Preventing Radicalisation to Terrorism and Violent Extremism

Approaches and Practices

Radicalisation Awareness Network

RAN

2019 Edition

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1 Introduction

1.1 Trends and developments

In recent years, the processes of radicalisation leading to violent extremism have greatly evolved. The variety of ideologies that provide inspiration for extremist groups is growing and include religious inspired extremism, left wing, anarchist and right wing ideologies as well as nationalist and separatist ideologies. Extremists are also no longer acting only as part of organised, hierarchical organisations but also within smaller cells and sometimes as lone wolves. All forms of extremism have become more globalised taking full advantage of the opportunities of the interconnected world. Consequently, terrorist or violent extremist actions are becoming harder to detect and predict by the authorities, making traditional law enforcement techniques alone insufficient to deal with these evolving trends, particularly in relation to tackling the root causes of the problem. A broader approach is needed, aimed at earlier intervention and prevention, and engaging a wide spectrum of actors from across society.

Within the EU, Member States are facing a variety of challenges.
European societies are increasingly confronted with home-grown terrorism – radicalised individuals, born and raised in the West were involved in or responsible for the Madrid bombings in March 2004, the assassination of filmmaker Theo van Gogh in Amsterdam in November 2004, the London 7/7 attack, the massacre committed by Anders Breivik, the Jewish Museum attack in Brussels, the assassination of satirical weekly Charlie Hebdo editors and other staff in Paris and the atrocities committed in the same city on 13 November 2015. On- and offline support for terrorist organisations such as Daesh shows an increase in radicalisation among young people on EU territory.

It is clear that all available counter terrorism tools need to be enhanced. Prevent efforts are also needed more than ever before. Following such attacks, there is always a risk of copycat style attacks, and attacks against those communities wrongly perceived as being responsible. Preventing radicalisation is key – fighting terrorism can only be successful if we remove the soil out of which it grows.

Radicalisation of EU citizens is connected with global issues. The form and intensity with which radicalisation manifests in the streets and neighbourhoods of Europe often follows on from armed conflict in third countries. The rise of foreign terrorist fighters (FTFs) is among the clearest examples. The armed conflicts in Syria and Iraq have motivated thousands of EU citizens to join those battle fields, often due to recruitment activities by terrorist groups such as Daesh. There are now believed to be thousands of Europeans within the region. Apart from their potentially violent acts abroad, the threat posed by radicalised returnees, who may be traumatised, skilled in combat and/or brainwashed to hate European values and commit acts of violence in Member States, has been revealed all too painfully in terrorist atrocities within the EU.

In addition to the risk of uncoordinated attacks by lone actor returnees, Daesh and al-Qaeda recently called upon their followers to bring the terror to the West. So terrorist groups are not only recruiting EU citizens to join their battles abroad, but are also motivating young people vulnerable to radicalisation to commit acts of terrorism at home. Daesh and al-Qaeda are competitors in the recruitment of EU fighters, and successful attacks against European values and societies seem to be among their recruitment tools.

In Eastern parts of Europe, right-wing and nationalist extremism is growing and more people are leaving for Ukraine to engage in the conflict there. Southern European countries often serve as

transit-countries, and may as a consequence experience home-grown extremism in the long run. In reaction to the foreign terrorist fighter phenomenon, a rise in Islamist extremism and domestic extremism are creating a breeding ground for increased polarisation and intolerance throughout Europe.

1.2 RAN and the EU Communication "Supporting the prevention of radicalisation leading to violent extremism"

The Radicalisation Awareness Network (RAN) was set-up by the European Commission in 2011. RAN is an EU-wide umbrella network connecting first-line practitioners and local actors around Europe working daily with those vulnerable to radicalisation, as well as those who have already been radicalised. As teachers, social workers, community police officers, etc. they are engaged in preventing and countering radicalisation and violent extremism in all its forms, or in reintegrating violent extremists. Within RAN, different working groups have been created, where participants exchange their experiences, knowledge and practices in different fields and areas relevant for tackling radicalisation. Participants include NGOs, representatives of different communities, think-tanks, academia, law enforcement agencies, government representatives and consultancies.[1] In 2015, the RAN Centre of Excellence (CoE) was established. The RAN CoE acts as a hub for connecting, developing and disseminating expertise. It supports and coordinates RAN, and fosters an inclusive dialogue between practitioners, policy-makers and academics.

In June 2016 the European Commission presented a new Communication, entitled 'Supporting the prevention of radicalisation leading to violent extremism'[2] focusing on seven specific areas:
1. supporting research, evidence building, monitoring and networking;
2. countering terrorist propaganda and hate speech online;
3. addressing radicalisation in prisons;
4. promoting inclusive education and EU common values;
5. promoting an inclusive, open and resilient society and reaching out to young people;
6. the security dimension of addressing radicalisation;
7. the international dimension.

The paper focuses on prevention, as well as establishing exchange at the local level. The work undertaken by RAN is taken into consideration in many of these areas, as well as in its key actions..

1.3 RAN Collection: objectives and key insights

The RAN Collection of Approaches and Practices is one of the main outcomes of the network, providing an overview of the different insights, lessons learned and practices that have come out of the network so far. It illustrates the kinds of measures that can be taken in different areas to, for example, enhance the awareness and competence of first-line practitioners, involve and engage more closely with communities, families, victims of terrorism or former terrorists, address new

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[1] More information about RAN: http://www.ec.europa.eu/ran
[2] The complete EU Communication:
http://ec.europa.eu/dgs/education_culture/repository/education/library/publications/2016/communication-preventing-radicalisation_en.pdf

forms and advents of radicalisation (e.g. through an increased use of the internet and social media) and more generally establish the appropriate framework for comprehensive prevent work.

The Collection serves as a practical, evolving and growing tool, in which practitioners, first-liners and policy-makers may:
- draw inspiration;
- find replicable examples to adapt to their local/specific context;
- look for counterparts to exchange prevention experiences.

Practices in the Collection are aimed at a broad range of different target groups. Since the primary focus of RAN is on prevention, many practices are aimed at citizens and youth in general and specific individuals and communities at risk. Prevention can also be directed towards individuals who have been (violent) extremists but who want to leave an extremist group and/or mind-set. Therefore some practices will be aimed towards de-radicalising – for example convicted terrorists.

In this broad spectrum it is important to underline that the work of RAN fits under the *Prevent* strand of the EU's Counter Terrorism Strategy, which is focused only on identifying and tackling the factors which contribute to radicalisation. This is not about *Pursue*, which focuses on hindering terrorists' capacity to plan and organise terrorist atrocities. Nevertheless, practitioners of *Pursue (*e.g. law enforcement, or security agencies) should be encouraged to engage with *Prevent* practitioners, as they may be able to help advise on thane individual's background, motivations and grievances. This is particularly the case with regards to those who have been convicted.

1.3.1 RAN DNA

Across RAN meetings and the RAN Collection, a number of key, overarching insights apply. These are also referred to as the RAN DNA. The RAN DNA has been developed within the network since its start, and is set out in the revised *Charter of Principles Governing the RAN and its CoE*:
- *Prevention is key:* it is crucial to invest in interventions that aim to remove the breeding ground[3] for radicalisation, to prevent these processes or stop them as early as possible.
- *Involving and training first-line practitioners is key*: these practitioners will be the first professional point of contact for individuals at risk. To be able to take a preventative approach, they need to be aware of signals of radicalisation, and know how to seek support to address these signals whilst maintaining a positive relationship with the individual.
- *Multi-agency approach is key*: to be able to prevent radicalisation and to safeguard individuals at risk, multi-agency cooperation is necessary to provide a consistent and reliable network. In this network, expertise and information can be shared, cases can be discussed and there can be agreement and shared ownership on the best course of action. These networks should be combinations between law enforcement, professional care organisations as well as NGOs and community representatives.
- *Tailor made interventions, adapted to local circumstances, are key*: each individual at risk is different, calling for a case-by-case approach. It is important to understand an individual's background, grievances, motivations, fears, frustrations etc. to be able to develop a suitable intervention. Besides internal factors, external factors such as the individual's social environment and other local circumstances need to be taken into account to provide effective support.

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[3] See the RAN Issue Paper 'The root causes of violent extremism': http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/issue_paper_root-causes_jan2016_en.pdf

1.4 Methodology

1.4.1 The approaches and lessons learned

The RAN Centre of Excellence (CoE) has selected a variety of practices and has gathered them under seven different themes or "approaches". Each of the seven approaches are described, notably their aim(s) and underlying methodologies. This is then complemented by lessons learned and by a set of relevant examples of practices used throughout Europe.

The approaches presented in this Collection are the following:
- Training for first line practitioners: raising awareness of first line practitioners working with vulnerable individuals or groups at risk of radicalisation.
- Exit strategies: de-radicalisation programmes to re-integrate violent extremists and disengagement programmes to at least dissuade them from violence.
- Community engagement and empowerment: engagement and empowerment of communities at risk, establishing a trust based relation with authorities.
- Educating young people: education of young people on citizenship, political, religious and ethnic tolerance, non-prejudiced thinking, extremism, democratic values, cultural diversity, and the historical consequences of ethnically and politically motivated violence.
- Family support: for those vulnerable to radicalisation and those who have become radicalised.
- Delivering alternative narratives: offering alternatives to extremist propaganda and worldviews either online or offline.
- Multi-agency structures: institutional infrastructures to ensure that people at risk are given multi-agency support at an early stage.

The work on the RAN Collection was undertaken in a spirit similar to that which guides over RAN's work in general: it is not intended as a scientific exercise (even if the underlying methodologies may also find support in scientific literature) but more as an empirical, very concrete, practitioner-oriented exercise.

The seven approaches were selected through different means:
- The policy recommendations proposed by the RAN Working Groups and discussed at the 2013 High-level Conference served as a first input. For example, one of the recommendations was to 'develop frameworks for multi-actor cooperation and information sharing'. This contributed to the development of an approach called 'Multi-agency structures'.
- Some of the approaches derived directly or indirectly from the work of the RAN Working Groups.
- Some of these approaches have been described in scientific research as common practices. For example, in the EU-funded project "Containing Radicalisation In Modern Europe (CRIME)", a survey established which practices first-liners use. The result of this study provided valuable insight into possible approaches.

The seven approaches, empirically selected, have then been discussed and approved within the RAN Steering Committee (comprising the RAN Working Group chairs, the RAN CoE, and the European Commission – DG Home). There is consensus among practitioners from several Member States as to the practices' effectiveness.

Lessons learned derive from discussions in the RAN meetings as well as from the experiences of various practitioners/practices and have also been reviewed by the RAN Steering Committee.

1.4.2 The practice samples

The description of each practice comprises the following:
<u>Name of the practice</u> and the organisation responsible for/carrying out the initiative.

<u>Description</u>: a short description of the aim and nature of the practice, methods and products and, if made available by the owner organisation, results and effects.

<u>Approach</u>: the main approach under which the practice can be categorised. Some practices are categorised under multiple approaches. However to make this a user-friendly document, practices have been categorised under the approach considered the most relevant.

<u>Target audience</u>: the target audience designates the group the practice is focused on or wants to create an impact for. The following subdivision of target audiences has been used:

- o Authorities
- o Local community organisations/NGOs
- o Educators/academics
- o Families
- o First responders or practitioners
- o General public
- o Online
- o Health practitioners
- o Law enforcement officers
- o Prison/probation/judicial practitioners
- o Violent extremists
- o Formers
- o Victims of terrorism
- o Youth/pupils/students

<u>Deliverables</u>: concrete outputs of the practice e.g. publications, products, trainings etc.

<u>Evidence and evaluation</u>: explanation of if and how the effectiveness of the practice has been measured and evaluated.

<u>Sustainability and transferability</u>: indication of how the practice can be sustained in the future (e.g. funding structures) and how it could be made applicable to other (local) contexts.

<u>Geographical scope</u>: reference to the areas (countries, cities, regions) in which the practice was implemented.

<u>Start of the practice</u>: reference to the year and month the practice was developed and implemented to indicate the maturity of the practice. If the practice is no longer active, this is also mentioned.

<u>Presented and discussed in RAN meeting</u>: reference to the RAN meeting(s) the practice has been presented and peer-reviewed.

<u>Relation to other EC initiatives</u>: reference to other EC or EU initiatives that the practice is connected to besides RAN.

<u>Organisation</u>: reference to the organisation(s) that have developed and are executing the practice.

<u>Country of origin</u>: reference to where the practice has been developed.

<u>Contact details</u>: names, email addresses and telephone numbers of people who may be reached for more information, inspiration and cooperation. If personal contact details are not made available, links to websites and informative documents have been added.

If one of the elements is not applicable for a practice, e.g. there have been no concrete deliverables, this element will not be part of the practice outline.

To select the practices for the RAN Collection, the following criteria and procedure were formally adopted by the RAN Steering Committee:

RAN Collection criteria:

- The practice has an explicit connection to the subject of radicalisation/violent extremism. This means that in the aims and/or activities/methods of the practice, there is a link to preventing and countering radicalisation and/or violent extremism.[4]
- The practice is an activity/method that has been used/is in use by professionals and/or community members.
- Basic elements of the practice are transferrable to other (local) contexts (This implies research projects will not be included in the Collection).
- The practice is based in the European Union (EU)/European Economic Area (EEA);
- All practice descriptions have been checked with the organisations in question and if necessary have been adjusted following feedback.
- The practice has been presented in a RAN meeting, allowing peer review.
- The practice has been reviewed and approved for adoption by the Steering Committee.

RAN Collection procedure:
Practices must be discussed in a RAN (working group) meeting, enabling peer review. Only in exceptional cases will practices that have not been discussed at such a meeting be nominated to be included in the Collection.

All practices need to be formally approved by the Steering Committee (SC) to become part of the RAN Collection. All nominations will be sent to the SC. The RAN CoE will highlight any nominations that do not meet all necessary criteria (except reviewing by the SC). For these nominations, the SC discusses (requirements for) adoption for the RAN Collection.

The practices in the RAN Collection do not have an 'approved by European Commission/RAN' label but have the aim to be informative and inspiring.

1.5 An evolving tool

The RAN Collection does not aim to provide comprehensive information about existing practices, nor does it aim to give a comprehensive picture of all existing practices in the EU Member States. As the RAN Collection is the result of experiences within RAN, the approaches and practices are not exhaustive and other/additional valuable categories of practices or approaches may be added in the future.

Moreover, the RAN Collection is also available as a digital tool for practitioners and policy-makers on the RAN website, where additional features, such as cross-referencing of practices are included. As a work-in-progress, the RAN Collection will continuously be adjusted and enhanced with new practices from EU Member States.

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[4] *It should be noted that there are practices in the area of early prevention, hate speech and hate crime that do not have an explicit link to radicalisation. However, in RAN meetings they were found to be inspirational and useful in terms of method. Therefore these kinds of practices have sometimes been included in the RAN Collection. This is indicated in the practice description.*

2 Training for first-line practitioners

2.1 General description

This approach involves raising awareness among first-line practitioners working with vulnerable individuals or groups at risk of radicalisation in order to ensure that they are well equipped to detect and to respond to signs of potential or imminent radicalisation.

Training for first-line practitioners should empower the professional to act when signs of radicalisation are present. Therefore, training should be centred around their role, responsibilities and competences.

Throughout Europe, training courses have been put in place to raise awareness and understanding among first-liners with responsibility for individuals who may be vulnerable to radicalisation, leading to violent extremism or terrorism. First-line workers who can make an important contribution include teachers, youth workers, community police officers, child protection workers and (mental) health care workers. In contrast to policy-makers, for example, first-line workers are able to – potentially – recognise and refer individuals who may be vulnerable or who are showing signs of actual radicalisation. However, they do not always have a sufficient understanding of processes of radicalisation, are not able to assess the warning signs, or do not know the best way to respond. For example, there can be a lack of the correct conversational techniques, reporting skills or experience of working in a multi-agency setting. Awareness-raising and investing in the competences of first-line workers is therefore needed.

The RAN Community of Practitioners recently stressed that training on radicalisation for first-line practitioners should be training that can be applied to their professional role, in the professional setting. Hence, both personal biases and attitudes as well as the professional partners and settings, should be addressed.

