Preventing Radicalisation to Terrorism and Violent Extremism

Educating young people

Radicalisation Awareness Network

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Educating young people

1. General description

Education is the key to preventing youngsters and young adults from being attracted to violent extremist ideologies and organisations. Prevention in formal and informal education focuses on fostering active citizenship, democratic values, media literacy, critical thinking and cultural diversity, and on challenging stereotypes, discrimination and extremist attitudes and behaviour. It aims at building resilience and strengthening democratic citizenship by encouraging young people to actively engage with their social environments, institutions and society at large.

Prevention work in educational settings is not limited to targeting youngsters and young adults that are vulnerable to radicalisation; it also addresses teachers and their institutions to facilitate the participation of students and to enhance identification with society. In addition, it aims at raising awareness among educators for risk factors and providing adequate institutional responses. Preventative measures include the implementation of preventative approaches in teaching, the training of educators, the implementation of procedures to identify and manage potential cases of radicalisation, as well as the creation of institutional environments that encourage youngsters to engage and articulate their interests and perspectives.[1]

The challenge of violent extremism has become more complex in recent years. Recent terror attacks in various European countries have added urgency for the need to address and challenge underlying ideologies that already in their early stages. The number of minors involved in violent extremist activities and organisations has grown over the last few years, resulting in growing concerns among educators and educational institutions about how to identify cases of radicalisation and to address increasing tensions in classrooms. In addition, the rise of right-wing movements and the increase of racist violence in several states have further polarised public discourses on questions of migration, Islam and minorities, and, in consequence, furthered extremist claims of 'victimhood'" and 'Western enmity towards Islam'. In many states, the rising numbers of refugees has contributed to concerns of polarisation and radicalisation.

2. Aims

Prevention of violent extremism in educational settings aims to:
- Increase a sense of active citizenship, enhance inclusion, and raise awareness of violent extremism.
- Promote fundamental values (i.e. democracy, pluralism, human rights, gender equality) and enhance skills to actively engage in and contribute to democratic and socially, culturally and religiously diverse societies.
- Enhance skills to identify and challenge violent extremist claims and narratives in (social) media and personal encounters.

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[1] See Radicalisation Awareness Network/Edu (2016), The role of education in preventing radicalisation. RAN Issue paper, UNESCO (2017), La prévention de l'extrémisme Guide à l'intention des violent par l'éducation décideurs politiques, Paris: UNESCO and Macaluso, A. (2016), From Countering to Preventing Radicalization Through Education: Limits and Opportunities. Working paper 18. The Hague Institute for Global Justice, pp. 4-6.

- Build resilience to cope with experiences of marginalisation, discrimination, and grievances, and to empower youngsters to claim legitimate rights.
- Provide opportunities to practice skills for dealing with conflict, withstanding propaganda and peer pressure, and fighting for ideals in a non-violent way.

3. Methods and approaches

Prevention of radicalisation in education draws on approaches and experiences developed in the fields of civic education, human rights education, diversity education, anti-bias and anti-violence education, intercultural and interreligious education, media education, and others. The practices collected in this volume mirror the variety of approaches and the breadth of experiences they build on.

Civic/citizenship education focuses on raising awareness of basic values and principles of democratic societies and to enable youngsters to formulate, articulate and weigh individual interests and perspectives in pluralist contexts. Promoting representation and participation and strengthening communalities and shared values, it challenges extremist narratives of authoritarian rule, homogeneity and ethnic or religious supremacy. Marginalisation and a lack of representation are considered important risk factors that can contribute to radicalisation processes. This includes real or perceived social and political marginalisation as well as limited representation in official and public discourses.[2] Education provides important spaces to render visible social and cultural diversity (and their historical origins). Yet, a sense of citizenship and recognition of democracy and pluralism cannot be imposed. Civic education builds on explorative, dialogue-centred, experience-oriented approaches to participation and solving conflicts in society. It is equally important to note that civic education is not confined to obvious school subjects such as politics and ethics; its methods have increasingly been applied in the context of arts, sports and extra-curricular activities.[3] Integrating reflections about values and norms in the production of art, theatre, or in workshops about youth cultures, facilitates raising interest and engaging youngsters. In addition, project-works involving the preparations of exhibitions, activities in the local neighborhood or producing videos allow combining cognitive skills with practical competencies.

Human rights education in a similar way aims at furthering an awareness of fundamental and universally shared values, rights and freedoms. Focusing on issues of freedom of opinion and religion, minority rights, equality before the law, and the right to life and physical integrity, it provides historical knowledge and ethical understandings of contemporary freedoms and basic rights that are put into question by extremist ideologies of different kinds.[4]

Civic and human rights education also enhance knowledge and understanding of international conflicts and the involved interests. Research on radicalisation has highlighted the importance of historical and contemporary international conflicts in extremist narratives, and the impact of related narratives of injustice, suffering and double standards. Addressing these issues poses a challenge to many educators, as it requires recognition of possible faults, failures and inconsistencies in the history of European politics. Prevention in this context is not confined to

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[2] Lyons-Padilla, S., Gelfand, M. J., Mirahmadi, H., Farooq, M., & van Egmond, M. (2015), Belonging nowhere: Marginalization & radicalization risk among Muslim immigrants. Behavioral Science & Policy, 1(2), pp. 6-8.

[3] See for instance OSCE (2013), Youth Engagement to Counter Violent Extremism and Radicalization that Lead to Terrorism. Report on Findings and Recommendations. Vienna: OSCE, pp. 9-10.

[4] UNESCO (2016), Guide du personnel enseignant pour la prévention de l'extrémisme violent, Paris: UNESCO, pp. 35-39.

normative claims about the universal character of human rights and basic freedoms, but implies addressing existing challenges and limitation regarding their implementation and protection.

Approaches of diversity, anti-bias and intercultural education respond to the growing need to handle socially, culturally and religiously diverse societies. Considering diversity a social fact in modern societies, these approaches aim at extending knowledge and building skills to cope with identity issues, diversifying gender roles and cultural and religious differences in today's societies.[5] Empathy and tolerance of ambiguities are among those competencies deemed essential in increasingly complex contexts; these approaches enhance such skills and competences in order to understand and resist extremist claims of rigid and dichotomist identities and roles. Being aware of the various facets of one's identity, and those of others, and knowing how to cope with resulting uncertainties and conflicts reduces the temptations of extremist identities and role models.

This also relates to approaches that are not focused on cognitive competences, but aim at building resilience through the strengthening of communicative and social skills.[6] These approaches combine psychological and communicative training with physical activities to build self-confidence and to empower youngsters.

In many European states, religious education is not part of formal education. In others, religious education and its approaches are considered as part of preventive strategies. Contemporary approaches to religious education are not limited to a transmission of specific sets of knowledge and belief, but aim at engaging youngsters with the origins, development and contexts of religious traditions. This includes raising awareness and recognition of religious diversity, and addressing communalities and differences to other faith groups. Religious education enhances skills for understanding and contextualising one's beliefs, and to place them in historical and social contexts. Therefore, it provides alternative narratives to the religious-extremist claims of absolute truth, confessional adversary, and normative lifestyle.

Alternative narratives and counter-narratives are concepts used in different educational approaches. The addressed topics range from identity issues, religion, gender role, and participation to political issues and international conflicts. Reflecting the growing visibility of (violent) extremist narratives and growing concerns about the impact of extremist contents in social media in particular[7], these approaches aim to challenge key tropes and motives used by extremist actors to reach-out to youngsters and young adults, and to reduce the predominance of extremist narratives in social media. While responding to the same phenomenon, the concepts reflect a range of differing approaches and methodologies. Counter narratives are often understood as deconstructing extremist narratives, and to highlight inappropriate or factually false claims. In contrast, alternative narratives are not centred on original extremist claims themselves, but aim to provide additional perspectives and to raise other issues with the intention of challenging extremist agenda settings. In most cases, alternative narratives therefore do not respond directly to extremist

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[5] Cp. Centre de Prévention de la Radicalisation Menant à la Violence (2017), Guide Pédagogique « Et si j'avais tort ? » destiné aux enseignants pour la prévention de la radicalisation menant à la violence, Quebec : CPRMV and Landeszentrale für politische Bildung Baden-Württemberg (2017), Jugendliche im Fokus salafistischer Propaganda. Beispiele und Anregungen für die unterrichtliche und pädagogische Praxis, Stuttgart: Landeszentrale für politische Bildung Baden-Württemberg, pp. 71-102.

[6] Sklad, M. & Park, E. (2016), Educating for Safe and Democratic Societies. The Instructor's Handbook for the Civic and Social Competencies for Adolescents UCARE, Middelburg.

[7] See Meleagrou-Hitchens, A./Kaderbha, N. (2017), Research Perspectives on Online Radicalisation. A Literature Review, 2006-2016. London: VOX-Pol Network of Excellence, pp. 40-49.

content, but question its claim of authority and singularity by adding alternative views and perspectives.[8]

Both concepts share the importance attributed to authentic voices. Building on experience gained through teaching history, testimonies of victims (and their relatives) of terrorist violence and of former members of violent extremist movements are often used as particularly credible and authentic first-hand accounts about the nature and the consequences of extremist organisations and ideologies. Personal accounts facilitate identification and understanding of experiences and motivations related to extremist ideologies and actions. On a different level, peers are often considered key to the development and presentation of counter or alternative narratives. Sharing biographical histories, age, and lifeworlds with potential target groups, the inclusion of peers in the production and dissemination of alternative narratives enhances the relevance and credibility of its content and style.

In many of these approaches, media education is gaining importance. Reflecting concerns about the use of social media by extremist actors and mounting scepticism in relevant segments of society vis-à-vis traditional media, media literacy is considered as a key to the prevention of radicalisation. This involves raising awareness for strategies and motives of extremist propaganda, hate-speech or fake-news, but also enhancing knowledge about technical functions and algorithms that contribute to the visibility and dissemination of related content.[9] On a cognitive level, media education also allows addressing conspiracy theories and their popularity on certain platforms. In an addition, media education provides crucial skills and competencies to use (social) media and to produce personal content. In combination with approaches of civic education or diversity education, media education offers diverse opportunities to enhance participation and to empower youngsters to formulate and voice individual interests and perspectives.

Most approaches and methods developed in the field of education reflect the need to integrate these approaches into larger a context and network. Recent research has highlighted the multifactorial background of radicalisation processes, involving personal, social and political risk factors. In this regard, educational strategies directed towards youngsters are central to the prevention; but they are rarely sufficient to prevent youngsters from being attracted to extremist ideologies and organisations. Educators and schools should thus be aware of the need to link-up their activities to other relevant fields of prevention[10] and to extend networks involving external support from external institutions and actors. Recent insights about the nexus of delinquency and radicalisation, or debates about a possible linkage between school drop-outs and radicalisation point

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[8] Cp. Radicalisation Awareness Network (2015), Counter Narratives and Alternative Narratives. RAN issue paper, pp. 4, 10-11 and Tuck, H./Silvermann, T. (2016), The Counter-Narrative Handbook. London: Institute for Strategic Dialogue, pp. 9-10.

[9] Cp. Keen, E. & Georgescu, M. (2014), Bookmarks. A Manual for Combating Hate Speech Online Through Human Rights Education, Council of Europe: Budapest.

[10] I.e. social and youth work, family support, community engagement, see Hocke, N./Kleff, S. (2017), Die Rolle der Schulsozialarbeit in der Menschenrechtserziehung. Berlin: Schule ohne Rassismus – Schule mit Courage, Radicalisation Awareness Network/Edu (2016), The School needs partners. Ex-post-paper, European Commission (2017), The contribution of youth work to preventing marginalisation and violent radicalisation. A practical toolbox for youth workers & Recommendations for policy makers. Results of the expert group set up under the European Union Work Plan for Youth for 2016-2018, Luxembourg: Publications Office of the European Union and Ministère de la ville, de la jeunesse et des sports (2016), Acteurs du sport et de l'animation. Mieux connaître, mieux comprendre et mieux prévenir les phénomènes de radicalisation, Paris.

to the fact that the role of schools and education in prevention is not confined to curricular activities.

Individual practices have built on this assessment and combine activities for diverse target groups (i.e. students, parents and teachers). Considering radicalisation as processes that are not confined to an individual, but that involve their immediate social environment, these practices explicitly aim at strengthening relatives and educators in their ability to notice and respond to radicalisation, and to reflect about their own attitudes that might further distance youngsters from their social environment and weaken social bonds.

4. Lessons learned

4.1 Institutional framework

Programmes aimed at educating young people on citizenship, discrimination, democratic values, media literacy or critical thinking and addressing radicalisation and violent extremism should be part of a larger strategy on how to deal with radicalisation and extremism in school. One-time-measures and short-term interventions might help to ease current conflicts, but they do not allow the provision of long-term strategies and response structures. Similar to topics like sexual exploitation and crime, the prevention of radicalisation requires an institutional framework that provides training, methodologies and procedures for preventing radicalisation processes and respond to individual cases of violent extremist attitudes and behaviour.

This framework should consider and balance various tasks and obligations. In the recent past this has posed considerable challenges for educators and schools. This relates in particular to the balancing of freedom of speech and the need for safe spaces in educational settings and obligations to monitor and report possible cases of radicalisation. In some EU member states, schools and other educational institutions have been formally obliged to report cases of radicalisation, provoking vehement opposition by educators and school administration in some states.[11]

Procedures and solutions to these challenges depend on national legal contexts, and might vary from one school to another; yet it is important to consider these challenges early on and be aware of related pitfalls and conflicts.

Other important pre-conditions at the school level are:
- Innovation within the curriculum to incorporate critical thinking, democratic values, conflict resolution etc. as regular topics in existing courses and activities. This also involves including topics that enhance representation of students of diverse backgrounds (i.e. through global history, migration history, biographic work, religious issues).
- Schools are formal institutions with clear hierarchies between administration, staff and student body. Yet, they are also important spaces in which students grow up, develop their identities, and experience society. Extending students' participation in internal affairs and to allow students to contribute to schools' activities is an important part of civic education; which also relates to prevention in the context of radicalisation.
- Training teachers is crucial in order to enable them to address emerging topics and to adopt teaching methods for changing life-worlds. The phenomenon of radicalisation highlights the need to provide sufficient resources to participate in such training and to implement the

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[11] Cp. Expert Subject Advisory Group (2015), The Prevent Duty and teaching controversial issues: creating a curriculum response through Citizenship. Guide for teachers. Association for Citizenship Teaching and Sutton, R. (2015), Preventing Prevent? Challenges to Counter-Radicalisation Policy On Campus, London: The Henry Jackson Society.

acquired knowledge and competencies into one's teaching. Training on radicalisation should include raising awareness of risk factors involved in radicalisation processes and in identifying possible signs of radicalisation and extremist attitudes and behaviour. Equally important is the transmission of knowledge and methodologies to address relevant topics and to build resilience amongst students. This also implies encouraging teachers to address the importance of social media as sources of extremist ideologies and to use social media as a tool for encouraging critical thinking and participation. A variety of online content countering extremist propaganda is available and such counter narratives or alternative narratives could be part of the curriculum as input for discussions or otherwise. It is recommended that content created (in a joint effort involving youngsters and media educators) and /or used includes messengers credible to young people at risk of radicalisation, such as formers and community or religious figures. Authorities and even experts are not best placed to be the messengers of alternative narratives.

- Leading by example to create open and safe spaces for school staff to discuss and share experiences. Schools should invest in basic training for all teaching staff (not only those teaching politics, history or ethics) so that they are equipped to detect the signs and intervene effectively. As a result of this training, staff will feel sufficiently confident to address radicalisation and remain in dialogue with their students on this and related topics.

- Working together in robust partnerships with other organisations such as social workers, youth and healthcare bodies, police, NGOs and municipalities to detect individuals at risk at an early stage and to involve these partners in a wider prevention and response structure in the school (e.g. invite social workers or police officers to talk in classrooms). In most cases, these networks already exist (as for instance in crime prevention schemes) and can be built upon.

- Involving students in prevention initiatives: school initiatives that enable young people to become a positive influence are often successful as peer influence can be very powerful. Some successful practices have seen Jewish and Muslim students jointly engaging with vulnerable classes and succeeding in countering.

- Engaging parents other family members of students as valuable partners in safeguarding and prevention. Too often these days a negative image is portrayed of parents and families as providing places for extremism to flourish. Although this does happen and schools should be aware of it, parents and families more often have the best interest of their sons/daughters/family members at heart and wish to help keep them safe. Parents should also be pro-actively informed about school programmes aimed at educating young people in relation to radicalisation.

- Schools should communicate transparently about their prevention work and related activities. By informing students, parents and staff about underlying educational approaches, schools provide opportunities to address possible concerns about stigmatisation and infringements of freedom of speech and thus enhance trust and cooperation.

