

Archives

2023

Name of the practice	<i>Abdullah-X Project</i>
Description	<p>The Abdullah X aims to provide innovative and robust animated/multimedia content to build resistance to extremist narrative and the allure of radicalisation.</p> <p>Abdullah X is a cartoon image of a teenage, Muslim boy who is looking for his identity and place in society. The character has changing appearances to reflect that this is not a particular person but it could be anyone struggling with issues of identity, faith, belonging, a sense of duty, grievance, injustice, confusion etc. The message is more important than the characters' look. The choice to use a fictitious character came from the observation that many extremist use their narrative to create an alternative reality that young people engage with online from the confines of their own bedroom. The objective of Abdullah-X is to radically challenge online extremist messaging using hard hitting, robust and specialist, subject based knowledge. But also, in light of much of the extremist content, deliver entertainment, engagement and feed young people's curiosity.</p> <p>Abdullah-X is seen as a prevention method, not only online but also offline in schools. Abdullah-X can be found on YouTube: https://www.youtube.com/user/abdullahx</p>
Approach	Delivering alternative narratives Educating young people
Target audience	Youth/pupils/students Local Community Organisations/NGOs Online
Deliverables	Animated Videos
Evidence and evaluation	Extensive quantitative and qualitative evaluation in a six week pilot period. There have for example been 60,000 views of videos in this period.
Sustainability and transferability	To uphold an animated online campaign, sustainable funding is required. This is a challenge in this area of expertise. The concept of using animated characters in counter-messaging online is transferable by other content-creators. It is important that the character and stories are recognizable for the targeted audience.
Geographical scope	United Kingdom - online available
Start of the practice	January 2012
Presented and discussed in RAN meeting	RAN @ working group and RAN High Level Conference 2014
Organisation	<i>NGO based in UK and currently Self-funded</i>
Country of origin	United Kingdom

Contact details	Ahmed (via abdullahxteam@gmail.com) www.abdullahx.com
Last update	2016 and before

Name of the practice	Success Together
Description	<p>A Community and Wellbeing Approach to Supporting Tamil Militants</p> <p>Success Together was a one year project that worked more broadly to support the interests and needs of Tamil families affected by the civil war in Sri Lanka. A specific part of Success Together involved working with radicalised - former - Tamil militants. In particular, those who are radicalised, continue to organise, meet and collect funds around a military separatist agenda.</p> <p>The project brought together professionals, including trained counsellors, legal advisors and those involved in community work. By working collaboratively with a local community centre opportunities were presented for direct engagement with those involved in radical activities. Therefore, by taking a holistic approach to working with the different professionals, community members and those affected, broader issues of an individuals' welfare in addition to diversionary activities (employment, training) could be considered and accounted for whilst simultaneously ensuring the provision of psychological support.</p> <p>The provision of appropriate psychological support was intrinsic to Success Together. The project incorporated culturally adapted (with eastern framework) cognitive therapy by trained psychologists delivered in mother tongue. Participants stressed these necessary adaptations from more formal western mental health interventions facilitated their participation. The combination of activities and psychological provision consequently led to reduced levels of social isolation, improved well being and the development of counter narratives to the groups organising around a military separatist agenda.</p>
Approach	<p>Exit strategies</p> <p>Community engagement/empowerment</p>
Target audience	<p>Formers</p> <p>Victims of terrorism</p> <p>Health practitioners</p>
Deliverables	<p>No concrete deliverables produced.</p>
Evidence and evaluation	<p>Presently working with University of East London, Department of Psychology to evaluate project.</p>
Sustainability and transferability	<p>This project would need to be assiduously replicated owing to the cultural adaptations which have been incorporated. What has made this project work is having appreciation for the culture of Tamil people and the importance of community and family. Whether this method is applicable to other populations is possible with slight</p>

	<p>variations and rigorous planning to encompass the mental health intervention aspect.</p> <p>The project can be sustainable with 60k-100k per year dependent upon support from established bodies (e.g. mental health trusts).</p>
Geographical scope	West London, UK
Start of the practice	February 2014
Presented and discussed in RAN meeting	Information shared whenever attending RAN meetings but no formal presentation has been made.
Relation to other EC initiatives	No
Organisation	<i>Account Trust is a Community Interest Company formed in January 2014. Account Trust have received funding from trust funders and public authorities for delivering training on Equality legislation.</i>
Country of origin	United Kingdom
Contact details	<p>Account Trust C/O Helplink F-7, The Town Hall Southall - Middlesex UB1 3HA</p> <p>Anthony Salla director@accounttrust.org</p> <p>+44 020 8571 8811 +44 07975 626 275 http://www.accounttrust.org</p>
Last update	2016 and before

Name of the practice	C4C, Counter-Narration for Counter-terrorism
Description	<p>The main aim of “Counternarration4Counterterrorism - C4C” project is to support and use the testimonies and the stories of the victims of terrorism. Assuming a role analogous to the one played by the victims and the survivors of the prosecution and of the concentration camps during the Second after War in the construction of a European anti-totalitarian identity. Because it becomes very relevant to establish which stories take part in creating our idea of terrorism and because terrorism searches the spectators’ gaze, spreading fear and terror, our aim was to counter-narrate such stories improving the victims’ gaze: their narratives, feelings and positions. Our assumption is that stories of the survivors, or the victims’ family members, may create a counter-narrative bearing positive values. Those of dialogue, tolerance, peace, non-violence, respect of diversity, respect of democratic values. The stories offer an alternative model of language, values and rhetoric with the purpose of reinforce critical skills and awareness among young people towards the use of violence.</p> <p>To enhance and make the “Voice of the victims” available to the educational system, literary and media, the C4C project developed a Multilanguage open source web platform, entitled “The Terrorism Survivors Storytelling - Global platform for resilience stories and radicalisation awareness”, which contains:</p> <ol style="list-style-type: none"> 1) The archive Global Data-base of the selected materials and files containing terrorism survivors’ storytelling, catalogued and reachable by the search engine (around 100 db records of narratives). 2) The Multimedia Deposit where a part of the materials (around 100 Gigabytes of files) is directly available in the different digital forms of texts, videos, photos, and so on, reachable by registered members for digital storytelling activity, under creative common license, with the purpose of creating new communication/didactic products through the e-collaborative tools currently on the platform. 3) Furthermore the platform offers selected didactic and methodological resources, the report on the activity with the C4C project target group, to help its practical usage at the ground floor carried on by practitioners, teachers, tutors for educational/prevention/de-radicalisation programmes. <p>With the support of the didactic programme, based on the Learning Circle didactic method and “Project-Based Learning”, the platform “The Terrorism Survivors Storytelling” has been tested in an Italian school during the whole school year 2013/14 with the target group: 2 classes for a total of 50 students.</p> <p>The didactic activity has been carried out, apart from the teachers, the C4C project team and the partners of the project, in particular by the members of the Italian Association of the Victims of Terrorism (Aiviter), who has joined several times the classes for a direct participation to the lessons. The school classes have been divided into working groups (5 groups per each class) and have elaborated a topic for an audio/video to be realized (documentary, spot, rap, editing of archive images, interview, backstage, animation: the kind</p>

	<p>and style were free options). They proceeded into the phase of realisation, working on the platform “The Terrorism Survivors Storytelling” and then producing, in the phase of the definitive editing, their final videos and outputs.</p> <p>The presentation of the first results (3 videos) of the project took place on the occasion of the commemorations for the European Remembrance Day for the Victims of Terrorism in Madrid on March 11th, 2014. The final videos and outputs of all the students were presented on the occasion of an event in Turin entitled “Europe against terrorism” on May 12th, 2014 in front of other students from numerous schools, institutions and other public in the vicinity of the Italian Remembrance Day of the victims of terrorism, on May 9th.</p>
Approach	<p>Educating young people Delivering alternative narratives</p>
Target audience	<p>Youth/pupils/students Educators/academics Victims of terrorism</p>
Deliverables	<p>1) The platform The Terrorism Survivors Storytelling at http://www.c4c-project.org 2) The C4C YouTube Channel linked to the platform: the 5 best videos produced by the students are available.</p>
Evidence and evaluation	<p>The C4C project expected results were to strengthen the critical thinking and awareness, especially among young people, so, we evaluated the project impact during the working activities in the school. At the beginning of the didactic experience during a brainstorming, some students (5/6 per each class) justified, in fact, the rights of violence of a certain kind of terrorism (“nowadays it is the unique way to have oneself heard by the society”, they repeated). Only a little number of students in the class (less than one half) was opposed to such rights, while the rest remained silent, neutral or even indulgent. At the end of the experience, no student did go on justifying the use of terrorist violence for the purpose of asserting his own ideas, to which had contributed in a determining way the testimony of the victims in the class, and above all the fact of “working” and “elaborating” (then to “conceptualise”, to “appropriate”) the multimedia material put at disposal of the C4C project platform.</p> <p>To present and evaluate the results of the C4C project and its follow-up a two days’ workshop took place in Turin, Italy, on November 21st and 22nd, 2014. Experts from victims of terrorism associations, from educational bodies, and from RAN working groups attended and discussed the C4C topics and results and discussed with the beneficiaries of the project. The impact of C4C project has been evaluated as positive and fruitful, but it has been stressed as relevant to further test the platform and its methodology in other schools and cultural and geographic contexts to better evaluate and focus results and methodology.</p>
Sustainability and transferability	<p>The partnership of the project has informally extended during the project lifelong thanks to the reception of letters and emails of interest and collaboration from: IMPACT, National Knowledge Centre for Post-Disaster Psychosocial Care, The Netherlands; Omagh Support & Self Help Group (OSSHG), UK; Spanish Audiovisual Archive</p>

	<p>of Victims of Terrorism, Spain; The Families of September 11 (“For Action Initiative” project), USA; Hedayah, The Center of Excellence for Countering Violent Extremism, UAE.</p> <p>Furthermore during the final event in Turin, other participants - like the experts from RAN, the Italian Ministry of Education and the private “Foundation for school” - have also expressed their interest in the project follow-up.</p> <p>So, at the end of the project in December 2014 the team has started evaluations and assumptions to allow the project to continue. The idea, the team is working on, is to create an innovative start-up company or consortium for the management of the platform with its tools, its methods regarding the didactic activity in the perspective of preventing young people to be engaged into violent extremism.</p> <p>A company or consortium that could ensure an international transferability of the project goals in the prevention and radicalisation awareness activity in schools, developing the contents of the platform with storytelling materials coming from other countries, in order to allow the methodology to well fit the cultural heritage of the youth from those countries.</p>
Geographical scope	Mostly Turin, Italy. Part in Paris, France
Start of the practice	The practice was developed December 2012 - November 2014 and implemented during the school years 2013/2014. It’s now in follow up phase.
Presented and discussed in RAN meeting	RAN VVT meetings. In particular in Madrid June 6-7 2013, in Rome on October 15-16 2013, in Paris on April 9-10 2014
Relation to other EC initiatives	RAN, Voices of Victims of terrorism (VVT) working group AIVITER practice: Memoria Futura/Future Memory
Organisation	<i>AIVITER - Italian Association of Victims of Terrorism is a non profit private association. The practice is self-financed, but Aiviter has been involved in EU projects financed by the European Commission (like ISEC).</i>
Country of origin	Italy
Contact details	<p>AIVITER - Presso l’Amministrazione Provinciale di Torino Via Maria Vittoria 12 - 10123 Torino Italy</p> <p>Luca Guglielminetti info@vittimeterrorismo.it</p> <p>(+39) 011 532687 or (+39) 335 6619003</p> <p>www.c4c-project.org</p>
Last update	2016 and before

Name of the practice	Memoria Future /Future Memory
Description	<p>AIVITER realised a training module for the educational system to raise awareness of extremist violence and promote active citizenship among youngsters. AIVITER uses the stories and the direct and indirect testimonies of the survivors, family members, victims of terrorism (terrorism that has marked two decades of recent Italian history).</p> <p>Starting from nowadays terrorism challenges, the testimonies and multimedia instruments on victims stories are used for reflection of what happened in Italian history, increase the awareness and level of information/knowledge of national terrorism and the historical and cultural roots. Therefore to encourage youngsters to develop a critical thinking, an awareness in the use of violence on political topics and in the risk of violent extremism engagement.</p> <p>Furthermore, the storytelling activity by the survivors/victims, in first person and in public, empowers their resilience and their social status and role.</p> <p>Architecture of the training practice:</p> <ol style="list-style-type: none"> 1. Propaedeutic activity with the teachers 2. Two introducing lessons to the student on the topics 3. The students works in group for three months on a selected topic with the aim to prepare a deliverable, expression of their activities and thinking 4. Discussion and evaluation of the deliverables by each students working group 5. Presentation of the deliverables in a public event in the occasion of the Italian Remembrance Day of Victims of Terrorism: all students and teachers are rewarded by Aiviter and the best works are disseminated on line.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth/pupils/students Educators/academics Victims of terrorism
Deliverables	The result of the student working groups are the concrete deliverables: they are digital outputs such as videos, power points, reports, web content, using any kind of communication language and means.
Evidence and evaluation	<p>Performance measures of the practice: the quantitative data are the numbers of teachers/classrooms involved in the training per school year: 1 in 2012/2013, 2 in 2013/2014, and 4 in 2014/2015.</p> <p>The main evaluation and feedback comes from the teachers who are closer with the students: at the end of each training module they write a report to Aiviter. And it is presented during the final event.</p> <p>Peer review: the practice was compared with an analogue practice carried out by another Italian association of victims of terrorism</p>

	(Associazione tra I familiari delle vittime della strage di Bologna del 2 agosto 1980) in the RAN VVT working in Rome on October 2013 when they were discussed.
Sustainability and transferability	<p>Sustainability: because the practice is carried out both by Aiviter volunteers (the member of Aiviter) and by practitioners - using didactic and multimedia materials (CD-ROM, videos, books, web platform) already implemented in past projects - the cost of the training module is rather low.</p> <p>The transferability is still on the way: Aiviter working group on schools has already involved other members coming from other Italian regions than Piemonte. So, next school year, the practice is planned to be transferred in Lombardia and Puglia, because - with a few changes - the basic elements of the practice are easily transferrable in other Italian local contexts.</p>
Geographical scope	Italy, Piedmont region
Start of the practice	The practice was developed March-June 2012 and implemented during the school years 2012/2013, 2013/2014 and it is still active this year 2014/2015.
Presented and discussed in RAN meeting	RAN VVT meetings. In particular in Rome, on October 15-16 2013.
Relation to other EC initiatives	“C4C - Counter narrative for countering terrorism” European project
Organisation	<p><i>AIVITER - Italian Association of Victims of Terrorism:</i></p> <ul style="list-style-type: none"> - <i>Non profit Association</i> - <i>This practice is self-financed, but Aiviter has been involved in EU projects financed by the European Commission</i>
Country of origin	Italy
Contact details	<p>AIVITER - Presso l’Amministrazione Provinciale di Torino Via Maria Vittoria, 12 10123 Torino Italy</p> <p>Luca Guglielminetti info@vittimeterrorismo.it</p> <p>(+39) 011 532687 or (+39) 335 6619003</p> <p>www.vittimeterrorismo.it</p>
Last update	2016 and before

Name of the practice	<i>No-Nazi.net</i>
Description	No-nazi.net's work is based on monitoring, evaluating and combating hate speech and right-wing extremism in social networks and other parts of the digital world as well. Furthermore it promotes democratic values in cooperation with young activists online. The working method is to reach out to young people between the age of 13 and 18 to become active in their social networks. Peer to peer training is used to coach people on how to counter extremism online. Through online actions - funny, serious, informative or amusing -, no-nazi.net aims at building social networks without hate speech and neo-Nazis. Additionally young people who are showing first signs of radicalisation are being contacted via chats to question their actions and are given information and counter narratives.
Approach	Delivering alternative narratives Educating young people
Target audience	Youth/pupils/students Online Educators/academics
Deliverables	The project published four brochures and several videos within the context of online hate speech. Furthermore an active community was established in the Web 2.0 to foster a democratic narrative and prevent radicalisation regarding right-wing extremism. Also first line educators were trained in workshops on the subject of the special conditions of working against neo-Nazis within the online sphere.
Evidence and evaluation	No-nazi.net has been very successful in the social networks. Its Facebook page gained around 10.000 Likes. Some (mostly satirical) content reached over 300.000 people. Working in the Web 2.0 environment provides constant feedback which we seriously take into account for reflection and evaluation of our work. Additionally the project is reviewed regularly by an external advisory board of its main funding partner, the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth.
Sustainability and transferability	No-nazi.net is first and foremost an online project. Therefore the practice is very easily transferrable to contexts with other languages in other countries. Although it is based in the web, one must still keep in mind that well trained personnel is needed for the practice to work. Its outcomes will be integrated into coming model projects after its next five year life span starting in 2015 and its working practices will therefore be sustained and incorporated in future ventures.
Geographical scope	Germany, German speaking countries (online)
Start of the practice	No-nazi.net was established in May 2011 and is still running.
Presented and discussed in RAN meeting	RAN @, 2 March 2015
Relation to other EC initiatives	None

Organisation	<p><i>The Amadeu Antonio Foundation is a NGO in the legal form of a foundation. The organisation is working to strengthen democratic civic society and eliminate neo-Nazism, right-wing extremism, and anti-Semitism together with other forms of bigotry and hate in Germany.</i></p> <p><i>No-nazi.net is a model project under the roof of the Amadeu Antonio Foundation in Berlin. The project is funded by a program of the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth and is co-funded by the foundation.</i></p>
Country of origin	Germany
Contact details	<p>Linienstr. 139 10115 Berlin Germany</p> <p>Johannes Baldauf johannes.baldauf@amadeu-antonio-stiftung.de</p> <p>(+49) 3024088624</p> <p>http://no-nazi.net/</p>
Last update	2016 and before

Name of the practice	Against Violent Extremism (AVE)
Description	<p>The Against Violent Extremism (AVE) network of the Institute for Strategic Dialogue (ISD) is a unique and powerful global force in the ongoing struggle to tackle violent extremism. Former violent extremists ('formers') and survivors of violent extremism are empowered to work together to push back against extremist narratives and prevent the recruitment of 'at risk' youth.</p> <p>AVE uses technology to connect, exchange, disseminate and influence violent extremism in all forms: the far right and far left, Al Qaeda, and violent gangs in South America. Via the AVE website, or through the AVE app, formers and survivors can join the network (also on Facebook, Twitter and Google+), find and assist related projects and connect to and support members of the network.</p> <p>By connecting former extremists from different backgrounds, we facilitate the sharing of best practice and ideas so as to encourage member collaboration. The network leverages the lessons, experiences and connections of individuals who have dealt first-hand with extremism, in an effort to challenge it effectively.</p> <p>The network has three primary functions:</p> <ol style="list-style-type: none"> 1. To connect credible messengers to one another so they can learn best practices and share ideas. 2. To match credible messengers to private sector resources, skills and support. In the aftermath of an extremist attack AVE can act as a positive outlet for members of the public wishing to 'do something' as they can register their skills and interests in order to get involved with AVE projects working to counter extremism. The AVE network and associated website will allow individuals and organisations to share practical expertise, pool resources and find donors or volunteers. 3. AVE advocates for an increase in the role that former extremists and survivors of violent extremism play in pushing back against extremist narratives to governments and international bodies. <p>The AVE network has played a vital role in the success of the ISD's counter-narrative programmes, including our Extreme Dialogue counter-extremism education programme and our One to One direct intervention initiative. We draw on the experience of our AVE network members to inform and develop our wider counter-extremism work.</p>
Approach	<p>Creating CVE infrastructure Training for first line practitioners</p>
Target audience	<p>Formers Victims of terrorism Youth/Pupils/Students Online</p>
Deliverables	<p>Given the nature of AVE as a network, its deliverables to date are as follows.</p>

	<ul style="list-style-type: none"> - Connecting credible messengers to each other to share best practices and ideas concerning countering violent extremism. - Connecting members to private sector funding. - Facilitating the establishment of ongoing sub-projects between members and other partners. An example of the latter is the ISD's Extreme Dialogue project that uses members' stories to create educational resources for the prevention of violent extremism. This initiative started in Canada and is now being rolled out in the UK, Germany, and Hungary. AVE members also play an active role in other ISD-led programmes; these include one-to-one interventions in order to facilitate dialogue between former extremists and young people who demonstrate extremist tendencies online.
Evidence and evaluation	<p>As a network, AVE's performance can be measured principally by the growth of the network and partnerships facilitated. To date, AVE has an ever-growing membership of over 2 625 connections (306 formers, 165 survivors, and 81 projects, inclusive). In addition, AVE has also facilitated partnerships offline which have led to the establishment of numerous sub-projects involving AVE members.</p> <ul style="list-style-type: none"> • Working as part of the ISD's One to One online intervention programme, AVE formers achieved a 60 % engagement rate with individuals expressing extremist sympathies online, and assisted in the development of best practice guides and indicators for future online intervention initiatives. • ISD's Extreme Dialogue project has reached over 450 000 educators, parents and young people online, with AVE members involved in delivering training in use of the educational resources to over 250 practitioners.
Sustainability and transferability	<p>Through its network, AVE allows members to share ideas, collaborate, and identify partners and resources to find ways of amplifying their initiatives and message to a wider audience. Members are encouraged, to cross-pollinate their expertise, and transfer these to other local contexts.</p>
Geographical scope	<p>Global: members across Africa, Asia, Australasia, Europe, Middle East, North America and South America.</p>
Start of the practice	<p>AVE began in June 2011, and was launched publicly in April 2012.</p>
Presented and discussed in RAN meeting	<p>RAN-DERAD Working Group, 'First line De-radicalisation Practitioners and Interventions', 4-5th June, Stockholm</p> <p>RAN-DERAD Working Group, 'De-radicalisation and Exit Interventions', 10-11th October 2012, Barcelona</p> <p>RAN@ First Working Group Session, 'Exploring innovative ways in which the Internet and social media may contribute to the fight against violent extremism', 14th November 2012, London</p> <p>RAN@ Working Group, 'Internet and Social Media', 25-26th March 2013, London</p> <p>RAN@ Working Group on the Internet and Social Media, 29th January 2014, The Hague</p>

	<p>RAN INT/EXT Working Group, ‘Reintegrating foreign fighters’, 26-27th May 2014, Berlin</p> <p>RAN C&N and RAN Exit Working Group, ‘Working with formers’, 26-27th June 2017, Bordeaux</p>
Relation to other EC initiatives	<p>AVE provided assistance and networking opportunities to EU TerRa (Terrorism and Radicalisation), a European-based prevention and learning program.</p> <p>AVE facilitated the use of members’ testimonies for Extreme Dialogue (Prevention of and Fight against Crime (ISEC) Counter-Narrative Project (CNP)).</p> <p>AVE surveyed our members and prepared a paper which fed into the INT/EXT working group paper: “Proposed policy recommendations for the high level conference, from the ran INT/EXT working group (December 2012)”</p>
Organisation	<p><i>The ISD is a global counter-extremism organisation dedicated to powering new generations against hate and extremism.</i></p> <p><i>For 10 years, we have responded to the rising challenge of extremist movements and the ideologies that underpin them. We deliver cutting-edge programmes built from world-leading expertise in communications and technology, grassroots networks, knowledge and research, and policy advice.</i></p> <p><i>Our approach is to counter extremism and the ideologies underpinning it in ways that are practical, affordable, effective and scalable. We support this through cutting-edge research, analysis, data management and capacity building.</i></p> <p><i>As an independent organisation, we are able to coordinate government, private, academic and civil society sectors that are often at odds with each other. We help synergize their efforts and ensure each of them plays an appropriate and effective role in fighting extremism.</i></p> <p><i>We have honed this approach with a decade of experience, working from both inside and outside government, grassroots communities, technology and media, to build a soft power strategy that is proportional in impact, professionalism and scale to the increasingly sophisticated propaganda and recruitment efforts of extremists.</i></p>
Country of origin	United Kingdom
Contact details	<p>PO Box 7814 W1C 1YZ London United Kingdom</p> <p>Henry Tuck, senior development manager ht@isdglobal.org</p> <p>+44 02074939333</p>

	http://www.againstviolentextremism.org
Last update	2017

Name of the practice	CENAA
Description	<p>Our approach incorporates three elements, each focusing on one aspect of radicalisation in Slovak society: first-line practitioners and people in daily proximity to signs of extremism at local level; political party representatives and policymakers at various levels; and so-called reluctant radicals, i.e. people who tend to vote for extremist parties under certain circumstances.</p> <p>Our principal aim is to provide a platform for local actors to share experiences and voice opinions on pressing regional issues, and to share best practices on countering extremist actions. The target region of the project, Gemer, is located in south-eastern Slovakia. Gemer suffers from serious socio-economic problems as well as extremely strained relations between the majority and minorities, especially the Roma group.</p> <p>With the support and knowledge of local non-governmental organisation (NGO) representatives, who are well known and accepted by local citizens, and by holding discussions under the Chatham House Rule, we have successfully encouraged fearless, open and free expression. This allows the discussion platform to use local actors as partners in the process of formulating a strategy to counter regional extremism, rather than lecturing the target group.</p> <p>Secondly, our aim is to highlight the subject of extremism and radicalisation in political discourse, and to help ‘politicise’ the problem. We also push for discussion with representatives of major political parties in Slovakia as well as representatives of municipalities in target regions, in order to spotlight the issue of extremism and radicalisation, and formulate strategies to deal with this security problem at policy level. Via ongoing consultations with political party representatives, mayors and young political party members, we bring sensitive issues to the fore and urge political representatives to take a position.</p> <p>Thirdly, after the electoral success of the head of the right-wing extremist political party in the gubernatorial elections, we follow the development of voting behaviour in central Slovakian regions in elections. In practice, this could help to design interventions aiming to influence people’s perceptions. Based on the moral foundations theory and theory of political attitudes, employing these research methods will also offer additional opportunities: for designing experiments based on story editing, and for intervention techniques devised to reshape people’s narratives about themselves and the world, in a way that results in lasting behavioural change. We will test and analyse potential means of framing and communicating sensitive issues in public discourse.</p>
Approach	<p>Delivering alternative narratives Training for first line practitioners</p>
Target audience	<p>First responders or practitioners Educators/academics General public</p>

Deliverables	<ul style="list-style-type: none"> • Report and policy recommendations resulting from round table meetings, elaborated in cooperation with first-line practitioners • Report and policy recommendations resulting from face-to-face consultations with major political party representatives • Report and policy recommendations resulting from consultations with candidates in European parliamentary elections • Report and policy recommendations resulting from a case study of successful local practices and problematic regions (published in 2015) • Design of an intervention to reshape people's narratives and perceptions • Publication of the survey outcome (expected in November 2017)
Evidence and evaluation	<p>Our practice continually consults with external experts and collaborators from NGOs and the academic community, and is monitored and evaluated using qualitative as well as quantitative techniques.</p> <ol style="list-style-type: none"> 1. Our practice carried out ongoing monitoring of political party performance and evolution of attitudes over time, through continuous face-to-face consultations, as well as regular in-depth interviews and data collection via questionnaires. 2. Opinion polls and surveys are carried out on the moral foundations and political attitudes of voters from targeted regions, in cooperation with a well-founded research agency in Slovakia. The aim is to create a picture of extremist party voters, which will serve as a basis for interventions design. 3. Our practice tests and evaluates interventions via cognitive interviews and questionnaires that gauge the shift in attitudes over time. 4. Our practice educates the younger generation on extremism and radicalisation, and also improves their resilience to the disinformation campaigns of extremist parties. 5. A survey was held, focused on the younger generation's perception of extremist parties.
Sustainability and transferability	<p>Our approach prioritises respect for the specificities of local contexts and proper data-collection methodology, as well as the testing and evaluation of interventions. We view our activities as experiments, designed to be transferable and testable in different contexts, and therefore also allowing for analysis of their efficiency and success in a broader context.</p>
Geographical scope	Slovakia, especially central Slovakia and the Banská Bystrica Region
Start of the practice	The practice was launched in 2012 and its implementation is still evolving and ongoing.
Presented and discussed in RAN meeting	<p>RAN DERAD meeting, 9-10 April 2013, Dublin, Ireland RAN DERAD meeting, 8-9 July 2013, Ljubljana, Slovenia RAN DERAD meeting, 25 March 2014, Berlin, Germany RAN Plenary, 16 June 2014 Brussels, Belgium RAN HLC, 17 June 2014, Brussels, Belgium</p>
Linked to other EU initiatives or EU funding'	CENAA is a member of the European Network of Deradicalisation (ENoD).

	CENAA is also a partner in the ‘European Fair Skills - De-radicalisation Training for Peer Role Models and Youth Workers’ (EFS) project, which is coordinated by Cultures Interactive.
Organisation	<p>The NGO Centre for European and North Atlantic Affairs (CENAA) is an independent think-tank based in Bratislava (Slovakia), focused mainly on research and educational activities in the field of foreign and security policy.</p> <p>This research, training and educational project concentrates on extremism as a security threat in the region of central Europe. It cooperates broadly with local NGOs and the academic community, and is financially supported by Open Society Foundations.</p>
Country of origin	Slovakia
Contact details	<p>Address: Klariská 14 811 03 Bratislava Slovakia</p> <p>Contact person: Tomáš Čížik, Director Email: cizik@cena.org</p> <p>Telephone: +421 904497865</p> <p>Website: http://www.cena.org/</p>
Last update	2018

Name of the practice	The Map of Terror
Description	The Map Of Terror uses the potentialities of online communication for building a speech using texts, videos, images and a huge data base. All the content is used to contextualize terrorism and for explaining how violent radicalisation can destroy lives such as those using the multimedia tool.
Approach	It focuses on providing information and education to young people.
Target audience	Youth/pupils/students Educators/academics
Deliverables	www.mapadelterror.com
Evidence and evaluation	The presentation of the initiative was well received in the national media (http://www.covite.org/covite-en-los-medios/gran-acogida-medi%C3%A1tica-del-mapa-del-terror-de-covite/). Also for those who develop their work in the field of the study of history. In terms of impact, the initiative was selected by the first World Forum Against Violent Extremism, held in Abu Dhabi in December 2014. The map was exposed to government offices around the world as an example of good practice.
Sustainability and transferability	It is an online tool and therefore considered rather. The overall costs of the initiative and content translation into four languages involved an expenditure of €20.000,-.
Geographical scope	Spain
Start of the practice	The development of The Map of Terror began in January of 2013 and ended December 2013.
Presented and discussed in RAN meeting	RAN VVT, Paris, April, 2014.
Relation to other EC initiatives	Initiatives against violent radicalisation.
Organisation	<i>Collective of Victims of Terrorism (COVITE), an NGO that receives funding from the Spanish administration to develop initiatives against violent radicalisation in Spain.</i>
Country of origin	Spain
Contact details	San Sebastián, Basque Country Catalina Elizegui, 46. 20009 Spain Juanfer F. Calderín Juanfer.calderin@covite.org (+34) 666019911 www.covite.org

Last update	2016 and before
-------------	-----------------

Name of the practice	PSP-network (PSP = Police, Social Services and Psychiatry)
Description	<p>Tailor made training course for the PSP-network</p> <p>The overall and primary goal of the project is to reduce potential radicalisation among vulnerable people with psychiatric and/or mental diagnosis in Denmark. It is difficult to measure as to whether the tailor-made course is sole responsible for a given effect in reducing the number of people in risk of radicalisation. Recognizing this difficulty the project is working with three secondary goals for the training course for key PSP-members.</p> <p>First, The aim of the tailor-made two-day training course is to raise the awareness of radicalisation among key members of the PSP-network as well as to give them knowledge of radicalisation as a social, psychological and political phenomenon. Second, the course aims at giving the participants knowledge of the Danish strategy and methods in preventing radicalisation in general as well as among mentally vulnerable people. Last, the course aims at giving the participants knowledge of the “standard-operating-procedure” in organisation and communication confronted with a concern of possible radicalisation.</p>
Approach	<p>Creating CVE infrastructure</p> <p>Training for first line practitioners and managerial level</p>
Target audience	<p>First responders or practitioners</p> <p>Law enforcement officers</p> <p>Health practitioners</p>
Deliverables	<p>As part of the project the working group has developed a two-day training programme focusing on how to work with vulnerable people in the PSP-target group. The training programme/tailor-made course is organized so as to give a comprehensive introduction to risk factors, signs of concern and motivation and prevention of radicalisation among mentally vulnerable people. The perspectives cover the division of labour among social workers, police officers and psychiatry as well as the methods at work in these professions respectively. The courses are organised and provided jointly by The Danish Security and Intelligence Service/PET (The Preventive Security Department) and The Danish Agency for International Recruitment and Integration/SIRI and specifically address upgrading radicalization knowledge and prevention competencies for professionals.</p>
Evidence and evaluation	<p>An evaluation is being carried out in 2016. The evaluation was initiated in Oct 2014 running through Dec 2016 and the main focuses are studies of the degree of benefit and usefulness of the radicalization prevention courses aimed at professionals from all of the three PSP sectors.</p> <p>The Danish Agency for International Recruitment and Integration has made a contract with an external evaluator.</p> <p>The project doesn't operate with measuring target group impact as it is too complex and with too many variables to be able to say anything about the effect/impact of the trainings course. The</p>

	evaluation will in addition focus on how to improve the citizen case handling so as to give recommendations and to qualify the casework.
Sustainability and transferability	The content is exportable and transferable to member states, but it has to be restructured to the local organisation and networks.
Geographical scope	As of February 2015 the project - and the tailor-made training course - has been held in 4 out of 12 local police district. The plan is that all police district and all PSP-key-members in each district have been offered the course by the end of 2015. In the autumn of 2016 a one-day version of the course is being held regionally for all forensic psychiatric units in Denmark.
Start of the practice	The first part of the project was launched in October 2013 and ran until mid-October 2014. The idea was that the first part of the project should be the developing stage where the working group could put together a training course and put it to test in one local police district and in one municipality. The result of the initial stage was a two-day tailor-made course. The course was tested and ad hoc evaluated and in light of this knowledge the course was restructured and new themes included. The final two-day course is now offered to the lasting 11 police districts.
Presented and discussed in RAN meeting	RAN Health, Berlin, 18-19 April 2013 RAN Plenary, Brussels, 16-17 June, 2014
Organisation	<i>The Danish effort in preventing radicalisation and violent extremism (CVE) is primarily organized in the SSP-network. The goal of the SSP-network is to prevent criminal activity and behaviour among youngsters. The network consists of members of the social services, schools and police.</i> <i>In 2009 the initial SSP-network was by law supplemented with the PSP-network. PSP is comprised of the local Police (P), Social Services/social psychiatry (S) and Psychiatry (P) and has its target group on vulnerable people with a psychiatric diagnosis in risk of recurring criminal activity.</i> <i>The PSP-project is located within The Danish Agency for International Recruitment and Integration and is driven in close collaboration with the Ministry for Immigration, Integration and Housing, Ministry of Health and The Danish Security and Intelligence Services. The project is thus a governmental initiative but offered to the key organisations in the Danish local crime-prevention network.</i> <i>The PSP-project is also government funded and the participants don't pay a tuition fee to participate. The included organisations aren't compensated for sending their employees to attend the two-day course.</i>
Country of origin	Denmark
Contact details	The National Board of Social Services Landemærket 9 1119 Copenhagen K Denmark

	<p>Kristian Walther, The National Board of Social Services krwa@socialstyrelsen.dk (+45) 91370227 http://socialstyrelsen.dk/</p> <p>Bjørn West, Ministry of Children, Gender Equality, Integration and Social Affairs baw@sm.dk (+45) 41851092 http://sm.dk/en/</p>
Last update	2016 and before

Name of the practice	Allies
Description	In response to social unrest related to riots in France, the Danish cartoons and the release of the Geert Wilders film Fitna, the Dutch National Police build up a network of Allies in the cities of Utrecht and Almere. This network of Allies consists of police officials and key figures from the communities. One of the essential reasons to build up this network was the need for the police to cooperate more pro-actively instead of reactively after an incident. The Allies work together on the local community level, the district level and the city's main chief of police. On all levels there is a representation of police officials and key figures from the communities to obtain a strong, sustainable group. To maintain this pro-active cooperation, the Allies congregate five times a year, regardless of incidents.
Approach	Community engagement/empowerment
Target audience	Law enforcement officers Local Community Organisations/NGOs
Deliverables	An action plan on how to implement a network of Allies in the police organisation is developed.
Evidence and evaluation	<p>The practice has been evaluated internally among the Allies. Trust and commitment are keywords. The Allies are very satisfied with the cooperation and the main conclusion is that it can only work out when the Allies can be completely open to each other. The police and the key figures from the communities strengthen each other by sharing information and taking these signals serious and, when necessary, act on them.</p> <p>In the year 2014, a study by Zdenko Čosić from the Vrije Universiteit (VU) in Amsterdam has been published about informal networks of the police regarding to meetings. This study evaluated the working and the success factors of the informal network.</p>
Sustainability and transferability	The structure of Allies can be set up in every country or city and does not comprehend any costs.
Geographical scope	The practice is currently mainly implemented in the cities of Utrecht and Almere (NL). By the end of 2015, the aim is that the practice is implemented in the police unit of the region <i>Midden-Nederland</i> (Central Netherlands), which involves the provinces Utrecht and Flevoland).
Start of the practice	In the beginning of 2011, the practice was developed and by the end of 2011 the first meeting with Allies from different communities took place.
Presented and discussed in RAN meeting	RAN INT/Ext, 16-17 September 2013, Antwerp (BE)
Relation to other EC initiatives	None
Organisation	<i>Dutch National Police</i>

Country of origin	The Netherlands
Contact details	<p>Kroonstraat 25 Postbus 8300 3503 RH Utrecht The Netherlands</p> <p>Rachid Habchi, regional expert Rachid.Habchi@politie.nl</p> <p>Johan van Renswoude, chief of police district Utrecht Johan.van.rensouwde@politie.nl</p> <p>(+31) (0)6 53 11 80 93</p>
Last update	2016 and before

Name of the practice	<i>Training at the police academy</i>
Description	<p><u>Training about Counter Terrorism, Extremism and Radicalisation (CTER) is considered ‘priority training’ at the Dutch national police.</u></p> <p><u>The following training courses are delivered:</u></p> <p><u>One day training Basic Radicalisation and Terrorism (police and security partners)</u> This training, also suitable in a multidisciplinary setting (police, civil authorities and social or school workers), describes and addresses:</p> <ul style="list-style-type: none"> ○ The radicalisation process and the different forms of radicalisation and terrorism. ○ How to recognise radicalisation (indicators) and how to register radicalisation and deal with this information with regard to the police administration systems. ○ Case studies are discussed and many CoPPRa items are also included in the training. <p><u>One day training Advanced Radicalisation and Terrorism (law enforcement only e.g. police information and (covert) intelligence officers)</u> This training describes, addresses and discusses:</p> <ul style="list-style-type: none"> ○ Background information on the development of terrorism ○ How terrorists operate (terrorist planning and attack cycle) ○ Counter terrorism: the difference between police and intelligence operations ○ Several case studies. <p><u>One day training Attack Analysis (law enforcement only e.g. specialized police units Police VIP and SWAT teams)</u> This training is about attack dynamics: what happens before, during and after a (terrorist, criminal or lone- wolf) attack? How to recognise different attack types and what to do to minimise attack risk? This training is based on a detailed analysis of 20 different activist, individual or terrorist attacks.</p> <p><u>One day training Potentially Violent Lone Actors (is part of a new training for police officers dealing with administrative and control procedures in relation with shooting clubs)</u> This training describes the lone actor phenomena, such as definitions, different types of lone actors, e.g. lone wolves and school shooters. In terms of theoretical framework the pathway to intended violence is a central element in the training, as are methods of detection based on individual and operational indicators. Pro-active intervention methods are also discussed.</p> <p><u>Two days training Identifying Criminal and Terrorist Behaviour (Spotters training for police and security officers)</u> This training teaches police officers how to detect behaviour that is considered to be typical for criminals, attackers or terrorists. The intense two day training is a combination of theory and a lot of practical training exercises in the public domain.</p> <p><u>Two-three days training on codes of conduct and protocols</u> <i>A 2 to 3 day course will be held for police officers, community police officers, investigating staff and staff of information services. This training will be integrated in Basic Police Training (BPO) and</i></p>

	<p><i>Specialist Police Training (VPO). This training is an expanded and more up to date version of the existing training 'Basic Radicalisation and Terrorism'.</i></p> <p>In addition to the above, there are also several specialised modules on jihadism, terrorism and terrorist attacks for specialised police forces.</p>
Approach	<p>Training for first line practitioners Creating CVE infrastructure</p>
Target audience	<p>Authorities First responders or practitioners Law enforcement officers</p>
Deliverables	<p>The CoPPRa training manual and the in 2014 updated field guide.</p>
Evidence and evaluation	<p>Positive evaluation of presentation at the RAN Pol conference in Rome on spotting techniques. Moreover the Dutch police trained the Portuguese police units on spotting techniques. In 2017 and 2018 a total of 32,000 Dutch police officers will receive further briefings on new developments in radicalisation and terrorism.</p>
Sustainability and transferability	<p>As mentioned before the all the trainings are updated on a regular basis. Currently there is a lot of attention for Jihadism.</p>
Geographical scope	<p>The Police Academy was supportive in the CoPPRa project and former RAN conferences. So several countries in Europe</p>
Start of the practice	<p>All trainings exist already several years but are constantly updated.</p>
Presented and discussed in RAN meeting	<p>In 2013 several aspects of several above mentioned trainings were presented at RAN POL conference in Rome on 14-15 May.</p>
Relation to other EC initiatives	<p>CoPPRa, ISDEP, TaRDIS</p>
Organisation	<p><i>Police Academy, the Netherlands No European or other supportive financing structure. The trainings are financed via the Human Resource Management agency of the National Police organisation.</i></p>
Country of origin	<p>The Netherlands</p>
Contact details	<p>Arnhemseweg 348 7334 AC, Apeldoorn The Netherlands</p> <p>Koos Barten, Chief Inspector of Police School for Criminal Investigation Team Intelligence</p> <p>(+31) (0)55 5392000 (ask for Koos Barten)</p>
Last update	<p>2016 and before</p>

Name of the practice	<i>Web constables</i>
Description	<p>Web constables are police officers with active profiles in various social media networks (Facebook, VK.com, various Estonian forums). They participate in discussions and make themselves available to other users wishing to ask questions, offer support or make complaints about other people or the police. The web constables participate in different groups where users discuss local issues. They try to resolve cyberbullying cases wherever they occur (including gaming sites or forums where they are not usually active but may intervene in order to resolve conflict or issues amongst children or young people). These issues are sometimes more efficiently dealt with through social media.</p> <p>Their principal concern is minors, in particular those who might plan to attack schools. They carry out background checks in the police database and social media and pass this information on to local police departments who can provide the kind of localised information not available on social media (e.g. the presence of domestic violence, school issues, the feasibility of obtaining weapons). The final step for the web constables is to draw up a plan to support and assist the child or young person in question.</p> <p>Radical-leaning adolescents (chiefly so-called skinheads) have provided positive feedback – they are benefiting from the web constables' help in solving real-life problems without having to visit the police quarters. They reciprocate by providing information on minors wishing to become skinheads who display antisocial behaviour or on dangerous drivers.</p>
Approach	Community engagement/empowerment Educating young people
Target audience	Youth/pupils/students General public Online
Deliverables	<p>Questions are frequently posted on the police website. The web constables also maintain active Facebook pages providing the latest news in criminal activity and warnings about viruses or other relevant matters. The website is used to offer other public services such as Internet safety lectures or the safer Internet web page, and PowerPoint presentations explaining police work.</p> <p>They have also participated in numerous meetings, seminars and practical workshops.</p>
Evidence and evaluation	<p>The team receives approximately 5 000 letters every year. (e.g. domestic violence reports that are then forwarded to the appropriate department).</p> <p>More than 100 lessons to students, parents etc. are provided yearly, to raise public awareness of the web-constables.</p> <p>Questionnaires are given to the public to rate their police service, including the work carried out in social media, and the last two years have enjoyed a success rate of over 80 % (trust).</p> <p>A year ago, a questionnaire to determine children's awareness of online bullying and the police revealed that children knew more of the web</p>

	<p>constables than of the official police Lion Mascot Leo. 63 % of children knew who the web constables are and where to find them.</p> <p>In 2018, more than 100 seminars were held in schools for more than 4 500 students and parents on internet security, the rules of appropriate behaviour online, and how to deal with related problems.</p> <p>Web constables are considered the best tool for young people to reach or be reached by the police. Moreover, criminal investigations have been started based on information posted by users online, rather than a traditional notice to the police. People increasingly trust web constables and turn to them with their problems, while schools consider the teaching subject very useful.</p>
Sustainability and transferability	<p>Web constables receive an increasing number of letters each year. Also, the scope is increasing (more social media networks and users).</p> <p>Extra funds are not needed as the working police officers already receive a salary. Their equipment includes a computer, smartphone and an Internet connection.</p> <p>This scheme works in larger countries, too. Finland employs three full-time web-constables and more than 20 part time web constables (whose time is divided between social media and patrolling).</p> <p>The Facebook Law Enforcement group strongly supports the web constables' work – they have introduced this method to other countries, which has had a positive impact for us. Working alongside others to tackle abusive users or cyberbullying can move achieve a faster resolution. Also, we receive the latest updates on the network possibilities, which can be a key element in urgent cases.</p> <p>This scheme is more likely to succeed if the public trust the police, and if police visibility is high (e.g. lessons on internet safety or commenting on topics in media).</p>
Geographical scope	Estonia as well as Finland and Albania
Start of the practice	In June 2011, the first web constable started service, joined by the second in June 2012 and the third in April 2013.
Presented and discussed in RAN meeting	<ul style="list-style-type: none"> – RAN POL, 2013, Riga – RAN Derad regional meeting, 16-17 April 2015, Riga
Relation to other EC initiatives	European Crime Prevention Network (EUCPN)
Organisation	<i>The Estonian Police and Border Guard Board web-constables are financed by the police (they are part of the police).</i>
Country of origin	Estonia
Contact details	<p>Pärnu mnt 139 15060 Tallinn Estonia</p> <p>Contact person: Andrus Lootus</p>

	<p>Email: andrus.lootus@politsei.ee Telephone: +372 6123762</p> <p>Website: https://www.politsei.ee/en/nouanded/veebikonstaablid/ https://www.facebook.com/veebikonstaabel.andero https://www.facebook.com/veebikonstaabel.ville https://www.facebook.com/veebikonstaabel.3</p>
Last update	2019

Name of the practice	<i>EXIT SCS ONLUS</i>
Description	<p>In the process of facilitating exit and distancing processes, EXIT uses intensive one-on-one settings. Facilitators employ empowering, coping and reflecting strategies in order to psychologically strengthen clients' self-esteem and resilience.</p> <p>Voluntary engagement on the side of the client is a methodological prerequisite, while motivational interviewing may be held in the lead-up towards a full exit facilitation. Practitioners will consider the level of engagement of the client and determine the best activities to improve or motivate change.</p> <p>The base principles of this work are characterised by psychological and psychotherapeutic interaction principles like empathy, trust and work-relationship building, as reflected by the EXIT practitioners. At the same time, some EXIT practitioners share the knowledge and experience of their clients, being former members of cultic and violent extremist groups – which also sometimes renders them more credible messengers.</p> <p>On another level, measures are applied to enhance critical thinking. In EXIT's work, critical thinking methods focus primarily on abusive group issues, but on occasion, they may also cover issues of prejudice, racism, xenophobia and ethnic/cultural polarisation. At the same time, counselling and information for high-demand groups' issues is provided, as well as legal and medical advice. Generally, we avoid discussions and debates that usually result in the same opinion prevailing.</p> <p>EXIT is also engaged in training people in close contact with violent extremists.</p>
Approach	<p>Exit strategies</p> <p>Training for first line practitioners</p>
Target audience	<p>Violent extremists</p> <p>Formers</p> <p>Health practitioners</p> <p>Families First line responders or practitioners</p> <p>Prison/probation/judicial practitioners</p>
Deliverables	<p>EXIT has produced several handbooks on bullying and discrimination at work, psychological manipulation and others.</p>
Evidence and evaluation	<p>EXIT's work can facilitate exiting from manipulative environments, and it is intended to minimise and prevent the initial states of radicalisation that may draw individuals to become increasingly involved in coercive and manipulative environments. There is enough evidence that preventive action can achieve satisfactory results.</p>
Sustainability and transferability	<p>EXIT is engaged in a number of projects at national and European level.</p>
Geographical scope	<p>North-east Italy</p>

<p>Start of the practice</p>	<p>Although most of the professionals who founded EXIT had collaborated in other capacities previously, in 2011 they decided to set up EXIT SCS ONLUS, as a means of running projects for public institutions. EXIT's work has thus far been focused chiefly on discrimination and violence in environments such as work, religious groups, one-on-one and psychologically abusive group relationships. EXIT has recently brought in specialists who provide counter violence interventions.</p>
<p>Presented and discussed in RAN meeting</p>	<p>The EXIT multidisciplinary group of professionals has been presented to RAN DERAD since the first Stockholm meeting in 2012.</p>
<p>Linked to other EU initiatives or EU funding</p>	<p>EXIT is one of the co-beneficiaries of the EU project 'Raising awareness and staff mobility on violent radicalisation in prison and probation services' (RASMORAD) financed by the EU programme Horizons 2020.</p>
<p>Organisation</p>	<p>EXIT SCS ONLUS is a social enterprise founded in 2011. The cooperative works mainly with public institutions. Among its current professional staff are a lawyer, a psychotherapist, an educator, family mediators, a psychiatrist, and specialists in countering violence intervention.</p> <p>Mission The organisation's mission is to design and manage social assistance services for issues of abuse and harassment (e.g. bullying or domestic violence), by setting up aid centres and information helpdesks, organizing informational and awareness activities, and offering educational and rehabilitation services (such as self-help groups), empowerment activities, workshops, and evaluation activities for workers with stress-related concerns. The organisation also engages in prevention services, assessment and diagnosis, measurement of well-being and quality of life in various domains (work, school and family).</p> <p>Activities and recipients of services:</p> <ul style="list-style-type: none"> - workers who consider themselves victims of harassment and physical and mental bullying, and those individuals and families living in a state of distress as a result; - victims of domestic violence and their families; - victims of bullying and their families; - members and former members of cultic groups and their families; - violent extremists and their families; - practitioners in close contact with violent extremists, e.g. social workers, mental health professionals, workers of the justice system. <p>Main activity Since its setup in 2011, the organisation has managed the aid centre for harassed workers, Antimobbing of the Province of Udine, and the Tolmezzo Information Help-Desk.</p> <p>Since 2012, the organisation has been included in the European Commission working group, Firstline Deradicalisation Interventions and Practitioners (RAN DERAD) to counter violent extremism, and has participated in several meetings held in European cities.</p>

	<p>Since 2013, it has been responsible for the professional consultations for the Family Support Center of SOS ABUSI PSICOLOGICI.</p> <p>EXIT is now involved in an EU project carrying out research on prisons.</p>
Country of origin	Italy
Contact details	<p>Address: Via ROMA n. 42 33100 UDINE (UD) Italy</p> <p>Contact person: Cristina Caparesi Email: exitonlus@gmail.com and c.caparesi@gmail.it</p> <p>Telephone: +39 432504129 and +39 3384440566</p> <p>Website: http://www.exitonlus.it</p>

Name of the practice	<i>Nazis against Nazis - Germany's most involuntary charity walk</i>
Description	<p>Right-wing extremism still constitutes a significant problem in Germany. The scene has more than 25,000 members - and this figure is on the rise. Once people are stuck in the marshes of right-wing extremism, it is difficult to leave again. But there are groups and organizations providing crucial assistance e.g. EXIT-Germany, which can look back on 15 years of experience in successfully helping neo-Nazis who want to leave the far-right community. However, EXIT-Germany still receives far too little attention and donations for their significant work. Many people rather donate money to larger, well-known charity organizations. Thus, the organization is struggling with its own existence every year.</p> <p>The challenge: We need to create a social buzz idea around the work of EXIT-Germany, which would reach a broad audience and incite them to donate money for the cause. However, during the past few years, EXIT-Germany gained an outstanding reputation for creative and innovative approaches in countering right-wing extremism in Germany. For example, the “Trojan T-Shirt“ campaign, in which EXIT-Germany slipped T-shirts with an imprinted neo-Nazi-logo to attendees of a right-wing rock festival. After having washed the shirt once, the logo disappeared and revealed a pertinent message: "What your T-shirt can do, you can do too - we will help you to leave right-wing extremism behind. EXIT Germany." With a total budget of only €5,000 to start with, the campaign turned out to be a huge success.</p> <p>Demonstrations are a powerful tool that neo-Nazis often use in order to show their alleged strength. Under the guise and protection of freedom of speech, neo-Nazis regularly subvert their right for demonstrations and 'take over' German towns. Generally, the residents demonstrate their discontent with the unwanted visitors by counter-demonstrations or verbal attacks. However, usually these measures have no real effect on the neo-Nazis. Yet, there has been no truly effective initiative to counter neo-Nazi demonstrations.</p> <p>Developing and implementing a new strategy that helps towns in their struggle against neo-Nazi demonstrations, while supporting EXIT-Germany's work. Turning a neo-Nazi demonstration upside down: from a right-wing extremist march, into a charity walk. In Germany charity walks (or sponsored runs) are well known and a common idea to raise money for a good cause. The usual procedure is to collect a certain amount of money from sponsors prior to the event, which is then earned step-by-step by the event participants.</p> <p>Consequently, we applied this procedure to our idea: For every meter the neo-Nazis marched, €10 would be donated to EXIT-Germany. This would face the neo-Nazis with a dilemma: either walk and collect for their own drop-out or abandon the demonstration.</p>

Approach	Delivering alternative narratives Community engagement/empowerment
Target audience	General public Violent extremists Formers
Deliverables	www.rechtsgegenrechts.de 1. Video (engl): https://www.youtube.com/watch?v=KvjIYL_Nlao 2. Video: (engl): https://www.youtube.com/watch?v=kHz_Wrv1mKk
Evidence and evaluation	<p>With €0 spend on media and just €5,000 invested in the campaign elements, we exceeded our first objective of magnifying the impact of our campaign, hence, to deliver extensive campaign awareness. Whilst no explicit goal was set, the campaign has out-performed all previous activities by EXIT-Germany: we reached 24 million people in Germany via TV and print, which equals €1 million media value. We counted 279 million campaign impressions online, across 64 countries and as the event unfolded, the news was picked up by traditional media worldwide. They all reported on EXIT-Germany and the "Miracle of Wunsiedel", using the campaign's images, texts and video footage. Individual elements included in our campaign:</p> <p>1. Nazis against Nazis Microsite: As a result of our specially dedicated Facebook and Twitter channels and influential advocates, such as Hans Sarpei and STERN Magazine, we saw more than 21,000 visitors following the march live on the microsite. Overall we counted more than 155,000 individual visitors in only one week.</p> <p>Nazis against Nazis Facebook Page: - 72.600 people engaged with the page's content - 4.7 million post impressions in one week - More than 5,000 site likes in 48 hours (8,700 in one week) - 13.900 timeline visits in one week - 19.700 likes, comments and shares in one week</p> <p>Nazis against Nazis Youtube Page: - 2.8 million views in total (English + German) - 4.700 shares, with the majority on Facebook - 12.808 likes</p> <p>Twitter: -13.000 mentions on Twitter -The campaign acknowledged as being 'well-played', 'genius', 'a must-see and 'a great example of creative activism'.</p> <p>The "Nazis against Nazis" website has been altered to become a fundraising tool for other communities and contexts and now functions as a role model for German anti-Nazi campaigns, with several cities adopting the new fundraising mechanism in their struggle against neo-Nazi demonstrations.</p>

	<p>In Germany ran until the end of 2015, more than 14 involuntary charity runs. In total were collected around the 40,000 euros for dropouts and other refugee projects.</p> <p>Awards: (not all)</p> <ul style="list-style-type: none"> - Central German Fundraising Award - German Fundraising Award - Nominated für den IndexAward 2015 - Nominated CIVIS Mediaaward 2015 - IFC Global Award - Lead Award - Policy Award - Cannes Lion - ADC Award - Clio Award
Sustainability and transferability	Modified potentially transferable
Geographical scope	Germany / Wunsiedel
Start of the practice	15.11.2014
Presented and discussed in RAN meeting	10.12.2015, Berlin, RAN Counter & Narrative
Relation to other EC initiatives	None
Organisation	<p><i>EXIT-Germany is an initiative to help anyone who wants to break with right-wing-extremism and to start a new life.</i></p> <p><i>EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. EXIT-Germany was founded by criminologist and former police detective Bernd Wagner and former neo-Nazi leader Ingo Hasselbach. EXIT-Germany has been working since summer 2000 to provide assistance to dropouts from extreme and violent right-wing environments.</i></p>
Country of origin	Germany
Contact details	<p>EXIT-Deutschland Bundesinitiative - Ausstiege aus dem Extremismus Postfach 760112, 10382 Berlin</p> <p>Fabian Wichmann fabian.wichmann@exit-deutschland.de</p> <p>0177 - 2404806</p> <p>http://www.exit-deutschland.de/english/</p>
Last update	2016

Name of the practice	<i>Trojan T-Shirt</i>
Description	<p>‘Operation Trojan T-Shirt’ evolved in cooperation with an advertisement agency in order to target the neo-Nazi scene directly. On August 6th 2011 t-shirts showing a skull with the text ‘Hardcore Rebels’ and a flag of the Free Forces (militant neo-Nazi groups copying left wing strategies and methods) were distributed for free at a rightwing rock festival (‘Rock for Germany’) in Gera, which was organized by the nationalist party NPD in Thuringia. The surprise effect became visible after having washed the T-shirt once. Our message appeared: ‘What your T-shirt can do, you also can do - We help you to free yourself from rightwing extremism. EXIT-Germany’.</p> <p>The goal was to increase the awareness and popularity of EXIT-Germany in the scene and to particularly target the youths that have not yet firmly settled in the rightwing extremist scene. We are very well aware of the fact that this project does not have an immediate effect, however after the operation the number of persons contacting EXIT and asking for help to leave the movement tripled. In addition, when thinking about leaving the scene, a right-wing extremist might remember us later on. Our “Operation Trojan T-shirt” has been the most successful project in a range of Trojan flyers, postcards and podcasts distributed by EXIT.</p> <p>The idea was to produce a T-shirt with a message that would appeal superficially to right-wing extremists, but that would later reveal a hidden message after its first wash. The extremist, within the privacy of their own household and away from the oppressive peer presence of other right-wing extremists, would get to see a message encouraging them to seek help to exit the far-right scene.</p> <p>Hundreds of free T-shirts handed out at a right-wing rock festival in the eastern German state of Thuringia contained a secret surprise. Upon washing, the original graphic faded to reveal a clandestine message.</p> <ul style="list-style-type: none"> • The number of right-wingers that contact the group for consultation about exiting the scene. With some funding coming from the federal government, the organisation needs to be transparent in the success rate and costs of re-radicalising neo-Nazis. • High public awareness for EXIT and its activities using asymmetrical, disruptive tactics. Awareness outside the neo-Nazi scene is particularly important from a fundraising point of view - donations are what allows the organisation to carry out more activities.
Approach	<p>Delivering alternative narratives</p> <p>Educating young people</p>
Target audience	<p>Violent extremists</p> <p>Formers</p> <p>General public</p>
Deliverables	<p>Video: http://y2u.be/CSlbsHKEP-8</p>

<p>Evidence and evaluation</p>	<p>The first thing that happened, as expected, was that the organisers and the active neo-Nazis became aware of the message being planted in their midst, and they reacted in just the way we wanted: a group SMS text message was sent around and forwarded among the neo-Nazis to warn and alert others to the threat posed by the Trojan T-shirt. Thus, extremists who would have remained completely oblivious to the T-shirt's existence and the message, suddenly had EXIT on their radar. From this point onwards, the same warning message was posted on far-right pages on Facebook, which led to many far-right fans conceding that the method (if not the message) was worthy of appreciation.</p> <p>Once it was on Facebook, the message was unstoppable, and it spread rapidly across the Internet and over 300 news outlets from all over the world reported on EXIT and the "Trojan Shirts" - an impression can be gained in this video: http://y2u.be/CSlbsHKEP-8</p> <p>Just behind the death of the popular German Zumorist Loriot, the "Trojan Shirts" were the second most widely discussed topic on German websites during the month of August 2011.</p> <p>Furthermore, the two German articles most frequently recommended on Facebook during the same month were about the "Trojan Shirt".</p> <p>The media equivalence value of TV, radio and print media in Germany, home of the activity, was €201,000 (source: MMO Media Market Observer GmbH - Mediaclipping); 50 times higher than the spend for the initiative. And if we had considered the media coverage globally, the figure would have been far higher.</p> <p>But the bottom line is the most important thing, and for EXIT, this is the number of consultancies requested by neo-Nazis seeking to leave the scene: With the Trojan coup, we trebled the exit-consultancy-rate (meaning active neo-Nazis that make their first anonymous enquiry about distancing themselves from the scene). Furthermore, with every defection from the scene, it creates a wider uncertainty among those left behind. Six doesn't sound like a huge number, but within the scene, someone who plucks up the courage to find out how they can leave this violent and oppressive environment is worth their weight in gold.</p>
<p>Sustainability and transferability</p>	<p>Modified potentially transferable</p>
<p>Geographical scope</p>	<p>Germany / Gera</p>
<p>Start of the practice</p>	<p>2011</p>
<p>Presented and discussed in RAN meeting</p>	<p>10.12.2015, Berlin, RAN Counter & Narrative</p>
<p>Relation to other EC initiatives</p>	<p>None</p>
<p>Organisation</p>	<p>EXIT-Germany is an initiative to help anyone who wants to break with right-wing-extremism and to start a new life.</p>

	<p>EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. EXIT-Germany was founded by criminologist and former police detective Bernd Wagner and former neo-Nazi leader Ingo Hasselbach. EXIT-Germany has been working since summer 2000 to provide assistance to dropouts from extreme and violent right-wing environments.</p>
Country of origin	Germany
Contact details	<p>EXIT-Deutschland Bundesinitiative - Ausstiege aus dem Extremismus Postfach 760112 10382 Berlin</p> <p>Fabian Wichmann fabian.wichmann@exit-deutschland.de</p> <p>0177 - 2404806</p> <p>http://www.exit-deutschland.de/english/</p>
Last update	2016 and before

Name of the practice	<i>Donate the hate</i>
Description	<p>Donate the hate, turning hate-comments into involuntary donations for refugees and against the far right. The internet is currently overflowing with racist and xenophobic comments. We've got something against this. A very simple idea. We present: DONATE THE HATE - the first ever involuntary online charity initiative. The idea behind it: for every misanthropic comment, we make a DONATION OF 1 EURO. To refugee projects run by the 'Aktion Deutschland Hilft' campaign and 'EXIT-Deutschland', an initiative against right-wing extremism.</p> <p>This way, the haters and the trolls are making a donation against their own cause. A bit of a catch-22 for them, probably. The funds we use to turn hate comments into involuntary donations are being provided by our fantastic partners and supporters. Through this, we set a united example of human dignity and a tolerant Germany.</p> <p>DtH based on the idea of Nazis against Nazis. For the implementation, we have designed a microsite and set up a Facebook page, which is the center. With the Facebook page, registered users can make semiautomated, via an interface, hate comments into involuntary donations. For this purpose we and our partners, have designed and programmed an APP, which makes the commentary possible via an API interface. On the microsite can be found some commented hate comments as well as a top ten involuntary donators. All anonymous. Donations for the action coming from Partneren as: Radio Stations, Newspapers and television stations. Facebook also supports the campaign.</p> <p>What is a hate-comment? The term 'hate comment' refers to statements made on social networks that humiliate, denigrate or belittle human dignity, or incite or threaten violence, based on their actual or presumed affiliation to a social group, political views, social status or simply because of external characteristics. Such statements are directed in a generalised manner towards the group as a whole (racist, anti-Semitic, xenophobic, homophobic, derogatory towards disabled or homeless people or sexist). Some hate comments may also be liable for criminal prosecution.</p>
Approach	<p>Delivering alternative narratives</p> <p>Community engagement/empowerment</p>
Target audience	<p>Online</p> <p>Violent extremists</p> <p>General public</p>
Deliverables	http://www.hasshilft.de/index_en.html
Evidence and evaluation	<p>Facebook Page: - 500.600 people engaged with the page's content in the first week</p>

	<p>- More than 8,000 site likes in 48 hours (21,000 in two months) - 100.000 - 250.000 timeline visits weekly</p> <p>Many German and international news and television stations report on DTH. More than 5000 Eur donations in two months. The evaluation of DTH is done currently.</p>
Sustainability and transferability	<p>Modified potentially transferable An English version of DTH is nearing completion</p>
Geographical scope	Germany / Online
Start of the practice	24.10.2015
Presented and discussed in RAN meeting	10.12.2015, Berlin, RAN Counter & Narrative
Relation to other EC initiatives	None
Organisation	<p><i>EXIT-Germany is an initiative to help anyone who wants to break with right-wing-extremism and to start a new life.</i></p> <p><i>EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. EXIT-Germany was founded by criminologist and former police detective Bernd Wagner and former neo-Nazi leader Ingo Hasselbach. EXIT-Germany has been working since summer 2000 to provide assistance to dropouts from extreme and violent right-wing environments.</i></p>
Country of origin	Germany
Contact details	<p>EXIT-Deutschland Bundesinitiative - Ausstiege aus dem Extremismus Postfach 760112, 10382 Berlin</p> <p>Fabian Wichmann fabian.wichmann@exit-deutschland.de</p> <p>0177 - 2404806</p> <p>http://www.exit-deutschland.de/english</p>
Last update	2016 and before

Name of the practice	FORESEE
Description	<p>The Foresee Research Group uses restorative principles and approaches (dialogue processes and encounters) to prevent escalation of conflict. The focus is on prevention at school level: work is carried out with teachers and parents, who are trained to engage in open non-violent communication.</p> <p>Foresee also carries out restorative projects at prison level, working with ‘in-cell’ and ‘staff-inmate’ conflicts. The group strives to empower prisoners by discussing the meaning of conflict and by exploring appropriate means of expression and practicing anger management.</p> <p>With regard to method, Foresee applies a range of techniques quite flexibly: mediation, conferencing, peace-making circles, family group conferencing, facilitated discussions and one-to-one restorative dialogue.</p> <p>Foresee’s main projects include:</p> <ul style="list-style-type: none"> • ‘Mediation and restorative justice in prison’ (2009-2012) • ‘Peace-making circles in Europe’ (2011-2013) • ‘Resolving disputes in twenty-first century’ (REDICT) (2011-2013) • ‘Developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies’ (ALTERNATIVE) (2012-2016). <p>Foresee’s multi-agency team of researchers and facilitators work with disadvantaged groups, local communities, schools and non-governmental organisations (NGOs), as well as practitioners and policymakers in criminal justice fields (victim support, offender processing, probation and prison work), social welfare and education. A particularly promising aspect of Foresee’s approach is that it is safely anchored in well-established restorative justice methodology; it can adapt and advance into prevention work against hate crime and extremism.</p> <p>Foresee has recently completed its pilot project on mediation and restorative justice in prison, working with staff, inmates, families and victims. It is exploring new methodologies appropriate for hate crime and extremism and for deradicalisation intervention.</p> <p>Foresee is running diverse action research projects which also provide conflict resolution practices (including training sessions) using the restorative justice approach. The research targets community-level conflict (in villages and smaller localities) in schools and juvenile homes as well as in the criminal justice and prison context.</p> <p>Throughout these projects, Foresee tackles problems such as stereotypes, prejudices, aggression, lack of understanding and intolerance, among many others. On the one hand, these issues are often at the root of aggressive behaviour, when it is motivated by violent and hateful ideas/thoughts. On the other hand, they are also symptoms of other, underlying social problems that need to be addressed.</p> <p>Since 2009, Foresee has been co-founded through its projects with the national and European programmes listed below.</p>

	<ul style="list-style-type: none"> - 2015-2016: partner in the international ‘Education for sentenced minors and adults (ESM-YA)’ project, funded by the European Commission’s Lifelong Learning Programme. - 2015: implementing restorative practices in the Rákospalota Juvenile Institution – a training project funded by the Ministry of Human Resources. - 2014-2015: in cooperation with Focus and Inhall Researching Ltd, the Foresee Research Group was responsible for conducting qualitative and quantitative research at the request of the Ministry of the Interior. The aim was to evaluate and follow up on EU-funded prison projects carried out in Hungarian prisons: it involved 80 in-depth interviews, 500 questionnaires and 14 focus groups. - 2014-2015: in cooperation with Focus and Inhall Researching Ltd, the Foresee Research Group was responsible for conducting quantitative research at the request of the Ministry of the Interior. The survey’s (n=2000) aim was to evaluate the impact of a 2-year-long community-policing programme implemented in 5 Hungarian cities. - 2012-2016: Hungarian partner in the consortium for the FP7-funded project, ALTERNATIVE (‘Developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies’). This involved leading the action research site in Hungary. - 2012-present: active membership in the European Commission-funded Radicalisation Awareness Network (RAN) Deradicalisation working group and in its Centre of Excellence, coordinated by Radar (the Netherlands). - 2011-2013: action research on implementing peace-making circles in the criminal justice system for a project funded by the European Commission’s Criminal Justice Programme, JUST/2010/JPEN/AG/1609 (consortium leader: University of Tübingen, Germany). - 2011-2013: ‘Resolving disputes in the 21st century’ (REDICT), an international exchange project funded by the European Commission’s Grundtvig Programme.
--	--

	<ul style="list-style-type: none"> - 2009-2010: evaluation and sustainability analysis of 100 crime prevention projects, funded by the Hungarian Crime Prevention Board of the Ministry of Justice . - 2010: ‘Climate+: community conflict resolution in schools’, a methodological development project funded by the Ministry of the Interior. - 2009-2012: consortium leader of the EU-funded project ‘Mediation and restorative justice in prison’ (MEREPS) (JLS/2008/JPEN015-30-CE-0267156/00-39; partnering countries: Germany and the United Kingdom). - 2009: ‘Community conflict resolution in Nagybörzsöny’, a research and training project funded by the Ministry of the Interior’s National Crime Prevention Board.
Approach	Community engagement/empowerment
Target audience	Youth/pupils/students Prison/probation/judicial practitioners Educators/academics
Deliverables	<p>Completed projects are disseminated; selected deliverables are listed below.</p> <ul style="list-style-type: none"> - Foresee has produced several videos on the method of diverse dialogue approaches in schools, in local communities, and within the judicial system. All videos are subtitled in English (see http://www.foresee.hu/en/films/ online). - ‘Positive climate project’: Preventing aggression and building positive social climate in schools (see http://klima.foresee.hu/en/ online). - Barabás, T., Fellegi, B., & Windt, S. (2012). Responsibility-taking, relationship building and restoration in prisons. <i>Mediation and Restorative Justice in Prison Settings</i>. Budapest: PT Műhely. - Fellegi, B., & Szegő, D. (2013). Handbook for Facilitating Peacemaking Circles. Budapest: PT Műhely. Retrieved from http://www.foresee.hu/uploads/tx_abdownloads/files/peacemaking_circle_handbook.pdf
Evidence and evaluation	<p>Each Foresee project is thoroughly (self-)evaluated and followed up by qualitative research. All project activities (training sessions, workshops, conferences, etc.) are concluded by evaluations (questionnaires).</p> <p>These evaluations are available in the English publications section at http://www.foresee.hu/en/publications/ online.</p>

	<p>Findings on the applicability of restorative justice within intercultural communities are included in publications on the ALTERNATIVE research programme (funded by the European Commission's FP7). All research publications are available on the project's website: see http://www.alternativeproject.eu/publications/public-deliverables/online.</p> <p>Our findings on the effectiveness of peacemaking circles in criminal cases are available in the project's final reports: Weitekamp, E., Kerner, H. J., Ehret, B., Aertsen, I., Parmentier, S., Vanfraechem, I., Benedek, G. Dhondt, D., Fellegi, B., Szegő, D. Windt, Sz. & Barabás, T. (2015). Developing Peacemaking Circles in a European Context. Main Report. In: <i>TÜKRIM</i>, Band 34.-35. Retrieved from http://dx.doi.org/10.15496/publikation-10134 and http://dx.doi.org/10.15496/publikation-10929</p>
Sustainability and transferability	<p>Sustainability and adaptability are key principles in our approaches – we have succeeded in implementing restorative practices in highly diverse and challenging contexts and could successfully take part in international best practice exchanges.</p> <p>Our projects are always built on local human resources and competencies, and by empowering these resources and competencies, we strive for a successful and participatory implementation process that involves the target groups.</p>
Last update	2017

Name of the practice	Democracy Factory/V-LAB Express
Description	<p>The Democracy Factory is an interactive exhibition on democratic citizenship where visitors (children and young people aged 10-18 years, as well as adults) can enjoy a hands-on experience in a stimulating environment. Visitors are presented with challenges, and must exchange opinions and engage in discussion in order to complete their visit.</p> <p>The Factory consists of 12 galvanised steel modules on wheels, connected with pipes to lead electricity. When students work in the factory, they produce factory sounds with the devices and machines. About 50 assignments are constructed in these modules, on many devices and machines. During the week, children and youngsters visit the exhibition as part of their school activities.</p> <p>After school hours and at weekends, adults are also welcome, in the context of adult education, parent conferences or neighbourhood meetings.</p> <p>The exhibition offers three main learning levels that vary in complexity and length, and are suited to students of different schools and grades. Students work in pairs and follow a course using a small booklet or digital device that guides them through the assignments and questions. Each student is provided with one of these booklets or devices, which also function as a notebook in which to record answers and opinions. The exhibition has a solid structure and is based on self-directed learning. Students work at their own pace and learning level, and make their own way through the exhibition. There are only 1 or 2 instructors needed for a group of 30 students and their teacher. The instructors host the students and are trained to guide them if required.</p> <p>At first sight, the interactive exhibitions appear to address many kinds of social problems, but visitors soon discover that the themes and missions inspire self-reflection. They will dive into a dialogue focused on their own world views, doubts, opinions, prejudices and ambitions.</p> <p>Most of the assignments in the exhibition contain a self-correcting mechanism. For instance, one assignment requires students to distinguish between democracy and dictatorship by assigning blocks with certain characteristics to the corresponding category. When completed correctly, the stacks of blocks should all reach the same height, to allow students to check their answers.</p> <p>In terms of exploring opinions, several assignments provide feedback. For example, in an assignment on freedom of speech, students are asked to form opinions on six statements: while they are engaged in doing this, conflicting information is provided as a means of stimulating discussion. After the assignment, students are given feedback on their choices, which takes the form of comments like 'For you, freedom is very important; you don't like rules. You decide for yourself what is best for you'.</p> <p>After completing the assignments, students receive a certificate with feedback on their opinions. Students given the booklet record about 20 answers and observations in an online application for the feedback; students given a tablet use the device's button to receive feedback on screen. The certificate is based on about 600 standard lines in an</p>

	<p>application, and only provides feedback on opinions; it expresses a neutral, non-judgemental (i.e. not moralistic) approach based on widely accepted constitutional law principles.</p> <p>Occasionally, students visit who support sharia law and/or hold the opinion that homosexuality is a punishable offence. Their certificate contains the following text: 'You can have this opinion, but it is not accepted to punish homosexuals in our country; they can freely live their lives as they wish'.</p> <p>Most students appreciate the feedback and use it in their graduate portfolios as proof of their work in the Factory.</p> <p>Our own experiences in several countries with various museums and educational institutions taught us a great deal: many students and teachers working in our exhibitions shared comments and feedback. Their input showed us that many serious social dilemmas can be put on the table for discussion, and that learning can be exciting and fun.</p> <p>Our approach is characterised by certain features, all representative of an interactive methodology, which:</p> <ul style="list-style-type: none"> - contains diverse learning concepts to accommodate diversity and different learning styles; - includes value clarification and communication instead of taking a moralistic approach; - offers innovative means of self-directed learning; - presents social problems as a challenge relevant to all; - can be implemented in various forms: traveling exhibitions, table exhibitions and educational software; - includes a process evaluation with clear, transparent and SMART-designed objectives; - uses the target group as a source, and draws themes from the local context. <p>The students:</p> <ul style="list-style-type: none"> - have an enjoyable learning experience; - can handle facts and opinions; - can deal with sensitive issues and prejudices; - learn about the scapegoat phenomenon; - learn through peer interaction; - recognise how peace and democracy are embodied in their daily lives; - enjoy learning by doing; - clarify and communicate social values; - employ multiple intelligence tools; - can use several learning styles as a springboard; - have the experience of feeling like part of a given social problem as well as part of its solution. <p>The teachers:</p> <ul style="list-style-type: none"> - are mediators and partners in learning; - cooperate in the pupils' exploration, instead of merely transferring information; - enjoy teaching pupils who find learning a pleasure; - foster independent thought; - communicate and clarify social values; - experience greater satisfaction in their profession; - have mentioned that this learning process has had a positive effect on the social context.
Approach	Educating young people