2.2 Aims

The training courses aim to:
- raise awareness and understanding of the process of radicalisation in general and in specific contexts;
- help practitioners recognise some of the signs displayed by vulnerable individuals at risk;
- empower first-line public sector workers with the tools and instruments they need to respond appropriately;
- encourage a culture of sharing both clear and more implicit concerns among a team of colleagues regarding a person or a group that show worrisome signs of radicalisation ;
- facilitate and empower multi-agency partnerships and early intervention to safeguard and divert people away from the risks of being radicalised or recruited.

2.3 Methods

Training courses can either be tailor-made for specific first-line workers (such as community police officers or mental health care workers) or designed for first-line staff in general. Duration varies, from a 2.5 hour Interactive workshop to a 3-day training course.

Most courses include information on:
- Terminology: what is radicalisation, (violent) extremism, terrorism, jihadism?

- The range of extremist groups and movements: extremist right-wing, extremist left-wing, extremist religiously inspired (e.g. Al-Qaeda, Daesh/IS, etc.
- Modi operandi: foreign fighter, lone actors, online activities etc.
- Basic knowledge of extremist ideologies:

  – What is the ideal society projected by violent extremists? What are they fighting for? Who are their enemies/scapegoats?
  – What are the differences between an extremist form of an ideology and a more moderate, mainstream version? When does an ideology more than a critical point of view on society and legitimises the use of violence?
  – What are the differences between orthodox (strict but still within legal bounderies), radical and extremist (moving towards or going over legal boundaries) varieties of an ideology?
  – What are the main variations within extremist ideology?
  – What is the origin of the ideology? Whose voices are considered credible? How is ideological propaganda packaged and spread by extremists?
  – How do radical and extremist ideologies resonate within society. Is there broad sympathy? Are there outspoken opponents?

- The radicalisation process and various trajectories: understanding radicalisation as a unique and gradual process, emphasising there is no such thing as a common profile, one root cause or usual pathway. A breeding ground for radicalisation can result from combination of pull factors (how people are drawn towards the cause/recruited?) and push factors (what are intrinsic drivers?), ultimately culminating in radicalisation through major life events and trigger events on a local or global scale.
- Indicators – how to identify vulnerable people at risk of radicalisation, considering that there are no clear-cut and definitive 'radicalisation checklists'. Identification instead involves observing changing attitudes and relationships, grievances and obsessions.
- Responding to (possible) radicalisation: understanding that preventing further radicalisation is much wiser than trying to deradicalise an extremist. Thus, begin a conversation with the individual and involve other professionals or credible persons and share concerns and other information, while carrying out further monitoring or contacting law enforcement. Intervening in a multi-agency context – knowing which other professionals should be involved; finding the balance between confidentiality/privacy and reporting to others.

No-one can do prevention alone. In their guides on training programmes, the RAN POL and RAN EDU working groups explicitly advance the case that training first-line practitioners to become aware and competent in dealing with radicalisation, requires being effective in a multi-agency setting. Therefore, depending on the type of (sectorial) training course offered, information could be provided in relation to:
- the local context;
- legal frameworks, local and national policies;
- privacy issues/sharing information;
- specific organisational issues;
- good practices of counter-radicalisation.

Courses are generally offered in a very practical and interactive way, making use of case studies, assignments, audio-visual material and toolkits.

2.4 Lessons learned

When providing awareness raising training, one of the most important lessons is that language matters. It is important in three ways:

- Having a common set of definitions among professionals is fundamental. As definition debates are infinite (e.g. what is radicalisation) and not all professionals will get the same training it is recommendable to use the definitions used by the government.
- To be able to raise awareness and achieve the involvement of other sectors, a shared language and framing is necessary. Care professionals, educational staff and youth workers, who are approached to contribute to prevention contribution and collaboration, are often scared away by language and framing containing a strong security angle (terrorism, attacks)
- It is important to avoid terms that may offend the target group and/or potential allies such as community leaders. Focusing on vulnerable people who may be at risk (instead of talking about radicals or violent extremists) and safeguarding and protecting them instead of criminalising them are crucial.

Additional lessons learned encompass the personality and attitudes of first-line practitioners, training forms and materials, and how to initiate, empower and promote a multi-agency approach.

Skills, attitude and awareness own personality
The training programme should establish that the individual practitioner will show the newly acquired roles and skills. This starts with being aware of one's own personal biases in these controversial topics.

First-line practitioners are often reserved when it comes to dealing with issues of radicalisation and (violent) extremism. Part of the training should focus on the demeanour of first line practitioners, such as:

- having a curious attitude and not being afraid to ask (open) questions;
- not judging or moralising and being aware of own opinions;
- engaging with colleagues and organising case discussions;
- using the skills already used in other situations by looking at the situation as 'business as usual', working with any type of individual at risk;
- daring to share uncertainties with fellow colleagues, management and/or experts – not all cases or signs are crystal clear.

Training forms and materials
Experience shows that the following approaches have usually more result:

- an interactive and practical approach in addition to some level of theoretical framework;
- case studies and sharing experiences from first-liners;
- using up-to-date materials related to the local situation, such as newspaper articles, screenshots of social media and so on;
- providing additional guidance and toolkits to both organisations and first line-workers to increase long-term effectiveness;
- using e-learning to mainstream the issue to a large number of workers;
- Putting questions to the participants and making provocative statements – this helps to bring to the forefront assumptions and prejudices as well as uncertainties.

Implementation
Just sending a professional for training is not sufficient. To increase the effectiveness of training it is recommendable to:

- *Connect the content of the training with the local network according to institutions and interventions are available;*
- *Give clear cut instructions when to report and to whom;*
- *Organise consent from the management of the professionals, enabling them to work with the new insights and tools*

Importance of context
A training approach needs to be contextualised. Even with global jihadism being centre stage of terror incidents and media reporting the training approach should be recognisable within its own regional context. It should also take into account the professional context with its own partners, policies and protocols.

Another dimension of contextualisation is that all actors should understand the need to create their shared picture of the radicalisation within their own context. The trainer should understand that the person who is being trained will operate in the context of his or her organisation.

Establishing, empowering and promoting multi-agency cooperation
Dealing with individuals at risk should never be left to one single practitioner and assessment and action plans should always be made in a multi-agency setting. This multi-agency approach should go beyond cooperation between law enforcement bodies or prevention partners. Partners should be brought together, overcome prejudices, develop a common language and develop ways to work together without taking over each other's roles. As such, it is crucial to set the conditions for multi-agency cooperation in a training setting. Each practitioner has an added value: one might have a trust-based relationship with the individual in question, another might have contact with people close in his/her network, whilst yet another may have the authority to intervene with legal or administrative measures.

Both sectoral and multi-sectoral training courses seem to have merits, A sector- based training course has the benefit of being tailor-made for a specific target audience, such as police officers, and therefore meets their needs, using language that they understand in their day-to-day role etc. A more generic course for first-line staff from different sectors has the advantage of bringing different experiences together in the same room, enabling the promotion of a multi-agency approach on the spot. A joint training programme is an excellent opportunity to build and strengthen trustworthy networks and make people understand each other.

Several RAN Guides on training courses: POL and EDU
Several RAN working groups explored the different types of training courses that might be relevant for them. The result was the following documents:
- RAN POL's Guide on training programmes for police officers in Europe[5]

RAN EDU Guide on training programmes for 'Effective and confident teachers and other school staff'[6]

> *This chapter introduction was written and edited by Maarten van de Donk and Steven Lenos, both senior staff members of the RAN Centre of Excellence.*
>
> *The text is based mainly on RAN working group papers, and particular reference has been made to the RAN POL and RAN EDU Guides on training. These publications were the outcome of discussion with training experts in dedicated working group meetings. The authors also interviewed the project coordinators and senior trainers from the CoPPra project and Trifier Training. The authors would like to thank Luc van der Taelen, Sertan Icten, Gijsbert Roosenboom*

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[5] https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-pol/docs/ran_pol_guide_on_training_programmes_for_police_officers_en.pdf

[6] https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-edu/docs/ran_edu_guide_training_programmes_helsinki_01-02_03_2017_en.pdf

2.5 Practices

The following practices are presented:
- Amadeu Antonio Stiftung - Expert Center on Gender and Right-Wing Extremism
- chamäLION
- Catalan Penitentiary System — Techniques to develop critical thinking
- Citizenship Foundation – living with controversy
- Citizenship Foundation – managing controversy
- City of Antwerp - in collaboration with Atlas - Training 'Identity development of youngsters'
- CSD - A Framework of Radicalisation Risk Indicators for Early Prevention
- Eruditio Publica – Prodem training
- Federal Police Belgium - CoPPRa
- Federal Agency for reception of asylum seekers - Training staff members of reception centres on prevention and reporting of radicalism
- Federal Ministry of the Interior - Interdisciplinary project 'Prevention of Radicalisation'
- Fundament – De-radicalisation by mapping of regions and strengthen the local institutions
- Grundkraft – Teachers Empowered
- In IUSTITIA - Counselling to victims of hate crime
- Legato - The Key-client model
- Lithuanian Criminal Police Bureau - Handbook on warning behaviours
- Miteinander - Organizational platform combining different approaches
- Ministry of Justice of Belgium - Training for prison guards: 'Identification of signs of radicalisation'
- New Connexion
- Police Academy The Netherlands - Training at the Police Academy
- RAN Train the Trainer
- RecoRa Institute
- Scott - Ideology Training
- Sarpsborg municipality
- The Danish Centre for Prevention of Extremism - Democratic unity: Preventing polarisation and exclusion in Danish schools
- The School & Safety Foundation (Stichting School & Veiligheid)
- Tim Parry Johnathan Ball Peace Foundation - Holding Difficult Conversations
- Trifier - Working with Potentially Violent Loners in the Care Sector
- Ufuq.de Bildmachen — Civic and media education for the prevention of religious extremism in social media — Workshops and training on media education
- UK NCTP HQ - Hindsight
- UK NCTP HQ - Internet Safety Toolkit
- UK NCTP HQ - ISDEP training
- UK NCTP HQ - Operation Bachelor and Graduate
- WRAP - Office for Security and Counter Terrorism

Name of the practice	2.5.1 *Expert Center on Gender and Right-Wing Extremism*
Description	The primary goal of the Expert Center on Gender and Right-Wing Extremism is to look at right-wing extremism from a gender perspective and achieve gender-sensitive approaches in all strategies and actions to prevent right-wing extremism. Right-wing extremism continues to be perceived as predominantly a "male problem". This is highly problematic, as it hinders an accurate perspective on the power, influence and activities of right-wing women in Germany and therefore impedes the development of effective counter-strategies to deal with them. The general level of awareness concerning the racist, anti-Semitic and radical attitudes of girls and women in German civil society, in social work and education, in the media, as well as in local government is very low. The Expert Center trains kindergarten teachers, youth clubs, community centers, journalists and scientific associations of social work and education departments on how to implement a gender-sensitive approach and in order to help them to implement "democratic principles" for their institutions.
Approach	Training for first line practitioners Community engagement/empowerment
Target audience	Educators/academics First responders or practitioners Youth/pupils/students
Deliverables	Essays • Heike Radvan (2012): Geschlechterreflektierende Rechtsextremismusprävention. Eine Leerstelle in Theorie und Praxis. In: Dietrich, Anette/Heise, Ljiljana: Männlichkeitskonstruktionen im Nationalsozialismus und deren Reproduktion und Rekonstruktion in der Gedenkstättenpädagogik. Hamburg (im Erscheinen). • Heike Radvan; Esther Lehnert (2012): Gender als wesentlicher Bestandteil des modernen Rechtsextremismus. Konsequenzen und Herausforderungen für das pädagogische Handeln. In: BAG OKJE (Bundesarbeitsgemeinschaft Offene Kinder- und Jugendeinrichtungen e.V.): Rechtsradikalismus: Prävention und Gender. Stuttgart, 4/2012; S. 34–51. Download (PDF-Dokument, 174.9 KB) (Das gesamte Heft ist unter www.tbt-verlag.de bestellbar, unter www.agjf.de gedruckt.) • Esther Lehnert (2011): Gender und Rechtsextremismusprävention. In: Friedrich-Ebert-Stiftung: Expertisen für Demokratie. Berlin, 2/2011 Download (PDF-Dokument. Brochures 1. Instrumentalisierung des Themas "sexueller Missbrauch" durch Neonazis. Stratgien und Handlungempfehlungen Download 2. Demokratie ist (k)ein Kindergeburtstag. Handreichung für Kindertagesstätten im Umgang mit Rechtsextremismus Download (PDF-Dokument, 1.6 MB) 3. Was Sie über sexuellen Missbrauch wissen sollten. Gedankenanstöße für einen wirksamen Kinderschutz jenseits

	polemischer Scheinlösungen Download (PDF-Dokument, 358.2 KB) Books • Geschlechterreflektierende Rechtsextremismusprävention. Eine Leerstelle in Theorie und Praxis? In: Amadeu Antonio Stiftung (Hg.): Gender und Rechtsextremismusprävention. Berlin: Metropol Verlag 2013.
Evidence and evaluation	The Expert Center on Gender and Right-Wing Extremism is part of the Amadeu Antonio Foundation (AAS). This foundation has got a professional governance structure with checks and balances to ensure that all of its projects function as well as possible and that the expertise of all of the staff members can be used adequately. Anetta Kahane is the full-time chairwoman of the AAS and responsible for all tasks related to the general management. Timo Reinfrank is the main coordinator of the AAS's activities, whereas Dr Heike Radvan is responsible for the scientific leadership. Kahane, Reinfrank and Dr Radvan form the internal leadership "trio" which steers the direction of the organisation and makes policy and strategic decisions. AAS maintains biweekly team meetings to facilitate the communication between the staff responsible for the different operative projects and the leadership. The operative projects have their own expert advisory committees. AAS has got an elaborated system of self-evaluation – the different projects evaluate themselves, but they also receive external evaluation by professionals specialized in qualitative scientific methods. AAS has got a board of trustees which consists of six members. It is led by Anetta Kahane and Dr Pia Gerber. The board of trustees meets twice a year to support the managing board and to decide about bigger funding proposals. The Expert Center participated and presented their work at the OSCE ODHIR expert roundtable on preventing women terrorist radicalisation in December 12th in 2011 and at the OSCE-GCTF workshop on women and countering violent extremism and radicalisation that lead to terrorism on 13-14 May in Istanbul.
Sustainability and transferability	The Expert Center published different brochures focusing e.g. on women in right-wing extremist organisations in order to use it to raise awareness, for political lobbying, etc. The Expert Center works closely with AAS´ pilot program "Strategies against right wing extremism in Mecklenburg-Vorpommern – civil society engagement and empowerment of girls and women" and develops a sustainability and recourse mobilization plan for both initiatives. The Expert Center's work should be sustainable because of the partnership with newspapers, the training sessions for journalists, the panel discussions, etc. Sharing the findings and experiences with other organisations in different German federal lands should produce multiplication effects and sustainable change. Neo-Nazi violence is always a threat when trying to establish democratic and diverse structures in Germany. AAF has faced threats from neo-Nazis in several cases, but it has long-lasting experience and enough support by its partners and the media and also communicates with the security agencies. The organisation is able to withstand the difficulties.
Geographical scope	Germany

Start of the practice	The Expert Center on Gender and Right-Wing Extremism was founded in 2011.
Presented and discussed in RAN meeting	Participated at two conferences from the RAN that were organized in December 2013 in Berlin and September 2014 in Frankfurt by Cultures Interactive.
Relation to other EC initiatives	None
Organisation	*The Expert Center on Gender and Right-Wing Extremism is part of the Amadeu Antonio Foundation, which is a non-profit foundation. The projects are funded by donations, the foundation's capital and programs of the German Government.*
Country of origin	Germany
Contact details	Fachstelle Gender und Rechtsextremismus Amadeu Antonio Stiftung Linienstraße 139 10115 Berlin Germany Heike Radvan heike.radvan@amadeu-antonio-stiftung.de (+49) 30 240 886 12 http://www.gender-und-rechtsextremismus.de/
Last update	2016 and before