4.2 Training teachers, building capacities, encouraging self-reflexion

Educators play a key role in the prevention of radicalisation leading to violent extremism.[12] The school is and should be the place where young people are allowed to speak out and raise questions. This means however, that educators are confronted with extreme and sensitive ideas and behaviour in their classrooms. Whatever the content and source of these expressions (grievance, injustices, group-pressure) even if they are not mainstream or straightforward the educator is challenged to identify and address these issues in a safe, open and respectful way. Leaving these expressions unchecked could feed the extremist narrative as well as jeopardise students' (social) safety.

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[12] Radicalisation Awareness Network/Edu (2017) Guide on training programmes. 'Effective and confident teachers and other school staff'.

Educators need to invest in providing support, and receive it, in order to increase their capacity to engage and act. They should be able to:

- Engage in difficult conversations: educators should seek dialogue with their students about sensitive and difficult topics related to personal feelings, principles and beliefs. In many cases, it is worse to not respond and leave these kinds of sentiments and expressions unspoken. This does not only apply to religion, sociology teachers or counsellors, but is the responsibility of all educators, regardless of their specialism.
- Reflect about their own views, attitudes, prejudices and verbal and non-verbal communication styles: educators need to be aware about their attitudes and presumptions, and their possible impact on students. Educators do not act in a void; they echo public discourses and might themselves engage in stigmatising and discriminatory practices.
- Offer alternatives: educators can refer to organisations or NGOs that offer a suitable alternative to students who wish to contribute to a cause (at home or abroad) and/or channel their sentiments of injustice. These students can be brought into contact with, for example, aid organisations that deliver supplies or refugee assistance in Syria and/or Iraq. Or they could be trained to become youth ambassadors and 'anti-prejudice counsellors', for example.
- Build educator networks and helplines: educators can help each other to discuss difficult and sensitive issues in the classroom. Whether these are colleagues from the same school or other schools, teachers should reach out to share experiences and approaches. In some cases it could be effective to involve another teacher in a classroom discussion.
- Discover online: today's students are very active online. As educators it is useful to be aware of the different online platforms that students engage in and the content they are confronted with. Educators can also use this online material to start a conversation with their students about the need for a critical approach to online content – especially in social media.
- Pay attention to and engage with those who feel left out, seem isolated or are expressing a lot of anger: educators should try to remain in dialogue with these youngsters, even if they have world views or opinions that are diametrical to the values of the educator, school or society. This could be challenging and asks for professional patience and self-control. Role models and peers could also be involved in establishing contact with these students. Educators should be supported in creating a safe space where angry and sometimes intolerant views can be discussed.

4.3 Enhancing critical thinking skills and resilience

Critical thinking is a key element in building resilience against extremism. As such, activities should promote dialogue and exchange – not closing down discussions to avoid addressing issues. Interventions should avoid telling young people what to think, avoid pressuring, preaching, moralising, judging or trying to convince. This can be counter-productive and can further entrench views. Extremist ideologies and narratives tend to emphasise a single value per issue. The logic and strategy behind this is that groups with clear value hierarchies become attractive as they provide certainty and easy solutions to a complex world, thus protecting the values and identity of the 'in-group'. Black and white thinking centred on protecting a key value leverages group loyalty, which strengthens the grip of the extremist discourse on its followers. In a state of threat (whether perceived or real), people think (and react) more simplistically and tend to move towards extremes in their views. This in turn again feeds support for the extremist mind-set. To influence these cognitive processes, interventions should not focus on the content of ideology or particular beliefs, but on the structure of thinking and on making this structure more complex. Increasing the complexity with which people think about the issues that radicalisers exploit serves to reduce vulnerability to the messages of extremism and acts as a broad-based form of primary prevention.

The effectiveness of an activity is increased by experiential learning. It is best to combine conversations and discussions with interactive games and exercises. With experience, youngsters

learn how to reflect on their feelings and behaviour, they also understand how to analyse them and experiment to make changes. Through a combination of learning by doing and discussions, youngsters are triggered to think.

4.4 Radicalisation and social polarisation

Radicalisation can take on various forms; yet, media debates and public discourses often focus on religious expressions of violent extremism. Recent research has highlighted the linkage between right-wing and religiously motivated violence, and pointed out their mutually enforcing consequences.[13] In addition, both expressions of extremist ideologies share the rejection of democratic principles (i.e. pluralism, gender equality, rule of law) and promote equally rigid and polarising patterns of identity. Despite important ideological differences, prevention of (violent) extremist ideologies can therefore be integrated within comprehensive educational strategies to prevent antidemocratic attitudes and violence, and to promote democratic values.

Yet, while the recent rise of racist attacks against Muslims and immigrants in several European countries has provoked considerable concerns in Muslim and immigrant communities, attention given to this phenomenon often lags behind concerns for religiously motivated violence. Prevention schemes in education should therefore address all forms of radicalisation, and avoid singling out religious extremism as the sole alarm.

4.5 First hand testimonies and peers

Testimonials from victims and survivors of terrorism, but also former extremists, both online and offline, can have a big impact on students and can also be a good opportunity to begin a dialogue. This also relates to peers involved in moderating classroom discussions and working with students on questions of identity and participation.

Within the classroom setting, the following points are important lessons on using testimonies and involving peers:
- A testimony has more impact and will be better remembered if the audience (young people) is well prepared for it. This can be achieved by providing additional information and having discussions on the topic beforehand (as part of a wider educational programme).
- The testimonies should be focused, with a specific aim for a specific audience. An isolated, stand-alone testimony will not be useful. A testimony given in a school should be part of a bigger programme and should be integrated within the educational system. The human aspect and a strong sense of empathy are also essential in the setting and story. The testimony should not be patronising. Young people shouldn't be told what to think but should be encouraged to think critically about what they are hearing.
- For a message to be effective, it must be picked up on. Experiential learning is learning through actions (learning by doing). Hence it is best to combine conversations and discussions with interactive games and exercises.
- Peer-education builds on the credibility and the biographical proximity to students. Peers are effective facilitators to express grievances, encourage grievances and to engage students. As role-models, they provide points of reference and motivate students to think beyond the limits of their personal experiences and expectations. Yet, being a peer does not ensure professionalism; peers should therefore be trained in relevant educational standards and prepared to respond to possible conflicts.

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[13] Cp. Radicalisation Awareness Network/Edu/Pol (2017a). RAN POL and EDU meeting on 'Polarisation Management'. Ex post paper.

5. Practices

The following practices are presented:

- Aiviter - C4C Project (ISEC)
- Aiviter - Futura Memoria
- Arktos - BOUNCE Resilience Tools
- Arq Psychotrauma Expert Group - TERRA UCARE Lesson material for high schools
- Awake the World
- Cardiff – GOT
- Central Helpdesk
- City of Antwerp - Fostering cooperation between local authorities and schools using the mirror technique
- CNAF – les Promeneurs du web
- COVITE - The Map of Terror
- Critical Mass – Expedition Friend & Foe
- Denkzeit - (Time to Think) Training
- Digital Disruption - Digital literacy
- Dignity - Psychological treatment programme for youths at risk of radicalisation and violent extremism
- Diversion (Dialogue in Citizenship Education)
- Extreme Dialogue
- Fida Management - Identity, Belonging and Extremism
- GO! Koninklijk Atheneum Antwerpen (Flemish education system) - Athena-syntax Where Art and Education Meet
- GO! Koninklijk Atheneum Antwerpen (Flemish education system) - The Prevention Pyramid
- GO! Koninklijk Atheneum Antwerpen (Flemish education system) – Identity and Communication training
- Haver - Jewish Informal Education
- IC Thinking - Being Muslim, Being British
- Leicester City Youth Service - Reclaim Radical
- Leicestershire Prevent - RealTalk
- Megálló Group Foundation for Addicts - derad workshop
- Nansen Dialogue Centre – Intercultural education
- Never Again Association
- Open Youth
- Peace Education The Netherlands - Democracy factory
- Samobor Social Welfare Centre - Social work with children and young people in risk
- The Tim Parry Jonathan Ball Foundation for Peace - My Former Life
- The Tim Parry Jonathan Ball Foundation for Peace - THINK! 4 Peace
- UFUQ - How do we want to live
- Violent Prevention Network - MAXIME Berlin
- West London Initiative (WLI)

Name of the practice	**5.1 C4C, Counter-Narration for Counter-terrorism**
Description	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. 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: 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. 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. 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 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. 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.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth/pupils/students Educators/academics Victims of terrorism
Deliverables	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.
Evidence and evaluation	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 brain-storming, 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. 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.
Sustainability and transferability	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 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.

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.

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.

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.

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	*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).*
Country of origin	Italy
Contact details	AIVITER - Presso l'Amministrazione Provinciale di Torino Via Maria Vittoria 12 - 10123 Torino Italy

Luca Guglielminetti info@vittimeterrorismo.it

(+39) 011 532687 or (+39) 335 6619003

www.c4c-project.org |
| **Last update** | 2016 and before |

Name of the practice	*5.2* **Memoria futura /Future Memory**
Description	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). 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. Furthermore, the storytelling activity by the survivors/victims, in first person and in public, empowers their resilience and their social status and role. Architecture of the training practice: 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	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. 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. Peer review: the practice was compared with an analogue practice carried out by another Italian association of victims of terrorism (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	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. 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.
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	*AIVITER – Italian Association of Victims of Terrorism:* – *Non profit Association* – *This practice is self-financed, but Aiviter has been involved in EU projects financed by the European Commission*
Country of origin	Italy
Contact details	AIVITER – Presso l'Amministrazione Provinciale di Torino Via Maria Vittoria, 12 10123 Torino Italy Luca Guglielminetti info@vittimeterrorismo.it (+39) 011 532687 or (+39) 335 6619003 www.vittimeterrorismo.it
Last update	2016 and before

Name of the practice	*5.3 BOUNCE resilience tools*
Description	BOUNCE is a package of three training and awareness-raising tools for youngsters and their social environment. It is a positive answer to the challenge of preventing violent radicalisation at an early stage. The BOUNCE tools are designed as preventive measures when – or even better – before concerns about violent radicalisation arise. They provide youngsters and their environment instruments to manage the challenges they come across. The three tools (BOUNCE Young, BOUNCE Along and BOUNCE Up) are interconnected and complement each other. BOUNCE emancipates youngsters and their network to become resilient and to interact with an aware environment.

The BOUNCE resilience tools were developed with a view to early prevention psycho-physical training for (vulnerable) youngsters to strengthen their resilience against radical influences and to raise the awareness of the social environment.

BOUNCE Young is a resilience training programme for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In 10 (inter)active group trainings, youngsters train and strengthen different aspects of their resilience. Through a mix of action and reflection, a wide range of skills and competences are strengthened, practiced and linked to their personal experiences. Youngsters learn to bounce back and bounce up when dealing with challenges. In the trainings, youngsters make the link between the work forms and their personal experiences. A BOUNCE Young training is always used in combination with BOUNCE Along awareness-raising actions for parents and frontline workers.

'BOUNCE Along is an awareness-raising tool for parents and frontline workers. The tool provides tips, insights and practical exercises for adults in the social environment of youngsters. It covers topics such as 'a positive point of view', 'strengthening resilience', 'resilient relations and communication', 'concerns and challenging situations', and 'information and support'. A new, revised version of the tool and training has been published in January 2019.

BOUNCE Up is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE Young resilience training programme and the BOUNCE Along awareness-raising tool. By combining both tools, trainers can become an important supporting figure in the early and positive prevention of violent radicalisation. Trainers assist youngsters as well as their social environment and set up an integrated and integral approach, tailored to the needs of the target groups. |
| **Approach** | Educating young people
Raising awareness of parents and frontline workers
Training for first-line practitioners |
| **Target audience** | Youth/pupils/students
First responders or practitioners
Families |
| **Deliverables** | The BOUNCE manuals can be downloaded from the project website |

	(www.bounce-resilience-tools.eu). They are free of copyright and are introduced in a short presentation video.
	  i. BOUNCE Young manual – resilience training tool for youngsters with 10 completely worked out active group training sessions.
	  ii. BOUNCE Along manual – awareness-raising tool for parents and frontline workers.
	  iii. BOUNCE Up manual – train-the-trainer.
	
	We also published a manual on the state of play of prevention trainings in Europe for our Final conference in March 2018: https://www.bounce-resilience-tools.eu/sites/default/files/downloads/2018-04/2018_03_02%20BOUNCE%20research%20report_EC_eindversie.pdf

Evidence and evaluation	The developed BOUNCE training formats are based on scientific research, lessons learned from EU good practices and interviews with youngsters, with a focus on the different ways to enhance the resilience of youngsters against violent radicalisation. During the development and testing of the BOUNCE tools in Belgium and the Netherlands, the Training Network, the Advisory Board, and partners and stakeholders (such as school teachers, parents, educators, etc.) delivered their feedback on the tools. Also, the feedback from parents, frontline workers, co-trainers and youngsters involved was taken into account. The BOUNCE resilience tools were also peer-reviewed on a European level during the RAN Prevent 'Big education meeting' on 4 March 2015. This led to positive feedback on the holistic approach of the tools (working with youngsters, parents and frontline workers, and involving different life domains). Also, the positive, strengthening approach, empowerment of the target groups and early preventive approach were referred to as strengths. Between 2015 and 2017, the BOUNCE resilience tools were implemented on a European level across several European cities and thereby evaluated, considering local specificities, best practices, challenges, etc. In March 2018, Ghent University published its evaluation report of the BOUNCE Up Tool with its findings (of the short-term effects) and policy implications. This report provides a summary of the complete research process and the short-term results. Extensive data was collected through training observations, quantitative questionnaires and semi-structured interviews with participants as well as trainers. Thematic analysis was conducted to describe the theoretical assumptions of the BOUNCE programme, the training processes of BOUNCE^{Up} and the short-term outcomes of the present pilot project. Whereas the BOUNCE^{Up} training was highly appreciated by participants, practical implementation of the BOUNCE tools was low up to at least six months after the first training. As any social crime prevention, BOUNCE should be embedded into local prevention strategies. Moreover, durable implementation should include long-term evaluation of all BOUNCE actions. The present study has delivered a long-term BOUNCE^{Up} evaluation tool, allowing cities to register their own actions with BOUNCE. Outcome data from this tool may

	inform future decision-making on social crime prevention in the city. The present study also provides concrete recommendations for practitioners and policy-makers and for future research.
Sustainability and transferability	The tools have been developed from a European perspective. All the tools are currently available in English, Albanian, Dutch, French and Serbian. There is no copyright on the tools. All tools can be freely downloaded on the project website (www.bounce-resilience-tools.eu). More information on upcoming trainings can be found on the website (www.bounce-resilience-tools.eu).
Geographical scope	The BOUNCE tools have been developed in English for usability throughout the whole EU region, and were translated into Albanian, Dutch, French and Serbian. The BOUNCE resilience tools are being implemented across Belgium and several European cities.
Start of the practice	The project 'Strengthening Resilience against Violent Radicalisation (STRESAVIORA)' was conducted between January 2013 and January 2015, during which time the BOUNCE resilience tools were developed. The tools were first presented at an EU conference in Brussels in December 2014. From 2015 until the end of 2017, the BOUNCE resilience tools were further implemented and evaluated on a European level.
Presented and discussed in RAN meeting	RAN Prevent, 3-4 March 2015, Manchester (UK). Two interactive workshops were held. RAN, 2015, Amsterdam (NL). Two interactive workshops were held. RAN, 2016, Prague (CZ). RAN, 2016, Vienna (AT).
Linked to other EU initiatives or EU funding	IMPACT EUROPE ("Innovative Method and Procedure to Assess Counter-violent-radicalisation Techniques in Europe") Evaluation. - We work closely together with the AMIF Mobile Team (presented at RAN multi-agency Munchen this year by me) and AMIF Family Support projects. We aim to unify these projects on prevention of radicalisation in Belgium (so outside the scope of the project for which we were active in 5 EU MS) into one overarching project, called 'Radix Team' (AMIF). Our application is pending. - Through the Liaise II project of the European Commission we selected many of the pilot cities of the BOUNCE project. Our partner EFUS helped in this process.
Organisation	*BOUNCE is coordinated by the Belgian Federal public service of Home Affairs, and was developed in collaboration with Belgian npo Arktos.*
Country of origin	Belgium
Contact details	FPS Home Affairs Boulevard de Waterloo 76 B-1000 Brussels +32 (0)25573388 Bounce-support@ibz.fgov.be

	Arktos Valkerijgang 26 B-3000 Leuven +32 (0)478442296 egoovaerts@arktos.be http://www.bounce-resilience-tools.eu/en
Last update	2016