Target audience	Youth/pupils/students Educators/academics
Deliverables	Each exhibition has its own deliverables: <ul style="list-style-type: none"> - blueprint texts - blueprint design - guidebook or device (tablet) for visitors - teaching manual - internet application certificate - printed certificate - brochure and campaigning material - facility script for organising local groups - interactive exhibition.
Evidence and evaluation	<p>The interactive methodology is thoroughly tested in the travelling exhibitions by peer review and process evaluation: this means that assignments in the development and design process are tested using the target groups as a source. We have also carried out several qualitative and image evaluations. Throughout the years, all the monitoring reports from different countries have been incorporated into new projects.</p> <p>In spring 2011, the effect of the Fortress of Democracy in Utrecht was investigated by the Social Psychology Department of Amsterdam University. This investigation, using a pre- and post-measure group, found that broadly speaking, young people aged 16 to 18 in vocational training colleges acquire more knowledge on democracy and hold more democratic opinions.</p> <p>It is worth noting that young male visitors learn more than young female visitors. Young women enter the exhibition having a higher level of democratic awareness, which is understandable considering the higher social and psychological maturity level of young women in general. It is also worth noting that young men exit the programme having attained the same level of maturity as the young women.</p> <p>One year later, a new statistical research project was launched as part of the same exhibition, to investigate the level of confidence in democracy of students in minority and majority groups. We found that the exhibition strengthened confidence in democracy more in the minority group.</p> <p>An article on this research was published in the <i>Journal of Peace and Psychology</i> in 2019 (Feddes, A. R., Huijzer, A., van Ooijen, I., & Doosje, B. (2019). Fortress of democracy: Engaging youngsters in democracy results in more support for the political system. <i>Peace and Conflict: Journal of Peace Psychology</i>, 25(2), 158. Retrieved from https://psycnet.apa.org/record/2019-25195-005).</p> <p>These findings cannot be generalised to apply to other exhibitions too, although quantitative research into the learning effects of the Democracy Factory confirms these findings. The research showed that young people aged 14 to 16 tend to leave the exhibition with more nuanced opinions than they indicated holding before visiting the project. A related article was published in May 2015.</p> <p>The aim of the exhibition is to foster dialogue and social cohesion. It is designed with a specific group in mind: young people at the initial stages of radicalisation, expressing indignation at injustice and doubt in the power of democracy to help them realise their ideals. The exhibition is quite an effective preventive educational means.</p>

	<p>The Fortress of Democracy (2007) was evaluated by Amsterdam University's Department of Social Psychology in 2011 and 2012, by students under the supervision of Prof. Bertjan Doosje, who has published several articles in the field of (de-)radicalisation.</p>
Sustainability and transferability	<p>The interactive mobile exhibitions are quite sustainable: they travel from village to city every 3 or 4 weeks, are installed in community houses, schools, churches and sport facilities, and are serviceable for at least 5 years. On average, an exhibition will welcome 500 visitors a week and 25 000 a year. Some exhibitions, like the Fabrique de la Paix (2007), are still travelling through France. The interactive methodology is easy to transfer, and is crucial to the success of the exhibition.</p> <p>There are several options for transferring the contents and methodology, depending the context and demands of specific countries.</p> <p>Thanks to intensive cooperation between partners in different countries, we have developed and produced a complete project in the Netherlands, including internet applications, blueprints, teaching manuals, etc. The costs, once shipping and delivery has been accounted for, total about EUR 140 000, although this may vary depending on the time schedule of the project, the volume of new assignments and specific demands.</p> <p>At a less intensive level of cooperation, the contents and methodology of a new interactive exhibition are to be transferred and elaborated and/or developed with another partner for 40 to 45 assignments. The project will be designed and produced in the partner country. In this instance, and including copyrights and consultancy, costs run to about EUR 15 000 (while also depending on the same conditions as the project mentioned previously).</p>
Geographical scope	<p>Peace Education Projects produced roughly 25 permanent and travelling interactive exhibitions in the Netherlands and around 10 European countries, as well as in Russia and Israel.</p> <p>Some were our own initiatives, but they were mostly run in cooperation with museums and educational institutions: the Olympic Museum Lausanne (Hope Factory 2010), Ligue de l'Enseignement Paris (Fabrique de la Paix 2007), BELvue Museum Brussels (Democracy Factory 2012), Prodemos The Hague (Democracy LAB 2013) and Museum Rotterdam '40'45 (BYC Build Your City 2015).</p>
Start of the practice	<ul style="list-style-type: none"> - Fabrique de la Paix - Fr (2007) - Fortress of Democracy (2008) - Democracy Factory Belgium - Fr/NL (2009) - Hope Factory Switzerland (2011) - Democracy Factory NL (2014) travelling - Democracy LAB NL (2014) permanent - Freedom Crossover (NL) (2016) permanent - V-LAB Express NL (2020) travelling Freedom Crossover (1:56): https://vimeo.com/180187057 <p>Other exhibitions and workbooks have been developed and produced in the past decade, all based on monitoring and chain evaluation.</p>

Presented and discussed in RAN meeting	<p>The Fortress of Democracy was presented in one of the Radicalisation Awareness Network, Voices of Victims of Terrorism (RAN VVT) sessions on 6 and 7 June 2013 in Madrid (The Voice of Victims on schools: a variety from personal engagement to part of an educational programme).</p> <p>The Democracy Factory also participated in a break-out session at the Cities Conference on Foreign Fighters to Syria.</p>
Linked to other EU initiatives or EU funding	<p>Peace Education contributed to the National Knowledge Centre for Post-Disaster Psychosocial Care (IMPACT) to share its evaluation research of the Democracy Factory in spring 2015.</p> <p>Other European networks it participates in are informal and cooperation based (e.g. Youth in Action, Erasmus, DG Education and Culture).</p> <p>The foundation's work is project based and is funded by various sources, including private sponsors and European funding.</p>
Organisation	<p><i>Foundation Peace Education Projects is a non-governmental organisation (NGO) whose mission is to develop and produce educational projects (like exhibitions, workbooks, films, etc.) based on an interactive methodology in the fields of peace, diversity, democracy, conflict resolution and international cooperation. The foundation has few staff members: about 15 dedicated freelance workers and about 100 volunteers. Various mobile exhibitions are taken on tour across the Netherlands and Belgium (bilingual).</i></p>
Country of origin	Netherlands
Contact details	<p>Peace Education Projects - Fortress of Democracy Lucas Bolwerk 10 3512 EH Utrecht Netherlands</p> <p>Contact person: Jan Durk Tuinier Email: vrede@xs4all.nl; jandurktuinier@xs4all.nl (private email address) Telephone: +31 683833358</p> <p>Website: http://www.vredeseducatie.nl/</p>
Last update	2019

Name of the practice	<i>Swedish method of working with formers in Exit work</i>
Description	<p>This practice involves former extremists working as exit workers within Exit Sweden. Visualising a 'violent extremism spectrum' (see Figure 1 below) can aid understanding of how this approach works. On this spectrum, -10 represents the most extreme/negative and +10 the most tolerant/positive, with zero being neutral. Former extremists can help bring (violent) extremist up the scale, from -10 to -1, then back to zero and above.</p> <div data-bbox="507 573 1141 777" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">-10 0 +10</p> <p style="text-align: center;">Client (-5) Former as exit worker (-4)</p> </div> <p><i>Figure 1 The violent extremism spectrum</i></p> <p>When starting work with a client, it's necessary to know where they are located on the scale. For any one person, hundreds of different scales could be created, e.g. one for social contacts, another for power relations, yet another for tolerance, etc. This means that a client might be classed -8 on willingness to use violence but +5 on social skills. Similarly, formers can also be placed on this scale: this is helpful when determining which individual will be useful at which stage of the deradicalisation process.</p> <p>For example, to get through to a violent extremist classed at -10, you will need to use someone who has been at that level (i.e. -10) and understands what this means, in order to get the message across.</p> <p>One should be aware, though, of a certain aspect of using formers in this way: as the client deradicalises and eventually reaches a level of -3 on radical thoughts, for instance, it may well be possible that they have surpassed or overtaken the former – and another, more appropriate person will be needed to take over.</p> <p>The former does not have to agree with the client, but they must know what it feels like to be at level -5. Discussions are pitched at around level -4, and critical thinking skills matching that level are introduced. When the client reaches -4, discussions are pitched at -3, etc. In this way, the client gradually moves towards zero.</p> <p>Another significant aspect needing extra attention is the initial analysis: if this is incorrect, it could have the unintended result of further radicalising the client rather than deradicalising them. For instance, if a client is mistakenly categorised as -8 when they are actually -3, sending in a former with experience matching level -8 will be counterproductive. The client might feel the need to measure up to the former's level. It is therefore vital that those responsible for carrying out the initial analysis have experience and a deep understanding of exit work.</p> <p>This approach asks a lot of formers who works with clients. They constantly need to self-assess where they are on the spectrum, and be aware of their own development and path. This assessment can be difficult, and may occasionally backfire. Sometimes, the client's exit</p>

	<p>process is faster than that of the former assigned to work with them. In such cases, a chain or referrals may be necessary.</p> <p>This deradicalisation approach can be used in similar ways with both right-wing and jihadi extremists, as well as with people who have joined criminal gangs.</p>
Approach	<p>Exit strategies Training for first line practitioners</p>
Target audience	<p>Violent extremists Youth / pupils / students Formers</p>
Deliverables	<p>This method does not result in concrete deliverables. It has been implemented in everyday work for between 12 and 14 years.</p>
Evidence and evaluation	<p>Tina Wilchen Christensen carried out an empirical case study in 2015.</p> <p>Christensen, T. W. (2015). <i>A Question of Participation-Disengagement from the Extremist Right: A case study from Sweden</i> Et casestudie fra Sverige. Roskilde Universitet. Retrieved from http://www.humanculture.dk/wp-content/uploads/dlm_uploads/2018/04/Phd-Thesis-A-question-of-participation-TWC.pdf</p> <p>Material from each individual client case is also available, but this information cannot be shared.</p>
Sustainability and transferability	<p>The method can be transferred to similar contexts involving formers and extreme/violent groups. In Sweden, it was developed as part of Exit and has since 2010 also been used by our sister organisation Passus, which works with gang members.</p> <p>Educated staff and access to formers are two elements required to transfer this practice.</p>
Geographical scope	<p>Sweden</p>
Start of the practice	<p>2003-2005</p>
Presented and discussed in RAN meeting	<p>RAN joint C&N and EXIT meeting on working with formers June 2017, Bordeaux, France</p>
Relation to other EC initiatives	<p>None</p>
Organisation	<p>Exit Sweden is a part of the Fryshuset youth centre (a non-governmental organisation) and is funded primarily by governmental grants.</p> <p>From time to time, Exit Sweden participates in projects funded by the European Commission (Prevention of and Fight against Crime (ISEC), Erasmus+, etc.).</p>
Country of origin	<p>Sweden</p>

Country of origin	Sweden
Contact details	Address: Exit Sweden Mårtendalsgatan 6 Box 92022 120 06 Stockholm Sweden Contact person: sofia.hegner@fryshuset.se Website: https://exit.fryshuset.se/

Name of the practice	<i>Teachers Empowered</i>
Description	<p>The methodological basis of the program ‘Teachers Empowered’ rests on viewing the teaching profession as an exercise in leadership. Prerequisites for the development of leadership qualities are work on one’s own personality and one’s own vision for leadership. Personal growth is the foundation of both the content and methodology of the program. Participants discover the intrinsic strengths in their personalities and learn, through practical exercises, to anchor them and use them in their everyday work. The program also deals with effective communication and classroom leadership. It also considers the integration of empowered teaching staff in existing teams and organisations, in which the distribution of roles is different from that in the classroom.</p> <p>Effective leadership in the classroom is a key component of prevention work and conflict resolution. The more equipped educators are to facilitate the learning process and the group process in the classroom, the more able they are to deal with disturbances that arise, to support diversity and community building in the school.</p> <p>Radicalisation and violent extremism are fuelled by marginalisation and a felt sense of isolation. The ‘Teachers Empowered’ program supports educators in building the necessary skills to build sustainable relationships and community in the classroom and the school as a whole. This serves as prevention to extremism.</p>
Approach	Training for first line practitioners Community engagement/empowerment
Target audience	Educators/academics
Deliverables	Manual ‘Teachers Empowered’ (130 pages) Languages: German, English, Greek, Slovak, Spanish
Evidence and evaluation	We evaluate every program and we are using qualitative and quantitative measures to do so. We have collected data from approximately 1.000 teachers from Switzerland, Germany, Greece, Slovakia and Spain. At the end of each program we run a five hour integration and evaluation meeting, where participants give and receive feedback on their experience. Participants also fill out a quantitative questionnaire which is collected by the facilitators. We are in the process of analysing this data. Feedback is encouraging as teachers state clearly that the program succeeds in skill building, leadership and conflict resolution skills.
Sustainability and transferability	<p>The Teachers Empowered program is transferable to different cultural and educational contexts. We have applied the program in various countries (Switzerland, Germany, Greece, Slovakia, Spain). The program has also been applied with varying groups of teachers from public, private, elementary, secondary schools or whole departments of education.</p> <p>The cost of the program per participant is negotiated, depending on the financial situation and needs of each community and country. For each participant in the program the cost ranges between 180E</p>

	and 820E. These cost differences reflect the wide diversity of economic circumstances of the countries involved.
Geographical scope	Greece: Athens (Processwork Hub, www.processworkhub.gr , www.teachersempowered.gr) Spain: Barcelona (Fil a l' Agulla. www.filalagulla.org) Slovakia: Bratislava (POPI Slovakia, www.processwork.sk/en) Germany: Berlin and Brandenburg (Helga Neumann, www.soZIAleslernen.com) Switzerland: Zurich (Grundkraft, www.teachersempowered.net) The program is also been implemented by facilitators in Namibia and South Africa.
Start of the practice	2008 - Zurich - Switzerland 2009, Berlin and Brandenburg - Germany 2009, Athens - Greece 2013, Bratislava - Slovakia 2014, Barcelona - Spain (the practice is still active in all of the above countries)
Presented and discussed in RAN meeting	RAN Prevent, 3-4 March 2015, big education meeting, Manchester (UK) RAN Prevent, 15-16 September 2015, Utrecht (NL)
Relation to other EC initiatives	None
Organisation	Grundkraft (Switzerland) <i>Company of change facilitation, LTD. Provides a hub for approximately 100 facilitators across Europe using the 'Teachers Empowered' program in their work with schools. Programs are financed individually by participants or schools.</i> Processwork Hub (Greece) <i>Network of professionals involved in adult education, psychotherapy, community work, conflict resolution training and facilitation. Programs are financed individually by participants or schools.</i>
Country of origin	Grundkraft (Switzerland) in collaboration with Processwork Hub (Greece)
Contact details	Grundkraft Kanzleistrasse 105 8004 Zurich Switzerland Lukas Hohler, M.A. lukas.hohler@grundkraft.net (+41) 44 242 8400 www.grundkraft.net Processwork Hub 17 Giannarou St 17455 Alimos, Athens

	Greece Alexandra Vassiliou, Ph.D. avassiliou@gmail.com (+30) 210 9848 912 www.teachersempowered.gr
Last update	2016 and before

Name of the practice	IC Thinking
	<p>IC Thinking is an evidence-based method that equips people of all ages to work collaboratively with differences of many kinds—viewpoints, life stances, cultural norms—instead of moving into destructive polarisations and violence.</p> <p>IC Thinking interventions engage the fundamental cognitive, emotional, and social processes active in all human beings as they interact with their social worlds. The experiential setting of IC Thinking interventions, with trained facilitation, leverages these processes so as to grow the participants’ capacities to respect differences and recognise in other people the same underlying human processes that are at work in themselves. Participants’ experience an enhanced sense of their personal individuality <i>and</i> shared humanity.</p> <p>Through role play and other forms of action learning using multi-media, participants develop increased meta-awareness, meta-cognition, critical thinking, empathy and resilience. The goal in IC interventions is not to resolve debates toward a specific pre-determined outcome, but to empower participants to think for themselves and to learn experientially how to work collaboratively with different viewpoints, values, and identities while maintaining their own values and social affiliations.</p>
Description	<p>Courses are usually 16 contact hours, ethically approved for each context, and precisely targeted to reflect a specific linguistic, social and cultural context, allowing some flexibility in delivery while maintaining fidelity to the evidence-based model. Delivered over eight two-hour sessions, IC interventions create safe spaces for participants to engage with topics debated in their own communities. Delivery of IC interventions requires specialised professional training provided by IC Thinking trainers. All IC interventions and co-facilitator training is adapted for each context to ensure effectiveness.</p> <p>IC Thinking has developed a number of interventions for diverse target participants in a range of contexts, in partnership with international and national governmental bodies, local universities, and NGOs. Countries of work include the Balkans, England, Finland, Kenya, Pakistan, Scotland, and Sweden. Projects in development include Lebanon and Northern Ireland.</p> <p>In each context where invited, IC Thinking works collaboratively with a wide range of community researchers and leaders to develop IC interventions that reflect that social context. This initial research and development process ensures that the course sessions reflect the participants’ social reality. As a result participants, inhabit the course sessions and engage robustly for maximum growth and development.</p>

<p>Approach</p>	<p>Participatory courses with multi-media educational materials (ethically approved in each context) to leverage movement away from polarising and extremist mind-sets, develop critical thinking skills, global citizenship identities and skills, and values pluralism, via empirically validated and ethically approved methods, and to increase participants' abilities to think in integratively complex (IC) ways. IC is non-fakable and increases in complex thinking predict more peaceful outcomes to intergroup and extremist conflict.</p> <p>IC Thinking interventions and resources have been designed for children, young people in schools, colleges, universities, and communities, and for adults in varied professions, to promote public mental health across the prevention spectrum.</p>
<p>Target audience</p>	<p>Youth/pupils/students/ young adults/ educators/academics First responders/practitioners/teachers</p>
<p>Deliverables</p>	<p>IC Thinking interventions and resources with co-facilitator training with ongoing professional development. IC Thinking partners become part of a professional network for on-going updates based on the latest research and professional development, all as part of continued quality assurance.</p>
<p>Evidence and evaluation</p>	<p>Andrews Fearon, P. & Boyd-MacMillan, E. (2016). Complexity under stress: Integrative approaches to overdetermined vulnerabilities. <i>Journal of Strategic Security</i>, 9(4), 11-31. https://scholarcommons.usf.edu/jss/vol9/iss4/3/</p> <p>Boyd-MacMillan, E. (2017). The vicious cycle of extremisms and polarisations (keynote). Published proceedings: Local Institutions against violent extremism II (LIASE 2): The rise of polarisation and radicalisation in Europe: Tackling all forms of violent extremism at the local level. European Forum for Urban Security 19th May 2017, Rimini, Italy.</p> <p>Boyd-MacMillan, E. (2016). Increasing cognitive complexity and collaboration across communities: Being Muslim Being Scottish. <i>Journal of Strategic Security</i>, 9(4), 79 -110. https://scholarcommons.usf.edu/jss/vol9/iss4/6/</p> <p>Boyd-MacMillan, E. (2016). Experiencing conflict and its social solutions via IC Thinking. Keynote address delivered December, 2016, <i>UK Educational Psychologists Northwest Annual Gathering, Manchester</i>. Published proceedings.</p> <p>Boyd-MacMillan, E., Campbell, C., & Furey, A. (2016). An IC intervention for post-conflict Northern Ireland secondary schools. <i>Journal of Strategic Security</i>, 9(4), 111-124. https://scholarcommons.usf.edu/jss/vol9/iss4/7/</p> <p>Boyd-MacMillan, E., Andrews Fearon, P., Ptolomey, A., & Mathieson, L. (2016). I SEE! Scotland: Tackling sectarianism and promoting community psychosocial health. <i>Journal of Strategic Security</i>, 9(4), 53-78. https://scholarcommons.usf.edu/jss/vol9/iss4/5/</p> <p>DeMarinis, V., Nordendahl, M., Arnetz, B., Arnetz, J., Sandlund, M., Näslund, U., Boyd-MacMillan, E. (2018) <i>Research Plan Report for the Pilot Study on Integrative Complexity (IC) Thinking in Sweden: A health promotion course/intervention for countering extremism for youth and young adults</i>. Umeå University, Department of Public Health and Clinical Medicine. Umeå: Regional Ethics Committee 2018-report number 463-31.</p>

	<p>Liht, J. & Savage, S. (2013). "Preventing Violent Extremism through Value Complexity: Being Muslim Being British." <i>Journal of Strategic Security</i> 6(4), 44-66. http://scholarcommons.usf.edu/jss/vol6/iss4/3</p> <p>Nemr, C. & Savage, S. (2019) <i>Integrative Complexity Interventions to Prevent and Counter Violent Extremism</i>, <i>Global Center on Cooperative Security</i>, January 2019. https://www.globalcenter.org</p> <p>Peracha, F.N., Khan, R.R., Sara. S. (2015). Sabaoon: Educational methods successfully countering and preventing violent extremism. Expanding research on Countering violent extremism (Pages 85-104). Hedayah and Edith Cowan University. Retrieved from http://www.hedayahcenter.org/activites/80/activities/511/2016/719/international-cve-rese</p> <p>Savage, S (2018). 'Preventing violence and promoting community through cognitive complexity in the UK', paper presented at the <i>American Psychiatric Association 2018 Annual Meeting: Terrorism: Radicalization and Rehabilitation, Symposium 2496</i>, 5 May 2018, New York, USA.</p> <p>Savage, S (2016) "Integrative complexity approaches to prevention in education: the key is to identify the 'cognitive casualty' in each extremism context" In <i>White Paper on Bio-Psycho-Social Applications to Cognitive Engagement A Strategic Multi-Layer Assessment (SMA) Periodic Publication</i> October 2016, Executive Editor: Dr. Jason Spitaletta (JHU-APL). https://info.publicintelligence.net/SMA-CognitiveEngagement.pdf</p> <p>Savage, S (2015) Extremism and complexity of thinking; the psychological reason for investing in education. In Khalid Kose & Thomas Thorp (Eds) <i>Global Perspectives: How to prevent extremism: policy options</i>, Section 2, chapter 1, Blair Foundation.</p> <p>Savage, S and Gordon, E (2018) <i>Living Well with Difference: empirical assessment of an intervention in ten secondary schools in the UK</i>, 30 April 2018, British Red Cross, London.</p> <p>Savage, S., Khan, A., Liht, J. (2014). "Preventing Violent Extremism in Kenya through Value Complexity: Assessment of Being Kenyan Being Muslim." <i>Journal of Strategic Security</i> 7(3), 1-26. https://scholarcommons.usf.edu/jss/vol7/iss3/2</p> <p>The ICthinking™ method was developed by psychologists at the University of Cambridge who operationalised the cross-culturally validated and reliable integrative complexity (IC) construct and measurement frame based on over 40 years of research (Suedfeld & Tetlock, 2014). IC interventions are tested for effectiveness via measuring integrative complexity (IC) pre and post course delivery. Ten years of cross-cultural empirical findings show increased critical and complex thinking after IC interventions, predicting more peaceful outcomes to conflict, less destructive conflicts and violence. Resilience measures (using the cross-culturally validated CD-RISC measurement) also show strong increases across varied populations and contexts.</p> <p><i>The pre-intervention measures show that before IC Thinking interventions, participants perceive polarised social groups relevant to extremism and other social conflict in rigid, closed, 'us versus them' categories, judging from a single evaluative viewpoint and rejecting other viewpoints.</i></p>
--	---

	<p><i>The post-intervention measures show</i> that after an IC Thinking intervention, participants respect others' differing perspectives, viewpoints, life stances, and cultures and have the desire to engage cooperatively and collaboratively despite difference and disagreement.</p> <p>This change in thinking predicts diminishment of violent conflict: the rigid, closed, conflict provoking structure of the extremist or polarised worldview opens to enable constructive engagement with others. Gains in IC predict more conflict resolution, based on 4 decades of researcher by Prof Peter Suedfeld, Prof Philip Tetlock, and other colleagues' integrative complexity cross-cultural research (Suedfeld, 2010; Suedfeld & Tetlock, 2014).</p>
	<p>Participant end of course oral presentations reveal an ability to perceive validity in different viewpoints, along with increased empathy, self-management and emotional regulation, and increased confidence to use IC while addressing grievances and resisting the persuasiveness of the extremist or polarising narratives. Through their presentations, participants integrate their IC learning into their personal narrative, re-writing and re-creating a new narrative for their lives and future.</p> <p>IC interventions facilitate the development of new friendship networks. These networks can be supported by local partners through the creation of IC eco-systems or structures and systems that support IC flexibility. Self and observer reports describe changed relationships at home, in school, and at the workplace.</p> <p>Interview of students and staff member 22 months after completing an IC intervention, without interview briefing or preparation:</p> <p>https://www.youtube.com/watch?v=HRa9bh8TJnE&t=1s</p>
<p>Sustainability and transferability</p>	<p>Sustainability</p> <p>IC Thinking works cross-culturally, partnering with local researchers, organisations and governmental bodies to ensure a new ICthinking™ intervention is contextualised appropriately, and to fulfil all local ethics requirements. Alongside the intervention, IC Thinking upskills and capacity builds local professionals through a professional co-facilitator training programme adapted for local needs while maintaining fidelity to the model.</p> <p>IC Thinking supports sustainability through quality assurance monitoring and regular reviews of intervention materials and co-facilitator skills for on-going effectiveness and professional development. These processes are agreed with local partners. Due to vast contextual differences and local requirements, structures and systems for sustainability are the primary responsibility of local partners, although they are discussed and developed in consultation with IC Thinking.</p>

	<p>Transferability</p> <p>IC Thinking has developed, run and successfully assessed ICthinking™ method interventions with very diverse population groups in a range of contexts and countries (Balkans, England, Finland, Kenya, Scotland, Sweden, Pakistan). The diverse populations have included mainstream secondary school students, young people returning to education, youth and community workers, teachers, long-term offenders preparing for re-entry, prison staff, police officers, social workers, University students, unemployed, retired, and other professionals (e.g., social workers, mediators). Using different educational approaches suitable for age groups, IC can be taught to ages ranging from five through adulthood. With the youngest ages, IC foundational skills and building blocks are put in place, ready to be built upon during cognitive development and maturation.</p> <p>IC Thinking does not view extremisms, inter-group conflicts, or polarisations as the property of a problematic social group, but as a synergistic dynamic that requires society-wide, long-term prevention approaches. Our goal is nothing less than for IC Thinking interventions to become core to educational curricula, community development, and professional development across societies and cultures. We are convinced that ICthinking® interventions can play a key role in civil societies and public mental health promotion.</p>
	<p>Costs</p> <p>Costs vary according to context, but the initial research, development, assessment and professional training of co-facilitators requires a substantial investment and partnership with a local University. Often governmental bodies are involved, to ensure sustainability, along with NGOs.</p>
<p>Geographical scope</p>	<p>Partnerships currently or in the past have included The Balkans, Bangladesh, Europe (including England, Finland, Scotland, Sweden), MENA, Kenya, and Pakistan.</p>
<p>Start of the practice</p>	<p>Research from 2004 onwards led to the Dec 2007 – June 2010 – action research project, ‘Being Muslim Being British’, funded by the European Commission (Justice and Security Directorate).</p> <p>Since then, ICthinking™ interventions with professional training for delivery have continued to be researched, developed, and produced, with empirical assessments, to address extremisms, including sectarianism, and intergroup conflicts and polarisations, for public mental health promotion.</p>
<p>Presented and discussed in RAN meeting</p>	<p>Discussed and recommended in RAN Prevent meetings, including</p> <ul style="list-style-type: none"> • Barcelona ‘education’ event 26th/27th June 2014; • Workshop delivered, Gothenburg University ‘education’ event 24/25 November 2016; • Keynote delivered, The Hague, one year after Paris Declaration, PLA event, 20/22 April, 2017;

	<ul style="list-style-type: none"> • IC Tasters delivered during first RANyouth gathering, Vienna, 1st June, 2017; • participated, Warsaw, July 2018; <p>participated and included in SWAaT model (SWAaT CEO, panel member), Amsterdam, October, 2018</p>
Relation to other EC initiatives	<p>European Commission Action Grant 2007-2010 to address radicalisation; EPAREX, Ealing Borough, London 2012-2014;</p> <p>EfUS project BRIDGE: Building resilience to reduce polarisation and growing extremism 2019 – 2022.</p>
Organisation	<p><i>IC Thinking (Cambridge) Ltd, a social enterprise company licensed through Cambridge Enterprise, University of Cambridge. Previously contracted to EC funded project EPAREX, Ealing London.</i></p> <p><i>IC Thinking researchers are based at the Department of Psychology, University of Cambridge.</i></p>
Country of origin	United Kingdom
Contact details	<p>IC Thinking (Cambridge) Ltd 17, Sydenham Rd London, SE26 5EX United Kingdom https://icthinking.org</p> <p>Andrea Lorenz, dr dr.andrea.lorenz@googlemail.com</p> <p>Eolene Boyd-MacMillan, dr Emb43@cam.ac.uk</p> <p>Sara Savage, dr Sbs21@cam.ac.uk</p>

Name of the practice	Second Wave “My City Real World”
Description	<p>Second wave “My City Real World” is a cooperation between a group of Dutch youngsters from the Schilderswijk and the Dutch community police, working on mutual understanding, investing in empowerment of the youngsters and the neighbourhood and social inclusion. A group of about 6 police officers and 20 youngsters took part in trainings, open dialogues, workshops and debates. What happens in society and themes like radicalisation are woven into the programme. Both the police officers as well as the youngsters shared their emotions, anger and the misunderstandings, and eventually came closer to each other. The youngsters got to know the person behind the uniform, and the police officers got to know the boys behind the nuisance. This project shows that change starts at small scale.</p> <p>Gouda experienced troubles between police and youth in the recent past. Second Wave “My City Real World” launched a project in 2010 for youth and policemen to find solutions together. This resulted in positive effects on the relation between youth and the police. Therefore, the City, police and My City Real World will now launch a second round of the project. Ten youth and ten police officers will talk with each other through interactive exercises to increase communication, mutual trust and understanding for the coming year.</p>
Approach	<p>Community engagement/empowerment</p> <p>Delivering alternative narratives</p>
Target audience	<p>Youth / pupils / students</p> <p>Local Community Organisations/NGOs</p> <p>Law enforcement officers</p>
Deliverables	<p>A short documentary following the participants of the 2012 Second Wave project in Gouda, Netherlands. Innovative and pioneering workshops and discussions brought together young Dutch Moroccans and members of the police force in Gouda, to challenge stereotypes and build understanding between the two groups.</p> <p>https://www.youtube.com/watch?v=6NTThMO2ufo</p>
Evidence and evaluation	<p>“Second Wave” aimed to improve relationships between local, predominantly young Dutch Moroccan men and the police, has produced significant results for both the young people and the police officers who have participated.</p> <p>Amongst the young people participating, the project resulted in the following:</p> <ul style="list-style-type: none"> • A high level of youth commitment to the project’s process and goals • An increased insight into police policies, priorities, and activities • Positive attitudinal changes toward police officers • Personal growth and development

	<ul style="list-style-type: none"> • Amongst the police officers participating, the project resulted in the following: • Positive attitudinal change toward young people • Understanding of the importance of street encounters for young people • Reduction in negative stereotyping of young people • Evidence of improved interactions with young people on the street <p>A full report can be found here: http://mycityrealworld.org/wp-content/uploads/2013/01/Gouda-Report-ENGLISH.pdf</p>
Sustainability and transferability	The practice started in London and is transferred to the Dutch society.
Geographical scope	The practices started in London (UK). In the Netherlands it was implemented in Gouda, and recently also in The Hague.
Start of the practice	2010
Presented and discussed in RAN meeting	RAN POL, Zagreb meeting, October 2014, and RAN POL, study visit, The Hague, June 2015
Relation to other EC initiatives	None
Organisation	<p><i>Second Wave is a project executed by International Debate Education Association (IDEA)</i></p> <p><i>IDEA NL, based in Amsterdam, is the overarching for all debate organizations that are members of IDEA. IDEA supports the debate organizations in their activities and coordinate joint events. As for example IDEA provides training, raises funds for joint projects, debate organizations offers space to promote themselves via the IDEA website and provides a platform for interaction. In addition, IDEA organizes a number of events where the partner organizations can take part in, such as the International Youth Forum for high school students.</i></p> <p><i>Other offices around the world:</i> <i>IDEA UK (London)</i> <i>IDEA Central Asia (Bishkek)</i> <i>IDEA FR (Brussels)</i> <i>IDEA SEE (Skopje)</i></p>
Country of origin	London, United Kingdom
Contact details	<p>International Debate Education Association Mariahoeck 16-17 3511LG Utrecht The Netherlands</p> <p>+31 30 633 12 94 info@idebate.nl</p>
Last update	2016 and before

Name of the practice	Counselling to victims of hate crime
Description	<p>In IUSTITIA provides legal aid including representation in court and social counselling provided to all people affected by hate crime (1st liners, their family, friends, community), out-reach, awareness raising. In IUSTITIA is an organisation focusing on hate crime and violent extremism (far right), providing legal assistance to victims of hate crime, incl. representation in court proceedings, and social services to communities at risk of hate violence, aiming at the improvement of practices of law enforcement concerning hate crime, publishing on hate violence and far right to raise awareness of such social issues.</p> <p>In IUSTITIA was founded in 2009 as the first complex counselling centre for people affected by hate crime in the Czech Republic. It provides legal and social counselling to individuals and communities affected by hate violence. In IUSTITIA also monitors hate crime, collects and publishes data concerning the issue. It also educates experts as well as general public on prejudices, hate violence and their prevention. It is engaged in advocacy and lobby on behalf of victims of hate crime.</p> <p>The goals of In IUSTITIA, besides aiding victims, are to raise general awareness of hate violence and its impact on society, to prevent the by-stander effect, and to increase skills and knowledge among educators, students, social workers, lawyers and other experts, as well as law enforcement agencies and the media.</p>
Approach	<p>Training for first line practitioners</p> <p>Community engagement/empowerment</p>
Target audience	<p>Law enforcement officers</p> <p>Local Community Organisations/NGOs</p> <p>Prison/probation/judicial practitioners</p>
Deliverables	<p>During its six-year long practice In IUSTITIA has developed various deliverables related to various aspects of the issue of hate violence.</p> <p>They include a number of publications aiming at awareness raising or for educational purposes. This is the list of them:</p> <ul style="list-style-type: none"> • Zpráva o násilí z nenávisti v ČR za rok 2011. (Report on hate violence in the Czech Republic in 2011. In IUSTITIA. Prague: 2012. • Já a oni jsme my. Nápady a náměty pro multikulturní výchovu (Handbook for educators on preventing prejudice, racism and hate violence in schools). In IUSTITIA. Prague: 2012. • Násilí z nenávisti, rasismus a 1edia. (Handbook for journalists on how to write about hate violence). In IUSTITIA. Prague: 2010.

	<ul style="list-style-type: none"> • Forgotten Victims. Hate crime and counselling for victims of hate crime in the Czech Republic. In IUSTITIA. Prague: 2010. • Nebezpečné známosti. (Czech-German cross-border far right extremism). Kulturbüro Sachsen. Dresden: 2009. <p>In IUSTITIA also developed a training course for social workers which is accredited at the Czech Ministry of Labour and Social Affairs, a course for educators accredited at the Czech Ministry of Education and a training course for the police.</p> <p>In IUSTITIA's staff members (lawyers, social workers and educators) regularly publish on topics related to the issues of hate violence, counselling, prevention and law enforcement.</p>
Evidence and evaluation	<p>A complex set of data about a client is collected and recorded in confidential database. Thus it is easy for professionals (entitled to do so) to track each client's case. Using the database In IUSTITIA creates a yearly report on hate crime in the Czech Republic. The statistics includes numbers of cases (with and without counselling) and qualitative information about them.</p> <p>Due to the requirements on funding by grants, In IUSTITIA evaluates completed projects and writes reports on them.</p> <p>The staff meets weekly also to evaluate current activities. A team supervision takes place regularly throughout the year.</p> <p>Every training provided to police officers, educators or social workers is followed by a participant evaluation.</p> <p>Financial matters are professionally supervised by an in-house financial manager as well by external bodies such as donors or in yearly tax return.</p> <p>In IUSTITIA's representatives have received positive feedbacks in the RAN VVT meetings.</p>
Sustainability and transferability	<p>In IUSTITIA has sought financial support through open grant calls. Since its establishment in 2009 it has not only continued in providing counselling to people affected by hate crime, but also developed into a larger organization with 3 new offices in other regions besides Prague.</p> <p>The cost of the practice has been approximately CZK 1, 600, 000 with only one office open, two lawyers travelling to clients providing counselling including representation in court, one social worker, one project manager and one financial manager. Of course, with the development of the organization which enables to accept more cases of people affected by hate crime and the current cost increases.</p> <p>To secure transparency, In IUSTITIA releases annual reports. Also, all information about projects, their implementation and finances can be found at In IUSTITIA's website: www.in-ius.cz</p>
Geographical scope	<p>In IUSTITIA provides direct in-person counselling in the whole area of the Czech Republic. Online or telephone counselling is available to anyone as long as the case can be solved in the framework of Czech law.</p>
Start of the practice	<p>In IUSTITIA was founded in February 2009. The practice began in one office based in Prague the capital with two lawyers and a project coordinator in the team. Since then In IUSTITIA has developed into a legal and social service provider, with ten staff members and a number of volunteers. In 2014 and 2015 it opened three new offices in</p>

	other regions in the Czech Republic (Brno, České Budějovice and Kladno).
Presented and discussed in RAN meeting	In IUSTITIA is a member of the working group Voices of Victims of Terrorism. Its representatives participated in the meetings in the Hague (September 25 - 26, 2012), Madrid (June 6 - 7, 2013), Rome (October 15 - 16, 2013). They presented case studies based on the direct work with clients - victims of hate crime, including radical far right attacks.
Relation to other EC initiatives	Besides the membership in the RAN working group Voices of Victims of Terrorism, In IUSTITA delivers analyses, comments and reports on hate crime in the region to other EU institutions, for example EU Agency for Fundamental Rights (FRA) or Organisation for Security and Co-operation in Europe (OSCE) and its human-rights oriented part ODIHR.
Organisation	<i>In IUSTITIA is a non-profit organisation financed from money tied to project grants. The following institutions have been the main donors since 2009: EVZ Foundation, Open Society Fund, European Commission (programme Criminal Justice), U. S. Embassy in Prague, Czech Ministry of Education, Czech-German Future Fund, Visegrad Fund. All the above mentioned institution have donated money for particular activities of projects designed by In IUSTITIA.</i>
Country of origin	Czech Republic
Contact details	In IUSTITIA, o. p. s. Rybna 24 110 00 Praha 1 Czech Republic Klara Kalibova, founder and director, klara.kalibova@in-ius.cz (+420) 773 177 822 (+420) 212 242 300 www.in-ius.cz
Last update	2016 and before

Name of the practice	<h2 style="text-align: center;">INSPEC²T (Inspiring Citizens Participation for Enhanced Community Policing Actions) Project</h2>
Description	<p>INSPEC²T is a three-year project that started in May 2015. The project is funded by the European Commission, under the “H2020-FCT-2014 Ethical/Societal Dimension Topic 2: Enhancing cooperation between law enforcement agencies and citizens - Community policing” call.</p> <p>INSPEC²T projects’ scope is to develop a sustainable framework for Community Policing that effectively addresses and promotes seamless collaboration between the police and the community.</p> <p>INSPEC²T approach bases its conceptual foundations on EU crime prevention and Member States specific Internal Security Policies, validated research results and best practices from cooperation between police and local, regional and national communities. This is perceived as an origin to apprehend special characteristics, particularities and determinants for trust between all stakeholders.</p> <p>Special focus will be given to Community Policing awareness raising activities for both police and citizens. The above activities and associated results, will provide a solid foundation for the evolution of the Next Generation Community Policing roadmap in Europe.</p> <p>Among others, INSPEC²T will help prevent radicalization by including in the test cases tackling with minority groups and by helping increase the bonds between various user groups and the police.</p> <p>INSPEC²T project expects to have a positive impact on societies and community policing in the following ways:</p> <ul style="list-style-type: none"> • Better community policing through more effective and efficient tools, procedures and approaches that match the needs and requirements of users. • INSPEC²T will deliver awareness raising activities, a communication platform and training solutions. Each of these will accommodate for underlying societal, cultural, ethical and legal principles. • Improved early warning and identification of public safety and security risks. • Enhanced crime reporting by allowing citizens and community to report incidents and perceived offences/crime more efficiently and effectively. • More proficient timely intervention, as more accurate and efficient information is available, which also impacts the process of crime solving indirectly. • Strengthened and accelerated communication (and collaboration) between citizens and police forces. • Strengthened community cohesion and a reduction in feelings of insecurity.
Approach	<p>Community engagement/empowerment Training for first line practitioners</p>
Target audience	<p>Law enforcement officers</p>

	<p>General public Local Community Organisations/NGOs</p>
Deliverables	<p>INSPEC²T project aims to design, develop and demonstrate a set of technology applications, targeting enhanced Community Policing activities. Driven from accommodated transnational and multicultural best practices, it adheres to an approach where social, cultural, legal and ethical dimensions are embedded into core user centric design specifications and implementation procedures.</p> <p>Special focus will be given to Community Policing awareness raising activities for both police and citizens. The above activities and associated results, will provide a solid foundation for the evolution of the Next Generation Community Policing roadmap in Europe.</p> <p>INSPEC²T engagement and active participation is stimulated through fully dynamic, interactive and immersive Serious Game applications that empower players to familiarize themselves with the system, gain an intuitive understanding of its functionalities and motivate their engagement in Community Policing activities.</p> <p>INSPEC²T will be demonstrated and validated in 5 EU cities by a wide range of relevant stakeholders.</p> <p>After the project is finished, the handbook of Next Generation of Community Policing will be published, as well as training material for users of the platform.</p>
Evidence and evaluation	<p>INSPEC²T designed, conducted and assessed several extensive surveys with various stakeholders in order to identify the requirements and the specific factors that appear to be significant in CP programs, applied methodologies, tools and training.</p> <p>At the same time, the consortium reviewed and recorded the ethical, societal, cultural and legal aspects, as well as any security / privacy considerations, by conducting fundamental research in the INSPEC²T partners' countries. These aspects are considered of high importance for the project in general, and specifically for the design and development of the technological tools which will interact with and impact on the end users.</p> <p>Furthermore, INSPEC²T Consortium has set up an extensive support and advisory mechanism, through a Stakeholder Advisory Group (SAG) and an External Experts Group (EEG), in delivering the project.</p> <p>More specifically, SAG members are LEAs (at national and EU level), governmental organisations, citizens' active groups, community organizations, commercial associations (at local and international level) with great background and interest in CP initiatives. The primary role of the group is to provide regular and meaningful input and ensure, as far as practicable, that the project objectives are broadly understood and activities and outcomes communicated to relevant stakeholders and decision takers. They also "channel" project results with European level stakeholders.</p> <p>EEG is a team formed by external experts on law enforcement, ethical, societal, legal and privacy issues who act as external - independent to the consortium. They review the project's process</p>

	<p>and results and submit short reports during the project execution period, at specific project milestones.</p> <p>Both groups are very active in evaluating the work achieved by the consortium and provide valuable input, comments and recommendations, in order to ensure that the final product meets the End User needs and requirements.</p> <p>These groups have already assessed the project's progression twice (with positive remarks) and will evaluate it once more before it finishes.</p> <p>Finally, the INSPEC²T system will be demonstrated and validated in 5 EU cities by a wide range of relevant stakeholders, in two phases:</p> <ul style="list-style-type: none"> • Testing in 3 test cases • Validation - pre-assessment • Improvements / adjustments • Testing in remaining 2 test cases • Final validation
Sustainability and transferability	Sustainability of the project after its 3 year-life is up to police departments who will demonstrate interest in using it as a whole or parts of it (modular).
Geographical scope	EU region Implemented / tested in UK (Preston, Belfast), Cyprus (Egkomi), Spain (Valencia), Netherlands (Groningen)
Start of the practice	May 2015
Presented and discussed in RAN meeting	RAN POL meeting Oslo (Norway), 6-7 April 2016
Relation to other EC initiatives	Other related projects are UNITY, TRILLION, CITYCOP and ICT4COP
Organisation	<p><i>INSPEC²T Project Coordinator is the Center for Security Studies (KEMEA)</i></p> <p><i>KEMEA has been established as the Greek Ministry of Interior and Administrative Reconstruction (former Public Order & Citizen Protection) think tank on security policies. KEMEA is a scientific, consulting and research agency, whose purpose is to conduct theoretical and applied research and to produce studies, particularly at a strategic level, on issues concerning security policies. KEMEA also provides advisory and consulting services to the Ministry of Citizen Protection & Public Order and other Public and Private authorities on these same issues. KEMEA up to now is successfully participating in more than 60 Projects of the EC, ESA and of National Resources. It has also represented the Greek Government to the European Research and Innovation Forum (ESRIF) of the European Commission and is a Member to the Board of Directors of the European Organization for Security (EOS). KEMEA has been appointed in 2011 (Presidential Decree No39/06.05.2011) as the "National Contact Point" for the protection of ECIs ("EPCIP contact point") of Directive 2008/114/EC of the Council of</i></p>

	<i>December 8th 2008 “regarding the definition and designation of the European Critical infrastructures and the assessment of the need to improve the protection of such infrastructures”.</i>
Country of origin	Greece
Contact details	<p>KEMEA P.Kanellopoulou 4, 10177 Athens, Greece</p> <p>Dr George Leventakis gleventakis@kemea.gr</p> <p>+30 210 7481630, int. 331</p> <p>www.kemea.gr http://inspec2t-project.eu</p>
Last update	2016 and before

Name of the practice	Muslimah Matters
Description	<p>A series of facilitated workshops based upon the priorities set by the audience, focussing on the ‘factors for vulnerability’ as developed by Cole. ‘Identifying Vulnerable People’ guidance Dr Jon Cole. Liverpool University, 2007.</p> <p>The purpose of the workshops is to increase knowledge levels around the issues of vulnerability, foster a positive notion of personal identity, promote community involvement and good citizenship and establish self sustaining women networks.</p> <p>The principles of the model involve the identification of ‘matriarch’ figures that promotes involvement and encourages the creation of women networks.</p> <p>A methodology to engage women’s groups connected with Faith Institutions utilising the subjects that involve the ‘factors for vulnerability’ for people that may be attracted to extremism and violent radicalisation.</p> <p>The target audience is women networked through their connection with Mosques and other faith institutions that may have informal roles in the institution or wider community</p>
Approach	Community engagement/empowerment
Target audience	Local Community Organisations/NGOs
Deliverables	A facilitation guide is currently being developed but principles can be used in most scenarios involving women as a focus group.
Evidence and evaluation	Simple ‘before and after’ evaluations have been completed which show that participants knowledge levels are increased, their confidence to take part in community based activity is increased and their willingness to volunteer in the community is increased
Sustainability and transferability	The concept is transferable in any language and is low cost
Geographical scope	United Kingdom
Start of the practice	2011 onwards
Presented and discussed in RAN meeting	Discussed in a number of RAN Prevent working groups. RAN Prevent - INT/EXT, Antwerp September 2013
Relation to other EC initiatives	EPAREX (Ealing Partnership Against Radicalisation and Extremism), EC-funded project
Organisation	<i>Ealing Council, London Borough of Ealing- utilised during EC funded EPAREX project 2011-14 and supported by UK Home Office</i>
Country of origin	United Kingdom
Contact details	Community Safety Unit Ealing Council, Perceval House

	<p>Uxbridge Road, Ealing London United Kingdom</p> <p>Nazia Matin, Prevent Strategy Manager matin@ealing.gov.uk</p> <p>(+44) 07866 702611</p>
Last update	2019

Name of the practice	<h2 style="text-align: center;">CoCoRa - Community Counteracting Radicalisation</h2>
Description	<p><u>The background and rationale of the CoCoRa project and prevention concept:</u></p> <p>All over Europe we see:</p> <ul style="list-style-type: none"> • An increased focus on political-religious radicalisation oriented towards Daesh in the wake of the Syria civil war • An increased preparedness to prevent and counteract young people's political-religious radicalisation, violent/militant extremism and terrorism • A variety of prevention and intervention strategies launched to respond to these phenomena throughout Europe • Most efforts aimed at strengthening the professional resources - frontline workers/practitioners as well as researchers and intelligence services etc. <p>But despite all these effort:</p> <ul style="list-style-type: none"> • We still seem to witness an increasing number of radicalized youngsters, turning their heads and resources towards political-religious movements against Western-democratic societies • Civil societies and local communities are rarely an integrated part of the prevention strategies. <p>On this background, the overall aims for the CoCoRa projects are to:</p> <ul style="list-style-type: none"> • To contribute to a new community-based and coproductive prevention strategy against political-religious radicalisation and violent extremism among young people in the risk zone for radicalization. <p>The concrete objectives are:</p> <ul style="list-style-type: none"> • To develop a prevention programme focused on the strengthening of young people's empowerment and devotion to an active fellow citizenship • To involve local communities as equal partners in developing the prevention programme, utilizing inside knowledge, confidential positions and credibility. • To train the young participants for an intercultural ambassadorship to engage in dialogue and coproduction with professionals in prevention activities. <p>Thus, the CoCora project will:</p> <ul style="list-style-type: none"> • Empower young people exposed for political-religious radicalization to recognize and define themselves in the concept of an equal and active fellow citizenship • Strengthen the mutual insight, credibility and trust between local professionals/practitioners and local communities in order to qualify approaches and methods in united prevention efforts. • Incorporate the empowerment and equality approach to the prevention strategy in order to relate the prevention efforts clearly to the perspective of an equal and active citizenship.
Approach	Community engagement/empowerment

	Educating young people
Target audience	Local Community Organisations/NGOs Youth / pupils / students Authorities
Deliverables	<p>The CoCoRa project will provide a total prevention strategy package of transferable and accessible handbooks, including the following activities and deliverables:</p> <ul style="list-style-type: none"> • The CoCoRa Collaborative Programme (CCP) - a concrete concept for involving local communities to collaborate and contribute to prevention efforts among young people in risk of radicalisation towards violent political-religious extremism and even terror. • The CoCoRa Prevention Programme (CPP) - a concrete concept for educating and empowering young people in the risk zone to define and follow their own visions for an equal and active citizenship, built on the basic idea of the self-including citizenship. • The CoCoRa Ambassador Programme (CAP) - a concrete concept for further training of young people from the preventions programme to be spokespersons and ambassadors. The young ambassador will be responsible for the communication of needs, resources and special expertise among young people in their peer group to contribute to the common prevention effort in a collaboration with local/regional prevention authorities and professionals - thus building a sustainable bridge for a preventive strategy taking the resources of local communities into account. <p>Thus, the basis idea is to combine the radicalization preventive perspective with an empowerment approach and knowledge input and exercises focusing on the potentials for overcoming the experience of alienation, exclusion, lack of equal treatment and even direct discrimination. The key word for this empowerment and new orientation process is our new concept of self-including citizenship, connoting the process of practicing a positive and active citizenship, even though one still may be met by negative presumptions and prejudices.</p>
Evidence and evaluation	<p>The CoCoRa project will be assessed through a total quality assurance and risk management system, combining:</p> <ol style="list-style-type: none"> 1) Monitoring (the summative and quantitative approach) 2) Process assessment (the formative and qualitative approach) 3) Risk management (the preventive and acting approach) <p>45) Monitoring: By the monitoring, we are conducting an ongoing assessment of the actual results of all project activities. Aim: the aim of the monitoring is to ensure that the partnership fulfil the objectives and milestones of the project in accordance with the application form and time schedule.</p>

	<p>2) Process assessment: By the process assessment, we are looking closer into the functioning and learning impact of the project activities, i.e. the intellectual outputs, the multiplier events and the dissemination and exploitation activities. Aim: the aim of the process assessment is to assess how the activities function and give rise to the expected/desired results and impact for the target groups and persons involved. We will be focusing on the so-called “effective mechanisms”. These are the methods used which in particular support and promote the impact, results and sustainability of the project activities. By focusing on the “effective mechanisms”, we will strengthen the transfer value and further exploitation of the project activities and results in other projects and efforts.</p> <p>3) Risk management: By the risk management and the preventive perspective, we are looking into potential risks, evaluate their probability and consequences - and finally describe what concrete action and counter measures we will take against them. Aim: the aim of the risk management is to create awareness of the risk factors that may influence the project activities, results and impact, unless we prepare ourselves to prevent or encounter them. Thus, the risk management is seen as a part of the monitoring and assessment, while they all together should ensure the best quality, achievements and impact in accordance with the objectives. The risk management system will be used for a common partner defining of risk factors and precautions, for instance the risk of lack of commitment from a collaborative community etc.</p>
<p>Sustainability and transferability</p>	<p>We will ensure the sustainability and long-term dissemination and exploitation of the CoCoRa Prevention Strategy through the following activities:</p> <ul style="list-style-type: none"> • The total sample of handbooks will be available on a long-term basis in a Pdf-version for accessible distribution and dissemination • The limited number of hard copies will be saved and used for current exhibition on future seminars, conferences etc. on the prevention and deradicalisation subject • The website dedicated to the total sample of handbooks will be maintained and active for at least 2 years after the end of the project period • The pdf-versions will also be accessible on the partner organisations websites • The Ambassador program and the Ambassador workshops will - if possible - be offered to new groups of young Muslims respectively professionals and other stakeholders in the field of prevention and deradicalisation.
<p>Geographical scope</p>	<p>The CoCoRa project and concept is developed and implemented by 5 organisations in 5 European countries:</p> <ul style="list-style-type: none"> • Mhtconsult (coordinator) in Denmark / Copenhagen • ADICE, Association pour le Développement des Initiatives Citoyennes et Européennes in France / Roubaix • CESIE, European Centre for Studies and Initiatives in Italy / Palermo • Cultures Interactive in Germany / Berlin • Verein Multikulturell in Austria / Innsbruck

Start of the practice	<p>The CoCoRa development activities and programmes take place in the period from January 2015 to August 2017 in the following phases:</p> <ul style="list-style-type: none"> • The Collaborative Programme: January-April 2016 • The Prevention Programme: May 2016-February 2017 • The Ambassador Programme: March-June 2017 • Closing Conference: September 2017
Presented and discussed in RAN meeting	<p>The CoCoRa project and concept has been introduced and presented in the kickoff meeting for the RAN YF&C working group (Youth, Families and Communities) in München, January 28th 2016. On the background of this presentation, the CoCoRa coordinator, mhtconsult, was asked to describe the project.</p>
Relation to other EC initiatives Such as EnoD or IMPACT	No direct relation to other initiatives for the time being.
Organisation	<p>Mhtconsult is the coordinating organisation behind the CoCoRa project.</p> <p>The project is co-financed by the EU-Commission, within the Erasmus+ Programme for Youth activities 2015-17.</p> <p>Mhtconsult is a private and independent research and development organisation, founded as a limited company.</p>
Country of origin	Mhtconsult is located in the municipal of Elsinore in the Capital area of Denmark.
Contact details	<p>Karlgårdsvej 11, DK-3000 Elsinore, Denmark</p> <p>Margit Helle Thomsen, director mht@mhtconsult.dk 0045 51204858</p> <p>www.mhtconsult.dk</p>
Last update	2016 and before

Name of the practice	<i>Muslim-Jewish Dialogue - prevention, deconstruction of anti-Semite ideology as part of “Islamist” ideology</i>
Description	Muslim-Jewish Dialogue - prevention, deconstruction of anti-Semite ideology as part of “Islamist” ideology is a project of regular meetings of Muslim and Jewish multipliers of the Muslim and Jewish communities, events, presentations, discussions. Partly supported by a section of the foreign ministry.
Approach	Delivering alternative narratives Educating young people
Target audience	Youth/pupils/students Educators/academics Prison/probation/judicial practitioners
Evidence and evaluation	Muslim Jewish Dialogue: positive feedback, successful transmitted into the different communities and might be supported by the ministry for integration and foreign affairs.
Sustainability and transferability	Muslim-Jewish dialogue project is already a transnational one, supported by Foundation for Ethnic Understanding.
Geographical scope	Austria and Germany
Start of the practice	Muslim Jewish Dialogue started at 2010.
Presented and discussed in RAN meeting	2014, January 30 th , Den Hague, Cities Conference on foreign fighters (discussed/mentioned during the different working groups) 2013, July, 8-9 th , Ljubljana, Slovenia, presented and discussed (Muslim Jewish Dialogue, anti-Semitism).
Relation to other EC initiatives	Member of EnoD (European Network of De-radicalisation)
Organisation	<ul style="list-style-type: none"> - NGO as part of a Network. - Not funded at the moment, except for wages paid for seminars and workshops on this matter. - Partially supported by being an employee at the University college of Linz as an expert on extremism and de-radicalisation and prevention.
Country of origin	Austria
Contact details	C/O DIAW, Mitisgasse 15/1/6-7 1140 Wien Austria Moussa Al-Hassan deradaustria@gmail.com , moussa@gmx.at (+43) 664 75 000 671

	<p>www.euisa.eu and www.derad.at and www.derad.org (Germany) and https://www.facebook.com/mjdaustriagermany</p> <p>University college: http://www.phdl.at/institute/zimt/team/</p> <p>University Krems: http://www.donau-uni.ac.at/de/studium/neo-salafistischer-islamismus/index.php</p>
Last update	2016 and before

Name of the practice	<i>HINDSIGHT</i>
Description	This is a multimedia product designed to bring together key partners from agencies that work within Prevent. It supports partners to identify early intervention opportunities to safeguard individuals who may be vulnerable to any form of extremism. The product uses a scenario based on a fictitious character and the interactions he has with different multi-agency front line practitioners during his journey towards extremism.
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Authorities Educators/academics Health practitioners
Deliverables	Training modules, DVD and linked workbooks. Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. All facilitators have to receive training. The exercise can be delivered by front line sector.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Hindsight event is evaluated by regional Prevent teams
Sustainability and transferability	Benefits Hindsight has been shown to give partners confidence to discuss issues around sharing information, understanding vulnerability and risk management.
Geographical scope	Across England Wales
Start of the practice	Since 2010 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM)). NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force. Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	<i>Bachelor and Graduate</i>
Description	<p>Operation Bachelor and Operation Graduate are two discussion exercises developed by the ACPO Prevent Delivery Unit to help the police engage with representatives from the further and higher education sector. In addition the exercises will help increase awareness of the Prevent strategy and develop relationships between the police, students and staff.</p> <p>The exercises both use a short film to set the scene and initiate debate amongst participants about what affects the safety and security of students. Links are made between personal safety and the security of the UK, and participants are asked to consider ways in which vulnerabilities should be referred.</p>
Approach	<p>Training for first line practitioners Creating CVE infrastructure</p>
Target audience	<p>Authorities Educators/academics Youth/pupils/students</p>
Deliverables	<p>Scenario exercises have been developed for these products which include; extremist leaflets found on campus; extremist student society created on campus, raised student tensions as a result of hate crimes; extremist speakers visiting the university and a student who is suspected of viewing terrorist material online. A series of leaflets have been created to assist the discussions.</p> <p>Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by university staff.</p>
Evidence and evaluation	<p>Each delivery is quality assured by trained facilitators in Prevent. Each Bachelor and Graduate event is evaluated by regional Prevent teams</p>
Sustainability and transferability	<p>Bachelor and Graduate aim to:</p> <ul style="list-style-type: none"> • Build awareness of the identification and response to vulnerability and radicalisation in a university context • Encourages participants to create a University Independent Advisory group (IAG)
Geographical scope	Across England Wales
Start of the practice	Since 2010 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	<p><i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i></p> <p><i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i></p>

	<i>Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	<i>Internet Safety Toolkit</i>
Description	The Internet Safety Toolkit is a series of engaging films and animations for young people, which includes advice for parents, teachers and guardians around safeguarding principles. The toolkit aims to provide awareness of the dangers posed to young people from those who seek to exploit their vulnerabilities via the Internet.
Approach	Training for first line practitioners Community engagement/empowerment
Target audience	First responders or practitioners Youth/pupils/students Families
Deliverables	Training modules, DVD Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. All facilitators have to receive training. The exercise can be delivered by front line sector.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each delivery of material from the toolkit is evaluated by regional Prevent teams
Sustainability and transferability	The toolkit has been shown to give partners confidence to discuss issues around the Internet with a range of audiences but particularly young people.
Geographical scope	Across England Wales
Start of the practice	Since 2012 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i> <i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i> <i>Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	<i>Improving Security by Democratic Participation (ISDEP)</i>
Description	<p>ISDEP is a 2 1/2 year project based on the EU Commission's Prevent strand of the Counter Terrorism Strategy. Developed in partnership with eight EU Member States, this pioneering training programme is the first of its kind designed to offer consistency and increase awareness of counter radicalisation for frontline practitioners across Europe. ISDEP has developed a training package which will equip front-line practitioners in institutions dealing with vulnerable individuals to recognise, prevent and respond to all forms of radicalisation.</p> <p>The ISDEP training programme will be supported by a comprehensive visual and interactive based e-learning programme. This training platform will be freely accessible over the Internet to front line practitioners in 7 European languages.</p>
Approach	<p>Training for first line practitioners Creating CVE infrastructure</p>
Target audience	<p>First responders or practitioners General public Online</p>
Deliverables	<p>There are 10 training modules consisting of numerous interactive exercises and videos. All supported by comprehensive facilitator note. The material has been adapted and translated into 7 languages. There will be an e-learning package.</p>
Evidence and evaluation	<p>Evaluation completed following initial training to trainers from 8 member states across four work sectors of Higher Education, Law Enforcement, Prison & Probation and NGO/Voluntary was extremely positive. As a consequence the material is being adapted and delivered across all 8 member states in each of the work sectors. Training delivered to 100 UK multi-agency Prevent practitioners was again very favourably received.</p> <p>Independent evaluation is built into the project and this is ongoing at present. Results will be available in May 2015.</p>
Sustainability and transferability	<p>The materials are free of charge. Familiarisation and training with the materials is required but at nil cost.</p>
Geographical scope	<p>Currently being delivered across 8 EU member states: UK, Sweden, Italy, Bulgaria, Czech Republic, Germany, Belgium & Netherlands</p>
Start of the practice	<p>ISDEP project commenced December 2012 with first training delivered in January 2014.</p>
Presented and discussed in RAN meeting	<p>Presented at RAN POL meeting, Zagreb - October 2014 Presented at RAN P&P meeting Bucharest - April 2014 Elements of ISDEP utilised within Radar DNA training</p>
Relation to other EC initiatives	<p>None</p>

Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM)) NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force. Financing: This project is EU funded from ISEC</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	ACT NOW
Description	This is a table-top exercise centred on a hypothetical counter terrorism scenario which stimulates debate around the sensitive subject of terrorism. Decisions taken by the participants will shape the way the incident is investigated. ACT NOW gives an insight into how agencies and communities can work together to defeat terrorism. There are a number of versions of ACT NOW that include a scenario that is based on an extreme right wing incident and one which focuses on a scenario that is based on a college campus.
Approach	Community engagement/empowerment Training for first line practitioners
Target audience	Local Community Organisations/NGOs First responders or practitioners Law enforcement officers
Deliverables	Training modules, DVD and linked workbooks Delivery and cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by ACPO Prevent Delivery Unit with support from local Prevent leads
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Act Now event is evaluated by regional Prevent teams.
Sustainability and transferability	ACT NOW is an accessible product for police and education partners to use to facilitate a discussion of Prevent issues with people from different communities, faiths and cultures. It places under the spotlight the procedures and thought processes involved in arriving
Geographical scope	Across England Wales and Scotland
Start of the practice	Since 2008 developed by Lancashire Constabulary and managed nationally by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN Pol meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i> <i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police forces.</i> <i>Financing: Neither this organisation or activity is funded by the EU Commission.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8 th Floor 10 Victoria Street London, SW1H 0NN

	United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	DELTA
Description	Delta is a community multi-media exercise developed by Somali community groups for the Somali community in the United Kingdom. Delta follows Saeed, a young Somali boy who grows up in a Western society and is faced with the dilemmas of a diaspora society trying to come to terms with integration and inclusion, whilst retaining their cultural values. The exercise allows members of the Somalia diaspora to discuss the issues faced by Saeed and come up with practical solutions that can support other young people to build personal resilience against extremist ideology. The exercise also highlights the positive contribution already made by the Somali community in the UK.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	Local Community Organisations/NGOs General public Youth/pupils/students
Deliverables	Training modules, DVD and linked workbooks. Delivery and cost Free, excluding venue and provisions. Delta is best delivered by community representatives or agency leads with support from community representatives. Training on the delivery of this product is required and provided at no extra cost. It is strongly recommended that delivery should be undertaken by facilitators who have an in-depth understanding of the UK Somalia diaspora.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Delta event is evaluated by regional Prevent teams.
Sustainability and transferability	Benefits Whilst this initiative responds to key issues around Prevent for Somali communities it is designed to reflect wider issues around identity, cultural support and criminality. It has been developed in a narrative style designed to appeal to persons from a Somali background and there is a version which has been narrated in Somali.
Geographical scope	Across England Wales
Start of the practice	Since 2012 developed by ACPO(TAM)/NCTPHQ in partnership with UK Somali communities.
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i> <i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i>

	<i>Financing: Delta is financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8 th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	NICOLE
Description	This is a DVD table-top exercise which aims to break down barriers between the police and Muslim communities by providing an understanding of how police counter terrorism operations work. The decision making process is assisted by a number of national experts in the field of counter terrorism investigations, and from critical partners including Senior Investigating Officers (SIOs) from counter terrorism units.
Approach	Community engagement/empowerment
Target audience	Local Community Organisations/NGOs General public Law enforcement officers
Deliverables	Free, excluding venue and provisions. Training is also provided at no cost. All facilitators have to receive training. The exercise can be delivered by police.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each NICOLE event is evaluated by regional Prevent teams
Sustainability and transferability	To engage community groups in thought and debate about extremism in a policing context and to dispel some of the myths that exist in respect of counter terrorism operations. Police officers are also able to see the impact that such operations have on diverse communities.
Geographical scope	Across England Wales
Start of the practice	Since 2009 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i> <i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i> <i>Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8 th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	PATHWAYS
Description	Pathways is a DVD based drama which aims to explore extremist narratives from different perspectives. Interweaving characters from the same communities and exploring different faiths and ideologies, the story focuses on how young people can be coerced into terrorist activity. This short film follows the unfolding parallel stories of two characters being drawn into extremism, one towards the far right and the other towards Islamist extremism.
Approach	Community engagement/empowerment Educating young people
Target audience	Educators/academics General public Youth/pupils/students
Deliverables	Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by university staff. Linked lesson plans.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Pathways event is evaluated by regional Prevent teams
Geographical scope	Across England Wales
Start of the practice	Since 2012 developed by ACPO (tam)
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the London event in December 2013.
Relation to other EC initiatives	None
Organisation	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i> <i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i> <i>Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8 th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	<i>Archer</i>
Description	Archer is a consequence management exercise designed to bring together key strategic partners to help them improve their understanding and communication in the wake of a spontaneous counter terrorism arrest. It uses a backdrop of a number of issues such as hate crime, key national events and national demonstrations.
Approach	Creating CVE infrastructure
Target audience	Authorities Local Community Organisations/NGOs Health practitioners
Deliverables	Training modules, DVD and linked workbooks.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Archer event is evaluated by regional Prevent teams.
Sustainability and transferability	Archer explores the wide ranging and long term detrimental impact that counter terrorism operations can have on communities if not managed effectively. It plays a great deal of emphasis on media messages and social media in the run up to high profile events. Delivery and cost: Free, excluding venue and provisions. Training is also provided at no cost. Delivered by ACPO Prevent Delivery Unit with support from local Prevent leads.
Geographical scope	Across England Wales and Scotland.
Start of the practice	Since 2010 - based on a concept from Lancashire Constabulary and developed into a national product by ACPO(TAM)/NCTPHQ.
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	<i>The National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO (TAM)) is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police forces. They are financed by central government Counter-Terrorism funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8 th Floor Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Last update	2016 and before
-------------	-----------------

Name of the practice	Conviction
Description	This is a 30 minute thought provoking DVD produced by the UK Southwest Counter Terrorism Unit. Conviction is designed for first line staff from partnership agencies and gives an overview of a real life case study based on the convicted terrorist Andrew (Isa) Ibrahim. Using a real life case study the exercise allows partners to understand the vulnerabilities Ibrahim presented before being arrested.
Approach	Community engagement/empowerment Educating young people
Target audience	First responders or practitioners Local Community Organisations/NGOs Youth/pupils/students
Deliverables	N/A
Evidence and evaluation	The product has been evaluated with focus groups initially and then by monitoring data received centrally. There is an evaluation template that facilitators are able to use to monitor delivery and feedback locally.
Sustainability and transferability	There are no costs.
Geographical scope	National and International
Start of the practice	2010
Presented and discussed in RAN meeting	RAN Pol Study visit in London in December 2013
Relation to other EC initiatives	None
Organisation	<i>Office of the National Coordinator Prevent, National Counter Terrorism Policing Headquarters.</i> http://www.acpo.police.uk/ <i>UK Southwest Counter Terrorism Unit</i> <i>The Home office</i> <i>Conviction was financed ACPO/OSCT. ACPO/OSCT funded Avon and Somerset Police who have the rights to the film</i>
Country of origin	United Kingdom
Contact details	1 st Floor, 10 Victoria Street SW1H 0NN London United Kingdom prevent@acpo.pnn.police.uk convictionfilm@avonandsomerset.police.uk

	(+44) 020 7084 8950 http://www.acpo.police.uk/ www.convictionfilm.co.uk/
Last update	2016 and before

Name of the practice	Omagh Support & Self Help Group
Description	<p>The group's overall aim is:</p> <ul style="list-style-type: none"> • to improve the wellbeing/quality of life for victims of terrorism, • to support the re-integration into the community of victims of terrorism. • to raise awareness of the effect of radicalisation • to prevent terrorism and radicalisation • to raise awareness of the needs and experiences of victims and survivors <p>The organisation regularly conducts educational seminars to students and peace researchers on the impacts of terrorism and affects on victims and survivors or radical activity worldwide. We contribute to policy and practices within the Northern Ireland Commission of Victims and survivors and we engage with the British and Irish government at the highest level on victims issues including policy and legislation. We have published a guide for victims and have been involved in many storytelling projects to raise awareness of the impacts of radicalisation. We held a victim's conference in Omagh in 2012 titled 'Lessons Learnt'. The conference brought together professionals in first line support services to share their experiences and pass on the lessons they have learnt. We have participated in many projects to highlight the impacts of terrorism over the years with a view of changing perspectives. We are in the process of developing an anti radical schools package to engage with young people and deter them from the destruction of violence.</p>
Approach	Community engagement/empowerment Educating young people
Target audience	Youth/pupils/students Victims of terrorism
Deliverables	Over the 16 years we have produced many booklets, training aids, and educational seminars on victim's issues and we recently participated in the project Victim's counter-terrorism gathering: The voice of the survivors against radicalisation.
Evidence and evaluation	<p>We also routinely evaluate our local services and have found that overall our programmes brings people together of different religiously and cultural background in a safe environment. Over 80% of participants/members have reported that it has reduced levels of anxiety and fear and over 60% have agreed that built confidence. We measure our performance on the results we produce such as placing Real IRA on the foreign terrorist which we campaigned for a number of years and removing IRA merchandising off Amazons website. We were successful in a judgement against 4 named individuals who we believed perpetrated the Omagh bomb. It was the first action of its kind anywhere in the world where the victims of terrorism took the perpetrators to court. We currently have been successful in our preliminary stage of judicially reviewing the secretary of state's decision not to grant a public inquiry into the Omagh bomb. We commissioned a piece of research into the circumstances of the Omagh bomb which we collaborated on that</p>

	has acquired substantial interest and has advanced truth and justice issues into the Omagh bomb.
Sustainability and transferability	Currently the Group is core funded by the Victims and Survivors Service of Northern Ireland. Although for some projects we do obtain funding from other sources such as the local council, Peace III, Big Lottery, Lloyds TSB and other locally available funding sources. OSSHG actively fundraises for itself and hosts at least two large fundraising events during the year which includes a craft fair, fashion show and pub quiz. In addition to these events, OSSHG holds around six street collections a year and one to three bag packing fundraisers. We also have a charity shop which generally supports the members in volunteering and excluding social isolation and generates much needed funds for the Group. We have also be fortunate to have be bequeathed funds from deceased members of the community and generally statically look ahead to secure funding beyond the completion of projects.
Geographical scope	We practice in Northern Ireland however we offer services throughout the Island of Ireland and maintain close relations with victims throughout Europe, Middle east, Australia and USA.
Start of the practice	The support Group was established in the aftermath of the 1998 Omagh bomb in September of 1998.
Presented and discussed in RAN meeting	RAN Working Group voice of victims of terrorism (VVT) 'Victims and Media', Berlin November 25 th -26 th 2014
Relation to other EC initiatives	We have worked with a number of EC initiatives over the years such as NAVT Network Association of Victims of Terrorism, (AVE) Against Violent Extremism, IFAVT, as well as various victims support organisations directly delivering services throughout Europe.
Organisation	<p><i>Omagh Support & Self Help Group (OSSHG) was founded in the aftermath of the Omagh Bomb in August 1998 to act as a source of support and solace for those adversely affected. Widely acknowledged as the worst single act of terrorism in the last 30 years, on Saturday 15th August 1998 at 3.10pm a car bomb exploded in Omagh, County Tyrone, killing 29 people plus two unborn children, and physically injuring over 200 others. The victims group has expanded to incorporate victims and survivors of terrorism from other atrocities and incidents throughout the world.</i></p> <p><i>"Our mission is to promote, advocate for, and address the needs of victims of terrorism. In this respect, we are expressly committed to addressing the practical needs of those impacted by terrorist activity."</i></p> <p><i>The group's current objectives are:</i></p> <ul style="list-style-type: none"> • <i>Relief of poverty, sickness, disability of victims;</i> • <i>Advancement of education and protection;</i> • <i>Raising awareness of needs and experiences of victims</i> • <i>Raising awareness of the effects of terrorism;</i> • <i>Welfare rights advice and information;</i> • <i>To support truth and Justice for victims of terrorism;</i> • <i>Improving conditions of life for victims.</i>
Country of origin	Northern Ireland, UK

Contact details	Bridge Centre, 5A Holmview Avenue, Omagh, Co. Tyrone BT79 0AQ Cat Wilkinson United Kingdom (+44) 28 82259877 www.omaghbomb.co.uk
Last update	2016 and before

Name of the practice	<i>Workshop to Raise Awareness of Prevent (WRAP)</i>
Description	<p>WRAP is an hour-long, interactive, facilitated workshop based on video content, aimed at frontline staff.</p> <p>The workshop aims to:</p> <ul style="list-style-type: none"> - increase their awareness and understanding of the Prevent agenda and their role within it; - enhance their ability to recognise potentially vulnerable individuals who may be at risk of radicalisation; - explain how to share concerns leading to a common sense-based response offering support and intervention for vulnerable people; - provide a clear picture of existing risks and threats, both nationally and at local level; - boost their knowledge and confidence to discuss grievances; - raise awareness of key issues as well as means of managing these issues by all agencies, so as to keep citizens safe and prevent terrorist activity; - increase the agency's capacity to prevent violent extremism.
Approach	<p>Training for first line practitioners</p> <p>Delivering alternative narratives</p>
Target audience	<p>First responders or practitioners</p> <p>Educators/academics</p> <p>Health practitioners</p>
Deliverables	<p>The interactive, facilitated workshop uses video content, which is accompanied by a feedback form for the trainer and the delegates.</p>
Evidence and evaluation	<p>WRAP 3 recognises the role of the community in building resilience and connections. Together, WRAP and Channel support the safeguarding processes.</p> <p>The WRAP workshop is regularly revised and updated, to reflect emerging issues and thereby improve the understanding of Prevent amongst the public sector and the community.</p>
Sustainability and transferability	<p>Individuals use the service free of charge, as do local facilitators across the public sector (tailored to meet the needs of the public).</p>
Geographical scope	<p>England, Scotland and Wales</p>
Start of the practice	<p>Introduced to the public in 2007 and revised in 2009 and 2014</p>
Presented and discussed in RAN meeting	<p>Prevent Working Group 2014</p>
Linked to other EU initiatives or EU funding	<p>None</p>
Organisation	<p>Home Office (Government Department)</p> <p>Office for Security and Counter-Terrorism (OSCT)</p>
Country of origin	<p>United Kingdom</p>

Contact details	Email: Prevent.Training@homeoffice.x.gsi.gov.uk
Last update	2018

Name of the practice	<i>Disengagement and Critical Aftercare</i>
Description	<p>For national security-related reasons, PET is paying great attention to individuals returning to Denmark from international war zones like Syria or Iraq. As a part of our broader range of preventive efforts PET coordinates and collaborates with the police and the municipality to re-establish their ties to the Danish society.</p> <p>As part of the Danish Preventive Model for countering radicalisation and violent extremism, PET facilitates, supports and coordinates the activities related to the National Critical Aftercare. Though the practice applies to all individuals on a path toward violent extremism, it has been tailored toward Danish foreign fighters.</p> <p>By training and cooperating with authorities within the Danish crime preventive structures, PET are working closely with the National Police, Social services, Prison and Probation Service and the psychiatric system, supporting a local preventive approach to Foreign Fighters.</p> <p>The aim is to reduce the risk from returning foreign fighters who may have acquired the will and capacity to carry out terror-related offenses in Denmark, including acts of violence, as a consequence of newly adopted networks, abilities to handle weapons and, not least, traumas resulting from their experiences and actions in Syria, Iraq or elsewhere.</p> <p>The particular practice of Disengagement and Critical Aftercare is comprised of two closely coordinated sets of activities that are aimed at pulling foreign fighters away from a path of violent extremism:</p> <ol style="list-style-type: none"> 1. Disengagement-talks initiated by PET or specially trained police officers in the police districts; 2. Capacity building and advising critical aftercare centers at municipal level, including on casework. <p>In order to minimize the threat of attacks committed by violent extremists, the Centre for Prevention initiates disengagement talks and assists the provision of critical aftercare services that are anchored in the national police districts (called Info houses) and supported by the local municipalities.</p>
Approach	Exit strategies Creating CVE infrastructure
Target audience	Violent extremists Formers Youth/pupils/students
Sustainability and transferability	<p>The Danish practice of ‘disengagement and critical aftercare’ rests on a social and crime-preventive structure that in large parts is unique to the Danish society. Institutionally, the practice is incorporated in the national social and law enforcement authorities and therefore highly sustainable.</p> <p>A transferal would probably require that the practice is reengineered and customised to fit the local settings. The practice is in many ways flexible and has been implemented with some variations in the different police districts, but taken as a whole it</p>

	<p>requires a high degree of cross-sectorial and -institutional cooperation (i.e. between the security and intelligence service, national police districts and county-based social and psychiatric service providers). The methods, tools and techniques employed in the practice could be transferred to almost any country or institution dealing with violent extremists. And component parts of the practice are also directly transferrable to similar institutions (e.g. agency-to-agency transferal) in other countries.</p> <p>PET have assisted the transfer and tailoring of large parts of the practice to Kenya in an agency-to-agency partnership with the Kenyan National Counter Terrorism Centre.</p>
Geographical scope	<p>The practice is an integral part of the national Danish preventive structure and thus implemented nation-wide, i.e. in all twelve National Police Districts and centrally in PET's Centre for Prevention.</p>
Start of the practice	<p>The practice has evolved over the last eight years and a fully integrated part of the national Danish preventive structure for about five years.</p> <p>The practice was reengineered in response to the outbreak of violent conflict in Syria and Iraq and tailored trainings to handle returning foreign fighters was initiated in June 2013.</p> <p>The practice targeting radicalisation and violent extremism is an add-on to existing crime preventive structures and practices that constitute the framework of the Danish Model.</p>
Presented and discussed in RAN meeting	<p>The practice was presented (in its early stages) at the RAN INT/EXT Foreign Fighters: Working with Individuals, Families and Communities Before, During and After Travel - 16-17 September 2013 at the Seminar in Antwerp.</p>
Organisation	<p><i>In its role as national security authority, the Danish Security and Intelligence Service (PET) is responsible for identifying, preventing and countering threats to freedom, democracy and safety in the Danish society. This applies to threats in Denmark, as well as threats targeted at Danish nationals and Danish interests abroad. PET's Centre for Prevention is responsible for preventing threats emanating from radicalisation and violent extremism, including disengagement and critical aftercare services as described in this document.</i></p>
Country of origin	Denmark
Contact details	<p>Politiets Efterretningstjeneste Klausdalsbrovej 1 2860 Søborg Denmark</p> <p>www.pet.dk</p>
Last update	2016 and before

Name of the practice	<i>Turulpata Facebook page - Ridiculing the Radical</i>
Description	<p>The extreme right makes very efficient use of the Internet – and social media tools in particular – to promote its ideology and worldview. The far right thrives on provocation, which gives it the image of an honest, revolutionary and ‘frightful’ force. Demonisation and stigmatisation of the far-right backfire in the long run.</p> <p>The practice ‘Ridiculing the Radical’ is based on the assumption that making far-right ideas the object of ridicule is a much more effective strategy. The far right’s simplistic, bombastic and single-minded ideology offers an excellent target for such treatment.</p> <p>The Turulpata Facebook page aims to prevent and counter radicalisation by reducing both the attractiveness of extreme right ideology and the receptivity of youngsters to ideas of the extreme right. The project’s target groups are potential future voters and supporters of far-right political movements.</p> <p>Turulpata is a fictitious settlement inhabited and led by far-right-leaning individuals in Hungary. Posts on the Turulpata Facebook page reflect on current issues of Hungarian domestic politics, popular beliefs, sports and hobbies prevalent in the far right, and emblematic figures of the far right.</p>
Approach	Counter narratives and alternative narratives Exit strategies
Target audience	Youth/pupils/students General public Online
Deliverables	Posts on the Turulpata Facebook page include photos, modified ads, leaflets, posters, memes and videos. Posts are usually based on the contents of far right media, placed in a ridiculous context.
Evidence and evaluation	At the time of writing, the Turulpata Facebook page has 9 162 followers. The reach of posts with ridiculing modified pictures and texts ranges between 3 000 and 26 600. Such posts gain several hundred likes. Some 77 % of the Turulpata Facebook page’s followers are aged between 18 and 44.
Sustainability and transferability	The practice is highly sustainable and transferable, since it does not require many resources. Creative specialists with experience in image editing are required to publish fresh content on the page and keep it updated. The page’s identity and the content published on it should be based on the local knowledge and context (e.g. name of the Facebook page, current news and topics, far-right actors, popular beliefs).
Geographical scope	Hungary
Start of the practice	The practice was developed in the early months of 2013, and the Facebook page was launched on 16 April 2013.

