	<p>VluchtelingenWerk Noord-Nederland (VWNN) measured the effects of their educational events (for refugees) during the project period. CMO Groningen (now CMO STAMM) and Overstag measured training participant opinions on signalling of polarisation and radicalisation (for right-wing extremists). An external evaluator evaluated MJD activities (for Somalis) and Barkema & de Haan activities (for youth work) at the end of the project.</p> <p>All evaluations (in Dutch) provided information on which activity elements were successful and where improvements could be made. The research showed that the refugee role model activities of VWNN resulted in their public gaining more empathy and a better grasp of their situation. It also provided useful insights into the possibilities for improvements to their activities.</p> <p>Information from the Overstag training participants was used directly to improve subsequent training sessions and enhance the training manual. Participants were excited about the part played by role models in the training: they stated that the role models offered them a better understanding of the means of helping youngsters who are becoming radicalised.</p> <p>Role models interacting with interviewees from MJD research received unanimously positive reviews – the interviewees were satisfied with the role models' help, and found them approachable and accessible. Both the role models and the people they help are working towards the same goal. The offer of practical help from role models can prevent the exacerbation of personal and social problems, as people gradually gain an understanding of daily life and culture in the Netherlands and of how Dutch society and its systems work. The role models have indicated that there are clearly fewer problems now than a few years ago (e.g. in terms of addiction or</p>

	<p>public nuisance issues). Moreover, the Somali community's image has improved, as has overall contact with Dutch society.</p> <p>The Barkema & de Haan public were positive and excited about contact with the youth role models. They considered the role models' work on EXPRESS TV to be a good means of 'image-building': role models can have a positive influence on youngsters as well as on people who feel less positive towards youngsters in general.</p> <p>All evaluations and internal reports for the four organisations are available in Dutch.</p>
Sustainability and transferability	<p>The description of the activities and their results presents a fresh guideline for new projects. The five partners participating in this project reflect a diverse range of expertise levels and target groups. Consequently, the approach described in this handbook can be applied to many different population groups, as well as to countries other than the Netherlands.</p>
Geographical scope	<p>Implemented in the northern part of the Netherlands: the province of Groningen (21 municipalities) and the province of Friesland.</p>
Start of the practice	<p>The POLRAD project ran from April 2013 to December 2014. In 2017, two of the five original project partners still use this practice: MJD Groningen (training professionals) and VWNN (refugees as role models).</p>
Presented and discussed in RAN meeting	<p>The practice has not yet been presented at any RAN working group meeting.</p>
Relation to other European Commission initiatives	<p>During the project, CMO STAMM had close contact with Harald Weilnböck (European Network of De-radicalisation (ENoD), and representative of violence and prevention network). We discussed the EU call for 'Firstline Deradicalisation Practitioners' (Join the EU - RAN Working Group 'Firstline deradicalisation Practitioners!') and we created an ENoD profile.</p>
Organisation	<p>CMO Groningen (now CMO STAMM) Centre for social development in the provinces of Groningen and Drenthe (advice and research). Partly financed by both provinces. NGO and non-profit. http://www.cmostamm.nl</p> <p>MJD Groningen Broad social welfare organisation in the city of Groningen. Financed by the municipality of the city Groningen. http://www.mjd.nl</p> <p>VluchtelingenWerk Noord-Nederland (Refugee work North Netherlands) Guides and advises refugees and asylum seekers in the provinces of Groningen, Friesland and Drenthe, from the moment they arrive in the Netherlands. http://www.vluchtelingenwerk.nl/noordnederland</p> <p>Jongerenwerk Barkema & De Haan (Youth work)</p>

	<p>A specialised company in North Groningen for young people living in rural areas. Profit organisation. http://www.jongerenwerk.com</p> <p>Overstag Uitvoering A company offering intensive support in an unorthodox and innovative way to young people with multiple problems in the Netherlands. Profit organisation. http://www.overstaguitvoering.nl</p> <p>The project POLRAD was co-financed through the Prevention of and Fight against Crime, programme of the European Commission, the Directorate-General of Home Affairs (HOME/2012/ISEC/AG/RAD/4000003805), the province of Groningen and by the project partners.</p>
Country of origin	Netherlands
Contact details	Address: Post box 2266, 9704 CG Groningen, Netherlands Contact person: Maud Diemer or Rika Ringersma Email: m.diemer@cmostamm.nl or r.ringersma@cmostamm.nl Telephone: +31 505070101 Website: http://www.cmostamm.nl
Last update	2019