Name of the practice	2.5.2 chamäLION (this is portmanteau term of the German word for Chameleon and the English word Lion)
Description	chamäLION a primary prevention concept that aims to promote resiliency against extremist Ideologies. The Idea behind it is to prevent radicalisation by giving early support of personal and social resources, establish acceptance for each other (in their difference and to withstand them) and at the same time reducing discrimination. The aim should be achieved through exercises in three Modules. This Modules are: A: Belonging and orientation (aware of diversity/ different ways of life, religious believes, gender and origin) B: Identity and acceptance (knowing own strengths and weakness, biography work) C: Conflict management (Preventing Violence, learning how to deal with conflicts, awareness of own feelings and communication skills)
Approach	Training for first line practitioners Educating young people
Target audience	Youth / pupils / students
Deliverables	Concept for children in the Age of 7-12. The Tools(exercises) are being Implemented by Teachers or social workers at school
Evidence and evaluation	For the first year the Tools are being tested in six schools (five in Stuttgart/Germany and one in Vienna/Austria) by different Teachers and Social workers. After the year the tools are being evaluated and adjusted. Evaluation tools are Interviews and Questionnaires.
Sustainability and transferability	The Transfer happens through teachers which get a training that helps them be aware of their prejudice, have knowledge about radicalisation and its prevention. They spread this knowledge to their colleagues. Furthermore their reflected and professional personality serves as role model for the children and youth. The exercises get a sustainability by implementing them in daily school routine/life.
Geographical scope	Stuttgart, Germany
Start of the practice	The First Training for practitioners was lunched in October 2016.
Presented and discussed in RAN meeting	RAN H&SC meeting on 14-15 September in Hamburg And RAN H&SC and RAN YF&C joint event on 2-3 February in Nice

Relation to other EC initiatives	n/a
Organisation	*INSIDE OUT Initiative against religious extremism is located in Stuttgart, Germany. It is funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.* *The project seeks to encourage democracy and prevent extremism.* *Through telephone, face to face information and counselling pedagogues receive counselling on questions concerning extremism and its prevention. Furthermore INSIDE OUT develops programs for children and adolescents that aim to prevent radicalisation. We offer workshops in Arts and Theatre Education as well as programs conveying intercultural skills, which strengthen youth in their personal and cultural development.*
Country of origin	Germany
Contact details	Address: Waiblinger Str. 1-3, 70372 Stuttgart Contact person: Lena Bantel and Jane Mbeba Email: info@insideoutnow.de Telephone: 0049 711 79486645 Website: www.insideoutnow.de
Last update	2016 and before

Name of the practice	2.5.3 *Techniques to develop critical thinking*
Description	The aim of the training is to provide penitentiary staff with the tools to promote critical thinking among inmates, by carrying out individual and group activities. General information on the process of radicalisation (i.e. the role played by propaganda and manipulation) is also included. Training is delivered by external experts in the subject. Duration: 20 hours. Resources: a classroom with commonly used school equipment (PC, projector, etc.) and funding for the trainers.
Approach	Training for first line practitioners Prison and Probation The training employs cognitive psychology, education principles and logic principles. Lessons include case studies, group discussions and simulations.
Target audience	First responders or practitioners Health practitioners Rehabilitation staff (social educators, psychologists, social workers, instructors).
Deliverables	This is a face-to-face training course. The concrete outputs are to prepare prison staff for the task of promoting critical thinking among inmates.
Evidence and evaluation	The first sessions yielded very good results, but participation needs to be improved. Ongoing evaluation is carried out with each training session, via a questionnaire handed out to attendants and trainers following the activity.
Sustainability and transferability	The activity is easily sustained, and can be transferred to any country.
Geographical scope	Catalan Penitentiary System
Start of the practice	2017
Presented and	This practice was collected in collaboration with the European

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

Name of the practice	### 2.5.4 *Living with Controversy: Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (EDC/HRE)* *Training Pack for Teachers*
Description	This training pack is a professional development programme for use primarily by teachers and school leaders, but also by NGOs, community organisations and others in education settings. It is designed to support and promote the teaching of controversial issues to young people across Europe. The pack is a response to urgent calls from policymakers and practitioners in a number of European countries for more effective teacher training in teaching controversial issues. The pack contains: • a scoping paper, which provides the rationale for teaching controversial issues; • a supporting programme of training activities that form a continuous two-day course of practical training, but can also be used flexibly as stand-alone sessions. The pack helps strengthen the role of education in promoting the core values of democracy, human rights and the rule of law. It also advances the concept of education being on the frontline in countering social evils such as violent extremism and the radicalisation of youth, xenophobia and discrimination, as well as violence and hate-speech.
Approach	Training for first line practitioners Educating young people
Target audience	Educators / academics Youth / pupils / students Local Community Organisations/NGOs
Deliverables	Concrete deliverables from the practice include: • training pack, available online from the Council of Europe website; • training pack translated into several European languages, available online; • training pack adapted for Nordic countries and translated into the main Nordic languages; • series of training sessions organised by the Council of Europe and the European Wergeland Centre (EWC) across a number of European countries, as part of efforts to combat extremism, hate speech, xenophobia and racism; • supporting website at the Council of Europe with further details on the practice, its origins, aims and outcomes.

Evidence and evaluation	The training pack promotes an open and collaborative approach to managing, teaching and learning about controversial issues, with an emphasis on self-reflection and thoughtful, informed action.

Those using the pack are encouraged to develop professional competences, as performance measures, in three categories:
• personal (e.g. self-reflection)
• theoretical (e.g. understanding the role of dialogue in democracy)
• practical (e.g. teaching and learning strategies)

The training pack has been piloted in seven European countries by policymakers and NGOs with teachers and school leaders. Both qualitative and quantitative feedback was received from over 600 people, and the final pack takes this feedback into account.

It was recently subject to an evaluation after being used in training for educators from the Nordic countries in Utoya, Norway. The evaluation highlighted its practical use in schools and education settings, and its role in helping those who have been trained to train others in using the tool at their schools/settings. This helped to spread the impact and reach of the tool within and across countries. |
| **Sustainability and transferability** | The Training Pack is going from strength to strength. Following its launch, it was subsequently used extensively in participating countries, as well as in European training programmes in south, south-east and central Europe, and in Baltic and Nordic countries, organised by the Council of Europe and the EWC. Translation into other European languages continues, so as to increase accessibility. This is a sign of the usefulness and currency of the pack, indicating that it meets a training need across many European countries.

The Council of Europe and European Commission have recently sponsored a new project for 2018-19, which hopes to capture and promote the lessons learned from use of the tool within and across European countries. The outcomes will be shared in 2019 via a new website, case study videos and a short online publication of best practices. |
Geographical scope	Across all member states of the Council of Europe. Countries involved in developing the tool include the UK, Ireland, Cyprus, Austria, Montenegro, Spain, Albania, France and Sweden. The training pack has also been used in south-east Europe, south Europe, central Europe, and most recently, with countries in the Baltic and Nordic regions, as well as Germany, Denmark, Greece and Cyprus. The pack is not country-specific and is suitable for use on a Europe-wide basis.
Start of the practice	The practice was developed and piloted from June 2014 to June 2015, and the training pack was published in September 2015. The practice is ongoing, with translation into additional major European languages.
Presented and discussed in RAN meeting	'The Right Training for the Right People', RAN EDU working group, 1-2 March 2017, Helsinki, Finland
Relation to other EC initiatives	The practice was developed through a partnership between the Council of Europe and the European Commission, as part of the actions both before and after the Paris Declaration of 2015 on strengthening democracy, human rights and combating violent extremism and terrorism across Europe.

Organisation	Young Citizens (YC), (formerly the Citizenship Foundation (CF)), is the leading NGO in the field of citizenship and legal education in the UK. YC inspires young people to take part in society as equal members. It helps them to understand the law, politics and democratic life. YC promotes participation, helps teachers to teach citizenship and works with young people on issues that concern them. It strives for a democracy in which everyone has the knowledge, skills and confidence to engage as effective citizens. This practice was jointly funded by the Council of Europe (CoE) and European Commission as part of an Education for Democratic Citizenship and Human Rights Education (EDC/HRE) Pilot Projects Scheme.
Country of origin	United Kingdom
Contact details	Address: Universal House 88–94 Wentworth Street London E1 7SA UK Contact person: David Kerr Email: david.kerr@youngcitizens.org Telephone: +44 2075664141 Website: http://www.youngcitizens.org
Last update	2018

Name of the practice	## 2.5.5 *Managing Controversy: Developing a Strategy for Handling Controversy and Teaching Controversial Issues in Schools*
Description	This training pack is a self-reflection tool for school leaders, leadership teams and teachers, offering guidance on how to handle controversial issues in schools and education settings. The tool helps practitioners reflect on the way controversy is managed in their schools/settings and offers practical suggestions on how it might be handled more proactively and strategically. The pack can be used alongside the companion training pack, 'Handling Controversy'. It is aimed at school leaders and teachers, but can also be used by non-governmental organisations (NGOs) and community organisations. The pack is a response to a call from policymakers and practitioners in a number of European countries for more effective training for school leaders and teachers in the handling of controversial issues, as a matter of educational urgency.

The pack contains nine sections, each dealing with a different area of school life or setting that could have an impact on the management of controversy and controversial issues.
Every section contains a description of the area of school life, an explanation of that area's role in relation to the handling of controversial issues, a case study from a European school and a practical suggestion for application in schools/settings.

A scoping paper also provides the background to managing controversy.

The pack helps strengthen the role of education in promoting the core values of democracy, human rights and the rule of law. It also advances the concept of education being on the frontline in countering social evils such as violent extremism and the radicalisation of youth, xenophobia and discrimination, as well as violence and hate-speech. |
| **Approach** | Training for first line practitioners
Educating young people |
| **Target audience** | Educators / academics
Youth / pupils / students
Local Community Organisations/NGOs |
| **Deliverables** | Concrete deliverables from the practice include:
• self-reflection tool available online, downloadable from the Council of Europe website;
• tool translated into the main European languages, available online;
• tool adapted for Nordic countries and translated into the main Nordic languages;
• supporting website at the Council of Europe with further details about the practice, its origins, aims and outcomes; |

Radicalisation Awareness Network

	• tool promoted by the European Wergeland Centre (EWC) in Oslo as part of its training to combat extremism, hate speech, racism and xenophobia.
Evidence and evaluation	The tool promotes an open and collaborative approach to managing, teaching and learning about controversial issues, with an emphasis on self-reflection and thoughtful, informed action. The tool encourages users to: • familiarise themselves with the major issues and outlooks in the area; • evaluate the current situation in their school; • plan further development; • guide professional development. A short appendix also provides a checklist of practical action that school leaders and leadership teams might take when developing a strategy to deal with controversy and teach controversial issues. The tool was piloted in five European countries by policymakers and NGOs with school leaders, teachers and policymaking leaders. Both qualitative and quantitative feedback was received from over 400 people. The final tool was produced, taking into account this feedback. It was recently subject to an evaluation after being used in training for educators from the Nordic countries in Utoya, Norway. The evaluation highlighted its practical use in schools and education settings, and its role in helping those who have been trained to train others in using the tool at their schools/settings. This helped to spread the impact and reach of the tool within and across countries.
Sustainability and transferability	The tool is becoming more well-known, and is being used alongside the training pack 'Living with Controversy'. Following its launch, the tool is used in participating countries, in European training programmes in Baltic and Nordic countries organised by the Council of Europe and the EWC, as well as in other countries such as Germany, Cyprus and Greece. Translation into other European languages continues, so as to increase accessibility. The Council of Europe and European Commission have recently sponsored a new project for 2018-19, which hopes to capture and promote the lessons learned from use of the tool within and across European countries. The outcomes will be shared in 2019 via a new website, case study videos and a short online publication of best practices.
Geographical scope	Across all 51 member states of the Council of Europe. Countries involved in developing the tool include the UK, Ireland, Cyprus, Austria, Montenegro, Albania, France and Sweden. The tool has been used most recently with countries in the Baltic region and the Nordic region. However, a number of new countries across Europe will be working with it in 2018 and 2019. The pack is not country-specific and is suitable for use on a Europe-wide basis.

Start of the practice	The practice was developed and piloted from June 2015 to June 2016, and the tool was published in November 2016. The practice is ongoing, with translation of the tool into major European languages.
Presented and discussed in RAN meeting	'The Right Training for the Right People', RAN EDU working group, 1-2 March 2017, Helsinki, Finland
Relation to other EC initiatives	The practice was developed through a partnership between the Council of Europe and the European Commission, as part of the actions both before and after the Paris Declaration of 2015 on strengthening democracy, human rights and combating violent extremism and terrorism across Europe.
Organisation	Young Citizens (YC), (formerly the Citizenship Foundation (CF)), is the leading NGO in the field of citizenship and legal education in the UK. YC inspires young people to take part in society as equal members. It helps them to understand the law, politics and democratic life. YC promotes participation, helps teachers to teach citizenship and works with young people on issues that concern them. It strives for a democracy in which everyone has the knowledge, skills and confidence to engage as effective citizens. This practice was jointly funded by the Council of Europe (CoE) and European Commission as part of an Education for Democratic Citizenship and Human Rights Education (EDC/HRE) Pilot Projects Scheme.
Country of origin	United Kingdom (UK (England)
Contact details	Address: Universal House 88–94 Wentworth Street London E1 7SA UK Contact person: David Kerr Email: david.kerr@youngcitizens.org Telephone: +44 2075664141 Website: http://www.youngcitizens.org
Last update	2018

Name of the practice	2.5.6 Training 'Identity development of youngsters'
Description	This practice consists of training for first-line youth workers in the City of Antwerp. Lasting 10.5 hours (over 3 half-days), the training concentrates on youth identity development, with a focus on youth from a migration background. The initiative was initiated by the department for youth of the city of Antwerp. We came up with the idea of organising training for first-line youth workers in order to meet the need of several youth organisations. We wanted to strengthen the skills of youth workers, who have to deal with difficult issues like polarisation, radicalisation, extremism, racism, the search for identity, etc. The sports department of the city of Antwerp had previously organised similar training sessions for sports workers. Focus of the training - To support youth workers in their pedagogical role by boosting their skills, to allow them to support youngsters to 'find' themselves in their search for identity. Also, to support young people showing signs of radical behaviour. (Radical behaviour is sometimes a part of the process of growing up and maturing.) - The focus should not be limited to coping with violent extremism but should be wider: to encourage the positive identity development of young people. This is considered vital by youth work organisations. - To emphasise the preventive role of youth work. - To help youth workers gain confidence and skills in dealing with youngsters exhibiting radical or 'just' difficult behaviour (i.e. to target youth workers' 'hesitation to act' in such cases). We believe that with the right tools, youth workers can help young people steer a path to positive identity development. The training was developed in collaboration with Atlas, a government organisation responsible for the **integration of newcomers**. Some of their staff members had the capacity to provide training on coping with radicalisation. Some youth organisations were also involved, in order to advise on content, so that the training would be tailored for their youth workers. It was crucial for them that we view the youth growth process from a broad perspective, instead of focusing on Muslims or radicalisation alone. The training comprises the following components. **Explain the concepts:** *radicalisation* *polarisation* *terrorism* *breeding ground* *discrimination* *extremism* + *how they fit into the current debate* + *how this influences youngsters.* - The frame of reference of the youth worker: *Who are the youth workers and how can they relate this to their job?* *How to cope with different reference frames.* - Group pressure: what is it and how to deal with it. - Identity development of adolescents: interactive session with

	psychologist. • Conversation training (one on one). • Group discussion techniques. • Support system for youth workers, developed by the youth department of the city of Antwerp.
Approach	Training for first line practitioners
Target audience	Local Community Organisations/NGOs Educators / academics
Deliverables	A file containing training material is available online. It contains presentations (including videos) used in the training and some explanatory text files. Trainees are given the link to the online file when they've completed the training.
Evidence and evaluation	Once the first training cycle was complete, a telephone survey was carried out to get participant feedback and opinions on the training. For the following training series, participants were given an online evaluation form to complete. Despite not having an excellent response rate, many insights valuable were provided. Since the training is still ongoing, it is too early to evaluate it overall. In April 2018, an evaluation meeting will be held with the youth organisations that were involved from the start. Some early insights from participants' evaluation responses follow. • In general, they find the training interesting, useful and informative. • Some participants found the first half-day too theoretical in nature, so the training staff changed this for the following groups, by making it more interactive. • Participants regretted there not being enough time to explore certain topics in depth (this was because there were many subjects to cover). • The interactive session on puberty and adolescence with the psychologist was well received. • The session on individual conversation techniques and group discussion techniques was also well received. Some participants are already applying related methods in their organisations. • Participants requested exchange and peer learning among youth workers on coping with problems experienced by youngsters. (This might be a subject for further work, following the current training.) • The more experienced youth workers had already some prior knowledge of certain subjects explored in the training. • The participants were highly diverse in gender, origin and experience. Consequently, each training group carried out

	interesting discussions about religion, racism and coping with youth problems. The participants felt that it was a safe environment and they could speak their minds. • Participants appreciated the small groups (no more than 15 participants), the interactive approach, the fact that trainers alternated on different topics, and that they could exchange information and views with one another.
Sustainability and transferability	The training was tailored for youth workers. Certain subjects and insights are transferable to other cities where youth workers are active. However, the training must be carried out by qualified trainers.
Geographical scope	This training is for youth workers active in the city of Antwerp.
Start of the practice	Preparation: May-September 2017 Training sessions: October 2017-May 2018 (might continue after this date).
Presented and discussed in RAN meeting	This practice was presented at the RAN YF&C meeting on the role of youth work in the prevention of radicalisation and extremism, in Vienna on 6 and 7 December 2017.
Linked to other EU initiatives or EU funding	n/a
Organisation	City of Antwerp (department of youth), in collaboration with Atlas, a government organisation active in the process of integrating newcomers. [Governmental institution
Country of origin	Belgium
Contact details	Stad Antwerpen Stedelijke Jeugddienst Francis Wellesplein 1 2018 Antwerp Annemie Seghers Annemie.Seghers@stad.antwerpen.be +32 33387552 https://www.facebook.com/100procentjonginantwerpen/ https://www.antwerpen.be/nl/overzicht/vrijetijdsaanbod-voor-jongeren
Last update	2018