Presented and discussed in RAN meeting	RAN PREVENT meeting in Barcelona, 26-27 June 2014
Linked to other EU initiatives or EU funding	No
Organisation	<i>The practice is implemented by Political Capital Institute Ltd. (Hungary) a policy research and consulting institute with a decade's experience in research on conspiracy theories, right-wing extremism and prejudices.</i>
Country of origin	Hungary
Contact details	<p>Montevideo street 2/c, 2nd stairwell, 2nd floor 1037 Budapest Hungary</p> <p>Péter Krekó, director kreko@politicalcapital.hu</p> <p>+36 14306699</p> <p>https://www.facebook.com/Turulpata</p>
Last update	2017

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>RAN 'Train the trainer' programme</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>The one-day Awareness and Actions Workshop held by RAN TAS (predecessor of RAN Centre of Excellence) was designed to provide awareness training to Member States who need to reach out to different actors. This interactive workshop held via YouTube involves voting cards and several exercises based on real-life case situations. As exchange between participants is key, a diverse group in terms of different types of professionals adds value.</p> <p>The one-day workshop is being remodelled into to a two-day 'train the trainer' programme. On day one, trainee participants attend the workshop. On day two, they are offered support in building their own workshop, using RAN materials.</p> <p>Since the workshop is a robust, basic awareness programme, trainee participants don't have to be experienced trainers; they can be facilitators who feel comfortable leading a session in front of a group of colleagues or network partners.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Training</p> <p>Formal/informal education</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>First responders or practitioners</p> <p>Law enforcement officers</p> <p>Educators / Academics</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The 'train the trainer' programme was run in Austria, the Czech Republic, Greece, Hungary, Latvia, Malta, the Netherlands, Norway, Poland, Portugal, Romania (twice), Slovenia and Spain. Further training is scheduled in Ireland, Germany and Luxemburg.</p>
<p>Start of the practice</p>	<p>Starting year: 2014</p>

<p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>The 'train the trainer' programme and materials were developed in the summer of 2014, and in April 2015 it was first run (Spain).</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>The training materials in the 'train the trainer' programme are in English and German, and may be translated for the hosting country. The materials are a PowerPoint, short movies and exercise materials.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>The 'train the trainer' programme was delivered 10 times in mixed groups in a Member State. In the event, it became evident that the framing of radicalisation in terms of vulnerable people, 'us and them' processes and the supply/demand model were helping find a common language and pictures of the challenges at hand. The models used were considered helpful when reaching out to others on the complex issue of radicalisation.</p> <p>On the second day, participants are offered an opportunity to design their own awareness workshops, using the materials they have been introduced to.</p> <p>In September 2016, the training material was reviewed during a workshop for Member States working with the material. Small revisions were made and two new 'building blocks' were added: polarisation and lone actors.</p> <p>In 2018, the training material was updated, as its examples were very much focused on the foreign fighter phenomenon, which is not as common presently. New exercises deal with domestic/homegrown extremism.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The developed materials are generic, in PowerPoint and Word, i.e. easily updated. Because of the interactive nature of the two-day programme, it can be based on local context, the group and recent events.</p> <p>After having completed day two of the 'train the trainer' programme, the materials are handed over to the participants.</p>

<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Expert session</p> <p>Date: March 2014</p> <p>Place: London</p> <p>Subject:</p> <p>Name: RAN P&P. Date: October 2014. Place: Bucharest.</p> <p>Name: RAN POL. Date: October 2014. Place: Zagreb.</p> <p>Name: RAN POL. Date: March 2015. Place: Madrid.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>Some materials were taken from the Improving Security by Democratic Participation (ISDEP) project training, funded by the programme Prevention of and Fight against Crime (ISEC).</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>RAN Centre of Excellence, in cooperation with experienced trainers of the RAN expert pool</p> <p>Type of Organisation: Other</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Netherlands</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>

<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Click or tap here to enter text. Contact person: Steven Lenos Email: s.lenos@radaradvies.nl Telephone: +31 651091741 Website: http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/</p>
<p>Last update text (year)</p>	<p>2018</p>

Name of the practice	Restoring Relation Project (RRP): Addressing Hate Crime through Restorative Justice
Description	RRP was a three year multi-agency partnership project operating within and across deprived urban areas of Southwark and Lambeth in London. RRP worked with white right wing extremists and individuals and groups involved in perpetrating low level racial harassment. By working across project partners, including police, housing, education, the project worked by bringing together both victims and perpetrators to repair harm, seek reparation and build community relations.
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Formers Victims of terrorism
Deliverables	Training was delivered on Race hate crime, restorative justice and multi-agency partnership training to 45 London based organisations (I need to check for a training module).
Evidence and evaluation	Data was collected from victims on the number of repeat episodes of victimisation. Narrative accounts were also collected from those who had perpetrated incidents of harm and those harmed. One report on international evidence based and a report on practices and applicability.
Sustainability and transferability	<p>The practice was not transferred by ROTA to other parts of the UK or to other countries to our knowledge. Similar practices have existed elsewhere for other forms of hate crime.</p> <p>Where organisations operate at a community level and are embedded within that community there is a foundation for aspects of the project to be transferable.</p> <p>In case of a range of organisations that provide other elements of support there is great potential for further components of the model to be transferred (particularly identification and monitoring through housing associations).</p> <p>Aspects of the model have operated in the London borough of Newham on a largely voluntary basis pointing towards a high degree of sustainability. Notwithstanding, for consistency the post of a professional with mediation/conflict resolution skills or that of a coordinator if the aforementioned skills lie elsewhere is necessary.</p>
Geographical scope	London Boroughs of Southwark and Lambeth
Start of the practice	Sept 2006 - June 2009
Presented and discussed in RAN meeting	It has not been presented but examples have been used at various meetings to inform pertinent discussions.

Relation to other EC initiatives	None
Organisation	<p><i>Race on the Agenda (ROTA) is a social action and research organisation which operates to address racial inequality working in London.</i></p> <p><i>ROTA is a charity and company limited by guarantee. Historically funded by a mixture of funders including a regional London pot, trust funders and central government. We are presently funded as part of an online hate crime project by the EU.</i></p>
Country of origin	United Kingdom
Contact details	<p>Race on the Agenda Resource for London 356 Holloway Road London N7 6PA United Kingdom</p> <p>Anthony Salla Anthony@rota.org.uk</p> <p>(+44) 20 7697 4093</p> <p>www.rota.org.uk</p>
Last update	2016 and before

Name of the practice	<i>Monitoring Hate Crime against Roma with mentors</i>
Description	<p>Monitoring and support based on the ability of Roma mentors to approach the Roma victims of hate motivated incidents, to gain their trust and efficiently link them with relevant professionals, who provide expert services (legal, support, psychological support etc.) in order to prevent reciprocal radicalisation and reciprocal hate crime as a reaction to the attack.</p> <p>Monitoring of hate crime incidents against members of Roma minority, using the web of Roma mentors and Roma City Police Assistants, trained laymen from the same community. Monitoring itself is connected with (or even conditioned by) providing of Roma Mentoring, the program focused on increasing the efficiency of alternative sentences among offenders from Roma minority and making them more resilient against committing hate crime acts of retribution/retaliation.</p> <p>Roma mentors contact reporting persons (victims of hate motivated incidents). Due to their ethnic and cultural closeness to the clients and detailed knowledge of Roma community, they have high ability to approach the clients and gain their confidence.</p> <p>Roma mentors report the cases to coordinator who (with eventual help of legal experts) classify the type of the case. Part of the regional coordinator´s work is the field work with mentors, meeting the victims and/or witnesses.</p> <p>Depending on the type of the case they are linked to partner organisation (In IUSTITIA) who provides legal support to victims of hate crimes. If the reporting person doesn´t require legal support or if the incident is not qualified as hate crime, regional coordinator provides basic support of victims and/or reporting persons, and possibly links them to other organisations providing support services or counselling. Eventually, regional coordinator also communicates with other members of local community in order to prevent situations leading to hate-motivated incidents.</p> <p>The mentors can offer accompanying the victims after the agreement with In IUSTITIA (e.g. to accompany victim to meet In IUSTITIA counsellor or state institutions).</p>
Approach	Community engagement/empowerment Exit strategies
Target audience	Victims of terrorism First responders or practitioners Local Community Organisation/NGOs
Deliverables	Handbook for hate crime monitoring and victim support in the context of Roma mentoring http://www.rubikoncentrum.cz/download/prirucka%20pro%20mentory.pdf Study on the transferability to other regions of the Czech Republic http://www.rubikoncentrum.cz/download/studie%20transferability_fin.pdf Both documents are in Czech.
Evidence and evaluation	During the project, 31 Roma mentors including 5 City Police Roma assistants were trained in monitoring of hate motivated incidents.

	<p>They reported there were 74 hate-motivated incidents reported by Roma mentors in Ústí region: 23 violent attacks (with different intensity) 36 cases of hate speech, verbal assaults 15 cases of discrimination</p> <p>Results contributed to increasing the awareness of hate crime issue in Ústí Region. In particular cases, mentors in cooperation with regional coordinator and/or IN IUSTITIA and other cooperating organisation helped the victims of hate motivated incidents to deal with their difficult situation. Roma mentors and City Police assistants gain knowledge hate crime topic and its legal frame and they will be able to use this knowledge during their work in the field in the future. Due to tight cooperation with Probation and Mediation Service, City Police and other governmental institutions and due to meetings of multi-teams for victims, the project helped to increase awareness about hate crime among representatives of state institutions.</p> <p>Support and counselling were very appreciated by the victims of the hate motivated incidents, in most of the cases they did not want any legal or other assistance, but they really appreciated the opportunity to talk to someone about what happened to them.</p> <p>Activities of Roma mentors help to reduce tension in the Roma community and in the local society and to prevent hate motivated incidents. Regarding to this is very promising linking of hate crime monitoring with activities of Roma City Police assistants, who can efficiently prevent escalation of such hate motivated incidents (as it happened i. g. in excluded locality Boletice in Děčín).</p>
Sustainability and transferability	<p>Although RUBIKON Centrum was not able to secure follow-on financing for hate crime monitoring from other governmental or non-governmental resources, we are continuing in providing Roma Mentoring service. The concept of training of Roma mentors to monitor hate motivate incidents in the community can be transferred to other regions or communities.</p>
Geographical scope	<p>Czech Republic, Ústí Region, Cities: Děčín, Chomutov, Most, Rumburk, Varnsdorf, Mikulášovice, Jiříkov, Krásná Lípa, Šluknov, and Křečany.</p>
Start of the practice	<p>1 February 2011 through 1 November 2013</p>
Presented and discussed in RAN meeting	<p>RAN Derad 3-5 June 2012, Stockholm RAN Derad 9-11 October 2012, Barcelona</p>
Relation to other EC initiatives	<p>We were in contact with EnoD (European Network of De-radicalisation)</p>
Organisation	<p><i>RUBIKON Center is a non-profit NGO from the Czech Republic, established in 1994. We have more than 20 years experience in the field of crime prevention and effective dealing with the consequences of crime. Our activities are aimed at the reintegration of people with criminal past back into society and reducing their recidivism. We cooperate with the state institutions (such as Probation and Mediation Service and Prison Service of the Czech Republic) and provide our services in the prisons and after release.</i></p> <p><i>Services we provide:</i></p>

	<ul style="list-style-type: none"> • <i>Programs to Increase Employment: Job Counselling; Reintegration Mentoring; Motivation Programs; Requalification Courses; Recruitment Agency RUBIKON</i> • <i>Programs to Solve Debts: Debt Counselling; Trainings for Financial Literacy and Debt Resolution</i> • <i>Programs to Increase the Effectiveness of Alternative Sentences: Roma Mentoring; Probation Programs for Juveniles</i> <p><i>Target groups:</i></p> <ul style="list-style-type: none"> • <i>People with the criminal past and after release from prison.</i> • <i>Roma from socially excluded localities</i> • <i>Juvenile offenders.</i> <p><i>Our projects are mostly supported by EU funds (European Social Fund). We also receive financial support from the state budget and municipalities.</i></p>
Country of origin	Czech Republic
Contact details	<p>Korunní 880/101 130 00 Praha 3 Czech Republic</p> <p>Marek Demner demner@rubikoncentrum.cz</p> <p>(+420) 739 470 408</p> <p>www.rubikoncentrum.cz</p>
Last update	2019

Name of the practice	<p><i>SMN Hulplijn Radicalisering - SMN Radicalisation Helpline</i></p>
Description	<p>The SMN Radicalisation Helpline is an initiative set up by the Moroccan-Dutch Alliance (Samenwerkingsverband Marokkaanse Nederlanders (SMN)), aimed at the prevention of radicalisation. The SMN considers it important that the Moroccan community in the Netherlands be involved in tackling jihadi radicalisation. Its goal is to initiate dialogue on the subject, raise awareness and train local partners to recognise and prevent radicalisation among Dutch youth.</p> <p>Data show that approximately 75 % of all Dutch youngsters who left the country to fight in Iraq or Syria had a Moroccan background. As a representative of the Moroccan Dutch, the SMN considers it vital to address this problem within the Moroccan community. In 2014, the SMN introduced the Radicalisation Helpline: together with its partners, the helpline has played a key role in the prevention of radicalisation in the Netherlands.</p> <p>The helpline is part of a broader approach to raise radicalisation awareness among Moroccan-Dutch citizens and to strengthen resilience within this community. The helpline provides a crucial service: training key persons and community leaders to become trustworthy counsellors able to identify radicalisation (even in its earliest stages), supporting those in need and running information campaigns in communities and cities contending with radicalisation. In so doing, the SMN maintains good relations with local governmental organisations, non-governmental organisations (NGOs), schools, social workers, imams, mental health professionals and researchers in relevant fields.</p> <p>The SMN has helped local key persons, counsellors and community leaders offer face-to-face help to parents and family members who appeal to the helpline. The key persons will try to help families resolve their problems of (potential) radicalisation. Counsellors (usually volunteers) are trained to inform parents about possible next steps or solutions, provide emotional support, mediation and active referrals to appropriate agencies (the municipality, social workers, imams and psychological support), as well as communicate new results and information to local authorities and co-workers at SMN. During the information meetings for parents and families, counsellors explain how to recognise the first signs of radicalisation and indicate where to turn for further advice and support. Counsellors are also trained to refer individual cases to professional (mental) care professionals if necessary.</p> <p>The cases referred to the helpline usually have the following characteristics in common.</p> <ul style="list-style-type: none"> - Concerns about (signs of) radicalisation and behavioural changes. - Signs of (increased interest in) departure to war zones and/or armed conflicts abroad.

	<ul style="list-style-type: none"> - A child/family member who has travelled to join armed conflicts abroad. - A child/family member who has returned from a war zone after participating in a conflict and/or humanitarian mission. The helpline has recently seen an increase in this type of case. The collapse of Islamic State has resulted in an upsurge in foreign fighters returning home. Family members often feel concerned about how the authorities will deal with the return of their child. This situation calls for intensive help by specialised counsellors, which the helpline aims to provide. - A child/family member who has been killed in a war zone. <p>The helpline has received increased media attention, and various parties have shown interest in its activities. Schools, imams, professionals and researchers increasingly bring their questions on radicalisation and jihadism to the helpline. Although the SMN does its best to respond, its focus remains placed firmly on individual cases of radicalisation.</p> <p>The SMN considers it crucial that the privacy of those appealing to the helpline be protected. This is communicated to both help-seekers and partner organisations. The helpline aims to remain an independent ‘safe haven’ for those in need of support, and thus tries to limit governmental involvement.</p>
<p>Objectives</p>	<p>The main objectives of the helpline are summarised below.</p> <ul style="list-style-type: none"> - To support parents and family members of children who show signs of radicalisation, by putting them in contact with a counsellor based in their own environment and from their own community. - To raise awareness of (the dangers of) radicalisation, and increase public recognition of new initiatives strengthening resilience against radicalisation. - To share our knowledge with other communities, professionals and relevant parties, as well as exchange information with these partners and learn from their experiences. <p>Concerned parents who call us for help, support and mediation will initially speak with a helpline spokesperson. Depending on the type of request and/or the severity of the case, a counsellor is engaged. Counsellor interventions vary: they include both moderate cases (e.g.</p>

	<p>offering sympathy, emotional support and encouragement, providing information, advice or links to theologians or individuals with similar experiences (see the Platform Achterblijvers below) and more serious cases (possible necessitating referral to professional care institutions and other authorities). In the latter case, the SMN and its counsellors will never take such steps without the written consent of the help-seeker/parent. Any such counsellor intervention must be carried out in line with an operational protocol, which is based upon the national judicial framework. No personal details are shared with third parties without the informed consent of the help-seeker.</p>
<p>Results</p>	<p>Thanks to its helpline, the SMN has achieved the following.</p> <ul style="list-style-type: none"> - Trained more than 32 counsellors (volunteers), active in over 12 municipalities throughout the country. - Organised over 38 information meetings over the course of 2 years. In total, at least 2 028 parents have attended these meetings. - Launched and improved the website (see http://www.hulplijnradicalisering.nl/ online), which has had more than 13 000 unique visitors since 2015. - Produced a bilingual information brochure (in Dutch and Arabic): 2x5000 copies have been disseminated to professionals, police, social workers, schools, imams, and local authorities. - The helpline has dealt with over 600 help requests (between January 2015 and June 2017). Of these, 180 cases related to very serious cases of radicalisation, calling for counsellor intervention. - Provided information to policymakers, journalists and documentary makers. - Created the Platform Achterblijvers (Forum for Those that Stay Behind). This SMN-created network is for parents of children engaged with radicalisation or fighting abroad, or for parents coming to terms with the loss of a child in war. The SMN arranges private meetings for these parents, so they can share their story in a safe environment. Radicalisation is a very sensitive issue, especially for those who have been left behind, and it is useful for them to share their frustration, worries and sadness with other parents in the same situation.

	<ul style="list-style-type: none"> - Additionally, the SMN set up a website (see http://platform-achterblijvers.smn.nl online) to connect parents in comparable situations. - Published the Radicalisation Helpline Handbook Een Luisterend Oor (see below). - Requested feedback from both visitors to information meetings and volunteering counsellors, so as to improve the quality of SMN activities and gain awareness of issues that need to be addressed. - Drawn up a legal operational protocol, regulating the commitment and involvement of the helpline counsellors. - The SMN has started to work alongside 20 different municipalities and has held several meetings with social institutions. - The SMN has always communicated the progress of the helpline and its activities to the national government. - The national government has requested help from the SMN for input for their project, ‘Familiesteunpunt Radicalisering’ (‘Family support radicalisation’). - The Kennisplatform Integratie en Samenleving (the Forum for Knowledge on Integration and Society – see http://www.kis.nl/ online) has selected the Radicalisation Helpline as one of the best initiatives to help vulnerable youngsters that might become targets of radicalisation.
<p>Developments and updates (2017)</p>	<p>The helpline has been enhanced since starting out in 2015, in the following ways.</p> <ul style="list-style-type: none"> - Drawn up new plans, and started empowerment meetings in cooperation with other organisations and new partners. - Held workshops on the helpline methodology for authorities locally, and even outside the Netherlands. - Changed its focus: the helpline no longer concentrates its efforts chiefly or exclusively on the Moroccan community in the Netherlands. As demand for its services grew over the years, its target audience expanded to include people with other (Islamic) backgrounds, such as those from Somalian, Sudanese and Turkish communities. - Published its first official handbook, which it presented on 26 January 2017, in the city of Utrecht. Titled Een Luisterend Oor, it describes the activities of the helpline. This book aims to improve the exchange of information and standardise the practices of the

helpline. It also serves as a guideline for counsellors and key partners within the field of radicalisation prevention.

- Initially, the Radicalisation Helpline had 16 Dutch-Moroccan counsellors; now, the SMN is also training Dutch-Turkish, Dutch-Somali and native Dutch counsellors to cover the helpline's needs and requests.
- In the second year of the project, the SMN developed nationwide networks with other professionals, initiatives, parents and local authorities, consolidating communities in the fight against radicalisation.
- The helpline increasingly encounters cases of returning foreign fighters (known as Terugkeerders). Parents of Terugkeerders tend to be in a very taxing situation emotionally, and need intensive support and care. They often have many unanswered questions about the outlook for their child or relative, and the role the authorities will play. The SMN aims to provide specific training to counsellors so they can deal with such cases appropriately.
- The helpline provides secured online networks, in order to be able to fully guarantee privacy when communicating.

New focal points (as of June 2017), based on participant and counsellor feedback, are as follows.

1. Concentrating and broadening the topics of the awareness meetings. The topic of child rearing in relation to radicalisation is one such area: mothers in particular have indicated that they need more information on this subject.
2. Personal stories and real-life examples of practitioners and 'experience experts' will be used more often during awareness meetings, in order to make the topic more 'tangible'.
3. The SMN is broadening its target audience to include (Arabic-speaking) refugees who wish to share their stories and contribute to the battle against radicalisation.
4. The needs of imams will be an increased focal point: the SMN has had several requests (e.g. from the Vereniging Imams Nederland (the Dutch Alliance of Imams)) to train imams in dealing with the problem of radicalisation.
5. Training counsellors to carry out more outreach work, and strengthening the emotional resilience of these volunteers.

	<p>6. Raising public awareness about the broadened scope of the Radicalisation Helpline, so that help-seekers know that all are welcome: other (Islamic or non-Islamic) backgrounds as well as Moroccan-Dutch Muslims.</p>
<p>Deliverables</p>	<p><i>Media coverage in 2014 and 2015:</i></p> <ul style="list-style-type: none"> - http://journalistiek.npo.nl/dossiers/radicalisering/290_91555--ouders--van--radicaliserende--kinderen--zijn--radeloos - https://www.youtube.com/watch?v=BmwpV4ineQs - https://www.youtube.com/watch?v=CcfPzPF3m4Y - http://www.rtlnieuws.nl/nieuws/binnenland/ouders--bellen--hulplijn--radicalisering - http://www.rtvutrecht.nl/nieuws/1292481/hulplijn--radicalisering--helpt--100--mensen.html - http://nos.nl/nieuwsuur/artikel/2019831--ouders--van--radicaliserende--kinderen--zijn--radeloos.html - http://www.volkskrant.nl/binnenland/eerste--meldingen--hulplijn--radicalisering~a3823439/ - http://www.volkskrant.nl/binnenland/hulplijn--radicalisering--32--serieuze--meldingen~a3853910/ - http://www.ad.nl/ad/nl/1012/Nederland/article/detail/3823403/2015/01/05/Op--eerste--dag--al--meldingen--bij--hulplijn--radicalisering.dhtml - http://www.ad.nl/ad/nl/1012/Nederland/article/detail/4039870/2015/05/26/Hulplijn--radicalisering--breidt--uit--vanwege--grote--zorgen.dhtml - http://www.trouw.nl/tr/nl/4728/Islam/article/detail/4040357/2015/05/26/Ruim--50--radicalen--in--beeld--dankzij--hulplijn.dhtml - http://www.nu.nl/binnenland/3994858/hulplijn--radicalisering--staat--honderd--mensen--bij.html

<http://www.nu.nl/binnenland/3912970/hulplijn--marokkaanse--ouders--bij--radicalisering.html>

- <http://nieuws.nl/algemeen/20141026/hulplijn--voor--marokkaanse--ouders--bij--radicalisering/>
- <http://www.omroepwest.nl/nieuws/17--02--2015/hulplijn--radicaliserende--jongeren--staat--meer--dan--100--mensen--bij>
- <http://www.omroepgelderland.nl/nieuws/2073157/Moslims--pakken--ook--zelf--radicalisering--aan>
- <http://nos.nl/artikel/2037756--meer--mankracht--bij--hulplijn--radicalisering.html>
- <http://4nieuws.nl/binnenland/1433456/hulplijn--radicalisering--breidt--uit--vanwege--grote--zorgen.html>
- http://www.at5.nl/artikelen/143546/hulplijn_radicalisering_breidt_flink_uit
- <http://www.zorgwelzijn.nl/Welzijnswerk/Nieuws/2014/10/Onderteuning--voor--ouders--van--radicale--kinderen--1630781W/>
- http://www.telegraaf.nl/binnenland/23697834/_Hulplijn_helpt_100_mensen_.html
- <http://www.thedailybeast.com/articles/2015/01/13/who--to--call--when--your--kid--wages--jihad.html>

Media coverage in 2015 and 2016

- <http://www.ad.nl/home/executie-nederlanders-is-teken-dat-kalifaat-in-verval-is~a8dccfe9/>
- <http://www.gelderlander.nl/regio/nijmegen-e-o/nijmegen/nijmeegse-moskee%C3%Abn-bestrijden-radicalisering-1.5895318>

- <http://www.ad.nl/utrecht/minder-bellers-hulplijn-radicalisering-na-brussel~abccf423/>
- <http://www.nu.nl/binnenland/4226699/meer-dan-550-hulpverzoeken-bij-hulplijn-radicalisering.html>
- <http://www.volkskrant.nl/buitenland/hulplijn-minder-jongeren-radicaliseren-dan-eerst~a4258981/>
- <http://www.gemeente.nu/Veiligheid/Nieuws-in-Veiligheid/2016/3/550-hulpverzoeken-wegens-radicalisering-2771990W/>
- <http://www.bnr.nl/nieuws/10009852/aantal-meldingen-radicalisering-sterk-gedaald>
- <http://www.ad.nl/home/veel-minder-radicaliserende-jongeren~adb4fa66/>
- <http://smn.nl/?p=11712>
- <http://www.rtlnieuws.nl/nieuws/binnenland/dit-echt-een-wake-upcall-mensen-denken-nu-wel-tien-keer-na-voor-ze-naar-syriegaan>
- <http://www.1limburg.nl/werk-maken-van-groeiende-onverdraagzaamheid-jongeren>
- <http://www.volkskrant.nl/buitenland/juiste-straf-kiezen-voor-terroristen-is-maatwerk~a4231448/>
- <http://www.nrc.nl/next/2016/01/13/lachen-met-kafir-bitches-en-yo-bro-1579900>
- <http://www.volkskrant.nl/buitenland/hulplijn-voor-radeloze-ouders-jihadisten~a3822852/>
- <http://www.zamanvandaag.nl/nieuws/binnenland/12749/wat-doet-de-hulplijn-radicalisering>
- <http://www.volkskrant.nl/binnenland/hulplijn-radicalisering-krijgt-meer-tips-na-aanslagen-in-parijs~a4194197/>
- <http://www.rtlnieuws.nl/editienl/ouders-maken-zich-zorgen-dat-kinderen-radicaliseren-na-parijs>
- <http://nos.nl/artikel/2069638-autochtone-ouders-bellen-hulplijn-radicalisering.html>

	<ul style="list-style-type: none"> - http://www.powned.tv/nieuws/binnenland/2015/10/hulplijn_radiciserende_jonge.html -
Location of activities	The helpline is available nationally for all help-seekers in the Netherlands. The SMN has held meetings in Amsterdam, Rotterdam, Utrecht, Den Haag, Delft, Gouda, Zoetermeer, Amersfoort, Zeist, Nijmegen, Ede, Almere, Maassluis, Arnhem, Tiel, Haarlem, Hilversum, Culemborg, Purmerend, Hoogvliet, Schiedam, Maastricht, Sittard and Dordrecht.
Start of the practice	The helpline was launched on 1 October 2014. Due to its success in addressing sensitive (but vital) topics within and beyond Islamic communities in the Netherlands, preventing individual cases of radicalisation and boosting cooperation between local partners, it will continue to run for at least another year (2018), provided there is sufficient funding.
Presented and discussed in a RAN meeting	RAN C&N meeting, London, 2 March 2017, counter-narratives. RAN Thematic Event 'Dealing with foreign fighters', 15 and 16 June 2015, Brussels.
Linked to other EU initiatives or EU funding	Not currently.
Organisation	<p>The SMN, founded in 1987, is a national organisation representing Moroccan interests in the Netherlands.</p> <p>Its mission is to improve the social position of Moroccans in the Netherlands, and to strengthen the Moroccan community, so as to be able to enjoy full citizenship. This implies proportional participation of the Moroccan-Dutch in all areas of society, and their emancipation both as a group and as individuals with a Moroccan-Dutch identity.</p> <p>The SMN considers itself part of the liberation movement of Moroccans in the Netherlands and it aims to be a national representative for the community. This is only possible if it shapes its mission and objectives in close collaboration with other Moroccan organisations, networks, key persons, professionals and volunteers. Our main tasks relate to advocacy through participation in discussions, networking, project development, implementation and education.</p>
Country of origin	Netherlands
	Radicalisation Helpline: +31 0616638835

	<p>http://www.hulplijnradicalisering.nl/ info@hulplijnradicalisering.nl</p> <p>Samenwerkingverband Marokkaanse Nederlanders (SMN) +31 0302367327 http://www.smn.nl/</p> <p>Postbus 14172 3508 SG Utrecht Netherlands</p> <p>Habib el Kaddouri h.elkaddouri@smn.nl</p>
Last update	2017

<p>Name of the practice</p>	<p><i>The Danish SSP system</i> <i>Local collaboration between schools, social services and police</i></p>
<p>Description</p>	<p>Origins and effort</p> <p>The Danish SSP collaborative system organises local and municipal crime preventive efforts in support of children and adolescents (and families, if appropriate).</p> <p>The SSP system was originally established in 1977, when the Danish Crime Prevention Council appointed the Central SSP Committee. Today, the vast majority of local authorities have established SSP collaboration, which may be run differently across municipalities.</p> <p>All SSPs have the same basic setup: the three central units (school, social services and police) work together in the SSP system, while these bodies in particular are responsible for children and young people’s well-being and upbringing. Furthermore, Danish legislation requires the school system, the social system and the police to carry out crime prevention in the broadest sense. Other professions are also incorporated into this joint preventive action, when appropriate: social housing projects, cultural institutions and volunteer organisations, among others.</p> <p>The SSP system has continually supplemented its efforts in concerted action with other cross-sectional and interdisciplinary structures:</p> <ul style="list-style-type: none"> - the PSP system (police, social services and psychiatric services cooperation); - the KSP system (prisons and probation, social services and police cooperation); - the SSD system (social services, school, healthcare and daycare cooperation); - the SSP+ system (local SSP collaboration extended to youth in the 18-to-25 age group). <p>The aim and practical objectives of the SSP system</p> <p>The aim of SSP collaboration is to identify risk factors and reasons behind at-risk behaviour, delinquency and crimes committed by children and youngsters. Furthermore, SSP collaborative efforts aim to process these causal factors from a preventive perspective, as well as provide attention and support as protective factors in daily life and environments.</p> <p>The basic idea behind the SSP collaboration system is that crime prevention work is enhanced by information-sharing across professions. Thus, interdisciplinary collaboration results in increased awareness of risk signs and risk factors in the daily life of children</p>

	<p>and adolescents at risk, as well as increased opportunities for preventive action or even intervention when such signs and factors are observed.</p> <p>Thus, the objectives of SSP collaboration are to build, operate and maintain a local network with an efficient crime preventive impact on the everyday reality of children and young people.</p> <p>Three focus areas underpin this joint effort:</p> <ul style="list-style-type: none"> • general preventive action, where the preventive focus spans all age groups or areas where at-risk behaviour could potentially arise; • specific effort, where the preventive focus is on groups of young people with known at-risk behaviour; • individual-oriented effort, where the preventive focus is on an individual young person exhibiting worrying or at-risk behaviour.
Approach	<p>Creating CVE infrastructure Community engagement/empowerment</p>
Target audience	<p>Youth/pupils/students</p>
Deliverables	<p>General preventive action</p> <p>In practice, general preventive action targets groups of youngsters who have not displayed criminal or at-risk behaviour. This early general preventive work takes the form of actions and attitudinal lessons in schools and youth clubs. The groups of young people are selected based on age or perceived increased risk of developing at-risk behaviour. This type of work may also include recreational actions such as sports and other leisure activities, homework support, leisure centres in vulnerable residential areas and family involvement.</p> <p>Specific action</p> <p>SSP collaboration at this level targets children and young people exhibiting at-risk behaviour or signs of neglect. Apart from the actions mentioned above for general prevention, specific efforts may also include special projects intended to produce new good practice, where targeted methods are developed and tested.</p> <p>Individual-oriented action</p> <p>These efforts target children and young people considered to be at risk of committing a crime or who have already done so. The goal is to divert them from following a criminal course, often through special treatment measures. Methods used include home visits in order to assess the individual's environments. These visits involve the parents as well as the child in question, and are carried out by a team comprising a preventive police officer and a school teacher or social worker, depending on the severity of the concern. Accordingly, a family-based plan may be drawn up and set in motion</p>

	<p>for further preventive efforts. Overall, individual-oriented efforts are geared towards re-offence or relapse prevention.</p> <p>Role of the SSP in the fight against radicalisation and extremism</p> <p>The SSP system plays a central part in general efforts against radicalisation and extremism among young people in Denmark. All over the country, local SSP councils and implementation networks have been trained to spot and handle risk signs of youth radicalisation and attachment to extremist ideas and groups. Moreover, the SSP system has played a pivotal part as partner in special projects and other initiatives in government action plans against radicalisation and extremism.</p>
Evidence and evaluation	<p>As a very old system forming the basic structure of municipal preventive efforts in Denmark, the SSP system is currently being evaluated. It represents efficient prevention and supports interdisciplinary efforts, and its evidence-based approach and knowledge-sharing is a linchpin for all work in the SSP system.</p> <p>In a recent appraisal (2012), the Danish Crime Preventive Counsel published the report ‘SSP – a guide to the collaboration’, describing the long-term experience and good practice from the SSP organisation (in Danish).</p>
Sustainability and transferability	<p>The system’s overall transferability may be challenging, as the SSP forms the basic structure of all preventive actions in Denmark, as stated by law.</p> <p>This notwithstanding, the Danish SSP system may serve as inspiration, and may also be transferable in terms of its method: it demonstrates how local interdisciplinary collaboration can work through local committees with representatives from the school system, social services and police. This kind of preventive collaboration could also be established on a more informal basis than in Denmark, i.e. not necessarily requiring a formal and statutory structure.</p>
Geographical scope	<p>The SSP system is implemented in the basic preventive structure in all Danish municipalities. All local SSP organisations are also members of a national organisation known as SSP Samråd.</p>
Start of the practice	<p>The SSP system dates back to the 1970s.</p>
Presented and discussed in RAN meeting	<p>RAN Prevent, June 2013, Berlin</p> <p>The SSP system has been presented in RAN meetings on several occasions, due to the central position it holds in all prevention work in Denmark, including efforts against deradicalisation and violent extremism.</p>
Linked to other EU initiatives or EU funding’	
Organisation	<p><i>Organisational structure</i> <i>SSP collaboration functions on three levels:</i></p>

	<ul style="list-style-type: none"> - <i>the political-strategic level</i> - <i>the coordination level</i> - <i>the implementation level.</i> <p><i>The political-strategic level includes representatives from the highest police ranks, alongside mayors from municipalities and other strategic partners at regional-local level. Here, annual strategies and action plans are drawn up for cross-sectional and interdisciplinary collaboration.</i></p> <p><i>The coordination level involves local councils and comprises leading figures/coordinators from municipal authorities and local police. The local councils are responsible for implementation of the overall strategies and action plans. Selected SSP consultants are appointed to liaise between coordination and implementation levels.</i></p> <p><i>The implementation level comprises local professionals from schools, police services, social workers, social housing workers, etc. These professionals are closely networked and meet regularly to coordinate practical preventive actions in the local area.</i></p>
Country of origin	Denmark
Contact details	SSP Copenhagen ssp@sof.kk.dk
Last update	2019

Name of the practice	<i>Steunpunt Sabr</i>
Description	<p>Steunpunt Sabr (the Arabic word for ‘patience’) is a women’s organisation that is situated in the neighbourhood Schilderswijk (The Hague), and is active both in the Municipality of The Hague and nationally. Sabr is an independent and autonomous NGO, that works bottom-up and offers support to and empowers vulnerable woman.</p> <p>Sabr organises activities for woman in a trusted and safe environment, it is a place where women meet each other and interact around the kitchen table or living room. Sabr supports these women with their questions and needs, and empowers them to take care of their problems themselves. If the problems are too complex, Sabr will refer these women to other professional support and care organisations.</p> <p>Support group for parents With the growing challenge of youngsters leaving to Syria from this area, Sabr has organised a support group for parents whose children have left for Syria. The group consisted of parents from different cultural backgrounds and both Muslim and converts, and was growing fast.</p> <p>Parents joined the group voluntarily and usually knew about the support group through their networks. Sabr also had close connections with community police officers who referred parents, also from other areas, to the support group.</p> <p>Sabr facilitated the meetings and was present to support the parents where necessary. The needs of the parents were the starting point of the conversations. When a lot of questions were raised about the Syria issue for the government and municipality, Sabr arranged for government and municipality officials to join the group and answer their questions.</p> <p>Participating parents were very happy with the support group since it offered them a place to share their experiences and learn from each other how to deal with the situation. Key factors to this were the low entry levels (very local, short communication lines), closed meeting in a safe space (trust between participants and the organisation) and the independent nature of Sabr.</p>
Approach	Family Support Community empowerment/engagement
Target audience	Families
Sustainability and transferability	Steunpunt Sabr is transferable to other countries. An investment at the start is needed to found a NGO like this. Moreover subsidies and funds are needed on a yearly base.
Geographical scope	Steunpunt Sabr is situated and implemented in the municipality of The Hague. Moreover it provides guidance and advice for parents nationally.
Start of the practice	Steunpunt Sabr was founded in 2007.

Presented and discussed in RAN meeting	RAN POL The Hague, 30 June - 1 July 2015.
Organisation	<i>Steunpunt Sabr is an NGO and is partly funded by the Dutch (local) government.</i>
Country of origin	Netherlands
Contact details	<p>David Blesstraat 13 2526 BG Den Haag The Netherlands</p> <p>Karima Sahla info@steunpuntsabr.nl</p> <p>(+31) (0)6 14427888</p> <p>http://www.steunpuntsabr.nl/cms/index.php</p>
Last update	2016 and before

<p>Name of the practice</p>	<p><i>Work with people who commit violence or have an experience of violence</i></p>
<p>Description</p>	<p>The Association for Nonviolent Communication works with both adult and young perpetrators of violence.</p> <p>Work with adult perpetrators of violence focuses on violence in the family as well as intimate partner violence. It combines group sessions (social skills training) with individual sessions, depending on individual needs. Social skills training is carried out through 24 group meetings as well as individual counselling sessions. The content is concentrated on subjects of respect, violence, human rights, gender equality and responsible parenthood and partnership.</p> <p>Young perpetrators of violence have the option to join a group called 'I have a choice' or attend individual counselling sessions. A guided help group offers adolescents a safe place to express their ideas, opinions, beliefs and doubts without fear of rejection, threats or blame. This group puts across a clear message to adolescents that violence is never acceptable or justifiable.</p> <p>Parental skills training, a programme initiated in 2015, targets adults who inflict violence or neglect towards children as a result of their beliefs, patterns of behaviour or lack of parenting skills. Parents involved in parenting skills training learn to recognise their own patterns of violence, change them appropriately and take responsibility for their behaviour. The training includes 24 weekly meetings, each lasting 2 hours.</p> <p>The Association for Nonviolent Communication opened its first Safe House for Women and Children, Victims of Violence, in December 2004 and the second in September 2008. The safe house provides housing for 8 adult women, with or without children (male children are welcome till the age of 15). The housing is limited to a 1-year period of time. During this period, women are offered support to recover from their experience of violence, and to be able to take life decisions in a safe and caring space.</p> <p>The programme Safe Accommodation for Women and Children, Victims of Violence, was created in response to the need of victims of violence for new forms of safe accommodation. The programme is unique in the network of already existing accommodation services providing various types of safe spaces (e.g. for women with sons over the age of 15 or women whose personal circumstances prevent them from following the rules of residence in a safe house).</p> <p>Children and youth who have experienced violence can also join the programme titled 'Gatherings'. Regular meetings with trained volunteers provide a safe environment in which to nurture violence-preventive attitudes. The goal is to offer this group the chance to build a positive relationship with an adult – an experience of trust and respect.</p> <p>The Association for Nonviolent Communication also holds preventive workshops for children and young people. The goal is to cultivate zero tolerance to violence and instil a belief that good interpersonal</p>

	<p>relationships can only exist when everyone's human rights are respected. The workshops concentrate on recognising and preventing violence as well as fighting discrimination, and promoting equality and human rights.</p> <p>Moreover, the association runs awareness-raising campaigns, seminars, discussions and training sessions for professionals. We have been also very active in promoting the human rights of refugees and asylum seekers in Slovenia.</p> <p>The association's deradicalisation work is integrated into all the above-mentioned programmes, especially those targeting perpetrators of violence, as this group exhibits particular risk factors for violent behaviour (certain stereotypes and radical beliefs about others (frequently in relation to gender roles)). The principle is that society (and, it follows, deradicalisation organisations) should hold perpetrators accountable for their actions and help them turn around any violent behaviour and reject dysfunctional ideals.</p>
Approach	Exit strategies, trainings, workshops
Target audience	Youth/pupils/students Families General public Professionals Perpetrators of violence Online
Deliverables	<p>All publications are in Slovenian.</p> <p>Guidelines for professionals, working with perpetrators of violence (Delo s povzročitelji nasilja - Strokovne smernice in predstavitev dela): see http://www.drustvo-dnk.si/images/stories/publikacije/2015-smernice_povzrocitelji.pdf online.</p> <p>Guidelines for work with children, victims of violence (Nasilje nad otroci - Strokovne smernice za delo z otroki, ki doživljajo zanemarjanje in/ali nasilje): see http://www.drustvo-dnk.si/images/stories/publikacije/2015-smernice_otroci.pdf online.</p> <p>I can do differently - A guide for people who want to stop committing violence (Zmorem drugače - Priročnik za osebe, ki želijo prenehati s povzročanjem nasilja): see http://www.drustvo-dnk.si/publikacije.html online.</p> <p>Preventing and recognizing child sexual abuse - frequently asked questions and answers (Preprečevanje in prepoznavanje spolnih zlorab otrok - Najpogostješa vprašanja in odgovori nanje): see http://www.drustvo-dnk.si/images/stories/publikacije/2017-preprecevanjeinprepoznavanjespolnihzlorabotrok.pdf online.</p>
Evidence and evaluation	Certain methods of violence prevention have proved successful in the past: workshops for children and youth, seminars for professionals and other methods of raising awareness amongst members of the

	<p>general public. However, there is an explicit lack of prevention programmes as well as of initiatives for financing these programmes.</p> <p>Furthermore, since violence adversely affects society in general, the principle of zero tolerance to violence should be integrated into the national school programme.</p> <p>We evaluate all our programmes using different questioners. We also look at feedback from victims of violence and examine the rate of users who have joined programmes on the recommendation of friends and/or former users.</p> <p>The programmes have proved to be meeting their goals.</p>
Sustainability and transferability	<p>The Association for Nonviolent Communication is one of just a few organisations in Slovenia that offers professional individual and group counselling for young and adult perpetrators of violence. In 2016, the association worked with more than 500 individuals who committed violence. The association has also held extensive training sessions for prison practitioners and practitioners in youth detention centres.</p>
Geographical scope	<p>Slovenia, in all regions.</p>
Start of the practice	<p>The Association for Nonviolent Communication was founded in 1996, and has since provided programmes for both perpetrators and victims of violence.</p>
Presented and discussed in RAN meeting	<p>RAN Derad, 8-9 July 2013, Ljubljana</p>
Linked to other EU initiatives or EU funding	<p>Links to Work with Perpetrators European Network (WWP), European Women's Lobby (EWL) and various other international projects.</p>
Organisation	<p><i>The Association for Nonviolent Communication (Društvo za nenasilno komunikacijo) is a non-governmental, non-profit and humanitarian organisation dedicated to the prevention and reduction of violence and its consequences. It was founded in 1996, being the first non-governmental organisation in Slovenia to provide programmes targeting both victims and perpetrators of violence.</i></p> <p><i>Its work is based on the belief that violence is a social and public health problem – never a private home matter. The association strives for an integrated solution to the problem of violence; therefore, it works to prevent violence and mitigate its consequences with programmes for all individuals who experience the phenomenon.</i></p> <p><i>The association holds preventive and educational activities to raise awareness of the occurrences of violence among the professional community and general public.</i></p> <p><i>The association considers cooperation to be of paramount importance, whether with other institutions and organisations, or at state and European level: violence is a problem that requires an integrative and systematic approach.</i></p> <p><i>Its main objectives are:</i></p> <ul style="list-style-type: none"> - <i>to reduce society's tolerance of violence</i>

	<ul style="list-style-type: none"> - to help those who commit violence to change their behaviour - to help those who experience violence. <p><i>The Association for Nonviolent Communication is financed chiefly by the Slovenian Ministry of Labour, Family and Social Affairs, local communities and the Foundation for Funding Disability and Humanitarian Organizations of Slovenia (FIHO).</i></p>
Country of origin	Slovenia
Contact details	<p>Linhartova C. 13 1000 Ljubljana Slovenia</p> <p>Katja Zabukovec Kerin katja.zabukovec@guest.arnes.si</p> <p>+386 14344822</p> <p>http://www.drustvo-dnk.si/ http://www.drustvo-dnk.si/en.html https://www.facebook.com/drustvozanenasilnokomunikacijo/</p>

Name of the practice	<i>De-radicalisation by mapping of regions and strengthen the local institutions</i>
Description	<p>Our practice has 3 main activities:</p> <ol style="list-style-type: none"> 1. Background research for government, local municipalities and other subjects about ethnical minorities of Slovak Republic with special focus on Roma people (social situation, geographical location, lifestyle, education level, integration, etc.). Preparation action plans for local first-liners to empower the institutional background, which can solve the local issues and helps in prevention of radicalisation. 2. Organisation of round table meeting with local first-line practitioners, authorities, teachers, police officers, and social workers to discuss the most pressing issues and share best practices how to counter extremist actions. 3. Operation of a regional news website, where we publish analysis of local situation, spread best practices, show positive examples of tolerance and mutual understanding, and give opportunity to local readers to discuss issues on the comment section.
Approach	<p>Training of first line practitioners Creating CVE infrastructure</p>
Target audience	<p>Authorities First responders and practitioners General public</p>
Deliverables	<p>5 round tables in South Slovakia, Atlas of Roma Communities in Slovakia 2013 (handbook, we took part on collecting data in South Slovakia), 18 action plans for local municipalities, approximately 150 articles about positive examples and local situation analysis in the language of Hungarian minority living on Slovakia.</p>
Evidence and evaluation	<p>We can see the results of our practice in the better social and economical performance of the villages and towns, in the decreasing number of violent crime in these settlements.</p> <p>We evaluate our practice on personal consultations with the leaders of formal and non-formal groups, representatives, leaders or mayors of local communities. We organize meetings for public on field, where we hold an open discussion with general public.</p>
Sustainability and transferability	<p>Most of our events are opened, we invite the public. In this way we can spread the ideas showed on meetings. We offer a model of cooperation in local, regional, national or international level for various subjects. Other organisations can use our methods of research and action plans, so do the approach of media (website) provided by us.</p>
Geographical scope	<p>Slovakia, South-East Slovakia, Gemer region.</p>
Start of the practice	<p>2012</p>
Presented and discussed in RAN meeting	<p>RAN DERAD, Ljubljana 8-9 July, 2013</p>

Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	<p><i>The Fundament civic association's objective is to represent the interests of social organisations, communities and private persons, to find alternative solutions of the economic and social problems as well as their application in concrete cases. In co-operation with the business and public sector it tries to create and strengthen the dynamically developing NGO sector in the region of Gemer-Malohont (Slovakia), which can react to the challenges faced in Slovakia or in the European Union. Main areas of activities:</i></p> <ul style="list-style-type: none"> • <i>Operation of a non-profit centre, that provides services for NGOs, municipalities, schools and governmental subjects in the region</i> • <i>Co-ordination of the non-profit platform's activities in the region, managing a regional support mechanism</i> • <i>Creation of partnerships between NGOs, public administration and entrepreneurs</i> <p><i>Fundament is supported by grants of EU, Slovak government, international and local funds.</i></p>
Country of origin	Slovak Republic
Contact details	<p>Fundament Non-Governmental Organisation Daxnerova 33 979 01 Rimavská Sobota Slovakia</p> <p>Peter Mihaly mihaly.peter@hotmail.com</p> <p>(+421) 948 91 30 32</p> <p>http://fundament.sk http://gomorilap.sk</p>
Last update	2016 and before

<p>Name of the practice</p>	<p><i>Glencree Transformative Dialogue Process</i></p>
<p>Description</p>	<p>Through a facilitated dialogue process, the Glencree Centre for Peace and Reconciliation provides people from different backgrounds on the island of Ireland (north and south) with a space to tell their stories and share their truths. They may be former members of paramilitary organisations or young people at risk of becoming involved in political violence or the wider communities. Although these individuals may be wary of each other when they first come in, they are encouraged – through the practice and safety of the space – to trust in the process.</p> <p>The Glencree dialogue process is featured in several different programme contexts, and encourages participants to critically reflect on their own personal and community journeys, through an intense listening experience. What are the reasons for their engagements, and what has the impact been on their lives and the lives of others who have been affected?</p> <p>Other members of the community who may not have been involved sometimes participate and ask questions. The role of the facilitator is to create a safe space for such dialogue, to question and challenge assumptions about the legitimacy of violence and to allow the dialogue to move at a reasonable pace, or pause if needed.</p> <p>There is a restorative emphasis in the Glencree process, and the use of ‘circles’ is intended to help participants build relationships rather than reach agreement. By stressing the human experience and moving beyond the hurts of the past, the goal is to introduce the potential for personal and community transformation. The message is not that everyone should be ‘at one with each other’, but that through the creation of new understandings and possibilities, we can move forward and transcend the legacy of conflict. Difficult conversations are needed to achieve this, but these are only one element of the broader societal changes.</p> <p>This process helps to prevent young people from engaging with extreme groups that use violence, and also allows former combatants to define a better sense of integration and usefulness within communities. It offers those not at risk an opportunity to see below the surface and makes them aware of how they can play positive roles in communities. The process can also offer some hope for victims/survivors wishing to regain their ability to be active participants in shaping communities. North-south engagement is also important in this work, especially as Brexit looms and Northern Ireland will no longer be part of the EU. It is essential to continue to advance the peace process.</p> <p>Despite the above attempt to summarise the key points of the Glencree process, it is also important to note that in reality the situation is much more complex, as meeting the needs of specific groupings and communities invariably means calls for a more intricate, multifaceted approach. The process requires great care, preparation and skilled facilitation.</p>

Approach	Community engagement/empowerment
Target audience	Former combatants Victims/Survivors Local Community Organisations/NGOs Youth/pupils/students Refugees/Asylum Seekers
Deliverables	The process has been documented in many different ways through the different programme components in which it has been involved. Glencree has recently produced a publication, 'Deepening Reconciliation', which describes some of the ways the process is applied, other ways we work, and reflections on what we have learnt while doing this work.
Evidence and evaluation	<p>Glencree dialogue and capacity-building projects and programmes are evaluated through the funder's mechanisms; these remain confidential as they include participants' names and data.</p> <p>While change is hard to measure, there are impacts at personal, relational, structural and cultural levels. We also obtain informal feedback in the circles where participants discuss qualitative changes in their lives and communities, and these provide a rich resource for our own reflections on the work.</p> <p>Examples of participant comments are as follows:</p> <ul style="list-style-type: none"> - 'I am listening to words that used to hurt and insult me years ago. I now understand that people are speaking truthfully and I am trying to understand'. - 'Through the dialogue we learnt to see the humanity in one another'. - 'I know myself for the first time'. - 'This makes us change the way we see each other'.
Sustainability and transferability	<p>We do not believe that the practice of transformative dialogue circles is culturally bound, though it may be useful to introduce local or cultural dimensions if appropriate. These practices are not unique to Glencree or Ireland – they are used in many different parts of the world, and their origins can be traced back to indigenous conflict resolution circles. We have used this process in many countries and cultures outside the Irish context. Preparation, care and key skills are needed, regardless of the location, and we do not advise using this process without these essential elements.</p> <p>The sustainability of the process depends on developing networks of practitioners and participants who seek to extend the circle through 'critical yeast' or webs, and the understanding that building more peaceful, resilient communities is an ongoing process, rather than a quick fix. We need to keep working if we are to prevent violence and develop means of processing long-held, deep-set hurts and resentments that may lead to radicalisation and engagement in extreme groups and movements.</p>
Geographical scope	Ireland & Northern Ireland (UK). We have also worked in Israel/Palestine, Haiti, Afghanistan and other countries and territories impacted by deep division and political violence.

Start of the practice	This practice has been developed mostly over the past 20 years in various places and types of groups. It is a process that can support reconciliation in transitional societies like Northern Ireland, post Good Friday Agreement 1998. It has evolved in terms of methodology, and continues to evolve. It can be applied in different ways to meet the needs of specific groups who have a role in shaping the process and the agenda.
Presented and discussed in RAN meeting	Initially attended RAN meeting in Brussels, in January 2013 as part of the DERAD group, and subsequently attended meetings in Dublin, and Warsaw (2014).
Linked to other EU initiatives or EU funding	We are informally related to the European Network of Deradicalisation (ENoD), and are also a member of the European Peacebuilding Liaison Office (EPLO). Glencree works in cooperation with schools, communities, women's organisations, political groups, students, ex-prisoners/former combatants and youth organisations within the island of Ireland (north and south), and between Britain and Ireland. Funding comes from different sources, such as the Irish Government, the EU and other peacebuilding donors.
Organisation	Founded in 1974, the Glencree Centre for Peace and Reconciliation is an Irish NGO active in practical peacebuilding and reconciliation in Ireland, north and south, as well as internationally. Deradicalisation is not part of Glencree's primary mission, but our projects include elements of this approach in relation to people who have been involved in or affected by political violence. The organisation works in an inclusive manner with skilled facilitation, bringing together people from diverse backgrounds where political conflict has been a reality.
Country of origin	Ireland
Contact details	Address: The Glencree Centre for Peace and Reconciliation Glencree Co Wicklow Ireland Contact person: Eamon Rafter, Learning Co-ordinator Email: eamon.rafter@glencree.ie Telephone: +353 12829711 Website: http://www.glencree.ie/
Last update	2018

Name of the practice	Derad theatre-therapy workshop
Description	The aim of the de-radicalisation work of Megálló Group Foundation for Addicts is developed to prevent youngsters from violent extremism, as well as xenophobia, racism, and to teach them how to express their opinion in an acceptable way, because they often think, that “the world is against them”. The main method of that derad work is based on theatre-therapy, using drama-pedagogy elements and psychodrama exercises. The youngsters at risk take part in the theatre-therapy workshops on a regular basis, every week. The participants of the workshops are mainly young people with different addiction problems and very low self-confidence. The increasing usage of new psychoactive substances (NPS) among them means a much stronger relevance of the theatre-therapy based derad work, then ever since 2010.
Approach	Educating young people Training for first line practitioners
Target audience	Youth/pupils/students First responders or practitioners Families
Deliverables	Mrs Timea Kiss-Lukasik, the expert of Megálló has a “Drama and Therapy” course which is taught at the ELTE University (Faculty of Special Education).
Evidence and evaluation	We had an evaluation with the participants of the TESYA® workshop. In this workshop young people were trained in anger management and conflict management.
Sustainability and transferability	We have wide partner-building activities at national and international level, mainly with treatment centres and drop-in centres for drug addicted people, where we also share our experiences about derad work. We also cooperate with Foresee Research Group in Budapest.
Geographical scope	Budapest (HU)
Start of the practice	March 2010
Presented and discussed in RAN meeting	RAN Derad, 9-11 October 2012, Barcelona RAN Derad, 3-4 December 2014, Warsaw
Linked to other EU initiatives or EU funding	Member of ENoD (European Network of De-radicalisation)
Organisation	The Megálló Group Foundation for Addicts is a non-governmental organisation (NGO), established 20 years ago (1997), their programmes are implemented for and by alcohol, drug or other substance-addicted young people and adults. They work with the victims of stigmatisation, usually young people who are designated as strange or deviant because of their diversity or disease, who dropped out from their families, communities and the environment that surrounded them, or those disadvantaged young people who are about to lose the game called life. Megálló is an organisation of help and self-help. With group work they help young people with any kind

	of addiction problem. Nowadays they face the consequences of the increasing usage of new psychoactive substances. The decisions and deeds of its helpers must show the attitude of serving and humility, the sober values based on self examination, a personal guide.
Country of origin	Hungary
Contact details	<p>49 Jozsef street 1084 Budapest Hungary</p> <p>Mrs Timea Kiss-Lukasik megallo.evs@gmail.com</p> <p>(+36) 709539286</p> <p>www.megallo.org</p>
Last update	2017

Name of the practice	Never Again Association
Description	<p>The Never Again Association is a Polish and Eastern European anti-racist organisation. The mission of the Never Again Association is to promote multicultural understanding and to contribute to the development of a democratic civil society in Poland and in the broader region of Central and Eastern Europe. Never Again is particularly concerned with the problem of education against racial and ethnic prejudices among the young.</p> <p>Activities of Never Again include:</p> <ul style="list-style-type: none"> - Social campaigning and educational programmes. - Monitoring and publishing data on racist incidents and other xenophobic crimes committed in Poland as well as sharing information and analysis on hate crime and extremist and racist groups operating in Poland and in the rest of Europe. - Sharing expertise and cooperating with researchers, media, policy makers, national and international organisations. - Running of the ‘Delete Racism’ project to combat racism and anti-Semitism on the Internet and conducting high-profile educational campaigns in the field of popular culture, ‘Music Against Racism’ and ‘Let’s Kick Racism out of the Stadiums’. - UEFA EURO 2012 ‘Respect Diversity - Football Unites’ programme: major educational and awareness-raising activities that took place before and during the European Football Championships in Poland and Ukraine. <p>The Never Again practitioners come from various professional backgrounds as political and social studies, social work, legal, educational. A particularly promising aspect of the Never Again approach is combining work on many different levels - international networking alongside domestic and local projects, integration of football work and general societal work, collaborating simultaneously with other NGOs, risk groups, policy makers and practitioners, as well as with local and national authorities. Such approach combined with Never Again’s broad network of volunteers across the whole country and the region enables the Association to diagnose and respond quickly to any issues that may come up within the scope of its work.</p> <p>At present, Never Again is approaching the field of prison work and has already become a reference point for those involved in de-radicalisation work. The Association provides help with regards to carrying out first-line work, as well as advises on how to approach and deal with extremists and hate crime offenders. The Association also broadly promotes implementation of best practices regarding both combating racism and hate crime, as well as promoting a positive, inclusive public discourse on multiculturalism and diversity.</p>
Approach	Educating young people
Target audience	Youth/pupils/students Local Community Organisations/NGOs
Deliverables	Since 1994 Never Again has produced a regular publication in the form of the Never Again (Nigdy Więcej) magazine, providing reliable

	information and in-depth analysis on hate crime and on extremist and racist groups operating in Poland and in the rest of Europe.
Sustainability and transferability	Never Again's successful work over the years contributed to the organisation's strong position and nation-wide recognition within various groups. On several occasions Never Again has been approached by far-right extremists who wished to change their lives and leave their subculture's structures. The Never Again Association provided support and assisted them through the process of rehabilitation. Such experiences formed the basis of case studies presented in the Never Again magazine, which undoubtedly serves as both an educational resource and an inspiration.
Geographical scope	Never Again works nation-wide in Poland and in the region of Eastern and Central Europe in delivering educational programs for teachers, police, state prosecutors, community workers and students on how to deal with racism and hate crime, and how to prevent them.
Start of the practice	1996
Presented and discussed in RAN meeting	Several RAN Derad, RAN Prevent and RAN POL meetings
Relation to other EC initiatives	None
Organisation	<i>The Never Again Association is a non-governmental organisation (NGO) that works in awareness raising, research, monitoring of racist and hate crime incidents and, on some recent occasions, carried out educational and awareness raising projects involving participation of inmates and football supporters. These young people are inclined to engage in violence, in racist, aggressively nationalist, and xenophobic behaviour, are prone to manipulation and their behaviour escalates easily.</i>
Country of origin	Poland
Contact details	Never Again Association (<i>Stowarzyszenie Nigdy Więcej</i>) P.O. Box 6 03-700 Warszawa 4 Poland redakcja@nigdywiecej.org (+48) 601360835 www.nigdywiecej.org Facebook: www.facebook.com/respect.diversity Twitter: www.twitter.com/StowNIGDYWIECEJ
Last update	2016 and before

Name of the practice	Rethinking Radicalisation (Community Dialogue)
Description	A tailored programme of activities providing safe, neutral spaces for local authorities and the communities they serve to enter into dialogue and rethink radicalisation. This programme features: blended seminars and community workshops with expert input; single identity activities with youth groups; facilitated Q&As with officials; and other participatory activities delivered in local communities. The Community Dialogue approach raises awareness of radicalisation while providing a carefully cultivated spaced for constructive airing of grievances, with a view to depolarising and localising the solutions to the controversial local issues that drive radicalisation and the national agendas designed to prevent it.
Approach	Community engagement/empowerment
Target audience	Authorities Local community organisations/NGOs General public
Deliverables	Trained 'community champions' are one of the outcomes that can arise from these programmes.
Evidence and evaluation	Local authorities commission this approach for the purpose of receiving an audit report from the Foundation as a neutral third party which facilitates the dialogue with input from stakeholders. The report contains substantial qualitative evidence in semi-structured small group responses to set questions on radicalisation and efforts to prevent it, and/or local issues that triggered the request for an intervention in the first place. Participants also submit individual unstructured qualitative feedback for synthesis. Overall evidence base limited by highly variable nature of bespoke delivery.
Sustainability and transferability	Cost is highly variable based on precise tailoring and site of delivery.
Geographical scope	North of England
Start of the practice	April 2014
Presented and discussed in RAN meeting	RAN Prevent February 2014 Prague
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 Great Sankey Warrington

Cheshire
WA5 1HQ
UNITED KINGDOM

commissions@foundation4peace.org

+44(0)1925 581 231

www.foundation4peace.org

Name of the practice	THINK
Description	<p>THINK is an intensive youth leadership programme that reduces vulnerability and increases resilience to radicalisation. The programme runs over several months, and work is carried out with groups of between 12 and 17 young people, aged 14 to 19.</p> <p>Two intensive two or three-day residentials form the core of the programme, accompanied by introductory and follow-up days held in the referring institutions, usually schools.</p> <p>Course content includes interaction with speakers (including experts, formers and survivors), examination of long- and short-form multimedia, simulations and role play, dialogue on differing views and grievances, and exploration of (social) media narratives.</p> <p>Delivery is highly participatory, using tried-and-tested non-formal learning techniques to cultivate critical thinking skills (including self- and other-awareness), build the capability to identify and manage conflicts (including those related to violent extremism); increase awareness of extremism and promote critical thinking about the narratives that condone it.</p> <p>Graduates enter a network of young leaders, where they can pursue their own, personalised, peaceful strategies for effecting change.</p>
Approach	<p>Educating young people Delivering alternative narratives</p>
Target audience	<p>Youth/pupils/students Educators/academics Formers</p>
Evidence and evaluation	<p>Feedback from beneficiaries, commissioners and stakeholders validates the programme's effectiveness.</p>
Sustainability and transferability	<p>Because the residential element is a central component of this programme, THINK potentially has national reach, and is commissionable by local authorities and school networks.</p>
Geographical scope	<p>North of England</p>
Start of the practice	<p>December 2013</p>
Presented and discussed in RAN meeting	<p>RAN Prevent, June 2014, Barcelona (Spain) RAN Education Event 3-4 March 2015, Manchester (United Kingdom) RAN Youth, Families & Communities Special Youth RAN Event, Vienna, Summer 2016 (Austria)</p>
Relation to other EC initiatives	<p>None</p>
Organisation	<p><i>The Tim Parry Johnathan Ball Peace Foundation is a non-governmental organisation registered with the Charity Commission of England and Wales (1048990).</i></p>
Country of origin	<p>United Kingdom</p>

Contact details	<p>The Tim Parry Johnathan Ball Peace Centre Peace Drive Great Sankey Warrington Cheshire WA5 1HQ United Kingdom</p> <p>commissions@foundation4peace.org</p> <p>+44 1925581231</p> <p>http://www.foundation4peace.org/</p>
------------------------	---

Name of the practice	<i>Survivors Assistance Network</i>
Description	Provision of victims' services to survivors of political violence resident in England and Wales, providing practical and emotional support so that they may cope with and recover from their experiences. Tiered care model: Initial Needs Assessments determine if beneficiaries require occasional contact, active support, or complex intervention through a combination of individual assistance, group interventions, or specialist referral.
Approach	Family support
Target audience	Victims of terrorism Families Formers
Deliverables	Face-to-face individual needs assessments and home visits. Referral and advocacy communications, including in-person representation. Up to 12 group interventions per annum, for example. Up to 20 beneficiaries learning coping mechanisms for families living with trauma; memorial events, etc. Continuous or occasional practical or emotional support on an individual casework basis helping address needs in multiple outcome domains: education, skills and employment; finance and benefits; outlook and attitudes; wellbeing; drugs and alcohol; social integration; family & friends; shelter and accommodation; criminal justice system/truth recovery & historical enquiries institution experience; safety and perceived safety.
Evidence and evaluation	Comprehensive external (2010) and internal (2014) evaluations/impact assessments available, linking specific evaluation measures to research evidence base. Recently introduced standardised quantitative wellbeing indicators for quasi-therapeutic elements. Self-administered quantitative and qualitative output evaluations for each delivery session. General and specific beneficiary consultations including overall service check (Feb 2014) and deeper investigation of the specific needs of diaspora communities (2012). Snapshot of first quarter of 2017: 2 individuals supported in managing physical and mental health issues, 8 to engage with psychological services, 20 engaged in regular communications for emotional wellbeing, 1 assisted into education/employment, 2 represented to employer/educational institution, and 30 trained in new self-care skills. Snapshot of quarter up to 21/08/17: 364 referrals, 194 cases from summer incidents.
Sustainability and transferability	Individual components, such as group intervention workshops and critical incident training for first responders can be isolated and

	transferred easily; costs underlying support network on a national scale would vary by Member State and can limit transferability.
Geographical scope	England & Wales
Start of the practice	2003
Presented and discussed in RAN meeting	RAN VVT
Relation to other EC initiatives	Assisting Member States in their fulfilment of the Victims' Rights Directive 2012/29/EU Recitals 2, 8, 16, 57, Ar. 22(3)
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 Great Sankey, Warrington Cheshire WA5 1HQ UNITED KINGDOM commissions@foundation4peace.org +44(0)1925581231 www.foundation4peace.org
Last update	2017

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Women for Peace</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>A radicalisation-aware and conflict-sensitive training programme, which supports women and enables them to become more active citizens and leads the way in preventing and resolving violent conflict through intercultural dialogue and by challenging extreme views and prejudices.</p> <p>Women for Peace is a 30-hour programme of interactive learning for groups of 15 delivered in 10 sessions at times and in places that suit beneficiaries in their communities.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Gender/women</p> <p>Community engagement/civil society</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Families</p> <p>Local Community Organisations / NGOs</p> <p>General public</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>North of England</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2014</p>

<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Accreditation in Building Peace: Understanding Conflict & Extremism at European Qualifications Framework Level 2.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>Externally validated accreditation correlated with self-assessment of distance travelled towards mastery of learning outcomes:</p> <p>Understanding the importance of critical thinking</p> <p>Understand the relationship between identity, values and narratives</p> <p>Understanding them & us thinking and narratives</p> <p>Know how to dialogue on issues related to extremism</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Single-group versions deliverable with small grants or local authority funding</p> <p>Highly transferable as it is not dependent on high-intensity residential components and has little in the way of substantial resource and equipment requirements, though childcare provision is helpful.</p> <p>High incidence of groups persisting after course delivery completed.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN PREVENT</p> <p>Date: Select date of the meeting.</p> <p>Place: Enter place of the meeting.</p> <p>Subject: Enter subject of meeting.</p>
<p>Linked to other EU initiatives or EU funding</p>	<p>Pilot co-financed by the European Integration Fund</p>

<p>(maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Enter text here Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Choose from list of EU and EEA countries.</p> <p>or:</p> <p>Non-EU country: United Kingdom</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: The Tim Parry Johnathan Ball Peace Centre Peace Drive Great Sankey, Warrington Cheshire WA5 1HQ UNITED KINGDOM Contact person: Click or tap here to enter text. Email: commissions@foundation4peace.org Telephone: +44(0)1925581231 Website: www.foundation4peace.org</p>
<p>Last update text (year)</p>	<p>2017</p>

Name of the practice	The Unity Initiative
Description	<p>The Unity Initiative (TUI) is a specialist Interventions Consultancy with the primary aim of dismantling reactionary absolutism, tackling violent extremism and promoting pluralism through the use of a pioneering, legitimate and unique methodology which combines sanctioned counter-narratives, behavioural and linguistic sciences as well as providing supportive mechanisms to vulnerable individuals and communities.</p> <p>TUI has 3 main domains of work: one-to-one male and female Terrorist Act (TACT) offender rehabilitation; delivering front-line staff training programmes for Prison, Probation and Police staff; and community interventions tackling the politicised absolutist mindset.</p> <p>TUI's reputation has grown considerably within the counterterrorism network for two main reasons. Firstly, for taking on the most challenging and high-profile TACT cases and successfully rehabilitating them (see media links below), and secondly because TACT offenders and ISIS returnees are contacting TUI directly for ideological rehabilitation. This has been due to TUI's public transformation of high profile cases resulting in urban street credibility, the successful creation of counter-culture in UK prisons and the unrivalled legitimacy of the approach due to strong partnerships and consistent support from world renowned Ideological Scholars.</p> <p>The methodology is bespoke for each case and due to the direct, critical and continuing nature of the grass root experience that TUI is involved in, the strategies, educational programmes and intellectual technology employed remains cutting-edge, practical and relevant. This insight allows TUI to be a valid critic of the current Counter-Terrorism strategies that are in place and has most recently been invited to deliver the Key Note speech at the Terrorism Conference at West Point Military Academy Summer 2015.</p>
Approach	<p>Exit strategies</p> <p>Training for first line practitioners</p>
Target audience	<p>Prison/probation/judicial practitioners</p> <p>Youth / pupils / students</p> <p>Violent extremists</p>
Deliverables	<p>TUI has 3 main domains of work: one-to-one male and female Terrorist Act (TACT) offender rehabilitation; delivering front-line staff training programmes for Prison, Probation and Police staff; and community interventions tackling the politicised absolutist mindset.</p> <p>TUI has delivered training in the following areas:</p> <ol style="list-style-type: none"> 1. Risk Assessment and minimising strategies 2. Vulnerability Assessment training 3. Islam Misconceptions 4. Role of Gender in Extremism

	<p>5. Ideological training for Imams/schools/community leaders</p> <p>6. Muslim Mothers</p>
Evidence and evaluation	<p>TUI has a board of Advisors consisting of Leading World Islamic Scholars.</p> <p>Any intervention Consultant that is employed, undergoes a rigorous certification process in Islamic Behavioural Therapy which TUI has developed through the successful deradicalisation of high profile TACT Cases. The intellectual technology is checked and updated in monthly meetings to ensure real-time cutting edge training programs are delivered.</p> <p>“Most effective Intervention Provider” Independent Research by Dr Douglas Weekes Trainers for London Probation Services and Thames Valley Probation Services. Delivered Key Note Speech at West Point Military Academy Counter-terrorism Conference Summer 2015. Coverage of the unparalleled success in de-radicalisation is covered in the following links below: 2015 Key-note Presentation at West Point, US Military Academy and interview with CTC https://www.ctc.usma.edu/posts/an-interview-with-usman-raja</p> <p>2015 Successful rehabilitation of Jordan Horner (associate of Lee Rigby murderers) http://news.sky.com/story/1578644/ex-muslim-patrol-membersorry-for-sharia-videos</p> <p>http://news.sky.com/story/1578648/q-and-a-muslim-patrolextremist-on-his-new-life</p> <p>Other examples of successful TACT rehabilitation with BBC radio and CNN: http://www.bbc.co.uk/news/uk-23131706 http://edition.cnn.com/2012/07/20/world/europe/uk-cagingterror-main</p>
Sustainability and transferability	<p><i>TUI's work should be sustainable as we have partnerships in place with the Home office, Probation and Prison Services. We run numerous workshops for the community and Law enforcement staff which have had a notable and recognised difference. We are also supported by media. We are also opening a policy informing research arm to use the empirical data we are collecting.</i></p> <p><i>We are confident we can apply our knowledge to other geographical contexts due to the adaptable nature of the intellectual technology we employ, the wide ranging experience and ethnicities of our members and the international recognition of the Islamic Scholars that support our work.</i></p>
Geographical scope	<p>United Kingdom: London, Bradford, Luton, Wales</p> <p>Europe</p> <p>US</p> <p>Asia and Middle East</p>
Start of the practice	<p>2010</p>

Presented and discussed in RAN meeting	Cities Conference: November 2015 Role of Gender in ISIS Foreign Fighters 30 January 2014, The Hague (NL) RAN P&P, 11-12 December 2013, Berlin (DE), Women, girls and gender perspectives in extremism 11 December 2013, Berlin
Relation to other EC initiatives	Peace Network, Belgium Tabah Foundation, Abu Dhabi
Organisation	<i>The Unity Initiative works closely with London Probation Services, Prison Services and Home Office (OSCT).</i>
Country of origin	United Kingdom
Contact details	The Unity Initiative C/o Wiseman Solicitors The Lansdowne Building 2 Lansdowne Road Croydon Surrey CR9 2ER United Kingdom Dr Angela Misra Angela.misra@unityinitiative.co.uk www.unityinitiative.co.uk
Last update	2016 and before