Name of the practice	**5.4 TERRA UCARE** ***Lesson material for high schools***
Description	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. 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. 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 Glocal' 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. 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. 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. 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.
Approach	Educating young people Delivering alternative narratives

Target audience	Youth / pupils / students Educators / academics
Deliverables	The lesson plans and curriculum are available online (http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/U-CaRe-curriculum.aspx). Universal Curriculum against Radicalization in Europe (UCARE). Seven consecutive workshops that can be applied within regular school classes. Print versions in Dutch and English. - 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). Onderwijs voor een veilige en democratische samenleving. Handboek voor docenten bij het lesporgamma UCARE voor burgerlijke en maatschappelijke vaardigheden voor adolescenten. Middelburg: De Drukkerij. ISBN-13: 978-9492170187 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. **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. **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). **International peer-reviewed publication and conference presentations:** - Sklad, M. & Park, E. (2017). Examining the Potential Role of Education in the Prevention of Radicalization from the Psychological Perspective. *Peace and Conflict: Journal of Peace Psychology, (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 *Annual Review of Critical Psychology*. - 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. 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. - Seminar pa Gundtvigs Hojskole om forebyggelse af udenforskab, vrede og kriminalitet. UCARE curriculum. 24-25.09.2018.
Evidence and evaluation	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. 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. Social psychologists and an educational specialist provided 16 university students with 210 hours of intensive training in radicalisation prevention (focused on curriculum implementation). 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.
Sustainability and transferability	The curriculum will be included in the social psychology class programme at UCR in the coming years, reaching approximately 50 students each year. The lesson plans and curriculum are available online (http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/U-CaRe-curriculum.aspx).
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 COPPRA, 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. 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. Arq is a private company, not financed by the EU.
Country of origin	Netherlands
Contact details	Address: Nienoord 4 1112 XE Diemen Netherlands Contact person: Magda Rooze MA/MBA Email: m.rooze@arq.org Telephone: +31 623526239 Website: http://www.terratoolkit.eu/
Last update	2018

Name of the practice	5.5 *Awake the World*
Description	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.
	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.
Approach	Educating young people
	Delivering alternative narratives
Target audience	Youth / pupils / students
	Online
Deliverables	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.
	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.
	Conferences for university students: conferences and debates were held on religion, culture, tolerance, integration, terrorism and many other topics.
	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.
Evidence and evaluation	Since Awake the World lacked an evaluation system, we used the media statistics extracted from the various tools that we used.
	1. Qualitative views and quantitative (statistical) data:

	- Twitter: total impressions: 92.200; profile visits: 5 000; followers: 209; our followers' interests: politics, business and current affairs. - 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. 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.
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: Gomera 1156 (Casarrubios del Monte) 45950 Toledo Contact person: Pablo García Martín Email: pgm2395@gmail.com Telephone: +34 622899223 Website: https://www.facebook.com/awaketw2016/

Name of the practice	**5.6 Getting On Together**
Description	Four inter-locking programmes challenging extremism and promoting integration: GOT Phase 1: Pilot funded by WAG: a) Challenges radical ideologies b) Respect & to tolerance for all*. (A) GOT Schools & colleges: A school/college-based intervention for Key Stages 3, 4 and 5 (11-19 year olds) complementing the National Curriculum. The programme is designed to assist teachers in addressing (controversial) issues relating specifically to Islamic radicalisation. DVD episodes x 5 and full teaching resources; bi-lingual (Welsh – English). It offers teachers possibilities for CPD (Continuous Professional Development) through a link with UWIC (University of Wales Institute). Inception – autumn 2008. (B)GOT Community: In conjunction with South Wales Police and Welsh Government, an itinerant programme principally directed at key adult community figures: Resources as (A) above. Inception – autumn 2009. GOT Phase 2: Funded by Safer Capital/WAG: a)Challenges all extremism b) Promotes critical thinking* (C)GOT Youth & Community; A bespoke programme targeting youth and young adults in informal settings through NAOMIE. Workshops feature a new DVD on 'Challenging Extremism': Inception – May 2011. (Also attracting strong interest from multiple Service Providers. See GOT phase 2) GOT Phase 3: Funded by the Home Office: Reinforces the true non-violent message of Islam. (D) 'Understanding Islam' takes the knowledge and understandings from Phase 1 and puts sensitive issues within easy reach of classroom teachers of RE, PSE and Welsh Baccalaureate through 20 filmed, taught, scenarios involving Cardiff students– spring 2014. *Aim Aims & objectives: All four programmes from 11years - adulthood have at their core the aim of challenging extremism and promoting integration. The objectives, differentiated according to the target audience, are: 1. To counter intolerance and extremism through independent and critical thinking. 2. To facilitate knowledge and understanding of the non-violent message of the Islamic faith. 3. To reduce prejudice and discrimination between all cultures, faiths and creeds. 4. To promote integrated and cohesive communities.

Approach	Educating young people Delivering alternative narratives
Target audience	Educators/academics Local Community Organisations/NGOs Youth/pupils/students
Deliverables	All four programmes have teaching manuals, DVDs and resources
Evidence and evaluation	GOT has been evaluated by Cardiff University – pupils' recorded feedbacks and others reports also available.
Sustainability and transferability	GOT MUST be accompanied by a raising awareness programme – as we are doing for Bradford schools and colleges tomorrow (24th February). This is normally done by the GOT Project Director (no cost) and teacher-practitioners x 2. The at-source cost for teacher manual/DVD/CD is £95.00
Geographical scope	UK-wide; has also been presented in part to a European audience via ISDEP (Police College); national ACPO Prevent conferences at Manchester and Oxford; RAN at London and The Hague
Start of the practice	Piloted with Welsh Government funding in 2009 to Cardiff Schools – the first of 4 structured interventions; Home Office funding enabled the production of 'Understanding Islam' – a DVD for use in schools, colleges, communities and faith groups.
Presented and discussed in RAN meeting	Presented at the RAN Pol Study visit in London in December 2013 and at the Cities Conference on Foreign Fighters to Syria, in The Hague 30 January 2014.
Relation to other EC initiatives	Working currently with ACPO
Organisation	*The Project is self-financing and has been supported by grant aid from e.g. Cardiff Safety Partnership; Welsh Government; the Home Office* *It is a non-profit making collection of key representatives from faith, communities, teacher-practitioners, academics, school/college inspection service.* *It is headed up by three directors*
Country of origin	Wales, UK
Contact details	Project Director's home address: 37 Afal Sur Pencoedtre, Barry Wales CF63 1FX United Kingdom Mr Barrie Phillips GOT.Project.1@gmail.com (+44) 07800711318

	www.got.uk.net
Last update	2016 and before

Name of the practice	5.7 Drop out prevention network

Description	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.
	The partners in the network are:
	      - 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
	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.
	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.
	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.

Approach	Educating young people Creating CVE infrastructure
Target audience	Youth / pupils / students Educators / academics Local Community Organisations/NGOs
Deliverables	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.
Evidence and evaluation	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. Central helpdesk monitors the support in close cooperation with the pupil guidance centre. Information is stored in the file of the pupil.

	Measurements on how youngsters cope after the support are followed up on for some service provides. General data on truancy and grade retention are gathered or monitored. We report results to our partners, the city administration and the city council.
	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.
	This information is constantly available in the database and is used in support of the EBP approach in the education policy department.
	Main results:
	Service users/ the youngsters: get the support they need => Not too little, not too much.
	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.
	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)
	Support-organisations: can work as complementary as possible. Are sure to be the most suitable partner to provide the guidance and support.
Sustainability and transferability	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. 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.
Geographical scope	The practice is implemented in Antwerp and is viewed on as a good practice by the Flemish government.
Start of the practice	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.
	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.
	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.
	The central helpdesk was grounded based on the policy advice by VISIER in 2003.
	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.
Presented and discussed in RAN meeting	The practice was presented in a RAN EDU meeting: The school needs partners on December 1st 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 22nd – 23th 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	## 5.8 Fostering cooperation between local authorities and schools using the mirror technique
Description	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.' 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. 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. The mirror technique allows schools to self-monitor their results on coping with all kinds of safety issues. We work with two approaches 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. 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, … 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. 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 22nd – 23th 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	**5.9 les Promeneurs du Net**
Description	Promeneurs du Net provide educational support to young internet users via youth workers who approach teens on online social networks and offer social, educational or preventive services, where needed.
	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 contact/communication tools specific to the social network concerned (wall comments, publications, etc.).
	Using their online presence, Promeneurs du Net offer various levels of support for young people:
	• 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.
	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.
	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. By detecting early signs of radicalised views, this approach also supports prevention of radicalisation and/or violent extremism among young people.
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, etc.: see http://www.promeneursdunet.fr/online).
Evidence and evaluation	In 2017, more than 1 000 professionals were employed in the project. This figure is expected to double by the end of 2018.
	A qualitative evaluation to measure the impacts of this programme on young people and youth workers is currently under way. Early findings

	show that the consistent and managed online presence represented by the programme tends to ease contact and reinforce relationships between youngsters and professionals, thus facilitating the detection of at-risk situations. Furthermore, implementation of les Promeneurs du Net favours the networking dynamic between local actors. Final results will be published by the end of 2018. A digital application for following up on professional activity is also being prepared.
Sustainability and transferability	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. In 2017 and 2018, Caisse nationale des allocations familiales (CNAF) contributed EUR 1.5 million per year to support the deployment of Promeneurs du Net in 92 French departments. This financing supports the bodies hosting Promeneurs du Net youth workers: for local programme coordination, time spent by workers on social networks, communication expenses, etc. Additional training sessions for Promeneurs du Net have been organised in various participating French departments in 2017. These training sessions focused on new digital practices and approaches. Moreover, in the face of growing violence and 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 radicalisation. In order to better equip web coaches to deal with violence, harassment and radicalisation issues, the Web Walkers, an experimental project, is developing training as well as face-to-face and online workshops focused on these topics. The training will enable youth workers to better understand the phenomenon of radicalisation, to detect signs of radicalisation and assess their severity and urgency, to confidently address the issue with young people, and to determine when to intervene and whom to alert. This training will then be integrated in the Promeneurs du Net programme. The goal of the workshops is to help young people develop their critical thinking and increase their media literacy. They will be carried out on the field by the web coaches themselves. The Web Walkers project has a strong European dimension: it was developed in collaboration with Save the Children Finland and the Fryshuset youth centre in Sweden. Radar was involved in designing the training. The evaluation will be carried out in the second half of 2018. Results and deliverables will be available in March 2019.
Geographical scope	The programme is currently being developed in 92 (of 101) French departments.
Start of the practice	In 2007 in Sweden, the Fryshuset youth centre in the eponymous district of Stockholm developed the programme Nätvandrare (Web Walkers in

	Swedish) (http://natvandrare.fryshuset.se/exempelsida/). This programme was originally intended to promote discreet online discussion of thorny subjects with vulnerable young people. Before long, the centre decided to extend the Nätvandrare programme to all young people, regardless of the type of difficulty being encountered. 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). 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	None
Organisation	CNAF is a national public organisation under the authority of the Ministry for Social Affairs. It heads a network of 101 CAFs throughout France, which represent the Family branch of the social security system. Some 32 million inhabitants are beneficiaries of the family allowances, services and benefits managed by the Family branch in France. 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. The Family branch spends EUR 80 billion annually on families, NGOs and local authorities, and on family policies for early childhood, youth and the fight against poverty.
Country of origin	France
Contact details	Address : 32 avenue de la Sibelle 75014 Paris France Contact person : Ségolène Dary Email : segolene.dary@cnaf.fr Telephone : +33 145655477 Contact person : Marie Michel Email : marie.michel@cnaf.fr Telephone: +33 145655753 Website: http://www.caf.fr/
Last update	2018

Name of the practice	*5.10* **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	*Collective of Victims of Terrorism (COVITE), an NGO that receives funding from the Spanish administration to develop initiatives against violent radicalisation in Spain.*
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	*5.11* **Expedition Friend & Foe**
Description	The purpose of FRIEND&FOE is to give (young) people, students and their teachers' tools to handle conflict in a constructive manner, in their personal life and in society at large; and actively prevent the spreading of xenophobia and radicalisation, social exclusion, discrimination and bullying within Dutch society. For a period of two years Critical Mass will visit 50 to 70 schools for secondary and senior secondary vocational education (MBO) in the Netherlands, especially in rural areas, to engage in conversations with 20.000 youngsters. We travel to schools with five sea containers, packed with 'experiences'. In an intimate atmosphere students are encouraged to explore their friends and foes; who are they, and how did they turn into that? Together with our trainers, students search for (new) ways to no longer think in contradictions – friends or foes – and to find ways to deal constructively with diversity. Within school, but also in society. In additional lessons mentors or teachers are encouraged to discuss social issues in the classroom and at school, continuing with the experiences their students gained in the containers. The lessons are directed to specific courses, such as mentor class, social studies and history, but also Loopbaan & Burgerschap (career and citizenship, at vocational education). Of course, different levels and years of education are taken into account. In mentor classes and/or Loopbaan & Burgerschap courses, students work on social safety. They break with old patterns and experience the effects of different behaviour. They learn to deal with conflicting interests and look for constructive solutions. Finally, they make their own plan of how they want to improve the classroom atmosphere. Given the fact that extremism and radicalisation is currently a hot item, the past year we developed an additional lesson for social studies on conflict and radicalisation. As in the past year different media have repeatedly mentioned that teachers struggle to address these themes at schools, we expect this lesson to be a good and very much needed addition to (our) current lesson materials. In additional questionnaires as well as during the students' visit to our containers we collect findings on the question: what is the status quo on the social environment at school? Based on the collected data we give schools our feedback and provide them with tools to improve their social policy. We actively stimulate schools to further deal with the problems at hand, possibly with our help. We refer to our additional practical trainings and, depending on the needs and demands of the school, we give extensive competency trainings to students and teachers at 20 schools at least. Within these trainings practical tools will be given to improve the social environment at schools and to contribute to a sustainable socially safe environment at schools. The core of FRIEND&FOE are the five confrontation containers that are placed at schoolyards, each of them dealing with one of the following five topics: 1. Bullying & dealing with people who are 'different' 2. Exclusion 3. Prejudice & discrimination 4. Conflict hardening & conflict escalation/radicalisation

	5. Reflecting on your own role & social pressure
Approach	Educating young people
Target audience	Youth/pupils/students
Deliverables	• 3 day training course and handbook for trainers involved in the project • educational material for teachers to be used after scholars visit the confrontation containers • school scan providing information on the social security within a school • 3 additional workshops for scholars (Conflict@Play/Interview with... and IMAGE Photoshoot and street assignment) • Teacher training 'Using experiential learning as a tool in discussing difficult subjects with scholars'
Evidence and evaluation	Qualitative results 2014: After visiting the containers, both students and teachers are often very enthusiastic. We get many positive remarks by students, for example: "Most of these projects are really boring, someone just comes to talk and gives a speech in front of the class. But this one is really cool. You can actually do things and experience stuff yourself. You guys did a great job." But also more substantive ones: "If we knew about this project before, many things may have been prevented: exclusion, bullying. Everyone should experience this." Or: "I now know that if someone looks different this doesn't mean we cannot have things in common. We have to be more open and not judge immediately, so that we can actually get to know each other." Additionally to our conversations with students and teachers, during the first months of 2014 we developed a valuation research and evaluation. Based on these surveys collected from 1.040 students we can conclude with satisfaction that 82% of the students liked the project, opposite to 4% who did not like it. A big majority furthermore considers the project interesting (73%), meaningful (54%), innovative (57%) and informative (61%). When we focus on the different levels of education, we can conclude that especially VMBO students are positive about the project (88%), which is our primary target group. Yet, also VWO students are very positive (84%). With this in mind, we also evidently realised our goal that 75% of the students should be positive. Havo students are an exception, as only 70% of them are positive. (VMBO, HAVO and VWO are different degrees in the Dutch high school system.) In 2015, we will further investigate this. Additionally, in our acquisition for schools we will focus more on students of which we are certain the projects works best for. A majority of the students tell us that they have learned something: 64% tells us to think different about exclusion, while 59% gained insight in the effect of fear and insecurity on their decisions, and 51% discovered new ways of intervening when they are part of a bullying situation. Considering the different levels of education, VMBO students tell us that they have learned the most, while MBO students tell us to have learned less. We think this is due to the fact that they have already followed lessons on identity, conflict and exclusion before. Remarkably enough, MBO teachers tell us to really appreciate the project and are eager to place our containers on their schoolyards (again). Finally, students are positive about our trainers: 58% thinks of them as