<p>Name of the practice</p>	<p><i>A Framework of Radicalisation Risk Indicators for Early Prevention</i></p>
<p>Description</p>	<p>The Framework of Radicalisation Risk Indicators provides a review of the existing approaches and tools that identify, monitor and assess radicalisation in Europe and beyond. It then offers a conceptual framework of radicalisation risk and vulnerability indicators and a guide to their interpretation. These form a basis for developing early-warning mechanisms for frontline practitioners in countries lacking specific prevention and counter-radicalisation policies. The guide is intended for national- and EU-level policymakers, as well as practitioners directly involved in the prevention of radicalisation in central and eastern Europe and beyond.</p> <p>The framework summarises the basic risk indicators and their interpretation for the purposes of risk assessment in the context of prevention work. Its aim is to familiarise law enforcement and intelligence officers, practitioners, policymakers and academics with the complexity of risk factors.</p> <p>The framework comprises chiefly individual-level indicators, divided into two categories: cognitive (expression of opinions, beliefs and attitudes at verbal level), and behavioural (changes in practices, actions and appearance).</p> <p>In turn, these are subdivided into three categories: suggestive, red flags and high risk, as per the degree of immediacy of risk they indicate. Suggestive indicators point to signs of vulnerability, and are intended to support a more in-depth, professional assessment of potential vulnerabilities; they cannot be viewed in isolation from one another. They provide supportive information that may be useful when considering the complexity of a situation. Red flags are stronger indicators of risk-relevant behaviours and attitudes, but they also need to be viewed in combination and put into context.</p> <p>In addition, an explanation accompanies each indicator, to aid interpretation depending on the context and nuances of the respective behaviour or signs observed. This feature is particularly useful to frontline practitioners (especially from central and eastern Europe) who are untrained and not actively engaged in prevention work, as radicalisation risk factors may be unfamiliar to them.</p> <p>Early identification of far-right and Islamist radicalisation can play a key role in prevention. This approach relies on careful formulation of indicators, observable by frontline practitioners. Such indicators must capture the trajectories towards radicalisation and extremism of individuals who have not yet committed acts of violence. The indicators' design is based on the premise that radicalisation processes become apparent in an individual's actions, behaviour and attitudes; these signs can be noted by their social environment or by public sector employees (frontline practitioners) coming into contact with the person.</p> <p>Early warning indicators are not used to identify radicalised individuals, but rather serve to flag risks and vulnerabilities so as to</p>

	<p>aid early prevention. They can only be applied in combination, and assessed in light of the local context and individual circumstances; particular attention must be paid to the aspect of change in behaviours.</p> <p>The framework and selection of indicators is based on a rigorous literature review, from which was extracted a large set of potential risk and vulnerability indicators. These indicators are already in use across the EU and beyond, or are emerging from empirical findings or practical training manuals (such as the Community Policing and the Prevention of Radicalisation (COPPR) and Terrorism and Radicalisation (TERRA) ones).</p> <p>The set was then narrowed down and adapted, through testing and validation of its applicability and suitability in Bulgaria, the Czech Republic and Greece. The process relied on in-depth interviews and structured questionnaire answers from practitioners, academic experts and target groups (when possible) as well as comments/feedback received in written and oral form during workshops and stakeholder consultations.</p>
Approach	Training for first line practitioners
Target audience	<p>First responders or practitioners</p> <p>Local Community Organisations/NGOs</p> <p>Authorities</p>
Deliverables	<p>The risk indicator system is described in the report 'Monitoring Radicalisation: A framework for risk indicators': see http://www.csd.bg/artShow.php?id=17916 online.</p> <p>Based on the framework of indicators, a risk assessment questionnaire was developed for internal use by the Bulgarian Ministry of the Interior: intended for police officers, it will be used to draw up an initial situational risk map at local level (currently pending adoption).</p>
Evidence and evaluation	<p>The practice has been peer-reviewed by academic and law enforcement experts. Their comments have been taken into account in drafting the final report and finalising the methodology for the Situational Assessment of Extremist Trends (SAET).</p> <p>The framework of risk indicators was presented to and discussed with practitioners and academics on several occasions, and both oral and written feedback has been taken into account in the final paper:</p> <ul style="list-style-type: none"> • a methodological workshop in Sofia on 8 December 2015 with participants from academic and law enforcement fields: see http://www.csd.bg/artShow.php?id=17563 online; • an expert validation workshop in Sofia on 28 June 2016: see http://www.csd.bg/artShow.php?id=17749 online; • a RAN study visit for practitioners from eastern Europe, held in Sofia and co-hosted by the Center for the Study of Democracy (CSD) on 17 January 2017: see http://www.csd.bg/artShow.php?id=17905 online;