Name of the practice	**2.5.7 A Framework of Radicalisation Risk Indicators for Early Prevention**
Description	The Framework of Radicalisation Risk Indicators provides a review of the existing approaches and tools that identify, monitor and assess radicalisation in Europe and beyond. It then offers a conceptual framework of radicalisation risk and vulnerability indicators and a guide to their interpretation. These form a basis for developing early-warning mechanisms for frontline practitioners in countries lacking specific prevention and counter-radicalisation policies. The guide is intended for national- and EU-level policymakers, as well as practitioners directly involved in the prevention of radicalisation in central and eastern Europe and beyond. The framework summarises the basic risk indicators and their interpretation for the purposes of risk assessment in the context of prevention work. Its aim is to familiarise law enforcement and intelligence officers, practitioners, policymakers and academics with the complexity of risk factors. The framework comprises chiefly individual-level indicators, divided into two categories: cognitive (expression of opinions, beliefs and attitudes at verbal level), and behavioural (changes in practices, actions and appearance). In turn, these are subdivided into three categories: suggestive, red flags and high risk, as per the degree of immediacy of risk they indicate. Suggestive indicators point to signs of vulnerability, and are intended to support a more in-depth, professional assessment of potential vulnerabilities; they cannot be viewed in isolation from one another. They provide supportive information that may be useful when considering the complexity of a situation. Red flags are stronger indicators of risk-relevant behaviours and attitudes, but they also need to be viewed in combination and put into context. In addition, an explanation accompanies each indicator, to aid interpretation depending on the context and nuances of the respective behaviour or signs observed. This feature is particularly useful to frontline practitioners (especially from central and eastern Europe) who are untrained and not actively engaged in prevention work, as radicalisation risk factors may be unfamiliar to them. Early identification of far-right and Islamist radicalisation can play a key role in prevention. This approach relies on careful formulation of indicators, observable by frontline practitioners. Such indicators must capture the trajectories towards radicalisation and extremism of individuals who have not yet committed acts of violence. The indicators' design is based on the premise that radicalisation processes become apparent in an individual's actions, behaviour and attitudes; these signs can be noted by their social environment or by public sector employees (frontline practitioners) coming into contact with the person. Early warning indicators are not used to identify radicalised individuals, but rather serve to flag risks and vulnerabilities so as to aid early prevention. They can only be applied in combination, and assessed in

| | light of the local context and individual circumstances; particular attention must be paid to the aspect of change in behaviours.

The framework and selection of indicators is based on a rigorous literature review, from which was extracted a large set of potential risk and vulnerability indicators. These indicators are already in use across the EU and beyond, or are emerging from empirical findings or practical training manuals (such as the Community Policing and the Prevention of Radicalisation (COPPRA) and Terrorism and Radicalisation (TERRA) ones).

The set was then narrowed down and adapted, through testing and validation of its applicability and suitability in Bulgaria, the Czech Republic and Greece. The process relied on in-depth interviews and structured questionnaire answers from practitioners, academic experts and target groups (when possible) as well as comments/feedback received in written and oral form during workshops and stakeholder consultations. |
|---|---|
| **Approach** | Training for first line practitioners |
| **Target audience** | First responders or practitioners

Local Community Organisations/NGOs

Authorities |
| **Deliverables** | The risk indicator system is described in the report 'Monitoring Radicalisation: A framework for risk indicators': see http://www.csd.bg/artShow.php?id=17916 online.

Based on the framework of indicators, a risk assessment questionnaire was developed for internal use by the Bulgarian Ministry of the Interior: intended for police officers, it will be used to draw up an initial situational risk map at local level (currently pending adoption). |
| **Evidence and evaluation** | The practice has been peer-reviewed by academic and law enforcement experts. Their comments have been taken into account in drafting the final report and finalising the methodology for the Situational Assessment of Extremist Trends (SAET).

The framework of risk indicators was presented to and discussed with practitioners and academics on several occasions, and both oral and written feedback has been taken into account in the final paper:

- a methodological workshop in Sofia on 8 December 2015 with participants from academic and law enforcement fields: see http://www.csd.bg/artShow.php?id=17563 online;
- an expert validation workshop in Sofia on 28 June 2016: see http://www.csd.bg/artShow.php?id=17749 online;
- a RAN study visit for practitioners from eastern Europe, held in Sofia and co-hosted by the Center for the Study of Democracy (CSD) on 17 January 2017: see http://www.csd.bg/artShow.php?id=17905 online;
- a training seminar with Bulgarian law enforcement practitioners in Sofia on 28 February 2017: see |

	http://www.csd.bg/artShow.php?id=17931 online;
	• two national training seminars to introduce the framework in CZ and EL for frontline practitioners and LEAs, held in May 2016 and February 2017; • a round table in Brussels attended by EU policy officers, non-governmental organisations (NGOs) and academic experts on 23 February 2017, where the instrument received positive feedback: see http://www.csd.bg/artShow.php?id=17933 online. The framework/guide has been peer-reviewed by academic and law enforcement and intelligence experts. Their comments have been taken into account in drafting the final report and finalising the framework.
Sustainability and transferability	Transferable to other contexts, especially in Member States where radicalisation prevention policies and programmes are yet to be developed. The framework can be used as a starting point/basis for developing tailored and context-specific training, awareness-raising materials and early warning indicator guides to aid prevention efforts.
Geographical scope	Bulgaria, Czech Republic, Greece
Start of the practice	Developed in 2015 and validated in 2016
Presented and discussed in RAN meeting	Presented during a RAN study visit for practitioners from eastern Europe, held in Sofia on 17 January 2017 and co-hosted by the CSD: see http://www.csd.bg/artShow.php?id=17905 online.
Relation to other EC initiatives	Based on the review of similar instruments and manuals, including those from previous EU projects such as Community Policing and the Prevention of Radicalisation (CoPPRa), Terrorism and Radicalisation (TerRa) and Community Counteracting Radicalisation (CoCoRa).
Organisation	The framework was developed by the CSD, a Sofia-based NGO, in partnership with the Hellenic Foundation for European and Foreign Policy (ELIAMEP) (EL) and the Center for Security Policy at the Charles University in Prague (CZ), and was funded by the European Commission's Directorate-General for Migration and Home Affairs under the Prevention of and Fight against Crime (ISEC) programme. Founded in 1990, the CSD is a multidisciplinary think tank dedicated to connecting researchers, policymakers, practitioners and civil society. The CSD is a non-partisan, independent organisation fostering the reform process in Europe through impact on policy and civil society. It combines a broad range of capacities: sociological and criminological research, legal and regulatory analysis, policy monitoring and evaluation, institutional capacity-building, security sector reform and crime prevention policies. The CSD is at the forefront of the development of effective methods to better understand and monitor radicalisation processes and identify risk factors in south-east Europe. The CSD pioneered a comprehensive study of the nature, spread and risks of radicalisation in Bulgaria, focusing on Islamist radicalisation, right-wing and left-wing extremism and football hooliganism (see http://www.csd.bg/artShow.php?id=17621 online). Under CSD coordination, the study was also implemented in Greece and the Czech Republic, allowing for cross-country comparisons and lesson-

	learning. In addition, the CSD works on developing practitioner-level tools and methods for early identification and monitoring of radicalisation risks as a basis for designing tailored interventions. The CSD contributed to developing the first Bulgarian National Strategy for Countering Radicalisation and Terrorism (2015-2020), by suggesting specific measures for multi-agency cooperation in prevention efforts and engaging communities and civil society. CSD staff are members of the European Expert Network on Terrorism Issues (EENeT) and RAN.
Country of origin	Bulgaria, with input from validation exercises in Greece and the Czech Republic
Contact details	Address: Center for the Study of Democracy, Alexander Zhendov 5, 1113 Sofia, Bulgaria Contact person: Rositsa Dzhekova Email: rositsa.dzhekova@csd.bg Telephone: +359 29713000 Website: http://www.csd.bg/
Last update	2018

Name of the practice	2.5.8 **ProDem Training**
Description	Empowering of first-line practitioners in prevention and intervention. Developed training modules "proDEM" are aimed at empowering local authorities and first-line practitioners in countering of right-wing extremism and radicalism. Modules are based on empowering by information about hate milieus, and, what is more important, on sharing of good practice in prevention of and intervention into hate crime milieus that has potential to motivate and inspire target groups. Good practice comes from abroad, but also from home country. Very important part is solving of model situations coming from target groups working agenda. Network building is naturally supported between target groups (youth workers, teachers, policemen, municipal officers, NGO workers).
Approach	Training for first line practitioners
Target audience	Authorities First responders or practitioners
Deliverables	Training modules for teachers, youth workers, municipal officers, policemen
Evidence and evaluation	Positive feedback from participants of the trainings (about content, trainers and benefit for their work. Following participants` interest in continuing in trainings.
Sustainability and transferability	The training modules have great potential to be transferrable to local contexts. The contents of the parts can be changed according to context and according to target group. The used methods do not change. Sustainability is ensured by documentation of the training modules that allows continuation anytime. For financing the training modules are needed external finances (funding or participants fees).
Geographical scope	National, international
Start of the practice	2013
Presented and discussed in RAN meeting	RAN Prevent Prague February 2014
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	*ERUDITIO PUBLICA is a non-profit educational and research organisation. The main activities are research in the education field, the creation of pilot projects and pilot topics, the import and export of innovation methodologies and support of using modern technology in learning process during life-long learning. All outputs from named activities are directed for all types (formal, non-formal and informal)*

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

Name of the practice	2.5.9 *CoPPRa*
Description	Community Policing and the Prevention of Radicalisation (CoPPRa), a project funded by the European Union and co-funded by the Belgian Federal Police, aims to improve the capacity of first-line police officers to prevent radicalisation.

Regular first-line police officers — community police officers — play an important role in preventing radicalisation: working in the field, understanding their local communities, and maintaining good community links. However, such police officers do not necessarily have a good understanding of radicalisation and vulnerability: they are not always aware of the warning signs nor do they know exactly how to respond to them, so as to prevent radicalisation. This project aimed to help address this lack by providing training and increasing knowledge. |
| **Approach** | Training for first line practitioners |
| **Target audience** | Authorities
Prison/probation/judicial practitioners
Security officers (critical infrastructures, nuclear premises, ports, etc.)
Prosecutors and judges
Law enforcement officers
Different actors in the local integrated safety cells (mayors, socio-preventive actors, etc.)
Education (school directors and staff) |
| **Deliverables** | - CoPPRa pocket guide for first-line police officers
- CoPPRa 'Train the Trainer' manual
- CoPPRa e-learning on the European Police College (CEPOL) website
- CD-ROM with PowerPoint presentation of different training modules |
| **Evidence and evaluation** | To date, 25 000 police officers have been trained and we have had many participants from a variety of sectors (as mentioned earlier).

The overall feedback is very positive and has led to quick and better early detection of signs of radicalisation or preparation for an attack. The number of reports increased drastically, and the quality of the reports and their contextualisation has improved.
The parliamentary committee in charge of the police forces judged that this training programme should be replicated, thanks to its set-up, the training of trainers, the regular updates, the learning methods and focus on the respect of human rights and diversity. |
| **Sustainability and transferability** | The developed materials are available free of charge for all types of bodies mentioned above.
Tools can be tailored to suit their local needs and situations (e.g. by adding or deleting local groups).

Because the process of radicalisation is an international phenomenon, and because prevention starts with first-line workers, the project is |

	100 % transferable to other countries or police organisations.
Geographical scope	Belgium, Bulgaria, the Czech Republic, Denmark, Estonia, Finland, Latvia, the Netherlands, Portugal, Romania Slovenia, Spain, Sweden and the United Kingdom, as well as the Balkans (CoPPRa was the basis for the First Line project under the large umbrella of the Western Balkan Counter-Terrorism initiative (WBCTi)).
Start of the practice	CoPPRa 1: from January 2009 to December 2010 CoPPRa 2: from September 2011 to September 2013
Presented and discussed in RAN meeting	CoPPRa has been presented at the RAN plenary and several RAN POL meetings: - RAN Pol Plenary meeting: Police and community engagement, Madrid 11-12 March 2015 - RAN POL kick-off meeting, Sofia, 24-26 April 2012 - 2015, 2016, 2017 and 2018.
Linked to other EU initiatives or EU funding	- Improving Security by Democratic Participation (ISDEP) (United Kingdom) - Financing: EU Prevention of and Fight against Crime (ISEC) funding
Organisation	Project pilot: Federal Police Belgium
Country of origin	Belgium
Contact details	Contact person: Luc van der Taelen (Djsoc/terro) Email: luc.vandertaelen@police.belgium.eu Telephone: +32 473978030
Last update	2018

Name of the practice	2.5.10 *Training staff members of reception centres on prevention and reporting of radicalisation*
Description	Face-to-face training for staff of reception centres and support services is delivered by the Federal agency for the reception of asylum seekers (Fedasil). The training aims to: - answer staff questions on radicalisation, e.g. What is radicalisation? What is the process of radicalisation?; - train staff to prevent, identify and deal with radicalisation in reception centres; - ensure the reporting of radicalisation to competent authorities. After the training, staff members are able to: - identify signs of radicalisation and prevent radicalisation; - react appropriately to radicalisation, in reception centres; - know when and how to report radicalisation, in reception centres. Face-to-face training is accompanied by blended e-learning, via an online tool on the phenomenon of radicalisation.
Approach	Training for first line practitioners
Target audience	All staff members of reception centres and agents of other public institutions
Deliverables	• Online tool (available for consultation) • PowerPoint presentation for the training session
Evidence and evaluation	• Centralised reporting of radicalisation since March 2016 • Participants' feedback at the end of the training is obtained by filling out an assessment form (average level of satisfaction: 85%)
Sustainability and transferability	Online tool remains available. Structural costs: hiring of a full-time expert on radicalisation. Since August 2017, Fedasil has employed a full-time expert in radicalisation, who is responsible for: - training staff members (headquarters and reception centres) on how to identify and report radicalisation; - coordinating the reporting of radicalisation across reception centres and with the competent authorities.
Geographical scope	All reception centres in Belgium
Start of the practice	End 2017
Presented and discussed in RAN meeting	RAN thematic event 'The Refugee and Migrant Crisis: Challenges for CVE Policy' 14 April, Vienna, Austria
Relation to other EC initiatives	None
Organisation	Fedasil is a government agency responsible for the reception of asylum seekers