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

Name of the practice	**5.12 Denkzeit Training**
Description	'Denkzeit' literally means 'time to think' or 'thinking time'. It is an one-to-one-training that is aimed at youngsters (aged 13 to 25) at school, in prison or on probation, who usually display behavioural problems, particulary in regard to 46ggressiveness and a high prospensity to violence, which is partly motivated by extremism or radicalism. 'Denkzeit' therefore offers a variety of programmes for different target groups. As an well-directed intervention strategy 'Denkzeit' effects the development and/or the strengthening of social-cognitive competences. The working method of 'Denkzeit' is based on a clinical background and it combines an pedagogical with an psychological approach. Due to that programme clients get enabled to cope better with interpersonal conflicts and learn to solve them in a socially acceptable manner. The development of a reliable and trustful relationship with clear rules between client and trainer is a crucial factor of 'Denkzeit'. The programme content is structured in a specific modular way that assures regular learning success and self-affirmation. Client and trainer elaborate the different stages ('Module') of the training hand in hand. It starts with the cognitive phase (1), which is followed by the emotion managing phase (2) and the ethical and moral phase (3), the final stage is called 'free training' and ensures the transfer of the new knowledge to real-life-situations (4). The first three modules are manualised with a fixed structure in regard to goals, methods and examples. To start with the programme, both trainer and youngster have to agree consensual on the framework that states i.a. supportive agreements and consequences.
Approach	Educating young people Exit strategies
Target audience	Youth/pupils/students Educators/academics Prison/probation/judicial practitioners
Deliverables	There have been developed training manuals for all 'Denkzeit' trainings. They include goals, exercises, hints and materials for every single session of the first three modules.
Evidence and evaluation	The forerunner of the 'Denkzeit' programmes (Brandon Centre Training), developed by Geoffrey Baruch in London (UK), was already successfully evaluated for effectiveness in the year 2000. The number of convictions per person was reduced from 4.5 per year before the training to 1.5 after the training (Baruch 2000). The 'Denkzeit' training itself was also evaluated for effectiveness by comparing the number of convicted crimes before and after the training. By taking part in the training the number of crimes per person and year dropped from 3,37 in the year before to 0,89 (d=1.09) after the training. This study surveyed a period of up to 4 years after the end of the training (Körner 2006). In both studies the trainings were compared to one or more other treatments, which turned out to be less effective. The feedback at both above-mentioned presentations is very positive. Regarding the short case study that was presented, the discussants

	were highly interested in the indirect approach to tackle radical motivations. The framework of the 'Denkzeit' training and its effects were discussed as plausible. In addition the qualification and support of the trainers was recognized.
Sustainability and transferability	The effects of the training proved to be sustainable by the finding of the evaluation study (see above) which verifies that the reduction of convictions was measurable up to four years after the training. The training was transferred and adapted to different educational and judicial contexts (e.g. schools, detention centres). The cost of the training varies. It depends on the different cost rates fixed by local authorities and the length of the particular version of the training (35 hours up to 63 hours) from €1842,- to €3315,-. Currently the Denkzeit-Gesellschaft e.V. is negotiating with different organisations in Europe concerning the development and transfer of socio-culturally adapted versions of the training programmes.
Geographical scope	'Denkzeit' training programmes are at present implemented in the cities of Berlin and Hamburg (DE), and in several administrative districts of the Federal States of Niedersachsen, Hessen, Brandenburg and Mecklenburg-Vorpommern. It also has been implemented in the Federal States of Nordrhein-Westfalen, Baden-Württemberg and Bayern.
Start of the practice	The first 'Denkzeit' training programme was developed and implemented in September 1999.
Presented and discussed in RAN meeting	RAN P&P, 11 December 2013, Berlin (DE) RAN Derad, 16 January 2014, Berlin (DE)
Relation to other EC initiatives	None
Organisation	*Denkzeit-Gesellschaft e.V. is a registered association (e.V.) and works on behalf of local public authorities in charge of authorising and financing sanctions within the scope of criminal laws relating to young offenders.*
Country of origin	Germany
Contact details	Denkzeit-Gesellschaft e.V Goebenstraße 24 10783 Berlin Germany Dr. Rebecca Friedmann, executive chairwoman friedmann@denkzeit.com (+49) (0)30 689 15 668 http://www.denkzeit.info
Last update	2016 and before

Name of the practice	*5.13* Digital Literacy
Description	The project is designed to equip young people with skills to question the content they encounter online. We also enable young people to recognise some of the techniques that influence their ideas, opinions and real life behaviour. We do this by running workshops with young people, by giving teachers the tools and training they need to teach these skills in the classroom and by creating digital resources that educators can use. The resources at www.digitaldisruption.co.uk target the 'digital native' generation (11-19 year olds) who are often confident, but not competent Internet users. One in four young people do not make any checks at all when visiting a new website. Less than 1 in 10 ask who made the site and why. One third of young people believe that information generated by search engines must be true and 15 per cent base their opinions of a website on how it looks and feels to use. Digital Disruption seeks to equip young people with the skills they need, yet often lack, to be more discerning and savvy online. The focus on Digital Literacy as a means of preventing online radicalisation all stemmed from a project in the London borough of Tower Hamlets in 2009. The project set out to prevent young people from being radicalised in the borough. This was after it was learnt that extremist messages were recorded onto audiotapes and placed into the shoes of young Muslims whilst they were at prayer at a local mosque. The Young People we were working with didn't engage well with us as outsiders playing devil's advocate and trying to counter the radical views. On a collaborative journey with the group we diversified and broadened the focus of engagement to equip them with the skills to be more discerning instead of providing counter-narrative. An approach that taught them to recognise lies and manipulation instead of telling them what they should and shouldn't believe. We started advocating that knowledge is power and we got them asking the question 'who owns truth?' It was this local project in Tower Hamlets where Digital Disruption was born. Gaining interest from the Nominet Trust in 2012, Digital Disruption got funded to take our work from a local to a national audience. We focussed on building more universally accessible resources in response to the key issues identified in the 2011 Demos report Truth, Lies and the Internet. Once the resources were produced Digital Disruption workshops were conducted with over 500 young people in London and around the UK. Insight and content from these sessions was gleaned to adapt and strengthen the digital resources. Bold Creative (parent company) provided expertise in youth communications and interactive design to ensure that Digital Disruption's resources were relevant, fun and accessible for a young audience. Educators can use the different resources on their own or as an extended programme of work around source checking, deconstructing propaganda, conspiracy theories and more. Some of the resources, particularly those helping young people to understand, identify and deconstruct propaganda continue to get endorsed by organisations seeking to prevent online radicalisation. Think Tanks Demos and ISD, The UK's Association of Chief Police

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

	part of. Hopefully speak to you soon. Best," Roberta, Conscious Creator 17/04/14: "Just wanted to say a big thanks for everything and being so involved and behind everyone! You did an amazing job and i feel honoured to have been apart of it all, thanks so much! And really hope there are similar projects in the future and would love to be involved... All the Best " Ellis, Conscious Creator 20/03/14: "Such a shame I won't be able to be part of the conclusion of the project but I just want to take this opportunity to say a huge thank you! I really enjoyed scrubbing up on my digital literacy with you guys and I learnt a lot. A fascinating and important project which I hope carries on. Great that it was flexible enough to allow people to have time to make the best film possible, just a shame that it hasn't worked out timing wise for me." Steph, Conscious Creator (couldn't complete film due to availability after change in circumstances) An Interview with Digital Disruption: Amina (A project participant & winner of the Conscious Creator's competition) and her filmmaking interviewee took part in a short interview to share what they got out of the project. Access film at: https://vimeo.com/117741703 Enter Password: ddcc2015
Sustainability and transferability	We consider the following to be transferrable (all of which costs are available on request): o Talks and training for educators about our methodologies and how to use our digital tools in the classroom o Running training programmes directly with Young People o Converting our existing digital resources to be used in other languages o Creating new digital resources to be used in other contexts, for new ages and for evolving needs
Geographical scope	England, Scotland & Wales (UK)
Start of the practice	Resources created and online at digitaldisruption.co.uk from Feb 2012 Sporadically run in schools for testing and training from April 2012 We continue training YP using the resources + training the trainers on request
Presented and discussed in RAN meeting	RAN Prevent Education March 2015
Relation to other EC initiatives	Prevent
Organisation	*Digital Disruption is a company Limited by Guarantee, with no share capital. It was incorporated on 26th October 2011 and the company number is 07824323.* *Ad-hoc funding is secured on a project-by-project basis (past funders*

	include Forward Foundation, The Nominet Trust and Tower Hamlets Council)
Country of origin	United Kingdom
Contact details	Digital Disruption Bold Creative 13a Boundary Street London,E2 7JE United Kingdom Luke Newbold luke@digitaldisruption.co.uk Martin Orton martin@digitaldisruption.co.uk (+44) 020 3287 5880 www.digitaldisruption.co.uk www.boldcreative.co.uk (parent company)
Last udpate	2016 and before

Name of the practice	5.14 Psychological treatment programme for youths at risk of radicalisation and violent extremism
Description	The first aim of this treatment programme is to offer psychological support to vulnerable and 52raumatized52 young people at risk of radicalisation and violent extremism. The second aim is to generate new knowledge for early intervention and prevention programmes. 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). The target audience are vulnerable and marginalised young people aged 18-34 at risk of radicalisation and violent extremism.
Approach	Educating young people Exit strategies
Target audience	Youth / pupils / students Health practitioners Violent extremists
Deliverables	At the end of the project: 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	Dignity facilitates ongoing dialogue, discussion and dissemination with relevant partners and first-line de-radicalisation practitioners. *Pre- and post-monitoring, plus six-month follow-ups* will be used to evaluate the impact of Dignity's treatment. Outcomes are not yet available.
Sustainability and transferability	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 53raumatized in the rehabilitation of 53raumatized individuals who have experienced organised violence and torture, and is 53raumatize by The Danish National Board of Health as the country's specialist centre for the treatment of severely 53raumatized 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	*5.15 Dialogue in Citizenship Education*
Description	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). 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. 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? 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'. 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. 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?
Approach	Educating young people Community engagement/empowerment

Target audience	Educators/academics Youth/pupils/students
Deliverables	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: - http://www.diversion.nl/updates/lees-en-download-onze-methode-dialoog-als-burgerschapsinstrument/ - http://www.diversion.nl/updates/methode-dialoog-als-burgerschapsintstrument-po/ - http://www.diversion.nl/updates/lees-hier-onze-verkenning-dialoog-als-burgerschapsinstrument/
Evidence and evaluation	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. 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.
Sustainability and transferability	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. Currently, the methodology is only available in Dutch, but Diversion is working on a translated version. 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.
Geographical scope	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.
Start of the practice	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.
Presented and discussed in RAN meeting	RAN EDU meeting, March 2017, Helsinki
Relation to other EC initiatives	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.
Organisation	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). The programme Dialogue in Citizenship Education is financed by the Dutch ministries of Social Affairs and Education.
Country of origin	Netherlands
Contact details	Address: Diversion Max Euweplein 36 Amsterdam Netherlands Contact person: Heleen Cousijn Email: hcousijn@diversion.nl Telephone: +31 203059286 Website: http://www.diversion.nl
Last update	2018

Name of the practice	*5.16 Extreme Dialogue*
Description	Extreme Dialogue aims to build resilience to radicalisation among young people through a series of open-access educational resources and highly engaging short films that 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.

Apart from young people, the project also aims to reach a series of key target groups, including education practitioners, youth-focused civil society organisations, safeguarding professionals, national- and local-level policymakers, parents and the media.

The short films tell the personal stories of people profoundly affected by extremism: 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, and a member of a Roma community in Hungary targeted by far-right demonstrations.

The films are accompanied by a set of educational resources that include Prezi presentations and practitioners' resource packs for young people aged approximately 14 to 18. 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.

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 as a supplement to the education resources themselves. |
| **Approach** | Educating young people
Training for first line practitioners |
| **Target audience** | Youth / pupils / students
Educators / academics
Local Community Organisations/NGOs
Families |
| **Deliverables** | Extreme Dialogue has produced a series of materials which are freely available online.
These include the following.
  • Seven short documentary films telling the personal stories of |

	those 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' can be downloaded from the 'Educational Resources' page of the project website.
Evidence and evaluation	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 ascertain 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. 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 gave favourable feedback: they suggested that the resources had a positive impact, fit well with the curriculum, and helped enable constructive debate in the classroom. 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, with many stressing that the modular approach and range of different narratives would allow the resources to be adapted according to the requirements of different groups. 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, with participants stating that Extreme Dialogue's experimental learning and training programme approach would aid teachers and practitioners in creating a safe space to discuss extremism and radicalisation, particularly in countries where politics must remain separate from education. Following training sessions in Cardiff and London in 2018, participants had increased levels of confidence when broaching the topic of extremism with young people.
Sustainability and transferability	All Extreme Dialogue films and resources are freely available for use on the project website (http://extremedialogue.org/). All European materials are available in English, German and Hungarian, for ease of use throughout the whole EU region. The Canadian materials were developed in English and French for use across Canada, as well as for 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.

	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. In addition to the Extreme Dialogue training sessions, the materials have also been used in other sectors and contexts, for instance 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.
Geographical scope	Belgium, Bosnia, Canada, France, Germany, Hungary, Sweden, United Kingdom
Start of the practice	The project 'Counter Narrative Project (CNP): Films, education resources and training for teachers and youth workers' was carried out between July 2014 and November 2016; the Extreme Dialogue European materials were developed during this period. The project 'Counter-narrative resources for Education Professionals in Canada and the UK' was conducted between June 2013 and June 2016; the Extreme Dialogue Canadian materials were developed during this period. 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.
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	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); the film production company Duckrabbit; and the educational charity Tim Parry Johnathan Ball Foundation for Peace. Extreme Dialogue is supported by NGO project partners in Europe, by the West London Initiative in the United Kingdom, by Cultures Interactive in Germany and by Political Capital in Hungary.
Country of origin	United Kingdom
Contact details	Contact person: Henry Tuck, Senior Development Manager Email: htuck@strategicdialogue.org and info@extremedialogue.org Telephone: +44 2074939333

	Website: http://extremedialogue.org
Last update	2018

Name of the practice	*5.17 Identity, Belonging and Extremism*
Description	The Identity, Belonging and Extremism (IBE) project is a media content-based project that is delivered in schools. The project is tailored to local needs and created in consultation with students, based on their requirements. It focuses on both online (digital resilience) and offline engagement. The project seeks to engage students on issues encountered in the online environment using an offline medium. Although the themes are generic, they are central to understanding radicalisation and extremism. The project targets both mindset and behaviour. The majority of extremist narratives operate on three simple modes of engagement and understanding, revolving around: - a sense of identity - a sense of belonging - a sense of loyalty/duty. IBE tackles these by discussing racism, Islamism, Islamophobia, stereotypes and social media. The project explores topics such as: - isolation - grievances - anger - lack of self-esteem - lack of purpose - lack of excitement and status. The project concentrates on the visual, emotional and social reality of individuals, and offers an alternative based on individual reasoning and 'groupthink' behaviour. IBE attempts to counter this stimulus at both an emotional and intellectual level. It locates its narrative within the person rather than the 'problem' or situation. The project demonstrates to the individual that they are in control of their response behaviour (as opposed to the situation). It seeks to stimulate critical thought in the process of how actions affect the person. It works because we deliver it with openness and provide a personal context. We tell stories about disability, stigma, bullying, expectations, norms, values, extremism, choices, situations and solutions. We let the students engage their own minds and then consider how they use them.
Approach	Educating young people Community engagement/empowerment
Target audience	Youth/pupils/students Local Community Organisations/NGOs First responders or practitioners
Deliverables	Training Schools Engagement and Delivery

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

Name of the practice	## 5.18 Athena-syntax ## Where Art and Education Meet
Description	Our educational project is built upon **common values**: all interactions in the school presuppose the acknowledgement of universal human rights, mutual respect, freedom of choice, freedom of the individual, freedom of speech, gender equality, secularism (the separation between church and state) and dogma-free scientific research. At the school we translate these values actively into a cycle of **four universal themes**, throughout the school years and across the different subjects. The four themes (**time, choice, space and human being**) are explored across subjects, and through focused projects. These themes are considered from ever-widening perspectives: as the years progress the approach is extended: during the first two years of secondary school we start from the student's own (religious or other) world view (**DISCOVER**). In years 3 and 4, other worldviews are introduced (**ENCOUNTER**), and during the last two years, extensive dialogue is undertaken regarding societal themes, using the various religions and worldviews to offer diverse perspectives on these themes (**EVOLVE**). The teachers of the various religions, ethics, science and art, elaborate the dialogue together in various projects, as in our key example: **Athena-Syntax.** This project emerged from a **dialogue between teachers of science, religions** and worldviews, after they observed that students were confused by discrepancies between evolution and origin narratives lessons. The school's physics teacher, Rudi Audiens, approached the school's Islam teacher, Mohamed Filali, and together they devised a form of horizontal dialogue, in which both narratives could co-exist. They invited speakers from the fields of science and religion to address the students on the same day. Audiens later visited the collaborative exhibition 'A Syntax of Dependency' by the conceptual artists Lawrence Weiner and Liam Gillick at Antwerp's Museum of Contemporary Art, the M HKA, and realised it served as a perfect artistic analogy for the school: bands of colour lay side by side on the museum floor, as different textual propositions each expressed their individual angle. Designed with our multicultural students in mind, Athena-Syntax draws on, and celebrates, the diversity within our own teaching body. A science teacher is likely to describe a rock differently than an art teacher will. A music teacher's approach to philosophy or harmony will differ to that of a teacher of Islam. We have placed the interreligious and philosophical dialogues on a **learning pathway** linked to **educational outcomes** and **active citizenship.** We are currently also elaborating a learning pathway of social skills in order to further enable active citizenship. This process is rolled out in various planned steps throughout the school year, and built up slowly in the form of lessons, lectures, workshops and other extra-curricular activities.