	<ul style="list-style-type: none"> • a training seminar with Bulgarian law enforcement practitioners in Sofia on 28 February 2017: see http://www.csd.bg/artShow.php?id=17931 online; • two national training seminars to introduce the framework in CZ and EL for frontline practitioners and LEAs, held in May 2016 and February 2017; • a round table in Brussels attended by EU policy officers, non-governmental organisations (NGOs) and academic experts on 23 February 2017, where the instrument received positive feedback: see http://www.csd.bg/artShow.php?id=17933 online. <p>The framework/guide has been peer-reviewed by academic and law enforcement and intelligence experts. Their comments have been taken into account in drafting the final report and finalising the framework.</p>
Sustainability and transferability	Transferable to other contexts, especially in Member States where radicalisation prevention policies and programmes are yet to be developed. The framework can be used as a starting point/basis for developing tailored and context-specific training, awareness-raising materials and early warning indicator guides to aid prevention efforts.
Geographical scope	Bulgaria, Czech Republic, Greece
Start of the practice	Developed in 2015 and validated in 2016
Presented and discussed in RAN meeting	Presented during a RAN study visit for practitioners from eastern Europe, held in Sofia on 17 January 2017 and co-hosted by the CSD: see http://www.csd.bg/artShow.php?id=17905 online.
Relation to other EC initiatives	Based on the review of similar instruments and manuals, including those from previous EU projects such as Community Policing and the Prevention of Radicalisation (CoPPRa), Terrorism and Radicalisation (TerRa) and Community Counteracting Radicalisation (CoCoRa).
Organisation	<p>The framework was developed by the CSD, a Sofia-based NGO, in partnership with the Hellenic Foundation for European and Foreign Policy (ELIAMEP) (EL) and the Center for Security Policy at the Charles University in Prague (CZ), and was funded by the European Commission's Directorate-General for Migration and Home Affairs under the Prevention of and Fight against Crime (ISEC) programme.</p> <p>Founded in 1990, the CSD is a multidisciplinary think tank dedicated to connecting researchers, policymakers, practitioners and civil society. The CSD is a non-partisan, independent organisation fostering the reform process in Europe through impact on policy and civil society. It combines a broad range of capacities: sociological and criminological research, legal and regulatory analysis, policy monitoring and evaluation, institutional capacity-building, security sector reform and crime prevention policies.</p> <p>The CSD is at the forefront of the development of effective methods to better understand and monitor radicalisation processes and identify risk factors in south-east Europe. The CSD pioneered a comprehensive study of the nature, spread and risks of radicalisation in Bulgaria,</p>

	<p>focusing on Islamist radicalisation, right-wing and left-wing extremism and football hooliganism (see http://www.csd.bg/artShow.php?id=17621 online). Under CSD coordination, the study was also implemented in Greece and the Czech Republic, allowing for cross-country comparisons and lesson-learning. In addition, the CSD works on developing practitioner-level tools and methods for early identification and monitoring of radicalisation risks as a basis for designing tailored interventions. The CSD contributed to developing the first Bulgarian National Strategy for Countering Radicalisation and Terrorism (2015-2020), by suggesting specific measures for multi-agency cooperation in prevention efforts and engaging communities and civil society. CSD staff are members of the European Expert Network on Terrorism Issues (EENeT) and RAN.</p>
Country of origin	Bulgaria, with input from validation exercises in Greece and the Czech Republic
Contact details	<p>Address: Center for the Study of Democracy, Alexander Zhendov 5, 1113 Sofia, Bulgaria Contact person: Rositsa Dzhekova Email: rositsa.dzhekova@csd.bg Telephone: +359 29713000 Website: http://www.csd.bg/</p>
Last update	2019