Country of origin	Belgium
Contact details	Address: Fedasil Kartuizersstraat 21 1000 Brussel Belgium Contact persons: Fanny François Johan.Bourlard@fedasil.be +32 495581661 Johan Bourlard Johan.Bourlard@fedasil.be +32 477441079 Website: http://www.fedasil.be
Last update	2018

Name of the practice	## 2.5.11 *Interdisciplinary project 'Prevention of Radicalisation'*
Description	The practice brings together representatives from the police, school and youth welfare councils in a joint workshop aiming to enhance cooperation and information exchange in the context of radicalisation prevention. The workshop focuses on raising awareness of the necessity of cooperation and swift, timely information-sharing in relation to radicalisation. The working method employed in the workshop is case studies and discussions. The three-trainer team typically comprises one trainer representing each of the participating fields: police, youth welfare and schools. Participants study a number of real-life cases highlighting the importance of cooperation. They also learn more about the other bodies (how they function and why they work as they do) and all participants ensure they have established a means of contact that will facilitate timely and swift information-sharing. The target audience includes: - trainee police officers and police officers from local counterterrorism units; - social workers and social educators from the Youth Welfare Council; - principals and school social workers; - from 2018 in Vienna, the workshop also addresses street workers, representatives of the UN Convention on the Rights of the Child (UNCRC), representatives of RAN Derad and representatives of the municipal department 'Integration and Diversity'.
Approach	Training for first-line practitioners
Target audience	Health practitioners Law enforcement officers Educators / academics
Deliverables	The workshop is implemented throughout Austria, in the curriculum for trainee police officers. No deliverables are available.
Evidence and evaluation	Since the interdisciplinary project started in April 2017 as a pilot in Vienna, cooperation between police, youth welfare and schools has improved significantly and resulted in information-sharing. Thanks to this early-stage (informal) information exchange, many cases involving minors and teenagers have been resolved; some cases have led to criminal investigations carried out by local counterterrorism units.
Sustainability and transferability	The training for trainee police officers is free of charge. This training is held in police training centres for a duration of 4 hours. Expenses for

	the 3-day external training are covered by each responsible organisation. In February 2019, a cooperation agreement titled 'Extremism, Terrorism and Prevention' was signed between the Austrian Security Academy (SIAK) and the Agency for State Protection and Counter Terrorism (BVT). The BVT will provide current, updated information and training material, which will be shared with all trainers from the police, youth welfare and schools.
Geographical scope	The workshops are held throughout Austria. Under the umbrella of the Association of European Police Colleges (AEPC), three workshops were held in Prague (October 2017), Belgrade (November 2017) and Tbilisi (September 2018). Participating countries included Austria, the Czech Republic, France, Georgia, Latvia, the Netherlands, Romania, Serbia, Turkey and Ukraine.
Start of the practice	September 2016: first meeting with heads of the youth welfare and school councils February 2017: 'Train the Trainer', led by two trainers from RAN April 2017: start of the pilot project in Vienna April 2018: start of Austrian-wide 'Train the Trainer'
Presented and discussed in RAN meeting	WG RAN POL meeting, 24-25 January 2019, Budapest (HU). Improved dissemination and implementation of RAN POL lessons in cooperation with the RAN POL Points of Contact
Linked to other EU initiatives or EU funding	n/a
Organisation	Federal Ministry of the Interior (governmental) Federal Ministry for Education, Science and Research (governmental) Youth Welfare Councils (municipality)
Country of origin	Austria
Contact details	Address: Herrengasse 7 1010 Vienna Austria Contact person: Mario Krebs Email: Mario.krebs@bmi.gv.at Telephone: +43 1531264852; +43 6642827545
Last update text (year)	2019

Name of the practice	**2.5.12 *De-radicalisation by mapping of regions and strengthen the local institutions***
Description	Our practice has 3 main activities: 1. Background research for government, local municipalities and other subjects about ethnical minorities of Slovak Republic with special focus on Roma people (social situation, geographical location, lifestyle, education level, integration, etc.). Preparation action plans for local first-liners to empower the institutional background, which can solve the local issues and helps in prevention of radicalisation. 2. Organisation of round table meeting with local first-line practitioners, authorities, teachers, police officers, and social workers to discuss the most pressing issues and share best practices how to counter extremist actions. 3. Operation of a regional news website, where we publish analysis of local situation, spread best practices, show positive examples of tolerance and mutual understanding, and give opportunity to local readers to discuss issues on the comment section.
Approach	Training of first line practitioners Creating CVE infrastructure
Target audience	Authorities First responders and practitioners General public
Deliverables	5 round tables in South Slovakia, Atlas of Roma Communities in Slovakia 2013 (handbook, we took part on collecting data in South Slovakia), 18 action plans for local municipalities, approximately 150 articles about positive examples and local situation analysis in the language of Hungarian minority living on Slovakia.
Evidence and evaluation	We can see the results of our practice in the better social and economical performance of the villages and towns, in the decreasing number of violent crime in these settlements. We evaluate our practice on personal consultations with the leaders of formal and non-formal groups, representatives, leaders or mayors of local communities. We organize meetings for public on field, where we hold an open discussion with general public.
Sustainability and transferability	Most of our events are opened, we invite the public. In this way we can spread the ideas showed on meetings. We offer a model of cooperation in local, regional, national or international level for various subjects. Other organisations can use our methods of research and action plans, so do the approach of media (website) provided by us.
Geographical scope	Slovakia, South-East Slovakia, Gemer region.
Start of the practice	2012
Presented and discussed	RAN DERAD, Ljubljana 8-9 July, 2013

in RAN meeting	
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	*The Fundament civic association's objective is to represent the interests of social organisations, communities and private persons, to find alternative solutions of the economic and social problems as well as their application in concrete cases. In co-operation with the business and public sector it tries to create and strengthen the dynamically developing NGO sector in the region of Gemer-Malohont (Slovakia), which can react to the challenges faced in Slovakia or in the European Union. Main areas of activities:* • *Operation of a non-profit centre, that provides services for NGOs, municipalities, schools and governmental subjects in the region* • *Co-ordination of the non-profit platform´s activities in the region, managing a regional support mechanism* • *Creation of partnerships between NGOs, public administration and entrepreneurs* *Fundament is supported by grants of EU, Slovak government, international and local funds.*
Country of origin	Slovak Republic
Contact details	Fundament Non-Governmental Organisation Daxnerova 33 979 01 Rimavská Sobota Slovakia Peter Mihaly mihaly.peter@hotmail.com (+421) 948 91 30 32 http://fundament.sk http://gomorilap.sk
Last update	2016 and before

Name of the practice	2.5.13 *Teachers Empowered*
Description	The methodological basis of the program 'Teachers Empowered' rests on viewing the teaching profession as an exercise in leadership. Prerequisites for the development of leadership qualities are work on one's own personality and one's own vision for leadership. Personal growth is the foundation of both the content and methodology of the program. Participants discover the intrinsic strengths in their personalities and learn, through practical exercises, to anchor them and use them in their everyday work. The program also deals with effective communication and classroom leadership. It also considers the integration of empowered teaching staff in existing teams and organisations, in which the distribution of roles is different from that in the classroom.

Effective leadership in the classroom is a key component of prevention work and conflict resolution. The more equipped educators are to facilitate the learning process and the group process in the classroom, the more able they are to deal with disturbances that arise, to support diversity and community building in the school.

Radicalisation and violent extremism are fuelled by marginalisation and a felt sense of isolation. The 'Teachers Empowered' program supports educators in building the necessary skills to build sustainable relationships and community in the classroom and the school as a whole. This serves as prevention to extremism. |
| Approach | Training for first line practitioners
Community engagement/empowerment |
| Target audience | Educators/academics |
| Deliverables | Manual 'Teachers Empowered' (130 pages)
Languages: German, English, Greek, Slovak, Spanish |
| Evidence and evaluation | We evaluate every program and we are using qualitative and quantitative measures to do so. We have collected date from approximately 1.000 teachers from Switzerland, Germany, Greece, Slovakia and Spain. At the end of each program we run a five hour integration and evaluation meeting, where participants give and receive feedback on their experience. Participants also fill out a quantitative questionnaire which is collected by the facilitators. We are in the process of analysing this data. Feedback is encouraging as teachers state clearly that the program succeeds in skill building, leadership and conflict resolution skills. |
| Sustainability and transferability | The Teachers Empowered program is transferable to different cultural and educational contexts. We have applied the program in various countries (Switzerland, Germany, Greece, Slovakia, Spain). The program has also been applied with varying groups of teachers from public, private, elementary, secondary schools or whole departments of education.

The cost of the program per participant is negotiated, depending on the financial situation and needs of each community and country. For each participant in the program the cost ranges between 180E and |

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

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

Name of the practice	2.5.14 Counselling to victims of hate crime
Description	In IUSTITIA provides legal aid including representation in court and social counselling provided to all people affected by hate crime (1st liners, their family, friends, community), out-reach, awareness raising. In IUSTITIA is an organisation focusing on hate crime and violent extremism (far right), providing legal assistance to victims of hate crime, incl. representation in court proceedings, and social services to communities at risk of hate violence, aiming at the improvement of practices of law enforcement concerning hate crime, publishing on hate violence and far right to raise awareness of such social issues.

In IUSTITIA was founded in 2009 as the first complex counselling centre for people affected by hate crime in the Czech Republic. It provides legal and social counselling to individuals and communities affected by hate violence. In IUSTITIA also monitors hate crime, collects and publishes data concerning the issue. It also educates experts as well as general public on prejudices, hate violence and their prevention. It is engaged in advocacy and lobby on behalf of victims of hate crime.

The goals of In IUSTITIA, besides aiding victims, are to raise general awareness of hate violence and its impact on society, to prevent the by-stander effect, and to increase skills and knowledge among educators, students, social workers, lawyers and other experts, as well as law enforcement agencies and the media. |
| Approach | Training for first line practitioners

Community engagement/empowerment |
| Target audience | Law enforcement officers

Local Community Organisations/NGOs

Prison/probation/judicial practitioners |
| Deliverables | During its six-year long practice In IUSTITIA has developed various deliverables related to various aspects of the issue of hate violence.

They include a number of publications aiming at awareness raising or for educational purposes. This is the list of them:

• Zpráva o násilí z nenávisti v ČR za rok 2011. (Report on hate violence in the Czech Repubic in 2011. In IUSTITIA. Prague: 2012.

• Já a oni jsme my. Nápady a náměty pro multikulturní výchovu (Handbook for educators on preventing prejudice, racism and hate violence in schools). In IUSTITIA. Prague: 2012.

• Násilí z nenávisti, rasismus a edia. (Handbook for journalists on how to write about hate violence). In IUSTITIA. Prague: 2010.

• Forgotten Victims. Hate crime and counselling for victims of |

	hate crime in the Czech Republic. In IUSTITIA. Prague: 2010.
	• Nebezpečné známosti. (Czech-German cross-border far right extremism). Kulturbüro Sachsen. Dresden: 2009. In IUSTITIA also developed a training course for social workers which is accredited at the Czech Ministry of Labour and Social Affairs, a course for educators accredited at the Czech Ministry of Education and a training course for the police. In IUSTITIA's staff members (lawyers, social workers and educators) regularly publish on topics related to the issues of hate violence, counselling, prevention and law enforcement.
Evidence and evaluation	A complex set of data about a client is collected and recorded in confidential database. Thus it is easy for professionals (entitled to do so) to track each client's case. Using the database In IUSTITIA creates a yearly report on hate crime in the Czech Republic. The statistics includes numbers of cases (with and without counselling) and qualitative information about them. Due to the requirements on funding by grants, In IUSTITIA evaluates completed projects and writes reports on them. The staff meets weekly also to evaluate current activities. A team supervision takes place regularly throughout the year. Every training provided to police officers, educators or social workers is followed by a participant evaluation. Financial matters are professionally supervised by an in-house financial manager as well by external bodies such as donors or in yearly tax return. In IUSTITIA's representatives have received positive feedbacks in the RAN VVT meetings.
Sustainability and transferability	In IUSTITIA has sought financial support through open grant calls. Since its establishment in 2009 it has not only continued in providing counselling to people affected by hate crime, but also developed into a larger organization with 3 new offices in other regions besides Prague. The cost of the practice has been approximately CZK 1, 600, 000 with only one office open, two lawyers travelling to clients providing counselling including representation in court, one social worker, one project manager and one financial manager. Of course, with the development of the organization which enables to accept more cases of people affected by hate crime and the current cost increases. To secure transparency, In IUSTITIA releases annual reports. Also, all information about projects, their implementation and finances can be found at In IUSTITIA's website: www.in-ius.cz
Geographical scope	In IUSTITIA provides direct in-person counselling in the whole area of the Czech Republic. Online or telephone counselling is available to anyone as long as the case can be solved in the framework of Czech law.
Start of the practice	In IUSTITIA was founded in February 2009. The practice began in one office based in Prague the capital with two lawyers and a project coordinator in the team. Since then In IUSTITIA has developed into a legal and social service provider, with ten staff members and a number of volunteers. In 2014 and 2015 it opened three new offices in other regions in the Czech Republic (Brno, České Budějovice and Kladno).

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

Name of the practice	2.5.15 *The key-client model*
Description	Radicalised people do not normally call for countering violent extremism (CVE) programmes. But parents, teachers, youth workers and many others call counselling offices or exit programmes, like Legato in Hamburg, when they fear a young person (whom they care for) is slipping into radicalisation. This fact is as much a challenge as it is an opportunity. Radicalisation is always related to, and happens within, a social system. Whoever calls the helpline is part of that social system and carries multiple possibilities to change the system. Any change in behaviour or communication by a person who is part of the system sets other changes in motion and thus is able to influence radicalisation processes. Youth work, social work, social therapy, psychotherapy, wherever there is support to help people get out of crises. Systemic mindsets function as a framework and this mindset has taken over the role of former monocausal or behaviouristic approaches almost everywhere. Carrying over holistic constructive mindsets on how to counter violent extremism should thus not be a Columbus' egg. The question is: how can counselling, training and support lead to a controlled influence on individual radicalisation processes? The answer in Hamburg is: Legato. **The role** The role of the key-client can be either to build up relationships or support relationship-building professionally. The key-client is the one counselled and supported by Legato. They can be a youth worker, a teacher, a father or a mother, a friend or a local police officer. The key-client can even be staff-members of Legato, if working with the radicalised person themselves. **Identification** The determining factor for a key-client is being chosen by the radicalised person themselves. It is Legato's role to identify the most appropriate key-client by finding out who might be both similar to the person and credible on the one hand, and the most resilient on the other. Persons calling Legato directly, or calling the police or the central German helpline (Beratungsstelle Radikalisierung), are often already those identified as a key-client when a first analysis of the radicalised person's situation is carried out. When people call Legato, they are hardly ever told that Legato won't take on their case of (perceived) radicalisation. Legato will always analyse the situation and do whatever is needed to get as much information as possible. If the person calling cannot provide enough information, Legato will try to get somebody on board who can. Privacy and confidentiality are sometimes a challenge. The information Legato looks for is primarily information about personality development, communication

characteristics as well as personal relationships and recent developments in this respect, but also in the perceived radicalised person's past.

Information about personal contacts with individuals, groups or websites of any extremist groups are not an initial focus of Legato's investigative work, but often becomes part of the puzzle. It is important to be aware of the fact that this kind of information often leads to a perspective on the situation that very much deviates from the genuine and important challenges related to someone's radicalisation. Legato is not an additional investigation tool to be used by the authorities, although any information that might appear to suggest a threat to anybody, or knowledge of a proposed or upcoming crime, will of course lead to the immediate involvement of security authorities.

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

Key-clients need personal empowerment that enables them to manage resilience so that they can prepare for their 'new' job. Relatives in particular are often very much emotionally involved and it is hard for them to both overcome their relative's radicalisation and provide controlled support with the aim of deradicalisation.