	The **Athena-Syntax** project offers a **structure** for use by teachers and for students, by means of a horizontal dialogue based on core values. Within this structure, a group of teachers — of science, language or philosophical subjects — introduce projects. These projects involve art. **WHY ART?** Thanks to the space and freedom offered by art, it is easier to explore difficult and sensitive topics. The art has a sublimating function. All the projects start out having similarities and are conceived with the ambition of conveying a positive message. This doesn't mean difficult or painful subjects cannot be broached: confrontations and the airing of challenging feelings are positive and essential in the process. We bring motivated, professional artists into the school to work with our students, outside the classroom. The topics are always prepared beforehand in class, taking an interdisciplinary approach. Then the artists and students set to work. Students are given the space to experience the joy of creative expression through their artwork — it is a free space in which they can channel any questions, remarks, emotions, frustrations or fears they might have in a positive way. Several exhibitions of the artwork have been organised. Numerous debates, presentations, excursions and workshops were also organised (e.g. on the evolution of social behaviour, or the meaning of science, art and religion). We also bring prominent speakers to the classroom to discuss sensitive and difficult topics. **Athena-Syntax** is conceived as an enriching experience for students and teachers alike. Thanks to the creation of an affective bond, we hope to accompany students and colleagues as they shape their own philosophical and/or religious and scientific thinking. Via positive impulses, drawing on what is shared rather than what is different, students are empowered to be involved in a pluralist society where science, art co-exist with religious and philosophical affairs.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth / pupils / students Educators / Academics

Deliverables	- Brochure 'Athena-syntax, where ART and EDUCATION meet'
	 - Student artwork.
	 - Miscellaneous videos, presentations and online projects:
	     - see https://www.klasse.be/radicalisering
	     - see https://www.youtube.com/watch?v=AH1xaNsQZGk
	     - see https://www.youtube.com/watch?v=wzZjkrurAzU
	     - the athenasyntax.org website (under construction)
	     - 'I travelled the world and the seven seas', a 2017-2018 initiative of HELD (four independent, contemporary art aficionados), presented 50 international video works in the school. Through careful selection of one video work for every country of origin of the students (i.e. 50 in total), a subtle network was created. The selection of the works was a delicate, tricky job, because the aim was to engage the students with the artistic project, but equally to transcend the local environment. HELD considered this project a unique opportunity to realize a well-grounded global and international project, starting from something concrete and

	specific.
Evidence and evaluation	We made official evaluations through student surveys in 2011 and 2015. The number of students becoming radicalised has decreased; since our intervention began, no more students have left to fight in Syria. Of course, our students' art is the most beautiful evidence. Currently, Dr S.M.A. Sieckelinck (VU Amsterdam), an expert in education and radicalisation and member of the RAN expert pool, is conducting a study into a number of innovative initiatives on identity, polarisation and radicalisation, including the Athena-syntax project. The impact of these projects on pupils is being investigated in a scientific study.
Sustainability and transferability	The core is transferable, but it needs to be redefined for every new context. We are planning to found a non-profit organization which will enable the project to be implemented in different schools. Karin Heremans and Rudi Audiens (GO!) include this project as a case study in training sessions for schools in Belgium and Europe. Costs: EUR 4 500
Geographical scope	In Antwerp and throughout Flanders (Belgium)
Start of the practice	School year 2010-2011
Presented and discussed in RAN meeting	RAN EDU meeting Antwerp, 19-20 April 2016 (students)
Linked to other EU initiatives or EU funding	In the school year 2018-2019, it was linked to Dutch schools in a Slam-Poetry project, under the deBuren initiative (Flemish-Dutch house for culture and debate).
Organisation	It began as a school project and is now organised as a non-profit organisation.
Country of origin	Belgium
Contact details	Address: GO! Koninklijk Atheneum Antwerpen Franklin Rooseveltplaats 11 2060 Antwerp Belgium Contact person 1: Karin Heremans, school principal Policy coordinator for prevention-radicalisation and polarisation GO! Policy and Strategy department Email: Karin.heremans@atheneumantwerpen.be Telephone: +32 497447837 Contact person 2: Rudi Audiens, science teacher, Chairman Athena-syntax Email: Rudi.audiens@telenet.be Telephone: +32 476219453 Email: Athena-syntax@atheneumantwerpen.be

Last update	2018

| Name of the practice	*5.19* The Prevention Pyramid
Description	The prevention pyramid of Johan Declerck is an instrument that can be used to orient and achieve insights into how to optimise one's policy for the prevention of radicalisation. It consists of five levels, each one being as important as the one that lies above. The 5 levels can be divided into two parts: on the one hand prevention focuses on the broad wellbeing of people and broader society (levels 0, 1 and 2, being the environment, living circumstances and general prevention). The upper levels are the more urgent, problem-oriented (levels 3 and 4) and are geared towards immediate preventive measures. Every level in the pyramid is essential in order to secure an effective policy to prevent radicalisation. Following the attacks in Paris (November 2015) and Brussels (March 2016) the Flemish educational system, GO!, developed a priority action-plan based on the Prevention Pyramid. Some schools felt the need to immediately address level 4 (the problem-oriented approach), for example, by increasing security measures such as surveillance (CCTV) and punishment. During trainings we explained the importance of acting on all the prevention levels: even though it is understandable that people may wish to focus on the fourth level alone, one cannot forget the lower levels when writing up a sound and effective policy. The lower, broader levels are in fact essential for ensuring a stable and peaceful society. In the GO! the lower levels are inherent to the core educational project, with the baseline of learning to live together; a focus shift has also been introduced to include active citizenship as a key aim. Through trainings and networking this vision is being spread throughout Flanders. The Manifesto for Education published by the RAN focuses on 4 areas (students, teachers, partners, governments). In times of terrorism it is essential that every level of the prevention pyramid is applied to these 4 domains. **THE PREVENTION PYRAMID** The prevention pyramid consists of five, distinct levels. The difference lies in the degree of problem-orientation. Level 0: Broad, societal context (political, social, cultural, ecological) Level 1: Improvement of the living environment Level 2: General prevention Level 3: Specific prevention Level 4: Tackling the problem
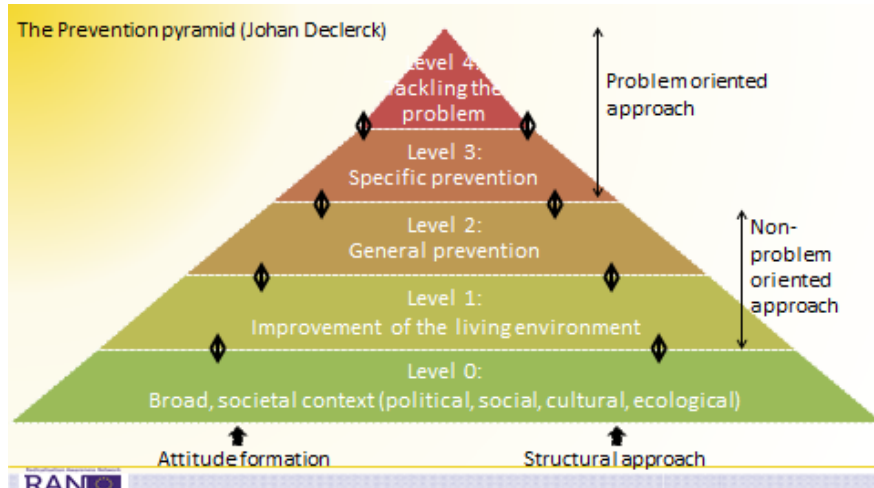
Illustration: the prevention pyramid (Johan Declerck)

Level 0: BROADER SOCIETY
Examples:
- conditioning context
- surge of security-oriented society
- renewed societal segmentation of the Belgian population due to influx of diverse groups
- international developments regarding extremism
- authorities (local, communities/regions, federal): opportunities and limitations
- political situation
- funding policies
- media

No intra-territorial measures at this level; there are signals and demands, for example towards policy, the local authorities, …

The conditioning context can be influenced → influencing of policy

Level 1: GENERAL CLIMATE, ORIENTED TOWARDS IMPROVING QUALITY OF LIFE
Examples in the context of extremism
- positive basic sphere with respect for pluralism and diversity
- wealth of diversity as the basis for the pedagogical project
- attention to diversity in the classroom, school life
- drawing on diversity for didactic value in lessons
- full participation, basic democratic school
- positive relational sphere, pupil-oriented pedagogical model
- room for existential development
- meaningful execution of tasks, increasing involvement and wellbeing
- attractive range of activities offered, adapted to suit the various groups
- teambuilding and good team spirit
- experiential learning and dialogue (cf. existential dimension)
- good service, culture of solidarity and respect
- also: measures of level 2, if not realized from the perspective of prevention → indirectly preventive

Level 2: GENERAL MEASURES OF PREVENTION
Examples in the context of extremism

- positive, violence-free techniques of communication, consultation and meeting
- experiences of success for vulnerable youths: "I am known, recognized, acknowledged"
- positively activating "borderline" pupils, giving them positive visibility
- integration of "exceptional youngsters" in class and school life
- care for pupils, new guests, guidance professionals, educators, staff…
- making visible the added value that is enabled by diversity: themed days and weeks, newspapers, didactics
- diversity as the starting point for students to build up a positive identity
- taking into account, and making the most of opportunities provided by religious feasts, Ramadan, fasting
- existential learning: identity and relationships
- actions of solidarity (local, international)
- positive dialogue in the classroom, among teaching body
- validation of the singularity of cultures and their positive foundational values
- embellishment of the infrastructure, implantation of greenery, furnishing of buildings
- gender training, training of intercultural communication skills
- provision of activities for empty moments for particular groups, for example, sports

Level 3: SPECIFIC PREVENTATIVE MEASURES
Examples in the context of extremism
- communication of warnings and threat of punishment, placing boundaries
- dialogue with pupil with their extremist attitude as a focal point
- thematisation of risky behaviour (what, consequences,…) in lessons
- information and raising awareness of the risks of extremism
- raising social control with a focus on extremist behaviour
- training for dealing with aggression, resilience training, self defense techniques
- alarm procedures, for example, assistance when threatened
- supervision of (digital) media and communication regarding extremist declarations
- body search, school bag scans, checking for the carrying of arms
- camera surveillance, CCTV, monitoring, electronic security
- key management, selective granting of access, compartmentalisation, badges
- barriers, safety enclosures
- private and public surveillance and security techniques
- crisis plans, police patrols

Level 4: CURATIVE MEASURES
Examples in the context of extremism
- blockage of extreme behaviour (time out, punishment, suspension,…)
- defense and self-protection during aggression
- interventions of alarm with support of other teachers, direction, …
- conversation with the student, the parents involved
- involvement of specialists, (local) religious leaders for analysis, conversation
- recovery facilitation, conflict resolution, mediating activity,

	recovery-oriented group consultation • damage recovery, insurance and compensation of damage • reception and guidance of victims, also possibly of parents • detection and prosecution (police and public prosecution service, judiciary) • execution of contingency plans and security interventions • follow-up of dossiers The Royal Atheneum of Antwerp has been using this practice since 9/11. It's a supporting model for principals to develop their school culture. The first pillar of our policy is 'living together in diversity'. Please see our other projects for more information. The Prevention pyramid is used at a micro-, meso- and macroscale. Students, teachers and external partners can use this as a frame to innovate the current policy.
Approach	Educating young people Training for first line practitioners
Target audience	Youth / pupils / students Educators / academics First responders or practitioners
Deliverables	We use the prevention pyramid of Johan Declerck. Training in different schools. We assist principals in writing out a new policy. Video on the school's educational project: https://www.youtube.com/watch?v=wzZjkrurAzU
Evidence and evaluation	We are developing an assessment model. During the trainings we are investigating which level the school is situated at and where policy-adjustments are needed.
Sustainability and transferability	It is a model used in school but also transferable in other organisations and, broader, in all of society.
Geographical scope	Flanders, Antwerp, Brussels.
Start of the practice	Since 2001
Presented and discussed in RAN meeting	RAN EDU, Antwerp (BE), 19-20 April 2016.
Relation to other EC initiatives	None
Organisation	*GO! Koninklijk Atheneum van Antwerpen, a school with pupils of more than 60 nationalities.*
Country of origin	Belgium
Contact details	GO! Koninklijk Atheneum Antwerpen Franklin Rooseveltplaats 11

	2060 Antwerp 03/2327099 Karin Heremans, school principal Karin.heremans@atheneumantwerpen.be 0032497447837
Last update	2018

Name of the practice	*5.20 Identity and communication* *Based on the logical levels from Bateson*
Description	**Theory of the logical levels** 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 translate to other levels, too. Who you 'are' forms the tip of the pyramid, your identity and ambitions, namely, what you wish to achieve in life. That 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. Our science teacher added the biological factor to the bottom of Bateson's pyramid, because it has been shown that IS propaganda targets the limbic system in the brain. Your biological nature and the environment you grow up in thereby form the basis of the pyramid. On top of that comes behaviour, which is mostly taught. Next comes a layer of capacities that partly have to do with natural abilities, but are also mostly taught, for example through education. 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. We do notice however that, these days, many young people identify completely with Islam. Religion contributes to shaping an identity, but religion is not who you are. One 'has' a religion, which is a choice that can evolve as life

	progresses.
	Identity has different layers. In our example, a boy can be a son, soccer player, a friend, a student, someone who likes science, who has a talent for languages, etc. Religion is only a part of it. By doing exercises on this, we try to explain to young people these different layers in their identity. Religion constitutes a choice, not a person's identity.
	In order to help our teachers deal with these complex issues, we have provided training for them in a first instance, regarding the development of their own identity, which enables them to then address these processes with our pupils (see below for more details).
	The school opted to use the model of Bateson after an infiltration by the jihadist group Sharia4Belgium and a wave of radicalisation swept through the school. The approach is situated on four levels: 1. Ten teachers qualified as an NLP Practitioner and two of these teachers achieved a further NLP Master Practitioner qualification. 2. Every year 12 teachers attend a 4-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. They learn how to counter pupils' identification with negative self-images, how to foster a healthy self-esteem, how to develop a healthy level of assertiveness, how to adopt various perceptual positions and how to create a win-win situation. 3. At the same time, youngsters are made more aware of the effects of their choices and are offered the opportunity to make different choices in life by using the triangle. The process is about identity formation. First, they try to work around keywords and propositions around them. Then they make a timeline, look for obstacles and try to work around the outcome they wish to obtain. The second day, certain role models join us and present themselves. In the afternoon pupils make a plan based on the logical levels in order to achieve their desired outcome. 4. The possibility for individual coaching (for teachers or for students) if necessary. The overall aim is to empower students and to give them the insight that they can steer their destinies. 5. 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 – RAN RVT. Circles are meaningful encounters with a group of people to reflect on what happens to each of us in this age of hardening and extreme violence. They provide a safe space to share with people what this does to you, how you feel about it and what you want to do with it. Without pressure and where being silent is also accepted. Healing circles. They allow the indivisible to be shared. To transcend pain, sadness, anger, fear, guilt and shame. They create openings for new meaning, connection, joy, solidarity and well-being. http://wehavethechoice.com/ Presentation by Kristin Verellen
Approach	Educating young people Delivering alternative narratives
Target audience	Youth/pupils/students Educators / academics
Deliverables	- In an initial phase, 24-day training for the NLP Practitioner

	qualification for 12 teachers - In an initial phase, 24-day training for the NLP Master Practitioner qualification for the principal and the principal's assistant - 4-day training for 12 teachers on an annual basis (basic) - Together with external partners we have a training for the youngsters (2 days + activities during the school year) - There is also a video of the different activities at the school: https://www.youtube.com/watch?v=wzZjkrurAzU - Individual coaching sessions
Evidence and evaluation	At first teachers are usually reserved, however in the end they all learn something from it. In four of the five groups in which the training has already been delivered, there has been an "overall" positive feeling and effects were noticeable. Students were also reserved to start with, but they enjoyed the meetings. Almost all of them completed the entire programme.
Sustainability and transferability	Once the basic principles have been mastered, this programme can be adopted in any school situation, or in society at large. The success of the project will however be greatly enhanced if the teachers or coaches receive adequate NLP training. This success will be further enhanced if students can be coached as well. Costs: – Practitioner training: EUR 3 300 (24 days) – Master: EUR 3 300 (24 days) – Students: EUR 5 000 (2 days/50 students) – Teachers: EUR 5 000 (4 days/12 teachers) – Individual coaching: EUR 150/session
Geographical scope	Antwerp (Belgium)
Start of the practice	2009; this was the year of the infiltration of Sharia4Belgium in the school. There were many problems with radicalisation at our school. It divided people into two groups: "us" and "them". Our pedagogical project was under threat and we needed to depolarise the situation and support our teachers.
Presented and discussed in RAN meeting	RAN EDU meeting, 19–20 April 2016, Antwerp (BE) (students).
Linked to other EU initiatives or EU funding	None
Organisation	*The training is organised in cooperation with the GO! Koninklijk Atheneum Antwerp and Arcturus (www.arcturus.be)*
Country of origin	Belgium
Contact details	GO! Koninklijk Atheneum Antwerpen Franklin Rooseveltplaats 11 2060 Antwerp 03/2327099 Karin Heremans, school principal Karin.heremans@atheneumantwerpen.be