<p>Name of the practice</p>	<p><i>Situational Assessment of Extremist Trends</i></p>
<p>Description</p>	<p>The Situational Assessment of Extremist Trends (SAET) is an instrument for the systematic collection and analysis of statistical data, open source data and intelligence information pertaining to extremist actors and activities. It is used by law enforcement and intelligence institutions for the purposes of developing regular situational reports of the spread, nature and trends in extremism and violent radicalism.</p> <p>The approach was developed as part of the project 'MONITOR (2014-2017): Countering Radicalisation in Central and Southeast Europe through a Radicalisation Monitoring Tool', funded by the Directorate-General of Home Affairs. It was inspired by the Czech Annual Extremism Report as well as other similar instruments used in Germany and other EU Member States.</p> <p>The practice emerged from a needs assessment undertaken in Bulgaria, the Czech Republic and Greece. These three EU Member States are in the initial stages of developing counter-radicalisation measures and programmes, and sorely lack a solid evidence base for defining priorities and the nature of interventions.</p> <p>SAET provides a methodology for establishing a viable mechanism to monitor and assess the current state as well as developments over time in national-level extremism-related acts and actors. More specifically, the instrument aims to capture the capabilities, activeness and attractiveness of extremist actors and ideas, by measuring several elements: group membership, the proportion of different types of extremist acts committed as part of the general crime environment in a country, and the spread of radical views among the population at large.</p> <p>The tool, based on statistical data (core indicators), captures the core violent and non-violent manifestations of extremism, while the adjustable (qualitative) component (supplementary indicators) allows for an in-depth analysis of all facets relevant to specific phenomena of interest in the national setting.</p> <p>The situational assessment includes 12 core indicators whose purpose is to present the national threat picture, as well as subject-specific indicators providing more in-depth information on specific areas of interest (e.g. right-wing, left-wing and Islamist extremism).</p> <p>The first set of core indicators captures the spread and nature of criminal activity: incidence, share in violent criminal activity, and share in overall criminal activity. It accounts for the number of crimes of interest, and how they figure in the country's crime overall. It also captures the nature and differences between extremist offences – the proportion of specific crime subtypes.</p> <p>The second cluster of indicators measures the spread and nature of the actions of active supporters of the extremist scene, as denoted</p>

	<p>by notable events and their participation, as well as the propensity of such gatherings to turn violent.</p> <p>The final set of indicators focuses on the penetration of extremist ideas in society. This is measured by participation in extremist or support organisations, the share of the population offering electoral support alone or active support beyond the electoral, and the general approval of radical ideas.</p> <p>Furthermore, depending on the issue being examined, subject-specific and supplementary indicators should be taken into account, to ensure a comprehensive analysis. These include profiling perpetrators and reviewing the core characteristics of major known extremist organisations or movements, in order to assess their intent and capability to cause harm. Supplementary indicators include analyses of extremist content, activity and engagement on the internet, through different techniques.</p> <p>All sets of core indicators are dependent on the availability and quality of statistical data and intelligence gathered systematically by the respective institutions. The indicators' success is also determined by the analytical and resource capability of the compiling authority to process such data, and utilise alternative sources of information on proxy indicators, for example by monitoring online content. Regular surveys of social attitudes as well as victimisation surveys are also required to complement the assessment of the national threat picture.</p> <p>The applicability of the situational assessment methodology was tested in the three central and south-east European countries mentioned above. Pilot national studies were conducted in each country, evaluating the data collection and analytical capacity of all relevant national institutions, providing reviews of extremist trends as per available data, and formulating recommendations for improvement of national data collection systems in view of the preparation of regular situation assessment reports of extremist trends. The three countries differ in several ways: policy and legislative context, the historical development of extremist threats, the availability of data, and how prepared respective institutions are to produce analytical products in the field of extremism and related trends. Despite these differences, the proposed methodology enables a more comprehensive and systematic assessment of extremist criminal tendencies in any context, which allows for the formulation of specific, evidence-based strategic as well as operational priorities.</p>
Approach	Creating CVE infrastructure
Target audience	<p>Law enforcement officers</p> <p>Local Community Organisations/NGOs</p>
Deliverables	<p>The methodology as well as pilot results from Bulgaria, the Czech Republic and Greece are described in the report 'Situational Assessment of Extremist Trends' (see http://www.csd.bg/artShow.php?id=17917 online).</p>

