

RAN Collection practice template

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| <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>Fostering cooperation between local authorities and schools using the mirror technique</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 city of Antwerp invested in an education policy division with following strategic goal / mission.</p> <p>'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> |

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| | <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.</p> <p>City staff will do the analyses, will discuss the data with the contributors and will offer specific support on issues that were raised.</p> <p>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.</p> <p>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> <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.</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>Formal/informal education</p> <p>Local strategies/cities</p> |
| <p>Target audience</p> | <p>Youth / Pupils / Students</p> <p>Educators / Academics</p> |

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| <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</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 practice is implemented in 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>Starting year: 2010</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>Truancy mirrors and questionnaires are available in English. Questionnaires on safety and wellbeing are available in Dutch.</p> |
| <p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> | <p>We see a drop in truancy in the schools that were supported.</p> |

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| <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 material and questionnaires have to be kept up to date and needs to be adapted to the local situation.</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</p> <p>Date: 22-23 February 2017</p> <p>Place: The Hague</p> <p>Subject: cooperation between local authorities and schools in the prevention of radicalisation and discussion of cases</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</p> | <p>Number of Study visits from European researchers and workgroups from DG Regio European commission and DG Regio EAC.</p> |

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| <p>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>City services in cooperation with the central helpdesk and the pupil guidance centres.</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: 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: Francis Wellesplein 1 Contact person: Luc Claessens Email: Luc.Claessens@stad.antwerpen.be Telephone: +32 3 338 33 81 Website: www.antwerpen.be/onderwijs</p> |
| <p>Last update text (year)</p> | <p>2016 and before</p> |