Name of the practice	West London Initiative (WLI)
Description	<p>West London Initiative (WLI) emerged primarily as a result of identifying an increasing need amongst statutory agencies and youth organisations in London (UK) concerning Muslim youth engagement where such youth were developing extremist beliefs based upon erroneous interpretations propagated by extremist ideologues. Such beliefs were further exasperated by a lack of religious knowledge and understanding. WLI has since expanded to include challenging those susceptible to violent extremism in any form including Far Right extremism, Animal Rights, Political extremism, etc.</p> <p>WLI explores the factors that lead to violent extremism from a truly grass roots perspective including the radicalisation process and effective means and methods of intervention(s). WLI aims to engage with individuals or groups, young or old, male or female, who have become susceptible to violent extremist propaganda and teachings and provide them with an alternative and more attuned understanding of their values, philosophies, ideologies and ethics. WLI also challenges extremist groups who feed off each other in cycles of reactionary violence and escalating extremist discourse. This thereby enables the contextualisation of particular beliefs and understanding within today's society without compromising principles of integration and the rule of law.</p> <p>The organisation operates at a grass-roots level and is staffed both by individuals coming from similar backgrounds to its target audience, and skilled and experienced practitioners. This allows WLI to deliver a diverse range of interventions, events, projects and workshops where the aim is to educate, empower, build resilience and promote participation in civic society. The key consideration includes the ability to access hard to reach young people through bespoke innovative grass roots intervention methods tailored to the needs of the very person(s) engaged.</p> <p>WLI's work also includes the direct and indirect targeting of members of other organisations who directly or indirectly promote or entice others towards acts of violence in the name of race, religion, colour, creed etc. WLI carries out outreach work via its contact with mosques, statutory/non statutory organisations, families, local businesses and others as well as carrying out research into the fluid nature of radicalisation.</p>
Approach	Educating young people Exit strategies
Target audience	Youth/pupils/students Local Community Organisations/NGOs Violent extremists
Evidence and evaluation	<p>WLI incorporates the following in its evaluation and evidencing of success.</p> <p>Milestones From a milestone perspective, the following SMART (Specific, Measureable, Attainable, Relevant and Timely Specific) routine are implemented.</p>

	<p><i>Specific</i> Every milestone is specific in scope. This ensures that every time the milestone is perused, staff will know exactly what is going to be required to reach the milestone. This further ensures that no Milestone is vague, confusing or undoable. The milestones have clearly definable actions for the parties involved.</p> <p><i>Measureable</i> Effective milestones should be grounded in a foundation that allows for the same to be measured. WLI promotes the usage of to-do lists where staff can take a milestone and break it up even further into actions. These actions are measureable because they are either complete (checked) or incomplete (unchecked).</p> <p><i>Attainable</i> Where this milestone is essentially capacity driven, it is utilised to ensure the milestone can be reached. Within the working remit of WLI, this is a vital ingredient to ensure realistic delivery.</p> <p><i>Relevant</i> While this may be obvious, this milestone ensures the delivery is relevant to the project at hand. If the milestone deals with too many aspects outside the scope of the project, it may distract and derail the efforts of the staff involved. Staff is to ensure the milestone in question can be solidly tied back to the project.</p> <p><i>Timely</i> In order to avoid procrastination, effective milestones are to be tracked against a calendar. Where there should be a start time, due date and expected timeframe associated with each milestone. This milestone is constantly monitored by senior staff.</p> <p>In addition to the above, WLI applies the following to its milestones:</p> <p><i>Open</i> Milestones are to be kept open and presentable. Technical jargon or incomprehensible actions will be avoided so as to ensure decent communication channels when addressing non-technical parties such as a client. Milestones will be established which will make sense to everyone involved using clear language so that there is no confusion or misinterpretation.</p> <p><i>Small</i> Milestones need to be kept small to allow them to be manageable.</p> <p><i>Assignable</i> All WLI milestones are individualised to allow for designation to a specific, responsible member of staff. Should a milestone get to the point where multiple parties are involved, one individual is allocated line management responsibilities to ensure delivery. This avoids potential conflict and apportions accountability.</p> <p><i>Progressive</i> Milestones must follow a linear path of progression to ensure that when one milestone is concluded, the next will lead on and allow for easy completion.</p> <p><i>Significant</i></p>
--	---

	<p>It may seem that this counters the ‘Small’ trait mentioned above, but milestones should be significant to the point where they complete a respectable portion of the project. If a milestone is too small or too specific in scope, introducing a ‘significant’ element avoids the dangers associated with a barrage of many milestones that in turn make the project look bigger than it really is.</p> <p>WLI’s milestones are simple project tools that will help set goals, priorities and work schedules.</p> <p>In addition to the points listed above, weekly staff meetings are conducted regarding issues raised from reports, activities, target audience members and to provide general updates. Staff is also reminded of what services and resources are available, the need to maintain credibility to ensure delivery of outcomes, the need to work within given timeframes, best value when considering project aims and the need to ensure the engagement is tangible and practical. In addition, there is a clear focus on the organisation’s purpose and on outcomes for service users. This is monitored by:</p> <ol style="list-style-type: none"> a) Being clear about the organisation’s purpose and its intended outcomes for service users; b) Ensuring users receive a high quality service which shows good practice and value for money; c) Ensuring staff perform effectively in clearly defined functions and role; d) Promoting values for the whole organisation and demonstrating the values of good governance through behaviour; e) Being thorough and transparent about how decisions are taken; f) Having and using good quality information, advice and support; g) Making sure that an effective risk management system is in operation. <p>Where requested, monthly reports are dispatched to strategic partners for evaluation and feedback. Local and strategic partners are regularly invited to visit activity venues when appropriate as well as discuss issues around governance and project outcomes.</p>
Sustainability and transferability	All elements of WLI’s practice are easily transferable and, language aside, have been designed to take account of local issues and protocols generally. Indeed WLI has often been requested to present workshops on its practice methods whereby the same is transferred to a local context and utilized accordingly.
Geographical scope	West London Initiative has operated essentially in London and surrounding counties but staffs have given presentations worldwide.
Start of the practice	7 th of June 2013
Presented and discussed in RAN meeting	Ran Derad, 3-4 December 2014, Warsaw
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	<i>The West London Initiative is a limited company, funded essentially through local authority and private sources.</i>
Country of origin	United kingdom

Contact details	11a empire parade Empire way Wembley Middlesex ha9 0rq United Kingdom Najeeb Ahmed N.ahmed@wlionline.co.uk (+44) (0)7792 494946
Last update	2016 and before

Name of the practice	<i>Working with Potentially Violent Loners (PVL) in the Care Sector</i>
Description	<p>Working with PVLs requires expertise on different levels. Generally, a three-stage process is involved among individuals and organisations: from the ‘aha’-phase (identification of a PVL) and the ‘hmm’-phase (what to do now that we identified a PVL?) to the ‘okay’-phase (based on early detection of a PVL, expertise can be applied and developed).</p> <p>In the ‘aha’-phase we focus on awareness of the existence of the target group within the mental healthcare caseload. Together we explore the social context of intended extreme violence. We also consider the backgrounds of PVLs as a subject within various professional practices. In the ‘hmm’-phase we bring in current affairs, scientific research, and actual experience, and we concentrate on refining the significance of this subject for the field involved. We also address different kinds of PVLs, processes of radicalisation, as well as research on the breeding grounds for processes of radicalisation and early detection. In the third phase (‘okay’) we explore collaboration with professionals within and outside one’s immediate practice or institution. This phase also highlights the theme of ‘sharing information’, based on the book ‘The patient’s secret’ (Trifier-ISI, 2015).</p> <p>Themes addressed are:</p> <ul style="list-style-type: none"> • demarcation of the PVL group • breeding ground of radicalisation • Processes of radicalisation • forms of intended extreme violence • jihad and exit travellers • radicalisation and disorders • diverse evidence- and practice-based approaches • model: pathway of intended extreme violence • sharing of information <p>Group/team composition:</p> <ul style="list-style-type: none"> • Group size is 12-15 participants. • Participants from disciplines linked to providing care to clients can sign up for these courses, as well as members of multidisciplinary teams involved in interpreting processes associated with clients’ behaviour. <p>Result:</p> <ul style="list-style-type: none"> • After completing the workshop, participants have skills and knowledge that allows them to: • Support colleagues who deal with detection of PVLs in their caseload • Recognize PVLs and possible links to mental healthcare • Identify signs of radicalisation • Refer effectively to specialist care • Establish an internal network to structure the sharing of expertise with their own organisation
Approach	Training for first line practitioners

Target audience	Health practitioners First responders or practitioners Educators/academics
Deliverables	Handouts, theoretical models
Evidence and evaluation	The participants in the training evaluated training with an 8 (on a scale from 1 to 10).
Sustainability and transferability	The models used are internationally known, like the demand-supply model, Pathway of Intended Extreme Violence and models on loss of control of aggression. The training of Trifier consists of a 2 days program. The cost depends on the large group between €350,-/€425,- pp.
Geographical scope	Europe
Start of the practice	July 2012
Presented and discussed in RAN meeting	RAN Health March 2012 (Budapest) RAN Health December 2012 (Prague) European Congress on Violence in Clinical Psychiatry, March 2015 (USA)
Relation to other EC initiatives	None
Organisation	<i>The training is developed and delivered by two companies: Trifier Training, a training company working in mental health, and Radar Consultancy, a training and consultancy organisation with expertise on (training for) prevention of radicalisation.</i>
Country of origin	The Netherlands
Contact details	Hoofdstraat 40 5121 JE Rijen The Netherlands Trifier training: Gijsbert Roseboom, Gijsbert@trifier.nl RadarAdvies trainer: Steven Lenos, s.lenos@radaradvies.nl (+31) 161 231 118 www.trifier.nl
Last update	2016 and before

Name of the practice	<i>Channel</i>
Description	<p>Channel was first piloted in 2007 and rolled out across England and Wales in April 2012. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:</p> <ol style="list-style-type: none"> a. identifying individuals at risk; b. assessing the nature and extent of that risk; and c. developing the most appropriate support plan for the individuals concerned. <p>Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.</p> <p>Success of the programme is very much dependent on the co-operation and co-ordinated activity of partners. It works best when the individuals and their families fully engage with the programme and are supported in a consistent manner.</p> <p>Individuals and organisations holding extremist views or supporting terrorist-related activity of any kind, in this country or overseas, have no place in delivering Channel and will not be given public funding to do so. This applies irrespective of the source of the funding: central government, local government, policing or other publicly-funded bodies.</p> <p>The police co-ordinate activity by requesting relevant information from panel partners about a referred individual. They will use this information to make an initial assessment of the nature and extent of the vulnerability which the person has. The information will then be presented to a panel.</p> <p>The Counter Terrorism & Security Act 2015 is intended to secure effective local co-operation and delivery of Channel in all areas and to build on the good practice already operating in many areas. In practice, the legislation requires:</p> <ol style="list-style-type: none"> a. local authorities to ensure that a multi-agency panel exists in their area; b. the local authority to chair the panel; c. the panel to develop a support plan for individuals accepted as Channel cases; d. the panel to consider alternative forms of support, including health and social services, where Channel is not appropriate; e. all partners of a panel (as specified in Schedule 7), so far as appropriate and reasonably practicable, to cooperate with the police and the panel in the carrying out of their functions.
Approach	Creating CVE infrastructure

	Community engagement/empowerment
Target audience	Authorities Law enforcement officers Local Community Organisations/NGOs
Deliverables	Establishment of multi-agency panel chaired by the Local Authority capable of developing bespoke interventions utilising both mainstream safeguarding techniques as well as bespoke CT/extremism interventions.
Evidence and evaluation	Each referral is monitored for success and outcome by Channel practitioners using the Vulnerability Assessment Framework throughout the process to identify changes in vulnerability.
Sustainability and transferability	Channel is now a statutory duty in England and Wales following its inclusion in the Counter-Terrorism Act 2015. On that basis the programme is sustainable as Local Authorities, the police and other partners must deliver it as core business. It is good practice for Channel to work alongside existing mainstream provision whenever possible.
Geographical scope	England and Wales
Start of the practice	2007
Presented and discussed in RAN meeting	RAN POL , 12 -13 December 2013, London (UK)
Relation to other EC initiatives	None
Organisation	<i>UK Home Office and Police Service</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Victoria Street SW1H 0NN, London United Kingdom David Smart, Superintendent david.smart.nctphq@met.pnn.police.uk (+44) 02070848773
Last update	2016 before

Name of the practice	<i>To Prevent is Better than to Cure</i>
Description	<p>Making visible and strengthen the role of mosques in preventing radicalisation and polarization by building communal social (and - indirect - religious) resilience,</p> <p>Aims:</p> <ul style="list-style-type: none"> - To enlarge the social role of mosques - To include, inform and attend Muslim youngsters and their social environment (parents, friends and family) - To create resilience amongst Muslim youngsters against radical tendencies of Islam, discrimination and exclusion - To support, attend and train members of boards and/or commissions of participating mosques - To advance the cohabitation of different ethnic and religious communities and to counteract islamophobia, radicalisation and polarisation.
Approach	<p>Community engagement/empowerment Educating young people</p>
Target audience	<p>Youth/pupils/students Families Local Community Organisations/NGOs</p>
Deliverables	<ul style="list-style-type: none"> - Training modules - Debate/discussion modules - Evaluation - Detailed report
Evidence and evaluation	<p>Realisation:</p> <ul style="list-style-type: none"> - In Amsterdam (and environment) more than 100 gatherings/meetings took place in 15 different mosques in 2 years - Most of them informal/small; some of them big/general audience (mutual transfer of knowledge) <p>Concrete activities:</p> <ul style="list-style-type: none"> - Training to recognize and to cope with processes of radicalisation and to enlarge the skills of board members and commissions of women and youngsters active in mosques (to deal with media, ‘learn how to discuss’ and to work project-based). - Organizing lectures, discussions and debates for youngsters on themes which touch on the ‘breeding grounds’ of radicalisation and polarization. - To inform parents about backgrounds/effects and give them answers to questions on and/or tools to break through processes of radicalisation, polarisation or exclusion. - Reporting-point for mosques and (intermediary) training ‘Reporting Helps’ (Islamophobia/discrimination). <p>Relevance</p> <ul style="list-style-type: none"> - Building communal resilience - Making use of the strength of the ‘own (Islamic) communities’ and the social environment to reach out to radicalized or vulnerable (isolated, excluded, discriminated) youngsters

	<ul style="list-style-type: none"> - Example: meeting with the focus on ‘Syria fighters (Jihadists)’ in Al Kabir mosque (April 2013) - Create ‘save’ places for discussion/debate, whereas school/home/street are not ‘suitable’ <p>Report and evaluation Detailed report and evaluation report are both available After every event, a form of evaluation on behalf of the target-group was presented.</p>
Sustainability and transferability	The practise is transferable to other areas with a relatively high density of mosques and Muslims. The sustainability depends largely on the efforts that the stakeholders (members of the board of mosques, volunteers, advisers and participants alike) are willing to make after the ‘official’ part of the practice has been finished. It needs a ‘healthy’, sustainable structure.
Geographical scope	Amsterdam and the province ‘Noord-Holland’.
Start of the practice	November 2009 - June 2012 Recent developments had their impact on the importance and the focus of the project, At this moment we are updating the methods and (scope of). October 2015 onwards we will start with a new (financed) programme that is co-ordinated from and organized in Al Kabir mosque (Amsterdam).
Presented and discussed in RAN meeting	<p>Presentation for the Radicalisation Awareness Network (RAN) during the conference:</p> <p>Foreign Fighters: Working with Individuals, Families and Communities Before, During and After Travel.</p> <p>16-17 September 2013, Antwerp (BE)</p>
Relation to other EC initiatives	Presentations have been given at their expert meetings/conferences, seminars/workshops etc.
Organisation	<i>Zasja is an NGO, focussing on research, lecturing, training and initiating/co-ordinating projects on topics like the institutionalisation of Islam in the Netherlands, discrimination, integration and radicalisation, often in co-operation with organisations of Muslim migrants in the Netherlands and mainly funded by the (local) government(s) and/or private funds.</i>
Country of origin	The Netherlands
Contact details	<p>Weesperzijde 74 1091 EH Amsterdam The Netherlands</p> <p>Roemer van Oordt roemer@zasja.org</p> <p>(+31) (0)6 45766873</p> <p>www.zasja.org</p>

Last update	2016 and before
-------------	-----------------

Name of the practice	Drop out prevention network
Description	<p>The city of Antwerp invested in an education policy division with following strategic goal / mission. ‘All schools in the city of Antwerp work together with the city services to ensure that children, teenagers and youngsters get and take the opportunity to develop competences and obtain qualifications that lead to a wide personal formation and gives them access to higher education and or / the labour market.’ Together with our partners in our support and prevention network we tackle unqualified and early school leaving, grade retention, truancy and cross border behaviour, radicalisation, expulsion, inequality (poverty, language, ...) and the gap between education and labour market.</p> <p>The partners in the network are:</p> <ul style="list-style-type: none"> - Local educational forums and projects - Schools and Pupil Guidance Centres - (Local) welfare facilities and health services. - Justice dep. And police - Flemish employment services / job centres <p>Together we’ve build a very close knitted network for detection and follow up of youngsters with a problematic school career with all relevant partners.</p> <p>Since 2003 we work with a central helpdesk to link the youngster mostly within one week to a partner/ project in the support and guidance network (coaching, time out, training) to avoid expulsion from school or when already expelled we work towards reintegration as quickly as possible. In 2013 the CHD started monitoring and follow up of possibly radicalised youngsters / groups of youngsters in schools. Part of the CHD-team got specialized training to enable them to identify and follow up on these phenomena.</p> <p>Today the CHD can be consulted by the schools and the pupil guidance centres as well as by the ‘radicalisation antenna’ in the culture, sport and youth departments of the city.</p>
Approach	<p>Educating young people</p> <p>Creating CVE infrastructure</p>
Target audience	<p>Youth / pupils / students</p> <p>Educators / academics</p> <p>Local Community Organisations/NGOs</p>
Deliverables	<p>A number of flows to ensure follow up and cooperation between the partners in the network as well as cooperation agreements between partners in the network.</p>
Evidence and evaluation	<p>The Central Helpdesk coordinates the guidance of at-risk youth and supports care providers in education, welfare and justice by linking the necessary support to a youngster within one week after they received the info.</p> <p>Central helpdesk monitors the support in close cooperation with the pupil guidance centre. Information is stored in the file of the pupil.</p>

	<p>Measurements on how youngsters cope after the support are followed up on for some service providers. General data on truancy and grade retention are gathered or monitored. We report results to our partners, the city administration and the city council.</p> <p>Other than most coordination centres the CHD will not only document the support that was given, but will also keep track of the number of times they had to go for 'second' or 'third' best support offer because the best offer was not available (lack of capacity). Next to that they also record the absence of suitable support for a youngster.</p> <p>This information is constantly available in the database and is used in support of the EBP approach in the education policy department.</p> <p>Main results:</p> <p>Service users/ the youngsters: get the support they need => Not too little, not too much.</p> <p>Their families: are as much as possible / necessary involved in the support or can count on support themselves when applicable = Holistic approach towards youngster and context.</p> <p>Professionals: have a point of contact they can reach by phone or mail. They get feedback and can keep the ownership of the support as they have the contacts with the youngster and his/her parent(s)</p> <p>Support-organisations: can work as complementary as possible. Are sure to be the most suitable partner to provide the guidance and support.</p>
<p>Sustainability and transferability</p>	<p>The Central helpdesk has been up and running since 2003 and is considered to be the hub to ensure custom tailored support for youngsters at risk of dropping out.</p> <p>In 2014 in the city of Skeleftea / Sweden a central helpdesk approach was agreed on after several contacts in the framework of a Comenius project.</p>
<p>Geographical scope</p>	<p>The practice is implemented in Antwerp and is viewed on as a good practice by the Flemish government.</p>
<p>Start of the practice</p>	<p>The central helpdesk was the result of extensive work in a cross sector task force VISIER to define the city policy on working / coping with youngsters at risk.</p> <p>VISIER was a temporary work / research group / task force (grounded and funded by the city of Antwerp in 2001) with 7 sectors: welfare / integration / youth / education / special youth-care / police / justice department.</p> <p>It was a think tank with constant input and feedback from 7 sectoral work groups led by the VISIER-representative. These workgroup representative worked part time in their own sector and part time for the task force. Every step was validated by the decision group /heads of departments and led by the mayor of Antwerp.</p> <p>The central helpdesk was grounded based on the policy advice by VISIER in 2003.</p> <p>In 2013 the CHD started monitoring and follow up of possibly radicalised youngsters / groups of youngsters in schools. Part of the CHD-team got specialized training to enable them to identify and follow up on these phenomena.</p>

Presented and discussed in RAN meeting	The practice was presented in a RAN EDU meeting: The school needs partners on December 1 st 2016 in Madrid (Spain) and in a RAN-Local meeting on cooperation between local authorities and schools in the prevention of radicalisation and discussion of cases on 22 nd - 23 th of February 2017 in The Hague.
Relation to other EC initiatives	Number of Study visits from European researchers and workgroups from DG Regio European commission and DG Regio EAC attended meetings in Antwerp to learn about the central helpdesk and the network and emphasized the importance of sharing this knowhow with partners.
Organisation	The Central Helpdesk is a cross-educational network Pupil Guidance Centre project, that unifies counsellors from the 4 major educational networks in Antwerp; It is led by a coordinator and a council of the 4 directors of the pupil guidance centres. Funded by the city of Antwerp and supported by the Flemish department of education to enable the pupil guidance centres to attach highly skilled staff to the Central Helpdesk.
Country of origin	Belgium
Contact details	Address: Francis Wellesplein 1 Contact person: Luc Claessens Email: Luc.Claessens@stad.antwerpen.be Telephone: +32 3 338 33 81 Website: www.antwerpen.be/onderwijs
Last update	2016 and before

Name of the practice	<h2 style="text-align: center;">Fostering cooperation between local authorities and schools using the mirror technique</h2>
Description	<p>The city of Antwerp invested in an education policy division with following strategic goal / mission. ‘All schools in the city of Antwerp work together with the city services to ensure that children, teenagers and youngsters get and take the opportunity to develop competences and obtain qualifications that lead to a wide personal formation and gives them access to higher education and or / the labour market.’</p> <p>To foster the cooperation between the local authority and the schools the education policy division offers support to all the schools in the city and /or makes sure that schools have easy access to the support from other city services, the local police, welfare, etc.</p> <p>One of the tools the education policy division offers to schools are instruments to reflect/ mirror on the approach / the school policy in coping with problematic behaviour and or safety in and in the neighbourhood of the school.</p> <p>The mirror technique allows schools to self-monitor their results on coping with all kinds of safety issues.</p> <p>We work with two approaches</p> <p>1° We supply the school (staff, teachers, pupils) with digital online questionnaires and checklist so schools get feedback on the perception staff, teachers, pupils have on the approach and methodology on topics concerning safety and wellbeing in and in the neighbourhood of their schools. The data are gathered anonymously to give everybody involved a possibility to contribute without peer pressure or pressure from the schools hierarchy. City staff will do the analyses, will discuss the data with the contributors and will offer specific support on issues that were raised. Example: pupils and teachers are complaining about bullying. The city offers to support a training in self-confidence for the pupils involved and contacts an organisation (ngo) in the support network to work with pupils and staff on a structural solution.</p> <p>2° Truancy mirrors. Truancy is considered to be a signal more than being a problem on its own. Youngsters are playing truant because they feel bad in their school, are afraid to be harassed, lack the money to go on a field trip, ...</p> <p>We collect data from different (similar) schools to benchmark the success of their approach on pupil guidance and truancy prevention and/or follow up in comparison with these schools. The data the city gathers are a combination of data we receive from the Flemish government, the local city administration and the data supplied by the pupil guidance centres. All data are made anonymous and are kept private to avoid the data being used to rank schools. Our truancy advisor and school support team will discuss the results with the staff and the pupil guidance and will share good practices learned in the other schools.</p>

	Each year 10 schools that did very well, as well as 10 schools that saw a rising number of pupils playing truant are contacted by the truancy advisor to talk about their results. Next to that any school can ask the city for a truancy mirror or a follow-up report later on.
Approach	Educating young people Creating CVE infrastructure
Target audience	Youth / pupils / students Educators / academics Local Community Organisations/NGOs
Deliverables	Truancy mirrors and questionnaires are available in English. Questionnaires on safety and wellbeing are available in Dutch.
Evidence and evaluation	We see a drop in truancy in the schools that were supported.
Sustainability and transferability	The material and questionnaires have to be kept up to date and needs to be adapted to the local situation.
Geographical scope	The practice is implemented in Antwerp.
Start of the practice	We started working with truancy mirrors and safety mirrors in in 2010.
Presented and discussed in RAN meeting	The practice was presented in a RAN-Local meeting on cooperation between local authorities and schools in the prevention of radicalisation and discussion of cases on 22 nd - 23 th of February 2017 in The Hague.
Relation to other EC initiatives	Number of Study visits from European researchers and workgroups from DG Regio European commission and DG Regio EAC.
Organisation	City services in cooperation with the central helpdesk and the pupil guidance centres.
Country of origin	Belgium
Contact details	Address: Francis Wellesplein 1 Contact person: Luc Claessens Email: Luc.Claessens@stad.antwerpen.be Telephone: +32 3 338 33 81 Website: www.antwerpen.be/onderwijs
Last update	2016 and before

Name of the practice	<i>Radicalised individuals follow-up strategy</i>
Description	<p>In order to face the rise of radicalisation and violent extremism, we developed a follow-up strategy to help radicalised people getting out of jihadist ideology, by strengthening the bonds within the family and reintegrating the individuals into work market and social groups. At least 3 big categories of radicalisation do exist. In order to give the proper answer to each situation, it is essential to identify in a specific situation which type of radicalisation we are dealing with. Only then the appropriate method can be put in place.</p> <p>The first step when meeting a radicalised individual and/or his family is to assess the individual's radicalisation type and degree. There are 3 major categories:</p> <ul style="list-style-type: none"> 3- Individuals that are not truly radicalised yet (as understood sociologically) and whose motivations are mostly psychological. They are facing existential deadlock, often related to the psychological situations of adolescence and family crisis. 2- The ones that are in positions of identity breaking, which means that they rejected the national identity, institutions and western values attached to it. Most of them are not following any religious precept, but strongly claim their Muslim identity. 3- Fundamentalist-jihadist individuals, founding their political extremism on religion. This category is the one where individuals can get all the ideological precepts facilitating transition to terrorist acts. <p>However, the number of people who could commit any violent act is extremely low, even within this third category.</p> <p>The follow-up method will depend on the type of radicalisation we are facing in a specific situation. Regardless of the type of radicalisation, it is necessary to create a trusty relationship with the parents in order to get results.</p> <ul style="list-style-type: none"> 3- For first category situations, we will work on strengthening ties within the family and help parents being vigilant about their child's activities. The most important goal to pursue is re-establishing trust between parents and the child. The intervention team will then have to strengthen family skills. Finally, in relation with appropriate organisations, the team will have to offer as soon as possible propositions for professional or scholar reintegration. 2- In this category, strengthening ties within the family will also be part of the follow-up strategy. All along the 3 following steps, the intervention team will set itself the objective of changing the individual's social representations by all kinds of intellectual, cognitive and/or affective methods. At first, it is important to talk as much as possible with the individual, in order to get a deep understanding of his mental universe (most of the time made of anti-western, anti-Semitic and conspiracy theories. These conversations allow us to bring back complexity and critical mind in their elaboration process. In a second time, in a partnership with his family and numerous social workers, we work on deconstructing the mental universe made of victimisation, hate toward society, national identity refusal and western values rejection. In a third time, we try to lock

	<p>all the entry points to 2alafist or any religious dimensions that could lead to an irrecoverable fracture.</p> <p>3- Regarding this third category, getting an individual “unradicalised” is almost impossible. Nevertheless, for the less radicalised among them, a long-term strategy of divestment, disengagement or “disarmament”. It will consist in helping them giving up the idea of leading an armed jihad. Once again, this strategy will be based on strengthening ties with the individual family, especially his mother. We will use this affective lever as a way of giving up the idea of physical violence, dangerous for the individual himself. In order to make this possible, it is important to build strong affective ties and a trusty relationship between the intervention team and the mother on one hand, and between the mother and the individual on the other hand. By doing this, a direct trusty relationship from the individual himself toward the intervention team will be possible. The latter, made out of 3 experts (in human science, islamology and psychology) will be at this point able to feed the individual with meaningful discourses allowing this “disarmament”. Each of these experts will have to step in the process at a very targeted time. The third step of social/professional reintegration should automatically come from the individual himself.</p> <p>Within the first category, the target audience is made of young people between 14 and 20 (an average of 16 years old). They are mostly women and a strong minority of them are from a non-Muslim family.</p> <p>The second category groups together mostly men, from 10 to 30 years old (average of 23 years old). Most of them are not religious, but strongly claim their Muslim identity. They got in a cultural fracture, covered by victimisation and socio-political ideologies against Europe and western values.</p> <p>The third category is made of truly radicalised individuals regarding the sociological definition. Men, with an average age of 29 years old, almost exclusively compose this group. They usually have strong radical Islam knowledge. Their 2alafist ideology is clearly political. The fracture with western values is strongly claimed even if it can be dissimulated under a strategic social integration.</p>
Approach	<p>Exit strategies</p> <p>Family support</p>
Target audience	<p>Families</p> <p>Youth / pupils / students</p> <p>Violent extremists</p>
Deliverables	<p>Entr’Autres association delivers trainings to numerous institutions that could be dealing with radicalised individuals. Training modules and toolboxes are available in French.</p>

Evidence and evaluation	<p>Reintegration is the main qualitative evaluation tool available. Within the first two categories, the effectiveness of our interventions is close to 100%.</p> <p>Regarding the third category, we can get good results in one situation out of two. Reintegration and abandonment of violence are the best we can hope from our point of view. Eradicating the ideology seems almost impossible, unless the situation came at a very early stage.</p>
Sustainability and transferability	<p>This action requires for each situation as many meetings as necessary, with both family and the individual himself. We are still now following situations that came to us more than 2 years ago. As a consequence, local authorities in charge of countering and preventing radicalisation must financially support these follow-ups.</p>
Geographical scope	<p>The practice has been thought and implemented by Entr'Autres. It was first developed at a local scale (Nice) and then extended to many other cities and regions throughout France.</p>
Start of the practice	<p>Entr'Autres association started developing this follow-up strategy since 2013 with local authorities. Since then, Entr'Autres has been chosen by French government to give trainings to numerous national and local institutions.</p>
Presented and discussed in RAN meeting	<p>Entr'Autres representatives Amélie BOUKHOBZA and Patrick AMOYEL had the opportunity to present the organisation actions and methods in several RAN meetings:</p> <p>Manchester: 29-30 of September 2016 Paris: November 23rd 2016 Brussels: 15-16 of March 2017 Nice 2-3 of February 2017</p>
Relation to other EC initiatives	n/a
Organisation	<i>Entr'Autres association is a non-profit organisation, financially supported by local and/or national subsidies.</i>
Country of origin	France
Contact details	<p>Address : 4 Avenue Félix Faure 06000 Nice, France Contact person : Dr Amélie BOUKHOBZA Email: amelieb8@gmail.com Telephone: +33658349281 Website: www.entrautres.fr</p>
Last update	2016 and before

Name of the practice	<i>Prevent Mental Health / Police Team</i>
Description	The UK Counter Terrorism network working with the National health Service have implemented a pilot of three mental health hubs. The aim is to assess the value of mental health professionals working alongside counter terrorism police officers. This is in relation to the management of individuals referred to the police with known or suspected mental disorders who may be vulnerable to radicalisation and extremism.
Approach	Creating CVE infrastructure
Target audience	Law enforcement officers Health practitioners General public
Deliverables	Presentations and leaflets
Evidence and evaluation	<p>The pilot is undergoing an evaluation process and the three hubs are recording a standardised data set and collecting feedback from service users.</p> <p>The first interim report has just been released and the initial findings indicate that Preliminary analysis of the quantitative and qualitative data presented in this interim report is suggestive of a positive impact within all three mental health hubs in relation to the following outcomes:</p> <ul style="list-style-type: none"> ✓ Improved detection of mental health vulnerabilities ✓ Significantly reducing the time it takes to get health information and has thus markedly saving police time and resources. ✓ Increased confidence in Police assessment of risk / vulnerability, and facilitated access to appropriate services ✓ Enabling more efficient use of Interventions, including use of mentors and disruptions, which are now more targeted to assessed need with improved outcomes and reduces cost. ✓ Identifying previously unidentified mental health needs, thereby improving risk awareness and creating new treatment options and plans ✓ Enabling long standing Prevent cases to be discharged thus releasing police resource for responding to other cases ✓ Helping police Prevent and CTU colleagues to better understand how mental health vulnerabilities may impact upon behaviours and risk ✓ Creating better outcomes for individuals referred to Prevent

Sustainability and transferability	The overall evaluation aims to identify a sustainable model past 2018, as the service is currently being paid for from the national counter terrorism budget. The cost of Medical practitioners is approx. £180,000 per annum
Geographical scope	The service covers England and Wales
Start of the practice	The three hubs had a staggered implementation from April 2016 - July 2016. All are funded until at least March 2018.
Presented and discussed in RAN meeting	RAN POL meeting on the role for police in multi agency cooperation, 21 st December 2016
Relation to other EC initiatives	N/A
Organisation	<i>National Counter Terrorism Police Counter Terrorism Police West Midlands force, London and Greater Manchester National health Service England</i>
Country of origin	UK
Contact details	Debbie Mackenzie Chief Inspector Prevent - Strategic Partnership National Counter Terrorism Policing HQ Phone: +44 (0)203 276 0231 Mobile: +44 (0)7769887143 E Mail: Debbie.Mackenzie@met.pnn.police.uk
Last update	2016 and before

Name of the practice	<i>Inclusion</i>
Description	<p>Inclusion is inspired by two existing programmes: EXIT Sweden and the Dutch cognitive behavioural programme Solo. We used the elements of each programme that appeared best suited to our target group. The key element of Solo is the participation of a so-called significant other (SO) in the reintegration process, while EXIT Sweden focuses on building a new identity outside the extremist network.</p> <p>Inclusion is an individualised, tailor-made programme that is elaborated during probation supervision. Inclusion's chief aim of is to disengage radicalised Muslims (mainly home-grown jihadi) from radical movements.</p> <p>It consists of three modules.</p> <p>1. Practical help</p> <p>In the first stage of Inclusion, the trainer alone provides practical help. The participant draws a Plan for the Future, in which he or she defines goals. For instance, there may be housing, employment, or debt problems to be tackled. By meeting the material needs of the participant, the trainer gains their trust and establishes a working alliance. The participant learns new skills to boost their self-confidence. This will broaden the participant's perspective and provide an opportunity to move away from the radical environment.</p> <p>2. Network approach</p> <p>At the same time, trainer and participant map the network of the participant: is there anyone in the former prosocial network (teacher, imam or friend, for instance) that the participant wants to get in touch with? If so, contact is made, and this SO then assists the participant with hands-on activities. If there is no SO available in the network, Inclusion provides a volunteer.</p> <p>The trainer also encourages participants to repair relations with a friend or family member, with support from the SO. Consultations can also be arranged with religious experts, e.g. an imam. By degrees, the participant is introduced into and included in society by expanding his network. The trainer continues to build a trusting relationship, and motivates the participant to achieve (behavioural) change.</p> <p>3. Cognitive behavioural training</p> <p>If the participant starts to use the 'language of change', Module 3 is launched. This involves nine categories of cognitive behavioural exercises:</p> <ul style="list-style-type: none"> • thinking patterns/attitude/behaviour

	<ul style="list-style-type: none"> • impulsivity • anger/frustration tolerance • locus of control • identity/vulnerability • coping • (universal) values • (religious) meaning • social skills. <p>The trainer selects the themes that play a role in the life of the participant. If agreed by the participant, the SO may participate.</p> <p>In June 2017, Inclusion is to be tested by trained members of the Terrorists, Extremists and Radicals (TER) team of the Dutch Probation Service.</p>
Approach	Prison and Probation Exit strategies
Target audience	Prison/probation/judicial practitioners Violent extremists First responders or practitioners
Deliverables	In 2016, the programme Manual of Inclusion was completed. We also produced a Working Book that includes the required training materials (URLs, pictures, puzzles, etc.). There is also a Factsheet available (in Dutch), containing brief information on Inclusion for our stakeholders.
Evidence and evaluation	<p>Inclusion is being developed in close cooperation with the TER team. Dutch experts were consulted, and extensive desk research carried out. Feedback was submitted continually in earlier versions of the programme.</p> <p>Although Inclusion is a new initiative, it is derived from two programmes that have theoretical bases (for literature on Solo, see Robinson (2007), Priestley & VanStone (2006) and Hankinson & Priestley (2010); for literature on EXIT Sweden, see Christensen (2015)). In assessing whether the programme structure of Inclusion is effective for radicalised Muslims, several questions need to be addressed:</p> <ol style="list-style-type: none"> 1. Does the trainer succeed in building a trustful relationship with the participant? 2. Do the practical activities lead to increased community engagement? 3. Does the network approach lead to an improved relationship with a family member or friend? 4. Is the SO of additional value? 5. Do the exercises in Module 3 have a positive impact on the cognitive deficits of the target group? <p>In July 2017, we will conduct a pilot study to research the questions mentioned above. If Inclusion is positively evaluated, we will submit the programme to the Judicial Interventions Dutch Accreditation</p>

	Panel in 2018. We are striving for a First Degree accreditation, i.e. 'Theoretically well grounded.'
Sustainability and transferability	We have plans to modify Inclusion to accommodate the scope of broader groups of extremists (right-wing militants, anti-government 'patriot' groups, eco- and pro-animal radicals, etc.). Inclusion is originally designed for an ambulant setting (probation). If the programme is positively evaluated, it could be made suitable for the Terrorism Wings of the Dutch Prisons.
Geographical scope	Netherlands
Start of the practice	We will start with Inclusion in July 2017.
Presented and discussed in RAN meeting	We discussed Inclusion at the IMPACT-RAN workshop, on 10 and 11 November 2016. The workshop was held in Cambridge in support of training on how to elaborate the evaluation of radicalisation interventions.
Relation to other EC initiatives	None
Organisation	<p>The Dutch Probation Service is an independent organisation with the primary goal of shaping a safer society. The Probation Service is actively involved in the criminal justice process; when an offender is detained, it plays an advisory and supervisory role during the court session and the detention period. Judicial, municipal, prison and police authorities cooperate to prevent offenders from reoffending.</p> <p>Probation workers provide advisory services to the Office of the Public Prosecutor and the Judiciary, supervise conditional sanctions and measures, and implement alternative sanctions (e.g. community services). Dutch detainees abroad receive assistance from the International Office of the Dutch Probation Service.</p> <p>In supervision, probation workers continually monitor whether offenders are honouring the agreements made. In cognitive behavioural training, offenders' motivation is increased, prosocial choices are encouraged and self-reflection is stimulated, so that behavioural change can be established.</p>
Country of origin	Netherlands
Contact details	<p>Reclassering Nederland Vivaldiplantsoen 100 3503 RE UTRECHT</p> <p>Dr Renée Henskens r.henskens@reclassering.nl +31 888042058</p> <p>https://www.reclassering.nl/</p>
Last update	2016 and before

Name of the practice	<i>Extreme Dialogue</i>
Description	<p>Extreme Dialogue aims to build resilience to radicalisation among young people through a series of open-access educational resources and highly engaging short films. These films explore prejudice and identity, and foster critical thinking and digital literacy skills. Extreme Dialogue encourages safe and constructive discussions around extremism and radicalisation in educational or community settings in Canada, Germany, Hungary and the United Kingdom.</p> <p>Apart from young people, the project also aims to reach a series of key target groups: education practitioners, youth-focused civil society organisations, safeguarding professionals, national- and local-level policymakers, parents and the media.</p> <p>The short films tell the personal stories of people profoundly affected by extremism. These include:</p> <ul style="list-style-type: none"> - a former member of the extreme far-right in Canada; - a mother from Calgary, Canada, whose son was killed fighting for ISIS in Syria; - a youth worker and former refugee from Somalia; - a former member of the Ulster Volunteer Force (UVF) whose father was killed by the Irish Republican Army (IRA); - a former member of the now banned British Islamist group al-Muhajiroun; - a Syrian refugee living in Berlin; - a member of a Roma community in Hungary targeted by far-right demonstrations. <p>The films are accompanied by a set of educational resources that include Prezi presentations and practitioners' resource packs for young people aged 14 to 18 (approximately). They also contain comprehensive learning objectives, teaching points and delivery instructions. They provide young people with opportunities to engage with and explore key themes around extremism and radicalisation, and encourage dialogue on non-violent approaches to tackle extremism and build community cohesion.</p> <p>The films and resources are complemented by extensive training and delivery guidance on use of the materials with young people; this gives teachers and other youth practitioners confidence to undertake debates on contentious subjects. Based on more than 20 years of collective educational experience, the Extreme Dialogue 'Facilitator Guide' outlines the pedagogical teaching approach used and presents the best practice for delivery of the resources. It is intended to supplement the education resources themselves.</p>
Approach	Educating young people Training for first line practitioners
Target audience	Youth / pupils / students Educators / academics Local Community Organisations/NGOs Families

<p>Deliverables</p>	<p>Extreme Dialogue has produced a series of materials which are freely available online. These include the following.</p> <ul style="list-style-type: none"> - Seven short documentary films telling the personal stories of people profoundly affected by violent extremism. All films are available from the 'Stories' page of the project website, in English, German and Hungarian, with the Canadian films available in French. - A series of accompanying educational resources including Prezi presentations and practitioners' resource packs, available from the 'Educational Resources' page of the project website, in English, German and Hungarian, with the Canadian resources available in French. - The 'Facilitator Guide', which can be downloaded from the 'Educational Resources' page of the project website.
<p>Evidence and evaluation</p>	<p>Extreme Dialogue's project partner, the Institute for Strategic Dialogue (ISD) has sought to measure and evaluate the project's materials, training sessions and school pilots. The aim is to measure the effectiveness of the project in building young people's resilience to extremism and radicalisation, as well as practitioners' confidence in safeguarding young people in this area.</p> <p>Evaluation feedback collected via quantitative and qualitative feedback forms from school pilots in Calgary and London was encouraging. In testimonials, students reported that they had gained a more nuanced understanding of the radicalisation process, the spectrum of extremist groups, the consequences of violence and the importance of a range of perspectives. In interviews, teachers also provided favourable feedback: they suggested that the resources had a positive impact, matched up well with the curriculum, and helped enable constructive debate in the classroom.</p> <p>Evaluation was based on qualitative feedback forms gathered from participants in training sessions across Canada, Germany, Hungary and the United Kingdom. Overall, the sessions saw high levels of interaction and participation, and received largely positive feedback. Participants stressed that the modular approach and range of different narratives would allow the resources to be adapted to suit the requirements of different groups.</p> <p>Extreme Dialogue was presented by project partners at the RAN Education meeting 'The training for the right people' in Helsinki on 1 and 2 March 2017. The materials were well received. Participants stated that Extreme Dialogue's experimental learning and training programme approach would help teachers and practitioners create a safe space to discuss extremism and radicalisation, particularly in countries where politics must remain separate from education.</p> <p>Following training sessions in Cardiff and London in 2018, participants reported increased levels of confidence when broaching the topic of extremism with young people.</p>
<p>Sustainability and transferability</p>	<p>All Extreme Dialogue films and resources are available for use on the project website free of charge (http://extremedialogue.org/).</p> <p>All European materials are available in English, German and Hungarian, for use throughout the whole EU region. The Canadian materials were developed in English and French for use across Canada, as well as for</p>

	<p>audiences in other English- and French-speaking countries. The materials have also been translated into Bosnian, Swedish and British Sign Language (BSL) for use in local training sessions and as community engagement tools.</p> <p>In order to facilitate the roll-out of these materials, project partners delivered a series of training workshops in each project country, with participants drawn from the education sector (schools/colleges), youth-focused non-governmental organisations (NGOs) and local authorities. The training sessions were designed to enable participants, in conjunction with the training and delivery guidance, to train colleagues and other practitioners through a cascade dissemination model, thereby ensuring the sustainability of the project.</p> <p>The materials have also been used in sectors and contexts other than the Extreme Dialogue training sessions. For instance, they were used as training aides in CVE sessions for practitioners outside the field of education, including those in law enforcement, social and care work, immigration, probation, and health services.</p>
Geographical scope	Belgium, Bosnia, Canada, France, Germany, Hungary, Sweden, United Kingdom
Start of the practice	<p>The project 'Counter Narrative Project (CNP): Films, education resources and training for teachers and youth workers' ran from July 2014 to November 2016. The Extreme Dialogue European materials were developed during this period.</p> <p>The project 'Counter-narrative resources for Education Professionals in Canada and the UK' ran from June 2013 to June 2016. The Extreme Dialogue Canadian materials were developed during this period.</p> <p>Extreme Dialogue is currently being implemented through practitioner training workshops and session delivery in schools in England and Wales and other community settings across Canada and Europe. For more information on training and delivery, please visit http://extremedialogue.org/ online.</p>
Presented and discussed in RAN meeting	RAN Education meeting: 'The right training for the right people', Helsinki, 1-2 March 2017
Relation to other EC initiatives	Prevention of and Fight against Crime (ISEC)
Organisation	<p><i>Funded by Public Safety Canada via the Kanishka Project, and co-funded by the EU programme Prevention of and Fight against Crime (ISEC), Extreme Dialogue has brought together the following project partners: the Institute for Strategic Dialogue (limited company), film production company Duckrabbit, and educational charity Tim Parry Johnathan Ball Foundation for Peace.</i></p> <p><i>Extreme Dialogue is supported by NGO project partners (in Europe), the West London Initiative (in the United Kingdom), Cultures Interactive (in Germany) and Political Capital (in Hungary).</i></p>
Country of origin	United Kingdom

Contact details	Contact person: Henry Tuck, Head of Policy & Research Email: info@extremedialogue.org Website: http://extremedialogue.org
Last update	2019

Name of the practice	<i>Dialogue in Citizenship Education</i>
Description	<p>The media frequently reports stories of students from diverse backgrounds who express extreme opinions. This often occurs following discussions on current societal events, on ethnic, cultural, religious or sexual diversity, or on politics. Society commonly holds teachers responsible for establishing democratic values in students, and for preventing them from having and expressing extremist thoughts (that may ultimately lead to radicalisation and violent extremism).</p> <p>However, when students express highly contentious views (e.g. ‘You can send those refugees back on a leaky boat’, or ‘All Muslims are terrorists’), both new and experienced teachers are challenged to respond appropriately: teachers need support and guidelines for such situations.</p> <p>Teachers often feel too distanced from students’ world views to be able to genuinely relate to them. Confronted with complex societal issues and tensions, they may struggle to adequately guide a discussion on these topics in the classroom. How does international conflict, radicalisation and polarisation influence the atmosphere in the classroom? And how does one respond to youngsters who are disconnected from society and do not seem to support democratic values and the rule of law?</p> <p>Together with several teacher-training colleges, Diversion has developed a methodology to provide guidelines and support for teachers tackling such situations. Diversion draws on over 13 years of experience in discussing socially sensitive topics in the classroom, using the peer education methodology. This employs young role models who use their own experience and references to engage in open conversations with students, not shying away from (positive) confrontation. Alongside teacher training colleges, we have translated lessons learned through this experience into guidelines for (student) teachers in the methodology, titled ‘Dialogue in Citizenship Education’.</p> <p>In this methodology, we provide clear steps, guidelines and exercises that help teachers guide conversations around conflicting values and polarising topics. A step-by-step approach helps teachers become an equal partner in conversations, facilitate open dialogue (while maintaining necessary boundaries) and round up the conversation and reflect on it.</p> <p>Teachers are often expected to remain neutral in the classroom. The methodology posits that nobody is neutral: assuming neutrality when discussing these sensitive topics deflates the open atmosphere in the classroom, weakens teachers’ credibility and makes them feel uncomfortable and frustrated. How should teachers manage their own morals and values in these conversations? And where do they draw the line regarding the expression of extreme opinions?</p>
Approach	Educating young people Community engagement/empowerment
Target audience	Educators/academics Youth/pupils/students

Deliverables	<p>Primary school teachers and senior and vocational education teachers can download the methodologies and the preliminary research (in Dutch) free of charge from the following sites:</p> <ul style="list-style-type: none"> - http://www.diversion.nl/updates/lees-en-download-onze-methode-dialoog-als-burgerschapsinstrument/ - http://www.diversion.nl/updates/methode-dialoog-als-burgerschapsinstrument-po/ - http://www.diversion.nl/updates/lees-hier-onze-verkenning-dialoog-als-burgerschapsinstrument/
Evidence and evaluation	<p>In the fall of 2015, several teacher-training colleges started implementing the methodology in their own curriculum. All participants in these first sessions using this methodology also participated in a thorough evaluation. Based on the results of this evaluation, the methodology was revised and refined to better accommodate the needs of the target group. This upgrade was released as a new version of the methodology, published in late 2016.</p> <p>Currently, all participants in the methodology fill in detailed questionnaires after completing the training. In due time, the results of these evaluations are used to again revise and refine the methodology.</p>
Sustainability and transferability	<p>The methodology is designed to be usable independently by teacher training colleges and individual teachers. In the Netherlands, Diversion offers additional training, in which students and teachers can practice the provided exercises. In two of the three partner teacher-training colleges, the methodology is successfully implemented as a sustainable, independent minor (subsidiary subject) for student teachers.</p> <p>Currently, the methodology is only available in Dutch, but Diversion is working on a translated version.</p> <p>The methodology is increasingly used by other students/professionals (albeit in an adapted form). Demand from the youth work field and the social services field is significant, leading Diversion to develop an adapted methodology for their purposes.</p>
Geographical scope	<p>At the moment, the scope is limited to students, teachers and youth professionals in the Netherlands. We are exploring the option of translating the methodology for international use.</p>
Start of the practice	<p>Development started in late 2014. The first methodology was published in May 2015, and the first teacher-training courses were held in the fall of 2015. Use of the methodology is ongoing and widespread.</p>
Presented and discussed in RAN meeting	<p>RAN EDU meeting, March 2017, Helsinki</p>
Relation to other EC initiatives	<p>Currently, the programme is not connected to other European Commission initiatives. However, we are in the process of building new partnerships towards a more Commission-oriented approach.</p>

Organisation	<p>Diversion is a company for social innovation, based in the Netherlands. Diversion tackles societal challenges through the development of creative concepts, in the fields of education, youth literacy, youth participation and emancipation. Through several projects in education, we deploy young role models to open a discussion on subjects that youth may find uninteresting, or are politically sensitive or are associated with cultural or religious taboos or (e.g. antisemitism; anti-Islamism; radicalisation; lesbian, gay, bisexual, transgender and other sexual and gender minorities (LGBT+); and debt and poverty prevention).</p> <p>The programme Dialogue in Citizenship Education is financed by the Dutch ministries of Social Affairs and Education.</p>
Country of origin	Netherlands
Contact details	<p>Address: Diversion Max Euweplein 36 Amsterdam Netherlands</p> <p>Contact person: Heleen Cousijn Email: hcousijn@diversion.nl</p> <p>Telephone: +31 203059286</p> <p>Website: http://www.diversion.nl</p>
Last update	2018

Name of the practice	<i>Family support Sarpsborg</i>
Description	<p>Sarpsborg municipality in Norway employs a holistic and systematic approach when supporting families to prevent or reverse radicalisation processes with affected family members. All municipal services are obligated to prioritise this work.</p> <p>Sarpsborg municipality focuses on consolidating user involvement, building trust and strengthening family networks. It aims to motivate change based on the individual's wishes and needs, as well as develop critical thinking. Another key goal is to ensure safe care and prevent the stigma of radicalisation for affected children in families of returnees and expelled foreign fighters.</p> <p>Municipality family support objectives</p> <ul style="list-style-type: none"> • Increase competence for first-line practitioners in the municipality and police in several areas: extremist phenomena, conspiracy theories, conversation methods to strengthen critical thinking, motivational conversation methods and comprehensive understanding of radicalisation mechanisms. • Provide guidance, support and expertise to key resources or practitioners on cases. • Secure key case workers to handle complex tasks. <p>Family support goals</p> <ul style="list-style-type: none"> • Prevent violent extremism: reverse radicalisation processes in families of retired or returning foreign fighters. • Build trust between families and municipality services/police/police security services. • Prepare families by helping them contend with related stigma. • Prevent isolation and disengagement. • Reduce trauma and stress, and secure treatment for these conditions. • Support inclusion and mastery in school, work and leisure. • Support parents by providing childcare. • Work with family members to 1eradicalize individuals detained in prison for terror offences. • Provide exit work for returned foreign fighters in cooperation with full family units. <p>Miscellaneous services cooperating with Sarpsborg municipality Child welfare services, employment services, social consultants for youth, principals and counsellors in primary schools, general practitioners, psychiatric services and municipal consultants.</p> <p>Government services Child and adolescent psychiatric services, adult psychiatric services, local police, principals and teachers in high schools, prisons, police security services.</p> <p>Volunteer organisations Elite football team administration, dialogue forum for Christians and Muslims, the Red Cross, sports clubs.</p>

Private bodies

Psychometrics therapists
Fitness centres.

Working method and approaches

- Trust and relationship work.
- Empowerment work.
- Bronfenbrenner's ecological framework for human development.
- Comprehensive family systemic approach.
- Family and safeguarding, by child social services.
- Networking.
- Insoo Kim Berg's Brief Solution-Focused Therapy.
- Motivational interviewing, by William R. Miller and Tom Bath.
- Trauma and stress management.
- Systematic coordination in cases with high-intensity users.
- Involvement and openness with families. Use of a coordinating group with family representatives and responsible services, with tailor-made plans based on respective needs and goals of the individuals concerned.

The Operational Coordination Group

The Sarpsborg municipality councillor has authorised the Crime Prevention Coordinator and local authority to coordinate matters relating to radicalisation. The group also features relevant local police contacts. All radicalisation-related police and municipality cases are assessed in this group. Practices of all employees involved in the cases are communicated to this group. Information on returning foreign fighters deemed not to pose a risk to national security is passed on from the police security service/local police to the Operational Coordination Group.

District police have a radicalisation coordinator who will be informed in all cases of work assessment for localisation police.

Operational Coordination Group tasks

- Receive all concerns and new issues from the police and municipality.
- Guide and support practitioners in cases.
- Have an overview of the methods, measures and approaches being implemented.
- Report case statuses to municipality management and local police.
- Assess cases in terms of risk of violent extremism.
- Ensure that cases involving individuals in radicalisation processes, returning foreign fighters and related families be given high priority across municipality services.
- The municipality will adopt a creative approach and employ the lowest possible level of intervention to achieve contact and trust.
- Request guidance and support from the Norwegian Centre for Violence and Traumatic Stress Studies, in complex cases.
- Follow-up (in the form of two employees from each auxiliary service, selected according to qualifications) for continuity and quality in family work.
- Close follow-up for families of retired or returning foreign fighters.

- Operational Coordination Group evaluates work in other services and ensures continuity. The group reveals fraud zones, which are addressed by the councillor's management team or police.
- The Operational Coordination Group and Crime Prevention Coordinator are always available as contact points for families of returned or expelled foreign fighters.

Examples of action

- A contact person for the family is always available.
- Contributing to forging friendships and close relationships – preventing ostracism.
- Leisure activities and equipment (such as training, swimming and cinema passes) are sponsored and provided at discounted rates.
- Relationship building with helpers: café visits, home visits and trips.
- Facilitating/providing:
 - dedicated support resources for children
 - shielded car rides for privacy
 - transport to leisure activities for children
 - family workouts
 - economic assistance for holidays and leisure activities
 - Red Cross-arranged holidays for the whole family
 - guides and schedules for vacation activities
 - football match tickets and equipment
 - financial support for driving license applications
 - financial support for purchasing children's clothes
 - dream days for children
 - homework assistance in the home after school
 - internships with close follow-up
 - education/course opportunities/job courses
 - psychomotor therapy
 - psychological trauma treatment
 - dedicated contact in schools with one-to-one discussions
 - contact with prison management
 - assistance for children during prison visits.
 - family guidance
 - networking with prisoners
 - secure family homes
 - family support in handling media attention during court cases, arrests, etc.

Competence

- All managers, relevant services and high schools learn about radicalisation.
- Staff at schools with affected children learn about trauma and stress.
- 'From concern to extremism management': four-day conferences and training for local and police employees.
- Our own project of competence enhancement with the Holocaust Centre for staff in kindergartens, elementary schools and youth schools on radicalisation, conspiracy theories and critical thinking.
- Action plan (handbook) with new educational programmes to prevent radicalisation for kindergartens and schools in Sarpsborg municipality.
- Employees have participated in course leader training at a violence and trauma centre on radicalization (see <https://utveier.no/>).

	<ul style="list-style-type: none"> Family support lectures for the municipality crisis team.
Approach	<p>Training for first line practitioners Family support</p>
Target audience	<p>Families First responders or practitioners Violent extremists</p>
Deliverables	<p>Training handbook, and a guideline for current work.</p> <ul style="list-style-type: none"> New handbook for kindergartens and schools for the prevention of anti-Semitism, radicalisation and undemocratic attitudes in the classroom, with guidance from the Center for Studies of Holocaust and Religious Minorities. Oversee training (see http://dembra.no/) via a school programme with the Center for Studies of Holocaust and Religious Minorities. 'From concern to handling extremism': Oversee training. Motivational interview training. Network for practitioners from several affected municipalities. Exit network with correctional services, prison, police and municipality.
Evidence and evaluation	<p>Sarpsborg municipality has participated in research alongside four other municipalities, to produce 'How to prevent radicalization in Norwegian municipalities', published in 2016 by the Norwegian Institute for Urban and Regional Research (NIBR) and Oslo and Akershus University. The research was conducted in 2014 and 2015. This is linked to Measure no 2 in the Norwegian government's action plan to prevent radicalisation and violent extremism (2014).</p> <p>As part of this research, the municipality participated in development workshops with experience lectures for 22 other municipalities in Norway, and contributed lectures from practical experience when the report was launched nationally. Sarpsborg municipality with the Crime Prevention Coordinator has also presented its practices with its own workshop to several ministry representatives, on how to follow up on the national work on this field.</p> <p>Successful practice experience</p> <ul style="list-style-type: none"> Sarpsborg municipality has established contact with families in all cases. Families provide positive feedback and want contact, because they receive assistance to meet their needs. Families show high levels of trust in the municipality and agree to various measures. Close contact is maintained between helpers and families. Families have experienced a drop in the isolation they experienced. Children have re-established contact with friends after being excluded from such groups. All family members (both children and parents) have joined in the physical activities.

	<ul style="list-style-type: none"> • The elite football team has helped with dream days and free tickets for all matches for affected children and mentors. • Religious communities have assisted with social networking and Koran school offerings for families. • Returned foreign fighters have expressed confidence in the municipality, and expressed the desire to be contacted during the atonement process. • All municipal services prioritise related issues. • Kindergartens, schools and auxiliary services have seen increased competence and achieved common understanding on radicalisation and how to work preventively. • Family members are now in work, education or internship. • All services take responsibility, provide creative measures and prioritise family support for returned and returning foreign fighters. <p>Families report that they receive good support and help and that they feel their situation has been understood. Meetings with safe professionals with radicalisation expertise, who understand how the phenomenon affects the whole family, constitute a key success factor in Sarpsborg municipality.</p> <p>Sarpsborg municipality practices have received positive feedback from the RAN groups (Youth, Families and Communities (YF&C), RAN high-level and YF&C and Health group meeting), and have contributed to both case work and experience-sharing.</p>
Sustainability and transferability	The work can be transferred to other municipalities in other countries.
Geographical scope	Sarpsborg municipality is in Norway. The city of 55 000 citizens is located at the centre of Østfold county, close to both Oslo and the Swedish border.
Start of the practice	<p>Sarpsborg municipality started work on preventing radicalisation three days after the Norwegian terrorist attacks in the government quarter and on Utøya on 22 July 2011.</p> <p>Contact was established between the local police, Sarpsborg municipality and the police security service in the fall of 2011. Areas of action of the municipality and local police created a resource group in spring 2012 to develop a strategy for prevention of radicalisation and violent extremism. The work group included the crime preventing coordinator, the preventive chief of local police and the priest.</p> <p>Increased competence for leaders and local employees on radicalisation in Norway and the region started in 2012, with the participation of the police security services.</p> <p>Family support practice started in 2013, with the case of relatives of a right-wing extremist. In 2014, family support work for relatives of returned foreign fighters began.</p> <p>The practice is active.</p>

Presented and discussed in RAN meeting	<ul style="list-style-type: none"> • RAN YF&C meeting ‘Working with Families’, held on 29 and 30 September in Manchester. Case presented. • High-Level Conference (HLC) on Radicalisation on 9 November 2016 in Brussels. Case presented. • RAN Health and Social Care (H&SC) and RAN YF&C joint event on supporting families and safeguarding children, held on 2 and 3 February 2017 in Nice. Discussed in a working group.
Relation to other EC initiatives	None
Organisation	<p>Sarpsborg municipality The municipality has received grants from the Royal Norwegian Ministry of Justice and the Emergency Planning Agency for staff empowerment and family support measures.</p> <p>The child welfare services in the municipality have even financed reinforced foster homes and increased staff resources to follow up on cases. The employment office service in the municipality also uses additional resources to follow up on families.</p>
Country of origin	Norway
Contact details	<p>Sarpsborg commune, Boks 237, N-1702 Sarpsborg, Norway</p> <p>Tone Faale tsfa@sarpsborg.com</p> <p>0047 98217686</p> <p>https://www.sarpsborg.com/</p>
Last update	2016 and before

<p>Name of the practice</p>	<p><i>Violent Extremism Risk Assessment, version 2-revised (VERA-2R) Pressman, Rinne, Duits, Flockton (2016)</i></p>
<p>Description</p>	<p>The Violent Extremism Risk Assessment, version 2-Revised (VERA-2R), is specifically designed, via the structured professional judgment (SPJ) approach, to analyse the risk of violent extremism. The first VERA was developed in 2009 and arose from the increasing need to assess the danger and risk posed by ideologically motivated violent individuals. Existing risk-assessment instruments, used to assess risk factors associated with common forms of individual violence, were not – and are still not – sensitive to known characteristics of terrorists and violent extremists.</p> <p>The first VERA was introduced by Pressman. The indicators used in the protocol were based on existing knowledge of violent extremists and terrorists, and were integrated into a structured professional judgment methodology. VERA was introduced by Pressman as a consultative approach. Following feedback from terrorism experts, national security analysts, and law enforcement operatives working on terrorism offences – as well as the application of VERA with convicted terrorists in high security prisons, VERA was revised as the VERA-2. Reliability and validity data (Pressman & Flockton, 2012) were also integrated.</p> <p>The current VERA-2R is a revised and enhanced version of the VERA-2, made possible through literature research. VERA-2R uses more specified dynamic indicators known to be consistent with the radicalisation process to violent extremism. The status of these risk indicators and risk-mitigating indicators can change over time at an individual level. The monitoring of these indicators at successive points in time permits the establishment of risk trajectories that are crucial for assessing, increasing or decreasing risk at an individual level.</p> <p>VERA-2R can be used as a supplementary approach by psychologists and psychiatrists with knowledge of violent extremism. It can also be used by analysts of security and intelligence services, forensic social workers, including social rehabilitation professionals, and police forces or others tasked with assessing people suspected of violent extremist or terrorist criminal offences. Users must be trained in the methodology and interpretation of VERA-2R before using it. They must also understand the role and effect of ideologies that justify the use of violence, of behavioural indicators and of the impact of digital and other communication systems. In addition, assessors should be familiar with the risk indicators relevant to violent extremism, the criterion definitions, and the advantages and limitations of the VERA-2R approach.</p> <p>VERA-2R contains 34 indicators specifically related to violent extremism. They are divided between five domains: Beliefs, attitudes and ideology; Social context and intention; History, action and capacity; Commitment and motivation; and Protective / risk-mitigating indicators. There are 31 additional indicators based on the scientific literature about general violence, radicalisation, jihadism and terrorism. They are divided between five domains: Criminal</p>

	<p>history; Personal history; Radicalization, Personality traits; and Psychiatric characteristics.</p> <p>The assessor should use all objective information available in rating the indicators. Each VERA-2R indicator has criteria for three levels of rating (low, medium, high), consistent with other SPJ risk-analysis instruments. For reasons of standardisation, the user must carefully read and apply the operationalisations for each of the three risk levels. The final professional judgment is based on the weighting of all available information and data related to the risk indicators. The final decision is <u>not</u> made based on a numerical overall score.</p>
Approach	<p>Training for first line practitioners Prison and Probation</p>
Target audience	<p>Law enforcement officers Prison/probation/judicial practitioners Authorities</p>
Deliverables	<p>The instrument is presented in an elaborate handbook. The handbook comprises an introduction to the subject, academic contributions, methodological guidelines and limitations, information on reliability and validity of the instrument, and of course the instrument itself. The instrument consists of an assessment form in which all indicators are clarified by lead-questions, operationalisations and scientific relevance.</p> <p>A standardised and two-day training course is required to use the instrument. Further requirements are frequent usage of the instrument and structural refresher days. For the Netherlands the training and refresher days are developed and organised by the NIFP.</p>
Evidence and evaluation	<p><u>Performance measures:</u> Concept validity and user-friendliness and content validity are continuously examined. Construct validity was measured with a group of convicted violent extremists matched to a group of violent, non-ideologically motivated offenders. VERA-2R, used in combination with a legal system that applies definitions in line with the risk indicators, demonstrates deductive validity. Predictive validity is very difficult to measure with risk assessment instruments.</p> <p>Security and law enforcement agency officers in many European, Asian and North American countries have been trained in VERA 2 and VERA-2R.</p> <p>In the Netherlands, risk-profiles of terrorist detainees are created based on the VERA-2R. It must be used by Dutch forensic psychiatrists and psychologists in pre-trial forensic mental health assessments. It is also used by the specialised Dutch Probation Service. It is evaluated positively by all of these professionals, as well as the Dutch national government. This evaluation has led to the policy decision to use VERA-2R analysis for every new prisoner charged with a terrorist offence.</p> <p><u>Evaluation and Feedback:</u> Since the publication of the original version of VERA in 2009, continuous feedback has been provided by psychologists and psychiatrists, analysts at national security and intelligence services, and law enforcement officers. Users are satisfied that the expert</p>

	<p>instrument is up to date. More than 90 % of those originally trained in its use have requested extra training for colleagues or other personnel. Implementation and refreshment meetings in the Netherlands show that the instrument is needed, relevant and usable.</p> <p><u>Peer review:</u> In 2013 an independent study of the validity and applicability of the VERA was published by researchers in the United Kingdom (Beardsley & Beech, 2013). They demonstrated that the VERA risk factors can be applied with the same accuracy to both terrorists operating independently and those operating in groups, independently of the spectrum of ideological motive. The research indicated that most of the operationalisation makes the VERA factors easily applicable. Moreover, VERA is a useful risk-assessment instrument for content validity and user validity. Beardsley and Beech (2013) also reported that the protective VERA items are also important for precise identification of extremists, and for identifying individuals who are less inclined to carry out terrorism in the future. They suggested that VERA-2R might be very useful in prisons where violent extremists are incarcerated, where the impact of programmes needs to be assessed, where decisions about early release need to be made, and where Countering Violence Extremism (CVE) programmes are required. Although further research is recommended, most of the elements in VERA are rated as ‘relevant and important for risk assessment’. The VERA-instrument is open for feedback and all feedback is used for continuous improvement.</p>
<p>Sustainability and transferability</p>	<p>Implementation experience in the Netherlands and implementation science shows that availability and usability of a risk assessment tool on violent extremism and training programmes can be ameliorated by adaptation to different judicial contexts.</p> <p>Implementation measures must therefore relate to understanding of identifying needs, interactions on best practices, assessing fits, and preparing organisations, staff and resources, before and during training, installation and implementation.</p> <p>The Netherlands Institute of Forensic Psychiatry and Psychology (NIFP) has obtained a Justice grant (August 2017) to introduce use and implementation of VERA-2R in 2017-2019 to the prison and probation services in six or more European Member States (Austria, France, Germany (Länder), Sweden, possibly Spain and Slovakia, in addition to Belgium and the Netherlands). The tool will be tailored to specific needs and uses. Exploration, training and implementation meetings with management and staff of European criminal justice agencies will take place.</p> <p>The NIFP will develop a standardised European database of convicted and deceased violent extremists and terrorists and their extremist acts. This database can be used to analyse and support the identification of the most critical risk factors of violent extremism, and risk specification for possible sub-groups of violent extremists and terrorists. This has relevance for effective policy and professional judicial practice related to potential violent extremists and terrorists. This will be done in cooperation with the department of conflict management of the University of Bielefeld, Germany and the prison service of Belgium.</p>

Geographical scope	<p>Officers of security, criminal justice agencies and law enforcement agencies in European, Asian and North American countries have been trained in using VERA 2 and VERA-2R. The instrument can be used to support European professional staff in these agencies.</p> <p>The instrument is being used and implemented in the Netherlands and Belgium within the criminal justice system (prison-terrorist wards, specialised probation service, specialised forensic mental health assessment, police).</p> <p>The NIFP will introduce use and implementation of VERA-2R in the prison and probation services of six or more European Member States, tailored to specific needs and uses.</p>
Start of the practice	<p>Development and implementation is an ongoing process in European countries. The first version of the VERA was developed in 2009, second in 2012, current VERA-2R in 2016. Training always precedes implementation. Implementation measures are now included. Implementation depends, among other factors, on organisational logistics. Two examples for the Netherlands:</p> <ul style="list-style-type: none"> • Summer 2016 was the starting point of the risk-profiles for terrorist detainees. That has led to structural implementation for all new terrorist detainees starting from January 2017. • The police, forensic psychologists / psychiatrists of the NIFP and Dutch Probation Service were trained in the instrument throughout 2016.
Presented and discussed in RAN meeting	<p>Presentation at RAN P&P meeting on 26 November 2015, penitentiary institute (PI) in Vught, the Netherlands.</p>
Relation to other EC initiatives	<p>None</p>
Organisation	<p>Legal entity: The Netherlands Institute of Forensic Psychiatry and Psychology (NIFP) is the Dutch centre of expertise for forensic psychiatry and psychology. It is a national service of the Ministry of Justice, incorporated in the Dutch National Agency of Correctional Institutions (DJI). The NIFP provides independent psychiatric and psychological expertise (diagnosis, care and advice) for children, juveniles and adult detainees in the Netherlands. The NIFP advises the judiciary on suspects, establishes high-quality forensic diagnostic assessments, sound and equal psychiatric care and treatment for detainees, and carries out scientific research, and education and training for professionals so that they may develop, obtain and promote professional forensic standards.</p> <p>Infrastructure: The NIFP has the expertise in developing and handling forensic datasets. The NIFP has know-how on transferring and implementing research findings into the practical field of forensic psychiatry and psychology, and professionals in prisons and probation services. Since the attack on the Dutch qQueen in 2009 and the shooting spree in a shopping centre in Alphen in 2011, expertise has been gained on extremist attacks, psychiatric autopsy and incident-handling in a public space and within the family.</p>
Country of origin	<p>The Netherlands</p>
Contact details	<p>Address: Herman Gorterstraat 5 - 3511 EW Utrecht NLD</p>

	Contact persons : Dr Thomas Rinne, Dr Nils Duits Email: t.rinne@dji.minjus.nl; n.duits@dji.minjus.nl Telephone: 088 071 0240 Website: www.nifpnet.nl
Last update	2018

Name of the practice	Community seminars
Description	<p><u>Preventing polarisation</u> Finland's community seminars tackle polarisation at local level by bringing together local actors from diverse public sector bodies (law enforcement, social services, etc.), NGOs with expertise in working with vulnerable groups and local prevention efforts, religious communities and community-based organisations with grass roots access, trusted by citizens.</p> <p>The seminars function as a trust-building and co-creation platform for local preventive practices and initiatives. After the seminar, local authorities receive support in setting up a local multi-agency team and action plan. The co-creation is designed to facilitate a transparent, inclusive and participatory process for all parties, and to prevent polarisation of, for example, Muslim communities, as recipients of these efforts. This is also important in terms of strategic communication, as polarisation around the topic of radicalisation, violent extremism and foreign terrorist fighter (FTF) returnees can reflect a narrow and misleading image of the nature of violent extremism as a phenomenon.</p>
Approach	<p>Creating CVE infrastructure Training for first line practitioners</p>
Target audience	<p>Law enforcement officers First responders or practitioners Local Community Organisations/NGOs</p>
Deliverables	A report will be published in early autumn 2017.
Evidence and evaluation	The method has been evaluated by key stakeholders, based on feedback on how the seminars have improved communication and collaboration among participants.
Sustainability and transferability	The method is transferable, and the costs involved are similar to those of regular seminars. Since seminars are designed and organised in collaboration with key stakeholders at a local level, the impact and collaboration relies on local ownership of the agenda.
Geographical scope	The Reach Out programme's scope is national (across Finland). It is part of the Finnish National Action Plan for the Prevention of Violent Radicalisation and Extremism. Reach Out has key stakeholders in four cities: Helsinki, Turku, Oulu and Tampere. Community seminars are one of the tools utilised to enhance collaboration for dealing with returnees and applying the family support model at local level.
Start of the practice	<p>The practice was developed in 2015 and 2016-2017; it is part of the Reach Out programme.</p> <p>Co-creation of local best practices and agenda-setting in an inclusive and facilitated process involving all stakeholders is a standard tool in the peace-building and mediation arena. Here, we have adapted the tool from our broader peace support activities to the field of the prevention of violent extremism.</p>

Presented and discussed in RAN meeting	No
Relation to other EC initiatives	<p>Reach Out, funded by the European Commission's Internal Security Fund (ISF), has been evaluated as part of Finland's national action plan. (The evaluation is available here.) Furthermore, Reach Out work was evaluated by the Safety Investigation authorities in Finland following the attack in Turku. These evaluations concluded that Reach Out work is an impactful and cost-effective measure for PVE.</p> <p>EUSA (funder) has also evaluated the programme, but unfortunately the document is not available in English.</p>
Organisation	<p><i>Finland's community seminar method is one of the activities included in the Reach Out programme funded by the European Commission's ISF Police Fund.</i></p> <p><i>Finn Church Aid, the largest development actor and second largest provider of humanitarian aid in Finland, hosts the secretariat of the Network for Religious and Traditional Peacemakers. The network was initiated in 2013 as a direct result of UN Secretary-General Ban Ki-moon's report 'Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution' (UN GA Report A/66/811, 2012) and the supporting guidance document 'UN Guidance for Effective Mediation' (UN GA Resolution 65/283, 2012). The Network is a faith-based organisation and it is financially supported, inter alia, by the Ministry for Foreign Affairs of Finland, Finn Church Aid, the KAICIID Dialogue Centre and the United States Institute of Peace. In addition, the network receives significant support in the form of in-kind contributions from several network members.</i></p>
Country of origin	Finland
Contact details	<p>Address: Kirkon Ulkomaanapu - Finn Church Aid Eteläranta 8 P.O. Box 210 FI-00131 Helsinki Finland</p> <p>Contact person: Milla Perukangas Email: Milla.Perukangas@kirkonulkomaanapu.fi Telephone: +358 406601990</p> <p>Website: https://www.peacemakersnetwork.org/about-us/</p>
Last update	2019

Name of the practice	Religion and mediation training for religious and traditional peacemakers, international organisations & practitioners in the field
Description	<p>Since 2014, the Network for Religious and Traditional Peacemakers (hereinafter ‘the Network’) has participated in leading, funding, and supporting training for the diplomatic and international community, as well as religious and traditional peacemakers on engaging religious worldviews in peace-making and peacebuilding processes, particularly in peace mediation. The training enables the UN, international organisations, policy-makers, Track 1 actors, non-state organisations and other stakeholders to improve their understanding of radicalisation. Part of this is understanding the crucial role of religious and traditional actors, who due to their connections and networks and often central position in their communities, have a set of tools to prevent violent radicalisation locally. The training for religious and traditional peacemakers focus on building their capacity and strengthening skills and knowledge with regard to preventing violent extremism (PVE). In short, PVE is a theme that cuts across all of the Network’s activities.</p>
Approach	<p>Community engagement/empowerment</p> <p>Training for first line practitioners</p>
Target audience	<p>Authorities</p> <p>First responders or practitioners</p> <p>General public</p>
Deliverables	<ul style="list-style-type: none"> • Development of the Network training was commissioned in 2016 to Al Amana International, who conducted baseline research on the training gaps of religion and mediation trainings. This resulted in a report in February 2017. • Training modules. • PowerPoint presentations, handouts and practical exercise materials .
Evidence and evaluation	<p>The Network programme follows Finn Church Aid’s (FCA) Planning, monitoring, evaluation, reporting (PMER) structures and is integrated into the Global Programme of FCA 2018-2023. Some of the key components promoting organisational quality and accountability, to be developed within the Global Programme’s six-year lifetime, are:</p> <ul style="list-style-type: none"> • systematic, continuous learning from evaluations, audits, reviews, monitoring, and other reflection; • promotion of high quality of work and mutual accountability when working with and through partners; • welcoming and addressing concerns and complaints from key stakeholders