Evidence and evaluation	<p>The approach was presented to and discussed with practitioners and academics on several occasions, and both oral and written feedback have been taken into account in the final methodology:</p> <ul style="list-style-type: none"> • a methodological workshop in Sofia on 8 December 2015 with participants from academic and law enforcement fields: see http://www.csd.bg/artShow.php?id=17563 online; • an expert validation workshop in Sofia on 28 June 2016: see http://www.csd.bg/artShow.php?id=17749 online; • a RAN study visit for practitioners from eastern Europe, held in Sofia and co-hosted by the Center for the Study of Democracy (CSD) on 17 January 2017: see http://www.csd.bg/artShow.php?id=17905 online; • a training seminar with Bulgarian law enforcement practitioners in Sofia on 28 February 2017: see http://www.csd.bg/artShow.php?id=17931 online; • two national training seminars to introduce the framework in the Czech Republic and Greece for frontline practitioners and LEAs, held in May 2016 and February 2017; • a round table in Brussels attended by EU policy officers, non-governmental organisations (NGOs) and academic experts on 23 February 2017, where the instrument received positive feedback: see http://www.csd.bg/artShow.php?id=17933 online. <p>The methodology has been peer-reviewed by academic and law enforcement experts. Their comments have been taken into account in drafting the final report and finalising the methodology for the SAET.</p>
Sustainability and transferability	<p>The approach is transferable to other contexts, since indicators for situational assessment and reporting are uniform across contexts and adjustable where necessary.</p>
Geographical scope	<p>Pilot tested in Bulgaria, the Czech Republic and Greece</p>
Start of the practice	<p>Developed in 2015; tested and refined in 2016-2017</p>
Presented and discussed in RAN meeting	<p>Presented during a RAN study visit for practitioners from eastern Europe, held in Sofia on 17 January 2017 and co-hosted by the CSD: see http://www.csd.bg/artShow.php?id=17905 online.</p>
Relation to other EC initiatives	
Organisation	<p>The practice was developed by the CSD, a Sofia-based NGO (BG), in partnership with the Center for Security Policy at the Charles University in Prague (CZ), and was funded by the European Commission's Directorate-General for Migration and Home Affairs under the Prevention of and Fight against Crime (ISEC) programme.</p> <p>Founded in 1990, the CSD is a multidisciplinary think tank dedicated to connecting researchers, policymakers, practitioners and civil</p>

	<p>society. The CSD is a non-partisan, independent organisation fostering the reform process in Europe through impact on policy and civil society. It combines a broad range of capacities: sociological and criminological research, legal and regulatory analysis, policy monitoring and evaluation, institutional capacity-building, security sector reform and crime prevention policies.</p> <p>The CSD is at the forefront of the development of effective methods to better understand and monitor radicalisation processes and identify risk factors in south-east Europe. The CSD pioneered a comprehensive study of the nature, spread and risks of radicalisation in Bulgaria, focusing on Islamist radicalisation, right-wing and left-wing extremism and football hooliganism (see http://www.csd.bg/artShow.php?id=17621 online). Under CSD coordination, the study was also implemented in Greece and the Czech Republic, allowing for cross-country comparisons and lesson-learning. In addition, the CSD works on developing practitioner-level tools and methods for early identification and monitoring of radicalisation risks as a basis for designing tailored interventions. The CSD contributed to developing the first Bulgarian National Strategy for Countering Radicalisation and Terrorism (2015-2020), by suggesting specific measures for multi-agency cooperation in prevention efforts and engaging communities and civil society. CSD staff are members of the European Expert Network on Terrorism Issues (EENeT) and RAN.</p>
Country of origin	Bulgaria, Czech Republic, Greece
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Last update	2019