Key-clients need to be shown that their personal role is in the life of the radicalised person and in the deradicalisation process. Systemic working counsellors and therapists are able to support this process of reflection. It is not the job of the counsellor to collect as much information as possible, but to support reflection and the transfer of information beyond any key-clients. Mostly relatives underrate the emotional power they have to influence a youngster's personal development; sometimes they use it in a deconstructive way without realising it.

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

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

Which tools should the key-client have at their disposal?
Key-clients need to deal with several tasks that pave the way for

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

Key-clients need to work on this emotional grounding before they can start to support other positive aspects to deradicalisation, like:
1. Creating new future visions and dreams together with the radicalised person. This process often involves daily debates and negotiations about what is realistic, feasible and attainable.
2. Finding a job that the radicalised person can imagine taking on. By claiming that he or she would not be able to work in a certain job because of diverse religious and pseudo-religious justifications, young people often disqualify themselves very early on. The challenge here is to not end up in discussion about "real Islam", but to send the message: 'Okay then; we will try our best, and yes – it is a pity that there are so few halal jobs in our society.' Religious justifications against starting a new job or apprenticeship can often be traced back to a mounting fear of the unknown, bad experiences of mobbing, bullying or exposure to unmanageable social interactions in a former job.
3. Working on individual personal challenges can include building up frustration tolerance, dealing with a dangerous obsession or lack of emotional control, or coming to terms with parts of one's own biography. For such challenges, the key-client needs a very close and permanent follow-up, as well as coaching or third parties to continue this job (again after having built up trust and a relationship with the radicalised person). The narrative of "never-cooperate-with-the-kuffar" creates the biggest obstacle here, and demands a lot of patience, endurance and resources on the key-client and third-party side.
4. Starting a relationship is rarely something that key-clients can help with. But it can be very important to send positive messages that build up the radicalised youngster's self-confidence. The movement to which the youngsters subscribe offers a huge marriage market and people find each other very easily. It is very important not to judge relationships within the scene. Whatever key-clients might think about a young person's new love, the only way to use this in a positive way is to focus on happiness and pride.
5. Exposing emotions and talking about "family-secrets". This is easy to say but difficult to do. There are hardly any families without "secrets" from their children. The (reasonable) argument is often that the parents do not wish to harm small children with

the cruel truth; the problem is, parents often miss the opportunity, when their children should be old enough to handle any kind of truth. Showing emotion is in any case always powerful, especially when this has not happened much previously. Fathers in particular can have a tremendous impact on radicalisation processes by showing emotions, showing that they are proud of their child and also demonstrating personal weakness.

6. Finding help with psychological problems and diseases. Although radicalised persons usually deny offers of psychological help, experience shows that it is worth exploring. Sometimes the radicalised person has already started to think about psychological help, without making it into an issue. Talking to a person who does not belong to any inner social circle, nor to the circle of brothers in faith, can appear attractive at different points of the radicalisation and deradicalisation processes. Counsellors should help find a relevant psychologist: many experts think that they are not able to handle this because it seems to be about religion. But it is important to bear in mind that this is a case like any other, and religion should not be an issue.

Approach	Training for first-line practitioners Exit strategies **Legato systemic counselling and training for the justice department** Training for prison staff and probationary services Exit counselling for prisoners Civil Society Office For Risk Assessment And Data Protection
Target audience	Families Violent extremists First responders or practitioners Practitioners Practitioners and guards in prison
Deliverables	A training programme for the key-clients has been developed.
Evidence and evaluation	The Legato team has been working with over 350 cases of radicalisation since 2015. In 2012, the first releases of the key-client model were tried out in the kitab project in Bremen. In hundreds of cases, parents, youth workers and relatives have reported a positive impact. In 2017, the University of Hamburg evaluated and scoped the Legato approach. The evaluation focused on Legato's structure and concept and in what ways the counsellors include the concept in their daily work. It also evaluated if structure and concept are coherent to scientific results, funders' expectations and addressees.

Sustainability and transferability	Key-clients cannot handle all challenges linked to a radicalised person alone, but they will be the person to whom the individual turns, and the one able to make changes happen. When relevant, Legato provides support to find a third party who can offer expertise, help and support. Prison guards are seen as special yet important players in a prisoner's environment. Therefore, Legato developed a training programme especially for prison guards and other professionals who work in prison and can have an impact on a prisoner's physical and mental health. The Legato approach is as much a family support approach as an approach to strengthen communities, and offers tailor-made and local exit-strategies. Experienced and well-educated counsellors are available to do the job of counselling, avoiding the need for 'extra' first-line practitioners.
Geographical scope	Hamburg and northern Germany
Start of the practice	July 2012
Presented and discussed in RAN meeting	RAN joint event on supporting families and safeguarding children, 2-3 February 2017, Nice (FR)
Relation to other EC initiatives	None
Organisation	*Legato is the officially mandated counselling office of the city of Hamburg, and is responsible for all cases of religiously inspired radicalisation. It is driven by two local NGOs in cooperation and known in Hamburg for family support, psychological support, and prison and probation work.* *The Civil Society Office for Risk Assessment and Data Protection is funded by the Federal Ministry of Family Affairs and the Departments of Justice Bremen and Hamburg.* *Legato supports those who are able to be a key-client for deradicalisation processes by having a sustainable impact on the social system, social interactions and thus the 'Extremist' themselves. This support is provided by professionals with systemic expertise and practical experiences in several fields.*
Country of origin	Germany
Contact details	Legato c/o Vereinigung Pestalozzi Palmaille 35 A 22767 Hamburg André Taubert beratung@legato-hamburg.de +49 4038902952

	www.legato-hamburg.de
Last update	2018

Name of the practice	2.5.16 *Handbook on warning behaviours*
Description	The handbook aims to increase awareness of terrorist trends and activities, stressing the growing threat of self-radicalisation. It will support criminal police, intelligence, and law enforcement officers in detecting signs of radicalisation at an early stage, by strengthening their perception and assessment skills. The handbook provides well-balanced, theoretical and practical knowledge on radicalisation, its preconditions and its background. It also considers what motivates separate individuals. It provides an overview of the path leading individuals to radicalisation, and the reasons behind the process. The structure has been kept intentionally simple and the contents straightforward. Practical and concrete examples are used to describe cases of attacks organised by separate individuals; they also assist readers in understanding the significance of behaviours that might be seen as warning signs of an individual heading towards radicalisation. Timely identification of radicalisation allows officers to assess the threat posed by separate individuals before too much harm is done. This manual is intended to be a handy tool that offers guidance for preventive strategy implementation. Its objectives are: • to enhance knowledge, awareness and critical thinking on the nature of terrorism, the phenomenon of radicalisation, and the radicalisation process leading to violent extremism; • to describe the main types of terrorist groups, including practical cases and examples of good practice — not only across the European Union, but globally; • to enhance the capacity of criminal police, intelligence and law enforcement officers to recognise the indicators of radicalisation, supporting them in the intelligence collection needed to prevent the further spread of violent and extreme ideas; • to present a valuable set of indicators on self-radicalisation, that will enable criminal police, intelligence and law enforcement officers to detect individuals in the process of self-radicalising, and to evaluate the threat and risk they pose in terms of readiness to carry out terrorist activity. The indicators will also support crime prevention and the maintenance of public order. The training based on the handbook aims to strengthen capacity and share best practices, and boost criminal police officers' skills by creating new, modern activity models, thereby stepping up safety and national security.
Approach	Training for first line practitioners Creating CVE infrastructure

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

	Email: egle.salciute@policija.lt
	Telephone: +370 52198671
	Website: http://www.policija.lt/
Last update	2018

Name of the practice	2.5.17 *Organizational platform combining different approaches*
Description	"Miteinander" is a German non-profit NGO, which is committed to an open, pluralistic, and democratic society. We work against racism, anti-Semitism, and other forms of discrimination against people (group-focused enmity). We are especially concerned about strengthening civil stakeholders and young people, and supporting victims of hate crimes. Within our work, we combine different fields of activity to counter right wing extremis and to strengthen civic society: • analysis and monitoring of activities, development, and ideology of right-wing extremism and populism in Germany and Saxony-Anhalt • support and counselling for victims of hate crime • counselling and advice for communities and their representatives to combat (right wing) extremism and to strengthen civic society • youth and adult education: lectures, workshops, and trainings to learn about social conditions and development of right-wing movements, to dismantle forms of marginalization and racism and to reflect on democratic culture • de-radicalization trainings with young people (esp. in prison) • education and trainings with people (at risk) of being radicalized • advanced trainings for target groups in politics, welfare, and education Our strength in combating (right-wing) extremism derives from a wide range of activities offering different approaches for different needs. Our projects benefit from each other: knowledge about recent right wing activities, counselling experience, networks and cooperation, and (long-term) educational offers.
Approach	Training for first line practitioners Exit strategies Educating young people
Target audience	Local Community Organisations/NGOs Youth / pupils / students general public First responders or practitioners Prison/probation/judicial practitioners
Deliverables	Curriculum: Counseling approaches and methods of ounselling relatives of right-wing extremism Handbook: Method box for interventions in youth and social work 'Miteinander' has produced several videos concerning the method of different dialogue approaches in schools, in local communities, and within the judicial system.

	Book: Parents and right-wing extremism A challenge for family-oriented ounselling and social-educational family aid, 2016. ISBN 978-3-95462-769-1 Controversies in the educational work. Counselling and educational practices in the field of (de) radicalization, use of dropouts in pedagogical work. Our analysis, counselling and educational practices result in a variety of publications such as newsletters, booklets, guidebooks, and videos. For further information please consult our homepage and its subdomain "publications": http://www.miteinander-ev.de/index.php?page=10.
Evidence and evaluation	Results of our activities are presented in yearly reports to our (state sponsors). We also have developed different instruments of quality management – such as organization conferences, discussions of our educational and counselling conceptions. Our different projects meet regularly to discuss work content and results. Our activities are also discussed within a variety of networks in Saxony-Anhalt and beyond. Individual project activities are evaluated by feedbacks from our target groups. Our counselling standards as well as our educational standards have been developed and discussed for many years within professional networks and an intensive dialogue between science and working practice. Educational projects are usually accompanied by academic advisory councels. Prison projects are reflected by participants and employees. Interviews are held with the participants to reflect on the projects and their sustainability. These reflections are soon to be published on our homepage. Our model projects („Modellprojekte") are evaluated by the „Deutsche Jugendinstitut" (DJI). The practice gets variegated feedback including requests from different organizations for presentations in order to possibly implement the practice.
Sustainability and transferability	Countering (right wing) extremism and strengthening democracy as a dynamic culture require long term activities. Therefore most of our projects aim for long term support in combating (right wing) extremism. Our trainings for target groups in education and politics transfer experiences and provide instruments to combat extremism and strength democratic culture. Experiences made in one context can be easily transferred to other local contexts. Especially our counselling standards as well as our standards within projects regarding "people at risk" are a helpful orientation for other contexts, too. Since "Miteinander" focuses on long term activities and a wide range of projects, we rely on a rather large stuff. To sustain all activities "Miteinander" depends on a continuous and sufficient funding by

	state and federal programs.
Geographical scope	Our activities cover the whole federal state of Saxony-Anhalt. Our main focus are rural and deprived areas.
Start of the practice	"Miteinander" started its activities in 1999. Since then, the organization has developed its combining approaches of analysis, counselling, and education. Most of the recent projects in these fields started with state programs in 2007.
Presented and discussed in RAN meeting	RAN P&P Berlin, December 11th-12th, 2013, "Interventions for deradicalisation and disengagement in prison and probation" RAN Study visit Germany, 16-17 December 2015
Linked to other EU initiatives and EU funding	None
Organisation	*General description of organization: please see above.* *„Miteinander – Netzwerk für Demokratie und Weltoffenheit in Sachsen-Anhalt" is a private non-profit association. Its projects are funded by state and federal programs as well as by private foundations.*
Country of origin	Germany
Last update	2017

Name of the practice	2.5.18 *Training for prison guards: 'Identification of signs of radicalisation'*
Description	The training addresses currently limited knowledge of how to recognise signs of radicalisation among prison staff. Staff appear to often lack both knowledge about simple signs, as well as knowledge of the radicalisation process itself. As a consequence, they are not able to report signs of radicalisation to the relevant services. The training set up by the Belgian Ministry of Justice was devised to overcome this challenge. It is delivered by an internal trainer from the prison service over two days. The training approaches radicalisation from a psychology perspective. The main focus is on 1/ getting to know the process of radicalisation, 2/ recognising different signs of radicalisation, 3 / interpreting signs of radicalisation in relation to the external context in which they are perceived, 4/ reporting appropriately on these signs. The training was not developed from scratch. Training on radicalisation was already used by the federal police service, and was known as 'copra-training'. This previous training was embedded in the philosophy of community policing, and so required adaptation to be relevant for a penitentiary context. Setting up the training requires a and at least one simulation room to apply the observation skills learned.
Approach	Training for first line practitioners Prison and Probation
Target audience	Prison/probation/judicial practitioners
Deliverables	This classical face-to-face training takes place in a classroom setting. Course participants receive handouts of the PowerPoint presentation and links for further study. The exercises take place in simulation rooms, some with actors. Either real footage is used, or fragments involving actors, games and computer games. Course participants are assigned take-home observation exercises.
Evidence and evaluation	The training starts with broad information on beliefs, religions and diversity as a theoretical / legal framework. This is considered necessary for participants to learn how to recognise signs of radicalisation and the radicalisation process. The training also covers the need for a clear reporting policy to clearly describe the entire process of radicalisation, and the role and responsibility of prison staff. It shows how, for instance, a number of processes should be in place to avoid having knowledge, but no reporting. The original training programme needed to be adapted to a penitentiary context. This took time but was considered a success.

	Since its launch, the training has been gradually improved by increasing the course participants' involvement. This was done by giving them observation exercises and assignments to carry out on their own during the two days of training. A reporting tool developed was tested on the basis of experiments during the training, and was then optimised. Prior to the training, there was insufficient knowledge and therefore a certain degree of suspicion of the new course. However, in subsequent courses there was no further resistance to participating, and more demand than course places. The training was evaluated by the first group of participants, and feedback led to further refinement. Evaluation of the training (internal and external) has not (yet) been carried out.
Sustainability and transferability	The training is ongoing and does not depend on external funding. It is organised and funded by the prison service. The training can be easily used by other Member States if it is translated into their language and if they already have some sort of a 'train the trainer' provisions. The use of a simulation room is not obligatory.
Geographical scope	The training is applied in the Dutch-speaking part of Belgium.
Start of the practice	2015
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	None.
Organisation	Ministry of Justice
Country of origin	Belgium
Contact details	Serge Rooman: serge.rooman@just.fgov.be Serge Lukacs: serge.lukacs@just.fgov.be
Last update	2016 and before

Name of the practice	**2.5.19 New Connexion**
Description	New Connexion started their work in the spring of 2009 at a school where there were problems with racism and there was a risk for youth getting radicalised. New Connexion's first three years were spent locally at this school, meeting the students continually every other week. After these first three years, New Connexion started focusing their work on educating school staff. The strategy behind this focus was to reach a larger number of students through the daily interaction with a key person in the students' lives, namely the school staff. After all, they are people with valuable relationships and influence among the students. The main focus is the "approach to the students", consisting of four key components: 1. A democratic approach. Listen respectfully and have a deliberative dialogue. 2. Emphasis on facts and being critical of sources. Show the students new perspectives! 3. Problematisation: dare to process experiences and challenges that can arise in the meeting of people with different backgrounds than their own. The focus should be on finding solutions, not on the problems. 4. Long-term and continuity. Attitudes and values are deeply rooted within us and take time to change. The goal is for the students to begin reflecting on the views and attitudes they have themselves, and the view and attitudes they see in other people. A high demand for tools in the work against racism and radicalisation exists today, and to meet this demand New Connexion has developed two teacher's guides on this subject: one for grades seven through nine, and one for high school. The foundation of these materials is the United Nations Universal Declaration of Human Rights. New Connexion is a non-profit organisation whose employees travel to schools within Sweden to educate, to follow-up with, and to coach the school's staff. New Connexion has gained much experience in working in environments where xenophobic and racist reasoning is the norm, both amongst adults and youth.
Approach	Educators / academics Youth / pupils / students Local Community Organisations/NGOs
Target audience	Law enforcement officers Local Community Organisations/NGOs

	Prison/probation/judicial practitioners
Deliverables	New Connexion has developed two teacher's guides: one for teachers of students in grades seven through nine and one for teachers of high school students.