	<p>Furthermore, the Network's training is monitored by regularly comparing the objectives and indicators for successful training. Training participants are also invited to evaluate their experience.</p>
<p>Sustainability and transferability</p>	<p>The sustainability of the Network training programmes relies on strong Network member engagement and the significant number of the Network members that have supported the activities through in-kind contributions.</p> <p>What also makes the Network's work sustainable is the strong focus on conflict sensitivity and inclusivity, which form the basis of the training given to peacemakers on peacemaking and peacebuilding skills, and in working with Track 1 processes and policy makers. Working with religious and traditional peacemakers, including youth and women peacemakers, strengthens the capacity of the entire community in preventing violent extremism. To this effect, the Network has also established an Inclusivity Working Group.</p> <p>Costs of the training programmes are dependent on number of participants, the location of the training and duration.</p>
<p>Geographical scope</p>	<p>Training has taken place in various locations in Europe, Africa, the United States, Middle East and Asia.</p>
<p>Start of the practice</p>	<p>Since November 2014, the Network has participated in leading, funding and supporting training for the diplomatic and international community and religious and traditional peacemakers in various locations.</p>
<p>Presented and discussed in RAN meeting</p>	<p>RAN H&SC and RAN YF&C joint event on How to prevent the ripple effect of radicalisation? Supporting families and safeguarding children, in Nice, 2-3 February 2017.</p>
<p>Relation to other EC initiatives Such as ENoD or IMPACT</p>	<p>The Network is involved in European-wide networks on prevention of violent extremism (Radicalisation Awareness Network of European Commission and OSCE training curriculum development for Leaders against intolerance and violence), and provides special expertise from the perspective of developing the Finnish model on preventing violent extremism.</p>
<p>Organisation</p>	<p>The Network was initiated in 2013 as a direct result of UN Secretary General Ban Ki-moon's report titled 'Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution' (UN GA Report A/66/811, 2012) and the supporting guidance document named 'UN Guidance for Effective Mediation' (UN GA Resolution 65/283, 2012). The Network is a faith-based organisation and it is financially supported, <i>inter alia</i>, by the Ministry for Foreign Affairs of Finland, Finn Church Aid, the KAICIID Dialogue Centre and the United States Institute of Peace. In addition, the Network receives significant support in the form of in-kind contributions from several Network members.</p>
<p>Country of origin</p>	<p>Finland</p>

Contact details	<p>Address: Kirkon Ulkomaanapu - Finn Church Aid Eteläranta 8, P.O. Box 210, FI-00131 Helsinki, Finland</p> <p>Contact person: Milla Perukangas Email: Milla.Perukangas@kirkonulkomaanapu.fi Telephone: +358 40 660 1990 Website: https://www.peacemakersnetwork.org/about-us/</p>
Last update	216 and before

Name of the practice	<i>Information management to prevent radical escalation</i>
Description	<p>This Italian approach combines three parallel elements: (1) security and (2) rehabilitation, framed under the (3) rule of law (represented by surveillance judges and courts). Respect for the various duties, responsibilities and functions of the penitentiary police as well as those of the rehabilitation bodies (educators, psychologists, experts, etc.) under the supervision of surveillance judges, grants an appropriate level of independency, equality, proportionality and complementarity to counter-radicalisation policies. This limits – as far as possible – administrative decisions on matters concerning the rights of inmates and their equality before the law, regardless of their professed religion, faith or ideology.</p> <p>To ensure information gathered within Italian prisons is analysed efficiently, a Central Unit for Investigations (Nucleo Investigativo Centrale (NIC)) within the Ministry of Justice, Department for Prison Administration, Office of the Head of the Department, has the task of centralising all information collected from local branches, and analysing it in relation to particularly serious crimes such as organised crime, international and domestic terrorism and any threat to public security.</p> <p>The monitoring is based on three levels of classification: (1) High (monitoring); (2) Medium (<i>attenzione</i> (from the Italian word for ‘attention’)); and (3) Low (reporting).</p> <p>The NIC analysis on the radical and terrorist subjects, shared with the National Prosecutor Office to Counter Mafia and Terrorism and the General Direction for Treatment, is then given to the Committee of Counter Terrorism Strategic Analysis (CASA). CASA was established in 2004 by a Decree from the Ministry of Interior as part of the National Plan to Counter Terrorism, within the framework of the Crisis Unit (Decree 83/2002). The Committee brings together all four law enforcement agencies (LEAs) and the intelligence services (in particular DIS, the departments of internal and external security (AISI and AISE, respectively)) under the premises of the Central Office of Preventive Police (Ministry of Interior). The group meets on a weekly basis to share information and analyse data before composing specific and detailed risk analyses. Combined with the NIC’s investigative efforts, this analysis centre makes it possible to match information from within Italy with information coming from other sources and countries, and to provide LEAs with an appropriate level of information at local level.</p> <p>The following principles are central to the monitoring activities carried out by Italian authorities for radical inmates. The flow of behavioural, non-forensic and non-judiciary information is kept separate from the treatment element: the two elements are complementary but do not influence each other, because all prisoners are equal before the law and have the right to access the same services. In line with L.354/75, only surveillance judges (i.e. not LEAs or intelligence services) can approve and modify rehabilitation programmes.</p>

	<p>To this end, data from monitoring are only gathered, used and shared with a preventive aim and from a security perspective. The monitoring cover not only critical events, but also the inmates' daily routines, including fixed and codified procedures. Information and output from central analysis (by NIC or CASA) does not flow back to local level, unless there is a request for closer monitoring.</p> <p>All penitentiary staff have a duty to provide information concerning radical phenomena (non-forensic and non-judiciary data) from the prisons to the prison director, who conveys the information to the competent central offices. Conversely, information concerning potential crimes (forensic and judiciary information that forms the basis for investigations) is transmitted by the judiciary police department of the penitentiary police to the competent judiciary authorities.</p> <p>To conclude, the system rests on an accurate understanding of the interplay of different pieces of information from various information sources, within the framework of the Italian constitutional architecture. It is also crucial to balance fundamental rights with security by respecting different roles and competences.</p>
Approach	Prison and Probation
Target audience	Prison/probation/judicial practitioners
Deliverables	<p>Several procedures are in place to ensure coherence and consistency in information management.</p> <p>D.1 'Situation Room'. Created in 2003, this room is a cyber link, also in form of an application, connecting the periphery and the centre, with the main aim of registering all critical events. These include non-forensic and non-judiciary data coming from prison observation, as well as information received from the local penitentiary institutions, which are conveyed and analysed in real time at central level. As events have evolved, a special category has been created for critical events linked to proselytism and radicalisation.</p> <p>D.2 Modification of indicators. Thanks to GDAP 0248805/2016, the Department of Prison Administration simplified its previous system based on classical 'indicators of radicalisation' as foreseen in the old EU 'Manual on Violent Radicalisation'. The new strategy focuses mostly on two main indicators: 'change' and 'isolation', and requires the proactive participation of all prison staff (GDAP 385582/2015).</p> <p>D.3 Integration of observation with ICT tools. Periodic behavioural reports for inmates under the radicalisation radar are managed through system SIAP/AFIS 2.0. They connect local and central levels. Requests concerning inmates' classification levels from external administration (DIGOS, ROS, etc.) need to be authorised by the Judiciary Authority, but are also available through the backdoor of SIDET WEB 2, available for both the Ministry of Justice and the Ministry of Interior.</p> <p>D.4 Training (https://www.traininghermes.eu/). An online training platform, jointly developed by the Italian, Latvian and Romanian Ministries of Justice, in cooperation with Hochschule für den öffentlichen Dienst in Bayern, Guardia Civil, Spain, and Agenfor International, is available to train all staff on different aspects of</p>

	radical phenomena within prisons and probation. The LMS contains seven modules for blended delivery and a complete manual.
Evidence and evaluation	<p>Key Indicator 1: Number of attacks and casualties. Italy has approximately 59 000 inmates, 20 000 of whom are third country nationals (corresponding to 34 % of the prison population). Some 11 000 inmates come from mainstreaming Muslim countries. Although this is a critical situation, aggravated by logistical and financial problems, Italy has not registered any attack or damage owing to religiously inspired terror.</p> <p>Key Indicator 2: Administrative prevention measures. Thanks to the multi-agency information system, several administrative preventive measures were adopted by the Italian Ministry of Interior, which led to the expulsion of 147 individuals.</p> <p>Key Indicator 3: Equal rights. Thanks to the separation between ‘intelligence-led’ activities, on the one hand, and rehabilitation programmes in line with Article 15 of Penitentiary Law, under the jurisdiction of surveillance judges, on the other, about 30 % of inmates under observation for radical behaviour engage with social cooperatives or participate in training courses and/or laboratories (cooking, editing, IT, gardening, crafts, tailoring, acting, maintenance, etc.). About 30 % participate in school courses (elementary, post-elementary and high school); 40 % are assigned in rotation to jobs managed by the penitentiary administration. About 10 % do not participate in rehabilitative activities (percentage >100 %, because a number of inmates are employed in more than one activity at the same time, only a small percentage). The recidivism rate for inmates under observation for radical behaviour who follow standard rehabilitation programmes has decreased by approximately 50 %.</p>
Sustainability and transferability	The practice, or part of it, including specific deliverables, can be transferred to any country in which the juridical architecture foresees a relevant role for the judiciary as part of prison surveillance.
Geographical scope	The practice is implemented in Italy and the indicators are taken from the Triveneto Administration, covering three Italian regions: Veneto, Trentino Alto-Adige and Friuli Venezia Giulia.
Start of the practice	May 2004
Presented and discussed in RAN meeting	The practice was reviewed during the RAN Study Visit on 26-27 October 2016 to Padova and Venice, and then during the RAN P&P Meeting in Riga.
Relation to other EC initiatives	MindB4Act, Derad, Training Aid, ISDEP
Organisation	The Penitentiary Administration, part of the Ministry of Justice.
Country of origin	Italy
Contact details	Address: Ufficio ispettivo e del controllo Dipartimento Amministrazione Penitenziaria Italy

	Email: ufficioattivitaipettivacontrollo.dap@giustizia.it Telephone: +39 666592336/7
Last update	2016 and before

<p>Name of the practice</p>	<p><i>E-learning: Understanding and Addressing Extremism in Prisons and Probation</i></p>
<p>Description</p>	<p>This resource has been developed for all HMPPS staff working with extremist offenders – especially those considered vulnerable to extremism.</p> <p>The two-part e-learning package can be accessed on the internet. The training comprises two courses, ‘Understanding and Addressing Extremism in Prisons and Probation’ and ‘Developing Dialogues Toolkit Training’. Each course comprises two modules, each of which includes a final knowledge check at the end. Learners are required to score a minimum of 80 % to pass each e-learning course.</p> <p>Each module may take up to one hour to complete. Users can stop and save their progress if they are unable to complete a module in its entirety, and may return to it later. We would recommend that when possible you complete each module in one sitting to optimise learning.</p> <p>It can be used a refresher for staff who have had face-to-face DD training. The e-learning enabled us to reach a larger number of staff.</p> <p>Methodology used</p> <p>The tool was designed to enable staff to build their confidence and competence when responding to concerns about extremism.</p> <p>It seeks to provide staff working in prisons and probation with an understanding of the reasons why individuals engage in extremism and commit extremist offences, and to introduce skills and strategies for countering / responding to extremism in their roles.</p> <p>For staff in relevant roles, there are also modules to develop an understanding of the concepts underpinning the Developing Dialogues (DD) Toolkit and how it should be delivered. Developing Dialogues (DD) is used with individuals for whom concerns have arisen over their possible or apparent interest in, or engagement with, ideas, groups or causes deemed extremist in nature.</p> <p>It is based on the psycho-social theories underlying extremism interventions and assessments.</p> <p>Relation to initiatives / theory</p> <p>The first part of the course was developed from scratch. The second part is based on a face-to-face DD training event. The training was developed in conjunction with the learning and development team within the HMPPS, which is specialised in the development of training packages.</p> <p>Target audience / beneficiaries</p> <p>All HMPPS staff in roles that put them face-to-face with offenders, but especially those working with those considered vulnerable to extremism / radicalisation and those members of staff in extremism roles. It has been designed to enable staff to build their confidence and competence in responding to extremism concerns.</p>

	Staff have to completed ASPECTS (prison staff) or WRAP 3 (Probation staff) face-to-face extremism awareness training before they complete this training.
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners
Deliverables	Online course
Evidence and evaluation	This package was only launched in March 2017, so feedback is not yet available. Completions will be monitored. Evaluation is scheduled.
Sustainability and transferability	It is not reliant on funding and will continue unless it is decided to discontinue. It will need to be updated to ensure that it is up to date and remains relevant, reflecting changes in the nature of extremist offenders in the UK. This could be used outside the UK but would have to be amended in view of operational practices only relevant in the UK context.
Geographical scope	England and Wales
Start of the practice	2017
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	
Organisation	<i>Her Majesty's Prison and Probation Service (HMPPS)</i>
Country of origin	United Kingdom
Contact details	Hannah.thompson@noms.gsi.gov.uk
Last update	2016 and before

Name of the practice

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

Train-the-trainer awareness training and resource persons

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

In each of the 98 institutions in Denmark there are designated 'resource persons' who have undergone specialised training by the national security unit and the Danish Security and Intelligence Service.

The resource persons are tasked with providing awareness training for staff locally and ensuring close support and sparring in the identification, assessment and tackling of extremism issues.

This addresses the problem of under-/over reporting of extremism concerns and the issues around handling violent extremists in a prison environment or on probation.

Training for resource persons is an initial 2-5 day course with a 1-2 day follow-up training session twice a year. (estimated cost: €30 000). Training given by experts from different authorities and universities.

The awareness training is a 1.5-hour event held in conjunction with regular staff meetings to keep costs at a minimum and is based on a PowerPoint slideshow.

The train-the-trainers and locally appointed resource persons concept aims to build trust and confidence locally. It can be stressful for individual staff member if they feel 'alone' with their concerns and acting on them. The training provides awareness and guidance – and introduces a collective understanding and vocabulary. Additionally, it provides for a cross-professional, local assessment of a concern, which greatly helps the national security unit in handling and assessing cases of concern.

The training focuses on all levels of radicalisation – from minor concerns to dealing with convicted terrorist offenders.

The awareness training has been used for a decade, but the concept of resource persons was introduced in October 2016.

The training combines cultural sensitivity, human rights, intelligence, case studies, psychology, sociology and procedural guidance.

The beneficiaries of the training sessions are prison guards, social workers, management, staff – all employees.

<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Prison and probation</p> <p>Training</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Prison / Probation</p> <p>First responders or practitioners</p> <p>Add additional target audience.</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Denmark</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2016</p> <p>The awareness training has been used for a decade, but the concept of resource persons was introduced in October 2016.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Face-to-face training and introduction to a handbook and guidance manual.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p>The course has not yet been evaluated, but the number of monthly reports of concern have been greatly reduced, and the quality of referrals has gone up.</p> <p>We learnt from participants that hands-on knowledge is most in demand.</p>

<ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The programme requires external funding (currently government funding for 3-4 year periods at a time).</p> <p>It is considered to be transferable to other contexts and countries.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: Enter name of the RAN working group or event.</p> <p>Date: Select date of the meeting.</p> <p>Place: Enter place of the meeting.</p> <p>Subject: Enter subject of meeting.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds?</p>	<p>-</p>

<p>Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The national security unit and the Danish Security and Intelligence Service.</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Denmark</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Click or tap here to enter text. Contact person: Morten Hjørnholm Email: morten.hjornholm@kriminalforsorgen.dk Telephone: Click or tap here to enter text. Website: Click or tap here to enter text.</p>
<p>Last update text (year)</p>	<p>2018</p>

Name of the practice	<p><i>Training of on-site referee trainers (ORT) on violent islamist radicalisation awareness in detention</i></p>
Description	<p>The ORT training of trains all correctional staff in awareness of violent radicalisation.</p> <p>Initial sessions are intended as a refresher for basic knowledge on radicalisation, mental manipulation and procedural points of reference regarding tracking and description. More comprehensive knowledge is available to staff working in specialised units via continuous training.</p> <p>Training involves lectures by multidisciplinary experts, PowerPoint presentations and a pedagogical video. It also covers theoretical content on radicalisation and pedagogy courses.</p> <p>The video was designed by the L'école nationale d'administration pénitentiaire (ENAP) communications unit, with the help of internal staff and external experts.</p> <p>Experts are chosen according to their knowledge of the subject (university recognition, publication of their practice on inmate management). The ministry has not officially decided on an expert list, but calls upon experts who work with national institutions related to this area.</p> <p>Target Audience Correctional intelligence officers and trainers, gathered in two groups.</p>
Approach	<p>Prison and Probation</p> <p>Training for first line practitioners</p>
Target audience	<p>Prison/probation/judicial practitioners</p> <p>Law enforcement officers</p> <p>Kies een item.</p>
Deliverables	<p>68 trainers & correctional intelligence officers were trained (2016). Currently, no training is foreseen for 2017.</p>
Evidence and evaluation	<p>To date, feedback has shown positive results from the ORT, although no further information is currently available.</p> <p>A test may be carried out at the end of the training in order to deliver a certificate.</p>
Sustainability and transferability	<p>The training has been expanded to the non-custodial sector as well. The methodology of training ORTs is transferred to other topics (motivational interviewing, risk assessment, restorative justice...)</p>

	The training methodology was validated by the Ministry. The training will be developed and continued, potentially via the use of tools such as VERA-2R.
Geographical scope	National level
Start of the practice	Started in 2015
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	
Organisation	Ministry of Justice
Country of origin	France
Contact details	Mrs Nathalie Perrot, head of training at the ENAP Nathalie.perrot@justice.fr
Last update	2016 and before

Name of the practice	<i>Seminar and training for prison staff</i>
Description	<p>During the 1-day seminar, prison staff should increase their understanding of radicalisation, extremism and terrorism, especially radicalisation in prison and the processes of radicalisation.</p> <p>The seminar also provides an overview of Islamism and Salafism, right- and left-wing extremism, and relevant groups in Austria; moreover, it covers indicators of radicalisation and procedures to follow once radicalisation has been detected.</p> <p>The seminar is divided into three units, with teachers and speakers specially qualified in this area from the prison services, the Network for Social Cohesion, Dialogue, Extremism-Prevention and Democracy (Netzwerk sozialer Zusammenhalt für Dialog, Extremismusprävention und Demokratie) (DERAD) and the Federal Agency for State Protection and Counter Terrorism.</p> <p>The target audiences are:</p> <ul style="list-style-type: none"> • prison staff (further training); • prison staff in vocational training (basic training and prison officers in service). <p>The short seminar currently forms part of further training for volunteers and is a compulsory component of basic training. An ‘advanced’ programme lasting 2 to 3 days is planned, for those wishing to pursue further training. Since November 2016, around 900 members of staff have benefited from the training.</p>
Approach	Prison and Probation Training for first-line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners
Deliverables	<p>Face-to-face training. The training started in November 2016 – although a 1-day seminar is very short (in order to respond to the many questions raised by participants), it is nevertheless sufficient to raise participants’ awareness.</p> <p>It was developed from scratch and is not linked to other initiatives or theories.</p>
Evidence and evaluation	<p>Training evaluation was held at the end of January 2017. Feedback from participants has been positive: they appreciate the information about Salafism/Islam/the radicalisation process, because knowledge on these subjects has thus far been very limited. This part of the seminar is considered a real highlight.</p> <p>The speakers from the Federal Agency for State Protection and Counter Terrorism were also particularly appreciated: their information was up to date and provided participants with a comprehensive picture of the Agency’s strategies. Feedback received on this subject led to an extension of the time provided for the DERAD and Federal Agency presentations.</p>

Sustainability and transferability	The structure of the practice is suitable for other countries, or for training in other sectors. The religious content is suitable for everyone.
Geographical scope	Austria
Start of the practice	November 2016. The training practice is ongoing.
Presented and discussed in RAN meeting	This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and the European Organisation of Prison and Correctional Services (EuroPris).
Relation to other EC initiatives	None
Organisation	Federal Ministry of Austria, Constitutional Affairs, Reforms, Deregulation and Justice
Country of origin	Austria
Contact details	Emails: erich.hubmann@justiz.gv.at and martin.hoffmann@justiz.gv.at
Last update	2019

Name of the practice	<i>Handbook on warning behaviours</i>
Description	<p>The handbook aims to increase awareness of terrorist trends and activities, stressing the growing threat of self-radicalisation. It will support criminal police, intelligence, and law enforcement officers in detecting signs of radicalisation at an early stage, by strengthening their perception and assessment skills.</p> <p>The handbook provides well-balanced, theoretical and practical knowledge on radicalisation, its preconditions and its background. It also considers what motivates separate individuals. It provides an overview of the path leading individuals to radicalisation, and the reasons behind the process.</p> <p>The structure has been kept intentionally simple and the contents straightforward. Practical and concrete examples are used to describe cases of attacks organised by separate individuals; they also assist readers in understanding the significance of behaviours that might be seen as warning signs of an individual heading towards radicalisation. Timely identification of radicalisation allows officers to assess the threat posed by separate individuals before too much harm is done.</p> <p>This manual is intended to be a handy tool that offers guidance for preventive strategy implementation. Its objectives are:</p> <ul style="list-style-type: none"> • to enhance knowledge, awareness and critical thinking on the nature of terrorism, the phenomenon of radicalisation, and the radicalisation process leading to violent extremism; • to describe the main types of terrorist groups, including practical cases and examples of good practice – not only across the European Union, but globally; • to enhance the capacity of criminal police, intelligence and law enforcement officers to recognise the indicators of radicalisation, supporting them in the intelligence collection needed to prevent the further spread of violent and extreme ideas; • to present a valuable set of indicators on self-radicalisation, that will enable criminal police, intelligence and law enforcement officers to detect individuals in the process of self-radicalising, and to evaluate the threat and risk they pose in terms of readiness to carry out terrorist activity. The indicators will also support crime prevention and the maintenance of public order. <p>The training based on the handbook aims to strengthen capacity and share best practices, and boost criminal police officers' skills by creating new, modern activity models, thereby stepping up safety and national security.</p>
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Law enforcement officers Prison/probation/judicial practitioners

	First responders or practitioners
Deliverables	The 'Handbook on warning behaviours' is designed for official use only, by counter-terrorism officers from the criminal police, law enforcement agencies and intelligence services.
Evidence and evaluation	The practice was evaluated by the officers from Lithuania and Estonia who participated in the training based on this handbook. The results were positive: around 90 % of officers replied that the handbook was a valuable tool, information had been collected efficiently, the training was practical, and their knowledge had been increased. The handbook was presented during the training for national criminal police officers in 2017, where all participants received a hard copy.
Sustainability and transferability	The most important criteria for implementing this training are the national stance on radicalisation and its integration within national police programmes. Although initially intended for criminal police officers alone, the Lithuanian Criminal Police Bureau decided to extend the training to first-line officers as well.
Geographical scope	Lithuania and Estonia: the project involved two main partner countries, so training was delivered in these countries.
Start of the practice	The counter-radicalisation training was launched in April 2016. Two sessions were held in Lithuania, and two in Estonia. It ended at the end of 2016. During the course of 2017, the same training was delivered to Lithuanian criminal police officers in Kaunas city. In 2018, an awareness session is planned for prison officers, based on the handbook.
Presented and discussed in RAN meeting	The practice has not yet been presented at any RAN working group meetings.
Relation to other EC initiatives	The practice was held under the framework of the EU-funded project 'Enhancing the Cooperation of Law Enforcement Agencies in Combating Self Radicalisation' ('Lonely Wolves'), No HOME/2013/ISEC/AG/RAD/4000005259, as part of the EU programme 'Prevention of and Fight against Crime' (2007-2013).
Organisation	The training was implemented by the Lithuanian Criminal Police Bureau with the following partners: the VIP Protection department of the Ministry of the Interior of the Republic of Lithuania, the Estonian Internal Security Service, the Norwegian National Police Directorate, and the European Police Office (Europol).
Country of origin	Lithuania
Contact details	Address: Lithuanian Criminal Police Bureau Contact person: Mrs Egle Salciute, Chief Investigator of Counter-Terrorism Unit

	Email: egle.salciute@policija.lt Telephone: +370 52198671 Website: http://www.policija.lt/
Last update	2019

Name of the practice	<p><i>TERRA UCARE</i></p> <p><i>Lesson material for high schools</i></p>
Description	<p>The TERRA II project team at University College Roosevelt (UCR) know that in an increasingly multicultural society, the development of citizenship skills and sensitivity to others are vital. They developed the UCARE curriculum to increase high-school students' social and citizenship competences, and at the same time to prevent radicalisation processes, by providing young people with an alternative skill set to violent behaviours.</p> <p>It is a unique intervention, in that it aims to tackle radicalisation at its source, without singling out or stigmatising individuals at risk. The programme gives teachers of secondary schools the opportunity to teach citizenship skills. These skills, which can help counteract the threat of political or religious radicalisation in European society, are often excluded from the regular curriculum.</p> <p>The intervention has a solid theoretical and empirical foundation. UCR instructors Dr Marcin Sklad and Dr Eri Park developed this innovative curriculum using a framework of citizenship education that draws on many established theories and empirical findings from the discipline of social psychology. This curriculum provides school teachers with material for classroom use: it is designed to foster empowerment, stimulate empathy and an understanding of different perspectives and world views, and increase citizenship competences. These skills ultimately delegitimise intergroup violence and help students maintain a peaceful coexistence with others. This project is also in line with the core objective of UCR education, i.e. stimulating critical global citizenship. In accordance with the spirit of the UCR 'Going Global' programme, the TERRA II project provides an opportunity for university college students to gain pedagogical experience whilst implementing the pilot interventions in secondary schools, strengthening the link between academic and secondary education in the region.</p> <p>TERRA UCARE comprises lesson and discussion material as well as exercises delivered to senior schools over the course of seven workshops. The materials are easy to use for all teachers, as a primary prevention intervention from which all can benefit, and are not targeted at special risk-groups.</p> <p>The theoretical framework of the TERRA UCARE Curriculum for schools on the prevention of radicalisation is based on two knowledge domains. The first pertains to what we can gather from scientific literature about the factors contributing to radicalisation, and the second scientific domain is citizenship education.</p> <p>As a first step towards radicalisation prevention processes at an early stage, citizenship educational insights into the notion of empowerment can make contributions to social change in democratic societies.</p>
Approach	<p>Educating young people</p> <p>Delivering alternative narratives</p>

Target audience	Youth / pupils / students Educators / academics
Deliverables	<p>The lesson plans and curriculum are available online (http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/U-CaRe-curriculum.aspx).</p> <p>Universal Curriculum against Radicalization in Europe (UCARE). Seven consecutive workshops that can be applied within regular school classes. Print versions in Dutch and English.</p> <ul style="list-style-type: none"> - Sklad, M., & Park, E. (2016). 'Educating for Safe and democratic societies: The Instructor's Handbook for the Civic and Social Competences Curriculum for Adolescents UCARE'. ISBN 978-94-92170-15-6. - Sklad, M., & Park, E. (2016). <i>Onderwijs voor een veilige en democratische samenleving. Handboek voor docenten bij het lesprogramma UCARE voor burgerlijke en maatschappelijke vaardigheden voor adolescenten.</i> Middelburg: De Drukkerij. ISBN-13: 978-9492170187 <p>The electronic version of the materials is available for registered users (http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/default.aspx). Registration is free of charge.</p> <p>Lesson plans. Over the course of the project, in addition to the UCARE curriculum, 17 lesson plans for the same number of complete workshops were developed, covering 12 topics.</p> <p>Website. A website containing information about the project has been created. It contains information on the background, the context and the goals. Extensive information on the curriculum is also available. And the website contains links to the manual as well as to auxiliary materials (http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/default.aspx).</p> <p>International peer-reviewed publication and conference presentations:</p> <ul style="list-style-type: none"> - Sklad, M. & Park, E. (2017). Examining the Potential Role of Education in the Prevention of Radicalization from the Psychological Perspective. <i>Peace and Conflict: Journal of Peace Psychology</i>, (23)4, 432-437. - In 2018, Dr Eri Park and Dr Marcin Sklad will publish a paper entitled 'A Critical Psychological Contribution to (Global) Citizenship Education: Seeing oneself through the eyes of the other' in the <i>Annual Review of Critical Psychology</i>. - Empirical paper in preparation: M. Sklad, E. Park, I. van Venrooij, A. Pickard & J. Wignand: Radicalization prevention by means of strengthening social and civic competences: Outcome and process evaluation of a pilot implementation of a UCARE curriculum. - Sklad, M. Park, E. (2017). Radicalization prevention by means of strengthening social and civic competences. The 15th European Congress of Psychology. Dutch Association of Psychologists (NIP) and the Belgian Federation of Psychologists (BFP), Amsterdam, The Netherlands.

	<p>Sklad, M. Park, E. (2018). International Congress of Applied Psychology, Montreal. Process and effects analysis of school-based intervention aimed at primary prevention of radicalization through fostering social-emotional and civic skills. 26-30.06.2018.</p> <ul style="list-style-type: none"> - Seminar på Gundtvijs Højskole om forebyggelse af udenforskab, vrede og kriminalitet. UCARE curriculum. 24-25.09.2018.
Evidence and evaluation	<p>The development phase of the curriculum involved 58 students of social psychology from the UCR. The material was then piloted with 673 secondary school pupils. Two social psychologists and an educational specialist subsequently trained 58 UCR students in radicalisation prevention, in groups of 15, 21, and 11, with 60 teaching hours per student.</p> <p>Approximately 50 hours of unique lessons were given to 673 high-school students (with 22.4 pupils per class, on average) for 2 non-consecutive hours. Some 30 different school classes were addressed.</p> <p>Social psychologists and an educational specialist provided 16 university students with 210 hours of intensive training in radicalisation prevention (focused on curriculum implementation).</p> <p>The complete curriculum/intervention of approximately 7 hours was implemented in 7 classes, equating to 181 secondary school pupils. Eight conference presentations were given on school-based radicalisation prevention.</p>
Sustainability and transferability	<p>The curriculum will be included in the social psychology class programme at UCR in the coming years, reaching approximately 50 students each year.</p> <p>The lesson plans and curriculum are available online (http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/U-CaRe-curriculum.aspx).</p>
Geographical scope	The lesson material is available in English, Dutch and Spanish.
Start of the practice	2016
Presented and discussed in RAN meeting	None
Relation to other EC initiatives	TERRA UCARE was the result of a TERRA II (2014-2016) Exchange with EU COPRA, EU IMPACT Europe and EU Sapphire.
Organisation	The Arq Psychotrauma Expert Group is the umbrella organisation of institutions with expertise in the field of psychotrauma in relation to persecution, war, aggression, violence, disasters and other traumatising events. The ARQ group comprises research and knowledge institutes, a department for diagnostics and treatment, an academy for education and a training and consultant institute. The ARQ foundation (350+ employees) is the subsidiary holding for the partners in ARQ.

	<p>ARQ partners contribute to high-quality expertise in the domain of psychotrauma through research programmes, innovative treatment and training programmes, standardisation of professional practice and specialised consultation. They have extensive experience: with network management and collaborative product development; end-user consultation; support of victim organisations, and realisation of online information and referral centres after disasters; policy recommendations; training; guideline and (online) tool development; evaluation; and cross-national policy comparison.</p> <p>Arq is a private company, not financed by the EU.</p>
Country of origin	Netherlands
Contact details	<p>Address: Nienoord 4 1112 XE Diemen Netherlands</p> <p>Contact person: Magda Rooze MA/MBA Email: m.rooze@arq.org</p> <p>Telephone: +31 623526239</p> <p>Website: http://www.terratoolkit.eu/</p>
Last update	2018

Name of the practice	<i>TERRA Toolkit</i>
Description	<p>TERRA is a Europe-wide network-based prevention and learning project, funded by the European Commission, DG Home Affairs. The lead partner is Arq Psychotrauma Expert Group in the Netherlands. Created using state of the art research and consultations with frontliners, academic experts, victims of terrorism and former extremists, it proposes a community approach designed to address the grievances which form the motivation for radicalisation, identify and halt the progress of an individual on a path to radicalisation, and prevent them from undertaking a terrorist act.</p> <p>The TERRA Toolkit is primarily intended to support existing or new networks of teachers, youth workers, law enforcement officers, religious leaders and local policy-makers as they exchange information on young people at risk of radicalising, and to come to a weighted judgment on the risks. It also informs journalists and policy-makers on influences they may have on the background factors that lead to radicalisation.</p> <p>The TERRA Toolkit is aimed at professionals Europe-wide, and addresses all common forms of extremism: right-wing extremism, left-wing extremism, Islamist extremism, separatism and single-issue extremism. One tool - the one for religious leaders - focuses only on Islamist extremism.</p>
Approach	Community engagement/empowerment Training for first line practitioners
Target audience	First responders or practitioners Law enforcement officers Local Community Organisations/NGOs
Deliverables	<p>The toolkit comprises:</p> <ul style="list-style-type: none"> • a general background document which covers the objectives, presuppositions and starting points, implications for use and implementation; • separate tools for each target group with manuals on the indicators of radicalisation and tip sheets; • video material showing testimonials from victims of terrorism, former radicals and interviews with representatives of the different target groups. <p>All can be found on the website www.terratoolkit.eu</p>
Evidence and evaluation	<p>The TERRA Toolkit was developed on the basis of a scientific literature review on risk factors and relevant stakeholders, together with consultations with professionals in the field on the practical applicability of the material, and a critical reviews by experts in the field. It was piloted in three countries.</p> <p>The TERRA Toolkit was well received in different European countries, and is even used in the USA, Japan, and Australia.</p>
Sustainability and transferability	The TERRA Toolkit can be used in a flexible way, and has extensive manuals for the different target groups, as well as handy short tip

	<p>sheets. The material would need to be translated into the national language.</p> <p>The video material with testimonials of victims of terrorism, former radicals and interviews with representatives of teachers, youth workers, journalists and religious leaders can also be used separately, or added to existing materials.</p>
Geographical scope	Europe, and also available for other countries
Start of the practice	2014
Presented and discussed in RAN meeting	
Relation to other EC initiatives	<p>The TERRA Toolkit was the result of TERRA I (2012-2014), and followed by TERRA II (2014-2016) in which the Train-the-trainer programme was developed, along with lesson material for high schools and evidence-based policy advice.</p> <p>Exchange with EU COPPPRA, EU IMPACT Europe, EU Sapphire.</p>
Organisation	<p><i>Arq Psychotrauma Expert Group is the umbrella organisation of institutions with expertise in the field of psycho trauma in relation to persecution, war, aggression, violence, disasters and other shocking events. The ARQ group contains research and knowledge institutes, a department for diagnostics and treatment, an academy for education and a training and consultant institute. The ARQ foundation (350+ employees) is the subsidiary holding for the partners in ARQ.</i></p> <p><i>ARQ partners contribute to high quality expertise in the domain of psycho trauma through research programs, innovation of treatment and training programmes, standardisation of professional practice and offering specialised consultation. They have extensive experience with network management, collaborative product development; end-user consultation; supporting victim organisations, realisation of online information and referral centres after disasters; policy recommendations; training; guideline and (online) tool development; evaluation; cross-national policy comparison.</i></p> <p><i>Arq is a private company, not financed by the EU.</i></p>
Country of origin	The Netherlands
Contact details	<p>Address: Nienoord 4, 1112 XE Diemen The Netherlands Contact person : Magda Rooze MA/MBA Email: m.rooze@arq.org Telephone: +31623526239 Website: www.terratoolkit.eu</p>
Last update	2018

	<i>Terrorist Wing Vught</i>
Description	<p>Since 2006, the Netherlands has had a specific prison regime that places those who are charged with terrorist activities, convicted of terrorist (-related) activities and / or showing signs and behaviour of radicalisation in prison, in a special wing. This means that they are (physically) separated from other prisoners. The special wing is referred to as the 'terrorist wing' (TW).</p> <p>At the time of writing, in summer 2017, the Dutch TW encompasses six different departments, located in two separate prisons. Five of these departments are located in the penitentiary institute (PI) in Vught. The main approach of the terrorist wing in Vught is to organise a healthy prison climate that promotes effective reintegration by paying attention to: safety and security, contact and relations with staff, contacts outside of prison, a sense of autonomy for the prisoner, physical well-being and a purposeful way in which to pass days.</p> <p>Once a prisoner is placed on the TW, a tailor-made approach is applied. Both in terms of safety and security, as well as for reintegration interventions.</p> <p>For safety and security reasons, a differentiation is made between:</p> <ul style="list-style-type: none"> - males and females; - type of ideology; - whether prisoners are leaders, followers or criminal opportunists. <p>In addition, a thorough assessment takes place to identify in which of the five departments the prisoner is best placed. This assessment is done by collecting all available information, psychological assessments, observations on the prisoner's behaviour, and using the VERA 2R tool which enables a professional judgement.</p> <p>The five departments that together make up the TW in Vught have different security levels and different types of prison populations, allowing for tailor-made and differentiated placements within the TW.</p> <p>Reintegration interventions and activities are also tailor-made, based on the above-mentioned assessment and continuous repetition of those assessments. In general all prisoners in the TW have 32 hours a week for activities outside of their cells. These activities can be:</p> <ul style="list-style-type: none"> - outside time; - leisure activities such as cooking or playing games; - psychiatric and psychological care; - work (in this case either in the garden or doing laundry); - contact with external partner organisations (family support, life coaches, detention support); - educational activities (e.g. a classical Arabic course is under development). <p>For all prisoners in the TW, a tailor-made care plan is developed and all are periodically assessed by a psycho-medical team.</p>
Approach	<p>Prison and Probation</p> <p>Exit strategies</p>
Target audience	<p>Violent extremists</p> <p>Prison/probation/judicial practitioners</p> <p>Authorities</p>

Deliverables	<ul style="list-style-type: none"> - The director of the TW often gives presentations and shares experiences with Dutch stakeholders, as well as other authorities and prison services outside of the Netherlands. - The TW in Vught is developing a structured outline of its working methods.
Evidence and evaluation	<ul style="list-style-type: none"> - An extensive evaluation, involving a broad range of stakeholders, was conducted in 2014 on a political initiative. The key recommendations were to differentiate between prisons in the TW, to offer a tailor-made approach and to include a new risk assessment tool VERA 2R. All recommendations have been implemented. - In 2010, researcher Tinka Veldhuis evaluated the Dutch approach to TWs; Vught was also included. Many changes have taken place since this research was conducted. https://icct.nl/people/ms-tinka-m-veldhuis-msc-research-fellow/
Sustainability and transferability	Other EU countries are experimenting with special wings for terrorist and extremist offenders (e.g. United Kingdom, France, Belgium). The approach is transferable to other prison systems but the success of this approach is highly dependent on the prison climate and environment in general.
Geographical scope	The Netherlands
Start of the practice	2006
Presented and discussed in RAN meeting	RAN P&P - working group study-visit to the TW in Vught in 2015 https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-p-and-p/docs/ran_pp_visit_pi_vught_2611_en.pdf
Linked to other EU initiatives or EU funding	No
Organisation	<p>PI Vught is one of the largest prisons in the Netherlands, to which many offenders who are difficult to handle or treat in other Dutch prisons are transferred.</p> <p>In total Vught prison has eight different regimes:</p> <ol style="list-style-type: none"> 1. detention centre; 2. prison (also houses offenders with life long sentences); 3. a facility for habitual offenders; 4. a unit for prisoners whose assessment resulted in instructions for long-stay detention under hospital orders, but who have not yet been placed in such regime (for offenders with life sentences who no longer receive treatment); 5. intensive specialist care for unstable offenders who cannot be handled anywhere else;

	<p>6. two units of penitentiary psychiatric centres for mentally ill offenders. All offenders/patients who are difficult to treat and sensitive in terms of media exposure are placed here;</p> <p>7. maximum security facility for offenders who could have the means and opportunities to escape, and who represent a safety risk for the public;</p> <p>8. terrorist wing (TW).</p> <p>[Governmental institution</p>
Country of origin	Netherlands
Contact details	<p>Address: Lunettenlaan 501, 5263 NT Vught</p> <p>Email: informatie.pivught@dji.minjus.nl</p> <p>Website: https://www.dji.nl/locaties/penitentiare-inrichtingen/pivught/index.aspx</p>
last update	2018

Name of the practice

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

Multi-disciplinary teams in Romanian prison system

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

By decision of the General Director of the National Penitentiary Administration in 2015, multidisciplinary teams were set up in most units in the prison system to increase awareness and recognition of and develop a response to potential radicalisation-related threats and events.

Although radicalisation is not an issue in Romania at the time of writing, early recognition and prevention is key. It will help manage financial and human resources, should an event of this type occur.

The teams underwent a dynamic learning process, with training sessions, online specialised training courses, and study materials provided by officers from the National Penitentiary Administration. More materials will be developed in due time.

Teams comprise one officer from the relevant department (or the detention section chief), one psychologist (or social worker if a psychologist is not available) and one officer from the crime and terrorism prevention department.

Although there have not been any cases of radicalisation in the Romanian prison system to date, timely recognition of early indicators is vital: the team must prevent radicalised inmates from progressing to become violent radicalised actors.

The process involved three steps, as explained below.

Step 1. Teams learn introductory information on:

- (a) general and specific information about Islamism, and the religious assistance process of Islamic inmates;
- (b) the radicalisation process: early warnings and intervention.

Step 2. Teams disseminate the information learned in Step 1 to prison staff working in direct contact with prisoners (security and regime department, social reintegration staff and medical staff).

- Step 3. Teams apply and complete the training course at <http://www.coursera.org/learn/terrorism> online.

<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Please choose level.</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Please choose key theme.</p> <p>Add additional key theme.</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Prison / Probation</p> <p>Add additional target audience.</p> <p>Add additional target audience.</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Prisons in Romania</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2015</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Experts developed 11 themes to introduce teams to radicalisation concepts. These themes were uploaded onto the e-learning platform, and related training was provided.</p> <p>The themes are:</p> <ol style="list-style-type: none"> 1. radicalisation: a theoretical approach 2. radicalisation as a process 3. factors that influence radicalisation 4. radicalisation in the penitentiary system 5. internal and external sources of radicalisation of inmates/detainees 6. behaviour of detainees radicalised in detention 7. prison/detention procedures for radicalised inmates

	<p>8. prevention measures for at-risk situations related to radicalised detainees</p> <p>9. deradicalisation and disengagement programmes</p> <p>10. crime and terrorism prevention in the penitentiary environment</p> <p>11. religious assistance for inmates detained in the custody of the National Prison Administration.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>-</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The costs of developing training themes are minimal, and the training could be useful for many practices. Publishing the radicalisation themes on the e-learning platforms costs nothing, and all prison workers have access to the platform.</p> <p>There are accommodation costs to consider for the training sessions.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN IMPACT meetings</p> <p>Date: 10/11/2016</p> <p>Place: Cambridge</p> <p>Subject: Enter subject of meeting.</p> <p>Name: RAN IMPACT meetings</p>

	<p>Date: 26 April 2017</p> <p>Place: Utrecht</p> <p>Subject: Enter subject of meeting.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	-
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The National Penitentiary Administration is a governmental body that is subordinated to the Ministry of Justice. The National Penitentiary Administration is financed by the government.</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Romania</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Bucharest, Maria Ghiculeasa 47 street Contact person: Daniel MOSOIA Email: daniel.mosoia@anp.gov.ro Telephone: +4.0737.007.344 Website: www.anp.gov.ro</p>
<p>Last update text (year)</p>	2018

Name of the practice	Setting up a local network
Description	<p>This practice is a step-by-step guide on how to set up a local network, based on the experience of Vilvoorde in Belgium.</p> <p>1. First step: Individual outreach In order to start creating a local network, you need to first start creating your own personal network of relevant stakeholders from your local municipality. Reach out to relevant stakeholders within the different organisations and parts of the municipality (the formal network), and to stakeholders within the local community. This may be someone from the local football club, the church, mosque or the local farmers' women's club.</p> <ul style="list-style-type: none"> □ Locate the relevant stakeholders within your municipality/city Use the networks already in place, for example the network of organisations working on truancy or youth workers, or the communities working together on keeping the city clean. Introduce yourself to the stakeholders and get acquainted. Be very clear about your focus. For example: 'I am trying to set up a network within Valencia to prevent radicalisation amongst our youth.' Keep in mind: relevant stakeholders already identified will be able to point out other relevant stakeholders. You could do this in order to create the formal and the informal parts of the network. □ Go as local as possible Look for initiatives at community level. They are sometimes small scale and not very well known to authorities. □ Look for key personalities There is no such thing as a set participants list indicating who should be involved when it comes to tackling radicalisation. Look for individuals who can help you reach certain communities, who can echo your efforts to their audience. Be creative: this individual could be the owner of the grocery store across the street from the mosque if he has the right status within his community. □ Create awareness Talk about the situation in your municipality with the stakeholders. Is there polarisation between different communities? Is there general polarisation? Are there cases of young people becoming radicalised / violent extremists / foreign fighters? Make sure you have your facts and numbers straight when creating awareness of the possible risk of radicalisation among young inhabitants of your municipality. Be prepared to hear other concerns that aren't necessarily within your scope, but try to refer them to the right services in order to create a sense of cooperation and understanding. □ Sharing information Ask stakeholders for information about their 'youngsters' or their community members. But if you want them to share information with you, you should be willing to share information with them as well. If there is any information from the local authorities in which you think they might be interested, do not hesitate to share this with them. Don't sit on your information, share it. And if stakeholders ask you for information that you cannot provide, be upfront about this. Tell them you do not have or cannot share the requested information, and explain why. You would want them to be as upfront with you as well. □ Don't rush A path is created by walking the same route several times. Take your time to get to know people, however frustrating it may be that you need to find a 'quick fix': the process is as valuable as the result.

Make your contacts sustainable, don't just reach out when you have a problem that needs solving.

2. Second step: Put similar people together

When you have your local individual network in place, start enabling them to get acquainted with one another. Start simple by organising meetings between groups that are similar. For example, stakeholders from all the municipality's youth organisations or all sports and youth clubs within the local community. In short, create groups of similar stakeholders.

□ Exchange of experiences

The different relevant stakeholders should also get acquainted, if they do not already know each other. Organise meetings with all of them to discuss matters of violent extremism and polarisation currently relevant to your region. Or, talk to them about the role of prevention of radicalisation, or the ways in which they have come into contact with radicalisation and radicalised people within your local region.

□ Localise solutions and cooperate to achieve them

If in the meetings with these groups you come across specific problems within your local municipality, do address them and try to establish in what way this problem can be solved. Try to work together with the stakeholders to find a solution. Focus on this solution, not on the problem, while cooperating. Keep in mind the different tasks and responsibilities of the different stakeholders. If needed, write down what your takeaways from these meetings are and disseminate this within the groups. Remember, you are coordinating, this does not mean that you have to do everything (or that everyone will do things according to your ideas).

□ Create a shared story

Don't only focus on what you are doing, but also on why you are doing it. Formulate shared goals, and hence work on a shared vision you can reach back to when discussions get bumpy. This is easier in a group of similar people or organisations as a first step.

□ Explain why these participants sit around the table

Define the criteria by which you have selected them: what do they bring, what do they take away, are there participants missing?

□ Good coordination is crucial from the beginning. Define who takes the lead and who can be approached if issues arise.

3. Third step: Put people with the same goals together

Now start combining the different mini-networks - the formal and informal groups as well. They need to get to know each other and understand who could do what within the local community. This way you'll have a network throughout the whole of the local municipality. The key message to the multi-agency setting is: 'You're all part of the solution.'

□ Define clear rules on the sharing of information. This creates trust. Carefully consider the ownership of information before formulating actions: who brought a piece of information to the table? Who will act on this information? How can this happen without endangering the position of the one who brought the information to the table?

□ Reciprocity is key. Avoid participants who only take but never give. Make a distinction between who deals with the actual cases in order to have hands-on discussions, and the bosses and managers in order to talk policy. Different profiles require different networks. Ideally, you should have both: the one can support the other.

□ Gain expertise if needed. Provide specialised training for your participants. This not only creates the relationships that make it possible to 'do' something together, apart from just talking,

	<p>participating in training together also enhances a shared language and vision.</p> <ul style="list-style-type: none"> ▫ Continue to work on the different levels. Keep paying enough individual attention to your partners, to the different sectors, and keep enhancing your multi-agency setting.
Approach	<p>Creating CVE infrastructure Community engagement/empowerment</p>
Target audience	<p>Authorities Local community organisations/NGOs General public</p>
Deliverables	<p>This practice has led to the creation of a local multi-agency setting through which Vilvoorde deals with individual cases of radicalisation: the so-called partners' round table. This approach is described in the city's local policy plan on countering violent extremism (CVE), and in a manual on the partners' round table (published in autumn 2017).</p>
Evidence and evaluation	<p>The best evidence is the monthly meeting of the partners' round table, during which all partners from various sectors (police, mental health, education, social work, youth work, religious organisations, etc.) gather to discuss the individual cases of persons on the path to radicalisation. This structure is directed by the city. All the partners base their activities connected to individual casework on this structure. Hence, it is owned and supported across all sectors.</p>
Sustainability and transferability	<p>The different steps of the strategy are transferable, regardless of the partners involved, the impact of the problem on the local level and the sectors in which the partners work.</p>
Geographical scope	<p>Local authorities anywhere in Europe (or beyond) dealing with various partners of different sectors. Also applicable to other institutions or agencies that take the lead in directing the individual casework within a multi-agency setting.</p> <p>A number of European local authorities are working on this issue and have built similar expertise.</p>
Start of the practice	<p>End of 2013.</p>
Presented and discussed in RAN meeting	<p>RAN LOCAL kick-off meeting, 22-23 February 2016, Rotterdam (NL)</p> <p>Here are some relevant ex post papers of the RAN LOCAL Working Group that are linked to this topic: Cooperation with religious communities Local communities in PVE Local networks</p>
Relation to other EC initiatives	<p>None</p>
Organisation	<p>City of Vilvoorde: local authority within the Flemish part of Belgium. There is no project funding for this practice, but limited financial support comes from the federal government as well as Vilvoorde.</p>
Country of origin	<p>Belgium</p>

Contact details	Lange Molensstraat 44 1800 Vilvoorde Belgium Contact person: Jessika Soors Jessika.soors@vilvoorde.be +32 499518622 www.vilvoorde.be
Last update	2018

Name of the practice	Formers and Families
Description	<ul style="list-style-type: none"> • Empirical research was carried out in the Netherlands, Denmark and the UK. Some 30 in-depth case-studies of former extremists (islamist, far-right, far-left) were carried out from a pedagogical perspective, examining the role of the family and the socialisation context. <ul style="list-style-type: none"> - The purpose of the research was to acquire knowledge about the role of parents and the influence of education in processes of radicalisation and de-radicalisation. - The investigation was launched because it became clear from practice that links with the parents (especially the mother) are the last to be broken by radicalisation, and the first to be repaired when the process of disengagement is used. The expectation was that parents are closely involved in both processes, and need support. - The results are that the family situation has an impact at different stages of radicalisation and de-radicalization processes. Also, parents cannot handle accompanying their child alone, they need support from a ‘pedagogical coalition’ (youth workers, teachers and others accompanying the youngster in this problematic phase of identity development). - First-line workers distinguish between different pathways to and of radicalisation, and can offer insight into how the family situation plays a role. • An awareness video was produced (18 min long version, 7 min short-version; in English, subtitles in English and French) for executives/management within the social domain (education, youth work, youth care). <ul style="list-style-type: none"> - The video targets drivers and decision makers in the youth domain (education, welfare, care, social security) because they play a crucial role in promoting organisational culture within social organisations. It offers advice on discussing issues internally and partnering with external organisations. A video can be viewed at multi-agency meetings, and works better than a paper summary of the research. - The video summarises the results of the research, emphasises the importance of establishing an approach in the social youth domain, as well as the importance of collaboration.
Approach	Family support Educating young people
Target audience	Educators / academics First responders or practitioners Authorities
Deliverables	Research Report, Awareness Video, Final Conference Report (available at: https://www.ris.uu.nl/ws/files/15886833/end_report_formers_and_families_tcm126_610120.pdf) - The video is not available online as it is intended for viewing in a controlled environment.
Evidence and evaluation	The awareness video has been used in Dutch context for motivating the education, youth work and youth care sectors to join efforts to counter radicalisation. Professional feedback has been positive. The video has also been shown in the Netherlands at multiple meetings between drivers and decision makers within the youth domain. Positive (oral) feedback has been received from participants. The video has also been used by many different organisations within the youth

	domain, with positive comments having been received there too. No further evaluation has been carried out.
Sustainability and transferability	The awareness-video is available at no cost. Professional mediation is required, so dissemination is controlled. The video is not online. It has been shown by professional organisations to open plenary sessions, and in workshops, to start the discussions.
Geographical scope	EU
Start of the practice	2011-2016
Presented and discussed in RAN meeting	
Relation to other EC initiatives	The practice received ISF funding.
Organisation	<i>Ministry of Security and Justice, the Netherlands, University of Utrecht, the Netherlands</i>
Country of origin	NL
Contact details	Contact person: Saskia Tempelman Email: s.g.tempelman@nctv.minvenj.nl
Last update	2016 and before

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Family Counselling Centre</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>The Family Counselling Centre is a low-threshold service offering help to all families in crisis, as well as families with a multi-problematic background.</p> <p>The centre also plays an additional role, cooperating with municipalities to help families who find that one or more member is at risk of becoming radicalised, or that have children who have travelled to a conflict zone.</p> <p>The centre offers support, intervention, family therapy, and follow-up for the parents and siblings of the person of concern.</p>
<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Please choose level.</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Please choose key theme.</p> <p>Add additional key theme.</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Families</p> <p>First responders or practitioners</p> <p>Add additional target audience.</p>

<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The practice was launched by Enerhaugen Family Counselling Centre in Oslo and the Norwegian Police Security Service, PST, in 2015. So far, PST has selected the families of concern. At present, however, any public and private practitioner, as well as families, can contact the Family Counselling Centres to get support.</p> <p>In 2017, the service became a national measure and all the Family Counselling Centres in Norway were invited to training. Instructors from the RAN network were invited to provide this training.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: Select starting year of practice.</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>PST and Enerhaugen Family Counselling Centre started cooperating in 2015. This cooperation became a national measure in 2017. All the Family Counselling Centres in Norway can support parents and relatives who are concerned about their children or relatives who have left for Syria.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>The measure has not been formally evaluated, but the practice has received good feedback from the families. We are concerned about getting feedback about the process and how our clients experience their relationship with us as therapists along the way, following a client-oriented approach. The Family Counselling Centre does not usually make any formal evaluation. The feedback has thus been given verbally after individual sessions, when we ask our clients how they experienced the sessions and whether our talk and focus was relevant, or if there are topics they would like us to address in more detail.</p> <p>In addition, we receive verbal feedback after we end the contact, which has been positive. The clients have appreciated our care and found the opportunity to talk freely about their life and concerns in a therapeutic setting to be very helpful, which in turn has had a positive effect in their lives.</p> <p>In our cases, the parents report to us that they function better in general, both at work and socially, and that they feel more present and empowered in their role as caregivers.</p>

	<p>In one of the cases, we still keep in contact with the father of two sons who left for Syria. We call him every two months to follow up. The father appreciates this contact.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The practice is financed by the Public Sector and is therefore free of charge. It is transferable to states that have public family counselling centres or to states that finance private counselling.</p> <p>What makes this measure sustainable in Norway is possibly the fact that it has become a national measure in the Government's Action Plan against radicalisation and violent extremism. The fact that counselling is universal is also important.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN EXIT</p> <p>Date: 1 November 2016</p> <p>Place: Milan</p> <p>Subject:</p> <p>Name: RAN H&SC/RAN YF&C. Date: 2-3 February 2017. Place: Nice.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>-</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Enerhaugen Family Counselling Centre, Oslo</p> <p>Funded by the Norwegian Directorate for Children, Youth and Family Affairs</p> <p>The Norwegian Police Security Service</p>

	Type of Organisation: Governmental institution
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Choose from list of EU and EEA countries.</p> <p>or:</p> <p>Non-EU country: Norway</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Smedgata 49, 0651 Oslo, Norway</p> <p>Contact person: Margrethe Treider and Kirsti Foss Michael Cruz</p> <p>Email: Margrethe.treider@bufetat.no michael.cruz@politiet.no</p> <p>Telephone: +47 466 16 496 +47:40 91 13 01</p> <p>Website: Click or tap here to enter text.</p>
<p>Last update text</p> <p>(year)</p>	2018

Name of the practice	<i>Training modules for prison staff</i>
Description	<p>The training modules focus on radicalisation and deradicalisation mechanisms in Austrian prisons. They are intended to raise awareness among prison staff and empower them in the field of intervention and prevention. The length of the modules varies according to the target group.</p> <p>The training is tailored to the situation in Austrian prisons; the focus is on dealing with violent extremist offenders or possible radicalised prisoners. After the training, participants are able to identify signs of radicalisation and are aware of the exact procedure to follow for violent extremist offenders in Austrian prisons.</p> <p>During the one-day seminar, the following areas are covered:</p> <ul style="list-style-type: none"> • an introduction to radicalisation • radicalisation, extremism and terrorism • radicalisation in prison • the radicalisation cycle • Islamism and Salafism – a (historical) overview • right-wing and left-wing extremism and other active groups in Austria • indicators of radicalisation • the exact procedure to follow if radicalisation is suspected, or when dealing with violent extremist offenders. <p>The three-lesson seminar includes input from:</p> <ul style="list-style-type: none"> • trainer(s) from the prison service • speaker(s) from an NGO working in Austrian prisons, the Network for Social Cohesion, Dialogue, Extremism-Prevention and Democracy (Netzwerk sozialer Zusammenhalt für Dialog, Extremismusprävention und Demokratie) (DERAD) • representative(s) from the Directorate-General of the Prison Service and Preventive Detention/Dep. Care and Services (occasional attendance). <p>The intervention targets are:</p> <ul style="list-style-type: none"> • prison guards (further training) • prison guards currently in training (basic training or other) • prison staff (social workers, psychologists, educators, medical staff, pastoral care staff, etc.).
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Health practitioners First responders or practitioners
Deliverables	Training modules for prison staff Handouts

Evidence and evaluation	<p>Training content is adapted based on feedback. Questionnaires rate satisfaction with regard to:</p> <ul style="list-style-type: none"> • trainers • content • material and handouts • the seminar's goals • time allotted to content.
Sustainability and transferability	<p>Adaption would be straightforward, because most of the content is identical for every other country in Europe (definitions and overviews of Islamism, Salafism, extremism, indicators of radicalisation, etc.).</p> <p>After the training, participants are more sensitive to indicators of radicalisation and are aware of the significance of their observations and perceptions.</p>
Geographical scope	Austria
Start of the practice	November 2016
Presented and discussed in RAN meeting	RAN and IMPACT Europe training event, 10-11 November 2016
Relation to other EC initiatives	None
Organisation	<p>Strafvollzugsakademie is the Austrian Prison Service Academy, and the ministry of Justice is the responsible authority.</p> <p>The academy is responsible for basic training and further education of Austrian prison staff.</p>
Country of origin	Austria
Contact details	<p>Address: Wickenburggasse 12 1080 Vienna Austria</p> <p>Contact person: Gerhard Pichler</p> <p>Email: Gerhard.pichler@justiz.gv.at</p> <p>Telephone: +43 1404033930</p> <p>Website: http://www.justiz.gv.at/</p>
Last update	2018

Name of the practice	<i>180 Grad Wende: Deradicalisation & Multiplier trainings</i>
Description	The ‘180° Turn’ initiative comprises a network of young people, multipliers and coaches, who are trained as street workers in cooperation with our partners. The young multipliers are trained in different fields, such as moral courage or the prevention of drug addiction and violence. The network of young multipliers is active in the whole city and suited for tackling the phenomenon of radicalisation at its roots. Multipliers and coaches spread counter-narratives through their networks and act as role models for the target group.
Approach	Community engagement/empowerment Educating young people
Target audience	Youth / pupils / students Families Violent extremists
Deliverables	Our practice has led to several training modules in the fields of xenophobia, moral courage, de-escalation, basic rights, career guidance and the prevention of drug addiction and radicalisation.
Evidence and evaluation	We are continuously measuring the success of our project by means of the total number of participants at our multiplier training courses in comparison with those who already have completed all the modules offered. In addition, we are regularly handing out evaluation questionnaires during our workshops on practical responses to xenophobia at schools. The feedback has always been very positive. Furthermore, we are collecting relevant data on our individual cases, including the success rate and the number of forwarded cases.
Sustainability and transferability	The project itself is a sustainable long-term solution and can be adapted to other locations worldwide. It is of the utmost importance to build up long-standing cooperation with the respective local police and the responsible department for youth and family affairs within the local municipality. Moreover, the project members should be role models with a positive impact on young people. These members should be in a position to persuade young minds to work on a voluntary basis within the project network. The establishment of a network consisting of coaches, multipliers, local authorities and the whole social environment has lasting effects. By giving those social actors an important role in the fight against radicalisation, the sustainability and transferability of the practice is assured. The training modules are free of charge for the participants. It is a volunteer activity, and for the modules, financial support is received from various foundations.

Geographical scope	Country/Region: Germany / North Rhine - Westphalia Cities: Cologne, Bonn, Leverkusen, Bergisch Gladbach, Rhein-Sieg-Kreis
Start of the practice	The practice was developed in 2008 and implemented in January 2013.
Presented and discussed in RAN meeting	RAN YF&C meeting on strengthening community resilience, 29-30 June, London (UK)
Relation to other EC initiatives	None
Organisation	180° Turn - (180 Grad Wende) is a social prevention initiative in the City of Cologne dedicated to social work for youngsters and young adults. The body responsible for the initiative is the 'Jugendbildungs- und Sozialwerk Goethe e.V.', an NGO working in the areas of education, democracy, migration and international exchange. At the moment, it is funded by the German Ministry for Family Affairs, Senior Citizens, Women and Youth. It is not funded by the European Commission.
Country of origin	Germany
Contact details	<p>Address: 180 Grad Wende Buchforststr. 113 51103 Cologne Germany</p> <p>Contact persons and Emails: Mr. Suhel El-Khatib bonn@180gradwende.de</p> <p>Mr. Mimoun Berrissoun info@180gradwende.de</p> <p>Telephone: +49 221 16832209</p> <p>Website http://www.180gradwende.de</p>
Last update	2016 and before

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Education approach Radicalisation and Social Safety</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>The aim of the practice is to enhance the competences of teachers (and other school employees) dealing with the topic of radicalisation within their schools. Teachers will learn to recognise, act and prevent/counter radicalisation in their students. The practice also aims to enhance collaboration between schools and local authorities such as municipalities, police, youth workers and parents.</p> <p>The curriculum/training is not theoretical but is based on practice, and, first and foremost, is specific to the educational context and the role of the teacher. The curriculum is actively implemented in schools across 18 municipalities with pressing problems related to radicalisation and youth.</p> <p>In 2018, a specific support was developed for schools that are confronted with pupils who are placed who come from the former battlefield of Syria. It is possible that, due to this situation, a school will need to deal with parents and the press asking questions about this. The support consists of advising the school on how to normalise the situation again and is also aimed at supporting teachers on how to offer and guarantee a safe learning environment for the child.</p> <p>To date, no use has been made of this support.</p>
<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner.)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Inspiring</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Training</p>

<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Educators / Academics</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The Netherlands</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2015</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Training modules Reader (in Dutch)</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>Before beginning work, participants consult with one of our ambassadors. They address questions, determine the needs (what is to be taught or highlighted) etc. Each training session is evaluated by both participants and trainers.</p> <p>After the training session, a follow-up meeting is set up by the ambassador, where any remaining issues are discussed.</p>

<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The whole approach is nationally available and subsidised by the government (ministry of education)</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>EDU</p> <p>03/08/2018</p> <p>Lisbon</p> <p>The role of primary education in preventing radicalisation: a realistic and optimistic perspective</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>None</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The School & Safety Foundation (Stichting School & Veiligheid) supports schools (primary, secondary and vocational education) to establish and safeguard a safe social learning environment. We do so by providing up-to-date information and expert advice through our website and our helpdesk.</p> <p>Our website (http://www.schoolenveiligheid.nl) and our helpdesk are the starting points for every professional whose job it is to develop a safe social (learning) environment at their school and in the classroom.</p> <p>Foundation</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Netherlands</p>

Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.	Address: Zwarte Woud 2, 3564 SK Utrecht Contact person: Nathalie Vriezelaar Email: n.vriezelaar@schoolenveiligheid.nl Telephone: +31302856508 Website: www.schoolenveiligheid.nl
Last update text (year)	2020

Name of the practice	<p><i>Echoes of IS</i></p> <p><i>#we share the scars</i></p>
Description	<p><i>Echoes of IS</i> (http://www.echoesofis.nl) is a web documentary featuring 12 captivating stories of people affected by Islamic State (IS). People from diverse backgrounds (Dutch citizens, Syrian refugees, parents, children, ex-fighters and their relatives) bare their souls and share their life-changing experiences, often for the first time.</p> <p>These 12 stories serve to counteract the dishonest fictions manufactured by the propaganda machine of IS, which targets a susceptible group of young people (aged 12 to 25).</p> <p>Instead of characterising this work as 'anti-radicalisation', we provide:</p> <ul style="list-style-type: none"> - a multifaceted perspective on 'scars' as universal qualities shared by many; - an online series of powerful, personal narratives that connect with young lives; - a model for dialogue and respect for speaking out, regardless of one's background (Muslim or non-Muslim). We want to set up a dialogue rather than take a judgemental stance.
Approach	<p>Delivering alternative narratives</p> <p>Educating young people</p>
Target audience	<p>Youth / pupils / students</p> <p>General public</p> <p>Online</p>
Deliverables	<ol style="list-style-type: none"> 1. The website http://www.echoesofis.nl/ (running time 70 minutes) 2. Social media content with teasers targeting 12-to-15-year-olds: <ul style="list-style-type: none"> - https://www.facebook.com/echoesofis - https://www.twitter.com/echoesofis - https://www.youtube.com/channel/UCR6XSyjVTWA8iFKy-Zc2Jlg - https://www.instagram.com/echoesofis/ 2. Schools and community centres can download the portraits (5 minutes each) for use in their programmes, free of charge. 3. We provide 'Guidelines for teachers' (text) on request. 4. Partners use the project in their programmes: International Documentary Film festival Amsterdam (IDFA), teacher organisations and community networks.
Evidence and evaluation	<p>We evaluated the project with pilot groups at three different youth centres having a majority Muslim/migrant background.</p>

	<p>1. While the young people were positively touched by ‘victims’ Hoessein and Dyana, and much more critical of ‘former’ Abdel-Rahman, discussion after viewing the latter profile was longer-lasting, more intense and more constructive. The mix of former witnesses and victims therefore proved very effective.</p> <p>2. While presence of witnesses enhanced viewer empathy, the presence of the moderators was crucial. Those having a migrant background and personal radicalisation experience were most successful in eliciting personal input and feedback from the youth.</p> <p>3. Online, young people were reluctant to share ‘IS’ in the title.</p>
Sustainability and transferability	<p>The materials are online and are available for download free of charge. Familiarisation and training around controversial topics is advisable.</p> <p>A ‘Guidelines for teachers’ is also available free of charge, upon request.</p>
Geographical scope	<p>Implemented in the Netherlands.</p> <p>Interviews originally conducted in Dutch and Arabic. Subtitled version online available in English and Arabic.</p> <p><i>Echoes of IS</i> has been presented at a RAN meeting, and France has expressed interest in a French language adaptation.</p>
Start of the practice	November 2017
Presented and discussed in RAN meeting	Presented at the RAN EDU-RVT joint event in Madrid on 24 and 25 May 2018.
Linked to other EU initiatives or EU funding	None
Organisation	<p>Submarine Channel is an innovation lab and producer of new digital means of storytelling, interactive graphic novels and virtual reality. Examples are the transmedia documentary <i>Last hijack</i> (http://www.lasthijack.com/) (Emmy Award, Best Digital Fiction, 2015), interactive documentary <i>Refugee republic</i> (https://refugeerepublic.submarinechannel.com/) (2015), and the game <i>Energy risk conspiracy</i> (http://www.collapsus.com/) (Emmy nomination, Best Digital Fiction, 2012). Many of their other projects can be found online (http://www.submarinechannel.com/).</p> <p>Foundation</p>
Country of origin	Netherlands

Contact details .	Submarine Channel Address: Arie Biemondstraat 111 1054 PD Amsterdam Netherlands Contact persons: Corine Meijers, Hans Dortmans Email: hans@submarine.nl Telephone: +31 208204940 Website: http://www.submarinechannel.com/
Last update	2018

Name of the practice	<i>Awake the World</i>
Description	<p>Awake the World aims to counter radical and violent extremism through online and offline actions. We challenge religion- or culture-based prejudices, promote tolerance and social coexistence, actively counter islamophobia, and employ social networks in a bid to raise awareness.</p> <p>Awake the World’s activities are designed to reduce discrimination, to demonstrate that the so-called West is not at war with Islam while invalidating the narrative of them and us, and finally, to lessen cultural marginalisation. These activities address the roots of radicalisation: social and political factors as well as cultural and identity crises.</p>
Approach	<p>Educating young people</p> <p>Delivering alternative narratives</p>
Target audience	<p>Youth / pupils / students</p> <p>Online</p>
Deliverables	<p>Awake the World aims to foster tolerance and raise awareness of stereotypes among 16-to-25 year-old Spanish students. To this end, we held talks and conferences in high schools and universities.</p> <p>Training module Informative talks for high schoolers: Awake the World visited Madrid-based high schools, holding discussions on topics like perception and reality, refugees and immigration, the European Union and the Middle East, integration, and racism and islamophobia. At the beginning and end of each talk, we surveyed the students to assess the impact of the talk. The results were later used to produce online content for our social media profile.</p> <p>Conferences for university students: conferences and debates were held on religion, culture, tolerance, integration, terrorism and many other topics.</p> <p>Online content: we produced infographics and alternative narratives, such as the testimonials provided by youngsters through our Citizen X project. Citizen X is a Facebook-based initiative open to all who wish to share their experiences in dealing with stereotypes. Most of the youngsters sharing their stories were Muslims living in Spain who had experienced islamophobia.</p>
Evidence and evaluation	<p>Since Awake the World lacked an evaluation system, we used the media statistics extracted from the various tools that we used.</p> <ol style="list-style-type: none"> 1. Qualitative views and quantitative (statistical) data: <ul style="list-style-type: none"> • Twitter: total impressions: 92.200; profile visits: 5 000; followers: 209; our followers’ interests: politics, business and current affairs.

