

RAN Collection practice template

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

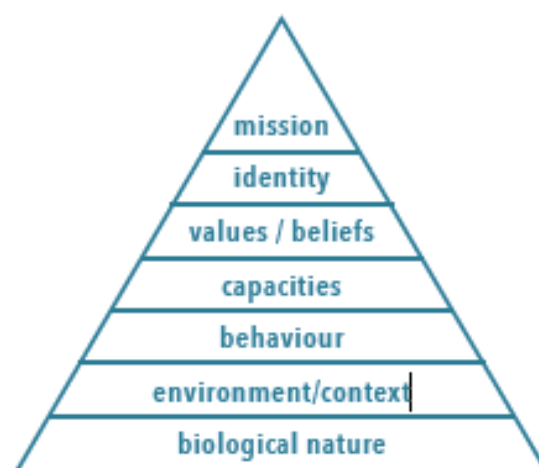
(max. 300 words)

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.

Identity and communication Based on the Logical Levels from Bateson

Theory of the logical levels Bateson

There are many misconceptions about identity. Many people identify with their environment or with acquired factors like religion, the particular subculture they identify with, or even what they engage with on the internet. In order to clarify what constitutes a person's identity, we use Bateson's pyramid, which breaks down identity into different levels, each one linked to the underlying level. When change occurs on one level, this can also translate to other levels.



Who you 'are' forms the tip of the pyramid, your identity and ambitions, namely, what you wish to achieve in life. This point is supported by a broad base, which doesn't represent your identity, but consists of a series of attributes that you absorb,

through your education, your situation at home, at school and through your friends.

Your biological nature and the environment you grow up in forms the basis of the pyramid. We have added the biological factor to the pyramid, because it has been shown that IS propaganda targets the limbic system in the brain. On top of that comes behaviour, which is mostly taught. Next comes a layer of capacities. This is complemented by values and convictions that are fed to you, at home, by your religious or philosophical education and by your peer group.

Your surroundings, behaviour, abilities, values and convictions are given to you in your youth. That is what eventually determines who you are. The difference between who you are and what you have acquired is significant. Religion forms part of the bottom layer of the pyramid, of the elements you absorbed. These days, however, we have noticed that many young people identify completely with Islam.

Religion constitutes a choice, not a person's identity.

The school opted to use the model of Bateson after an infiltration by the jihadist group Sharia4Belgium. A wave of radicalisation swept through the school. The approach is situated on the following four levels:

1. Two people qualified as an NLP master.
2. Ten teachers qualified as an NLP practitioner.
3. Every year 12 teachers attend a four-day NLP course: it is of vital importance to provide tools and support to teachers who face youngsters who are at the risk of radicalisation. Among other things, they learn how to counter pupils' identification with negative self-images, how to foster a healthy self-esteem.
4. At the same time, youngsters are made more aware of the impact of their choices and they are offered the opportunity to make different choices in life by using the triangle. The process is about identity formation. This is a two-day training.
5. The possibility for individual coaching (for teachers or students) if necessary. The overall aim is to empower students and give them the insight that they can steer their destinies.

We are linking our project to the project 'Circles – we have the choice' of Kristin Verellen. This project has been presented at the RAN Joint event RAN EDU–RVT. Circles are meaningful encounters with a group of people to reflect about what happens to each of us in this age of hardening and extreme violence. <http://wehavethechoice.com>

The project has also collaborated with the Athena-syntax project in the schools. This project is also a part of the RAN Collection.

This good practice was developed during the period of problematic Islamic radicalisation and in follow-up to the war in Syria and departing youth. Today, however, we live in a hyper-polarised society and polarisation and radicalisation have become a many-headed monster: in addition to proselytising Islamist Salafism, we notice extreme right-wing

	<p>extremism, the woke debate that is fierce in our schools, LGBTQ thinking, anti-women thinking, climate activists, etc. Precisely because of this recent evolution, the training offer has been updated and this good practice is integrated into a general basic training 'prevention of radicalisation and polarisation'. Here, we examine how radical thinking comes about, when it is problematic and when we speak of extremism. We reflect on the different forms that exist and what the associated characteristics are. We also look at the challenges this poses in practice and provide information on how front-line workers, local authorities, teachers, youth workers, welfare workers, etc. can deal with these challenges. This model is integrated into this training.</p> <p>A new training offer will be rolled out within all GO! schools. In the previous school year 2022-2023, tailor-made formations were provided. During this school year 2023-2024, the key persons who were activated in 2015 will be reactivated.</p> <p>In september 2023 we reactivated these key figures in Given the fact that we notice a lot of tensions, polarisation & proselytism in different schools, we give these key people a packet of digital trainings (5X2 hours) to refresh their knowledge and follow up on the new trends and possible actions at school level. In the training we involved our different good practices : the prevention pyramid, Identity and communication, Athena-syntax & the CCA method. We linked them to the polarisationmodel of Bart Brandsma. We rolled out this training in different schools over Flanders. We reached out also jewish schools.</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>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>Antwerp (Belgium)</p> <p>Training sessions in Belgium & Europe by co-chair.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the</p>	<p>Starting year: 2009</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>

<p>maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	
<p>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"> - In an initial phase, 24-day training programme for the NLP practitioner qualifications for 12 teachers -In an initial phase, 24-day training programme for the NLP master practitioner qualifications for the principal and the assistant principal - 4-day training programme for twelve teachers on an annual basis (basic) - Together with external partners we offer a training for youth (a four-day, 2 hour training + activities during the school year) -There is also a video about the different activities at school: https://www.youtube.com/watch?v=wzZjkrurAzU - Individual coaching sessions
<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. This practice is also involved in the evaluation process by Stijn Sieckelink (University of Utrecht). The final results are still being processed. Arcturus, the organisation supporting this methodology, is an international qualified communication centre. 2. At first teachers are usually reserved. Towards the end, however, they all learn something from it. During the last 10 years, all staff and teachers received a basic training. There has been an “overall” positive feeling. This was noticeable in the teachers’ communication. Students were also reserved to start, but they enjoy the meetings. Almost all of them completed the entire programme. Every three years we conduct a school evaluation. We will do it again during the current school year 2020-2021. 3. Presented and discussed during RAN Education Meetings: RAN EDU meeting Antwerp, 19-20 April 2016 (students). RAN EDU meeting Antwerp, 14-15 November 2019.
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g.</p>	<p>Once the basic principles have been mastered, this programme can be adopted in any school situation, or at society at large.</p> <p>The success of the project will be greatly enhanced if the teachers or coaches receive adequate NLP training. This</p>

<p>information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>success will be further enhanced if students can be coached as well.</p> <p>Costs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practitioner training: EUR 3 300 (24 days) <input type="checkbox"/> Master: EUR 3 300 (24 days) <input type="checkbox"/> Students: EUR 5 000 (2 days/50 students) <input type="checkbox"/> Teachers: EUR 5 000 (4 days/12 teachers) <input type="checkbox"/> Individual coaching: EUR 150/session
<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 EDUCATION</p> <p>Date: 14/11/2019</p> <p>Place: Antwerp</p> <p>Subject: Dealing with religious inspired ideology in schools</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 training is organised in cooperation with the GO! Royal Athenaeum Antwerp and Arcturus (www.arcturus.be)</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: Belgium</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: Franklin Rooseveltplaats 11, 2060 Antwerp, Belgium Contact person: Karin Heremans (school principal – policy coördinator GO! & Ran expertpool) Email: Karin.Heremans@Atheneumantwerpen.be Telephone: +32 497 44 78 37 (Karin) Website: www.athenasyntax.org</p>
<p>Last update text (year)</p>	<p>2024</p>