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	Pleuni Cant Pleuni.cant@atheneumantwerpen.be +32 475785301
Last update	2018

Name of the practice	*5.21 Haver: Jewish Informal Education*
Description	Our mission is to change the attitudes of young people, and build a society where all can coexist with certain shared values and common understanding. The activities we present and run in class cover topics on identity, heritage, Holocaust, the Jewish quarter (outdoor) and community challenges. We use informal-educational methodologies and tools in this effort. Dialog between Jews and non-Jews leads to tolerance and common understanding. It is our strongly held belief that only compassionate young people who respect diversity can repel the growing tendency of anti-Semitism and prejudice in Hungary. According to the latest empirical studies, 38 % of the Hungarian population is anti-Semitic. At the political level, with the emergence of the populist extreme-right-wing political party Jobbik (and other, even more radical groups), anti-Semitism, racism and xenophobia have secured an institutional framework in the past decade. Consequently, public discourse is becoming increasingly intolerant towards the Jewish community as well as minority and marginalised groups in general. This phenomenon is evident in multiple aspects of society: in Parliament, in print and online media, on TV and radio programmes, on social media platforms and in everyday interactions. By providing extracurricular educational activities that boost key skills and competences lacking in the local educational system (e.g. critical thinking, or the culture of debate and conflict resolution), we strive to have a unique impact on the mindset of Hungarian youth and bring about change in their attitudes. Above all else, Haver is a volunteer-based organisation: our educational activities are all conducted by specially trained young volunteers who are members of the Jewish community. Every educational activity presents an opportunity for students to meet and speak with openly Jewish educators, who are their peers.
Approach	Educating young people
Target audience	Youth/pupils/students/educators
Deliverables	Haver has produced a number of handbooks and a range of educational material. This includes short videos (on the website) and a publication on tolerance education in high schools.
Evidence and evaluation	Evaluation is mostly performed with qualitative methods. There is continuous feedback from pupils and educators, especially at the schools that we visit annually.
Sustainability and transferability	Haver's methods were successfully replicated in organisations working to tackle prejudice towards Roma and migrant peoples. The Uccu Foundation was originally set up as a Haver project (http://www.uccualapitvany.hu/). Haver Sebija operate in Serbia and their work is tailored to accommodate local needs (http://haver.rs/ and haverserbija@gmail.com).

Geographical scope	Hungary
Start of the practice	2002
Presented and discussed in RAN meeting	2013 June, Berlin, RAN Prevent
Linked to other EU initiatives or EU funding	None
Organisation	Haver Informal Jewish Educational Foundation (non-governmental, non-profit)
Country of origin	Hungary
Contact details	Address: Budapest, 1053 Ferenciek tere 7-8 Hungary Contact person 1: Júlia Dés, CEO Email: julia.des@haver.hu Contact person 2: Péter Neumann, program manager Email: peter.neumann@haver.hu Contact person 3: Eszter Barasits, educational program coordinator Email: eszter.barasits@haver.hu Telephone: +36 202225559 Website: http://haver.hu/english
Last update	2016 and before

Name of the practice	*5.22 IC Thinking*
Description	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. 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 *and* shared humanity. 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. 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. 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. 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.

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Approach	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. 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.
Target audience	Youth/pupils/students/ young adults/ educators/academics First responders/practitioners/teachers
Deliverables	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.
Evidence and evaluation	Andrews Fearon, P. & Boyd-MacMillan, E. (2016). Complexity under stress: Integrative approaches to overdetermined vulnerabilities. Journal of Strategic Security, 9(4), 11-31. https://scholarcommons.usf.edu/jss/vol9/iss4/3/ 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. Boyd-MacMillan, E. (2016). Increasing cognitive complexity and collaboration across communities: Being Muslim Being Scottish. Journal of Strategic Security, 9(4), 79 - 110. https://scholarcommons.usf.edu/jss/vol9/iss4/6/ Boyd-MacMillan, E. (2016). Experiencing conflict and its social solutions via IC Thinking. Keynote address delivered December, 2016, *UK Educational Psychologists Northwest Annual Gathering, Manchester*. Published proceedings. Boyd-MacMillan, E., Campbell, C., & Furey, A. (2016). An IC intervention for post-conflict Northern Ireland secondary schools. Journal of Strategic Security, 9(4), 111-124. https://scholarcommons.usf.edu/jss/vol9/iss4/7/ Boyd-MacMillan, E., Andrews Fearon, P., Ptolomey, A., & Mathieson, L. (2016). I SEE! Scotland: Tackling sectarianism and promoting community psychosocial health. Journal of Strategic Security, 9(4), 53-78. https://scholarcommons.usf.edu/jss/vol9/iss4/5/ DeMarinis, V., Nordendahl, M., Arnetz, B., Arnetz, J., Sandlund, M., Näslund, U., Boyd-MacMillan, E. (2018) *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.* Umeå University, Department of Public Health and Clinical Medicine. Umeå: Regional

Ethics Committee 2018-report number 463-31.

Liht, J. & Savage, S. (2013). "Preventing Violent Extremism through Value Complexity: Being Muslim Being British." Journal of Strategic Security 6(4), 44-66. http://scholarcommons.usf.edu/jss/vol6/iss4/3

Nemr, C. & Savage, S. (2019) Integrative Complexity Interventions to Prevent and Counter Violent Extremism, *Global Center on Cooperative Security*, January 2019. https://www.globalcenter.org

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

Savage, S (2018). 'Preventing violence and promoting community through cognitive complexity in the UK', paper presented at the *American Psychiatric Association 2018 Annual Meeting: Terrorism: Radicalization and Rehabilitation, Symposium 2496*, 5 May 2018, New York, USA.

Savage, S (2016) "Integrative complexity approaches to prevention in education: the key is to identify the 'cognitive casualty' in each extremism context" In *White Paper on Bio-Psycho-Social Applications to Cognitive Engagement A Strategic Multi-Layer Assessment* (SMA) Periodic Publication October 2016, Executive Editor: Dr. Jason Spitaletta (JHU-APL). https://info.publicintelligence.net/SMA-CognitiveEngagement.pdf

Savage, S (2015) Extremism and complexity of thinking; the psychological reason for investing in education. In Khalid Kose & Thomas Thorp (Eds) *Global Perspectives: How to prevent extremism: policy options*, Section 2, chapter 1, Blair Foundation.

Savage, S and Gordon, E (2018) *Living Well with Difference: empirical assessment of an intervention in ten secondary schools in the UK*, 30 April 2018, British Red Cross, London.

Savage, S., Khan, A., Liht, J. (2014). "Preventing Violent Extremism in Kenya through Value Complexity: Assessment of Being Kenyan Being Muslim." *Journal of Strategic Security* 7(3), 1-26. https://scholarcommons.usf.edu/jss/vol7/iss3/2

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.

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.

The post-intervention measures show 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.

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).

	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. 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. Interview of students and staff member 22 months after completing an IC intervention, without interview briefing or preparation: https://www.youtube.com/watch?v=HRa9bh8TJnE&t=1s
Sustainability and transferability	**Sustainability** 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. 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.

Transferability

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.

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.

	Costs 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.
Geographical scope	Partnerships currently or in the past have included The Balkans, Bangladesh, Europe (including England, Finland, Scotland, Sweden), MENA, Kenya, and Pakistan.
Start of the practice	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). 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.
Presented and discussed in RAN meeting	Discussed and recommended in RAN Prevent meetings, including • 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; • IC Tasters delivered during first RANyouth gathering, Vienna, 1st June, 2017; • participated, Warsaw, July 2018; • participated and included in SWAaT model (SWAaT CEO, panel member), Amsterdam, October, 2018
Relation to other EC initiatives	European Commission Action Grant 2007-2010 to address radicalisation; EPAREX, Ealing Borough, London 2012-2014; EfUS project BRIDGE: Building resilience to reduce polarisation and growing extremism 2019 – 2022.
Organisation	*IC Thinking (Cambridge) Ltd, a social enterprise company licensed through Cambridge Enterprise, University of Cambridge. Previously contracted to EC funded project EPAREX, Ealing London.* *IC Thinking researchers are based at the Department of Psychology, University of Cambridge.*
Country of origin	United Kingdom

Contact details	IC Thinking (Cambridge) Ltd 17, Sydenham Rd London, SE26 5EX United Kingdom https://icthinking.org Andrea Lorenz, dr dr.andrea.lorenz@googlemail.com Eolene Boyd-MacMillan, dr Emb43@cam.ac.uk Sara Savage, dr Sbs21@cam.ac.uk
Last update	2018

Name of the practice	*5.23* **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	'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** '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
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.ukc Telephone: +44 7710148497 (Bez) +44 7403727727 (Will)

	Website: http://www.leicesterprevent.co.uk/reclaim-radical/

Name of the practice	**5.24 RealTalk**
Description	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: • 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. The workshop has the following three components. 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. 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. 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. 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. 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.
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	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. 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'. 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. 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. 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. Additionally, RealTalk received positive media coverage during 2018 in the *Financial Times* (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.
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/

Name of the practice	*5.25 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	49 Jozsef street 1084 Budapest Hungary Mrs Timea Kiss-Lukasik megallo.evs@gmail.com (+36) 709539286 www.megallo.org
Last update	**2017**

Name of the practice	**5.26 Intercultural education through the subject 'Cultural and Spiritual Heritage of the Region' (CSHR)**
Description	This school programme aims to improve social relationships in post-conflict societies in Croatia, and to familiarise children from multicultural and multi-ethnic communities with the culture and customs of 'others'.

The idea was derived from a project of the Nansen Dialogue Centre, a Croatian non-governmental organisation (NGO). Its implementation is monitored by the Education and Teacher Training Agency of Croatia.

Student age: 11-15 (grades 5 through 8).

Methods used: workshops, projects, interviews and portfolios.

Topics covered: relations among people, active listening, communication, tradition and customs, religious customs, history of the region, stereotypes, prejudices, interculturality, identity, etc.

Additional annual topics (the project basis for all schools involved)**:**
- 2013/14: Languages of the region
- 2014/15: Our contribution to intercultural Europe
- 2015/16: Migrations
- 2016/17: Different is substantial (intercultural education in preventing school violence)
- 2017/18: European Year of Cultural Heritage.

The Nansen Dialogue Centre also holds two student meetings per year. During the larger of these meetings, a school hosts approximately 200 students from the CSHR network.
One of the most successful meetings included an event called 'Taste of Home', held in November 2015 in Osijek, where some 70 students had the opportunity to meet asylum seekers in Croatia. The latter group prepared typical dishes from the Middle East and Africa for students, while the students prepared recipes of well-known Croatian traditional dishes. Since preparing and tasting food boosts rapport and closeness, this event aimed to change students' potential perception of immigrants as a threat — if they could communicate with them as 'real people' instead, they would also better understand immigrants' perspectives and problems, thereby hopefully preventing the formation of radical opinions and solutions in response to the immigrant crisis.

The biggest students' meeting was held in May 2018, when it became international in scope for the first time. The host was Dalj Elementary School, which helped to bring together more than 250 students, not only from Croatia this time, but also from Slovenia and the former Yugoslav Republic of Macedonia. The key topic of the programme was the European Year of Cultural Heritage.

Dalj Elementary School (Osnovna škola Dalj) is one of the 23 schools where the CSHR programme has been implemented. The school still provides separate schooling for the Serbian minority, in the Serbian language and Cyrillic script, which was one of the demands for the peaceful reintegration following the Balkan wars in the 1990s. In practice, this means that children from two ethnic groups (i.e. Croats and Serbs) are separated for most of the time they spend at school. Even extracurricular activities are divided: the school has two choirs, one in Croatian and one in Serbian. There is also a Hungarian minority, but they follow the regular Croatian programme, with the difference being that the Hungarian language and culture are taught as an optional subject.

However, the CSHR brought a new kind of practice to the school, enabling students from different ethnic groups to get together and cooperate in one joint activity.

The CSHR subject is optional, but it plays a key role for people living in multi-ethnic communities. This is especially true of the Croatian curriculum: its predominant focus is on Croatian heritage (history, language and culture), and little is taught of the culture and tradition of minorities, despite the fact that these groups have also lived there for centuries.

Results and outcomes:
- promoting tolerance in the entire community;
- preventing violent and extremist behaviour and points of view;
- learning about the culture and identity of other ethnic groups.

Some understanding of events in their context will help to clarify the outcomes of the CSHR subject: between 1991 and 1998 there was almost no contact between Croats and Croatian Serbs. The border separating them was practically sealed, and even after the peaceful reintegration of eastern Croatia, a strong feeling of mistrust remained. Even today, some children are still exposed to extreme and nationalist points of view in their families, often having relatives who fought on the opposite sides during the 1990s, and occasionally having lost family members to the conflict. Therefore, it was very important to provide students with different ways of thought and expression, and to show them that diverse ethnic groups can coexist and cooperate peacefully. One of the chief aims was to help students dispose of the need to label and be labelled as Serbs or Croats exclusively, and to find common ground or even form friendships, if possible.

In order to boost cross-border cooperation between Croatia and Serbia (an especially significant point, given that the school is located directly on the Croatian-Serbian border), two separate CSHR projects were carried out.

- 'Europe in the heart of the town', 2012, with Đorđe Ntošević Elementary School from Novi Sad, Serbia
- 'The beauty of my region', 2013, with Matija Gubec Elementary School from Donji Tavankut, Serbia.

These two projects enhanced students' intercultural competences, helping them to disengage from certain prejudices. The highlights of the two projects were trips to Serbia and vice versa, with the host schools arranging various activities for the children (e.g. creative workshops, a competition in old, forgotten games, sightseeing tours hosted by students, etc.). The overall aim was to help children consolidate a more open-minded perspective, which would prevent them from adopting extremist or nationalist points of view once back with their communities.

Transferring the children from their everyday environment also resulted in new friendships being formed among the Dalj Elementary School students. Serbian and Croatian children from Dalj often take separate trips and excursions, so it was quite an achievement to see them communicating openly, without direct instruction to do so.