	<ul style="list-style-type: none"> Facebook: more than 160 000 people reached in Spain; more than 2 000 likes on our page; international scope extended to 45 other countries; main age groups reached: 18 to 24, then 25 to 34 and finally 13 to 17. <p>2. As this project was mainly developed before any contact with RAN, no practical feedback was provided while the project was running. However, subsequently the RAN C&N working group provided feedback that helped develop a proper and functional evaluation system as well as a more defined target.</p>
Sustainability and transferability	Awake the World had a budget of USD 2 000, 58 % of which was allocated to strategy, 15 % to events logistics and 27 % to advertising for online presence development.
Geographical scope	Spain, particularly Madrid
Start of the practice	December 2015 to February 2017
Presented and discussed in RAN meeting	RAN C&N - RAN YOUNG joint meeting, 'Young people and communication experts learning from each other's expertise: Inspiring young people in effective campaigns', held on 23 and 24 April 2018 in Madrid.
Linked to other EU initiatives or EU funding	Awake the World was not linked to any EU initiatives or EU funding. It began in 2015, funded by the Department of State of the United States of America, following participation in the Peer-2-Peer Challenging Violent Extremism Contest.
Organisation	Awake the World was a university project, without legal status. University students from diverse backgrounds organised the project.
Country of origin	Spain
Contact details	Address: C/Islas Canarias nº1 CH 65 Boadilla del Monte 28660 Madrid Contact person: Elena Silva Duque Email: e.silvad@outlook.com Telephone: +34 609551976 Website: https://www.facebook.com/awaketw2016/
	Address:

	<p>Gomera 1156 (Casarrubios del Monte) 45950 Toledo</p> <p>Contact person: Pablo García Martín Email: pgm2395@gmail.com Telephone: +34 622899223 Website: https://www.facebook.com/awaketw2016/</p>
Last update	2018

Name of the practice	Reclaim Radical
Description	Reclaim Radical is a project designed around three short films wholly created and filmed by young people who researched and wrote the scripts, and formed the cast and crew. Frontline practitioners working with young people can use the films as a springboard to hold honest conversations and meaningful dialogue about radicalism-related issues. The films are accompanied by a toolkit of youth-proofed national resources for staff to use in creating bespoke programmes about radicalisation and extremism, based on the work carried out using the films.
Approach	Educating young people Community engagement/empowerment
Target audience	Educators / academics Youth / pupils / students Kies een item.
Deliverables	Three films, used to introduce sessions with young people to help professionals ascertain the knowledge base of the groups they are working with. The final product is a training resource for professionals which is a toolkit. Its is accompanied by three films that are used as a group work tool. The Reclaim Radical toolkit and link to films is available online (http://www.leicesterprevent.co.uk/reclaim-radical/).
Evidence and evaluation	<p>‘Reclaim Radical has debunked two persistent myths about Prevent in that [it] stifles freedom of speech and is not community based. Thank you to Leicester City’s Young Person’s Council for their confident and innovative product. Reclaim Radical champions the importance of young people being allowed to have challenging conversations and radical ideas to help them understand their world and shape the future.’ Bill Knopp, Chief Inspector, Leicestershire Police Regional Prevent Coordinator</p> <p>‘Young people in Leicester have led the way and shown that terrorism, radicalisation and extremism are topics they want to debate, but need adults – especially teachers – to be able to have these conversations with them. Reclaim radical is their way of enabling these vital conversations to take place. By opening up avenues of debate, the toolkit will help young people tackle controversial issues in a safe environment and without being judged for holding views that may appear radical, but deserve to be heard and respected, so that young people are valued.’ Will Baldet, Prevent Co-ordinator, Leicester, Leicestershire and Rutland</p>

Sustainability and transferability	The resource is a stand-alone resource that is freely available. Anchored firmly in youth work methodology, it uses small-group informal education to work with young people to achieve outcomes. The resource is used in school and youth centre settings.
Geographical scope	The project was launched in Leicester and has been shared regionally with colleagues across the East Midlands. The project played a central role in a two-day study visit exploring how to involve young people in the prevention of extremism. Held in association with RAN, this event was attended by approximately 30 colleagues from various EU countries.
Start of the practice	Work with the young people started during summer 2016. The films and toolkits were created in early 2017. The resource was launched in September 2017.
Presented and discussed in RAN meeting	Two-day study visit in Leicester, June 2018
Linked to other EU initiatives or EU funding	This project was funded via the Prevent Coordinator for Leicester, Leicestershire and Rutland, from the existing budget.
Organisation	Resource developed by Leicester City Youth Service, a service working with young people aged 13 to 19 on informal education, through targeted youth support, open-access youth provision, and street-based and participation-based actions. [Governmental institution]
Country of origin	England, United Kingdom
Contact details	Address: Youth Participation Office Room 2.15 Town Hall Leicester LE1 9BG United Kingdom Contact persons: Bez Killeen/Will Baldet Emails: bernadette.killeen@leicester.gov.uk will.baldet@stphilipscentre.co.uk Telephone: +44 7710148497 (Bez) +44 7403727727 (Will) Website: http://www.leicesterprevent.co.uk/reclaim-radical/

Last update	2018

Name of the practice	RealTalk
Description	<p>RealTalk aims to raise awareness of far-right extremism and build resilience to radicalisation amongst young people. Using augmented reality technology, a series of interactive workshops aims to:</p> <ul style="list-style-type: none"> • challenge stereotypes, particularly around Islam; • create open and safe spaces for challenging conversations; • enhance critical thinking skills; • help participants spot the signs of fake news and propaganda; • highlight the current local, national and international threats of far-right extremism. <p>The workshop has the following three components.</p> <p>Augmented reality The main aspect of the workshop uses augmented reality, a mixture of real life and virtual reality viewed through a tablet or smartphone, whereby life-size banners of various individuals effectively come to life to share their personal experiences. Participants hear directly from diverse voices: among others, a former gang member, a former English Defence League organiser, a former football casual and a former recruiter for the neo-Nazi group Combat 18. Their stories demonstrate how their lives have been affected by extremism, and they challenge the preconceptions that people may have about them, based solely on their appearance.</p> <p>Magnetic wall The workshop also utilises a large magnetic wall which represents the political spectrum; cue cards feature a variety of organisations including extreme right-wing groups, far-right groups, far-left groups and mainstream political parties. The challenge for participants is to place the cue cards at appropriate points on the wall to indicate where the groups fit into the broader landscape. This serves to start a conversation about how students perceive groups such as Britain First and the English Defence League (EDL), and encourages discussion about what constitutes an extremist group.</p> <p>Fake news RealTalk tackles the issue of fake news and propaganda by giving participants a series of cue cards detailing genuine local and national news stories. They are then asked to determine which are true and which are false. Facilitators then offer tips on how to effectively sort fact from fiction, and read between the lines.</p> <p>Extremist perspectives give rise to an outlook of the world in binary, black and white terms. RealTalk’s aim is to introduce shades of grey, and encourage deeper thinking and dialogue in order to promote critical thinking and build resilience against radicalisation.</p> <p>The workshop lasts approximately 1 hour in total, and may be held in a variety of settings, e.g. classroom-based settings for up to 20 participants; dynamic pop-up sessions in large social spaces (foyers, canteens, etc.); or street-based sessions (basketball courts, housing estates, etc.) The materials required for RealTalk are fully collapsible and portable.</p>

Approach	Educating young people Community engagement/empowerment
Target audience	Youth/pupils/students
Deliverables	Interactive workshops using seven roll-banners and videos viewable on smartphones or tablets, cue cards and a collapsible magnetic wall.
Evidence and evaluation	<p>During the pilot phase of RealTalk, 20 workshops were held in different settings: youth/community centres, secondary schools, further education colleges and a specialist school for children outside mainstream education. The response from staff and participants was very positive.</p> <p>To date, 81 feedback and evaluation forms have been completed; in 100 % of cases, participants indicated that the workshop increased their understanding of extremism. Free-text comments are overwhelmingly positive: for example, ‘It really inspired me’ and ‘I most liked being honest about issues and talking’.</p> <p>Anecdotal evidence has also been tremendously positive. The workshops invariably result in passionate discussions on sensitive issues. In one particular case, a participant admitted, ‘The workshop made me realise that I am a little bit racist’. A youth worker provided this individual with further support.</p> <p>Word-of-mouth recommendations have ensured that the demand for workshops remains high, and all the colleges that have hosted RealTalk have requested further sessions.</p> <p>Prior to the pilot, RealTalk was presented to the RAN Communications and Narratives Meeting on Audiences in Rome on 2 and 3 November 2017, where it was well-received. Other RealTalk presentations have been held for a visiting party of Norwegian interfaith practitioners on a study trip to Leicester (March 2018), a RAN Youth study visit to Leicester (June 2018), and an Extremism Summit in Blackburn (June 2018). In all cases, interest was high, and delegates were impressed with the workshop.</p> <p>Additionally, RealTalk received positive media coverage during 2018 in the <i>Financial Times</i> (print), on ITV News (television) and on BBC 5 Live (radio.) The Centre for Analysis of the Radical Right published a positive blog about building resilience to the radical right through RealTalk.</p>
Sustainability and transferability	There are currently no direct costs, as RealTalk is a fully funded Prevent project in Leicestershire for 2017/18.
Geographical scope	Leicestershire, United Kingdom
Start of the practice	November 2017

Presented and discussed in RAN meeting	RAN Communications and Narratives Meeting on Audiences, Rome, 2-3 November 2017 RAN Youth study visit to Leicester, June 2018
Linked to other EU initiatives or EU funding	None
Organisation	Collaboration between Leicestershire Prevent on behalf of the Home Office (Government department), St. Philips Centre, Leicester (multi-faith centre, registered charity) and StreetVibe (Young People's Service, Leicester)
Country of origin	United Kingdom
Contact details	Address: St. Philips Centre 2 Stoughton Dr N Leicester LE5 5UB United Kingdom Contact person: Sean Arbuthnot, Prevent Coordinator, Leicestershire Email: spcprevent@gmail.com Telephone: +44 116 2733459 Website: http://www.leicesterprevent.co.uk/
Last update	2018

<p>Name of the practice</p>	<p><i>The disengagement/re-engagement path</i></p>
<p>Description</p>	<p>The ‘Centre d’Aide et de Prise en charge de toute personne concernée par les Extrémismes et Radicalismes Violents’ (CAPREV) can help individuals disengage from radicalisation.</p> <p>To achieve this, social workers must identify what motivated the individual to join a radical movement in the first place. The social worker must work alongside the individual, offering guidance and support in a joint effort to subsequently identify protective factors as well as resources available to guide the intervention.</p> <p>The social worker supports the individual as they reflect on the path that led to radicalisation for that individual, and then to redefine this personal trajectory. The social worker must accompany the individual as they work to grasp the scope and impact of violence on society, on one’s family and on oneself. The social worker also guides and supports the individual as they seek answers and comprehension of their predicament.</p> <p>CAPREV provides a greater degree of social inclusion for such individuals: by engaging in different areas of life (schooling, employment, relationships, family, etc.), they can help the individual find a place and sense of identity within society. CAPREV also works to rehabilitate individuals by creating a new, positive social network around the person.</p> <p>In helping individuals on the path to disengagement, whether voluntarily or as a condition of probation, CAPREV is inspired by the criminological concept of desistance and its accompanying process. Desistance is based on the development, exploitation and optimisation of social capital and human capital.</p> <p>It is the social worker’s job to initiate, support or promote this process of desistance, depending on the individual circumstances of their client. The intrinsic consequence of desistance is the cessation of delinquent behaviour, which thereby also prevents recidivism.</p>
<p>Approach</p>	<p>Exit strategies</p> <p>Community engagement/empowerment</p>
<p>Target audience</p>	<p>Violent extremists</p> <p>Families</p>
<p>Deliverables</p>	<p>N/A</p>
<p>Evidence and evaluation</p>	<p>Although we lack a quantitative evaluation of our methodology, we apply action research as a form of evaluation. Action research brings together action and research in such a way that both benefit mutually.</p>

	<p>The action research projects and activities are designed to support the intervention methodology of a multidisciplinary team of professionals, through evaluation of their methods, work processes, adaptations and learning progression.</p> <p>Action research is a reflexive and evaluative method that provides field actors with adapted and flexible tools, allowing them to distance themselves and gain new perspectives on everyday professional actions. In this way, action research aims to generate hypotheses and make theoretical advances based on field practice, while at the same time feeding into this practice.</p>
Sustainability and transferability	<p>This social work methodology is transferable to other countries.</p> <p>Existing literature on the subject of disengagement and the notion of desistance can be employed to implement this methodology.</p> <p>Implementing the methodology calls for a focus on seeking solutions at personal level as well as in one's social and relational environment. This implies a professional stance of empathy, engagement, analysis and follow-up.</p> <p>It also requires an understanding of the individual's social context: if change is to be supported, links must be made with relatives, the community, the associative and cultural sector, and employers.</p> <p>In the French-speaking part of Belgium, the houses of justice general administration, responsible for probation, has studied the concept of desistance in recent years.</p>
Geographical scope	Throughout the Wallonia-Brussels Federation
Start of the practice	January 2017
Presented and discussed in RAN meeting	<p>RAN Prison and Probation Working Groups, 'The role of family and social networks in rehabilitation of violent extremist offenders', 6-7 March 2018, the Netherlands.</p> <p>RAN P&P and RAN YF&C Multi-Agency meeting on 'Radicalised and terrorist offenders released from prison: Community and family acceptance', 6-7 June 2019 in Prague.</p>
Linked to other EU initiatives or EU funding	<p>Following the Charlie Hebdo attacks in January 2015 in France, the Wallonia-Brussels Federation government adopted 'a targeted preventive strategy against radicalism through multiple measures to strengthen social cohesion'. This action plan forms part of a larger framework of different policies to be implemented in coordination with other governmental levels.</p> <p>Through this prevention strategy, the Federation tried to provide long-term solutions to the root causes of radicalisation.</p> <p>In January 2016, a strategic committee and two operational services were set up. These two operational services are grouped together in the 'network for dealing with violent extremism and radicalism'.</p> <p>This network comprises:</p>

	<ul style="list-style-type: none"> - the Resource and Support Center (CREA), which aims to provide structural support to institutions and public interest organisations of the Wallonia-Brussels Federation through provision of information resources, tools and training; - the Center for Assistance and Support for People Affected by Violent Radicalism and Extremism (CAPREV).
Organisation	<p>[Governmental institution]</p> <p>CAPREV is the contact point for individuals tackling a violent radicalism issue and the Wallonia-Brussels Federation.</p> <p>It has multiple missions:</p> <ul style="list-style-type: none"> - to provide general information on the problem and on the means of prevention and care, as well as targeted information on specific situations; - to direct people to the relevant ‘local’ network, taking into account service, missions and goals as well as the ethical principles of these partner services; - to build a network of partners with a confirmed local presence; - to develop action research to update practices and accompanying actions in line with the resulting hypotheses; - to ensure individual and personal accompaniment of individuals close to someone who are concerned by the issue of violent radicalism and extremism, or individuals and professionals directly concerned by a situation of violent radicalism and extremism.
Country of origin	Belgium
Contact details	<p>Address: 66 rue de Bonne 1080 Brussels Belgium</p> <p>Contact person: Philippe Massay</p> <p>Email: philippe.massay@cfwb.be</p> <p>Telephone: +322 3625377</p> <p>Website: https://extremismes-violents.cfwb.be/</p>
Last update	2019

Name of the practice	<i>R2PRIS Multi-level In-prison Radicalisation Prevention Approach</i>
Description	<p>The project was developed under the European Commission project 'Radicalisation prevention in prisons' (R2PRIS) (http://www.r2pris.org/), following concerted transnational cooperation across academia, private sector researchers, correctional sector representatives and practitioners.</p> <p>The R2PRIS Multi-level In-prison Radicalisation Prevention Approach aims to:</p> <ul style="list-style-type: none"> - create awareness of: <ul style="list-style-type: none"> - the broader picture of terrorism, the mindset involved and narratives employed – this will help us understand why prisons are a breeding ground for radicalisation; - the difference between conversion, radicalisation and moving to extremist views (i.e. the terminology involved); - the pathways and levels of radicalisation; - recruitment tactics employed within the prison environment; - indicators on how to identify vulnerable people at risk of radicalisation; - provide instruments to help staff screen and assess inmates and report their observations to the appropriate staff throughout the organisation, as well as to the appropriate intelligence staff; - certify professionals at different levels of the prison administration (prison governors, frontline officers and technical staff, internal trainers and facilitators) in use of the tools that will enable them to identify risks, and screen and assess inmates that may be at risk of becoming radicalised, but also to train other colleagues in the use of these tools. <p>The R2PRIS approach includes both screening and risk assessment tools, as well as training materials (online and classroom) tailored for different levels of staff.</p>
Approach	Prison and Probation Training for first line practitioners
Target audience	First responders or practitioners Law enforcement officers Prison/probation/judicial practitioners
Deliverables	<p>The R2PRIS approach includes both assessment tools and training materials (online and classroom) tailored for different levels of staff.</p> <p>1. Assessment tools. The R2PRIS Radicalisation Risk Assessment in Prisons (RRAP) is an assessment process that includes a battery of instruments aiming to provide a broad assessment of inmates' vulnerabilities and risk of radicalisation. It forms part of the R2PRIS Multi-level In-prison Radicalisation Prevention approach, which also includes the Critical Incidents Readiness Assessment (CIRA). Comprising three different instruments that assess the perception of three diverse audiences (prison governors/administrators, frontline staff, and technical staff), the RRAP Toolset aims to assist both individuals and prison systems in thoughtful consideration of the factors and necessary steps, so as to provide thorough, well-considered opinions on the potential risk of future physical, radical-based violence from a known individual.</p>

- The first RRAP tool is the **Helicopter View (HV)** (prison/prison administration level), an organisational risk assessment tool that aims to raise awareness and support prison governors/prison system administrators to reflect and assess situational dimensions in preventing radicalisation, and to identify the strategies and action plans that need to be implemented.
- The second tool, the **Frontline Behavioural Observation Guidelines (FBOG)** (frontline level) is an instrument developed to raise awareness of radicalisation in prisons and to support frontline staff (prison officers, educators, teachers, social workers, etc.) in signalling behaviours/changes in behaviours that might represent the externalisation of cognitive radicalisation in inmates.
- The third tool, **Individual Radicalisation Screening (IRS)**, is for technical staff, mainly psychologists or staff undergoing training to use psychological assessments. The IRS aims to assess inmates' risk of radicalisation, following a process view of radicalisation that progresses from individual vulnerabilities that might be present at the pre-radicalisation stage, to more extreme involvement (militancy) with radical groups.
- Additionally, the **Critical Incidents Readiness Assessment Readiness Assessment (CIRA)** is an organisational risk assessment tool that aims to raise awareness and assess service readiness to contend with major security emergencies.

The R2PRIS approach and assessment tools have been developed to be used with inmates suspected of being vulnerable or on a radicalisation path, not those convicted of extremism-related violence or terrorism crimes or for being part of a terrorist organisation.

2. Training. Use of the R2PRIS RRAP tools requires a 'training of trainers' certification process. The certification process consists of **online and classroom training and follow-up coaching** sessions after employing the tools.

To support their work, certified professionals will have access to:


- **the R2PRIS methodological framework**
- **training session materials** (facilitator kit with training templates, manuals and presentations)
- **R2PRIS tools** (includes the user manual for each tool, response forms and result report sheets)
- **online resources and the complete R2PRIS online training course.**

The online course was developed through an interactive process and resulted in concerted transnational cooperation across academia, private sector research, correctional sector representatives and practitioners. The course was piloted in Portugal, Belgium, Romania, Norway and Turkey and was improved following user practitioners' feedback.

<p>Evidence and evaluation</p>	<p>Development process. The approach used to develop both the assessment tools and training materials followed an interactive and collaborative research-based development process. This process involved researchers from different universities and research labs, and practitioners from seven jurisdictions (governors, psychologists and prison officers) who used and tested the tools, provided feedback, participated in joint reflection exercises, provided feedback on the recommendations received from the field-test, and in some cases, had the chance to re-use the tools in a real-life context.</p> <p>Feedback was collected both via questionnaires completed by end-users, as well as in short-term staff training events in Portugal, Romania, Turkey, Norway and Belgium. Overall, more than 70 practitioners were involved in these sessions.</p> <p>Peer review process. The peer-review process was put in place at an early stage, gathering the feedback of participants from different training, design events and conferences, under the framework of RAN Prisons and Probation: 'Radicalisation Assessment in Prisons' (RAN Radicalisation Awareness Network and Excellence Centre, Brussels, 9-10 July 2018), or other events.</p> <p>Future events:</p> <ul style="list-style-type: none"> - 'R2PRIS - A multi-level approach to deal with radicalisation prevention in prisons. Results from 3 years of development in Europe', ICPA International Corrections and Prisons Association, Montreal, Canada, 21-26 October 2018 - EU-Council of Europe HELP Radicalisation Prevention Project, 20-21 September 2018 - Seminar on Radicalisation Prevention, Brussels, - 'Radicalisation Prevention in Prisons in Europe', High-level conference, Ministry of Justice, Berlin, Germany, 13-14 September 2018. <p>Developed:</p> <ul style="list-style-type: none"> - 'Terrorism and Radicalism in Prisons', Counter Terrorism World Summit, organised by the Israel Prison Service in cooperation with the International Institute for Counter-Terrorism (ICT), Israel, 2-6 September 2018 - Criminal Justice Summer Course, Barcelona, Spain, 3-6 July 2018 - R2PRIS International Conference on Radicalisation Prevention in Prisons, Lisbon, Portugal, 3 July 2018. Attended by over 60 participants from 17 countries, including not only neighbouring Spain but also Belgium, France, the United Kingdom, Sweden and other European countries as well as Norway, Israel, Switzerland, Canada and the United States - Caribbean conference of heads of correctional services, Kingston, Jamaica, 11-14 June 2018 - R2PRIS Staff training, Brussels, Belgium, 16-20 April 2018 - R2PRIS Staff training, Bucharest, Romania, 5-9 March 2018 - European Commission Conference on Radicalisation in Prisons, Brussels, 27 February 2018 - R2PRIS Seminar and meeting, Ankara, Turkey, 7-8-2017 - 19th International Conference of ICPA, London, UK, 22-27 October 2017 - R2PRIS Staff training, Lisbon, Portugal, 24-29 September 2017 - R2PRIS meeting, Lillestrøm, Norway, 8-9 November 2016 - 18th International Conference of ICPA, Bucharest, Romania, 23-28 October 2016
---------------------------------------	--

	<ul style="list-style-type: none"> - 'Pathways to Radicalisation and Recruitment: Intervention Strategies in the Balkans, Central and South Eastern Europe', April 2016 - Open Class: 'Radicalisation: a challenge to European Societies - the role of penitentiary systems', Covilhã, Portugal, November 2015. <p>EU policy implications. R2PRIS is one of the European Commission actions of the European Action plan to fight terrorism (state of play of implementing the Action Plan for strengthening the fight against terrorist financing) mentioned in Annex I, p. 5 of the Communication <i>Eighth progress report towards an effective and genuine Security Union</i> (Brussels, 29.6.2017 COM(2017) 354 final).</p> <p>Furthermore, R2PRIS has been selected by the European Commission to be presented at the European Conference on Radicalisation in Prisons (February 2018), hosted by DG Justice of the European Commission and the Bulgarian Presidency of the European Union, in the presence of Commissioners Věra Jourová (Justice) and David King (Security), and more than 140 participants representing more than 30 jurisdictions.</p>
Sustainability and transferability	The practice has been developed through transnational cooperation across correctional services from different jurisdictions, and therefore has great potential for transferability. The certification (train the trainer) courses, online training materials and other tools that are customizable to the specific context of each country contribute to its transferability. The partners who developed the practice are constantly updating the knowledge base of cases, indicators and training materials.
Geographical scope	The practice has been either initially implemented or tested (fully or partially) by prison professionals in Belgium, Portugal, Norway, Romania and Turkey under the R2PRIS framework. Currently, prison professionals from countries such as France, Bulgaria, Greece and Germany (in the framework of the PRACTICIES and INTEGRA projects) are also involved.
Start of the practice	The practice started development in 2015 and was tested throughout 2017 and 2018. Reviewing its results and making suggestions for improvement continue to be part of the continuous improvement process adopted by the project consortia.
Presented and discussed in RAN meeting	'RAN Prisons and Probation: 'Radicalisation Assessment in Prisons' (RAN Radicalisation Awareness Network and Excellence Centre, Brussels, 9-10 July 2018)
Linked to other EU initiatives or EU funding	The 3-year R2PRIS project was funded by the EU through the ERASMUS+ programme (KA2 - Strategic partnerships for adult education, Radicalisation Prevention in Prisons' - 2015-1-PT01-KA204-013062 (R2PRIS)), with an overall budget of EUR 330 000. This practice is also related to other projects modelled on its research and achievements, e.g. Partenariat contre la radicalisation violente dans les villes (PRACTICIES) (H2020); the Integrated community, probation and prison services radicalisation prevention approach (INTEGRA) (ERASMUS+); the Integrated exit programme for prisons and probation (WayOut) (DG Home); and the Holistic radicalisation prevention initiative (HOPE) (EEA Grants, submitted).

Organisation	<p>The BSAFE LAB Law Enforcement, Justice and Public Safety Lab of the Beira Interior University (public, Portugal) together with IPS Innovative Prison Systems (private) is in consortium with the Romanian Centre for Correctional Studies of the University of West Timisoara (Romania), the Belgian Prison Service, the Norwegian Prison Service, the Romanian Prison Service, the Turkish Prison Service, International Corrections and Prisons Association (ICPA) and the European Organisation of Prisons and Correctional Services (EuroPris), and the associated partners are the Portuguese Prison Service and the Swiss Federal Penitentiary Training Centre.</p>
Country of origin	<p>Belgium, Portugal, Norway, the Netherlands, Romania and Turkey</p>
Contact details	<p>Contact: IPS Innovative Prison Systems (QUALIFY JUST, Ltd)</p> <p>Contact person: Pedro das Neves</p> <p>Email: pedro.neves@prisonsystems.eu</p> <p>Telephone: +35 1939619873</p> <p>Website: http://www.prisonssystem.eu/</p> <p>Address: BSAFE LAB University of Beira Interior Rua Marquês de Ávila e Bolama 6201-001 Covilhã Portugal</p> <p>Contact person: Prof. Nuno Garcia</p> <p>Email: ngarcia@di.ubi.pt</p> <p>Websites: http://www.ubi.pt/en/ and http://bsafe.ubi.pt/</p>
Last update	<p>2018</p>

Name of the practice	<i>Street art against extremism</i>
Description	<p>This project involves creating original artwork on a wall in a public space, such as a public school. The aim is to unite people from different cultures in work towards a common goal, in the same project.</p> <p>The workshop must start with an open discussion, and it should involve the participation of a whole classroom or group. The artist, alongside the teachers or group leader, discusses street art, explaining that it can serve as a powerful tool for sharing a message with a broad audience over a long period of time in the public sphere. The talk should inspire the group: 'The message will last, so let's find one!'</p> <p>From this starting point, debate should be encouraged amongst participants, to determine what kind of message to put on the wall, i.e. which values it is important to share and promote. But beyond this, the project stimulates the consideration and realisation of key values that matter most when people live in a multicultural society: tolerance, love, hope, resilience and community.</p> <p>The debate will build the foundation for the artist to create an artwork that will then be realised by the whole group.</p> <p>The audience is all-inclusive, regardless of age, social standing or financial circumstances.</p>
Approach	Community engagement/empowerment Educating young people
Target audience	Local Community Organisations/NGOs General public Youth / pupils / students
Deliverables	<p>In a high school in central Nice (France), the group produced a striking artwork 7 metres high and 5 metres wide (see image below).</p> 
Evidence and evaluation	<p>No official evaluation has been carried out.</p> <p>This project involved the participation of 15 young people aged between 16 and 19, who were experiencing difficulties at school and at home. They had the opportunity to share their stories and discuss their problems. This project allowed them to express themselves, and validated their sense of achievement as it publicly and manifestly demonstrated that they could meet set objectives.</p>
Sustainability and transferability	This project is easily transferable and adaptable almost anywhere an artist is willing to collaborate with others in the joint creation of artwork.

	The requirements are a wall, motivated people, and a budget of roughly EUR 1 500.
Geographical scope	Nice, France
Start of the practice	March through April 2018, 5 days duration
Presented and discussed in RAN meeting	RAN Young 'Youth empowerment', 10-11 September, Nice (France)
Linked to other EU initiatives or EU funding	Part publicly funded and partly funded by the schools
Organisation	Academy of school Nice France
Country of origin	France
Contact details	Contact person: Thomas Debatisse Telephone: +33 670676711 Email: thomas.debatisse@gmail.com Instagram: @otom_art
Last update	2018

Name of the practice	Youth4Youth
Description	<p>Youth4Youth is a network run by volunteers working to benefit young people in socially vulnerable residential areas. The network believes that by combining forces and working together as one community, we can act as role models and generate positive change among young people. Youth4Youth also believes that the community itself can create opportunities for young people: for personal growth, development of new friendships, etc.</p> <p>Youth4Youth is recognised for its contribution to the well-being of young people in socially vulnerable residential areas, owing to its:</p> <ul style="list-style-type: none"> • belief that young people can do well and thrive; • leading position in projects and schemes in vulnerable areas; • contribution to two-way learning between young people and volunteers; • encouragement of motivation and development through communities; • desire to succeed and help young people fulfil their potential. <p>Youth4Youth believes in building relationships and making a positive difference when the target audience is very young (i.e. between 8 and 15 years old). This work is therefore preventative – it is young people who inspire and support other young people. We believe that this kind of preventative work offers young people the opportunity to make better life choices for themselves. We believe that involved young people are committed young people who can inspire other youngsters.</p>
Approach	Community engagement/empowerment Educating young people
Target audience	Volunteers: 16-26 years old Young people: 8-15 years old Youth / pupils / students
Deliverables	<p>A handbook for Youth4Youth volunteers was produced in 2016, based on training days for Youth4Youth and volunteering in general. The handbook contains the Youth4Youth vision and mission, as well as guidelines for Youth4Youth volunteers.</p> <p>We provide volunteers with skills development in the form of courses, short programmes, presentations, etc. that can stimulate personal development and also serve as tools for their volunteer work.</p>
Evidence and evaluation	<p>Youth4Youth haven't yet collated qualitative or quantitative data, but they plan to do so in the near future. The last 2 years have seen increasing stability in volunteers and a growing motivation to make a difference across different areas.</p> <p>Owing to organisational upheaval in terms of collaboration and compatibility, data collection has not been prioritised. The method of data collection must be determined (data are not collected from the young people working with Youth4Youth) and entities must be assigned to carry out evaluations, data and feedback collection, progress-tracking, etc.</p> <p>Feedback from the RAN meeting was positive – the Youth4Youth presentation was considered inspiring.</p>

Sustainability and transferability	<p>Youth4Youth has the same budget every year (DKK 140 000: DKK 25 000 per local area and DKK 40 000 for Youth4Youth overall). The project employs a coordinator/supervisor to manage the voluntary work and the finances, develop the framework and structure, and help motivate volunteers by providing them with tools to further their work.</p> <p>Volunteers meet once a month to plan upcoming activities within budget. They assign a responsible individual, decide whether activities will be local or otherwise, and determine how many volunteers and young people will be involved. Some areas hold activities every weekend and others every second weekend.</p> <p>Besides activities for young people, volunteers hold workshops where they facilitate or help out others in the youth centre or in their local areas.</p> <p>We have a Facebook page, where people can follow our work. This is one means of attracting volunteers, but volunteers chiefly join from local areas, having attended Youth4Youth activities when they were young themselves.</p>
Geographical scope	Aarhus, Denmark
Start of the practice	<p>Youth4Youth was initiated in 2003. In trying to tackle the high crime rate among Somali youth at that time in one of the vulnerable areas, municipal staff utilised this pilot project for resources of young people of Somali descent to hold activities for Somali youth in the area. These were predominantly sports-based activities that would retain the young people's interest.</p> <p>This proved a success and the crime rate among Somali young people fell drastically. Therefore, the project scope was extended to include all young boys in the area, across ethnic backgrounds. In 2006, the decision was taken to include girls as well. In 2011, the project was expanded from one local area to another three in the city. In 2015, Youth4Youth became a part of the Youth Centre in Aarhus, and between 50 and 60 volunteers work in 4 socially vulnerable areas.</p>
Presented and discussed in RAN meeting	RAN meeting, 'Empowering Young People in P/CVE', 10-11 September, Nice (France)
Linked to other EU initiatives or EU funding	Youth4Youth is a part of the Youth Centre (social services) in Aarhus, and it is funded through the Aarhus commune.
Organisation	<p>The Youth Centre is young people's entry point for municipal services handling social problems, mental health issues, or problems with abuse.</p> <p>Governmental institution</p>
Country of origin	Denmark

Contact details	<p>Address: Ungdomscentret Skanderborgvej 156 8260 Viby J. Denmark</p> <p>Contact person: Sabrin Al-Zaidi Email: sabal@aarhus.dk Telephone: +45 28917456</p> <p>Website: https://aarhus.dk/om-kommunen/sociale-forhold-og-beskaeftigelse/socialforvaltningen/familier-boern-og-unge/#3 Youth4Youth Facebook page: https://www.facebook.com/UNGE4UNGE/</p>
Last update	2018

Name of the practice	<i>Hooligan</i>
Description	<p>As football hooligans are often involved in incidents of hate speech, racism and violence, their connection with far right extremism has become clearer. By educating young people about their responsibilities, the aim is to increase awareness among youth (participants in mass gatherings) about criminal offences (including those involving “hate speech” and extremist acts) committed in connection with mass gatherings, especially football matches.</p> <p>The approach:</p> <ul style="list-style-type: none"> • explain responsibility and consequences of any criminal offences and membership in hooligan groups • promote positive attitudes during sporting events, especially football matches, including behaviours that are not racist, xenophobic or threatening (“hate speech”) <p>Methods:</p> <ul style="list-style-type: none"> • meetings (featuring athletes and sport activists) with youth, parents, representatives of sport clubs and fan clubs • development and dissemination of information and advice (leaflets, presentations, movies) • sport activities
Approach	Educating young people Family support
Target audience	Youth / pupils / students Families Local Community Organisations/NGOs
Deliverables	<ul style="list-style-type: none"> • <i>Training videos</i> • <i>Multimedia presentations</i> • <i>Leaflets</i>
Evidence and evaluation	<p>From the start of the practice, there have been about 1 000 meetings held per year for youth and their parents, as well as several athletic tournaments. During the entire duration of the practice, a significant decrease in the number of juveniles arrested during football matches (since 2016, there have been no arrests) has been reported.</p> <p>The practice received positive feedback following internal evaluation.</p> <p>The practice was also presented during the RAN study visit in Warsaw on 25 October 2018 and was met with great interest.</p>

Sustainability and transferability	The practice is easily transferrable and can be implemented by the police in other voivodeships (provinces) in Poland or by authorities abroad, as well as other organisations. The cost of the practice is estimated at 6 000 Euro.
Geographical scope	The practice has been implemented in 15 counties in the podkarpackie voivodeship in Poland.
Start of the practice	The practice was developed and launched in April 2007. The expected end date is 31 December 2018.
Presented and discussed in RAN meeting	RAN POL Warsaw (October 2018)
Linked to other EU initiatives or EU funding	This practice was funded by project partners, mainly local authorities/governments of the podkarpackie voivodeship.
Organisation	<ol style="list-style-type: none"> 1. Police Headquarters in Rzeszow and police stations in the podkarpackie voivodeship 2. Government organisation
Country of origin	Poland
Contact details	<p>Adress: Komenda Wojewódzka Policji w Rzeszowie 30 Dąbrowskiego Street, 35-036 Rzeszów</p> <p>Contact person: mł. asp. Jerzy Ossoliński E-mail: jerzy.ossolinski@rz.policja.gov.pl Telephone: +4817 8582544</p> <p>Website: www.podkarpacka.policja.gov.pl</p>
Last update text (year)	2018

Name of the practice	<i>The Circles of 'We have the choice'</i>
Description	<p>The Circles The Circles are meaningful intercultural encounters where a group of people sit together, slow down and explore their feelings and their lives in the context of the difficult times being experienced by all. The circles are being organised for (among others) schools, NGOs, vulnerable communities and victims of terrorism.</p> <p>In a Circle, people share their thoughts while remaining open to hearing others express their feelings, without interrupting. This can occur in silence or with words, music or other means of expression. Circle participants are always in touch with themselves and with others. Circles are healing experiences that offer a safe place of trust for sharing; they are modern forms of rituals, facilitated by two trained volunteers (with a professional background in facilitation and/or therapy). While offering the opportunity for participants to overcome sadness, anger, shame and intolerance, they also promote gratitude and engagement, inspire bonds and stimulate joy, solidarity and sense of community. Circles can be open to the general public or can be organised within organisations on demand.</p> <p>By facilitating safe spaces, vulnerable people can freely talk about feelings. It creates mutual understanding and builds resilience in young and vulnerable people to ultimately prevent radicalisation. For victims of terrorism, Circles provide space and support to overcome anger and sadness, but also to create feelings of solidarity and community.</p> <p>Mission People increasingly face exclusion, polarisation, extremism, desensitisation, violence and terror leading to fear and trauma. In such times, there is an urgent need to build a culture of inclusiveness and resilience. 'We have the choice' allows people to sit together, listen and speak from the heart – with the restorative effect of recreating connections and vitality, a sense of community and a commitment to solidarity.</p> <p>People who join a Circle are invited to listen and speak openly about what is important for them at that moment. All voices and emotions can be expressed without judgement. A Circle provides a safe and open space for sharing, taking on the creative form of an old ritual which builds an atmosphere of trust, connection, joy and solidarity.</p> <p>The training for Circle facilitators lasts one day and is open to all, regardless of age. In this way, the Circles can be integrated into daily life, and ultimately, the goal is to provide Circles as a regular practice in schools.</p> <p>Structure and objectives 'Ve have the choice' is a voluntary citizen movement, initiated by Kristin Verellen (who lost her life partner in the terrorist attacks in Brussels on 22 March 2016) and a circle of friends. There are four interlinked objectives:</p> <ul style="list-style-type: none"> - psycho-emotional experiences - socio-interpersonal experiences - cultural-spiritual experiences

	<ul style="list-style-type: none"> - educational experiences. <p>Achieving these objectives entails:</p> <ul style="list-style-type: none"> - raising awareness in society, and promoting a new culture of being still, listening and connecting with circle rituals; - offering this connected Circle experience to young people and their peer groups; - delivering diverse connected narratives; - educating adults and young people to facilitate these Circle rituals themselves in their environments (schools, youth movements, cultural centres, psychotherapy centres, etc.). <p>Core activity</p> <p>The main focus is facilitating connected intercultural Circles. This is a new creative ritual based on old traditions. These Circles are provided offline as well as online, with a focus on vulnerable citizens who might be exposed to polarisation and extremism, in the following spaces:</p> <ul style="list-style-type: none"> - multicultural youth settings (both within and outside school) and related environments (including teachers, youth movement leaders, etc.); - multicultural adult settings: Muslims in Europe, prisoners, fugitives, etc. - multicultural peace and victim remembrance gatherings (many people are affected in these environments). <p>Method</p> <p>A Circle is a space where participants are still and become quiet. From that space, participants share their experiences and express their emotions. Everybody has the opportunity to speak, but they are not obliged to. A Circle is not a dialogue; each participant directs their input towards the middle of the circle. After someone has spoken, there is silence; listening is just as important as speaking. A Circle lasts 1.5 hours at most, and is managed by two experienced facilitators. Everyone can speak their own language. Each Circle includes around 20 participants.</p>
Approach	Community engagement/empowerment Educating young people
Target audience	Youth / pupils / students Victims of terrorism Local Community Organisations/NGOs
Deliverables	<p>Since March 2016, more than 180 Circle activities have been held, with more than 9 000 participants:</p> <ul style="list-style-type: none"> - international online Circles include participants from across the globe (Argentina, Belgium, France, Germany, Italy, Mexico, the Netherlands, the Philippines, Scotland, Spain, Sri Lanka, Sweden, the United Kingdom, etc.); - Circles have been held across Belgium; - a third of the Circles are in multiple languages (10 to 250 people) - Circles include people from different cultures and religions; - Circles include people of all ages; - Circle photos and testimonials from participants are available. <p>Facilitators</p>

	<p>There is a pool of 33 trilingual Circle facilitators trained in the education programme to facilitate Circles, many of whom have a therapeutic background. Facilitators are provided with a one-day training session and a facilitator handbook.</p> <p>Other activities supporting the Circles:</p> <ul style="list-style-type: none"> - photo exhibitions featuring the work of Johan Van Steen and promoting the message of 'We have the choice'; - motivational speeches by Kristin Verellen for large audiences (both in real time and broadcast) – videos are available; - the yearly Circle ritual is held on the memorial day of the terrorist attacks in Belgium, in collaboration with renowned choreographers, for an audience of 250 people – videos are available.
Evidence and evaluation	<p>In 2018, 'We have the choice' reached 3 535 people in 41 Circles and featured in 12 lectures in different contexts.</p> <p>Feedback is requested informally:</p> <ul style="list-style-type: none"> - the last Circles round offers participants the chance to provide feedback on their experience; - written testimonials can be added on the website at http://www.wehavethechoice.com/; - testimonial videos are available, with personal 'I have the choice' messages of engagement; - a logbook is made available at the Circle photo exhibitions; - evaluation sessions are held with partners and sponsors; - corporate Circles: leaders in Belgian organisations provide feedback on the need for and added value of the Circles, and on support and uptake for the initiative. <p>Overall, positive feedback was provided by the RAN working group/conference in Berlin and Madrid, where the activities of the Circles were presented. There is a willingness to start cross-border cooperation in Europe.</p>
Sustainability and transferability	<p>The practice is easily transferrable to other local contexts, as the facilitators are volunteers – any willing group of motivated and skilled people (in group facilitation and/or therapy) can set one up.</p> <p>A part-time freelance project manager is available to coordinate the Circles and the group of volunteers. This is optional in the beginning, but is recommended as the project manager provides significant support for the team and is key to the sustainability of the practice.</p> <p>Project management and organisational costs are currently covered by donations and funding from the government. The total cost is around EUR 70 000/year. We build partnerships with other organisations and seek structural funding to sustain the practice.</p>
Geographical scope	<p>The current focus is on Belgium (across various regions and cities). However, there is potential for this to be practiced worldwide, both offline and online.</p>
Start of the practice	<p>22 March 2016 (terrorist attacks in Brussels, Belgium)</p>

Presented and discussed in RAN meeting	<p>RAN Berlin Working Group meeting, 12-13 September 2017, RAN RVT 'The power of victims of terrorism: how to give support'</p> <p>RAN Madrid Working Group meeting, 24-25 May 2018, RAN RVT & RAN EDU 'Boosting resilience of pupils by bringing strong voices into the classroom'</p>
Linked to other EU initiatives or EU funding	<p>Funding is provided by the Flemish government. No European funding has been provided, to date.</p>
Organisation	<p>'We have the choice' has founded a non-profit (VZW/ASBL) with the aim of organising connecting intercultural circles.</p> <p>NGO</p>
Country of origin	<p>Belgium</p>
Contact details	<p>Address: Vijverstaat 4 1650 Beersel Belgium</p> <p>Contact persons: Greet Heylen (coordinator); Kristin Verellen (founder) Email: circles@wehavethechoice.com Telephone: +32 486525565</p> <p>Website: http://www.wehavethechoice.com/</p>
Last update text (year)	<p>2019</p>

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Manchester Attack Support Group Programme(MASGP)</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>The MASGP is a professionally facilitated peer support group programme for the bereaved, seriously injured, responders and other survivors of the 2017 Manchester Arena terror attack. Delivered across the North of England and Scotland, the programme is modelled on evidence-based good practice principles for intervention following mass trauma events and terrorist related support programmes.</p> <p>The programme aims to enable those affected by the 2017 attack to enhance their coping skills, social support network, self- and collective efficacy and resilience in responding to terrorism and trauma. The programme works with and signposts individuals to multiagency partners working to address radicalisation and polarisation through prevention-based and other community dialogue programmes.</p> <p>A number of those connected and supported through the programme have gone on to enhance their resilience by initiating, supporting and engaging in complementary educational and family-based initiatives. This includes those campaigning for prevention, for better integrated and more inclusive communities, and working to tackle hate speech.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Victims of terrorism</p> <p>Community engagement/civil society</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Victims of terrorism</p> <p>Families</p> <p>First responders or practitioners</p>

<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>England and Scotland</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2018</p> <p>Funding agreed in June 2018, with facilitator briefings in summer 2018, followed by the first group meetings from September 2018</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Deliverables have included:</p> <ul style="list-style-type: none"> • a network of 15 regional, facilitated support groups designed to ensure geographical reach, selection of suitable participants, and enhancement of resilience and coping skills • regular group sessions (over two years each group met every six weeks or so, supported by assessment, follow-ups and signposting to other support services) • preparation and support products for facilitators; each group was run by two facilitators (predominantly psychotherapists) specially trained and experienced in disaster/terrorism-related trauma and running peer support groups • a bespoke framework designed around a responsive approach adapted to user requirements as identified with and by group participants, including an ongoing review process • Other deliverables include progress and learning reports, conference presentations and research papers relating to the programme.
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit 	<p>1) Statistical data - We originally guesstimated up to 6 groups and 60-100 participants but built flexibility into the programme in order to be responsive to different levels of interest, uptake and variation - both in terms of individual groups, across areas and over time.</p> <p>Various outreach activities phases, including via partner agencies' contacts lists, resulted in around 200 individuals coming forward so far. Attendees per session varies, but the average number is 4 (+ 2 facilitators).</p> <p>2) Evaluation and feedback methods include an initial questionnaire which each attendee is required to complete ahead of group participation. Over 90 % of respondents agreed/strongly agreed on the following aims and wishes: to meet people who had been through a similar experience; to be able to share information which would help them understand and make sense of their reactions and behaviour; to feel less isolated in their thoughts and feelings,</p>

<p>where the practice was discussed.</p> <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>and to learn more about tips for helping them cope with loss and trauma and stay resilient.</p> <p>A follow-up survey generated a similar level of agreement suggesting participation is helping them meet these aims and wishes.</p> <p>Governance and quality assurance were achieved via monitoring and evaluation methods implemented by our funders and a specially formed Assurance Board.</p> <p>3) Peer review – Our programme was discussed at the RAN Study Event in Manchester (March 2019) where it was positively received, leading to an invitation to complete this template.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>This programme builds on an international evidence base and guidelines for responding to collective trauma events and other examples of post-terrorism support group provision. In this sense the principles, approach and framework are indeed transferable to local contexts. Furthermore, the sessions' content has been designed to be responsive to local/groups' needs and feedback.</p> <p>Sustainability of this kind of programme depends on funding, though it is important to note that this collective assistance model is cost-effective and relatively inexpensive in comparison with, for example programmes based purely on individual therapy. Our programme has been funded by the We Love Manchester Emergency Fund (through public donation).</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Study visit</p> <p>Date: 21-22 March 2019</p> <p>Place: Manchester</p> <p>Subject: Enter subject of meeting.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>Our programme is funded by the We Love Manchester Emergency Fund (WLMEF)</p> <p>-http://www.manchesteremergencyfund.com/wp-content/uploads/2018/11/Final-Annual-Report-2017-2018.pdf</p>

<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The MASGP is coordinated and clinically managed by a team of independent consultants* and delivered by a network of psychotherapists/psychologists. All are contracted to Manchester City Council (government organisation which holds monies for the WLMEF). The WLMEF is a charity (Reg No England/Wales 220949).</p> <p>*Dr Anne Eyre (Programme Manager), Ms Jelena Watkins (Clinical Manager) and Professor Atle Dyregrov (External Advisor).</p> <p>Type of Organisation: Other</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Choose from list of EU and EEA countries.</p> <p>or:</p> <p>Non-EU country: England</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: MASGP, c/o P O Box 4495, Coventry, CV3 9BQ Contact person: Dr Anne Eyre Email: anne.eyre@traumatraining.com Telephone: 00 44 (0)2476-505262 Website: https://manchesterattacksupport.org.uk/</p>
<p>Last update text (year)</p>	<p>2021</p>

Name of the practice	<i>The Tolerance project</i>
Description	<p>The project is a pedagogical model for use in schools which aims to prevent the recruitment of young people to extremist organisations, as well as combatting intolerance and racism in general.</p> <p>The Tolerance project is usually led by a multi-professional team of teachers, social workers and youth workers.</p> <p>A typical group consists of about 25 students from different social-, ethnic- and educational backgrounds who are usually from different schools within the same municipality.</p> <p>Approach The Tolerance Project requires time. A fundamental idea is that there is no “quick-fix” to change intolerant ideas and therefore the students participate in 7-13 whole day sessions, every two weeks during a school year. The “project” then ends with an excursion, most commonly to Holocaust memorial sites in Poland. Throughout the project the students are faced with the task of comparing thoughts and ideas from Nazi-Germany to modern day issues about antisemitism, racism and intolerance.</p> <p>Instead of focusing on teaching students what is right and wrong the model aims to give the students both historical and philosophical tools to ask themselves the right questions. The focus is on the creation of a safe environment for students to express their ideas, even the controversial ones, and enter into dialogue with the teachers and with other students. The teacher’s role then becomes to educate rather than to engage in debate with the students in the group.</p>
Approach	Educating young people Multi-agency approach
Target audience	Youth / pupils / students
Deliverables	-
Evidence and evaluation	<p>Considerable proven experience, including an implemented model in about 60 schools in Sweden. The first groups started around 20 years ago. Several municipalities have also carried out their own evaluation or conducted an external revision with positive results as an outcome.</p> <p>Qualitative evaluation: Alida Skiple. Journal for deradicalization. Youth Delinquency or everyday racism? Front-line professionals’ perspectives on preventing racism and intolerance in Sweden. Spring 2018 Nr 14</p>
Sustainability and transferability	The model is generally considered to be a part of the school curriculum in teaching democracy and awards the students grades in Swedish, religion, history and art. Its name - The Tolerance Project - is a bit misleading since the model is part of the yearly school activities.

Geographical scope	Spread over large parts of Sweden
Start of the practice	1999
Presented and discussed in RAN meeting	Yes, in 2016, 2017 and most recently, the RAN EDU meeting 'Far Right Extremism in the classroom, Berlin, 13-14 June 2019'
Linked to other EU initiatives or EU funding	-
Organisation	The Segerstedt institute University of Gothenburg
Country of origin	Sweden
Contact details	The Segerstedt institute, PO Box 135 SE 405 30 Gothenburg Contact person, Christer Mattsson, Director Telephone, 0766-06 29 38 https://segerstedtinstitutet.gu.se/
Last update text (year)	2019

Name of the practice	Narrative group work in schools
Description	<p>Aims Narrative-biographical group works aims at:</p> <ul style="list-style-type: none"> - building narrative, social and emotional skills, in particular the ability of sharing personal experiences in a group, listening to others regardless what they share, and maintaining a respectful and confidential space for inter-personal dialogue - improving self-awareness and self-confidence by making personal stories heard and being valued - strengthening democratic values and preventing group hatred, (right-wing) extremism as well as discriminative, intolerant and violent behaviour - by reflecting on and discussing current socio-political issues and related grievances from the point of view of the young peoples' own everyday experiences and biographical events that are at the heart of their world view <p>Narrative groups provide an open space in which young people are free to talk about whatever is important to them from a personal point of view. The facilitators do not set any topics but solely aim at maintaining a safe and confidential space and, most importantly, encourage attendants to trustfully share personal experiences and observations.</p> <p>While many other educational activities prioritise information, rational thinking, discussion and arguments, narrative groups shift the focus to telling of and listening to individual issues and subjective observations. This helps participants to explore and reflect on the underlying personal experiences and biographical factors which underlie their opinions and behaviour - and thus strengthen democratic values and prevent/counter attitudes of intolerance, group hatred and (right-wing) extremism. Therefore, narrative conversations can enable people with starkly different views to develop a greater understanding as well as empathy and trust among each other. This can then set the stage for a more authentic in-depth discussion where there would otherwise likely be only a short and heated confrontation on polarising topics.</p> <p>Method Methodologically, narrative-biographical group work builds on the established fields of narratological psychology and group dynamic interventions. Its use in prevention is based on the finding that a safely moderated process of sharing and exploring individual experiences and telling personal stories can induce an in-depth reflection on where current behaviour and attitudes come from, whether they need to be changed and how this may be done. The most important practical goals for facilitators resulting from this methodological background are to create a confidential space and support a narrative mode of conversation in the group. The latter is done through relationship building and specific techniques of dialogue that encourage story-telling about first-hand experiences, e.g. by favouring 'how come' and 'what' questions instead of 'why' questions, the latter of which often start debates and arguments and preclude the sharing of experiences.</p> <p>Narrative groups are implemented as part of regular lessons (or alternatively in 'school clubs' in the afternoon). Usually, classes of 20-25 students are divided into two groups of 10-13 students. Each small</p>

	<p>group is conducted by 2 facilitators in order to enable further group divisions according to group dynamics, points of view, gender, etc. A time-out room and facilitator are provided. These groups meet once a week for 45 - 90 minutes for half a year or, if possible a full school year. Shorter formats are possible, but a duration of less than 6 weeks is not advisable.</p> <p>As narrative group work is a highly process-oriented practice, CI has also developed additional modules to react to particular circumstances, such as:</p> <ul style="list-style-type: none"> - a module of group mediation based on narrative-biographical exchange but focusing on concrete conflicts within the school context that have been brought up in the groups but cannot be sufficiently handled there - practical youth culture or (social) media workshops to provide additional experience of creative self-expression and empowerment - group activities of non-formal civic education to deepen the reflection on particular issues that were raised in the groups
Approach	Educating young people
Target audience	Youth / pupils / students
Deliverables	<p>The practice is presented in a leaflet for multipliers, such as teachers, headmasters / headmistresses, or social workers in schools (in German language) and it will be part of a compendium of practices in the CEE Prevent Net project (coordinated by CI, see http://www.ceepreventnet.eu/ to be published in summer 2020 (in English language and most likely also in Polish, Czech, Slovak, Hungarian and Bulgarian). In addition, CI developed train-the-trainer modules for group work facilitators which are not published.</p>
Evidence and evaluation	<p>The pilot phase of implementation was evaluated by combined quantitative and qualitative surveys from the participants and by less formalised qualitative feedback from the facilitators and the school staff. The youths' feedback indicates that they particularly value the opportunity to engage in an open and confidential dialogue and, thus, have a chance to speak about issues that are relevant for prevention from a personal perspective; this is otherwise only rarely possible in the rather strict, hierarchical and performance-oriented context of schools. Also, the experience so far clearly shows that many of the personal issues brought up in the groups concern current societal topics that are also part of the curriculum but can only rarely be dealt with by teachers in a way that is inspired by the young people's biographical and everyday life situation.</p> <p>The facilitators who were experienced trainers in civic education also concluded that in many cases the narrative approach helped them to start a dialogue with youth that they would not have reached with regular non-formal civic education - let alone formal education.</p> <p>The approach of narrative group work in schools has also been presented at the RAN EDU meeting on right-wing extremism in schools where it received very positive feedback from the participants.</p>

Sustainability and transferability	<p>The sustainable implementation of narrative group work requires mid- to long-term work with young people as the practice aims at reflection and change of attitudes and behaviour. The use of narrative techniques in short-term settings is also possible, but rather serves the purpose of an intervention or change of perspective in heated debates or similar situations.</p> <p>The practice has been found to be highly transferrable as it was implemented in the context of open youth work and schools in different regions and countries, since its key prerequisites are solely trained facilitators and a confidential environment. Otherwise, no context-specific materials or special equipment are needed. A transfer to other fields of prevention, such as prison/probation, is possible and has partly been undertaken. CI has developed training modules and coaching for facilitators and can offer them in German and English upon request.</p> <p>Regarding the implementation of narrative group work in schools, it is important to note that the groups should not be facilitated by any of the school's teachers as they cannot provide a confidential space. However, the school's teachers are of key importance in supporting the measure and following up on the issues that emerge from the group work. Therefore, the main results are reported in an anonymised summary to the school during and after the implementation phase.</p>
Geographical scope	<p>The practice has been implemented in different federal states in Germany with a particular focus on rural and small-town areas. Elements of it have been transferred to Slovakia where they are implemented on a regular basis in schools by CI's long-term partner the Centre for Community Organising from Banská Bystrica. Further transfer is foreseen in the CEE Prevent Net project.</p>
Start of the practice	<p>The practice of narrative group work was initially developed about 10 years ago in another project, called the CI's Fair Skills projects, and has been used there in the context of training for young people who wanted to become youth culture peer trainers. In the German model project Fair*in, CI has developed this approach further into a practice for the context of schools in 2016 and implemented it since 2017 in several schools in Germany. After the end of the Fair*in project in 2019, the German Federal Agency for Civic Education will further fund the implementation.</p>
Presented and discussed in RAN meeting	<p>The practice has been presented at the RAN EDU meeting on "Right Wing Extremism in the classroom" on 23-24 October 2018 in Berlin and at the RAN EDU Academy on "Far Right Extremism in the classroom" on 13-14 June 2019 in Berlin.</p>
Linked to other EU initiatives or EU funding	<p>The practice has been part of or at least partly informed the following EU projects:</p> <ul style="list-style-type: none"> European Fair Skills (www.europeanfairskills.eu) CEE Prevent Net (www.ceepreventnet.eu) CHAMPIONs (www.championsproject.eu) BRaVE (http://globalgovernanceprogramme.eu.eu/research-project/brave-project) EXIT Europe (www.bmi.gv.at/210/start.aspx)
Organisation	<p>NGO</p> <p>Founded in 2005, Cultures Interactive is a Berlin-based NGO that works on various projects and networks nationwide and on an international</p>

	<p>level. Our goal is to prevent group hatred, discrimination and (right-wing) extremism and strengthen democratic and human rights values, in particular among young people. To do so, we provide workshops and programmes for adolescents, training and on-the-job coaching for social workers, teachers and other relevant stakeholders in youth work as well as consultancy and counselling for communities and institutions.</p> <p>The methodological foundation of our work is a youth culture concept, which has been developed for hands-on and non-formal education and prevention work with youth from every milieu. The approach combines creative and practical elements of youth cultures and (social) media with non-formal political education and social learning, comprising aspects such as empowerment, conflict management, anti-racism, gender roles, equality, etc. Moreover, narrative-biographical group work has become an important addition to CI's youth culture concept as it creates a safe space for young people to freely discuss their personal experiences, to listen, and to get to know one another better - and thus discover first-hand how a person's life story shapes their attitudes and actions.</p>
Country of origin	Germany
Contact details	<p>Address: Mainzer Str. 11, 12053 Berlin, Germany Contact person: Tina Heise, Oliver Kossack, Harald Weilnböck Email: heise@cultures-interactive.de, Kossack@cultures-interactive.de, weilnboeck@cultures-interactive.de Telephone: +49 30 6040 1950 Website: www.cultures-interactive.de Facebook: culturesinteractiveev Twitter: @ci_verein</p>
Last update text (year)	2019

Name of the practice	<i>Online training radicalisation for Belgian prison staff</i>
Description	<p>The main difficulty encountered in prisons is detection of the radicalisation of prisoners. We have therefore set up training courses to raise awareness of the problem of radicalisation, indicators and how to transmit the information to the appropriate people.</p> <p>Thanks to the European Internal Security Fund (ISF) and Asylum, Migration and Integration Fund (AMIF), training centres in the north and south of the country created an online course, available to all prison staff, within the prisons themselves in Belgium.</p> <p>The training can be done in a period between 3 and 4 hours, but it is preferable to split this course into 2 x 2 hours. For this course, it is necessary to have a computer connected to the headquarters' intranet network. It is also necessary to have headphones to improve listening for videos or interviews. The course is available in French and Dutch. The person can choose the language in which they wish to take the course.</p> <p>We chose the online course because it allows everyone to access the training from their prison. Travel to training centres is therefore reduced and training can reach more people. Remember that this is an awareness, a first approach, not an in-depth training.</p> <p>The personnel manager is responsible for planning the training schedule for each staff member and also has an overview of their trained staff.</p> <p>This reduces the financial costs of travel and promotes the presence of prison officers within their prisons.</p> <p>The course consists of several parts:</p> <ul style="list-style-type: none"> • Introduction • Definitions and symbols • Radicalisation process • Indicators • Legal framework • Reporting • Who does what? • Test of knowledge <p>The training centres also provide a 2-day training course on radicalisation, including exercises in simulated prison wings. These courses are more advanced and can be attended by everyone on request.</p>
Approach	Training for first line practitioners Prison and Probation
Target audience	Prison/probation/judicial practitioners
Deliverables	This online course is very interactive. It is composed of very visual materials, video clips, short exercises and an interview with the

	Minister of Justice, but also of people who are “key” in the management of radicalised detainees or in the prevention processes.
Evidence and evaluation	<p>Before the launch of the project, we were already aware through participation in some European projects that it was important that:</p> <ul style="list-style-type: none"> - The course must be available in their mother language. - The course has to be placed on the administration server and not on the internet. Not all staff have access to the internet for obvious security reasons. - The course should be as intuitive and interactive as possible, if we wanted to achieve our goal of reaching as many staff members as possible. <p>Before the deployment of this course in all the country’s prisons, it had been tested several times and thus corrected regarding some technical problems. We also tested the programme in two pilot prisons, where the results were very positive. In reality, it all depends on the motivation to learn and the impetus given by supervisors to their staff in motivating them to follow the course.</p> <p>The personnel manager of each prison has access to the list of personnel who have carried out the course, since they are themselves responsible for planning.</p> <p>In addition, a manager from each training centre is responsible for forwarding the results to the general administration and to each prison. These results relate to the name of each participant with the score (in %) obtained in the test module. The results also include the number of people who completed the course per prison.</p> <p>In qualitative terms, there were more discussions between agents about the presence and relevance of certain indicators, such as spontaneous “case studies”, but also more reporting on other types of extremism rather than just religious radicalism.</p>
Sustainability and transferability	<p>This training focuses on prison practice and Belgian legislation. Some parts of the course are certainly transferable from one country to another, but probably more so in a similar environment. Please note that it would be advisable to contact the firm that designed the course for copyright or design reasons.</p> <p>The course was technically created by a private-sector firm outside the Ministry of Justice thanks to the European ISF/AMIF.</p> <p>Our intention is to train all Belgian prison staff, which essentially requires planning work within prisons. We are therefore no longer dependent on the funds for the execution.</p> <p>However, if we wanted to make improvements or create a second module, then we should consider using a budget.</p>
Geographical scope	Belgium
Start of the practice	We started the pilot phase in the first two prisons in March 2019. We launched the course in all prisons across the country in June 2019.

Presented and discussed in RAN meeting	<i>This practice has been included in cooperation with EUROPRIS and has not yet been presented at a RAN meeting.</i>
Linked to other EU initiatives or EU funding	European ISF/AMIF
Organisation	[Governmental institution]
Country of origin	Belgium
Contact details	Sybille Genot (French-speaking part of Belgian prison service) Sybille.Genot@just.fgov.be Jos Mestdagh (Dutch-speaking part of Belgian prison service) Jos.Mestdagh@just.fgov.be
Last update text (year)	2019

Name of the practice	<i>Prevention of Radicalisation in Prisons HELP programme ONLINE Course</i>
Description	<p>In many cases, staff members apply national guidelines without being aware that they have often been discussed in other high places such as the Council of Europe. Instructions concerning radicalisation are no exception.</p> <p>Participating in the Council of Europe Programme on HELP was therefore a great opportunity to help participants understand the overall legal framework and European directives and to take a step forward on radicalisation by taking a broader view than just our country.</p> <p>This opportunity also allowed us to:</p> <ul style="list-style-type: none"> • raise awareness of the functioning of the Council of Europe and of the fundamental principles of human rights, particularly in the fight against radicalisation in prisons; • familiarise participants with the functioning and decisions of the European Court of Human Rights (Belgian cases); • inform and familiarise participants in the HUDOC database (containing decisions of the European Court of Human Rights); • raise awareness of the distinction between freedom of expression and incitement to hatred; • raise awareness of internal and external factors that promote group membership and facilitate recruitment; • raise awareness of the harmful effects that prison can have in terms of radicalisation, but also of the preventive effects that can be developed there; • open the minds of participants to their creativity in order to reflect on possible actions in terms of prevention and interventions within prisons to prevent radicalisation. <p>The HELP programme of the Council of Europe creates online courses through the organisation of working groups.</p> <p>The radicalisation prevention course includes seven modules, common to all states. It is the responsibility of the national tutor to adapt the content for their own country. This is done through homework, readings, quizzes, etc.</p> <p>All modules were available in French.</p> <p>For Belgium, we had four main mandatory modules, under the:</p> <ul style="list-style-type: none"> • Introduction • International and European legal framework • Prison-specific module • Prison and probation module <p>The additional modules were:</p> <ul style="list-style-type: none"> • Module for judges and prosecutors • Module for probation • Module: Foreign detainees, carried out by EUROPRIS (with the active participation of Isabelle Storme)

	<p>The course modules are located on a Council of Europe platform. Access is therefore via the internet. Please note: The course could be taken upon registration and prior enrolment. The entire process was supervised by a national tutor to motivate participants and supervise the process.</p>
Approach	<p>Training for first line practitioners Prison and Probation</p>
Target audience	<p>Prison/probation/judicial practitioners</p> <p>Health practitioners</p> <p>The target audience was mainly prison directors, psychologists and social workers. However, we also obtained the participation of prison officers, but in very limited numbers.</p>
Deliverables	<p>The various modules contain a lot of information and therefore require a lot of reading. Some illustrations are present, and the course is quite interactive.</p> <p>The national adaptation made sense to focus on some particular points that could really be useful for the participants, such as consulting the database of the European Court of Human Rights. Participants were able to read a decision about a radicalised inmate in our country and the follow-up of the decision.</p>
Evidence and evaluation	<p>We learned that it was very much appreciated to take a little distance from our own country in order to visualise the problem from an international point of view. Similarly, the Council of Europe's involvement and work in the phenomenon of violent extremism should be highlighted. Other countries are facing the problem and have found other solutions than ours. Sharing knowledge and experiences makes us all grow.</p> <p>An evaluation system was included on the HELP platform. On the one hand, the tutors could check whether the participants had completed all the modules until the end, within a reasonable time. (in order to avoid a sum of "clicks" in 2 minutes).</p> <p>Then, national adaptation was carried out, in particular, through assignments to be carried out. These were rated by the tutor.</p> <p>Finally, a final quiz was conducted to test all the new knowledge acquired. A summary table is available for each participant.</p> <p>Thus, the tutors were able to validate, or not, the success of the online course. When participants had successfully completed the course, they received a certificate from the Council of Europe.</p> <p>We also launched an evaluation with participants to get their feedback on the course, quality, learning, etc.</p> <p>A large majority of participants mentioned that they had learned new things about radicalisation and the Council of Europe. They also felt that this course was complementary to the training programme provided at the Prison Training Centre.</p>

Sustainability and transferability	<p>The content of the modules of the HELP programme on the prevention of radicalisation is the same for all Member States, only the national adaptation is different. All Member States wishing to do so may request access to the HELP programme from those responsible for it.</p> <p>Some modules are specific to prisons, others to probation services, and others to judges and prosecutors. The Council of Europe will decide whether it wishes to give access to another public.</p> <p>We decided to test the Help platform and the online radicalisation prevention course for the French-speaking audience first because Dutch translations were not provided for at the beginning of the project. These will be completed in early 2020, and it seems important to us that the northern part of the country can take the modules in their mother language so that we can consider the follow-up we intend to give to this online course.</p>
Geographical scope	Belgium
Start of the practice	<p>The construction of the modules took about a year to complete.</p> <p>The kick-off of the project was carried out at the Belgian Prison Service in May 2019, where we welcomed our Belgian colleagues in probation, our Spanish and Austrian colleagues who were participating in the same programme for prison and probation services, and the Belgian representative of EUROPRIS who participated in the building of the “Foreign detainees” module.</p> <p>The course began on 23 May 2019 and ended on 23 September 2019.</p>
Presented and discussed in RAN meeting	This practice was included in cooperation with EUROPRIS, and has therefore not yet been presented at a RAN meeting.
Linked to other EU initiatives or EU funding	Council of Europe EUROPRIS
Organisation	Belgian Prison Administration
Country of origin	Belgium
Contact details	<p>Sybille Genot (Belgian Prison Administration) Sybille.Genot@just.fgov.be https://www.coe.int/en/web/help/help-radicalisation-prevention</p>
Last update text (year)	2019

Name of the practice

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

Integration on Eye Level – Discourse on Values by Refugees for Refugees

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

In the context of the influx of refugees from the Middle East to Germany in 2015 and 2016 and against the background of Islamist terror attacks across the EU, a number of projects were developed and implemented by civil society organisations with the support of government funding. Due to corresponding reports from refugee shelters, the below project was designed to build resilience against existing recruiting efforts of Islamist organisations in Germany. The role of culture and values is often underestimated in their importance for a successful integration, which refers here to being a supporter of the key tenants of Germany's liberal democracy and becoming an empowered member of society.

The project "Integration auf Augenhöhe" (Integration at eye level) was co-created with former refugees and migrants who joined the team as trainers and was aiming at addressing the following questions:

How can refugees find their place in German society?

Where and how can they openly discuss the various challenges they face?

How can the risk be reduced that frustrated/traumatised newcomers become susceptible to existing recruiting efforts of Islamist organization in Germany (Primary/Secondary Prevention)?

During the course of the project, an innovative dialogue space (safe space) was created on which intercultural coexistence based on values could be addressed comprehensively and practically. Already integrated refugees, who wanted to play an active role in helping others to integrate, were trained in four-month courses to become cultural mediators who

	<p>promote liberal democracy and thereby help to prevent radicalisation in different newcomer communities.</p> <p>Project summary (in English): https://www.bigs-potsdam.org/app/uploads/2020/08/EN-Summary-of-Augenhöhe.pdf</p>
<p>Peer Reviewed</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p>	No
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Islamist extremism</p> <p>Training</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Local Community Organisations / NGOs</p> <p>Educators / Academics</p> <p>Youth / Pupils / Students</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	Berlin/Brandenburg (Germany)
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2017</p> <p>Ending year: 2019</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Final project report (in German) includes key components like training modules: https://www.bigs-potsdam.org/app/uploads/2020/07/Standpunkt_10_Augenhöhe.pdf</p>

Evidence and evaluation

Short description on performance measures of the practice, including

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

Firstly, at the beginning of every four month long training course a standardized written and anonymous individual self-assessment took place where trainees rated their knowledge on relevant subjects (e.g. religion/politics/anti-Semitism/extremism) and their subjective ability to talk to peers about these issues.

At the end of every course the trainees repeated this self-assessment to document changes in knowledge and ability to discuss the relevant subjects. Secondly, the trainers rated the progress of individual trainees. Thirdly, the trainees rated the overall usefulness of the training course.

The project was rated as successful by participants and trainers. Participants felt significantly more empowered to discuss values and other difficult topics with other refugees with the aim to support them finding a place in German society, be it temporarily or for good. Several participants started their own initiatives or became active in other CSOs.

Details can be found in the project report (in German): https://www.bigs-potsdam.org/app/uploads/2020/07/Standpunkt_10_Augenhöhe.pdf

After presenting the project at the RAN expert meeting we were asked to submit it as a RAN collection practice.

Sustainability and transferability

(maximum of 200 words)

Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. Please elaborate on which elements are transferrable and how.

This was a pilot project, funded by the German Federal Government (Demokratie leben! Programme), it was not designed to be sustainable but to produce a "proof of concept".

Since the end of funding, the project has been based in the association Hiwarat e.V. and is continued by the former project participants. This way, the aim to create safe spaces for mothertongue exchange about the experiences of living together in an open society can be further realized. In the end, "Augenhöhe" seems to establish itself as an innovative and sophisticated discourse format of refugees for other newcomers, contributing to empathically addressing central liberal and democratic values of our community.

	<p>Transferability:</p> <p>Since reaching and “understanding” the target audience is crucial, an existing network/cooperation with actors from the audience is most likely necessary for an effective transferability or replication of the project to become successful.</p> <p>Also, if the project team does not speak the language of the target group (well enough), a key condition might be that an existing trusted relationship to (some of the) trainers exists since the training itself was mostly done in the mother tongue of the participants (in this case Arabic, Syrian dialect).</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: Small scale expert meeting</p> <p>Date: 18/11/2021</p> <p>Place: Digital</p> <p>Subject: P/CVE perspective on the vulnerabilities of asylum seekers and refugee communities’</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The pilot project “Augenhöhe” was funded between September 2017 and December 2019 by the German federal program “Live Democracy!” (Active Against Right-Wing Extremism, Violence and Xenophobia) program of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ).</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The project was developed and implemented by the Brandenburg Institute for Society and Security (BIGS), an non-profit research institute associated with Potsdam University. The European Foundation for Democracy (EFD), Brussels Belgium, was a cooperation partner, the project was essentially supported by pedagogical experts from “Hiwarat e.V.” (“Dialogue” in Arabic) and the “Syrian Feminist Lobby e.V”.</p>

	Type of Organisation: NGO
Country of origin Country in which the practice is based.	EU or EEA country: Germany
Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.	Address: Brandenburg Institute for Society and Security (BIGS) , Dianastr. 46, 14482 Potsdam, Germany Contact person: Alexander Ritzmann Email: alexander.ritzmann@gmail.com Website: https://www.bigs-potsdam.org/en/research/completed-projects/integration-at-eye-level/
Last update text (year)	2021

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Move IN Involved Sport</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>Move IN Involved Sport project is specifically designed with the aim of preventing, coaching and guiding children and young people (from 10 to 16 years old). We organise sport activities in sport clubs, open neighbourhood centres, centres specifically for young minors and secondary schools to prevent at-risk behaviour and radicalisation and to foster social inclusion. A team of multidisciplinary professionals offers an initial seminar and methodological assessment to coaches and sport teachers during their daily professional practice to introduce special sport activities for the acquisition of values and skills to the participants that serve as a preventive factor of radicalization as well as promoting a greater sense of belonging in their neighbourhood.</p> <p>We use a tool called 'Behaviour barometer'. The behaviour barometer is an education and awareness raising tool to identify radicalization processes in their incipient stages. It's divided into four behaviour categories according to the level of severity: insignificant, troubling, worrisome and alarming.</p> <p>Move IN includes different kind of activities to promote the values of intercultural dialogue, gender equality and six skills (managing emotions, self-knowledge, empathy and confidence, teamwork, conflict resolution and critical thinking). With these activities we enhance the personal development of the participants and their feeling of being part of the group, the entity and the community.</p> <p>Finally we organise the community challenge: small activities to show the community what we are doing, how we are working and contributing to strengthening the community and making their living context a better place. here</p>
<p>Peer Reviewed</p> <p>(To be filled by expert, only in case of an</p>	<p>No</p>

expert review. Not filled by practice owner)	
Key themes Please <u>choose</u> 2 key themes most corresponding with the practice.	(Early) prevention Community engagement/civil society
Target audience Please <u>choose</u> a minimum of one target audience most corresponding with the practice.	Educators / Academics Youth / Pupils / Students General public
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities).	SPAIN. It has been implemented in Hospitalet del Llobregat, Sant boi del llobregat and Barcelona during our first edition, and in Hospitalet del Llobregat, Sant boi del llobregat, Lleida and Madrid during this second edition.
Start of the practice Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	Starting year: 2018 Ending year: Select ending year of practice in case practice has ended.
Deliverables Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.	We have created our Move IN Manuals in Catalan, Spanish and English. We give one guide to any of the Move IN referents (Teachers, coaches and monitors). It includes the theoretic and practical information of our methodology. The English manual can be found here: https://drive.google.com/file/d/1On_75IzRkHvsPjok7O9qe6yTCQj9GLwO/view?usp=sharing We have posted the different kinds of implementations we have done since the first edition on social media. FacebookK: https://www.facebook.com/EDUVICcoop/?ref=pages_you_manage Instagram: eduvicoop Furthermore , we have published a couple of articles about our project in several scientific and sports magazines like Al-Ghurabá.

📄 Al-Ghuraba, revista de prevenció i contranarrativa davant el radicalisme violent. Número 46.

👉 https://18e84fbc-3580-4ff1-902f-f68dfa346636.filesusr.com/ugd/7c9a4d_356e2a0ec2cd4d8d889b650e777e6040.pdf

In this second edition we have done a socialization of learning about our methodology. We have done an informative webinar and 4 digital conferences where different people and organizations that are connected to our project, explain from their perspective and knowledge the importance of having initiatives like Move IN.

<https://www.youtube.com/watch?v=VaEiIfVaX0c>

Finally we created collaboration agreements with COPLEFC (official association of graduates in physical education of Catalonia) and INEFC (National Institute of Physical Education of Catalonia)

<https://www.coplefc.cat/actualitat/move-in-involved-sport-a-coplefc-aula/1458>

Evidence and evaluation

Short description on performance measures of the practice, including

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

Move IN is evaluated in different ways by all actors that participated in the project. It includes qualitative and quantitative evaluations.

First of all the referents fill in a pre-evaluation form about the group and its major necessities. Depending of the necessities detected, we start with one or more basic skills.

At the end of the project the referents fill in the same pre-evaluation form and we compare the results. We discover how Move IN has impacted on the student/players and the changes they have seen.

The second evaluation is about the activities. It's done by the same referent. In each activity we play, the referent must fill in the activity evaluation. That gives us information about the activity; if it's well planned, if it's correct for the participants age, if we can get the goal of the activity, etc.

The third evaluation is for the methodology (skills and values). When we have introduced all the activities of the basic skill or the global value, we send the referents questions about the methodology and the results they detect in their students/players.

	<p>Finally we have a final evaluation done by the students that includes questions on the referent and the methodology, and another one done by the referent that includes questions on the methodology and how Move IN has helped him or her to be a better professional.</p> <p>In the first edition we formed 69 professionals of 9 schools/4 sport clubs, from 5 different cities, and we have worked with 735 participants.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>To make sure that the implementation goes the way we want and the Move IN referents understood the methodology and how to apply it correctly, we are committed to accompany the referent once every 15 days minimum on the sport or the physical education session. We help them with their doubts and try our best to help them solving the problems and difficulties.</p> <p>What we do is, we support the referents with detecting the problems of the group, and we start working on these problems by strengthening the basic skill they choose. After each activity, we reflect on the impact the activity had. That allows us to work on their personal development and strengthen communities.</p> <p>Our project is completely free at the moment. We have a European grant to develop our project, so we don't need to get paid for our project till December 2022.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: Move IN Involved-sport</p> <p>Date: 12/01/2021</p> <p>Place: Digital meeting</p> <p>Subject: 'Inclusion through Sports'</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The project is framed within European call EAC/S17/2017, entitled "<i>Monitoring and coaching, trough sports, of youngsters at risk of radicalization</i>". It is co-funded by the European Comission via the Directorate-General for Education, Youth, Sport and Culture, and is promoted by the Sports Department (Proposal Number EAC/S17/2017/037)</p>

<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>We are a cooperative nonprofit called EDUVIC S.C.C.L and we work on accompaniment and familiar therapy. We have been working on it for more than 25 years.</p> <p>Our work is based on Neuroscience. Neuroscience is the science that studies our neuronal connections. It is proved that if we live in an organized time table, we have healthy habits and healthy meals, we have a good rest and we practice some sports or physical activity we get a balance between body, mind and soul that brings us a sense of well-being sensation.</p> <p>We work on it in our cooperative's Social, Academic and Sports dimensions.</p> <p>Type of Organisation: Other</p>
<p>Country of origin Country in which the practice is based.</p>	<p>EU or EEA country: Spain</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: C/ Castelao, 124 L'Hospitalet de Llobregat. 08902 Barcelona. Spain Contact person: Jordi Serra Email: Jordi.serra@eduvic.coop Telephone: 0034 610 78 70 56 Website: https://eduvic.coop/es/</p>
<p>Last update text (year)</p>	<p>2021</p>

2024

Name of the practice	<i>Terrorism: How about listening to what victims have to say?</i>
Description	<p>AfVT.org was created to combat radicalisation by promoting open dialogue between the general public and the victims of terrorism. A specific programme titled 'Terrorism: how about listening to what victims have to say?' was developed, featuring conferences with diverse audiences and locations.</p> <p>AfVT.org has subsequently held other meetings too, including one event each year with 500 high-school pupils.</p> <p>Several meetings were held in Fleury-Mérogis (the largest prison in Europe) from April 2015 to December 2016. Participants included a wide range of victims of terrorism as well as 15 female inmates and approximately 100 male inmates (some of whom had been convicted for terrorist crimes).</p> <p>Through conferences and debates moderated by victims of terrorism, AfVT.org promotes citizenship and democratic values and stimulates critical thinking. It also aims to make victims more visible to young and/or vulnerable people.</p>
Approach	Delivering alternative and inspiring' narratives
Target audience	Youth/pupils/students Families Prison/Probation/judicial practitioners
Deliverables	Follow-up with local and official partners. Set-up of programmes adapted to needs on the ground. Use of 21 videos produced through the European Commission's Home Affairs programme, 'Victim's Gathering: the voice of the survivors against radicalisation'. Use of 10 additional AfVT.org-produced videos involving French victims of terrorism.
Evidence and evaluation	<p>Schools: each meeting with pupils attracted between 30 and 250 persons.</p> <p>Locals: each meeting with youngsters, families and local actors attracted between 40 and 60 persons.</p> <p>Prison: the first meeting on April 2015 was clearly a success – 120 inmates wished to attend 'Terrorism: how about listening to what victims have to say?'. This figure is the highest request rate to date for an event held inside the prison. However, due to safety reasons, a total of 60 were permitted to attend this first meeting held in the biggest prison in Europe.</p> <p>From the ground, it appears that the best way to evaluate the meeting is to set up several events in the same locations so as to consolidate our partnership with local and official partners, and to measure their impact.</p>

<p>Sustainability and transferability</p>	<p>Intervention at the High School of Vannes since 2013: this one-day action with speakers and a workshop involving pupils was held inside the high school. Speakers volunteered to provide their services free of charge. No extra costs were involved, except transportation costs for the speakers. This kind of event is transferrable to other regions.</p> <p>Intervention in Paris on 6 December 2016: one-evening conference with three speakers who volunteered to provide their services free of charge. The conference was followed by three workshops involving the audience and professionals. The event was set in the building of the Mayor of Paris (17th Precinct). This kind of action is completely transferrable to other municipalities.</p> <p>Four interventions inside the prison of Fleury-Mérogis (2015-2016): one-day events with three to five speakers, a moderator and a psychologist. The speakers volunteered to provide their services free of charge. These events are held inside the prison, so they require collaboration with prison authorities. Given that prisons are usually located outside cities, extra funds are required for transportation. Funding could be provided by the prison and/or the state. This kind of intervention has been transferred to other correctional facilities in cities such as Orléans (June 2016) and Béziers (October 2017).</p>
<p>Geographical scope</p>	<p>The practice is implemented principally in regions on the outskirts of Paris (France), but occasionally in other French regions such as Bretagne (west of France), and south of France.</p>
<p>Start of the practice</p>	<p>1 July 2010</p>
<p>Presented and discussed in RAN meeting</p>	<p>RAN-VVT meeting in Madrid (Spain): 'How to focus on how to trigger youngsters and how to prepare victims?', 7 June 2013</p> <p>RAN-VVT meeting in Rome (Italy): 'Preparing teachers/facilitators to work with testimonies and deal with radicalisation', 16 October 2013</p> <p>RAN-VVT meeting in Berlin (Germany): 'Victims & media', 25-26 November 2014</p> <p>RAN VVT plenary meeting in Vienna (Austria): 'Formers and Victims of Terrorism', 23 and 25 March 2015</p> <p>RAN-VVT plenary meeting in Madrid (Spain): 'Discussion on the handbook for victims' organisations', 24-25 September 2015</p>
<p>Linked to other EU initiatives or EU funding</p>	<p>The practice is based upon lessons learned by the RAN-VVT working group, and uses videos from 'Victim's Gathering: the voice of the survivors against radicalisation' when appropriate. It also draws from lessons learned by the RAN C&N working group.</p> <p>EU funding: European Commission (Home Affairs: programme titled 'Victim's Gathering: the voice of the survivors against radicalisation').</p>
<p>Organisation</p>	<p><i>Association française des Victimes du Terrorisme (AfVT.org)</i> - <i>Legal status: NGO (association).</i></p>

	- <i>Financing: Fondation d'Aide aux Victimes du Terrorisme (FAVT), Prime Minister, Ministry of Defence, Ministry of Home Affairs, Ministry of Justice, and European Commission (Home Affairs: programme 'Victim's Gathering: the voice of the survivors against radicalisation').</i>
Country of origin	France
Contact details	Guillaume Denoix de Saint Marc & Stéphane Lacombe 5, Boulevard Pereire 75017 Paris France +33 184791010 http://www.afvt.org

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Intercultural education through the subject 'Cultural and Spiritual Heritage of the Region' (CSHR)</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>This school programme aims to improve social relationships in post-conflict societies in Croatia, and to familiarise children in multi-ethnic communities with the culture and customs of 'others'. The idea was derived from a project launched by the Nansen Dialogue Centre, a Croatian non-governmental organisation (NGO). Its implementation is monitored by the Education and Teacher Training Agency of Croatia.</p> <p>Age of students: 11-15 (grades 5 to 8).</p> <p>Topics: communication, tradition and customs, local history, stereotypes, prejudices, identity etc.</p> <p>Results and outcomes: promoting tolerance, learning about the culture of other ethnic groups, preventing violent and extremist behaviour and points of view</p> <p>Dalj Elementary School is one of 23 schools that have implemented the programme. The school still provides separate schooling for the Serbian minority, in Serbian language and Cyrillic script, which was one of the demands for the peaceful reintegration after the war. This means that children from the two ethnic groups (namely, Croats and Serbs) spend most of their time at school separated. Even extracurricular activities are often segregated. For instance, the school has two choirs — one in Croatian and one in Serbian.</p> <p>To understand the local context better, one needs to be aware of the history: Croats and Croatian Serbs had almost no contact between 1991 and 1998. Today's teenagers often have relatives or grandparents who fought during the war. Therefore, a strong feeling of mistrust has remained. In light of this, the CSHR launched a new practice, enabling students from different ethnic groups to cooperate in one joint activity. The subject is optional, but it plays an important role for building future relations in multi-ethnic communities like Dalj.</p> <p>Since the children often deal with nationalism at home, it was important to make them reconsider their view of the "others". In turn, this will help prevent future radicalisation.</p>
<p>Level</p>	<p>Inspiring</p>

<p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Formal/informal education</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>Local Community Organisations / NGOs</p> <p>First responders or practitioners</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Currently in 23 schools from Croatia</p> <p>Most of these schools are in Eastern Croatia, in areas which were mostly affected by the 1990s war (Dalj, Vukovar, Osijek, Zmajevac, Bizovac, Nuštar, Gunja, Otok, Markušica etc.).</p> <p>Also, CSHR was rolled out in Northern Croatia, focusing on better integration of the Roma minority, and in Western Croatia (Istria), where it was implemented in schools with an Italian minority.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2007</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p><u>Nansen Dialogue Centre</u></p> <ul style="list-style-type: none"> - Handbooks: <ul style="list-style-type: none"> • 'Cultural and Spiritual Heritage of the Region' (in Croatian) • 'Intercultural education through the prism of personal histories' (in Croatian and English).