The material for grades seven through nine (students aged 13-16) was formed, tested, and refined in a process with students over a three-year-period. The lessons incorporate facts, small group discussions, role-playing and exercises. The material is made for long-term, continuous work and should be used during the entire three school years. There are 16 lessons per year. The material is based on the Swedish school curriculum.

The high school material (students aged 16-19) was written in close cooperation with students from four different high schools. The students chose relevant areas and compared them to the regulatory documents and made exercises and role-plays. The high school material is designed for a long-term and continuous work on questions related to racism and integration. It is closely connected to the subjects taught in high schools in Sweden and to the curriculum for the Swedish high school.

The base for both materials is the United Nations Universal Declaration of Human Rights. New Connexion's philosophy is that good conditions for a meeting place are created by an open climate for discussion, where the democratic approach, seeing things from different perspectives and facts are the focus. |
| **Evidence and evaluation** | Since its start in 2009, New Connexion has held more than 600 lessons with students, and every year we educate approximately 1000 teachers in Sweden.

New Connexion's work and material have been observed and recommended in the governmental enquiry SOU 2012:74 **The stranger's enemy inside of us.**

New Connexion has over the past years carried out a number of surveys amongst those who have been through our education and also amongst those who work with the material. The results shows that New Connexion's educations and materials have had an impact on changing attitudes and situations in schools. |
| **Sustainability and transferability** | New Connexion's educations and methods are transferable to other contexts since it is built upon international research in social psychology in the areas of changing attitudes and values and of human interaction.

Currently, the material is available only in Swedish. |
Geographical scope	Sweden
Start of the practice	New Connexion was founded in April of 2009.
Presented and discussed in RAN meeting	RAN EDU meeting in Gothenburg (SE), 24 and 25 February 2016 Empowering and supporting teachers

Relation to other EC initiatives	None
Organisation	New Connexion is a non-profit and non-governmental organization. New Connexion is funded primarily by governmental grants.
Country of origin	Sweden
Contact details	New Connexion Box 9 775 25 Krylbo Sweden Birgitta Hägg birgitta@newconnexion.se (+46) 70-672 80 39 http://newconnexion.se/
Last update	2016 and before

Name of the practice	2.5.20 *Training at the police academy*
Description	Training about Counter Terrorism, Extremism and Radicalisation (CTER) is considered 'priority training' at the Dutch national police. The following training courses are delivered: One day training Basic Radicalisation and Terrorism (police and security partners) This training, also suitable in a multidisciplinary setting (police, civil authorities and social or school workers), describes and addresses: o The radicalisation process and the different forms of radicalisation and terrorism. o How to recognise radicalisation (indicators) and how to register radicalisation and deal with this information with regard to the police administration systems. o Case studies are discussed and many CoPPRa items are also included in the training. One day training Advanced Radicalisation and Terrorism (law enforcement only e.g. police information and (covert) intelligence officers) This training describes, addresses and discusses: o Background information on the development of terrorism o How terrorists operate (terrorist planning and attack cycle) o Counter terrorism: the difference between police and intelligence operations o Several case studies. One day training Attack Analysis (law enforcement only e.g. specialized police units Police VIP and SWAT teams) This training is about attack dynamics: what happens before, during and after a (terrorist, criminal or lone- wolf) attack? How to recognise different attack types and what to do to minimise attack risk? This training is based on a detailed analysis of 20 different activist, individual or terrorist attacks. One day training Potentially Violent Lone Actors (is part of a new training for police officers dealing with administrative and control procedures in relation with shooting clubs) This training describes the lone actor phenomena, such as definitions, different types of lone actors, e.g. lone wolves and school shooters. In terms of theoretical framework the pathway to intended violence is a central element in the training, as are methods of detection based on individual and operational indicators. Pro-active intervention methods are also discussed. Two days training Identifying Criminal and Terrorist Behaviour (Spotters training for police and security officers) This training teaches police officers how to detect behaviour that is considered to be typical for criminals, attackers or terrorists. The intense two day training is a combination of theory and a lot of

	practical training exercises in the public domain.
	Two-three days training on codes of conduct and protocols
	A 2 to 3 day course will be held for police officers, community police officers, investigating staff and staff of information services. This training will be integrated in Basic Police Training (BPO) and Specialist Police Training (VPO). This training is an expanded and more up to date version of the existing training 'Basic Radicalisation and Terrorism'.
	In addition to the above, there are also several specialisted modules on jihadism, terrorism and terrorist attacks for specialised police forces.
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Authorities First responders or practitioners Law enforcement officers
Deliverables	The CoPPRa training manual and the in 2014 updated field guide.
Evidence and evaluation	Positive evaluation of presentation at the RAN Pol conference in Rome on spotting techniques. Moreover the Dutch police trained the Portuguese police units on spotting techniques. In 2017 and 2018 a total of 32,000 Dutch police officers will receive further briefings on new developments in radicalisation and terrorism.
Sustainability and transferability	As mentioned before the all the trainings are updated on a regular basis. Currently there is a lot of attention for Jihadism.
Geographical scope	The Police Academy was supportive in the CoPPRa project and former RAN conferences. So several countries in Europe
Start of the practice	All trainings exist already several years but are constantly updated.
Presented and discussed in RAN meeting	In 2013 several aspects of several above mentioned trainings were presented at RAN POL conference in Rome on 14-15 May.
Relation to other EC initiatives	CoPPRa, ISDEP, TaRDiS
Organisation	*Police Academy, the Netherlands* *No European or other supportive financing structure. The trainings are financed via the Human Resource Management agency of the National Police organisation.*
Country of origin	The Netherlands
Contact details	Arnhemseweg 348 7334 AC, Apeldoorn The Netherlands Koos Barten, Chief Inspector of Police School for Criminal Investigation Team Intelligence

	(+31) (0)55 5392000 (ask for Koos Barten)
Last update	2016 and before

Name of the practice	2.5.21 RAN 'Train the trainer' programme
Description	The one-day Awareness and Actions Workshop held by RAN TAS (predecessor of RAN Centre of Excellence) was designed to provide awareness training to Member States who need to reach out to different actors. This interactive workshop held via YouTube involves voting cards and several exercises based on real-life case situations. As exchange between participants is key, a diverse group in terms of different types of professionals adds value. The one-day workshop is being remodelled into to a two-day 'train the trainer' programme. On day one, trainee participants attend the workshop. On day two, they are offered support in building their own workshop, using RAN materials. Since the workshop is a robust, basic awareness programme, trainee participants don't have to be experienced trainers; they can be facilitators who feel comfortable leading a session in front of a group of colleagues or network partners.
Approach	Training for first line practitioners
Target audience	First responders or practitioners Law enforcement officers Educators/academics
Deliverables	The training materials in the 'train the trainer' programme are in English and German, and may be translated for the hosting country. The materials are a PowerPoint, short movies and exercise materials.
Evidence and evaluation	The 'train the trainer' programme was delivered 10 times in mixed groups in a Member State. In the event, it became evident that the framing of radicalisation in terms of vulnerable people, 'us and them' processes and the supply/demand model were helping find a common language and pictures of the challenges at hand. The models used were considered helpful when reaching out to others on the complex issue of radicalisation. On the second day, participants are offered an opportunity to design their own awareness workshops, using the materials they have been introduced to. In September 2016, the training material was reviewed during a workshop for Member States working with the material. Small revisions were made and two new 'building blocks' were added: polarisation and lone actors. In 2018, the training material was updated, as its examples were very much focused on the foreign fighter phenomenon, which is not as common presently. New exercises deal with domestic/homegrown extremism.
Sustainability and transferability	The developed materials are generic, in PowerPoint and Word, i.e. easily updated. Because of the interactive nature of the two-day programme, it can be based on local context, the group and recent

	events. After having completed day two of the 'train the trainer' programme, the materials are handed over to the participants.
Geographical scope	The 'train the trainer' programme was run in Austria, the Czech Republic, Greece, Hungary, Latvia, Malta, the Netherlands, Norway, Poland, Portugal, Romania (twice), Slovenia and Spain. Further training is scheduled in Ireland, Germany and Luxemburg.
Start of the practice	The 'train the trainer' programme and materials were developed in the summer of 2014, and in April 2015 it was first run (Spain).
Presented and discussed in RAN meeting	RAN Expert session in London, March 2014 RAN P&P Bucharest, RAN POL Zagreb, October 2014 RAN POL Madrid (March 2015)
Linked to other EU initiatives or EU funding	Some materials were taken from the Improving Security by Democratic Participation (ISDEP) project training, funded by the programme Prevention of and Fight against Crime (ISEC).
Organisation	RAN Centre of Excellence, in cooperation with experienced trainers of the RAN expert pool
Country of origin	Netherlands
Contact details	Contact person: Steven Lenos Email: s.lenos@radaradvies.nl Telephone: +31 651091741 Website: http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/
Last update	2018

Name of the practice	2.5.22 *RecoRa Institute*
Description	The RecoRa Institute develops local expertise to counter radicalisation and violent extremism. RecoRa designs **Train the Trainer-training** and developments resources on understanding and responding to radicalisation, and train local people to cascade this within their organisation and supply accompanying resources. The aim of the train the trainer programme is to train local organisations, and individuals to use learning resources that have a proven ability to increase the active engagement of front liners and community members in tackling ideological violence. RecoRa designs tailored learning materials that build knowledge and expertise to recognise and respond to radicalisation, counter extremist messages, and reduce factors that restrict local engagement in preventative action. Local people are then trained to use these resources. Learning resources include one or two-day training programmes; Intensive master classes; community learning event; as well as youth development resources for schools. RecoRa has also developed a digital online learning resource on safeguarding against radicalisation. RecoRa also recruits local influential individuals and train them to become effective in de-radicalisation practice as **Quality Assured (QA) mentors**. The programme to quality assure local mentors aims to ensure that local neighbourhoods have expert individuals who are able to provide counter messaging support within a neighbourhood context and provide mentoring support to exit individuals from extreme violent groups or ideologies. The programme works by assessing talented local people and designing learning programmes that enhance their skills; enabling them to undertake the required activities. The designed programme includes methods to ensure that the individuals who are trained are assessed as competent to undertake such services.
Approach	Training for first line practitioners Exit strategies
Target audience	Authorities First responders or practitioners Local Community Organisations/NGOs
Deliverables	Resources include training manuals, student handbooks, and manuals for trainers, and all required learning resources. Digital courses include the facility to localise the learning resource; technical support, and data analysing software embedded into the digital learning platform. The QA mentoring includes practice based tests and observational assessment techniques.
Evidence and evaluation	The digital learning course has been tested locally within Manchester with the performance data belonging to Manchester City Council. References for this can be provided by s.butt@manchester.gov.uk.

	The safeguarding against radicalisation course [digital version] has undergone a quality assurance review by The U.K. Government's Office for Security and Counter Terrorism. The impact of our work has been measured client by client on a time lapse basis – one moth, one year and two years after the delivery of the programmes. References and reports on impact can be supplied on request. Our mentoring development programmes have most recently been delivered in Luton. Performance related data relating to this belongs to Luton Borough Council. References can be requested from sarah.pinnock@luton.gcsx.gov.uk. RecoRa's approach has been reviewed by the RAN and included within the RAN TAS programme.
Sustainability and transferability	All of RecoRa's programmes are designed to fit the local context. The learning approaches have been applied in several organisational contexts and different countries with repeated results. The cost of such programmes will vary depending on the nature of the resources required. 1. The initial meeting to discuss your learning needs would be free of charge and provided on an expenses only basis. Travel costs, and accommodation if required. 2. The cost would vary according to need. To give an idea of costs: if the result was a training course for nominated staff, it would cost £600 for a one day course; £800 for a two day course; and £2,500 for a five day course. This type of training can be delivered to small teams; or large groups up to 20 people [the cost remains the same. 3. Train the Trainer programmes are tailored to the individual needs and would consist of some training, guided self directed learning, and specific task mentoring – this could range from £1,500 up to £10,000. 4. The QA mentoring programmers are charged at £10,000 to assess and train a team of 15 individuals. 5. *The digital learning course for an organisation, including local design, personalized access platform, technical support, and training to maximize data analysing features costs £9,000 per year for 300 users. That is £30 per user. The platform allows the organisation to host all their learning tools onto the platform.*
Geographical scope	The RecoRa Institute works primarily within the United Kingdom, The Netherlands and Sweden, but have delivered this approach in Denmark – Copenhagen – VINK Project. The approach is also being developed for Cameroon and Nigeria. The approach can be adapted and customised to any country.
Start of the practice	The approach was first developed in 2008 and been tested and developed since this time.
Presented and discussed in RAN meeting	RAN INT/EXT RAN Derad
Relation to other EC initiatives	Member of EnoD (European Network of De-radicalisation)
Organisation	*The RecoRa Institute*

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

Name of the practice	2.5.23 *Violent Extremism Ideology training*
Description	Our workforce development programmes aim to enable delegates to recognise the different violent and non-violent extremist groups that operate globally. Our courses illuminate their narratives and ideologies highlighting differences, similarities, recruitment techniques, targets for recruitment and recruitment vehicles. Our suite of products and highly experienced training team deliver counter narratives to the violent and non-violent extremist narratives and ideologies in addition to assisting the delegates to be able to recognise vulnerability in individuals and respond proportionately within established safeguarding protocols. Our programmes also enable delegates to quality assure internal referral mechanisms which can connect to the delivery of care based interventions from external providers if required/referral escalated. Our courses combine academic research, first hand experience and the latest training techniques to engage the delegates. Our methodology is classroom-based training with inputs that have been designed to connect with the three differing learning styles of audio, visual and kinaesthetic learners.
Approach	Training for first line practitioners Delivering alternative narratives
Target audience	Authorities Law enforcement officers Prison/probation/judicial practitioners Youth/pupils/students Local Community Organisations/NGOs First responders or practitioners Educators/academics
Deliverables	We are currently exploring an online modular based programme that will be independently accredited through CPD Standards Office in London resulting in all learning hours being redeemable against personal development files.
Evidence and evaluation	Our workforce development programmes have been "Quality Assured" by the UK Government (Home Office – Office for Security and Counter Terrorism) in addition to being independently accredited by The CPD Standards Office – London.
Sustainability and transferability	Part of our programme consists of a "Training the Trainer" whereby elements of the workforce development programme can be taught to identified trainers within an organisation. Once training is complete, the new trainers go on to cascade learning within their respective organisations. Costs of this programme are dependant on numbers and need of the organisation and a full list of our courses with prices is attached as a separate document.
Geographical scope	Europe and Middle East UK, London, Birmingham, Manchester, Bradford, Scotland, Wales, United Arab Emirates, Bahrain, Manama, Saudi, Ryadh.

Start of the practice	Scott Associates 2004 Rewind UK 1987
Presented and discussed in RAN meeting	Presented at the RAN Pol Study visit in London in December 2013
Relation to other EC initiatives	None
Organisation	*Scott Associates Europe Ltd. And Rewind UK* *Scott Associates are a private Limited company* *Rewind UK are community interest company* *Financing – both Scott and Rewind are not funded organisations and our revenue models are built on commissioned work in consultancy and workforce development programmes with respect to countering violent extremism*
Country of origin	United Kingdom
Contact details	5 – 7 New road, Radcliffe Manchester, M26 1LS United Kingdom Sohail Nawaz, MBE sohail@scottassociateseu.com (+44) 8450 542441 (UK) (+971) 52 483 5666) (United Arab Emirates) (+973) 3384 4452 (Bahrain) (+44) 7590 673619 (UK mobile phone)) David Allport dave.allport@googlemail.com (+44) 7960 136373 (UK) http://www.scottassociateseu.com http://www.rewind.org.uk
Last update	2016 and before

Name of the practice	**2.5.24** *Family support Sarpsborg*
Description	Sarpsborg municipality in Norway employs a holistic and systematic approach when supporting families to prevent or reverse radicalisation processes with affected family members. All municipal services are obligated to prioritise this work. Sarpsborg municipality focuses on consolidating user involvement, building trust and strengthening family networks. It aims to motivate change based on the individual's wishes and needs, as well as develop critical thinking. Another key goal is to ensure safe care and prevent the stigma of radicalisation for affected children in families of returnees and expelled foreign fighters. **Municipality family support objectives** • Increase competence for first-line practitioners in the municipality and police in several areas: extremist phenomena, conspiracy theories, conversation methods to strengthen critical thinking, motivational conversation methods and comprehensive understanding of radicalisation mechanisms. • Provide guidance, support and expertise to key resources or practitioners on cases. • Secure key case workers to handle complex tasks. **Family support goals** • Prevent violent extremism: reverse radicalisation processes in families of retired or returning foreign fighters. • Build trust between families and municipality services/police/police security services. • Prepare families by helping them contend with related stigma. • Prevent isolation and disengagement. • Reduce trauma and stress, and secure treatment for these conditions. • Support inclusion and mastery in school, work and leisure. • Support parents by providing childcare. • Work with family members to eradicalize individuals detained in prison for terror offences. • Provide exit work for returned foreign fighters in cooperation with full family units. **Miscellaneous services cooperating with Sarpsborg municipality**

Child welfare services, employment services, social consultants for youth, principals and counsellors in primary schools, general practitioners, psychiatric services and municipal consultants.