Approach	Educating young people Community engagement/empowerment
Target audience	Youth / pupils / students Local Community Organisations/NGOs First responders or practitioners
Deliverables	Nansen Dialogue Centre deliverables Handbooks: - 'Cultural and Spiritual Heritage of the Region' (in Croatian)

	- 'Intercultural education through the prism of personal histories' (in Croatian and in English). Brochures following joint annual projects: - 'Common past — common future' - 'Languages of the region' - 'Intercultural education' (also available online). A brochure and DVD titled 'Will you say hi to me on the bus?', produced as part of a high-school project. <u>Dalj Elementary School deliverables</u> Videos: - '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=wiFFpvpxThA&t=22s) - 'GEAR project, What we've learned about Macedonia' (https://www.youtube.com/watch?v=7eJqsZtS_t0).
Evidence and evaluation	<u>Internal evaluation</u> Supervision is carried out by Nansen Dialogue Centre, three times per school year. <u>External evaluation</u> Independent external evaluation for the 2017/2018 period is currently being conducted by MAP Consulting Ltd. From Zagreb, Croatia, and is planned to be published by the end of 2018. The latest external evaluation and impact assessment of the 'Cultural and Spiritual Heritage of the Region' was 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 below. The main research goals of the impact assessment carried out during the school years 2013/14, and 2014/15 included: - determining what kind of impact the programme has 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 part of the programme implementation (e.g. available resources, cooperation between NDC Osijek and programme facilitators in the schools, etc.). Within this process, predominantly qualitative methods were used (focus groups and interviews), and the overall assessment was divided into the following two phases. **Phase I (at the beginning of the school year 2013/14):** - questionnaire (all teachers/coordinators of the programme) - focus group (all teachers/coordinators of the programme in 23 schools). **Phase II (during the school years 2013/14 and 2014/15):** - visits to schools in seven participating communities (central, eastern, northern, and western Croatia) - choice of schools — diversity of school communities (e.g. bilingual and minority schools/monolingual schools) and contexts (e.g. urban/rural or post-conflict) - school visits — focus groups with students in the programme (heterogeneous: age 11 to 14), family members of students in the programme, students not in the programme, and educators not in the programme; interviews with programme facilitators in school, and school leadership and community representatives; observation of the school environment.

Main findings
Diversity of narratives
The results of the assessment show that the different contexts (i.e. post-conflict/non-post-conflict; urban/rural) can highlight different aspects of the programme, from Istria across Međimurje to Vukovar. However, in all of these contexts, the programme's focus is mainly on ethnic, religious and linguistic diversity.
This means that the programme also allows shared space in the discourse for the culture of minority groups.

The programme has the following two main features.
(1) The programme is seen to be offering an opportunity for integration (example: eastern Croatia). The terms used most frequently by interviewees and participants in the focus groups were 'diversity,' together', 'future,' 'joint', 'divide' and 'other'.
(2) The programme is seen to be offering an opportunity for affirmation of local/regional identity (examples: Istria, Međimurje). The most frequently used terms by interviewees and participants in the focus groups were 'heritage', 'tools,' 'small community', 'customs', 'objects languages' and 'not to be forgotten'.

Experiences, identity and background
Almost without exception, all the students involved in the CSHR project described their participation as interesting, enjoyable and valuable. Also, in some of the focus groups, students mentioned that they regularly discuss their CSHR learning experience with their peers.
Student quotes:
'It's great, it's interesting. We are engaged in all sorts of activities, learn a lot. It was interesting last year when we collected localisms (words used in local speech), when we travelled and met other friends.'

For students, the CSHR is seen to be offering an opportunity for self-discovery, in terms of learning things about themselves that would otherwise remain unknown, for example, facts related to family history.

Furthermore, the evaluation shows that students consider this type of learning important, since it takes into account their background and family context.
Student quotes in response being asked why they care about this type of learning:
'Because they're a part of me, part of my family.'
'I just wanted to say that this is a part of life.'

CSHR in post-war communities
Some students consider that learning about themselves and their own identity through the CSHR is as important as knowledge acquired in other school subjects. Students who attend the CSHR programme, as well as their parents, especially those living in post-conflict zones, believe it will help to prepare students for future situations in which they will need to interact with different people and their cultures.
As already mentioned, the programme was developed in response to the needs of communities suffering a high degree of social division as a direct consequence of the war. The CSHR programme has had a significant impact on such communities: for example, CSHR teachers in post-war areas perceive that students following the programme demonstrate a greater interest in the identity of other community groups. Furthermore, in these communities, the CSHR often represents the only opportunity for students of different groups to participate in activities together. Students from communities such as Vukovar or Dalj note the positive changes in their relationships with peers, which they relate to the participation in the programme, and which is reflected in their everyday situations.
Teacher quote: 'The fear of the "other" turned into desire to become acquainted with the "other".'

Access to the programme
Students not following the programme cited several reasons for not participating.

• Lack of information: in some communities, students stated that they had no information on the programme's implementation in their school.
• Children travellers/students living in remote areas, especially in smaller communities, were unable to participate in the programme for practical reasons, for example, due to the unfavourable school bus schedule. Teachers have noticed that these children are often unable to participate in other extracurricular activities as well.
• Name of the programme: some students said that the name of the programme seemed uninviting and they didn't think it would be interesting.

The programme in the wider community
As part of the impact assessment, members of the wider community were interviewed, being familiar with both the programme and the community context. All of the interviewees considered the programme beneficial to the community: on the one hand, it helps to preserve traditional knowledge and practices, while on the other hand it promotes a community where multiculturalism is a key value.

Conclusions and recommendations
• **The opportunity for networking and empowerment of individuals who share similar values.** Although it is difficult to clearly pinpoint and distinguish the impact of the CSHR on community members, it is clear that this programme opens up a space for networking of individuals who share similar values regarding diversity and who seek to initiate positive change in the community. This is particularly evident in areas where strong social divisions still exist, such as parts of eastern Croatia.
It is therefore necessary to work harder to network children, schools and teachers so they are connected. In this sense, the CSHR serves as a useful platform and catalyst for change in the community. This is particularly important for smaller and poorer communities, where no such initiatives exist — here, the programme often provides a unique opportunity for students to experience a new environment and to meet students from other contexts/groups.

• **The opportunity for collaboration between family and school** is a particularly strong feature of the programme in all communities, evident in enhanced cooperation between the school and families. Opportunities for new family dynamics also arise: for instance, recognising family members such as grandparents as a source of knowledge (the intergenerational learning model). It is therefore important to develop this aspect of the programme and promote it as a model in the entire school/community, rather than just as an extra-curricular activity for school.

• **The opportunity to strengthen students' sense of identity and recognition of their background and heritage.** Findings show that students involved in the CSHR feel they have embarked on a journey of self-discovery, acquiring a fresh understanding of their identity and origins. Moreover, students consider this type of knowledge to be as least as important as the skills or information learned through regular lessons. Also, the programme seems to open up a space for identities which might not be visible or publicly recognised otherwise. These 'lessons learned' from the programme may therefore be important for regular classes, in terms of being aware of the importance of respect for children's contexts/backgrounds and all that they bring with them into the school community. On the other hand, 28 % of teachers working on the programme believe that they do not know their students and their contexts/backgrounds. In this regard, it is necessary to create more opportunities for recognising students' contexts/backgrounds in future CSHR work.

• **Awareness of educators' professional development and reflection on their own practice.** All the teachers who participated in the evaluation consider the training, resources and support in the form of supervision provided by NDC Osijek extremely useful and applicable. However, future programme development should strengthen facilitators'/educators' competencies in terms of independent content creation, as well as systematically monitor the programme, especially via student feedback. In addition, many facilitators, especially those with greater experience, are outstanding individuals in their communities — the upcoming challenge is to continuously develop their capacity to combat

	stereotypes and prejudices.
Sustainability and transferability	CSHR teachers are paid by the Croatian Ministry of Science, Education and Sports, and the programme is considered equivalent to one class per week.
	The students' meetings and annual projects are financed by Nansen Dialogue Centre (covering the costs of bus travel, food and working materials for the workshops).
	Separate projects 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); - HRK 2 000 (EUR 266) from Erdut Municipality; - these funds were used by both participating schools to cover 2-day trips to Novi Sad and Dalj (20 and 17 students participated, respectively).
	'The beauty of my region', 2013: - HRK 10 000 (EUR 1 333) from the Croatian Ministry of Science, Education and Sports, from a fund for minorities: this covered costs for a daytrip to Tavankut, Serbia, and a 2-day trip to Dalj, Croatia (about 20 students and their teachers stayed overnight at a local B&B).
	'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.
Geographical scope	The CSHR subject is currently being implemented as an extracurricular activity at 23 multi-ethnic schools in Croatia and 1 in Serbia. Most of these schools are located in eastern Croatia, in areas most affected by the conflict in the 1990s.
	In northern Croatia, CSHR work is focused on better integration of the Roma minority, whereas in western Croatia (in Istria), it is offered in schools with an Italian minority.
Start of the practice	After a positive evaluation by the Education and Teacher Training Agency (May 2007), the subject of CSHR was offered to the three schools in the region. Subsequently, this number grew to 7 schools, and currently 23 schools are involved from Croatia, plus 1 in Serbia. The subject has been taught at Dalj Elementary School since 2012.
Presented and discussed in RAN meeting	RAN EDU meeting, Prague, 25-26 November 2015
	RAN conference, 'Think globally, act locally: a comprehensive approach to countering radicalisation and violent extremism', Amsterdam, 1-2 February 2016
	RAN EDU and POL meeting on Polarisation, Stockholm, 10-11 May 2017
Linked to other EU initiatives or EU funding	Erasmus+ programme of the European Union Period: 2017/2018 Name of project: Global Education and Active Response (GEAR) for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies General objective: to prevent violent radicalisation and to promote democratic values, fundamental rights, intercultural understanding and active citizenship. Dalj Elementary School is one of the project partners; the lead partner is GONG, a non-profit civil society organisation from Zagreb, Croatia, devoted to promoting and enhancing human and civil rights.
Organisation	Dalj Elementary School (Osnovna škola Dalj) is a public school for grades 1 through 8. It is

	financed by the Croatian Ministry of Science, Education and Sports. The Nansen Dialogue Centre is an NGO based in Osijek, Croatia. It has its own management structure and staff. It is financed by the Croatian Ministry of Science, Education and Sports. Separate donors make up the funding for its annual projects: the Open Society Foundation, the European Commission and the Ministry of Demography, Family, Youth and Social Policy.
Country of origin	Croatia
Contact details	Address 1: Dalj Elementary School (Osnovna škola Dalj) Zagrebačka 2B 31226 Dalj Croatia Contact person: Tomislav Vuković Email: tomislav.vukovic12@skole.hr and ured@os-dalj.skole.hr Telephone: +385 917915610 and +385 31590195 (school) Website: http://os-dalj.skole.hr Address 2 : Nansen Dialogue Centre Cvjetkova 32 31000 Osijek Croatia Contact person: **Ivana Milas** Email: ndcosijek@nansen-dialogue.net Telephone: +385 31494257 and +385 31494258 Website: http://www.ndcosijek.hr/en/
Last update	2018

Name of the practice	*5.27*Never Again Association
Description	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. Activities of Never Again include: - 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. 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. 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.
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	*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.*
Country of origin	Poland
Contact details	Never Again Association (*Stowarzyszenie Nigdy Więcej*) 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	**5.28 Open Youth Work as a Methodology preventing and countering Extremism**
Description	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.

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.

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.

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.

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.

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.

Additionally special activities on those topics were developed and are used in the open setting. Those will be described separately. |
| **Approach** | Educating young people

Delivering alternative narratives |
| **Target audience** | Youth / pupils / students |

Deliverables	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) https://youtu.be/qwlXUVMh_6k (Trailer) https://youtu.be/FZU0RoyBp90?t=3m30s practices are described in German http://www.jugendzentren.at/publikationen-blogbeitraege/publikationen/ 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
Evidence and evaluation	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.
Sustainability and transferability	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. 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.
Geographical scope	The approach is carried out by Verein Wiener Jugendzentren all over Vienna in about 40 units
Start of the practice	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. 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.
Presented and discussed in RAN meeting	RAN Joint Event (YFC, EDU, CN) " INVOLVING YOUNG PEOPLE", Vienna, 1-2 June 2016
Relation to other EC initiatives	n/a
Organisation	*Verein Wiener Jugendzentren (Association of Viennese Youth Centres) is a Non-Governmental Organisation, financed by the municipality of Vienna.*

	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. *The range of activities is:* ☐ *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* *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+).* *All participation on every activity is on a voluntary basis and for free.*
Country of origin	Austria
Contact details	Address: Pragerstraße 20, 1210 Wien Contact person: Werner Prinzjakowitsch Email: w.prinzjakowitsch@jugendzentren.at Telephone: +43 1 278 76 45 Website: www.jugendzentren.at
Last update	2016 and before

Name of the practice	**5.29 Democracy Factory/Fortress of Democracy**
Description	Interactive exhibition for children and youngsters on democratic citizenship The Democracy Factory is an interactive exhibition where visitors 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. 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 lots of devices and machines. During the week, children and youngsters visit the exhibition as part of their school activities. After school hours and at weekends, adults are also welcome, in the context of adult education, parent conferences or neighbourhood meetings. 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. At first sight, the interactive exhibitions appear to address many kinds of social problems, but visitors soon discover that the themes and missions actually inspire self-reflection. They will dive into a dialogue focused on their own world views, doubts, opinions, prejudices and ambitions. 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. 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, to stimulate 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'.

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 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.

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'.

Most students appreciate the feedback and use it in their graduate portfolios as proof of their work in the Factory.

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.

Our approach is characterised by certain features, all representative of an interactive methodology, which:
- contains diverse learning concepts so as 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.

The students:
- have an enjoyable learning experience;
- can handle facts and opinions;
- are able to 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 a number of learning styles as a springboard;
- have the experience of feeling they are part of social problem as well as part of the solution.

The teachers:
- are mediators and partners in learning;
- cooperate in the pupils' exploration, instead of transferring information;

	- enjoy teaching pupils who find learning a pleasure; - foster independent thought; - communicate and clarify social values; - experience more 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: - blueprint texts - blueprint design - guide book 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	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. In spring 2011, the Fortress of Democracy in Utrecht underwent a statistical investigation, carried out 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. 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. 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 belonging to minority and majority groups. We found that the exhibition strengthened confidence in democracy more in the minority group. 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 they held before visiting the project. A related article was published in May 2015. 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. 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 a number of articles in the field of (de-)radicalisation. The Democracy Factory (2014) was also evaluated in cooperation with researchers from Groningen University (findings were published in May 2015).
Sustainability and transferability	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. There are several options for transferring the contents and methodology, depending the context and demands of specific countries. 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 amount of new assignments and specific demands. 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).
Geographical scope	Peace Education Projects produced about 25 permanent and travelling interactive exhibitions in the Netherlands and about 10 European countries, as well as in Russia and Israel. 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).
Start of the practice	Fabrique de la Paix (2007) Fortress of Democracy (2008) Democracy Factory Belgium – Fr/NL (2009) Hope Factory Switzerland (2011) Democracy Factory NL (2014) Other exhibitions and workbooks have been developed and produced in the past decade, all based on monitoring and chain evaluation.