Name of the practice	<i>My Former Life</i>
Description	A multimedia educational resource and accompanying day workshop that explores the stories of four former extremists in order to build resilience to radicalisation, mainly among young people aged 14-19 in classes of up to 30. My Former Life helps young people understand the causes, signs, and consequences of radicalisation leading to violent extremism—and how people escape that way of life. It does this through a series of interactive activities stimulated by video testimonies from four former extremists with very different backgrounds (Irish Nationalist, violent and non-violent Islamist, white supremacist). It leaves young people with more knowledge of a difficult subject and greater confidence in discussing it critically with their peers.
Approach	Educating young people
Target audience	Young people aged 14-19 in groups of up to 30
Deliverables	A day workshop, but also used in longer programmes with adults and women's groups.
Evidence and evaluation	Externally evaluated by government-appointed evaluator drawing on nearly 300 respondents, using split-group assignment for control and treatment groups, controlling for confounders in research design and linear regression. This analysis determined that 'participants were almost twice as likely to give correct answers when asked about...the factors that lead to radicalisation; what actions to take when concerned about someone becoming involved in extremism; and the risks of the internet in promoting extremism'. Delivered to over 1 750 young people from 77 UK educational institutions (and counting). Additional independent external outcomes and process evaluation pending.
Sustainability and transferability	Highly standardised and easily transferable. Resource to be made available for purchase/licence with a train-the-trainer package from 01/01/2018.
Geographical scope	North of England
Start of the practice	2015
Presented and discussed in RAN meeting	Prague RAN Education 2015
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive

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Name of the practice	<i>Radical Dialogue</i>
Description	This 30-hour accredited course brings together members of the local community, local charities, NGOs, and members of other civil society groups to address different forms of extremism, hate crime, prejudice and discrimination. Radical Dialogue is designed to facilitate dialogue on thorny issues and promote radical solutions emerging from the grassroots.
Approach	Community engagement/empowerment
Target audience	Local Community Organisations/NGOs General public Authorities
Deliverables	10 x 3 hour sessions delivered in community settings every week or fortnight. Includes an intensive weekend or residential option. Externally verified accreditation
Evidence and evaluation	Pending. Assessment of learning portfolios for accreditation, correlated with self-assessment of distance travelled towards achieving learning outcomes: understanding the importance of critical thinking; understanding identity, values, and narratives linking the two; understanding 'them & us' thinking and stories that try to entrench such thinking; awareness of the factors causing extremism and the methods for challenging it; know-how on holding dialogue on extremism; increased understanding of the drivers of conflict, especially self-awareness; knowing how to manage conflict.
Sustainability and transferability	Bespoke nature and focus on equipping practitioners makes Radical Dialogue highly transferable in a European context.
Geographical scope	North of England
Start of the practice	2016
Presented and discussed in RAN meeting	RAN Plenary Conference on the refugee crisis, Vienna, Spring 2016.
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
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Last update	2018

Name of the practice	<i>Holding Difficult Conversations</i>
Description	<p>A one-day workshop for teachers and other frontline public-sector workers. Holding Difficult Conversations equips beneficiaries with the skills and confidence needed to understand and challenge prejudiced or discriminatory attitudes and behaviours, and to hold difficult conversations on hot-button issues relating to identity, belonging, values and group membership. The programme aims to equip practitioners to open up dialogue rather than shut down dissent.</p> <p>Workshops are run for a minimum of 12 people, and a maximum of 30 (with a preference for 20 beneficiaries) recruited from multiple educational or other public institutions.</p> <p>Primary, secondary and tertiary teachers, community workers, youth workers, parole officers and other frontline public sector professionals are all part of the target audience.</p>
Approach	Training first-line practitioners
Target audience	First responders or practitioners Local Community Organisations/NGOs Educators/Academics
Deliverables	One-day or half-day workshops
Evidence and evaluation	Externally evaluated by government-appointed evaluator using split-group random assignment of 217 respondents in control and treatment groups. Determined successful increase in knowledge of causal factors of radicalisation, of how to counter or challenge the phenomenon, the dangers of the Internet, actions to take when concerned about the phenomenon, etc. Delivered to over 1 000 professionals from more than 252 UK institutions. Additional independent external outcomes and process evaluations pending.
Sustainability and transferability	High. Although flexible, delivery is standardised, taking place over a day or half-day in a small setting.
Geographical scope	North of England
Start of the practice	2015
Presented and discussed in RAN meeting	RAN EDU meeting, Manchester, March 2015
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
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<p>Name of the practice</p>	<p><i>Social work with children and young people in risk</i></p>
<p>Description</p>	<p>The Samobor Social Welfare Centre in Croatia works with children and young people at risk, and with children and young people having risky and socially unacceptable behaviours. It applies a multidisciplinary approach involving social workers, social pedagogues, psychologists and sometimes jurists. The centre exists to protect children from harm, to safeguard their rights and interests, and to provide them with opportunities for development and growth.</p> <p>Work at the Department for Children, Youth and Family in the Samobor Social Welfare Centre is conducted mostly through counselling with children and parents and is tailored to individuals. This work is based on the principles of respect for diversity and aims to empower children.</p> <p>Children and teenagers who support or are members of extremist groups (e.g. far-right groups) are often radicalised with ideas from other members of the group they identify with. Often, they identify with extreme right-wing political parties and exhibit socially unacceptable behaviour in an attempt to demonstrate their loyalty to the group.</p> <p>Compared to working on radicalisation prevention and causes, work with children and young people who are already radicalised and have adopted a certain value system is more challenging, because we must also deal with the consequences of such behaviour.</p> <p>Children must bear the responsibility for their behaviour (also part of the judicial system). By attending the centre, they are also trying to change their patterns of behaviour. We try to teach them what radicalisation is and how to withstand radical ideas. We work through counselling, step by step; by setting several short-term goals, we strive to achieve the long-term goals the children have set for themselves. We keep track of their progress, and they can contact us when they encounter difficulties.</p> <p>Professional staff need time to ‘redirect’ children and young people’s way of thinking, from following a detrimental course, to one that contributes to their growth and personal development. Work is focused on empowering them to upgrade their social skills and use their energy in a more productive way. We try to develop children’s awareness of the consequences of their unacceptable behaviour, and work with them on boosting their skills of assertiveness and responsibility.</p> <p>The same approach and method are applied with all the children and young people who come to the centre. The duration of the process varies from person to person, depending on the depth of the problem.</p> <p>Sometimes, we encounter situations where parents, owing to personal religious or national affiliations, impose on children a value system that is very extreme. Children who adopt the radical ideas and patterns of parental behaviour often display this behaviour</p>