	<ul style="list-style-type: none"> - Brochures following joint annual projects: <ul style="list-style-type: none"> • 'Common past — common future' • 'Languages of the region' • 'Intercultural education' - A brochure and DVD titled 'Will you say hi to me on the bus?', produced as part of a high school project. <p><u>Dalj Elementary School</u></p> <ul style="list-style-type: none"> - 'Prejudices' (https://www.youtube.com/watch?v=g4ow9gbK9I8) - 'Scavenger hunt' (https://www.youtube.com/watch?v=X4M80HSLbGk) - Dalj Elementary School, presentation for GEAR project (https://www.youtube.com/watch?v=wiFFvpvxThA&t=22s) - GEAR project, What we've learned about Macedonia (https://www.youtube.com/watch?v=7eJqsZtS_t0). <p><u>Other publications</u></p> <ul style="list-style-type: none"> - GEAR Curriculum: <ul style="list-style-type: none"> • the Global Education and Active Response for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies (GEAR) project's curriculum is available in several languages (https://gear.gong.hr/?page_id=3181);
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p><u>Statistical data</u></p> <p>So far, more than 1,500 students from 32 respective schools participated in the programme during the past 12 years of implementation.</p> <p><u>Internal evaluation</u></p> <p>Supervisions by Nansen Dialogue Centre (NDC), three times per school year.</p> <p>Drawing upon evaluations conducted with teachers, NDC set out to prepare a new handbook or portfolio in the year 2020-2021. As the existing handbook is from 2010, the aim is to upgrade it with the examples and methodology on how to tackle "new" intercultural challenges that our communities face nowadays, including controversial issues.</p> <p><u>External evaluation</u></p> <ol style="list-style-type: none"> 1. Independent external evaluation for the GEAR project which was carried out in 2019 by MAP Consulting Ltd from Zagreb, Croatia. 2. Independent evaluation and impact assessment of the 'Cultural and Spiritual Heritage of the

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

Region' were carried out by an NGO from Zagreb, Croatia called Step by Step (Korak po korak). The results were published on 4 January 2015 by the author, Asja Korbar. The results are summarised in the text which is supposed to be reviewed by the RAN expert group in 2020. The text also deals with the students' feedback.

The main research goals of the impact assessment included:

- determining the programme's impact on the community, including students, families, teachers, and school leadership, and assessing the experiences of those participating in the programme;
 - mapping the ways in which the programme realises its curricular goals;
 - evaluating the technical aspect of the programme implementation (e.g. available resources, cooperation between NDC Osijek and programme facilitators in the schools etc.).
3. Research conducted for the Council of Europe, titled "Free to Speak, Safe to Learn, Democratic Schools for All" by Josh Walmsley and Francesco Ragazzi from Leiden University in 2019. The report "Counter-radicalisation in the classroom - Insights from eight grassroots projects in the Council of Europe member states" is slated for publication by the Council of Europe at the end of 2020.

Sustainability and transferability

(maximum of 200 words)

Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. Please elaborate on which elements are transferrable and how.

The CSHR teachers are employed by the Croatian Ministry of Science, Education and Sports, and the programme is considered equivalent to one class per week.

The student meetings and annual projects are financed by Nansen Dialogue Centre (covering the costs of transportation, food and materials for the workshops).

Separate school projects at Dalj Elementary School were financed as follows:

'Europe in the heart of the town', 2012:

- EUR 1 000 from the Interactive Open Schools association (an NGO supporting a network of schools from Croatia, Serbia and Bosnia and Herzegovina);
- EUR 266 from Erdut Municipality.

	<p>'The beauty of my region', 2013: - HRK 10 000 (EUR 1 333) by the Croatian Ministry of Science, Education and Sports, from the fund for minorities.</p> <p>'Different is substantial', 2016/17: HRK 100 000 (EUR 13 487) from the Croatian Ministry of Demography, Family, Youth and Social Policy, for all schools in the Nansen Dialogue Centre's network.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN EDU kick-off meeting</p> <p>Date: 25/11/2015</p> <p>Place: Prague, Czech Republic</p> <p>Subject: Defining the course for the working group in future</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The CSHR project was co-funded by the EU Erasmus+ programme 'Global Education and Active Response (GEAR) for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies' (2017/2018).</p> <p>Dalj Elementary School was one of the project partners, and the lead partner was GONG, a non-profit civil society organisation from Zagreb, Croatia, devoted to promoting and enhancing human and civil rights.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Dalj Elementary School (Osnovna škola Dalj) is a public school for grades 1 through 8. It is financed by the Osijek-Baranya County, whereas the teachers are employed by the Croatian Ministry of Science, Education and Sports. Dalj Elementary School is one of the partner schools within Nansen Dialogue Centre's network, with the latter being an NGO based in Osijek, Croatia.</p> <p>Governmental institution</p>

<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Croatia Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Dalj Elementary School (Osnovna škola Dalj) Zagrebačka 2B 31226 Dalj Croatia</p> <p>Nansen Dialogue Centre Cvjetkova 32 31000 Osijek Croatia</p> <p>Contact person: Tomislav Vuković (Dalj Elementary School), Ivana Milas (Nansen Dialogue Centre) Email: tomlav.vukovic12@skole.hr; ured@os-dalj.skole.hr; ndcosijek@nansen-dialogue.net Telephone: +385 31590195 (Dalj Elementary School) +385 31494257 (Nansen Dialogue Centre)</p> <p>Website: http://os-dalj.skole.hr/ http://www.ndcosijek.hr/en/</p>
<p>Last update text (year)</p>	<p>2020</p>

Name of the practice	<i>Back on Track</i>
Description	<p>Back on Track targets inmates and remand prisoners who have been charged with or convicted of terrorism and/or are vulnerable to radicalisation.</p> <p>The aim is to help inmates – with the intervention of a mentor and/or psychologist – to better tackle everyday situations, problems and conflicts by:</p> <ul style="list-style-type: none"> • motivating them to opt for a crime-free lifestyle; • involving inmates' networks outside prison (family, friends, etc.); • assisting with concrete challenges accompanying release (finding a home, finding a job, etc.). <p>An important part of Back on Track is training mentors to enhance their dialogue techniques and their coaching and conflict management skills. Mentors have mentor coaches to support and supervise them throughout their work.</p> <p>We have educated local resource persons to increase the level of local awareness and expertise. This has resulted in fewer referrals, albeit of higher quality (from 40+ a month to an average of 5).</p>
Approach	<p>Exit strategies</p> <p>Training for first line practitioners</p>
Target audience	<p>Violent extremists</p> <p>Families</p> <p>Prison/probation/judicial practitioners</p>
Deliverables	A leaflet describing Back on Track (in English only)
Evidence and evaluation	<p>Around 40 inquiries have been evaluated: in some cases, a mentor course was set up, while in others the inmate was not in the target group or otherwise not motivated to participate.</p> <p>Plans and preparations have been made for an EU evaluation and a mentors' evaluation. The project was evaluated qualitatively from the mentors' points of view.</p> <p>Back on Track have been presented in two RAN meetings, and Norway has adapted the idea.</p> <p>An evaluation report has been published; see online.</p>
Sustainability and transferability	<p>Back on Track is probably adaptable to the prison and probation services in most countries, since all it requires is the ability to build good relations between inmates, staff and mentors.</p> <p>The cost is difficult to define in advance: it depends on the need for a legal framework, the level of education, and how mentors will be paid.</p> <p>The Danish Prison and Probation Service are happy to provide additional information.</p>
Geographical scope	Back on Track is implemented in the Danish Prison and Probation Service

Start of the practice	The project was developed from May 2011 to May 2014, and the first mentor courses were established in October 2012.
Presented and discussed in RAN meeting	RAN Prison and Probation
Linked to other EU initiatives or EU funding	It was largely funded by the European Union from 2011 to 2014, but is now a part of the general initiatives in the Prison Service.
Organisation	<i>Back on Track is a governmental project set up by the Danish Ministry of Social affairs and Integration, in collaboration with the Danish Prison and Probation Services.</i>
Country of origin	Denmark
Contact details	<p>Direktoratet for Kriminalforsorgen Strandgade 100 1401 København k Denmark</p> <p>Morten Hjørnholm Morten.hjornholm@kriminalforsorgen.dk</p> <p>+45 72554986</p> <p>http://www.kriminalforsorgen.dk/</p>

Name of the practice	CoPPRa
Description	<p>Community Policing and the Prevention of Radicalisation (CoPPRa), a project funded by the European Union and co-funded by the Belgian Federal Police, aims to improve the capacity of first-line police officers to prevent radicalisation.</p> <p>Regular first-line police officers – community police officers – play an important role in preventing radicalisation: working in the field, understanding their local communities, and maintaining good community links. However, such police officers do not necessarily have a good understanding of radicalisation and vulnerability: they are not always aware of the warning signs or know exactly how to respond to them, so as to prevent radicalisation. This project aimed to help address this lack by providing training and increasing knowledge.</p>
Approach	Training for first line practitioners
Target audience	<p>Authorities Prison/probation/judicial practitioners Law enforcement officers Different actors in the Local Integrated Safety Cells</p>
Deliverables	<ul style="list-style-type: none"> - CoPPRa pocket guide for first-line police officers - CoPPRa 'Train the Trainer' manual - CoPPRa e-learning on the European Police College (CEPOL) website - CD-ROM with PowerPoint presentation of different training modules
Evidence and evaluation	An evaluation has not been carried out, but the fact that this project is already implemented in almost 15 EU Member States is an indication of its value and importance.
Sustainability and transferability	<p>The developed materials are available free of charge for police organisations, which are at liberty to adapt the CoPPRa tools to their local needs and situation (e.g. by adding or deleting local groups).</p> <p>Because the process of radicalisation is an international phenomenon, and because prevention starts with first-line workers, the project is 100 % transferable to other countries or police organisations.</p>
Geographical scope	Belgium, Bulgaria, Denmark, Estonia, Spain, Latvia, the Netherlands, Portugal, Romania, Slovenia, Finland, Sweden and the United Kingdom
Start of the practice	<p>CoPPRa 1: from January 2009 to December 2010 CoPPRa 2: from September 2011 to September 2013</p>
Presented and discussed in RAN meeting	<p>CoPPRa has been presented at the RAN plenary and several RAN POL meetings:</p> <ul style="list-style-type: none"> - RAN Pol Plenary meeting: Police and community engagement, Madrid 11-12 March 2015 - RAN POL kick-off meeting, Sofia, 24-26 April 2012.

Linked to other EU initiatives or EU funding	- Improving Security by Democratic Participation (ISDEP) (United Kingdom) - Financing: EU Prevention of and Fight against Crime (ISEC) funding
Organisation	<i>Project pilot: Federal Police Belgium</i>
Country of origin	Belgium
Contact details	Luc van der Taelen (Djsoc/terro) luc.vandertaelen@police.belgium.eu +32 473978030

Name of the practice	<i>HOPE not hate</i>
Description	<p>Using intelligent counter narratives to challenge extremism (for instance the #wearethemany hashtag online). Empowering communities to challenge hatred/violent extremism when it presents itself. Provide a positive antidote and diversionary focuses to the extremists' narrative. To provide accurate and salient analysis of extremist groups through research. Empower communities to tackle myths and inaccuracies through blogging, newspapers, leaflets, meetings, videos, education, speeches, T-shirts etc.</p> <p>To destabilise extremist campaigns by undermining their credibility with sober, honest and accurate assessments on sensitive issues. Also providing platforms and support for vulnerable individuals to speak up and speak out against extremists in their communities.</p> <p>As well as a bi-monthly publication, HNH has three separate blogs and roving news links that provide up to date information and intelligence on extremists. HNH also has a large social media presence where we interact with individuals and the public, constantly providing them with a dialogue of information, resources and also-very importantly-positive news and stories about work that is being done not just against extremism, but also to highlight empowering good practice in others.</p> <p>We feed into this resource by having constant and ongoing research, analysis and education. We also work extensively with people inside hate/extremist organisations and also ex-extremists to provide a non-sensationalist view of extremist groups and individuals that are based on FACT.</p> <p>HOPE not hate publishes 4 research documents per year, separate to the magazine and website. We are currently working on voter registrations, to encourage people to make their voice heard by voting in elections-a sure way to counter extremism at the ballot box.</p>
Approach	Delivering alternative narratives Exit strategies
Target audience	Online Violent extremists Formers
Deliverables	<p>HOPE not hate has produced widely reported handbooks and reports into XRW and violent Muslim extremists and in January 2015 released 'State of Hate' our annual and in-depth accurate assessment of the XRW in the UK, which was widely reported around the world. Our staff are regularly quoted and interviewed in the media. Our most recent documents are:</p> <ul style="list-style-type: none"> - 'Army of the Right' about Britain First, a Christian Fundamentalist /Counter-Jihad /fascist hybrid (!), who have been carrying out 'Mosque invasions' in Britain. - 'The Gateway to Terror' an investigation into the recruitment of young Muslims to the Al-Muhajiroun network, recruiting foreign fighters and individuals engaged in acts of domestic terrorism. Gateway to Terror revealed that at least 70 people who have

	<p>been convicted of terrorism or terror-related offences, or who have actually participated in suicide attacks, have been linked to the group. It drew international attention.</p> <ul style="list-style-type: none"> - 'Signs of Hate 2' an update on the modus operandi of the extreme far-right both domestically and internationally, through exploring symbols, music, tattoos, codes and online activism. Produced in association with the London Probation Service for use in schools, colleges, universities, prisons and the probation service.
Evidence and evaluation	<p>HOPE not hate is widely credited with the defeat of the far-right British National Party in the 2010 elections and by campaigning and educating, the long term demise of the organisation.</p> <p>There are thousands of testimonies of the work HNH has done, perhaps the best and easiest being a song written by Billy Bragg in honour of us.</p>
Sustainability and transferability	<p>The key aims of the organisation are quite transferable and there are plenty of imitators who imitate key arts of HNH-in particular in online behaviour, humour, expose and investigation of online extremism. The wider practices of research and analysis are not so well replicated but within each state there are experienced individuals who beaver away quietly who are capable of providing an accurate and historical picture of the practices and modus operandi in each country of individuals. Intelligence, and understanding accurately (and intimately) the target issues is essential. HNH has formed its own networks with such individuals. Wider campaigning can be directed to, and on conjunction with, unearthing the good individuals and the good practices that already exist in communities.</p>
Geographical scope	London, Essex, Hampshire, Wales, Scotland, Lancashire, Yorkshire.
Start of the practice	HOPE not hate first appeared in March 2004 during a political campaign by neo-Nazis in the north of England. The organisation's roots are traceable for over fifty years. The educational arm was established as a separate entity in 1986.
Presented and discussed in RAN meeting	RAN Prevent, Berlin 2013.
Organisation	<i>HOPE not hate (HNH) is a registered "third party" non-sectarian, non-partisan organisation. HOPE not hate has a campaigning wing, a research department and a charitable education arm. HOPE not hate is self-funded by parochial money, charitable trust(s), Trade Union funding and individual donations. If and where possible, HNH undertakes paid work on projects. We currently have one dozen short term "community organisers" working in communities to strengthen civil and progressive society. HNH receives no government or European funding.</i>
Country of origin	HOPE not hate is based in, and works throughout, the United Kingdom
Contact details	<p>Po Box 67476 NW3 9RF, London United Kingdom</p> <p>Matthew Collins</p>

	Matthew@hopenothate.org.uk (+44) 207 681 8660 www.hopenothate.org.uk
Last update	2016 and before

Name of the practice

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

Nationwide Institute for right-wing extremism and family

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The nationwide Institute for right-wing extremism and family provides counselling services for two groups. First is the relatives (parents, children or other close family members) of those who have joined a movement in the area of right-wing extremism or are in danger of doing so. The second group consists of professionals dealing with right-wing families. second group also receives supervision, coaching and access to a training programme.

In addition, we support districts and regions in setting up parental and family counselling.

Counselling in a family context means that we offer support for professionals dealing with right-wing families. For example, employees in youth welfare services like kindergartens or youth service committees.

Our work revolves around socialisation and family:

- formation of neo-Nazi affinities in the family system;
- the contexts of family socialisation and attitude formation;
- effects of prejudice and discrimination in parental behaviour, and attitude formation in children;
- neo-Nazi education: socialisation in neo-Nazi parental homes;
- legal issues in child endangerment, especially when one partner wishes to leave the right-wing environment and custody has to be managed.

Gender and right-wing extremism also features strongly in the institute's work: gender constructions in neo-Nazi subculture and the importance of internal cohesion.

A chief priority for the nationwide Institute is networking with youth and social work structures. We develop topics for lectures and provide training for professionals (youth welfare services, schools, clubs, communities etc.). We cooperate with university and state education, and we qualify youth or child care workers in dealing with right-wing families.

<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner.)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Inspiring</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Violent right-wing extremism</p> <p>Family support</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Families</p> <p>Educators / Academics</p> <p>Local Community Organisations / NGOs</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The Institute is located in Bremen, Germany, we operate nationwide.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2011</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>We develop topics for lectures and training modules for professionals. The concepts in these lectures can be used by all partners. We have also produced a handbook on standards and best practice in counselling parents or professionals dealing with right-wing families.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> 	<p>The project is funded by the Federal Ministry for Family within the programme 'Demokratie leben!'. It is part of the network "Kompetenznetzwerk Rechtsextremismusprävention" (KompRex), which clusters different institutions in the field of the prevention of right-wing extremism.</p>

<p>e.g. measure of the success of your project or intervention.</p> <ol style="list-style-type: none"> 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>An external evaluation will be carried out by the German Youth Institute (DJI)</p> <p>Besides this, we evaluate our own lectures or training modules internally.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>We ran a model project from 2011 to 2014 under the nationwide programme 'Toleranz fördern – Kompetenz stärken' from the Federal Ministry for Family. In this project, we developed a counselling centre for parents whose children had joined a right-wing movement or were in danger of doing so. In the last two years of this project we noticed that besides the parents seeking help, many professionals turned to us. They were searching for counselling in how to deal with children or families from the right-wing movement. Consequently, we extended our reach and approach to address this additional need. Moreover, not only parents came looking for counselling. Grown up children, spouses, aunts or friends showed a need for help. So the focus of our work shifted to different family-constellations in our field.</p> <p>The total funding from the Federal Ministry for Family is around EUR 177 000 per year, in addition to 10 % which are self-funded.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>RAN study visit Germany, 'Good practices of preventing group focused hate and right-wing extremism in Germany'</p> <p>17/12/2020</p> <p>Berlin, Germany</p>

<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>N/A</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The LidiceHaus is an educational and training centre located in the centre of Bremen. Our combined seminar building and guesthouse lies between the river Weser and the lake Werdersee. It provides optimal conditions for the staging of events, conferences and conventions.</p> <p>The LidiceHaus is named after a small village in the Czech Republic. In 1942, its inhabitants became victims of a brutal act of revenge of the Nazis and the Wehrmacht. Villagers suffered mass murders, deportations and destruction.</p> <p>What we stand for:</p> <ul style="list-style-type: none"> - Learning from the history of Lidice: for reconciliation and understanding — not forgetting the past. - Lidice — the name evinces the memory of the past and serves as a call for reconciliation and understanding at the same time. - The Lidice programme promotes solidarity, justice and self-determination. <p>Our topics:</p> <ul style="list-style-type: none"> - democracy, justice and civil society - dealing with conflicts, right-wing extremism and violence - identity and lifestyle issues for girls and boys: gender awareness and gender education - intercultural and international encounters - peace education - health awareness, sport and outdoor activity education - youth counselling and new media education. <p>Other</p>
<p>Country of origin</p>	<p>Germany</p>

Country in which the practice is based.	
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Fachstelle Rechtsextremismus und Familie, Postfach 103131, 28031 Bremen Email: info@rechtsextremismus-und-familie.de Telephone: 0421/ 69 272 19 Website: http://www.lidicehaus.de/ and http://www.rechtsextremismus-und-familie.de/</p>
<p>Last update text (year)</p>	2020

Name of the practice	<i>A guide to police empowerment conversations (in Norwegian: Bekymringsamtale)</i>
Description	<p>Dialogue is an important tool, both for resolving conflict and for creating understanding and trust. When children and young people come into conflict with the law, or are at risk of doing so, understanding the reasons behind this is key. It is vital to create an arena for frank expression of all parties involved; gaining an overview of the situation can help parties arrive at a common understanding of the problem. Only then can we start work towards positive change.</p> <p>Empowerment conversations have become a useful tool for creating such an arena, in encounters between police and children/young people and their parents (or other legal guardians). The aim of the conversation is to safeguard everyone's interests and reach solutions that benefit the child/young person in particular, but also the parents. This method is recommended when addressing unwanted/criminal behaviour that could progress into a criminal career. It is used in police prevention work in response to unwanted behaviour, and as a means of guiding young people onto a path of reconciliation and consideration. This method is therefore also used in cases showing signs of radicalisation.</p> <p>A good conversation involves posing open questions and practicing active listening (i.e. confirming and repeating back what was heard). Clarifications and summaries are an integral part of the process, and there should be no leading the conversation. Pauses (silences) must also be used consciously, to allow children time to think, reflect, conceive and put forward the responses themselves.</p> <p>It is essential to set aside plenty of time for the conversation: it must never seem rushed, and children should never be given the impression that they must respond quickly. Children should have the time at their disposal to find their own words to express themselves. Often, these children/young people are not accustomed to being listened to or verbalising their thoughts and feelings.</p> <p>Even though the conversation is a dialogue, you must be aware of and state when a limit has been reached. Follow the enforcement pyramid: information – guidance – advice – instructions – warning.</p> <p>You must remain unbiased in the conversation, while keeping it from veering off-topic and the focus from shifting. If the child/young person repeatedly tries to shift the focus, you should deal with this head on, and clarify why this is happening.</p> <p>Listening is a crucial part of the conversation. It is important to demonstrate that you are registering what is being said by listening actively, i.e. using non-verbal cues like nodding and verbal cues like 'yes', 'okay', etc.</p>
Approach	Exit strategies Family support
Target audience	Families Youth/pupils/students

Deliverables	Handbook and training modules at the Police University College in Norway
Evidence and evaluation	The programme has not yet been evaluated nationally or locally in Norway, but the Danish Ministry of Justice has evaluated use of the method in Denmark (in Danish) (http://justitsministeriet.dk/sites/default/files/media/Arbejdsomraader/Forskning/Forskningsrapporter/2013/Rapport_bekymringsamtaler.pdf).
Sustainability and transferability	The handbook is available in English, titled ‘A guide to police conversation intervention’ (http://www.crime-prevention-intl.org/uploads/media/Bekymringssamtalen_2013_ENGELSK_20_11_2013_netutgave_02.pdf).
Geographical scope	All 12 police districts in Norway
Start of the practice	Developed from 1998 to 2004. Implemented from 2004. The practice is still active.
Presented and discussed in RAN meeting	RAN POL meeting Madrid 11-12 March 2015, RAN POL meeting, 12-13 April 2018, Rome, Italy (See page 11: https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/ran_pol_police_prevention_and_countersing_of_far-right_and_far-left_extremism_rome_12-13_april_2018_en.pdf)
Linked to other EU initiatives or EU funding	None
Organisation	National Police Directorate, Norway. It is financed by the National Police Directorate.
Country of origin	Norway
Contact details	Address: National Police Directorate Postboks 8051 Dep. 0031 Oslo Norway Contact person: Bjørn Øvrum Email: bjorn.erik.ovrum@politiet.no Telephone: +47 41535879 Website: http://www.politi.no/
Last update	2018

<p>Name of the practice</p>	<p>New Connexion</p>
<p>Description</p>	<p>New Connexion started their work in the spring of 2009 at a school where there were problems with racism and there was a risk for youth getting radicalised. New Connexion’s first three years were spent locally at this school, meeting the students continually every other week.</p> <p>After these first three years, New Connexion started focusing their work on educating school staff. The strategy behind this focus was to reach a larger number of students through the daily interaction with a key person in the students’ lives, namely the school staff. After all, they are people with valuable relationships and influence among the students.</p> <p>The main focus is the “approach to the students”, consisting of four key components:</p> <ol style="list-style-type: none"> 1. A democratic approach. Listen respectfully and have a deliberative dialogue. 2. Emphasis on facts and being critical of sources. Show the students new perspectives! 3. Problematisation: dare to process experiences and challenges that can arise in the meeting of people with different backgrounds than their own. The focus should be on finding solutions, not on the problems. 4. Long-term and continuity. Attitudes and values are deeply rooted within us and take time to change. <p>The goal is for the students to begin reflecting on the views and attitudes they have themselves, and the view and attitudes they see in other people.</p> <p>A high demand for tools in the work against racism and radicalisation exists today, and to meet this demand New Connexion has developed two teacher’s guides on this subject: one for grades seven through nine, and one for high school. The foundation of these materials is the United Nations Universal Declaration of Human Rights.</p> <p>New Connexion is a non-profit organisation whose employees travel to schools within Sweden to educate, to follow-up with, and to coach the school’s staff. New Connexion has gained much experience in working in environments where xenophobic and racist reasoning is the norm, both amongst adults and youth.</p>
<p>Approach</p>	<p>Educators / academics Youth / pupils / students Local Community Organisations/NGOs</p>
<p>Target audience</p>	<p>Law enforcement officers</p> <p>Local Community Organisations/NGOs</p> <p>Prison/probation/judicial practitioners</p>

<p>Deliverables</p>	<p>New Connexion has developed two teacher's guides: one for teachers of students in grades seven through nine and one for teachers of high school students.</p> <p>The material for grades seven through nine (students aged 13-16) was formed, tested, and refined in a process with students over a three-year-period. The lessons incorporate facts, small group discussions, role-playing and exercises. The material is made for long-term, continuous work and should be used during the entire three school years. There are 16 lessons per year. The material is based on the Swedish school curriculum.</p> <p>The high school material (students aged 16-19) was written in close cooperation with students from four different high schools. The students chose relevant areas and compared them to the regulatory documents and made exercises and role-plays. The high school material is designed for a long-term and continuous work on questions related to racism and integration. It is closely connected to the subjects taught in high schools in Sweden and to the curriculum for the Swedish high school.</p> <p>The base for both materials is the United Nations Universal Declaration of Human Rights. New Connexion's philosophy is that good conditions for a meeting place are created by an open climate for discussion, where the democratic approach, seeing things from different perspectives and facts are the focus.</p>
<p>Evidence and evaluation</p>	<p>Since its start in 2009, New Connexion has held more than 600 lessons with students, and every year we educate approximately 1000 teachers in Sweden.</p> <p>New Connexion's work and material have been observed and recommended in the governmental enquiry SOU 2012:74 The stranger's enemy inside of us.</p> <p>New Connexion has over the past years carried out a number of surveys amongst those who have been through our education and also amongst those who work with the material. The results shows that New Connexion's educations and materials have had an impact on changing attitudes and situations in schools.</p>
<p>Sustainability and transferability</p>	<p>New Connexion's educations and methods are transferable to other contexts since it is built upon international research in social psychology in the areas of changing attitudes and values and of human interaction.</p> <p>Currently, the material is available only in Swedish.</p>
<p>Geographical scope</p>	<p>Sweden</p>
<p>Start of the practice</p>	<p>New Connexion was founded in April of 2009.</p>
<p>Presented and discussed in RAN meeting</p>	<p>RAN EDU meeting in Gothenburg (SE), 24 and 25 February 2016 Empowering and supporting teachers</p>
<p>Relation to other EC initiatives</p>	<p>None</p>

Organisation	New Connexion is a non-profit and non-governmental organization. New Connexion is funded primarily by governmental grants.
Country of origin	Sweden
Contact details	New Connexion Box 9 775 25 Krylbo Sweden Birgitta Hägg birgitta@newconnexion.se (+46) 70-672 80 39 http://newconnexion.se/
Last update	2016 and before

Name of the practice	NIACRO
Description	<p>NIACRO’s practice is located at the Hate Crime end of the spectrum of radicalisation and violent extremism, and can be evidenced in three projects. These are detailed below but essentially could be described as diversionary, community capacity building, engaging with perpetrators and utilising the experiences and insights of proxy and actual victims. The practice across these three projects is based on casework, group work as well as community development. The practice has a strong connection to overcoming legislative, structural and attitudinal by engaging a wide range of social actors.</p> <p>As stated previously NIACRO has developed practice across three areas dealing with prejudice and hostility. Northern Ireland is still emerging from a period of intense and prolonged conflict which is still continuing in alternative but still physically violent manifestations. NIACRO has continually made the point that the radicalisation discourse does not sit comfortably in the Northern Ireland context. It is still a society that experiences significant amounts of violence based on prejudice and hostility on a daily basis. NIACRO deals with these issues on many levels as described above but the language of exit strategies such as de-radicalisation and disengagement are not used in Northern Ireland.</p> <ol style="list-style-type: none"> 1) Base 2 and STEM. These two projects are interlinked and deal with individuals and families who are under threat because of their race. The approach can be described as emergency intervention, development of host communities with respect to their capacity to host people from different ethnic backgrounds. The STEM element seeks to improve the social inclusion of people from ethnic minority backgrounds, removing barriers to integration and encouraging participation in society. 2) Challenge Hate Crime - the approach of this project is holistic and follows the logic of open - process intervention work as opposed to cognitive behavioural training. It is based on voluntary participation, informed intervention, engages in individual casework, narrative methods and involves victims of hate crime either directly or by proxy through restorative processes if appropriate. <p>As stated above Northern Ireland does not use the language of countering radicalisation as directly and explicitly. However, NIACRO does deal directly with the causes of having armed paramilitary groupings and has a history of working with these groupings, their political wings and governments in terms of dealing with the NI conflict and its outworking.</p>
Approach	Community engagement/empowerment Family support
Target audience	Victims of terrorism Prison/probation/judicial practitioners Families
Deliverables	See Challenge Hate Crime 12 reports on NIACRO’s websites www.niacro.co.uk . Accompanying DVDs are available on request. These contain handbooks, training manuals, analyses at local and

	European level. Specific staff is prepared to share the work of the three projects referenced above.
Evidence and evaluation	Evidence and evaluation contained in the above.
Sustainability and transferability	NIACRO operates within a European context and has developed many partners over a wide variety of activities. It operates a policy of continuous development based on information exchange from other programmes and other jurisdictions. As such, NIACRO has developed practice that is fundamentally universalist in its analysis and transferability. This means that there are key principles that may be extracted from NIACRO's practice that may be applied in other jurisdictions.
Geographical scope	Northern Ireland (UK)
Start of the practice	<ol style="list-style-type: none"> 1. Base 2 - working with people under threat from paramilitary organisations (1990 - present). 2. Challenge Hate Crime (2008 - 2012). Working with perpetrators of Hate Crime. It is planned to make a fresh bid for continuation and development of this programme under Peace IV - EU funding stream particular to Northern Ireland. 3. STEM Project - working with people at risk of race intimidation from their homes (2014 - present).
Presented and discussed in RAN meeting	The Challenge Hate Crime project made several presentations at RAN Derad meetings.
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	<p><i>NIACRO is an NGO - limited company and charity. (Charity Reg No: NI 18121 Charity Number: XN 48280). It operates primarily within the justice system and provides services to people in prison, people with criminal records, families of prisoners, children of prisoners as well as children at risk of coming into contact with the criminal justice system. NIACRO also provides a wide range of policy comment with respect to matters that impact on its client group. It also engages significantly with the media and bases its interventions on evidence accrued primarily through its services. Hate crime features significantly in the Northern Ireland context - primarily sectarianism but also racism, homophobia, disability, faith and transgender.</i></p> <p><i>The practice referenced above has and is resourced by funding from domestic, European and private sources e.g. Peace III, Northern Ireland Housing Executive and foundations/trusts. The total turnover for NIACRO is approximately £4m.(c. 5m Euro)</i></p>
Country of origin	United Kingdom - Northern Ireland
Contact details	<p>4 Amelia Street Belfast Northern Ireland BT2 7GS United Kingdom</p> <p>Pat Conway - Director of Services (+44) (2890) 320157</p>

	www.niacro.co.uk
Last update	2016 and before

Name of the practice	<i>Family Counselling - Support for parents of “foreign fighters” or youths at risk to be radicalised</i>
Description	<p>The intention of Family Counselling is to support parents of ‘foreign fighters’ and to guide them in their communication process with their radicalised children. At the same time, it is meant to support youths at risk to be radicalised and to prevent the recruitment of vulnerable youths. Family Counselling is designed to support parents during the absence of their offspring as “foreign fighters” and to support parents within the return process of their radicalised children.</p> <p>Approach The project extends consultation and support to parents or other concerned persons worried about young people who are either attracted by the idea of becoming a ‘foreign fighter’ or who are already involved in combat operations.</p> <p>After getting in contact via a special hotline, the trainers organise personal meetings to address the parents’ fears and to point out options for action. The counselling aims to stabilise their relationship to the respective young person, in order to start a guided de-radicalisation process.</p> <p>Furthermore, the team establishes a support network that involves the entire social and family environment in creating together an individual support programme tailored to the needs of the young person at risk.</p>
Approach	Family support Exit strategies
Target audience	Families Violent extremists Youth/pupils/students
Evidence and evaluation	<p>There is an ongoing evaluation of the four NGOs, which are responsible for the Family Counselling in Germany, monitored by the Federal Office for Migration and Refugees (BAMF). The focus of this evaluation is on the counselling process. The results are expected to be published at the end of 2017.</p> <p>From the feedback of the clients we can tell, that for the target group (parents and relatives) the approach offers great help towards the communication process and the problems they are facing with their offspring.</p>
Sustainability and transferability	Our project partner Centre for Democratic Culture (ZdK) plans the transfer to the UK.
Geographical scope	Baden-Württemberg, Bavaria, Hesse (DE)
Start of the practice	The counselling is part of a service offered in cooperation between four NGO’s and the Federal Office of Migration and Refugees of Germany, which is part of the Federal Ministry of the Interior (BMI). It was started in 2012.

Presented and discussed in RAN meeting	RAN INT/EXT, 26 May 2014, Berlin
Linked to other EU initiatives or EU funding	<p>Initiator and founder member of ENoD (European Network of De-radicalisation). Member of Advisory Board of Impact Europe, Leader of the RAN Working Group EXIT (together with EXIT Sweden).</p> <p><i>The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.</i></p>
Organisation	<p><i>The NGO Violence Prevention Network is a group of experienced specialists with many years of experience in the fields of prevention of extremism and de-radicalisation. 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, competency and outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalised people at different stages of radicalisation. The aim is to support them in developing distance to inhuman ideologies and violent behaviour.</i></p>
Country of origin	Germany
Contact details	<p>Alt-Moabit 73 D - 10555, Berlin Germany</p> <p>Judy Korn, CEO judy.korn@violence-prevention-network.de</p> <p>(+49) 30 91 70 54 64</p> <p>www.violence-prevention-network.de</p>

Name of the practice	Open Youth Work as a Methodology preventing and countering Extremism
Description	<p>Open Youth Work in Austria, furthermore in Vienna, means both working in youth centres, youth clubs, drop-in centres and working in public areas in the form of outreach work or detached youth work. It is declared policy that this municipal service should focus on socially disadvantaged children and youth this can be considered a success which is also confirmed by a comprehensive evaluation of the services in 2013. It turned out that also youngsters vulnerable to extremism, and in current years mainly those vulnerable to religious radicalisation are attracted by this service.</p> <p>Referring to the Theory of Change of Open Youth Work in Vienna, youth work is aimed at „enabling youth“(youth in the sense of adolescence). The period of adolescence nowadays is no longer a protected space period in which young people grow up largely unchallenged by economic compulsions, develop their identity and prepare for job and life - usually predetermined by the family and its social status. Hence key tasks for Open Youth Work are enabling self-expression, self-efficacy and creating an appreciative environment. This is what is done by the units.</p> <p>Youthworker were additionally trained in recent aspects of radicalisation, religious and political backgrounds. A strong network with other social work units and also security departments was established.</p> <p>By leisure time activities of different kinds youth worker develop relationships with vulnerable youngsters and through a wide variety of socio-paedagogical methods they try to give them both practical perspective and also (spiritual) orientation without specifically supporting or downgrading one or the other religious approach. Main lead in work is Human rights.</p> <p>By this youth worker try to provide an alternative narrative to those organisations approaching young people on- and offline with extremist propaganda. Having a proper relationship which is not hierarchic (such as parents or teachers) youth worker are often actively approached by the youngsters with extremist content, on the other hand youth workers are pro-active approaching the youngsters when they get aware of significant changes.</p> <p>Certain topics which have an important role in identity development and were of significant importance for the affected youngsters were identified, specifically sexuality, media literacy and migration issues.</p> <p>Additionally special activities on those topics were developed and are used in the open setting. Those will be described separately.</p>
Approach	<p>Educating young people</p> <p>Delivering alternative narratives</p>
Target audience	Youth / pupils / students

Deliverables	<p>There are several general descriptions and some outcomes of specific projects within the practise e.g. two movies https://youtu.be/asFj9-0pPDs (English subtitles)</p> <p>https://youtu.be/qwLXUVMh_6k (Trailer) https://youtu.be/FZU0RoyBp90?t=3m30s</p> <p>practices are described in German http://www.jugendzentren.at/publikationen-blogbeitraege/publikationen/</p> <p>and a detailed description of the approach in English you find here: http://www.newman.ac.uk/files/w3/research-centres/pdf/International_journal_of_open_youth_work.pdf?q=644#page=66&zoom=auto,-361,581</p>
Evidence and evaluation	<p>The work is under permanent supervision and evaluation by the association's internal supervisor. An intense quantitative and qualitative reporting system including a web-based database is installed. Quarterly there is an evaluation interview for every unit leader with the supervisor. 2014/2015 an intense study focused on the extremism topic, including interviews with 401 youngsters and 20 in depth interviews was carried out.</p>
Sustainability and transferability	<p>The practise has long term recognition by the municipality therefore an ensured sustainability. The full annual budget of the association is app 17 Mio € but includes far more than the counter/alternative aspect and also streetwork elements. One single youthclub/centre with appropriate personnel cost about 200 000 - 300 000 Euro annually.</p> <p>The basic elements are easily transferable and actually carried out in several other countries (DE, NL, SW, FI ...) but the focus on vulnerable youngsters is quite specific but would be easily adaptable and is often a question of resources.</p>
Geographical scope	<p>The approach is carried out by Verein Wiener Jugendzentren all over Vienna in about 40 units</p>
Start of the practice	<p>Open clubs in this sense exist since the mid 1970ies. The specific approach regarding young persons vulnerable to radicalisation was first used in the mid 1990ies predominantly with right wing (skinhead) youth.</p> <p>Since 2014 and ongoing it is seen as a major tool of primary and secondary prevention in radicalisation of young people in the city of Vienna both for religious and nationalist extremism.</p>
Presented and discussed in RAN meeting	<p>RAN Joint Event (YFC, EDU, CN) " INVOLVING YOUNG PEOPLE", Vienna, 1-2 June 2016</p>
Relation to other EC initiatives	<p>n/a</p>
Organisation	<p><i>Verein Wiener Jugendzentren (Association of Viennese Youth Centres) is a Non-Governmental Organisation, financed by the municipality of Vienna.</i></p>

	<p>The Association employs app. 300 persons (about 100 fulltime), most of them as youth-workers directly in the field. Therefore it is one of the main employers in social work in Vienna.</p> <p>The range of activities is:</p> <ul style="list-style-type: none"> □ Open youth work in youth-centres and youth clubs □ Detached youth work □ Training courses, especially in creativity (drama, dance, music) □ Counselling □ Organising events, especially in the fields of music and sport □ Special programs during holiday seasons, such as camps and international exchanges <p>Target groups are youngsters in the age from 6-21. Depending on the needs of the surroundings there is often a difference in the main focus of the project. Usually we define “Children” (6-9) “Juniors” (10-14) and “Youth” (15-19), “Young Adults (20-24) and “Adults” (25+).</p> <p>All participation on every activity is on a voluntary basis and for free.</p>
Country of origin	Austria
Contact details	<p>Address: Pragerstraße 20, 1210 Wien</p> <p>Contact person: Werner Prinzjakowitsch</p> <p>Email: w.prinzjakowitsch@jugendzentren.at</p> <p>Telephone: +43 1 278 76 45</p> <p>Website: www.jugendzentren.at</p>
Last update	2016 and before

Name of the practice	<i>les Promeneurs du Net</i>
Description	<p>Promeneurs du Net provide educational support to young internet users.</p> <p>Promeneurs du Net are youth workers who approach teens on online social networks and provide support with social, educational or preventive measures, where needed.</p> <p>Promeneurs du Net establish relationships with teens by befriending them on various online social networks (Facebook, Twitter, Snapchat, Instagram, etc.). They make use of instant messaging, email or other means associated with the social network concerned (wall comments, publications, etc.).</p> <p>Using their online presence, Promeneurs du Net offer various levels of support for young people:</p> <ul style="list-style-type: none"> • non-specialised or targeted information on their programmes (schedules, activities, etc.) and neighbourhoods (local events, public debates, etc.), or on specific topics such as employment, health and prevention; • social links: daily exchanges ensure continuity and strengthen trust in the relationship; • support (accompaniment): impetus for initiatives, help in realising projects, etc.; • attentive listening, help: communication, debate, active listening, psychosocial support, etc. <p>However, this digital support does not replace face-to-face interaction: the objective of Les Promeneurs du net is to respond to the various concerns of young people online, and also to propose meetings or active involvement in concrete projects.</p> <p>The Promeneurs du Net programme aims to develop an educational internet presence by establishing youth workers on social networks or websites where young people meet.</p> <p>By detecting early signs of radicalised views, this approach also allows prevention of radicalisation and/or violent extremism among young people.</p>
Approach	Educating young people Family support
Target audience	Youth / pupils / students Local Community Organisations/NGOs Educators / academics
Deliverables	A national website lists all the tools developed to support implementation of this programme (methodological guide, communication tools, national charter of values, cartoon movie, etc.): see http://www.promeneursdunet.fr/ online.
Evidence and evaluation	<p>More than 100 bodies and 200 professionals are employed in the project.</p> <p>Before the end of 2017, the national family benefits fund (Caisse Nationale des Allocations Familiales (CNAF)) will carry out a qualitative</p>

	<p>evaluation to measure the impacts of this programme on young people and youth workers.</p> <p>A digital application to follow up on professional activity is also being prepared.</p>
Sustainability and transferability	<p>One of the key drivers of success in this programme is the national support provided by bodies (government, ministries, etc.) and by local governance, and involving mobilisation of various partners: local institutional partners, associations, etc.</p> <p>In 2017, CNAF contributed EUR 1.5 million to support the deployment of Promeneurs du Net in 88 French departments. This financing will support the bodies hosting Promeneurs du Net youth workers: for local programme coordination, time spent by workers on social networks, communication expenses, etc.</p> <p>Additional training sessions for Promeneurs du Net will be organised in various participating French departments in 2017. These training sessions will focus on new digital practices and approaches.</p> <p>Moreover, in the face of growing radicalisation among young people, part of the professional practice of the Promeneurs du Net must address prevention of the first online step of radicalisation among young people. French web coaches are not currently equipped to deal specifically with youths showing signs of online radicalisation.</p> <p>Under the framework of an Erasmus+ project called the Web Walkers, France, Finland, Sweden and a fourth country (to be determined) will develop a training session with the help of RadarAdvies. The training aims to enable youth workers to better understand the phenomenon of radicalisation, to detect signs of radicalisation and assess their gravity, to confidently address the issue with young people, and to know when to intervene and whom to alert. Activities to help youth develop critical thinking and increase their media literacy will be carried out by Web Walker youth workers participating in the project.</p> <p>The two chief objectives of the Web Walkers project are to promote the educational approach in Europe and to tailor this approach to prevent radicalisation.</p> <p>An evaluation report of the Web Walkers project will be available in 2020.</p>
Geographical scope	The programme is being developed in 88 (of 102) French departments.
Start of the practice	<p>In 2007 in Sweden, the Fryshuset youth centre in the eponymous district of Stockholm developed the programme Nätvandrare ⁽¹⁾ (Web Walkers in Swedish). This programme was originally intended to promote discreet online discussion of difficult subjects with vulnerable young people. Before long, the centre decided to extend the Nätvandrare programme to all young people, regardless of the type of difficulties being encountered.</p> <p>In France, the local family benefits agency (Caisse des Allocations Familiales (CAF)) of the La Manche department in Normandie came across the Nätvandrare project in 2011 during a study trip to Fryshuset in Sweden. CAF decided to extend the project to France under the name Promeneurs du Net (Web Walkers in French). Thereafter, the Promeneurs du Net programme was further adopted in three additional French departments (Morbihan (Bretagne region), Ardèche (Auvergne-Rhône-Alpes region) and le Cher (Centre Val-de Loire region).</p>

(1) See <http://natvandrare.fryshuset.se/exempelsida/> online.

	In 2016, CNAF, alongside its institutional partners, the youth and family ministries, decided to extend the Promeneurs du Net programme to the whole French territory.
Presented and discussed in RAN meeting	RAN C&N meeting on one-to-one digital interventions Berlin (DE), 14-15 December 2016
Relation to other EC initiatives	
Organisation	<p>CNAF is a national public organisation under the authority of the Ministry for Social Affairs. It heads a network of 102 CAFs throughout France, which represent the Family branch of the social security system.</p> <p>Some 32 million inhabitants are beneficiaries of the family allowances, services and benefits managed by the Family branch in France.</p> <p>CNAF is the chief state instrument dealing with family policies. In this capacity, it backs a wide range of youth programmes. It provides significant financing to all local and membership association-run youth facilities: social centres, young worker residences, social and cultural activity centres, extra- and peri-curricular activities, etc.</p> <p>The Family branch spends EUR 80 billion annually on families, NGOs and local authorities, on family policies for early childhood, youth and the fight against poverty.</p>
Country of origin	France
Contact details	<p>32 avenue de la Sibelle 75014 Paris</p> <p>Laëtitia Vipard laetitia.vipard@cnafr.fr +33 145655308</p> <p>Marie Michel marie.michel@cnafr.fr +33 145655753</p> <p>http://www.caf.fr/</p>

Name of the practice	<i>The Key-client model</i>
Description	<p>Radicalised people do not normally call for CVE programmes. But parents, teachers, youth workers, and many others call counselling offices or exit programmes, like Legato in Hamburg, when they fear a young person (whom they care for) is slipping into radicalisation. This fact is as much a challenge as it is an opportunity. Radicalisation is always related to, and happens within, a social system. Whoever calls the helpline is part of that social system and carries multiple possibilities to change the system. Any change in behaviour or communication by a person who is part of the system sets other changes in motion and thus is able to influence radicalisation processes. Youth work, social work, social therapy, psychotherapy, wherever there is support to help people get out of crises. Systemical mind-sets function as a framework and this mindset has taken over the role of former monocausal or behaviouristic approaches almost everywhere. Carrying over holistic constructive mindsets on how to counter violent extremism should thus not Columbus' egg. The question is: how can counselling, training and support lead to a controlled influence on individual radicalisation processes? The answer in Hamburg is: Legato.</p> <p>The role</p> <p>The role of the key-client can be either to build up relationships or support relationship-building professionally. The key-client is the one counselled and supported by Legato. It can be a youth worker, a teacher, a father or a mother, a friend or a local police officer. The key-client can even be staff-members of Legato, if working with the radicalised person himself.</p> <p>Identification</p> <p>The determining factor for a key-client is being chosen by the radicalised person himself. It is Legato's role to identify the most appropriate key-client by finding out who might both similar to the person and credible on the one hand, and the most resilient on the other. Persons calling Legato directly, or calling the police or the central German helpline (Beratungsstelle Radikalisierung) are often already those identified as a key-client as a first analysis of the the radicalised person's situation is carried out. When people call Legato, they are hardly ever told that Legato won't take on their case of (perceived) radicalisation. Legato will always analyse the situation and do whatever is needed to get as much information as possible. If the person calling cannot provide enough information, Legato will try to get somebody on board who can. Privacy and confidentiality are sometimes a challenge. The information Legato looks for is primarily information about personality-development, communication characteristics as well as personal relationships and recent developments in this respect, but also in the perceived radicalised person's past.</p> <p>Information about personal contacts with individuals, groups or websites of any extremist groups are not an initially focus of Legato's investigative work, but often become part of the puzzle. It is important to be aware of the fact that this kind of information often leads to a perspective on the situation that very much deviates from the genuine and important challenges according someone's radicalisation. Legato is not an additional investigation tool to be used by the authorities, although any information that might appear to suggest a threat to anybody, or knowledge of a proposed or</p>

upcoming crime, will of course lead to the immediate involvement of security authorities.

How to support and train key-clients

Key-clients need to build up trust in their counsellor. Key-clients should be trained and supported transparently. The ethical ground for social work leaves no other option - any secrets between the key-client and his counsellor are a risks. The relationship between key-client and counsellor should be accompanied by a feeling of: "I can always call, it's better to call too early than too late...". Counselling ends when the key-client says so. The experience at Legato is that nobody takes the opportunity to be counselled for the sake of fun.

Key-clients need personal empowerment that enables them to manage resilience so that they can prepare for their 'new' job. Relatives in particular are often very much emotionally involved and it is hard for them to both overcome their relative's radicalisation and provide controlled support with the aim of deradicalisation. Key-clients need to be shown their personal role is in the life of the radicalised person and in the deradicalisation process. Systemic working counsellors and therapists are able to support this process of reflection. It is not the job of counsellor to collect as much information as possible, but to support reflection and the transfer of information beyond any key-clients. Mostly relatives underrate the emotional power they have to influence a youngster's personal development; sometimes they use it in a deconstructive way without realising.

Feelings of guilt have to be deconstructed and classified within the relationship beyond key- and index-client. Responsibility on the other hand has to be generated and defined.

Key-clients need to know that their own dogmatism can quickly become part of a dynamic radicalisation process.

Which tools should the key-client have at their disposal?

Key-clients need to deal with several tasks that pave the way for deradicalisation-processes. They are not responsible for everything involved in a successful process, but they might be responsible for the most important parts of it, namely: reliable relationships, positive emotional messages and acknowledgement. Every radicalised person needs these three things to embark upon deradicalisation. Most of them have not been exposed to them in relation to anyone except their dangerous 'brothers in faith' for a long time. They have experienced weeks, months and years of being attacked and criticised for their new friends, new worldview and new way of life. This is the reason why most of them are quite susceptible to positive and emotionally loaded messages.

Key-clients need to work on this emotional grounding before they can start to support other positive aspects to deradicalisation, like

1. Creating new future visions and dreams together with the radicalised person. This process often involves daily debates and negotiations about what is realistic, feasible and attainable.
2. Finding a job that the radicalised person can imagine taking on. By claiming that he or she would not be able to work in a certain job because of diverse religious and pseudo-religious justifications, young people often disqualify themselves very early on. The challenge here is to not end up in discussion about 'real Islam', but to send the message: "okay then; we will try our best, and yes - it is a pity that there are so few halal jobs in our society". Religious justifications against starting a new job or

	<p>apprenticeship can often be traced back to a mounting fear of the unknown, bad experiences of mobbing, bullying or exposure to unmanageable social interactions in a former job.</p> <ol style="list-style-type: none"> 3. Working on individual personal challenges can include building up frustration tolerance, dealing with a dangerous obsession or lack of emotional control, or coming to terms with parts of one's own biography. For such challenges, the key-client needs a very close and permanent follow-up, as well as coaching or third parties to continue this job (again after having built up trust and a relationship with the radicalised person). The narrative of "never-cooperate-with-the-kuffar" creates the biggest obstacle here, and demands a lot of patience, endurance and resources on the key-client and third party side. 4. Starting a relationship is rarely something that key-clients can help with. But it can be very important to send positive messages that build up the radicalised youngster's self-confidence. The movement to which the youngsters subscribe offers a huge marriage market and people find each other very easily. It is very important not to judge relationships within the scene. Whatever key-clients might think about a young person's new love, the only way to use this in a positive way is to focus on happiness and pride. 5. Exposing emotions and talking about "family-secrets". This is easy to say but difficult to do. There are hardly any families without "secrets" from their children. The (reasonable) argument is often that the parents do not wish to harm small children with the cruel truth; the problem is, parents often miss the opportunity, when their children should be old enough to handle any kind of truth. Showing emotion is in any case always powerful, especially when this has not happened much previously. Fathers in particular can have a tremendous impact on radicalisation-processes by showing emotions, showing that they are proud of their child and also demonstrating personal weakness. 6. Finding help with psychological problems and diseases. Although radicalised persons usually deny received psychological help, experience shows that it is worth exploring. Sometimes the radicalised person has already started to think about psychological help, without making it into an issue. Talking to a person who does not belong to any inner social circle, nor to the circle of brothers in faith, can appear attractive at different points of the radicalisation and deradicalisation processes. Counsellors should help find a relevant psychologist: many experts think that they are not able to handle this, because it seems to be about religion. But it is important to bear in mind that that this is a case like any other, and religion should not be an issue.
Approach	Training for first line practitioners Exit strategies
Target audience	Families Violent extremists First responders or practitioners
Deliverables	A training programme for the Key-clients was developed.
Evidence and evaluation	The Legato team has worked with over 250 cases of radicalisation since 2015. In 2012 the first releases of the key-client model were

	<p>tried out in the kitab project in Bremen. In hundreds of cases, parents, youth workers and relatives have reported a positive impact. Since the beginning of 2017, the university of Hamburg has been evaluating and scoping the impacts of the Legato approach.</p>
Sustainability and transferability	<p>Key-clients cannot handle all challenges linked to a radicalised person alone, but they will be to whom the individual turns, and the one able to make changes happen. When relevant, Legato provides support to find a third party that can offer expertise, help and support.</p> <p>The Legato approach is as much a family support approach as an approach to strengthen communities, and offers tailor-made and local exit-strategies. Experienced and well-educated counsellors are available to do the job of counselling, avoiding the need for 'extra' first-line practitioners.</p>
Geographical scope	Hamburg and northern Germany
Start of the practice	07/2012
Presented and discussed in RAN meeting	RAN joint event on supporting families and safeguarding children, 2-3 February 2017, Nice (FR)
Relation to other EC initiatives	
Organisation	<p><i>Legato is the officially mandated counselling office of the city of Hamburg, and is responsible for all cases of religiously-inspired radicalisation. It is driven by two local NGOs in cooperation and known in Hamburg for family support, psychological support and prison and probation work.</i></p> <p><i>Legato supports those who are able to be a key-client for deradicalisation processes by having a sustainable impact on the social system, social interactions and thus the 'Extremist' himself. This support is provided by professionals with systemic expertise and practical.</i></p>
Country of origin	Germany
Contact details	<p>Legato c/o Vereinigung Pestalozzi Palmaille 35 A 22767 Hamburg</p> <p>André Taubert beratung@legato-hamburg.de 0049 40 38902952</p> <p>www.legato-hamburg.de</p>

Name of the practice	<i>Training courses on violent radicalisation and proselytism in prison</i>
Description	<p>The key objectives of the training are to:</p> <ol style="list-style-type: none"> 1) provide an overview of Islamic culture through lectures by both university professors/experts and cultural mediators; 2) increase awareness of violent extremism and the proselytism signals that can be detected early within prisons, using specific indicators/tools; 3) further the use of cultural mediators inside prisons; 4) encourage information-sharing among different professionals (penitentiary police, educators, social workers, etc.) working in different prisons on how to deal with radicalisation, so as to identify the best approaches and practices; this is done using case studies during working group activities. <p>The speakers were selected on account of their knowledge and specific experience/background. An agreement between the Penitentiary Administration and the Board of Italian Universities on tackling radicalisation has also been signed recently, promoting common actions to tackle the phenomenon.</p> <p>The training is focused mainly on the early detection of the radicalisation and proselytism dynamic inside prisons. It covers how to recognise relevant signs and improve the information-sharing network, also involving cultural mediators.</p> <p>The present training is in line with the Council of Europe guidelines on radicalisation and violent extremism; two similar courses have been run previously, the first in 2010 and the second in 2012-2013. Both focused on international terrorism and drug trafficking.</p>
Approach	<p>Prison and Probation</p> <p>Training for first line practitioners</p>
Target audience	<p>Prison/probation/judicial practitioners</p> <p>Educators / academics</p> <p>Health practitioners</p>
Deliverables	<ol style="list-style-type: none"> 1. 'Frontal' lessons 2. Viewing of topic-related videos, followed by discussion 3. Case study (working group)
Evidence and evaluation	<p>During the working group activities, participants cooperated consistently; they shared good practices they had experienced and drafted common operational models.</p> <p>In some cases, classes were not well balanced in terms of diverse professionals: the number of penitentiary police staff was too high</p>

	<p>compared with the number of other professionals. In future, at least 30 % of those present will be non-police staff.</p> <p>Each trainee received two questionnaires (one at the start of the course and one at the end) to evaluate the course itself, in accordance with expectations and real staff needs. The head of each training course also filed a report evaluating the entire activity.</p>
Sustainability and transferability	<p>This training has been tailored for the prison and probation context, so would need to be adapted for use in other contexts.</p> <p>This training is funded by the Ministry of Justice, and is planned to run through the whole year; there is also an EU-funded project on the same topic ('Raising awareness and staff mobility on radicalisation in prison and probation services' (RASMORAD), under the Justice Programme), with dedicated training for P&P staff.</p>
Geographical scope	<p>This training has been delivered in the seven prison training academies of the Italian penitentiary administration. These are responsible for training prison staff around the country.</p>
Start of the practice	<p>This training started in September 2015 and was completed in June 2017.</p> <p>The courses were attended by approximately 4 000 prison staff.</p>
Presented and discussed in RAN meeting	<p>This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and the European Organisation of Prisons and Correctional Services (EuroPris).</p>
Relation to other EC initiatives	<p>The Penitentiary Department is also involved in two projects funded by the EU, both focused on training prison and probation staff in dealing with radicalisation in prisons. These projects are TRAI n TRAINING (Justice Fund) and TRIVALENT (Horizon 2020)</p>
Organisation	<p>Ministry of Justice</p>
Country of origin	<p>Italy</p>
Contact details	<p>Emails: carla.ciavarella@giustizia.it and marco.capitani01@giustizia.it</p>
Last update	<p>2018</p>

Name of the practice	<i>The manifestation of extremism and radicalisation inside Czech prisons</i>
Description	<p>The manifestation of extremism and radicalisation inside Czech prisons is an educational course about extremism and radicalisation. The course is divided into three sections, over three days.</p> <p>The first day focuses on the manifestation of right-wing extremism, not only in society, but mainly in prison. Left-wing extremism is also addressed.</p> <p>The second day focuses on the practising of faith inside Czech prison facilities, and cooperation in relation to violent extremism and radicalisation with other European countries.</p> <p>The third day focuses on the radicalisation process inside Czech prisons, identifying the possibility of a radicalisation process inside prison, factors that help explain the radicalisation process and recognising signs of radicalisation.</p> <p>The course includes case studies and practical examples (white power music, videos, photos of extremist tattoos, etc.). A certificate of attendance is provided to participants.</p> <p>The course targets the prison staff, but it is expected to be rolled out to the probation and mediation service, as well as the police.</p> <p>The course is delivered by lecturers from the prison service, the police, the National Centre against Organised Crime (NCOZ) and the police academy. Elements of sociology, law and penology are used.</p> <p>This course is the first specific educational programme for prison staff in this area.</p> <p>Lecturers are uniformed staff, civil employees - educators, pedagogues, psychologists, middle management, high management - directors of prisons and employees from the General Directorate of Prison Service.</p>
Approach	Prison and probation Training for first-line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners Authorities The model is applicable in other different security bodies and relevant institutions - e.g. facilities for the detention of foreigners, refugee centres, educational environments, healthcare facilities and hospitals
Deliverables	The training is face-to-face. The main task is to increase knowledge of extremism, and to prepare participants for using the analysis tool for monitoring extremism and radicalisation

	<p>processes in Czech prisons. A staff handbook about extremism and its symbols is currently under development.</p> <p>The cooperation with the Czech Technical University in Prague, Faculty of Biomedical Engineering, has been developed in order to support the project in pedagogical and research areas.</p> <p>The course has been supported by the specific two courses focused on the interpretation of criminal tattoo symbols and the connection between the criminal world and terrorism. The course is open for all members of security areas.</p>
Evidence and evaluation	<p>Attendees are more able to identify incidences of violent extremism in prisons, they are more sensitive to the first signs of a radicalisation process, and they know who the contact persons are if they have concerns about inmates, etc.</p> <p>A challenge has been attention spans as the educational blocks are relatively long. Certain topics have to be explained in depth as many participants have no prior knowledge.</p> <p>The course has an evaluation component that includes a questionnaire. The questionnaire is focused not only on the evaluation of the course itself, but also the lecturers and the course material. The course is evaluated internally after each session (as of June 2017 it has been evaluated seven times).</p> <p>The most important findings are the demand for further increasing knowledge about extremism and radicalisation, and the importance of highlighting experiences from other countries. The need for a handbook as an analytical tool for use inside prisons has also become clear.</p> <p>By August 2018, 11 courses have been delivered and more than 450 participants were educated. The feedback from the participants and the management of Prison Service is solely positive. Participants evaluated the course as very professional, useful and with practical impact.</p>
Sustainability and transferability	<p>Only limited financial resources are required to run the course. The main costs are accommodation for participants, subsistence, and travel between Prague and the various prisons. The course requires a projector, microphone, speakers, a PC and course material.</p> <p>A contract has been signed with lecturers for delivering the courses.</p> <p>The course could potentially be transferred and adapted to other contexts.</p> <p>As mentioned above, special variations of the course are prepared and organised at present time for different state and public facilities.</p>
Geographical scope	Czech Republic
Start of the practice	The course could potentially be transferred and adapted to other contexts.

Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	The course has become a basis for the processing CEPOL course Radicalisation in Prison Facilities. The CEPOL course took place in Prague from 24-28 September 2018 with the participation of experts on radicalisation and extremism from different EU countries. The integral part of the CEPOL course is the guided excursion in the Czech prison facility located in Prague.
Organisation	The Police of the Czech Republic in cooperation with the Prison Service of the Czech Republic and Academic sphere.
Country of origin	Czech Republic
Contact details	<p>Dr Barbora Vegríchtová, PhD, MBA Czech Technical University Faculty of Biomedical Engineering Department of Health Care Disciplines and Population Protection barbora.vegrichtova@gmail.com</p> <p>Ondrej Kolar Prison service okolar@vez.sve.justice.cz</p>
Last update	2018

Name of the practice	Psychological treatment programme for youths at risk of radicalisation and violent extremism
Description	<p>The first aim of this treatment programme is to offer psychological support to vulnerable and 1traumatized1 young people at risk of radicalisation and violent extremism. The second aim is to generate new knowledge for early intervention and prevention programmes.</p> <p>Dignity’s psychological treatment programme is built upon respected concepts of cognitive-behavioural treatment (CBT) (e.g. motivational therapy, acceptance and commitment therapy, and prolonged exposure therapy).</p> <p>The target audience are vulnerable and marginalised young people aged 18-34 at risk of radicalisation and violent extremism.</p>
Approach	<p>Educating young people</p> <p>Exit strategies</p>
Target audience	<p>Youth / pupils / students</p> <p>Health practitioners</p> <p>Violent extremists</p>
Deliverables	<p>At the end of the project:</p> <ol style="list-style-type: none"> 1. A report will be issued, outlining recommendations for prevention and early intervention strategies to counter extremism and violent radicalisation. 2. The results and experiences will be published in an international peer-reviewed scientific journal.
Evidence and evaluation	<p>Dignity facilitates ongoing dialogue, discussion and dissemination with relevant partners and first-line de-radicalisation practitioners. <i>Pre- and post-monitoring, plus six-month follow-ups</i> will be used to evaluate the impact of Dignity’s treatment. Outcomes are not yet available.</p>
Sustainability and transferability	<ol style="list-style-type: none"> 1.
Geographical scope	Denmark
Start of the practice	The pilot project started in January 2016.

Presented and discussed in RAN meeting	RAN Exit, July 2016 RAN plenary and high level conference, November 2016 RAN YF&C and RAN H&SC joint event, February, 2017
Relation to other EC initiatives	None
Organisation	Dignity is a Danish human rights institute, which brings together treatment, research, international development work and advocacy under one roof. We are represented in more than 20 countries where we cooperate with local partner organisations to fight torture and help torture victims and their families have a better life. DIGNITY is 2traumatized in the rehabilitation of 2traumatized individuals who have experienced organised violence and torture, and is 2traumatize by The Danish National Board of Health as the country's specialist centre for the treatment of severely 2traumatized refugees and torture survivors.
Country of origin	Denmark
Contact details.	Dignity- Danish Institute against torture Bryggervangen 55, 2100 Copenhagen Ø Sadia Khan skh@dignityinstitute.dk +4533760677 www.dignityinstitute.org
Last update	2018

Name of the practice

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

Training 'Identity development of youngsters'

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

This practice consists of training for first-line youth workers in the city of Antwerp. Lasting 10.5 hours (over 3 half-days), the training concentrates on youth identity development, with a focus on youth from a migration background. The initiative was initiated by the youth department of the city of Antwerp.

We came up with the idea of organising training for first-line youth workers in order to meet the needs of several youth organisations. We wanted to strengthen the skills of youth workers, who have to deal with difficult issues like polarisation, radicalisation, extremism, racism, the search for identity, etc.

The sports department of the city of Antwerp had previously organised similar training sessions for sports workers.

Focus of the training

- To support youth workers in their pedagogical role by boosting their skills, to allow them to support youngsters to 'find' themselves in their search for identity. Also, to support young people showing signs of radical behaviour. (Radical behaviour is sometimes a part of the process of growing up and maturing.)
- The focus should not be limited to coping with violent extremism but should be wider: to encourage the positive identity development of young people. This is considered vital by youth work organisations.
- To emphasise the preventive role of youth work.
- To help youth workers gain confidence and skills in dealing with youngsters exhibiting radical or 'just' difficult behaviour (i.e. to target youth workers' 'hesitation to act' in such cases). We believe that with the right tools, youth workers can help young people steer a path to positive identity development.

The training was developed in collaboration with [Atlas](#), a government organisation responsible for the **integration of newcomers**. Some of their staff members had the capacity to provide training on coping with radicalisation. Some youth organisations were also involved, in order to advise on content, so that the training would be tailored for their youth workers. It was crucial for them that we view the youth growth process from a broad perspective, instead of focusing on Muslims or radicalisation alone.

The training comprises the following components.

- **Explain the concepts:**
 - *radicalisation*
 - *polarisation*
 - *terrorism*
 - *breeding ground*
 - *discrimination*
 - *extremism*
- + *how they fit into the current debate*
- + *how this influences youngsters.*
- The frame of reference of the youth worker
- Group pressure
- Identity development of adolescents
- Conversation training (one on one).
- Group discussion techniques.
- Support system for youth workers, developed by the youth department of the city of Antwerp.

<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner.)</p> <p>Please choose the level of practice.</p> <p><i>Inspiring practices</i> have benefited from the light peer review of RAN.</p> <p><i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Inspiring</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Vulnerable youth and youth engagement in P/CVE</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Local Community Organisations / NGOs</p> <p>First responders or practitioners</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>This training is for youth workers active in the city of Antwerp.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2017</p> <p>2018</p>

Deliverables

Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.

A file containing training material is available online. It contains presentations (including videos) used in the training and some explanatory text files. Trainees are given the link to the online file when they've completed the training.

Evidence and evaluation

Short description on performance measures of the practice, including

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

Once the first training cycle was complete, a telephone survey was carried out to get participant feedback and opinions on the training. For the following training series, participants were given an online evaluation form to complete. Many valuable insights were provided. In March 2018, an evaluation meeting was held with the youth organisations that were involved from the start.

Some insights from participants' evaluation responses follow.

- In general, they find the training interesting, useful and informative.
- Some participants found the first half-day too theoretical in nature, so the training staff changed this for the following groups, by making it more interactive.
- Participants regretted there not being enough time to explore certain topics in depth (this was because there were many subjects to cover).
- The interactive session on puberty and adolescence with the psychologist was well received.
- The session on individual conversation techniques and group discussion techniques was also well received. Some participants are already applying related methods in their organisations.
- Participants requested exchange and peer learning among youth workers on coping with problems experienced by youngsters. (This might be a subject for further work, following the current training.)
- The more experienced youth workers already had some prior knowledge of certain subjects explored in the training.
- The participants were highly diverse in gender, origin and experience. Consequently, each training group carried out interesting discussions about religion, racism and coping with youth problems. The participants felt that it was a safe environment and they could speak their minds.
- Participants appreciated the small groups (no more than 15 participants), the interactive approach, the fact that trainers alternated on different topics, and that they could exchange information and views with one another.

In the evaluation meeting with the youth organisations the following came up:

- There was a gap between more experienced trainees and youth workers who were new to the field. Maybe there should have been a different content/programme for those two groups.
- The support system for youth workers, developed by the youth department of the city of Antwerp, got hardly any questions after the training sessions. Maybe it's not the right tool, and youth workers of private organisations don't come so easily to a government organisation with 'tricky' questions. They already have their own support system through their organisations.

About continuation of the project in a certain form: There was the proposition of Atlas to organise peer review amongst the trainees after the sessions, but the organisations were not too keen on it. They already have their own peer review systems in their organisations and didn't see the need for peer review over the boundaries of the youth organisations. And also, there was the lack of time for the youth workers to participate in it.

<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The training was tailored for youth workers. Certain subjects and insights are transferable to other cities where youth workers are active. However, the training must be carried out by qualified trainers.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>RAN YF&C</p> <p>06/12/2017</p> <p>Vienna</p> <p>The role of youth work in the prevention of radicalisation and extremism.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>-</p>

<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>City of Antwerp (youth department), in collaboration with Atlas, a government organisation active in the process of integrating newcomers.</p> <p>Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Belgium</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Francis Wellesplein 1, 2018 Antwerp, Belgium Contact person: Annemie Seghers Email: annemie.seghers@antwerpen.be Telephone: +32477248910 Website: https://www.antwerpen.be/nl/overzicht/vrijetijdsaanbod-voor-jongeren</p>
<p>Last update text (year)</p>	<p>2020</p>

Name of the practice	<i>Techniques to develop critical thinking</i>
Description	<p>The aim of the training is to provide penitentiary staff with the tools to promote critical thinking among inmates, by carrying out individual and group activities.</p> <p>General information on the process of radicalisation (i.e. the role played by propaganda and manipulation) is also included.</p> <p>Training is delivered by external experts in the subject.</p> <p>Duration: 20 hours.</p> <p>Resources: a classroom with commonly used school equipment (PC, projector, etc.) and funding for the trainers.</p>
Approach	<p>Training for first line practitioners</p> <p>Prison and Probation</p> <p>The training employs cognitive psychology, education principles and logic principles.</p> <p>Lessons include case studies, group discussions and simulations.</p>
Target audience	<p>First responders or practitioners</p> <p>Health practitioners</p> <p>Rehabilitation staff (social educators, psychologists, social workers, instructors).</p>
Deliverables	<p>This is a face-to-face training course. The concrete outputs are to prepare prison staff for the task of promoting critical thinking among inmates.</p>
Evidence and evaluation	<p>The first sessions yielded very good results, but participation needs to be improved.</p> <p>Ongoing evaluation is carried out with each training session, via a questionnaire handed out to attendants and trainers following the activity.</p>
Sustainability and transferability	<p>The activity is easily sustained, and can be transferred to any country.</p>
Geographical scope	<p>Catalan Penitentiary System</p>
Start of the practice	<p>2017</p>
Presented and discussed in RAN meeting	<p>This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and EuroPris.</p>

Linked to other EU initiatives or EU funding	Yes
Organisation	Governmental institution
Country of origin	Spain
Contact details	Contact persons: mferrerp@gencat.cat or ijambrina@gencat.cat
Last update	2018

Name of the practice	<i>Sociocultural and behavioural keys of violent radicalization</i>
Description	<p>The training targets prison, probation and penitentiary staff, with the aim being for them to:</p> <ul style="list-style-type: none"> - become aware of and identify the main features of Islamic religion and culture; - analyse the evolution and radicalisation of Jihadism in our social environment; - improve their identification and detection of indicators linked to personal processes of radicalisation. <p>This training is similar to that of the training activity 'Cat 1', with the difference here being that each subject is explored in depth.</p> <p>Training is delivered by external experts in related fields (police, the university and a research institute studying this area).</p> <p>Duration: 20 hours</p> <p>Resources: a classroom with commonly used school equipment (PC, projector, etc.) and funding for the trainers.</p>
Approach	<p>Prison and Probation</p> <p>Training is based on presentations of actual cases (analysis of real situations carried out by the prison staff involved) as well as a review of the relevant theory for each case being considered.</p> <p>The training activity takes a sociological and anthropological approach, from a security and security-research perspective.</p>
Target audience	<p>Prison/probation/judicial practitioners</p> <p>Prison guards, prison rehabilitation staff, probation staff and the juvenile justice system staff</p>
Deliverables	Face-to-face training
Evidence and evaluation	<p>We prepared a one-morning course on the subject in order to offer staff a general knowledge session. The evaluation noted that 'more in-depth activity' was needed. The course had taken 3 years to prepare.</p> <p>Ongoing evaluation is carried out via a questionnaire handed out to attendants and trainers following each activity.</p>
Sustainability and transferability	<p>The activity is easily sustained, and can be partially transferred to other countries.</p> <p>Although part of the content is very much focused on the Catalan situation, this could be adapted.</p>
Geographical scope	Catalan Penitentiary System
Start of the practice	Coming soon

Presented and discussed in RAN meeting	This practice was collected in collaboration with European Penitentiary Training Academies (EPTA) and EuroPris.
Linked to other EU initiatives or EU funding	Yes
Organisation	Governmental institution
Country of origin	Spain
Contact details	Contact persons: mferrerp@gencat.cat or ijambrina@gencat.cat
Last update	2018

Name of the practice

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

Train-the-Trainer for future prison officers

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The curriculum of the National School for Training of Prison Agents Tîrgu Ocna (Romania) covers the following topics. The time allotted for each is in parentheses.

Radicalisation:

- theoretical approaches (100 minutes)
- radicalisation as a process (100 minutes)
- factors that influence radicalisation (200 minutes)
- specific features of radicalisation in the penitentiary system (300 minutes)
- internal and external sources of radicalisation of detainees (300 minutes)
- the behaviour of radicalised inmates in detention (800 minutes for theoretical introduction/debate, and 400 minutes for practical activities)
- the detention regime for radicalised persons (400 minutes for theoretical introduction/debate, and 200 minutes for practical activities)
- measures taken for preventing risky situations associated with the radicalisation of inmates (400 minutes for theoretical introduction/debate, and 200 minutes for practical activities)
- programmes for deradicalisation and disengagement (300 minutes)
- preventing delinquency and terrorism in penitentiary environment (200 minutes)
- religious assistance of persons deprived of liberty and taken into custody of the National Administration of Penitentiaries (100 minutes).

Training is delivered by the internal staff of the National School for Training of Prison Agents Tîrgu Ocna, Romania.

Resources:

- human: teacher(s), students
- equipment: laptop, video projector, flipchart, whiteboard
- materials: course support
- venue: classroom, simulator room.