Presented and discussed in RAN meeting	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). The Democracy Factory also participated in a break-out session at the Cities Conference on Foreign Fighters to Syria.
Linked to other EU initiatives or EU funding	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. Other European networks it participates in are informal and are based on cooperation (e.g. Youth in Action, Erasmus, DG Education and Culture). The foundation's work is project based and is funded by various sources, including private sponsors and European funding.
Organisation	*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. Its offices and permanent exhibitions are located on two former military fortresses in Utrecht. In addition, various mobile exhibitions are taken on tour through the Netherlands and Belgium (bilingual).*
Country of origin	Netherlands
Contact details	Peace Education Projects – Fortress of Democracy Koningsweg 290 3585 LD Utrecht Netherlands Jan Durk Tuinier vrede@xs4all.nl jandurk@online.nl (private email address) +31 0302723500 +31 0657417425 http://www.vredeseducatie.nl/
Last update	2017

Name of the practice	*5.30* **Social work with children and young people in risk**
Description	The Samobor Social Welfare Centre in Croatia works with children and young people at risk, and with children and young people having risky and socially unacceptable behaviours. It applies a multidisciplinary approach involving social workers, social pedagogues, psychologists and sometimes jurists. The centre exists to protect children from harm, to safeguard their rights and interests and to provide them with opportunities for development and growth.
	Work at the Department for Children, Youth and Family in the Samobor Social Welfare Centre is conducted mostly through counselling with children and parents an
	d is tailored to individuals. This work is based on the principles of respect for diversity and aims to empower children.
	Children and teenagers who support or are members of extremist groups (e.g. far-right groups) are often radicalised with ideas from other members of the group they identify with. Often, they identify with extreme right-wing political parties and exhibit socially unacceptable behaviour in an attempt to demonstrate their loyalty to the group.
	Compared to working on radicalisation prevention and causes, work with children and young people who are already radicalised and have adopted a certain value system is more challenging, because we must also deal with the consequences of such behaviour.
	Children must bear the responsibility for their behaviour (also part of the judicial system). By attending the centre they are also trying to change their patterns of behaviour. We try to teach them what radicalisation is and how to withstand radical ideas. We work through counselling, step by step; by setting several short-term goals, we strive to achieve the long-term goals the children have set for themselves. We keep track of their progress, and they can contact us when they encounter difficulties.
	Professional staff need time to 'redirect' children and young people's way of thinking, from following a detrimental course, to one that contributes to their growth and personal development. Work is focused on empowering them to upgrade their social skills and use their energy in a more productive way. We try to develop children's awareness of the consequences of their unacceptable behaviour, and work with them on boosting their skills of assertiveness and responsibility.
	The same approach and method are applied with all the children and young people who come to the centre. The duration of the process varies from person to person, depending on the depth of the problem.
	Sometimes, we encounter situations where parents, owing to personal religious or national affiliations, impose on children a value system that is very extreme. Children who adopt the radical ideas and patterns of parental behaviour often display this behaviour outside the home and family, among peers — this ultimately results in children being isolated from their peers, or in them becoming more aggressive in an attempt to

	impose the values and patterns of behaviour on peers. We strive to empower and teach parents about the parental role, and explain the key principles of parental care as well as what parental care implies. Parents should be first in line to help their children switch patterns and behaviours, support them daily, guide them and help them achieve the goals they have chosen for themselves, with the help of the experts at the centre. We work with parents to foster their children's capacity for critical thought.
Approach	Educating young people Family support
Target audience	Youth / pupils / students Families Local Community Organisations/NGOs
Deliverables	The director of the Samobor Social Welfare Centre, Nataša Koražija (who is also a social worker) worked with the centre's staff to set up a five-year education programme for educators and parents. They also organised and held workshops for children and youth in elementary and secondary schools in the area of territorial jurisdiction of the Samobor Social Welfare Centre. Part of the centre's ongoing work is to help educate future professionals working with children and young people showing risky and socially unacceptable behaviours, and with children and young people at risk (continuous cooperation with the Department for Social Work of the Faculty of Law at the University of Zagreb). Several times a year, professors invite professionals from the centre to present their work and discuss their experiences for an audience of students. They describe aspects of everyday work in the Samobor Social Welfare Centre, as well as explain how to recognise the signs of radicalisation and other risky behaviour, and outline how they work with these children. This has proven to be a good way to connect theory and practice, and students appreciate the insights provided by experts working professionally in the field they are studying.
Evidence and evaluation	Since the Samobor Social Welfare Centre has gained recognition in the local community as an important support for children and families in need, quantitatively cooperation with important organisations in the local community has increased, and qualitatively the importance, content and areas of common action have been recognised. In 2009, the centre cooperated only with the Croatian Red Cross in Samobor. Today, Samobor Social Welfare Centre works extensively with many bodies: the University of Zagreb (the Department for Social Work as well as the Faculty of Education and Rehabilitation Sciences); local kindergartens, elementary and high schools; NGOs (the Pozitiva Samobor Association for Sustainable Development, the Association for the Care of Children without Proper Parental Care Outside their Own Family 'New Future', the Association for Education and Counselling 'New School', the Volunteer Centre 'Kad bi svi...', the Association of Disabled Persons of Samobor and Sveta Nedjelja, the Pragma

	Association); the Croatian Red Cross; the Croatian Caritas; the Samobor Rotary Club; the Mental Health and Prevention of Addiction Service of the Zagreb County Public Health Institute; and the police.
	Our evaluations of the process and outcomes of Samobor Social Welfare Centre's five-year education programme for educators and parents, and workshops for children and youth showed high participant satisfaction with the information received and the knowledge acquired.
	Evaluations indicate that the programme is considered useful, and that participants learned about parental care, risky and socially unacceptable behaviours of children, the importance of the parent-child relationship, the importance of role models for children, and how cooperation between educators and parents is necessary to ensure the safe growth and development of children. They were aware of the Samobor Social Welfare Centre's scope, its duties and powers, and how to receive support.
Sustainability and transferability	Social work practice with children and young people in risk is sustainable, and can be transferred to other local and national contexts. It can be implemented within institutions, non-governmental organisations, and institutions working with children and young people. It can be run by social workers and other social care professionals.
Geographical scope	The Samobor Social Welfare Centre is located in Samobor. Its territorial jurisdiction covers the area of the cities of Samobor and Sveta Nedelja and Stupnik municipality, i.e. about 340 km² of urban and rural areas, with 65 000 inhabitants.
Start of the practice	On 6 February 1984, the Samobor Centre for Social Work was established and the Social Protection Act adopted which defined the centres for social work at that time. This was where the current Samobor Social Welfare Centre originated. It has evolved and improved over the years, especially over the past 10 years, since laws regulating the area of social work with children and young people were introduced. Social work practice constantly strives to follow legislative changes as well as social changes and adapt to new contexts.
Presented and discussed in RAN meeting	RAN Young, 1-2 March 2018, Stockholm, Sweden, 'How to hold difficult conversations?'
Linked to other EU initiatives or EU funding	The Samobor Social Welfare Centre is a government institution with public authority, funded by the Croatian Ministry for Demography, Family, Youth and Social Policy. Centres cooperate with the local non-governmental organisation Association for Sustainable Development Pozitiva Samobor, which is currently implementing the project 'When Young Arms Work Together', funded under the EU Erasmus+ programme. The project aims to develop a comprehensive City Youth Action Programme, the most important document at local level defining strategic guidelines to improve the position of young people in Samobor. The Social Welfare Centre Samobor is an associate in this project. Samobor Social Welfare Centre partners with the Croatian Red Cross on the project 'Help in the house', funded by the European Social Fund. It focuses on care of elderly and helpless persons needing assistance to carry out everyday activities.

	The director of Samobor Social Welfare Centre represented the centre as a member of the Consultation Group in the EU Programme for Croatia, IPA Component IV (Human Resources Development), in the project 'Establishing support in social inclusion and employment of socially endangered and marginalized groups' (of the Ministry of Health and Social Welfare and European Profiles SA). A social worker from the centre is a trained social mentor in this project. The director has also completed the AudTrain Course (System-Based Audit of Child Welfare Facilities, Council of the Baltic Sea States Secretariat, Stockholm). Other work includes attending lectures at the Faculty of Applied Social Sciences in Erfurt, Germany (the International Summer School on topics related to children and youth) as well as lectures at the Inter University Center Dubrovnik (Developing Neighbourhood and Community Support Systems course on these topics).
Organisation	Samobor Social Welfare Centre is a government institution with public authority, funded by the Croatian Ministry for Demography, Family, Youth and Social Policy. It carries out more than 160 duties focused on promoting human rights and improving the well-being of people and families in need, people with disabilities, the protection of children's rights and protection of the rights of minorities in our country. Professional staff in the centre are as follows: nine social workers, one psychologist, one social pedagogue one educational rehabilitator, and three jurists. The work involves working with people who come directly to the Center for support (counselling, informing, administration), as well as field work outside the centre's premises (assessing living conditions and environments). Samobor Social Welfare Centre employees actively participate in local community events to raise awareness of the centre and its services. The centre cooperates with local organisations connected with youth, social welfare and sustainable community development. [Governmental institution
Country of origin	Croatia
Contact details	Address: Centar za socijalnu skrb Samobor Zagorska ulica 1 10430 Samobor Croatia Contact persons and emails: Nataša Koražija korazija.natasa@gmail.com Antonija Delišimunović antonija.delisimunovic@gmail.com

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Name of the practice	**5.31 My Former Life**
Description	A multimedia educational resource and accompanying day workshop that explores the stories of four former extremists in order to build resilience to radicalisation, mainly among young people aged 14-19 in classes of up to 30. My Former Life helps young people understand the causes, signs, and consequences of radicalisation leading to violent extremism—and how people escape that way of life. It does this through a series of interactive activities stimulated by video testimonies from four former extremists with very different backgrounds (Irish Nationalist, violent and non-violent Islamist, white supremacist). It leaves young people with more knowledge of a difficult subject and greater confidence in discussing it critically with their peers.
Approach	Educating young people
Target audience	Young people aged 14-19 in groups of up to 30
Deliverables	A day workshop, but also used in longer programmes with adults and women's groups.
Evidence and evaluation	Externally evaluated by government-appointed evaluator drawing on nearly 300 respondents, using split-group assignment for control and treatment groups, controlling for confounders in research design and linear regression. This analysis determined that 'participants were almost twice as likely to give correct answers when asked about…the factors that lead to radicalisation; what actions to take when concerned about someone becoming involved in extremism; and the risks of the internet in promoting extremism'. Delivered to over 1 750 young people from 77 UK educational institutions (and counting). Additional independent external outcomes and process evaluation pending.
Sustainability and transferability	Highly standardised and easily transferable. Resource to be made available for purchase/licence with a train-the-trainer package from 01/01/2018.
Geographical scope	North of England
Start of the practice	2015
Presented and discussed in RAN meeting	Prague RAN Education 2015
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre

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Last update	2018

Name of the practice	**5.32 THINK**
Description	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. 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. 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. 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. Graduates enter a network of young leaders, where they can pursue their own, personalised, peaceful strategies for effecting change.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth/pupils/students Educators/academics Formers
Evidence and evaluation	Feedback from beneficiaries, commissioners and stakeholders validates the programme's effectiveness.
Sustainability and transferability	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.
Geographical scope	North of England
Start of the practice	December 2013
Presented and discussed in RAN meeting	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)

Relation to other EC initiatives	None
Organisation	*The Tim Parry Johnathan Ball Peace Foundation is a 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 1925581231 http://www.foundation4peace.org/
Last update	2017

Name of the practice	**5.33 How do we want to live? Peer workshops on Islam, anti-Muslim racism, Islamism and democracy**
Description	The workshops are based on educational films dealing with questions of Islam, racism, gender, Islamism, Jihad and democracy. They encourage debate on religious issues for young people in heterogeneous teaching environments, and provide the space to reflect on norms, values, identity and participation. As interventions prior to and in the early stages of radicalisation, they aim to foster a sense of identification as German Muslims and to prevent anti-Muslim attitudes. The workshops are conducted by peers (who have a Muslim background themselves) and allow quick, short-term interventions (generally 3 x 90 min) on topics that arise in schools or social centres. The films and workshops deliberately do not follow a religious argument; instead, they take up religious concerns as starting points for discussion and translate them into general questions about social norms and values. Teachers and educators are offered additional training to encourage continuous engagement on the topics discussed in the workshops.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth/pupils/students
Deliverables	The workshops are based on the film package 'Wie 118oollen wir leben? Filme und Methoden für die pädagogische Praxis zu Islam, Islamfeindlichkeit, Islamismus und Demokratie': this comprises five educational films and a comprehensive collection of educational materials for use in schools and youth work. A guide book based on the experiences of project participants is also available online (http://www.ufuq.de/Preventing_radicalisation.pdf). In addition, short videos on empowerment, racism and religious extremism (http://www.ufuq.de/alternativen-aufzeigen) are used to elaborate on issues that may arise in the workshops.
Evidence and evaluation	Over the last 8 years, we have conducted over 1 200 workshops in several German cities. The overall feedback from pupils and teachers/social workers has been very favourable. Over 6 000 copies of the film have been distributed, and it has been adopted as a film project by the Federal Programme of Crime Prevention. The workshops were externally evaluated in 2017 by Camino, a Berlin-based association specialised in evaluating projects related to antiracism, crime prevention and prevention of right-wing and religious extremism. The results highlighted the relevance of the topics addressed, and the lack of similar spaces in regular teaching and youth work. In addition, the evaluation concluded that the adopted peer-education methods were successful in encouraging debate and broadening perspectives on questions of religion, identity and belonging.

	The evaluation proposed further developing strategies to ensure sustainability of the debates initiated by the workshops (i.e. by training teachers to take up these debates in regular classes).
Sustainability and transferability	The workshops have been adopted in several cities (Berlin, Hamburg, Essen and Frankfurt) and states (Bavaria and Baden-Württemberg) and are conducted independently by individual teachers and social workers throughout the country. The costs are limited to training for peers and their renumeration for workshop sessions. The costs for project coordination are currently covered by various public grants. An expansion to further cities and regions is expected in 2019.
Geographical scope	Germany
Start of the practice	The project began in October 2010.
Presented and discussed in RAN meeting	Project collaborators have participated in several RAN Prevent and RAN Education meetings.
Linked to other EU initiatives or EU funding	ufuq.de is an expert partner in the EU-funded projects 'Bridge' (led by the European Forum for Urban Security, Paris) and 'Prevention of Radicalisation through Intercultural Dialogue and Exchange' (led by the Institute for Applied Communication Research in Non-Formal Education (IKAB), Bonn), which draws on this project's experiences.
Organisation	Ufuq.de is a Germany-based NGO that receives financial support through various government, EU and private grants. Ufuq.de operates at the intersection of education, academia and public debate. Working primarily with youngsters of Muslim and/or immigrant background, it aims to foster a sense of belonging and empowers them to confront the phenomenon of Islamism and ethnic-nationalist ideologies. In addition, ufuq.de organises training sessions and conferences for educators and civil servants on youth cultures, Islam and Muslims in Germany, and carries out prevention work in local communities and educational institutions. Ufuq.de regularly publishes educational material and scientific papers to inform a broader public on questions related to Islam and migration in Germany. The workshops and educational films have been developed in cooperation with the University of Applied Sciences Hamburg.
Country of origin	Germany
Contact details	Address: Ufuq.de Boppstr. 7 10967 Berlin Germany Contact person: Jenny Omar Email: jenny.omar@ufuq.de

	Telephone: +49 3098341051
	Website: http://www.ufuq.de
Last update	2018

Name of the practice	*5.34* MAXIME Berlin– Intercultural and Interreligious Prevention
Description	The intention of the project MAXIME Berlin *Intercultural and Interreligious Prevention* is to prevent (further) disintegration and radicalisation of vulnerable youth, to support multipliers to recognize radicalized attitudes and to deal with such, to establish an ability of interreligious and intercultural dialogue and to reduce prejudices and fears in the majority society. Approach Within schools and in the youth welfare service the frequency of interreligious and intercultural conflicts is increasing. The preventive community programme offers workshops – conducted by intercultural respectively interreligious tandem teams – who pick up topics such as the theological base of Islam, religious everyday practice, Islam and human rights and the Middle East conflict. Other topics are: • traditionalism and concepts of honour as well as gender roles in Islam • opportunities of participation in the German society • different currents of Islam and their cultural and historical backgrounds • religious fanaticism and Salafism Furthermore, organised field trips to the Jewish Museum, the Genezareth Church and the Sehitlik Mosque in Berlin are offered. Besides this, the programme includes training for multipliers and individual trainings for youth at risk.
Approach	Educating young people
Target audience	Youth/pupils/students Educators/academics Local Community Organisations/NGOs
Deliverables	Handbook for working with youth at risk to become radicalised towards religious extremism.
Evidence and evaluation	The precursor project MAXIME Wedding, which has implemented and applied at first the practice of intercultural/interreligious prevention has been externally evaluated in 2013. The evaluation included empiric figures about the impact of the workshops on the youths which were drawn out of feedback interviews with the youths and the teachers. All evaluations can be downloaded on the Violence Prevention Network's website.
Sustainability and transferability	The practice has been transferred to Hesse where intercultural/interreligious prevention is taking place within the project *"Demystify Extremism!" at the* Advice Centre Hesse *and also to Baden-Wuerttemberg within the Advice Centre there*.
Geographical scope	Berlin (DE)
Start of the practice	MAXIME Berlin – Intercultural and Interreligious Prevention was implemented in December 2010 as MAXIME Wedding.

Presented and discussed in RAN meeting	RAN Derad, 9-10 October 2012, Barcelona
Relation to other EC initiatives	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)*.
Organisation	*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 radicalized people at different stages of radicalisation. The aim is to support them in developing distance to inhuman ideologies and violent behaviour. The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.*
Country of origin	Germany
Contact details	Alt-Moabit 73 D – 10555, Berlin Germany Chalid Durmosch, Project staff chalid.durmosch@violence-prevention-network.de (+49) 30 91 70 54 64 www.violence-prevention-network.de
Last update	2016 and before

Name of the practice	## *5.35* West London Initiative (WLI)
Description	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.

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.

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.

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. |
| **Approach** | Educating young people
Exit strategies |
| **Target audience** | Youth/pupils/students
Local Community Organisations/NGOs
Violent extremists |
| **Evidence and evaluation** | WLI incorporates the following in its evaluation and evidencing of success.

Milestones
From a milestone perspective, the following SMART (Specific, Measureable, Attainable, Relevant and Timely Specific) routine are implemented. |

Specific
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.

Measureable
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).

Attainable
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.

Relevant
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.

Timely
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.

In addition to the above, WLI applies the following to its milestones:

Open
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.

Small
Milestones need to be kept small to allow them to be manageable.

Assignable
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.

Progressive
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.

Significant

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.

WLI's milestones are simple project tools that will help set goals, priorities and work schedules.

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:
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.

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.

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	7th 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	*The West London Initiative is a limited company, funded essentially through local authority and private sources.*
Country of origin	United kingdom

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