	<p>outside the home and family, among peers – this ultimately results in children being isolated from their peers, or in them becoming more aggressive in an attempt to impose the values and patterns of behaviour on peers.</p> <p>We strive to empower and teach parents about the parental role, and explain the key principles of parental care as well as what parental care implies. Parents should be first in line to help their children switch patterns and behaviours, support them daily, guide them and help them achieve the goals they have chosen for themselves, with the help of the experts at the centre. We work with parents to foster their children’s capacity for critical thought.</p>
Approach	<p>Educating young people</p> <p>Family support</p>
Target audience	<p>Youth / pupils / students</p> <p>Families</p> <p>Local community organisations/NGOs</p>
Deliverables	<p>The director of the Samobor Social Welfare Centre, Nataša Koražija (who is also a social worker), worked with the centre’s staff to set up a 5-year education programme for educators and parents. They also organised and held workshops for children and youth in elementary and secondary schools in the area of territorial jurisdiction of the Samobor Social Welfare Centre.</p> <p>Part of the centre’s ongoing work is to help educate future professionals working with children and young people showing risky and socially unacceptable behaviours, and with children and young people at risk (continuous cooperation with the Department for Social Work of the Faculty of Law at the University of Zagreb). Several times a year, professors invite professionals from the centre to present their work and discuss their experiences for an audience of students. They describe aspects of everyday work in the Samobor Social Welfare Centre, as well as explain how to recognise the signs of radicalisation and other risky behaviour, and outline how they work with these children.</p> <p>This has proven to be a good way to connect theory and practice, and students appreciate the insights provided by experts working professionally in the field they are studying.</p>
Evidence and evaluation	<p>Since the Samobor Social Welfare Centre has gained recognition in the local community as an important support for children and families in need, quantitatively cooperation with important organisations in the local community has increased, and qualitatively the importance, content and areas of common action have been recognised.</p> <p>In 2009, the centre cooperated only with the Croatian Red Cross in Samobor. Today, the Samobor Social Welfare Centre works extensively with many bodies: the University of Zagreb (the</p>