<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Prison and probation</p> <p>Training</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Prison / Probation</p> <p>Add additional target audience.</p> <p>Add additional target audience.</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Romania</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2015</p> <p>The project began in 2015 with a project titled 'Enhancing the capacity of the penitentiary system to develop the human resources of the penitentiary administration'.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>The main training output is threefold: face-to-face training, course books and practical application.</p> <p>Each year, the National School for Training of Prison Agents organises and hosts a number of conferences. Attendees are specialists focusing on radicalisation who have received training via different projects (e.g. the one mentioned above, titled 'Enhancing the capacity of the penitentiary system to develop the human resources of the penitentiary administration').</p> <p>Moreover, the curriculum of the National School for Training of Prison Agents Tîrgu Ocna, Romania, which is approved by the Romanian Ministry of Justice, includes a theme on radicalisation, taught in the Penitentiary Psychology module.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p>We are currently using practical examples taken from different foreign penitentiary systems; our emphasis is on the preventive aspect of actions taken by penitentiary systems.</p>

<ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The training practice might be suitable for other countries as well.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: Enter name of the RAN working group or event.</p> <p>Date: Select date of the meeting.</p> <p>Place: Enter place of the meeting.</p> <p>Subject: Enter subject of meeting.</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds?</p>	<p>Yes</p>

<p>Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>National School for Training of Prison Agents Tîrgu Ocna, Romania</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Romania</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Click or tap here to enter text. Contact person: Manuela Frăngu, Deputy Director Email: manuela.frangu@anp.gov.ro Telephone: Click or tap here to enter text. Website: Click or tap here to enter text.</p>
<p>Last update text (year)</p>	<p>2018</p>

<p>Name of the practice</p>	<p><i>The Youth Civil Activism Network (YouthCAN)</i></p>
<p>Description</p>	<p>The Youth Civil Activism Network (YouthCAN) empowers young people to engage meaningfully in preventing and countering violent extremism (P/CVE) and elevates their voices as credible messengers and decision-makers who can influence related policy at local, national and international levels. Through targeted workshops, YouthCAN engages directly with young grassroots activists to bring them the knowledge, skills and resources they need, while the global network connects activists from all corners of the globe and all walks of life to stand united against hate and extremism.</p> <p>Main approach Training: YouthCAN empowers youth activists through training to increase their knowledge of P/CVE while building the tangible skillsets needed to support their activism. YouthCAN’s Youth Innovation Labs utilise a unique capacity-building model that centres on a learning-by-doing approach. The process goes beyond traditional hierarchical learning to allow participants to apply learnings to their own context and produce tangible outputs that benefit their community.</p> <p>Target audiences Young activists: young people aged between 18 and 29 who are working to challenge hate and extremism in their community. YouthCAN brings them the resources, opportunities, training and support they need to achieve the greatest impact. Vulnerable or at-risk youth: young people who are vulnerable to extremist ideologies through peer messaging. YouthCAN engages with this group by empowering young people to act as credible messengers and creating opportunities for them to engage their immediate communities. Policymakers: YouthCAN encourages policymakers to engage meaningfully with young people in P/CVE, especially when developing policies that affect youth. The programme also generates research to help guide policymakers and civil society organisations (CSOs) engage more effectively with youth.</p>
<p>Approach</p>	<p>Community engagement/empowerment Educating young people</p>
<p>Target audience</p>	<p>Youth / pupils / students Authorities Local Community Organisations/NGOs</p>
<p>Deliverables</p>	<p>YouthCAN has helped young activists create and deliver 40 targeted counterspeech campaigns and community initiatives, with an additional 12 campaigns in development that are due to launch in early 2019.</p> <p>YouthCAN has conducted research on the needs of youth activists and the barriers they face. The first such report, published in June 2016, presented youth feedback on the UN Plan of Action (PoA) and</p>

	<p>Resolution 2250 which offered guidance for engagement with youth in P/CVE. The report is available on the Institute for Strategic Dialogue (ISD) website (https://www.isdglobal.org/isd-publications/guidance-for-international-youth-engagement-in-pve-and-cve/).</p> <p>A second report, to be released in March 2019, covers a large number of youth perspectives globally, in order to better understand the needs of young activists and the challenges they face. This will help policymakers and non-governmental organisations (NGOs) deliver programmes that can better support youth in P/CVE.</p>
Evidence and evaluation	<p>In addition to qualitative feedback from network members and workshop participants, YouthCAN conducts pre- and post-event surveys for every workshop, and performs extensive monitoring and evaluation (M&E) for all youth-led campaigns and initiatives, in order to evaluate aspects of impact such as reach and engagement. Consistently, the team has seen clear increases in knowledge related to the workshop topic (extremism, hate speech, disinformation, campaigning, etc.) as well as notable shifts in attitudinal and behavioural measures relating to activism and P/CVE activity. Longitudinal studies have shown that the knowledge and skills gained during a YouthCAN Lab contribute to participants' activism well beyond the scope of the project, and that the new connections they forge through their participation create additional support for their work.</p>
Sustainability and transferability	<p>YouthCAN is a global network and has conducted labs in countries across Europe, the Middle East and North Africa, south and south-east Asia and East Africa. The workshop model is highly transferable across local contexts and can be used to address a range of different topics. The team always takes great care to tailor each lab to the local context by conducting bespoke research, engaging local stakeholders and hosting focus groups with young people.</p>
Geographical scope	<p>The YouthCAN network has over 1 400 members from 130 different countries, representing every principal region of the globe. YouthCAN has conducted 20 Youth Innovation Labs in 19 countries in Europe, East Africa, the Middle East and North Africa, South Asia and south-east Asia, training 640 young activists from 60 countries.</p>
Start of the practice	<p>YouthCAN was launched at the Youth Against Extremism conference hosted in Oslo, Norway in June 2015. The programme has grown steadily since then.</p>
Presented and discussed in RAN meeting	<p>RAN Young, September 2018, Nice (France)</p>
Linked to other EU initiatives or EU funding	<p>YouthCAN has received funding from a number of international entities, including the Norwegian Ministry of Foreign Affairs, the Norwegian Ministry of Children and Equality and the UK's Foreign Commonwealth Office.</p> <p>While YouthCAN has not been funded by the EU directly, it was a sub-grantee on an EU-funded project with Terre des Hommes in Albania, and provided workshops for Extremeless Europe in Lithuania funded by Erasmus + and One Young World's EC-funded Peace Ambassadors programme at their yearly Summit in The Hague in 2018.</p>

Organisation	<p>Institute for Strategic Dialogue</p> <p>A global counter-extremism organisation dedicated to powering new generations against hate and extremism. For 10 years, the ISD has responded to the rising challenge of extremist movements and the ideologies that underpin them, delivering cutting-edge programmes built upon world-leading expertise in communications and technology, grassroots networks, knowledge and research, and policy advice.</p>
Country of origin	United Kingdom
Contact details	<p>Address: PO Box 7814 London W1C 1YZ UK</p> <p>Contact person: Kelsey Bjornsgaard Email: kb@isdglobal.org Telephone: +44 2074939333</p> <p>Website: https://www.isdglobal.org/</p>
Last update	2018

<p>Name of the practice Please note that by practice we mean an activity or method that has been used or is in use by professionals and/or community members.</p>	<p><i>interdisciplinary project “Prevention of Radicalisation”</i></p>
<p>Description</p>	<p>Aim of the practice Bring together representatives from Police, School and Youth Welfare Council in a joint workshop to make them aware about the necessity of cooperation and swift exchange of information when it comes to signs of radicalisation.</p> <p><u>Working method</u>: case studies and discussions</p> <p>The 3-trainer team is always composed of one trainer from the Police, one trainer from the Youth Welfare and one trainer from School</p> <p>Approach Due to studies of real cases, the participants from the different organisations realise the importance of cooperation</p> <p>Participants learn how and why the other organisations work as they work and the participants get in personal contact for a swift information exchange</p> <p>Target audience Police Students and Police officers from the local counter terrorism units. Social workers and social pedagogues from the Youth Welfare Council Principals and School Social Workers</p> <p>New target audience in Vienna since November 2018: Street worker, Representatives of the Childs Rights Convention, Representatives of the Association “DERAD”, Representatives of the Municipal Department “Integration and Diversity”</p>
<p>Approach Please <u>choose</u> a maximum of two approaches most corresponding with the practice.</p>	<p>Training for first line practitioners</p>
<p>Target audience Please <u>choose</u> a maximum of three target audiences most corresponding with the practice.</p>	<p>Health practitioners</p> <p>Law enforcement officers</p> <p>Educators / academics</p>
<p>Deliverables Please indicate if the practice has led to concrete deliverables such as handbooks, training modules, videos.</p>	<p>The workshop is Austrian wide implemented in the curriculum for Police Students.</p> <p>No deliverables available</p>

Evidence and evaluation	<p>Since the beginning of the interdisciplinary project in April 2017 (as a pilot in Vienna) the cooperation between Police, Youth Welfare and School improved significantly and led to an exchange of information. Due to that (informal) information exchange at a very early stage plenty of cases with minors and teenagers could be solved. Some cases have resulted in criminal investigation by the local counter terrorism units.</p>
Sustainability and transferability	<p>Trainer and Training for Police Students are free of charge. This training lasts four hours in the police training centres. For the three-days external training the responsible organisation covers their own expenses.</p> <p>In February 2019 a cooperation agreement on “Extremism, Terrorism and Prevention” was signed between the Austrian Security Academy (.SIAK) and the Agency for State Protection and Counter Terrorism (.BVT). BVT will provide latest information and training material which will be shared with all trainers from Police, Youth Welfare and School</p>
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities)	<ul style="list-style-type: none"> ➤ Whole Austria ➤ Under the umbrella of the AEPC (Association of European Police Colleges) three workshops were conducted in Prague (October 2017), Belgrade (November 2017) and Tbilisi (September 2018). Participating countries: Austria, Czech Republic, France, The Netherlands, Romania, Ukraine, Turkey, Latvia, Serbia, Georgia
Start of the practice Please indicate when (year and month) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	<ul style="list-style-type: none"> ➤ September 2016: first meeting with the Heads of Youth Welfare Council and School. ➤ February 2017: Train the Trainer education, led by two trainer from RAN ➤ April 2017: start of the pilot project in Vienna ➤ April 2018: start of the Austrian wide Train the Trainer
Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group, date, place and subject of meeting.	<p>WG RAN POL meeting 24 & 25 January 2019 Budapest (HU) Improved dissemination and implementation of RAN POL lessons in cooperation with the RAN POL Points of Contact</p>
Linked to other EU initiatives or EU funding Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.	<p>-</p>
Organisation	<ol style="list-style-type: none"> 1. Federal Ministry of the Interior (governmental) 2. Federal Ministry for Education, Science and Research (governmental) 3. Youth Welfare Councils (Municipality)

<p>Country of origin Please note that the organisation should be based in the European Union (EU) or European Economic Area (EEA).</p>	Austria
<p>Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Herrengasse 7, 1010 Vienna Contact person: Mario Krebs Email: Mario.krebs@bmi.gv.at Telephone: +43 1 53126 4852 or +43 664 2827545 (cell)</p>
<p>Last update text (year)</p>	2019

In order to help European first-line local practitioners and to facilitate the exchange of experiences and best practices on how to deal with radicalisation, the European Commission set up the Radicalisation Awareness Network (RAN). The RAN is set up as a EU-wide umbrella network of practitioners and local actors involved in countering violent radicalisation. One of the aims of RAN is to develop and maintain an online Collection of European Promising Practices to Prevent Radicalisation towards Terrorism and Violent Extremism. This Collection consists of practices that have been presented within the RAN framework and through members and participants of the network. The Collection is presented on the following link: http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-best-practices/ran-search/ran-search_en.htm#/c.

To be included in the Collection, we ask you to fill in this format. We request that you read instructions carefully, as the practice has to meet all criteria set by the RAN Steering Committee (SC). The SC ultimately decides whether the practice becomes part of the Collection.

<p>Name of the practice Please note that by practice we mean an activity or method that has been used or is in use by professionals and/or community members.</p>	<p><i>Democratic Unity: Preventing Polarization and Exclusion in Danish Schools</i></p>
<p>Description</p>	<p>The Danish national action plan ‘Countering and fighting extremism and radicalization’ from 2016 aims to promote democratic and civic competences amongst children and youth.</p> <p>In order to achieve this goal, a project titled ‘Developing a whole school approach to counter hate crimes’ was initiated in 2017-2018 at a secondary school in the Danish city of Fredericia. *</p> <p>The aim of the project was to strengthen the school’s prerequisites for preventing polarizing and harassing behavior, as well as dealing with segregation, prejudices and stereotypes.</p> <p>The target group for the project was the school management, teachers and educational staff hereby securing a whole-school approach.</p> <p>The project primarily consisted of:</p> <ol style="list-style-type: none"> 1. A Learning Course consisting of five workshops for 20-25 teachers 2. Action Learning between the workshops, where the participants tested and experimented with the teachings they learned at the workshops 3. ‘Dialogue Circles’ where a small group of six teachers immersed themselves in a number of themes centered on democracy and prejudices by studying academic and relevant literature. <p>The best-practice and experiences from the above are collected in a Danish handbook, which is titled in English ‘Democratic Unity: Preventing Polarization and Exclusion in Danish Schools’.</p> <p><i>*This title is paraphrased as a literal translation of the Danish does not make sense in the English language.</i></p>
<p>Approach Please <u>choose</u> a maximum of two approaches most corresponding with the practice.</p>	<p>Training for first line practitioners</p>
<p>Target audience Please <u>choose</u> a maximum of three target audiences most corresponding with the practice.</p>	<p>Educators / academics</p>
<p>Deliverables Please indicate if the practice has led to concrete deliverables such as handbooks, training modules, videos.</p>	<p>The main delivery and output was a handbook for teachers and educators:</p> <ul style="list-style-type: none"> • Democratic Unity: Preventing Polarization and Exclusion in Danish Schools <p>The handbook, written in Danish, summarizes various methods and experiences from the project and describes concrete exercises that teachers can use in their classrooms.</p>

	<p>The handbook is a tool for teachers who wish to work with democratic unity, active citizenship, inclusion etc.</p>
<p>Evidence and evaluation</p>	<p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measures of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p> <p>The University College Absalon was responsible for evaluating the project. This has been in the form of questionnaires, interviews with the school principal and individual participants, as well as focus group interviews with four students.</p> <p>Absalon highlights the following results and effects based on the Learning Courses and the Dialogue Circles:</p> <ul style="list-style-type: none"> • After the courses, the participants were applying concrete methods from the workshops and had thereby developed a new pedagogical practice. The participants had furthermore requested for additional methods to continue developing their new practice. • The teaching process had promoted collegial sparring and a new common language on challenges with stigmatization and lack of opportunities for participation. For example, they use their newly learned theory to reinterpret events and conflicts. <p>The questionnaires also show that the participants have found the following methods particularly useful in their pedagogical practice: the Lego method, the didactic conversation, the philosophy for children and the method "different methods for group work" (all these are described in the handbook).</p> <p>During interviews, the participants have commented on the following experiences, which illustrate how the new knowledge acquired had led to a changed pedagogical practice:</p> <ul style="list-style-type: none"> • "The courses provided me good practical examples of how to focus on the role of class unity and how to vary the form and content of the teaching so that more pupils are motivated etc. The Action Learning was very fruitful as it gave me reason to consider my own practice..." • "I especially use it [the methods] in relation to the following student groups: students with different ethnic backgrounds, students who have segregated themselves, and the quiet and invisible students" • "I find that the courses have made me particularly aware of the many diverse student groups that are in a classroom and that my task as a teacher must be to accommodate and embrace them all. Differentiation and didactic in teaching is not a new concept, but I have had several useful tools that have been able to inspire me in my continued development as a... [teacher]" <p>The school principal also stated that he could see changes in his employees' everyday practices, especially in relation to including all voices in the classroom.</p>
<p>Sustainability and transferability</p>	<p>The teaching material consists of a wide range of strategies and exercises that can easily be transferred to other schools and colleges across Europe.</p>

<p>Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities)</p>	<p>The city of Fredericia, Denmark</p>
<p>Start of the practice Please indicate when (year and month) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Late 2017 to late 2018.</p>
<p>Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group, date, place and subject of meeting.</p>	<p>The project was presented at 'Ran EUD' at the seminar 'Right Wing Extremism and Schools' held in Berlin on 23-24 October 2018.</p>
<p>Linked to other EU initiatives or EU funding Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The project was entirely funded by the Danish Government and has no links to any EU projects.</p>
<p>Organisation</p>	<p>1. Short description of the organisation behind the practice including: 2. Legal status (NGO, governmental, limited company, charity etc.)</p> <p>The project was a collaboration between The Danish Centre for Prevention of Extremism (under the National Agency for International Recruitment and Integration) and Center for School and Learning (under University College Absalon).</p> <p>[Governmental institution</p>
<p>Country of origin Please note that the organisation should be based in the European Union (EU) or European Economic Area (EEA).</p>	<p>Denmark</p>
<p>Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Strandgade 25 C, 1401 Copenhagen K Email: ekstremisme@siri.dk Telephone: 0045 7214 2700 Website: https://stopekstremisme.dk/en?set_language=en</p>
<p>Last update text (year)</p>	<p>2019</p>

Name of the practice	Spiel dich frei!
Description	„Spiel dich frei!“ is an innovative combination of sports, political education, theatre plays and music to prevent radicalization of young people in schools and open youth work. Thereby, young people are reflecting on their cultural identity and their role in the German society. Theoretical inputs on extremism and the promotion of democracy are mixed with a practical confrontation in sports and arts. By this interdisciplinary approach young people are reached on an emotional, cognitive and physical level. The project is being conducted by streetfootballworld, RheinFlanke, Liberal-Islamischer Bund and CrossArts Cologne.
Approach	Educating young people Training for first line practitioners
Target audience	Youth / pupils / students Educators / academics Local Community Organisations/NGOs
Deliverables	Video Handbook
Evidence and evaluation	<ol style="list-style-type: none"> 1. Monitoring of all outputs eg. number of participants: 247, age: average 19,21, origin: 29% Germans, 35% Germans with a migratory background, 7% Turkey, 6% Iraq, 4%Serbia, 3% Ablania. 2% Afghanistan. 13% from 13 other countries. 2. Evaluation of participants satisfaction with trainers and activities. <ol style="list-style-type: none"> a. Average 1,47 on activities on a scale 1=satisfied-6=not satisfied. b. Average 1,35 on trainers on a scale 1=satisfied-6=not satisfied. 3. Questionnaire of outcomes eg. knowledge, attitude, opinion. <ol style="list-style-type: none"> a. Main outcomes: young people improve their resilience on extremist’s way of persuasion. Young people are being sensitized on the political versus the religious dimension of extremism. 4. External evaluation through a bachelor thesis showed that the project met the needs of the target group. 5. Evaluation meetings with project partners enabled us to share different project partners experiences and improve the activities. 6. Overall, the evaluation showed that sustainability and the impact measurement of prevention is the biggest challenge.
Sustainability and transferability	<p>The transferability is part of the projects goal. Therefore, a multilanguage handbook will be finalised at the end of 2019 (English, German, Arabic). Still it professional implementing partners need to be found in the different locations. The sports approach can easily be transferred but for the theoretical inputs on extremism it is difficult to find trustful partners which are crucial for the success.</p> <p>The sustainability is another challenge of the approach. Yet “Spiel dich frei!” is a pilot project which is evaluating the successful approach. In 2019 we started with the first training of multipliers. These are supposed</p>


	<i>to improve the sustainability eg. teachers in school, sports coaches or youth workers.</i>
Geographical scope	<i>The project was started at different locations (schools, football teams, youth centres) in Cologne, Germany and is being transferred in early 2019 to Berlin and in mid 2019 to the German “Ruhrgebiet”.</i>
Start of the practice	<i>June 2017</i>
Presented and discussed in RAN meeting	<i>“Spiel dich frei!” was presented at the RAN-YF&C meeting in Lisbon, Portugal on 6th and 7th March 2019 under the topic: The role of sports and leisure activities in P/CVE.</i>
Linked to other EU initiatives or EU funding	The project is funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth und the programme “Demokratie leben”.
Organisation	<p>[NGO</p> <p>RheinFlanke gGmbH was founded in Cologne in 2006 to fight discrimination and racism and to provide equal opportunities to children, teenagers and adolescents with little access to education and society. Currently, we provide mobile youth work in nine locations throughout Germany. Using our local and international networks, we reach out to more than 3000 children, teenagers and adolescents per week.</p> <p>RheinFlanke established a wide range of sport-based youth work programmes and activities, addressing socially disadvantaged children, teenagers and young adults (female and male) aged 10 to 27, affected by diminished opportunities with regards to education and social integration.</p> <p>As a mean to build trust and to enhance engagement, we access potential participants through open gathering places, mostly in inner cities. We encourage young people to participate in a variety of sports activities, including football, dancing and gymnastics. In this context, sport is used to create safe spaces for children and adolescents, allowing them to identify and develop their potentials and talents, have fun, clear their mind, and further to gain access to a variety of support and assistance regarding their prospective (professional) future.</p> <p>RheinFlanke is highly experienced in inclusive and participatory youth work. Through a large network of partners, existing concepts and best-practice models are transferred. Thereby, we influence and shape socio-cultural development as well as political debates in Germany and in Europe. In 2015 we implemented the HOPE project, funded by Phineo-Skala initiative, with the goal to integrate refugees into German society.</p> <p>We are in strong and active collaboration with donors such as Kastanienhof foundation, streetfootballworld, Lukas Podolski foundation, PHINEO-Skala initiative and IHK foundation. In addition, RheinFlanke was awarded the DFB Integration Prize in 2008, the Dirk-Nowitzki-foundation prize in 2014 and the Phineo Wirkt! Siegel in 2015. Our work has also been recognised by the Robert-Bosch-Foundation for future engagement. A range of celebrities openly support and speak on behalf of the RheinFlanke, including Germany’s former national player Lukas Podolski as well as professional football player Neven Subotic (Borussia Dortmund).</p>

	<p>Vision: We believe that young people, regardless of their background, deserve a fair chance in life. Young people have a chance for participating and shaping their environment, developing an individual perspective in life.</p> <p>Mission: We aim to improve future perspectives for disadvantaged young people with or without migration background by providing sports, mentoring and training programmes which enable our participants to set out independently on the path to a fulfilling future. Our programmes seek to instil attitudes to training and education, centred on self-determination and independence. Through sport and other complementary programmes, we work effectively towards young people, their families and society as a whole.</p>
Country of origin	Germany
Contact details	<p>RheinFlanke gGmbH Koelhoffstraße 2a, 50676 Cologne, Germany Pia Strohmeyer, Project Manager Pia.Strohmeyer@rheinflanke.de +49 221 39 80 41 89 +49 172 73 72 98 5 www.rheinflanke.de</p> <p>streetfootballworld gGmbH Waldenserstr. 2-4 10551 Berlin Laura Ginzl, Project-Coordination ginzel@streetfootballworld.org +49 30 78 00 62 40 www.streetfootballworld.org</p>
Last update text (year)	2019

Name of the practice	OPEN FUN FOOTBALL SCHOOLS
Description	<p>Open Fun Football Schools (OFFS) have brought thousands of children, parents, coaches, teachers and other community members together in an effort to promote peaceful religious and ethnic coexistence, gender equality, tolerance, and social cohesion. The OFFS programme provides a platform upon which children and adults from different ethnic and social backgrounds can communicate and develop long-lasting, meaningful, and integrated relationships. The programme is addressed to families, children and youth exposed to long-term violence in post-war areas, and localities once exposed to ethnic cleansing, atrocities of war and hatred.</p> <p>Cross Cultures Project Association (CCPA) was founded to run an OFFS programme in post-war Bosnia and Herzegovina in 1998, as a peace building intervention.</p> <p>Focusing on children between the ages of 6 and 12, CCPA makes a concerted effort to include children from disadvantaged backgrounds, children with disabilities, and children of marginalized populations. The OFFS programme seeks to provide communities with the necessary means and training to ensure the programme and serves the overarching values of peaceful coexistence, gender equality, tolerance, and social cohesion and takes away the breeding ground for radicalisation. These football matches, organised by adult victims from the War in Former Yugoslavia and dedicated to youngsters, is an inspiring way in which countries can include victims in strengthening social cohesion and taking away further tensions in countries after a long period of violence.</p>
Approach	<p>Educating young people</p> <p>Community engagement/empowerment</p>
Target audience	<p>Youth/pupils/students</p> <p>Educators/academics</p> <p>Local community organisations/NGOs</p>
Deliverables	<p>The Open Fun Football Schools programme is based on the Danish “fun football” methodology and pedagogy, using sport and fun games as a tool for education and prevention. Training provided to volunteer coaches includes theoretical and practical sessions and workshops with relevant topics in child psychology, pedagogy, and kinesiology. Training is followed by the distribution of a handbook with all relevant topics and games, <i>Child Protection Workbook 2018</i>¹, OFFS + SSP handbooks and training modules used in the local community.</p>

¹ <https://ccpa.eu/wp-content/uploads/2018/11/Child-Protection-Work-Book-2018.pdf>

<p>Evidence and evaluation</p>	<ol style="list-style-type: none"> 1. Measure of the impact of the project means of verification: <ul style="list-style-type: none"> • Statistical data on the background of adult participants (ethnic background, profession, age) • Statistical data about the children involved in the programme (ethnic background, age, social status) 2. Feedback [adding a headline here, next to number] <ul style="list-style-type: none"> • Spin-off questionnaire showing the impact of the project after its implementation and feedback from local communities, including stories and interviews • Feedback from the media, including press clippings, videos, and media visibility 3. CCPA evaluation impact assessment report - external evaluation 2013, by the Intercultural Management Institute, American University
<p>Sustainability and transferability</p>	<p>Sports programmes, including football programmes, have been implemented to promote peacebuilding and cultural understanding all over the world. The OFFS programmes are aimed at strengthening a local town’s ability to resolve or prevent conflicts by bringing together children, parents, victims, and government representatives from different communities.</p> <p>OFFS promote intercultural understanding by creating a platform through which various communities can work together for their children’s benefit, as well as for establishing and strengthening civil society and social responsibility in places where these values are missing. Each participant, volunteer, and coach has a stake in the success of their OFFS event, benefitting both children and the wider community.</p> <p>The programme addresses the “view by members of one culture that members of another culture are ‘enemies’, who often must be defeated or protected against.” It makes use of the “exceptional thinking” perception, “when he/she perceives a friend from a different ethnic background to be not like the others in that ethnic group,” a common first reaction when a change in the “enemy image” is achieved through the programme.</p> <p>Research suggests that positive changes in both perceptions would demonstrate a decrease in adversarial behaviour between ethnic groups.</p> <p>Financial aspect (CCPA Croatia) Donors: EUR 20 000/year for 10 OFFS Municipalities: EUR 2 250/per single OFFS Cost of implementation per OFFS: ca EUR 5000 Cost of the training, workshops and seminars per OFFS: ca EUR 2 500</p>
<p>Geographical scope</p>	<p>SE Europe: Croatia, Bosnia and Herzegovina, North Macedonia, Serbia, Montenegro, Kosovo Caucasus & CEC: Azerbaijan, Armenia, Moldova, Ukraine, Georgia MENA: Iraq, Lebanon, Oman, Jordan, Tunisia, Morocco Asia: Afghanistan from 2014 to 2016, India in 2014, Bhutan from 2013 to 2014, Tajikistan in 2014 Africa: South Sudan since 2019</p>

<p>Start of the practice</p>	<p>The Open Fun Football Schools programme was introduced for the first time in war-torn Bosnia and Herzegovina in the summer 1998 and it is still active in many countries.</p> <p>In Croatia, it was implemented by CCPA (Cross Cultures Project Association) first in March 2003 and is still active today. Since 2018, it has been offered in Croatia in partnership with DSVR, a sport veterans' organisation. OFFS was implemented in 216 municipalities in Croatia for a total of 42 154 children and 3 024 adults.</p> 
<p>Presented and discussed in RAN meeting</p>	<p>Event: #035 - RAN RVT - How can victims contribute to social cohesion after a period of violence? Bilbao, Spain, 20/21 June 2019. Gathered in Bilbao, RAN's Remembrance of Victims of Terrorism Working Group discussed how victims can contribute to promoting and strengthening social cohesion after a long period of violence.</p>
<p>Linked to other EU initiatives or EU funding</p>	<p>Main charity donors:</p> <ul style="list-style-type: none"> • UEFA • FC Barcelona, FutbolNet • Swedish Ministry of Foreign Affairs (SIDA) • Norwegian Ministry of Foreign Affairs • Danish-Arab Partnership Programme, under the Danish Ministry of Foreign Affairs • European Union • Street Football World
<p>Organisation</p>	<p>Cross Cultures Project Association (CCPA) is an independent, non-profit organisation that promotes peaceful coexistence and social cohesion between peoples of different cultures and backgrounds.</p> <p>Our vision - "<i>Bringing people together</i>" - builds on the basic premise that peace and stability is not an issue between nation states and governments alone. We believe that peace and stability is something civil society can practise and implement through dialogue and interaction. On this basis, our objective is to develop, participate in, and implement culture and sports cooperation across ethnic, national, social, political, and religious boundaries.</p>
<p>Country of origin</p>	<p>Denmark Contact Cross Cultures' Headquarters below.</p> <p>Denmark</p>

	<p>Contact person: Anders Levinsen Address: House of Sport, Broendby Stadion 20, DK-2605 Broendby Phone: +45 4326 2770/71 Fax: + 45 4326 2772 E-mail: ccpa@ccpa.eu Website: ccpa.eu Facebook: Cross Cultures (CCPA)</p>
Contact details	<p>Address: CROSS CULTURES CROATIA DSVR Vojnoviceva 42/2, 10000 Zagreb, Croatia Contact person: Renata Gomaz, Country Coordinator CCPA Croatia Email: ccpazagreb@gmail.com Telephon: +385 98 808 241 Skype: ccpazagrebrenata Website: ccpa.eu Facebook: https://www.facebook.com/OPEN-FUN-FOOTBALL-SCHOOLS-CROATIA-214553305283127/?ref=bookmarks</p>
Last update text (year)	2019

Name of the practice

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

FHAR : Hybrid Training with Religious Community Leaders

("FHAR" is the French acronym for the practice)

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The 'hybrid training' practice was developed initially to meet the demand of the French Prefecture du Bas Rhin for involving Muslim religious leaders in the prevention of radicalisation of young people. There was therefore a need to train them, and to facilitate dialogue with other professionals working with young people, especially social workers. It was the first time in France that such a training was organised (social workers and teachers in France are not used to dealing with religious questions).

The term "hybrid" means that this training aims for the creation of concrete bridges between the different actors involved with young people: teachers, social actors, religious referents and families. Religious and non-religious actors are mixed in the training groups and each actor remains within his or her role. For instance, the religious actor is not asked to become a social worker, nor is the social worker tasked with replacing the imam. On the contrary, we want each actor to be clear about his or her goals and responsibilities, and to be able to collaborate with other actors, in order to better meet the needs of young people.

Our working hypothesis is that such a hybridisation of socio-educational practices may be a clue to avoid a moving of young people towards radicalisation (early prevention).

The idea is to work with the participants, to analyse concrete situations with them and to elaborate solutions together. Texts and themes from philosophy and anthropology, theology, clinical psychology and law are read and discussed all together. To be clear, we do not discuss theological issues as such: we put the accent on the role and place of religious actors in society.

The participants are led to develop concrete social engineering projects aimed at young people, using the already existing networks of actors and creating interactions on this basis.

<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner.)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Inspiring</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Training</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>First responders or practitioners</p> <p>Authorities</p> <p>Youth / Pupils / Students</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The 'hybrid training' practice is implemented in Strasbourg, France, and in the Ile-de-France Region.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2015</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<ul style="list-style-type: none"> - Training modules - Reference programme framework based on professional state diplomas - Storytelling video in which partners and participants talk about their part in the 'FHAR' training (French video, 2019: https://youtu.be/ihkzS-50kzM)
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p><u>Qualitative views and quantitative data since 2016:</u></p> <ul style="list-style-type: none"> - 3 mixed groups have been or are being trained - 38 participants, mainly Muslim religious leaders - 43 days of training

<ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<ul style="list-style-type: none"> - 3 collaborative concrete social engineering projects have been developed and are being implemented since 2019. Six more are being developed in 2020. - Operational steering committee following the implementation of the social engineering projects implemented in Strasbourg by participants. The City of Strasbourg and the 'Prefecture du Bas Rhin' are part of this committee. <p><u>Evaluation and feedback</u></p> <ul style="list-style-type: none"> - Annual evaluation by a committee composed of members of the French Inter-ministerial Committee for the Prevention of Crime and Radicalisation (CIPDR) and of the 'Prefecture du Bas Rhin' - Evaluation by the Continuing Education Department of the University of Strasbourg - Regular feedback from the target group - Oral presentation to the NATO Parliamentary Assembly's Committee on the Civil Dimension of Security (CDS) - Oral presentation to an Investigative Commission of the Senate <p>First-line practitioners and local P/CVE coordinators from all over Europe discussed the hybrid training practice during a RAN study visit and they provided the presenters with very positive feedback. The practice was inspiring to them.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The training modules can be adjusted to the local political governance context. Developing them in collaboration with local authorities is essential. For financing the training modules external finances are needed (funding or participant fees).</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>RAN study visit</p> <p>21/05/2019</p> <p>City of Strasbourg, France</p> <p>Strasbourg's P/CVE approach and its multi-agency partners</p>
<p>Linked to other EU initiatives or EU funding</p>	<p>From the beginning, funding was provided by the French 'Prefecture du Bas-Rhin'. Since 2019, the funding has been</p>

<p>(maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>also provided by the French Inter-ministerial Committee for the Prevention of Crime and Radicalisation (CIPDR).</p> <p>The practice is not linked to other EU initiatives or EU funding.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The religious leaders have been trained by members of two partners that were willing to develop new forms of trainings together.</p> <p>First, the 'Faculté d'Etudes Politiques et en Economie Solidaire' (Flepes), a private Faculty in the training of professionals working in the field of social action and SSE (social and solidarity economy).</p> <p>Second, the Faculty of Protestant Theology of the University of Strasbourg, the only public faculty of this kind in France.</p> <p>Other</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>France</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Initiatives-Flepes, 43 Boulevard du Maréchal Joffre, 92340 Bourg-la-Reine, France Contact person: Ambre Perrot Email: aperrot@flepes.fr Telephone: +33 (0)1 78 16 21 03 Website: https://initiatives.asso.fr/faculte-libre-detudes-politiques-economie-solidaire/formations-hybrides-avec-des-acteurs-religieux/</p>
<p>Last update text (year)</p>	<p>2020</p>

Name of the practice	<i>Training sessions in Slovakian prisons</i>
Description	<p>The target audience is prison officers/trainees of the basic training, specialised training and specialised course for shift heads.</p> <p>In Slovakia, there are generally no major problems with radicalism and violent extremism. This is also the case for Slovakian prisons. Regarding this, there is only restricted experience of prison officers with these issues and the lessons are interesting for them.</p> <p>Problems addressed and duration:</p> <ul style="list-style-type: none"> • basic training (420 lessons): issues of terrorism, radicalisation, extremism in prisons (2 lessons); • specialised training (70 lessons): identification of signs of radicalisation, terrorism, extremism in prisons, treatment of inmates showing these signs (2 lessons); • specialised course for shift heads (108 lessons): fight against terrorism (2 lessons). <p>Delivered by: internal staff, IT.</p> <p>Key resources:</p> <ul style="list-style-type: none"> • national action plan on the fight against terrorism 2019-2022; • concept of fight against extremism 2015-2019; • symbolism used by extremist and radical groups (Handbook for identification of symbols issued by the Interior Ministry of the Slovak Republic in 2016 within the EMICVEC project); • internal regulation Order of Director General 10/2017 on Procedure of the Corps of Prison and Court Guard in addressing issues of radicalisation, terrorism and extremism in prisons (based on knowledge from international conferences, consultations with the Police Force of the Slovak Republic and the Czech Prison Service). <p>Training outputs that are needed are face-to-face training and powerpoints.</p>
Approach	Prison and Probation
Target audience	Prison/probation/judicial practitioners
Deliverables	-
Evidence and evaluation	<p>Monitoring on several levels.</p> <p>1) By the Training Centre:</p> <ul style="list-style-type: none"> • inspection of classes, • overall evaluation of satisfaction of the course participants. <p>2) By the level of knowledge transfer into practice in prisons:</p> <ul style="list-style-type: none"> • application of knowledge in practice by superiors.
Sustainability and transferability	The training is adapted to the conditions and situation in Slovakia, and thus rather not suitable for other countries.
Geographical scope	Slovakia
Start of the practice	2016

Presented and discussed in RAN meeting	This practice has been included in the RAN Collection in collaboration with Europris and has therefore not been presented at a RAN meeting.
Linked to other EU initiatives or EU funding	EUROPRIS
Organisation	[Governmental institution
Country of origin	Slovakia
Contact details	Training Centre of the Corps of Prison and Court Guard - Head Lt.-Col. Norbert Kuruc - institut@zvjs.sk Information on the training: Peter Neuhybel - peter.neuhybel@zvjs.sk ; +421 2208311168
Last update text (year)	2019

Name of the practice	Online-Streetwork
Description	<p>The project streetwork@online seeks to establish a dialogue with young people from Berlin between the ages of 16 and 27. This will strengthen their capacity for critical reflection and support them in their identity formation.</p> <p>The project aims to counteract radicalisation justified on the basis of Islam. It focuses on online measures and actions. The project is supported by the Landeskommision Berlin gegen Gewalt (Berlin Commission against Violence).</p> <p>Key activities:</p> <ul style="list-style-type: none"> • Online-Streetwork: The team reaches out to young people through social media. In practice, this means that we participate in discussions in comment columns of various Facebook groups as well as on Instagram or engage in one-to-one chats. The aim is to encourage users to reflect on their own perspectives and actions. • Iam-street Berlin: Via the platform Iam-street Berlin, we publish video content. We focus on interviews produced together with local film teams. These interviews with strong and popular personalities aim to inspire our target audience to follow their own path. <p>The streetwork@online team consists of six people. We combine specialist knowledge and several years of working experience in the fields of youth work, Islamic studies, psychology and theology as well as cultural and media pedagogy to create an innovative approach. Due to various cultural and religious imprints, we can gain access to our target group in an empathic and respectful manner.</p> <p>In addition, we offer workshops and webinars for multipliers.</p>
Level	Inspiring
Key themes	<p>Islamist extremism</p> <p>Internet and radicalisation</p>
Target audience	<p>Online Community</p>

	<p>Youth / Pupils / Students</p> <p>Add additional target audience.</p>
Geographical scope	<p>Berlin, Germany</p> <p>German-speaking online communities</p>
Start of the practice	<p>Starting year: 2017</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>
Deliverables	<p>Fact Sheet (German language): http://www.streetwork.online/download/FactSheet_ST-O_SozialraumSocialmedia.pdf</p> <p>Narrative videos with role models (German language): http://www.iamstreet.eu/</p>
Evidence and evaluation	<ol style="list-style-type: none"> 1. In 2019, the team of Online-Streetwork created 230 posts (with a reach of 870 000 people), commented on postings more than 700 times and received 5 500 likes. 965 people participated in interactions on Facebook and Instagram. 2. In 2018, an internal evaluation was carried out by the social psychologist Dr Florian Jäger. With his support, we created several questionnaires. These are designed to assess the effectiveness of Online-Streetwork by external observers on the one hand and, on the other hand, to evaluate the type of postings to which the streetworkers react and intervene. The evaluation showed that Online-Streetwork has a de-escalating effect on rapidly escalating conversation dynamics and slows them down. However, the team now works with a different approach compared to 2018. We hope for further evaluation and/or scientific support. 3. The practice received very positive and encouraging feedback. Other participants (experts on digital youth work) showed high interest in the implementation of our method for digital youth outreach. There have been fruitful discussions on social work methods and we have been encouraged to continue our valuable work, as our practice enables us to reach the youth that maybe cannot be reached by traditional offline social work projects.
Sustainability and transferability	<p>The systemic approach of Online-Streetwork can be applied to all fields of digital youth and prevention work.</p> <p>The approach avoids stigmatisation and rejection experiences of the target group (which can cause a co-radicalising effect) by using systemic questions, alternative narratives and non-violent communication. The interactions are always transparent and ensure the voluntary participation of the target group. With the necessary sensitivity and training for</p>

	<p>other fields, such as right-wing extremism, the approach can be transferred very well.</p> <p>In order to avoid further framing of the target group, cross-field approaches would make sense, such as extremism prevention work instead of religious or Islamic extremism prevention work. The need for Online-Streetwork on social media is enormous. To meet these requirements, higher funding amounts and regular grants are necessary.</p>
Presented and discussed in RAN meeting	<p>Name: RAN YF&C</p> <p>Date: 29/11/2019</p> <p>Place: Copenhagen</p> <p>Subject: Digital youth work</p>
Linked to other EU initiatives or EU funding	<p>streetwork@online is funded by the Landeskommission Berlin gegen Gewalt (Berlin Commission against Violence).</p> <p>streetwork@online participated in the EFUS project (co-funded by the Erasmus+ Programme of the EU) "LOUD – Local Young Leaders for Inclusion" in 2019.</p>
Organisation	<p><i>Akzeptanz, Vertrauen, Perspektive (Acceptance, Trust, Perspective)</i> - AVP e.V. is an NGO based in Düsseldorf, Germany. When it was founded in 2002, the association saw itself as a non-profit organisation that promoted the integration of Russian-speaking young people and adolescents in Germany. With over 70 employees today, AVP e.V. makes an important contribution to social work in Düsseldorf, as well as at national and international levels, in the areas of family counselling, educational, youth, cultural and prevention work.</p> <p>Type of organisation: NGO</p>
Country of origin	<p>EU or EEA country: Germany</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
Contact details	<p>Address: streetwork@online Postfach 20 02 59 13512 Berlin Germany Contact person: Sabrina Radhia Behrens</p>

	Email: behrens@streetwork.online Telephone: +49 (0)3049982300 Website: http://streetwork.online/
Last update text (year)	2020

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Step Together –Telephone and digital support service for early intervention and prevention of violent extremism</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>Step Together is a helpline and digital support for the early intervention and prevention of violent extremism. The service offers free, confidential counselling via phone or through web chat, as well as education, self-help and referrals to local support via our website.</p> <p>Step Together is for families, friends, and workers - anyone who notices changes in someone they care about. It is not designed for the person of concern. It is for carers, families, workers and supporters since research shows that a strong support network is one of the most powerful things that can prevent someone becoming involved in violent extremism.</p> <p>Step Together is designed to prevent all types of extremism. So this could be Violent Far Right or Islamist extremist interest, but could also include those who don't yet identify with any group.</p> <p>Our service offers professional telephone counselling staffed by qualified counsellors who all have a tertiary degree in a relevant discipline of psychology, social work, social science, welfare studies, or counselling. Counsellors have all had over 450 hours training before they start on the service.</p> <p>Step Together also offers web chat and self-help via blogs and information on our website, as well as our referral database, which can be used by the counsellors or visitors to the website. This database contains nearly 300 community organisations who offer social health support – anything from employment organisations and disability services, to youth groups or religious support. Anything to help people access support and engagement within their local community.</p> <p>The service is confidential (unless serious and imminent risk is identified), and operates 7am-9pm, 7 days a week for people living in NSW, Australia.</p>

	<p>People might access Step Together if they see changes in other people. They may have noticed someone becoming more isolated, looking at certain content online, associating with new groups of people, or blaming problems in society or their own life on a certain group of people, race or religion.</p> <p>However, many signs could also indicate other social health issues, and it's only on rare occasions where they may indicate someone is headed towards an interest in extremism. Helping people figure out what is - or isn't - a concern is a large part of the service.</p>
<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	<p>Inspiring</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Community engagement/civil society</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Families</p> <p>General public</p> <p>Local Community Organisations / NGOs</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Phone service is for people in NSW, Australia. The website is public and can be accessed worldwide.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2017</p>

<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Website, phone line, FB, Twitter accounts, training modules for counsellors (see here: https://steptogether.com.au/)</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<ol style="list-style-type: none"> 1. Measure of number of calls/web chat contacts to service line, number of hits to website, reach and engagement through social media. 2. Surveys of community engagement participants to shape marketing efforts. 3. Voluntary feedback survey of website users. 4. Official evaluation undertaken by Australian Multicultural Foundation at 12, 17 and 24 months of the programme. This included focus groups with users and non-users of the service (including those who participated in community engagement activities, and also web users), analysis of redacted and de-identified call transcripts, and interviews with the counsellors. 5. Official evaluation at key points meant learnings lead to service iteration and redesign at crucial stages of service development. Ongoing feedback via the web and through community engagement meetings has also meant we have been able to constantly adapt our content and approach to suit the needs of a range of community members.
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Service model is transferable, as are community engagement, marketing, evaluation and digital strategy.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: FC&S meeting</p> <p>Date: 15/09/2020</p> <p>Place: Online</p> <p>Subject: Helplines and Hotlines in P/CVE</p>

<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The programme is funded by the NSW Government Office of Community Safety and Cohesion, Department of Communities and Justice.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The service is funded by the NSW Government Office of Community Safety and Cohesion, Department of Communities and Justice. Since its inception in 2017, the service has been delivered by On The Line, an Australian not for profit social health provider, who operate 21 different counselling support services throughout Australia.</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Non-EU country: Australia</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Contact person: Karol Petrovska Email: Karol.Petrovska@justice.nsw.gov.au Website: www.steptogether.com.au</p>
<p>Last update text (year)</p>	<p>2020</p>

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Family support and strategic communication</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>The association has set up support for families encountering concerns about a loved one adhering to a radical ideology or having left for a combat zone.</p> <p>These are interviews with families in the broadest sense (parents, siblings etc.), but we also have the opportunity to meet anyone in contact with the young person and to establish links with other professionals.</p> <p>The terms of discussion with the family are flexible according to needs (face-to-face interview, email, telephone). It is possible to meet the family at home to facilitate meetings.</p> <p>We adapt the frequency of contacts according to needs. For example, in times of crisis, contacts can be very close in time to best support the family in the face of contextual events and/or interactions with their child.</p> <p>The goal of supporting families is initially to help them understand what will lead their child to adhere to the radical discourse of a group, to be able to put meaning on this trajectory, and to understand how this behaviour comes about to be part of the family dynamics.</p> <p>Secondly, we help them to reposition themselves in the relationship with their child to maintain the link or set up new communication patterns in order to restore an exchange.</p> <p>In addition, we direct families to the appropriate contacts in order to find information adapted to their context (legal information, social assistance, reintegration) but also introduce them to other associations to meet people going through the same difficulties.</p>
<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN.</p>	<p>Inspiring</p>

<p><i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Family support</p> <p>Foreign Terrorist Fighters and their families</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Families</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>France, Nouvelle Aquitaine</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2016</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>No deliverables are publicly available.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p>There is no official performance measures or evaluation of the practice for now. We only have feedback from experiences.</p> <p>We benefited from the RAN light peer review to be included in the RAN Collection.</p>

<ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The main difficulty is the time and availability necessary for this type of support, it is mostly time consuming. We also need train professionals who have good knowledge of the local network.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN FC&S</p> <p>Date: 30/06/2020</p> <p>Place: Online</p> <p>Subject: Families of FTFs</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is</p>	<p>Public funds: Subsidy from the Interministerial Committee for the Prevention of Rediscovery and Radicalisation, the municipality, the department, the region.</p>

<p>(co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>CAPRI was created in 2015 under the leadership of the City of Bordeaux, the Federation of Muslims of Gironde (FMG) and the French Society for Research and Analysis on Mind Control (SFRAEM). This initiative, supported by the Prefecture of the Gironde, mobilized other institutions, local authorities and other foundations such as: The Charles Perrens Psychiatric Hospital, The Regional Council, and the Gironde Departmental Council. These foundations make up the CAPRI Board of Directors.</p> <p>The main missions of CAPRI are support and training for professionals, primary prevention and assistance for families and young people.</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: France</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Email: CONTACT@CAPRI.HELP Telephone: 09 83 59 17 11 Website: www.radicalisation.fr</p>
<p>Last update text (year)</p>	<p>2020</p>

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Hexagon</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>As part of their partnership, the Centre for the Prevention of Radicalization Leading to Violence (CPRLV) and the Roméo Dallaire Child Soldiers Initiative(https://dallaireinstitute.org/team/francisca-mujawase/) have developed a pedagogical tool for supporting the analysis of situations of radicalization leading to violence. Built on scientific literature and situations handled by the CPRLV, Hexagon’s aim is to improve understanding of situations of radicalization leading to violence within a training framework, as well as fostering exploration of the various facets of this issue in the context of multidisciplinary practice.</p> <p>Hexagon is designed to help social workers, community workers, health care professionals, police officers, teachers, researchers and more to reflect upon complex situations more simply, all the while facilitating learning from complementary perspectives and expertise. With better understanding comes better prevention!</p> <p>The CPRLV has pushed this participatory approach also with their users who are supported by their practitioners. They use Hexagon as a tool for self-reflection on the path they have taken and the path that remains to be taken in their disengagement from radicalization.</p>
<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN.</p>	<p>Inspiring</p>

<p><i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Deradicalisation/disengagement</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>First responders or practitioners</p> <p>Local Community Organisations / NGOs</p> <p>Formers</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Canada (across Québec province), France (Strasbourg), Belgium, (Brussels with thie organization CAPREV and Charleroi).</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2018</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>There are two components to this tool. There is the one for which it was designed, i.e. to be a pedagogical tool for the analysis of violent extremism for prevention purposes with key persons in the prevention of radicalization. For this component, there are trainings that the Center offers to explain this tool and also to train trainers for this tool.</p> <p>https://info-radical.org/en/prevention-en/tools/</p> <p>Regarding the second component, the one that the Center uses directly with individuals who are experiencing or have experienced a radicalization process, there are trainings offered to explain the way and the benefits of this participatory approach.</p> <p>https://info-radical.org/en/prevention-en/training-programs/</p>

<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>First of all, since the tool is primarily intended to be an educational tool for the analysis of violent extremism, it was evaluated in this logic. In 2019, evaluations were carried out in a structured manner in which an analysis of training formats and individual meetings made it possible to assess the relevance and impact of the tool. Otherwise, evaluations are conducted after each training session regarding the use of this prevention tool. It was possible to note that the participatory and inclusive aspects of this tool are its strong points. The aim is to raise awareness of the power of the collective when professionals work in P/CVE.</p> <p>Second of all, the use of this tool as a tool for self-reflection and re-engagement in the community has not yet been formally evaluated. Nevertheless, it was possible to obtain a retrospective view of the users. They were able to report that Hexagon gave them a sense of control over their lives and enabled them to make more informed choices.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Hexagon was co-financed with the Building Connections project: Preventing Violent Extremism in Canada. The purpose of this tool is to be a pedagogical tool for the analysis of case studies of radicalization leading to violence that can be used in multi-agency contexts.</p> <p>Today, the Centre is using it as an educational tool in this way and also in practice with radicalized individuals or former radicalized individuals in order to apply Hexagon to their reality. This allows them to become aware of several indicators related to their situation. The 6 fields are transferable and applicable to anyone in any environment since the principle of multi-agency remains the same.</p> <p>It is therefore possible to apply to the Center to be trained with Hexagon, to become a trainer and then implement it and integrate it into one's own practices. These costs are on a case-by-case basis.</p>
<p>Presented and discussed in RAN meeting</p>	<p>Name: RAN Study Visit to Canada</p> <p>Date: 24/11/2020</p>

<p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Place: Montréal (e-visit)</p> <p>Subject: Case assessment tools</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>Hexagon is not financed by EU. The Center is involved in different European initiatives such as CAPREV in Belgium where Hexagon was implemented without EU funding.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The Centre for the Prevention of Radicalization Leading to Violence (CPRLV), created in March 2015 by the City of Montreal with the support of the Government of Quebec and the active involvement of community and institutional partners, is a pioneer in Canada and North America. It is the first independent non-profit organization aimed at preventing violent radicalization and providing support to people affected by the phenomenon, whether they are radicalized or in the process of being radicalized, their family or friends, teachers, professionals or field workers, which also includes the prevention of hate crimes and incidents.</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Non-EU country: Canada</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the</p>	<p>Address: 5199 rue Sherbrooke Est Contact person: Roxane Martel Perron Email: info@info-radical.org</p>

organisation, with name and email address.	Website: https://info-radical.org/en/
Last update text (year)	2021

Name of the practice

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

Out of School Education Setting

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The project aims to identify and map all supplementary schools (faith) in the London Borough of Hounslow. It will also work in partnership with them and the local safeguarding authorities.

In this way, the project aims to effectively safeguard students, staff and volunteers from the dangers of extremism and radicalisation. After the mapping, we share specialist knowledge and experience along with practical solutions for institutions to apply on an ongoing basis as appropriate, so they can continue to robustly safeguard their students.

The project seeks to:

- Proactively link Hounslow supplementary institutions to existing local services and resources via the Education and Welfare Service and Prevent teams. It will work with these institutions with a primary focus of on safeguarding, ensuring that staff and volunteers have an awareness of Prevent and the Department of Education plans to regulate this sector.
- Offer delivery of the Home Office Counter Terrorism / extremism awareness training product, Workshop to raise Awareness of Prevent (WRAP). It is a criterium for management and school's staff, and also available for example for parents/carers (threat levels, the risk to children, how radicalisers work, spotting danger signs, accessing support, monitoring use of the internet).
- Engage with supplementary institutions and tuition centres within the borough of Hounslow.
- Encourage supplementary schools to become part of a voluntary recognition scheme called the 'Safer

	Supplementary School Scheme' which will encourage development of best practice in an out-of-school provision and builds on existing government regulation (more information under 'Deliverables').
<p>Level</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p> <p>Please choose the level of practice. <i>Inspiring practices</i> have benefited from the light peer review of RAN. <i>Best practices</i> have benefited from the light peer review of RAN and the expert review of RAN.</p>	Inspiring
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Formal/informal education</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Educators / Academics</p> <p>Families</p> <p>Youth / Pupils / Students</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	The practice has been rolled out across key locations within the London Borough of Hounslow, United Kingdom.
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	Starting year: 2019

Deliverables

Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.

- Accreditation scheme – The Safer Supplementary Schools Scheme, which enables supplementary schools that have met the criteria of best practice (a quality label) and are meeting a robust standard in safeguarding, to have their service provision endorsed by the LB Hounslow.



Checklist.

Checklist	Yes	No	Documentation-Action.
Health & Safety <ul style="list-style-type: none"> • Constitution • Equal Opportunities policy • Public Liability Insurance (and Employers Liability Insurance if applicable) • Health and Safety policies including ongoing training. 			
DBS & Safeguarding <ol style="list-style-type: none"> 1. Registration process for provider and attendees. 2. Safeguarding Vulnerable Children policy (if working with children and young people) 3. A Safeguarding Vulnerable Adult's policy (if working with older vulnerable adults) 4. Key – are all staff DBS and List 99 (where appropriate) checked? Evidence of your process for ensuring Disclosure and Barring Service are completed for those working directly with children and young people or vulnerable adults (this includes where organisations sub contract work to other individuals / organisations) 			
Training Needs <ol style="list-style-type: none"> 1. Do you have an internet awareness and safety policy and regular training? 2. Have you a whistleblowing policy? 3. Have you proper / independent complaints processes 			
Finance & Governance Arrangements <ol style="list-style-type: none"> 1. A bank or building society account in your organisation's name with at least two unrelated signatories 2. Independently examined annual accounts for groups over 15 months old 3. For groups under 15 months, a 6-month cash flow old showing predicted income and expenditure and the last three months bank account statements. 4. Registered with any of the following: <ol style="list-style-type: none"> a. HMRC b. Charity Commission c. Hounslow Voluntary Network d. Reg other faith organisations 			
Further Queries / MISC.			

	<ul style="list-style-type: none"> • Support and payment of Disclosure and Barring Service clearance for all volunteers involved in the delivery of the service. • Supply access to training for parents who utilised the services enabling them to: <ul style="list-style-type: none"> ○ Understand the threat levels, the risk of radicalisation to children, how radicalisation and recruiters work – the grooming processes, spotting danger signs and accessing early support. ○ Support them to understand the world their children are living in and how to monitor their use of the internet to keep them safe. ○ How to safeguard their children and access support when necessary.
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>Along with the mapping, we employed an independent person with the necessary and relevant experience as both a teacher and former inspector within a government education agency, to review the proposal pre- and post-introduction. This person oversaw all aspects of the workstream.</p> <ul style="list-style-type: none"> - We identified five key places in the borough that were offering OOSS courses, and the number of attendees were sufficient for us to have some concerns about who/what/why they were teaching our vulnerable young people. - We engaged with the five schools and conducted an initial preliminary audit of their staff. - We looked at the locations. Some were isolated and not easy to access. We also reviewed the days and times during the week they offered access, as well as who was accessing their services and who was being excluded. - We reviewed their 'education offer' – what was being taught and who was delivering each session. We considered whether we had concerns about the tutors.

	<ul style="list-style-type: none"> - To be sure they were DBS checked, List 99 checked if they had public liability insurance and an attendance register for all, as well as ratios of staff to children in place and accident and emergency book. - What policies and procedures were in place? <p>We engaged with over 70 individuals during the course of this work. Of them, 44 % did not have DBS checks in place, they had no risk assessments and PLI policies and procedures were not robust. Teaching in the main was good, however, we had concerns about a site around what was being taught when we weren't on site, and passed the concerns to SO15.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>COVID-19 impacted our project in the main, with the closure of places of worship and OOSS in particular. We have ambitions to roll the scheme out to a further 10 OOSS once we have the government's permission to open OOSS again.</p> <p>The scheme as delivered offered excellent information, advice and support for OOSS and was broadly welcomed and shared widely across the borough.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: Youth and Education</p> <p>Date: 04/11/2020</p> <p>Place: online</p> <p>Subject: Dealing with the co-existence of formal and non-formal education</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>None</p>

<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>London Borough of Hounslow</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Non-EU country: United Kingdom</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Hounslow House Hounslow, Contact person: Joan Conlon Email: Joan.conlon@hounslow.gov.uk Website: hounslow.gov.uk</p>
<p>Last update text (year)</p>	<p>2021</p>

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Gaming with the police</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>'Gaming with the police' is a practice developed by the Dutch community police to keep in touch with youth who are active in the digital domain. By entering their 'comfort zone' through gaming, police officers from the community connect with the youth and earn their trust.</p> <p>This gives the police the ability (either during the gaming or in one-on-one interaction) to speak with the youth, help them with different problems they might experience, inform them and do a lot of preventive work. Engaging with youth through video games lowers the boundaries that youth feel regarding talking to the police and constitutes a unique means of trust building.</p> <p>The police are in contact with the youth in their neighbourhoods. The police are present in the youth's comfort zone, on the gaming platform. Respective police officers create accounts on popular gaming and streaming platforms (e.g. Twitch and Steam) and get in touch with youth, while gaming. Because of this, police officers know what is going on with the youth in different communities and can prevent a range of different problems in an early stage. Contact is accessible. The police help the youth with questions they have or refer them to someone who can help them. The youth share information with the police about what is happening in the neighbourhoods.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Internet and radicalisation</p> <p>(Early) prevention</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>First responders or practitioners</p> <p>Online Community</p>

<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The practice is currently implemented by 21 police teams spread all over the Netherlands.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2020</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Will be created in the second half of 2021.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>It appears that gaming with the youth is well received by them because it is a means that matches their interests. It is a contemporary way of connecting. The barrier to sharing information is lower and may even have disappeared. Because we are on the same level, a kind of trust naturally arises, considering the information that we receive from the youth.</p> <p>An investigation is currently underway into the bottlenecks and success factors amongst the youth. The outcome of this research will serve as a basis for a report. This report will make a recommendation to the Dutch police force leadership whether this way of connecting should be included in daily police work.</p>
<p>Sustainability and transferability</p>	<p>Each police team that participates has received a set of materials. A set costs about EUR 1 800 and consists of a PlayStation, TV screen, extra console, TV stand, headset plus</p>

<p>(maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>microphone, and some Store credit. The PlayStation subscription is renewed annually for each team. This costs EUR 60 per year.</p> <p>We use the possibilities that PlayStation offers to create online communities. We use a Discord server for mutual contact. These are options that anyone with a PlayStation Plus subscription can use.</p> <p>Local police teams play games to connect with the youth in their work area. The local police teams communicate that they are going to play games through their own social media accounts. There is communication regarding when people play which game and via which community or platform. An own logo has been designed for this so that it is recognisable. Most police teams play at a fixed time for 2 to 3 hours a week.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: C&N Grooming through Gaming (Q1 2021) and RAN Y&E Youth Isolation (Q4 2020)</p> <p>Date: 15/03/2021</p> <p>Place: RAN meeting</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>No.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Dutch police</p> <p>Type of Organisation: Governmental institution</p>

<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Netherlands</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Contact person: Stefan Jansen/Roel van de Groes Email: Stefan.jansen.1@politie.nl Roel.van.de.groes@politie.nl</p> <p>Telephone: +31 612664023 / +31630332265</p>
<p>Last update text (year)</p>	<p>2021</p>

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>PAIRS (Individualized Support and Social Reaffiliation Programs)</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>The goal of the centres for handling radicalised individuals is to work towards disengagement from violent radicalisation and prevent the risk of progressing to violence while encouraging social reintegration and instilling civic values.</p> <p>The programme was aimed at people under judicial control, before or after trials. Individuals can be assigned to the programme by a judge or be voluntary participants.</p> <p>The programme implies a multidisciplinary approach and several professions such as psychologists, career counsellors, social workers and Islamic studies experts.</p> <p>Intensive support — up to 20 hours a week — based on several pillars:</p> <ul style="list-style-type: none"> ✓ A religious mediation approach aims to create a critical mindset concerning biased references promoting the ideological discourse. ✓ Psychological support allows to work on psychological vulnerabilities to avoid the person being targeted by radical speech. ✓ Employment and social stability are the best buffers against radicalisation.
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Islamist extremism</p> <p>Rehabilitation</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Prison / Probation</p>

<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>France : regions of Paris, Marseille, Lyon and Lille.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2018</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>-</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>'Once a Jihadist, Always a Jihadist? A Deradicalization Program Seen from the Inside', by Marc Hecker (February 2021, French Institute of International Relations)</p> <p>https://www.ifri.org/en/publications/etudes-de-lifri/focus-strategique/once-jihadist-always-jihadist-deradicalization</p>
<p>Sustainability and transferability</p>	<p>Transferability: The programme is transferable abroad taking into account the specificities of each state in terms of:</p>

<p>(maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<ul style="list-style-type: none"> - the history of jihadist networks, - the judicial system (specifically the probation system). <p>PAIRS teams should be involved in setting up this type of programme once a government asks for it.</p> <p>Cost: EUR 900 000 a year for a centre (25 individuals).</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN PRISONS, REHAB & POL WG</p> <p>Date: 17/03/2021</p> <p>Place: Online</p> <p>Subject: "How to prevent radicalized and terrorist offenders from reoffending and reengaging" by Marc HECKER</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The project is funded by the government — specifically, the French Justice Department.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>GROUPE SOS Solidarités</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: France</p>
<p>Contact details</p>	<p>Address: GROUPE SOS Solidarités, 102C rue Amelot, 75011 Paris</p>

Please provide contact details of who can be contacted within the organisation, with name and email address.	Contact person: Jules Boyadjian, Juliette Van Niekerk Email: jules.boyadjian@groupe-sos.org ; psychologue1.pairslille@groupe-sos.org Telephone: +33 664866763 / +33785426216
Last update text (year)	2021

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>DECOUNT - the Game</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>DECOUNT is an interactive game that recreates the radicalisation processes of four protagonists. The player can decide how the stories unfold and each decision entails certain consequences. The protagonists are four young people, male and female, who radicalise in the jihadi and the right-wing extremist scenes. The game is based on interviews with current and former radicals and the analysis of online extremist propaganda, as well as interviews and tests with young people. The design includes a social media interface, minigames, comics and swipe cards, as well as short videos and audio messages. The objectives of the game are to: illustrate how radicalisation works starting with everyday situations; raise awareness about the narratives and strategies of extremist actors; stimulate critical thinking and the skills to question and confront extremist propaganda and to formulate alternative solutions to problems; and steer attitudes away from extremist ideas and pre-radical stereotypes. The game can be used for primary and secondary prevention and especially in work with youth. It can also be used as part of tertiary prevention with counselling. The game can be played as such or can be used within workshops or in schools to discuss certain topics more in depth or to stimulate the involvement of the target group in discussions and/or the creation of alternative scenarios.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Alternative and counter narratives</p> <p>Vulnerable youth and youth engagement in P/CVE</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>First responders or practitioners</p> <p>Educators / Academics</p>

<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Austria, Germany</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2020</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>The trailer for the game can be viewed at: https://www.youtube.com/watch?v=2trlUgaQ8HK</p> <p>DECOUNT - the game and the educational material are available on the website extremismus.info in German and English free of charge.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>By the end of October 2020, the game had been played by 8 299 users. The players were in their majority male (approximately 75 %) and young (approximately 30 % up to 24 years old and approximately 45 % between 25 and 34 years old).</p> <p>In order to measure the impact of the game, several scientific methods were applied in the form of focus groups and a quasi-experiment. The overall analysis of the pre- and post-questionnaires from the quasi-experiment revealed that the video game had a significant impact on participants' attitudes towards "extremist narratives" in that they agreed less with extremist statements after playing the game. The follow-up questionnaire revealed that the game had a great impact with regard to fostering critical thinking and autonomy, raising awareness of extremist narratives and promoting the democratic value of diversity. The analyses of the focus group revealed that the game had a great impact on the participants' understanding of radicalisation processes and recruitment strategies.</p>
<p>Sustainability and transferability</p>	<p>DECOUNT - the game and the educational material are available on the website extremismus.info in German and English (for transferability purposes) free of charge.</p>

<p>(maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>They are curated by Daniela PISOIU (see contact below).</p> <p>The game and the educational material can be used as such or tailored workshops can be offered upon request.</p> <p>Such workshops have been organised and are in planning in Austria and Germany, with youth workers and other first-line practitioners, youth and school pupils.</p> <p>The game is transferable regarding generally applicable radicalisation mechanisms, extremist narratives and counter-/alternative narratives, features and strategies of certain extremist organisations. For optimal use outside the German-speaking world, adaptations can be made regarding certain themes, such as current politics in a certain country.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN C&N & RAN Fireside chat</p> <p>Date: 17/09/2021 & 30/03/2021</p> <p>Place: online</p> <p>Subject: RAN C&N: How do violent extremists use video-gaming platforms to communicate - Narratives and strategies RAN Fireside chat on Violent Right-Wing Extremism</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The game was produced in the framework of the project "Promoting democracy and fighting extremism through an online counter-narratives and alternative narratives campaign (DECOUNT)", which was co-funded by the European Union, the Internal Security Fund (ISF) - Police.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The game was conceptualised and produced by three organisations.</p> <p>The Austrian Institute for International Affairs (oiip) is an independent research institute founded in 1979 and committed to fundamental research in the field of international politics. Besides international academic publishing, the Institute's researchers are engaged in teaching, policy consultancy and public awareness raising.</p>

	<p>Bloodirony Games is a small Vienna-based game studio fully dedicated to creating mobile indie games.</p> <p>SUBOTRON is a platform for digital game culture in Vienna, Austria.</p> <p>Type of Organisation: Other</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Austria</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Austrian Institute for International Affairs (oiip), Währinger Strasse 3/12, 1090, Vienna, Austria Contact person: Daniela PISOIU Email: contact@extremismus.info Telephone: +43 15811106 Website: extremismus.info</p>
<p>Last update text</p> <p>(year)</p>	<p>2020</p>

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>Interviews of returnee children, with the assistance of an Islamologist</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>Within the Belgian Federal Police we have developed the practice of interviewing children upon return from a conflict zone.</p> <p>They are being interviewed as victims or witnesses, using a specific child-friendly ("TAM") protocol that is as non-intrusive as possible and allows maximum free speech.</p> <p>The aim is to broaden our understanding of the various facets of Islamic State and their impact on the children of foreign fighters, by collecting their experience in an open, non-judgemental way.</p> <p>The interviews are being conducted by police officers who are trained in the TAM protocol but who are not specialised in terrorism and therefore receive the assistance of an Islamologist with experience and expertise in this specific field. This allows to quickly and efficiently combine two types of in-house expertise.</p> <p>The experience has allowed us to fine-tune our knowledge in the area, which in turn can contribute to more refined risk analyses but also to a better informed reintegration process.</p> <p>Steps are being taken to roll out this expertise more broadly to make it more easily accessible to first-line practitioners, also outside the police force.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Foreign Terrorist Fighters and their families</p> <p>Multi-agency cooperation</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Law enforcement officers</p> <p>First responders or practitioners</p> <p>Local Community Organisations / NGOs</p>

<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Belgium</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2019</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>The practice has led to the writing of several short documents focused on the children's experiences as they describe them, the knowledge collected previously about Islamic State and knowledge of Islamic concepts.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>With the practice being quite recent, there has not been any monitoring as such as of yet. Also, the statistical sample is quite small and future expansion is difficult to predict as it depends on future returns of children from conflict zones.</p> <p>We do have positive feedback from the practitioners we have been sharing our expertise or this practice with:</p> <ul style="list-style-type: none"> - internal: the police officers conducting the interviews of the children; and - external: the practice has been shared through several RAN meetings, and at a United Nations Office on Drugs and Crime working group on returning foreign fighters and their families, always with positive feedback.
<p>Sustainability and transferability (maximum of 200 words)</p>	<p>It is possible to transfer the method of interviewing to other situations (being as non-intrusive as possible, asking for assistance from an Islamologist, asking open questions,</p>

<p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>etc.). It should always be tailored to the specific situation and child.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Families, Communities & Social Care</p> <p>Date: 19/05/2021</p> <p>Place: Webex</p> <p>Subject: Meeting on Dealing with retuning children and their mothers</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>No external funding</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Federal Police and Local Police</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Belgium</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Contact person: Gonzalez de Lara, Eva Email: eva.gonzalezdelara@police.belgium.eu</p>

Last update text (year)	2021
-----------------------------------	------

Name of the practice

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

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

Building a sustainable online prevention P/CVE approach

The overarching aim of this project is to build an online branch of our local approach of preventing and countering violent extremism (P/CVE) – one that complements and strengthens our current offline approach. To achieve this we aim to develop:

- New tools

There's a need for new tools to recognise and reach out to individuals vulnerable for extremism online. These tools include the **software** used to automatically capture signs of alienation. For instance, the City of Mechelen organised a pilot project co-creating and testing this kind of software in 2019. The results suggested the following:

- 1) Software can capture signs of alienation
- 2) Currently there's no clear juridical framework

These tools can also serve as **new working methods** like the creation of **online safe spaces** where youth can freely express their grievances. In 2020, the project held a first trial of an online safe space where they organised a gaming tournament. The idea was to connect with youth and discuss serious topics during an informal event. Another example of new working methods the project will implement is building an **online outreach** approach in which prevention workers reach out and connect with individuals online.

- New frameworks

The project aims to develop clear frameworks to act upon these captured online signals of alienation. These are **frameworks that bridge online detection and re-inclusion** with offline social institutions. There's a need for clear legislation and for the role of each partner in the P/CVE approach to be defined (as is the case offline). To achieve this, the project will study its current workflow (AS-IS) and outline a TO-BE workflow together with partners.

In addition to legislation and frameworks that define the workflow of this new process, there is also a need for **ethical**

	<p>and juridical frameworks in regards to online prevention approaches.</p> <ul style="list-style-type: none"> • New skills <p>The project aims to increase <i>online skills</i> in order to:</p> <ul style="list-style-type: none"> - understand online alienation by better understanding the online context. What are real signs of frustration and what is trolling? - better connect to individuals online by speaking the online slang. <p>It is also important to develop a better understanding of several online mechanics like disinformation and hate speech.</p>
Peer reviewed	No
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Internet and radicalisation</p> <p>Local strategies/cities</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>First responders or practitioners</p> <p>Authorities</p> <p>Online Community</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>This practice is being developed by the City of Mechelen (Belgium)</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2020</p>
Deliverables	<p>The official starting date of this project is July 2021. As such, the project has no concrete deliverables yet.</p>

Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.

At the end of the project's first year, the following documents will be prepared:

- A white book that outlines good practices on how to identify online signs of frustration and radicalisations (actively & passively).
- Ethical & Juridical framework that has been approved by our local P/CVE partners

It is worth noting that for the juridical framework, the project is working together with a local law firm. For the ethical framework the project is working with a knowledge institution.

- A recorded and tested workflow on how to bridge online detection and offline social institutions.

It is worth noting that the project will use the BPMN-standard (Business Process Model & Notation) to describe our AS-IS and TO-BE processes.

- A description of the project's experiences with testing several methods of online interventions (online outreach work, online safe spaces etc.).

Evidence and evaluation

Short description on performance measures of the practice, including

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The project aims to build a practice that is sustainable and easily transferable to other local governments (see specifics of the online approach in the description). It believes the online world is an important part of our daily life and this makes it important to examine ways to become a part of this world.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN LOCAL Online P/CVE approach for local authorities: how to manage it?</p> <p>Date: 27/05/2021</p> <p>Place: Online</p> <p>Subject: Online P/CVE</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>No.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>City of Mechelen (BE)</p> <p>Type of Organisation: Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Belgium</p>
<p>Contact details</p>	<p>Address: Grote markt 21, 2800 Mechelen Contact person: Simon Huybrechts</p>

Please provide contact details of who can be contacted within the organisation, with name and email address.	Email: simon.huybrechts@mechelen.be Telephone: 003276/70.27.66 Website: www.mechelen.be
Last update text (year)	2021

<h2>Name of the practice</h2> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<h2>START on the street</h2>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>This experimental project is implemented by five sports' organizations in five European cities in Belgium, Denmark, France, Germany and Spain.</p> <p>It aims to prevent radicalization among young people, girls and boys, between 15 and 25 years old (primary prevention).</p> <p>Those young people are all characterized by difficulties (school drop-out, unemployment, delinquency, etc.) and living in sensitive urban headquarters characterized by a high level of violence and social problems. Most of them are not practicing sport in the usual sports 'clubs. We consider those young people are most likely to be targeted by extremists' groups and need therefore to be taken care of by sports' educators (any type of ideology).</p> <p>Every week, between September 2021 and June 2022, each organization organizes non-competitive multisport outdoor activities combined with a wider educational approach. Every organization is free to develop this aspect in accordance with their objectives (e.g. unformal gathering and discussions, relaxing activities, training sessions to become sports' educators, etc.). The educational approach is both developed during the sport activities and alongside. During because we focus on developing sport in a non-competitive way: cooperation, respect for diversity, fight against discrimination, positive self-esteem, not being afraid of losing (we see failure as an important key value). All educators are supposed to respect those objectives. We don't want to exacerbate other sportive values such as: being the best, focusing on victory, being stronger. The educational approach is</p>

developed alongside the sports activities because we also include activities such as: speaking groups, singing activities, critical thinking workshops, first aid certificate, sport educator certificate, collective meals, organizing a final festive event etc. This is meant to help young people to feel comfortable in their skin, among other people and to help them find a project in life. However, this second aspect also depends on the partners. We don't always develop the same activities.

The young people involved in the programme are also in charge of co-organising a final "Start on the street" event with their coaches at the end of the sports' year, in June. This event is meant to be festive and/or sporty to gather people living in the neighbourhood.

START on the streets contributes to PVE because the young people involved are all facing social, integration, economic, judicial, or educational difficulties. Those fragilities could explain why some of them could be tempted by extremists' groups trying to recruit them. Having a project, feeling good in one's head and body, being sociable and developing new skills strengthen their resilience. These young people were not in sports 'clubs before. Finally, all the educators and coordinators are trained on the subject of PVE to help them understand why they have a role to play in the society to fight extremism.

To make sure we share the same values (diversity, fight against discrimination, respect, non-violence, etc.) the sports' educators and the coordinators of the project regularly exchange about their practices and experience. Three meetings are organized in Paris and three online webinars with specialists in the prevention of radicalization to help them develop knowledge on this subject.

This program will be evaluated to see if outdoors sport activities can contribute (or not) to prevent radicalisation among young people living in urban underprivileged areas.

<p>Peer Reviewed</p> <p>(To be filled by expert, only in case of an expert review. Not filled by practice owner)</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Sports Early prevention, formal / informal education, local strategies/ cities</p> <p>(Early) prevention</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>Educators / Academics</p> <p>Add additional target audience.</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Belgium: Liège</p> <p>Denmark: Helsingor</p> <p>Germany: Postdam</p> <p>France: Paris</p> <p>Spain: Madrid</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year:2021 Select starting year of practice.</p> <p>Ending year: 2022 Select ending year of practice in case practice has ended.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>A final evaluation report will be delivered at the end of May 2022.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> 	<p>An evaluation of the project will be conducted in every region. The work will be monitored by external research teams aiming to measure scientifically the impact of actions on the reduction of violence and on developing a life of delinquency. This will be achieved by identifying</p>

e.g. measure of the success of your project or intervention.

2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

difficulties and means to improve its quality and will also give us the opportunity to support best practice exchange at a larger scale.

After two years of testing, the results of this monitoring will be presented at a workshop bringing all the different participants together.

Results expected:

Micro level (young people): change of attitude, respect of the rules, dialogue, personal and emotional investment, modification of the informational closure, group cohesion and desistance with radical groups.

Meso: social diversity, reinforcement of the presence of girls, group activities without violence, participation of families.

Macro: perpetuation of activities, participation of officials in events, dissemination of practices, extension in the city, extension of the operation in the perspective of the 2024 Games

To evaluate this, every educator and coordinator will be interviewed at least three times during the experimentation. Two focus groups will also be organized with the group of young people participating in the project.

Sustainability and transferability

(maximum of 200 words)

Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. Please elaborate on which elements are transferrable and how.

The project relies on a collaboration of sports' organisations already well implemented. We hope this collaboration will continue after this first experimentation in those territories.

We also have the perspective of the Olympic Games 2024 in Paris in mind. We hope to extend the project in more countries in 2023-2024 and in more neighbourhoods in France. This could lead to the implementation of a street sport tournament in the city stadiums of the Parisian suburbs. In order to achieve this objective, we wish to set up a steering committee with the French Ministry of Youth and Sports and the Olympic Committee of Paris 2024.

Our third pillar of sustainability is to demonstrate through a rigorous scientific evaluation the impact of these actions in the prevention of extreme violence and radicalization.

	<p>The idea of occupying public spaces such as city stadium and free sport facilities is a current preoccupation for cities. They don't want them to be controlled by specific groups. We think this project could be a solution and this report should help us find local funds to extend and perpetuate the project.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Youth & Education</p> <p>Date: 30/11/2021</p> <p>Place: Online</p> <p>Subject: Inclusion through sports</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>This project is funded by the European Commission (EAC/S06/2020).</p> <p>We also local funds in France (Ministry of sports, public regional authorities).</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>The UFOLEP Ile de France Regional Committee is a sports' federation associating different sports' activities with citizenship. Sport is considered as a tool for education, health, social integration and diversity.</p> <p>The organization is composed of 38 000 members throughout the Ile-de-France region (Paris + three other territories).</p> <p>The sports activities (leisure or competition) are organized for everyone, especially those who do not usually practice sports or who are characterized with difficulties (victims of violence, unemployed, etc.)</p> <p>The UFOLEP also organises training sessions for sports' educators, young people, etc.</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p>	<p>EU or EEA country: France</p>

<p>Country in which the practice is based.</p>	<p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: 3, Rue Récamier 75007 Paris, France Contact person: Léonor Mahé Email: Imahe@ufolep-idf.org Telephone: 06 52 42 97 99 Website: www.ufolep-idf.org</p>
<p>Last update text (year)</p>	<p>2021</p>

Collection of inspiring practices