	<p>Department for Social Work as well as the Faculty of Education and Rehabilitation Sciences); local kindergartens and elementary and high schools; NGOs (the Pozitiva Samobor Association for Sustainable Development, the Association for the Care of Children without Proper Parental Care Outside their Own Family ‘New Future’, the Association for Education and Counselling ‘New School’, the Volunteer Centre ‘Kad bi svi...’, the Association of Disabled Persons of Samobor and Sveta Nedelja, the Pragma Association); the Croatian Red Cross; the Croatian Caritas; the Samobor Rotary Club; the Mental Health and Prevention of Addiction Service of the Zagreb County Public Health Institute; and the police.</p> <p>Our evaluations of the process and outcomes of Samobor Social Welfare Centre’s 5-year education programme for educators and parents as well as workshops for children and youth showed high participant satisfaction with the information received and the knowledge acquired.</p> <p>Evaluations indicate that the programme is considered useful, and that participants learned about parental care, risky and socially unacceptable behaviours of children, the importance of the parent-child relationship, the importance of role models for children, and how cooperation between educators and parents is necessary to ensure the safe growth and development of children.</p> <p>They were aware of the Samobor Social Welfare Centre’s scope, its duties and powers, and how to receive support.</p>
Sustainability and transferability	<p>Social work practice with children and young people at risk is sustainable and can be transferred to other local and national contexts. It can be implemented within institutions, NGOs, and institutions working with children and young people. It can be run by social workers and other social care professionals.</p>
Geographical scope	<p>The Samobor Social Welfare Centre is located in Samobor.</p> <p>Its territorial jurisdiction covers the area of the cities of Samobor and Sveta Nedelja and Stupnik municipality, i.e. about 340 km² of urban and rural areas, with 65 000 inhabitants.</p>
Start of the practice	<p>On 6 February 1984, the Samobor Social Welfare Centre was established and the Social Protection Act adopted which defined the centres for social work at that time. This was where the current Samobor Social Welfare Centre originated. It has evolved and improved over the years, especially over the past 10 years, since laws regulating the area of social work with children and young people were introduced. Social work practice constantly strives to follow legislative changes as well as social changes and adapt to new contexts.</p>
Presented and discussed in RAN meeting	<p>RAN Young, 1-2 March 2018, Stockholm, Sweden, ‘How to hold difficult conversations?’</p>
Linked to other EU initiatives or EU funding	<p>The Samobor Social Welfare Centre is a government institution with public authority, funded by the Croatian Ministry for Demography, Family, Youth and Social Policy.</p>

	<p>Centres cooperate with the local NGO Association for Sustainable Development Pozitiva Samobor, which is currently implementing the project ‘When Young Arms Work Together’, funded under the EU Erasmus+ programme. The project aims to develop a comprehensive City Youth Action Programme, the most important document at local level defining strategic guidelines to improve the position of young people in Samobor. The Samobor Social Welfare Centre is an associate in this project.</p> <p>The Samobor Social Welfare Centre partners with the Croatian Red Cross on the project ‘Help in the house’, funded by the European Social Fund. It focuses on care of elderly and helpless persons needing assistance to carry out everyday activities.</p> <p>The director of the Samobor Social Welfare Centre represented the centre as a member of the Consultation Group in the EU Programme for Croatia, IPA Component IV (Human Resources Development), in the project ‘Establishing support in social inclusion and employment of socially endangered and marginalised groups’ (of the Ministry of Health and Social Welfare and European Profiles SA). A social worker from the centre is a trained social mentor in this project.</p> <p>The director has also completed the AudTrain Course (System-Based Audit of Child Welfare Facilities, Council of the Baltic Sea States Secretariat, Stockholm). Other work includes attending lectures at the Faculty of Applied Social Sciences in Erfurt, Germany (the International Summer School on topics related to children and youth) as well as lectures at the Inter-University Centre Dubrovnik (Developing Neighbourhood and Community Support Systems course on these topics).</p>
<p>Organisation</p>	<p>The Samobor Social Welfare Centre is a government institution with public authority, funded by the Croatian Ministry for Demography, Family, Youth and Social Policy.</p> <p>It carries out more than 160 duties focused on promoting human rights and improving the well-being of people and families in need, people with disabilities, the protection of children’s rights and protection of the rights of minorities in our country.</p> <p>Professional staff in the centre are as follows: nine social workers, one psychologist, one social pedagogue, one educational rehabilitator, and three jurists.</p> <p>The work involves working with people who come directly to the centre for support (counselling, informing, administration), as well as field work outside the centre’s premises (assessing living conditions and environments).</p> <p>Samobor Social Welfare Centre employees actively participate in local community events to raise awareness of the centre and its services. The centre cooperates with local organisations connected with youth, social welfare and sustainable community development.</p> <p>[Governmental institution]</p>
<p>Country of origin</p>	<p>Croatia</p>

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