Government services
Child and adolescent psychiatric services, adult psychiatric services, local police, principals and teachers in high schools, prisons, police security services.

Volunteer organisations
Elite football team administration, dialogue forum for Christians and Muslims, the Red Cross, sports clubs.

Private bodies
Psychometrics therapists
Fitness centres.

Working method and approaches
- Trust and relationship work.

- Empowerment work.

- Bronfenbrenner's ecological framework for human development.

- Comprehensive family systemic approach.

- Family and safeguarding, by child social services.

- Networking.

- Insoo Kim Berg's Brief Solution-Focused Therapy.

- Motivational interviewing, by William R. Miller and Tom Bath.

- Trauma and stress management.

- Systematic coordination in cases with high-intensity users.

- Involvement and openness with families. Use of a coordinating group with family representatives and responsible services, with tailr-made plans based on respective needs and goals of the individuals concerned.

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

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

Operational Coordination Group tasks
- Receive all concerns and new issues from the police and

municipality.

- Guide and support practitioners in cases.

- Have an overview of the methods, measures and approaches being implemented.

- Report case statuses to municipality management and local police.

- Assess cases in terms of risk of violent extremism.

- Ensure that cases involving individuals in radicalisation processes, returning foreign fighters and related families be given high priority across municipality services.

- The municipality will adopt a creative approach and employ the lowest possible level of intervention to achieve contact and trust.

- Request guidance and support from the Norwegian Centre for Violence and Traumatic Stress Studies, in complex cases.

- Follow-up (in the form of two employees from each auxiliary service, selected according to qualifications) for continuity and quality in family work.

- Close follow-up for families of retired or returning foreign fighters.

- Operational Coordination Group evaluates work in other services and ensures continuity. The group reveals fraud zones, which are addressed by the councillor's management team or police.

- The Operational Coordination Group and Crime Prevention Coordinator are always available as contact points for families of returned or expelled foreign fighters.

Examples of action
- A contact person for the family is always available.
- Contributing to forging friendships and close relationships — preventing ostracism.
- Leisure activities and equipment (such as training, swimming and cinema passes) are sponsored and provided at discounted rates.
- Relationship building with helpers: café visits, home visits and trips.
- Facilitating/providing:
    - dedicated support resources for children
    - shielded car rides for privacy
    - transport to leisure activities for children
    - family workouts
    - economic assistance for holidays and leisure activities
    - Red Cross-arranged holidays for the whole family
    - guides and schedules for vacation activities
    - football match tickets and equipment
    - financial support for driving license applications
    - financial support for purchasing children's clothes
    - dream days for children
    - homework assistance in the home after school
    - internships with close follow-up
    - education/course opportunities/job courses
    - psychomotor therapy

	- o psychological trauma treatment - o dedicated contact in schools with one-to-one discussions - o contact with prison management - o assistance for children during prison visits. - o family guidance - o networking with prisoners - o secure family homes - o family support in handling media attention during court cases, arrests, etc. **Competence** - All managers, relevant services and high schools learn about radicalisation. - Staff at schools with affected children learn about trauma and stress. 'From concern to extremism management': four-day conferences and training for local and police employees. - Our own project of competence enhancement with the Holocaust Centre for staff in kindergartens, elementary schools and youth schools on radicalisation, conspiracy theories and critical thinking. - Action plan (handbook) with new educational programmes to prevent radicalisation for kindergartens and schools in Sarpsborg municipality. - Employees have participated in course leader training at a violence and trauma centre on radicalization (see https://utveier.no/). - Family support lectures for the municipality crisis team.
Approach	Training for first line practitioners Family support
Target audience	Families First responders or practitioners Violent extremists
Deliverables	Training handbook, and a guideline for current work. - New handbook for kindergartens and schools for the prevention of anti-Semitism, radicalisation and undemocratic attitudes in the classroom, with guidance from the Center for Studies of Holocaust and Religious Minorities. - Oversee training (see http://dembra.no/) via a school programme with the Center for Studies of Holocaust and Religious Minorities. 'From concern to handling extremism': Oversee training. - Motivational interview training. - Network for practitioners from several affected municipalities. - Exit network with correctional services, prison, police and municipality.
Evidence and	Sarpsborg municipality has participated in research alongside four other

| evaluation | municipalities, to produce 'How to prevent radicalization in Norwegian municipalities', published in 2016 by the Norwegian Institute for Urban and Regional Research (NIBR) and Oslo and Akershus University. The research was conducted in 2014 and 2015. This is linked to Measure no 2 in the Norwegian government's action plan to prevent radicalisation and violent extremism (2014).

As part of this research, the municipality participated in development workshops with experience lectures for 22 other municipalities in Norway, and contributed lectures from practical experience when the report was launched nationally. Sarpsborg municipality with the Crime Prevention Coordinator has also presented its practices with its own workshop to several ministry representatives, on how to follow up on the national work on this field.

Successful practice experience
- Sarpsborg municipality has established contact with families in all cases.
- Families provide positive feedback and want contact, because they receive assistance to meet their needs.
- Families show high levels of trust in the municipality and agree to various measures. Close contact is maintained between helpers and families.
- Families have experienced a drop in the isolation they experienced.
- Children have re-established contact with friends after being excluded from such groups.
- All family members (both children and parents) have joined in the physical activities.
- The elite football team has helped with dream days and free tickets for all matches for affected children and mentors.
- Religious communities have assisted with social networking and Koran school offerings for families.
- Returned foreign fighters have expressed confidence in the municipality, and expressed the desire to be contacted during the atonement process.
- All municipal services prioritise related issues.
- Kindergartens, schools and auxiliary services have seen increased competence and achieved common understanding on radicalisation and how to work preventively.
- Family members are now in work, education or internship.
- All services take responsibility, provide creative measures and prioritise family support for returned and returning foreign fighters.

Families report that they receive good support and help and that they feel their situation has been understood. Meetings with safe professionals with radicalisation expertise, who understand how the phenomenon affects the whole family, constitute a key success factor in Sarpsborg municipality.

Sarpsborg municipality practices have received positive feedback from the RAN groups (Youth, Families and Communities (YF&C), RAN high-level and YF&C and Health group meeting), and have contributed to both case work and experience-sharing. |
| **Sustainability and transferability** | The work can be transferred to other municipalities in other countries. |
| **Geographical scope** | Sarpsborg municipality is in Norway. The city of 55 000 citizens is |

	located at the centre of Østfold county, close to both Oslo and the Swedish border.
Start of the practice	Sarpsborg municipality started work on preventing radicalisation three days after the Norwegian terrorist attacks in the government quarter and on Utøya on 22 July 2011.

Contact was established between the local police, Sarpsborg municipality and the police security service in the fall of 2011. Areas of action of the municipality and local police created a resource group in spring 2012 to develop a strategy for prevention of radicalisation and violent extremism. The work group included the crime preventing coordinator, the preventive chief of local police and the priest.

Increased competence for leaders and local employees on radicalisation in Norway and the region started in 2012, with the participation of the police security services.

Family support practice started in 2013, with the case of relatives of a right-wing extremist. In 2014, family support work for relatives of returned foreign fighters began.

The practice is active. |
| **Presented and discussed in RAN meeting** | • RAN YF&C meeting 'Working with Families', held on 29 and 30 September in Manchester. Case presented.

• High-Level Conference (HLC) on Radicalisation on 9 November 2016 in Brussels. Case presented.

• RAN Health and Social Care (H&SC) and RAN YF&C joint event on supporting families and safeguarding children, held on 2 and 3 February 2017 in Nice. Discussed in a working group. |
| **Relation to other EC initiatives** | None |
| **Organisation** | **Sarpsborg municipality**
The municipality has received grants from the Royal Norwegian Ministry of Justice and the Emergency Planning Agency for staff empowerment and family support measures.

The child welfare services in the municipality have even financed reinforced foster homes and increased staff resources to follow up on cases. The employment office service in the municipality also uses additional resources to follow up on families. |
| **Country of origin** | Norway |
| **Contact details** | Sarpsborg commune,
Boks 237, N-1702 Sarpsborg,
Norway |

	Tone Faale tsfa@sarpsborg.com 0047 98217686 https://www.sarpsborg.com/
Last update	2016 and before

Name of the practice	2.5.25 *Democratic unity: Preventing polarisation and exclusion in Danish schools*
Description	The 2016 Danish national action plan 'Countering and fighting extremism and radicalisation' aims to promote democratic and civic competences amongst children and youth. As part of realising the action plan's vison, a secondary school in the Danish city of Fredericia hosted a project titled 'Developing a whole school approach to counter hate crimes' (*). Beginning in 2017/2018, the project's goal was to strengthen the school's capacity for preventing polarising and harassing behaviour as well as for dealing with segregation, prejudice and stereotyping. The target group for the project was the school management, teachers and educational staff — thereby securing a whole-school approach. The project primarily comprised: 1. a learning course (5 workshops for 20 to 25 teachers); 2. Action Learning across the workshops (where participants experimented with and tested the material presented in the workshops); 3. Dialogue Circles (where small groups of six teachers engaged in themes centred on democracy and prejudice, by studying academic and relevant literature). The good practice and experiences from the project are collated and recorded in a Danish handbook, 'Democratic unity: Preventing polarisation and exclusion in Danish schools'. (*) *This title is paraphrased*
Approach	Training for first-line practitioners
Target audience	Educators / academics
Deliverables	The main deliverable and output was a handbook for teachers and educators, titled 'Democratic unity: Preventing polarisation and exclusion in Danish schools'. The handbook, written in Danish, summarises methods and experiences from the project, and describes concrete exercises that teachers can use in their classrooms. It is a tool for educators working to promote democratic unity, active citizenship, inclusion, etc.
Evidence and evaluation	University College Absalon was responsible for evaluating the project. The evaluation took the form of questionnaires, interviews with the school principal and individual participants, as well as focus group interviews with four students.

According to this evaluation, the Learning Courses and Dialogue Circles had the following impact.
- Course participants applied concrete methods inspired by the workshops, implementing revised pedagogical practice. Moreover, participants had requested additional material and methods so as to continue developing their new practice.
- The teaching process had promoted collegial sparring and a new common language on the challenges of stigmatisation and lack of opportunities for participation. For example, participants use their newly learned theory to reinterpret events and conflicts.

The questionnaires also stress that participants found the following methods particularly useful in their pedagogical practice: the Lego method, the didactic conversation, the philosophy for children and the 'different methods for group work' (all these are described in the handbook).

The participants' comments illustrate how the knowledge acquired has led to changes in pedagogical practice.

- 'The courses provided me with good practical examples of how to focus on the role of class unity and how to vary the form and content of the teaching so that more pupils are motivated. The Action Learning was very fruitful as it gave me reason to consider my own practice.'
- 'I especially use it [the methods] for the following student groups: students with different ethnic backgrounds, self-isolated students, and the quiet and "invisible" students.'
- 'I find that the courses have made me particularly aware of the many diverse student groups that are in a classroom and that my task as a teacher must be to accommodate and embrace them all. Differentiated didactic strategy is not a new concept, but I have had several useful tools that have been able to inspire me in my continued development as a … [teacher].'

The school principal also stated that he could see changes in his employees' everyday practices, especially in terms of the inclusion of all voices in the classroom.

Sustainability and transferability	The wide range of strategies and exercises can easily be transferred to other schools and colleges across Europe.
Geographical scope	The city of Fredericia, Denmark
Start of the practice	Late 2017 to late 2018.
Presented and discussed in RAN meeting	The project was presented at 'RAN EDU' at the seminar 'Right Wing Extremism and Schools' held in Berlin on 23 and 24 October 2018.
Linked to other EU initiatives or EU funding	The project was entirely funded by the Danish Government and has no links to any EU projects.
Organisation	The project was a collaboration between The Danish Centre for Prevention of Extremism (under the Danish Agency for International Recruitment and Integration (SIRI)) and the Center for School and Learning (under University College Absalon, Denmark).

	[Governmental institution
Country of origin	Denmark
Contact details	Address: Strandgade 25 C 1401 Copenhagen K Denmark Email: ekstremisme@siri.dk Telephone: +45 72142700 Website: https://stopekstremisme.dk/en?set_language=en
Last update text (year)	2019

Name of the practice	2.5.26 *Education approach Radicalisation and Social Safety*
Description	The aim of the practice is to enhance the competences of teachers (and other school employees) dealing with the topic of radicalisation within their schools. Teachers will learn to recognise, act and prevent/counter radicalisation in their students. The practice also aims to enhance collaboration between schools and local authorities such as municipalities, police, youth workers and parents. The curriculum/training is not theoretical but is based on practice, and first and foremost, is specific to the educational context and the role of the teacher. The curriculum is actively implemented in schools across 18 municipalities with pressing problems related to radicalisation and youth.
Approach	Training for first line practitioners Community engagement/empowerment
Target audience	Educators / academics Authorities First responders or practitioners
Deliverables	<table><tr><td>Period Sep. 2015–Dec. 2017</td><td>Training sessions</td><td>Trained professionals</td></tr><tr><td>Primary school</td><td>18</td><td>240</td></tr><tr><td>Secondary school</td><td>53</td><td>1 106</td></tr><tr><td>Intermediate vocational education</td><td>64</td><td>1 168</td></tr><tr><td>**Total**</td><td>**135**</td><td>**2 514**</td></tr></table> Period: Jan. 2018–June 2019 PM
Evidence and evaluation	Before beginning work, participants have a consultation with one of our ambassadors. They address questions, determine the needs (what is to be taught or highlighted), etc. Every training session is evaluated by participants as well as by trainers. After the training session, a follow-up meeting is set up by the ambassador, where any remaining issues are discussed.
Sustainability and transferability	The whole approach is fully subsidised by the government (collaboration between the ministries of education, social affairs and justice). The practice is actively applied in 18 municipalities with pressing problems related to radicalisation and youth. However, if required,

	schools outside these municipalities can receive the same support if requested.
Geographical scope	Netherlands
Start of the practice	Phase 0: September 2015 pilot of two municipalities Phase 1: January 2016–December 2017, start work in 16 other municipalities Phase 2: continuation of training programme not limited to specific municipalities, but rather for all interested schools (primary, secondary and intermediate vocational) in the Netherlands. (A separate programme is applicable to higher education and universities).
Presented and discussed in RAN meeting	EDU Workgroup, Prague, 25–26 November 2015
Relation to other EC initiatives	None
Organisation	The School & Safety Foundation (Stichting School & Veiligheid) supports schools (primary, secondary and vocational education) to establish and safeguard a safe social learning environment. We do so by providing up-to-date information and expert advice through our website and our helpdesk. Our website (http://www.schoolenveiligheid.nl) and our helpdesk are the starting points for every professional whose job it is to develop a safe social (learning) environment at their school and in the classroom.
Country of origin	Netherlands
Contact details	Address: Zwarte Woud 2 3564 SK Utrecht Netherlands Contact person : Fleur Nollet Email : f.nollet@schoolenveiligheid.nl Telephone: +31 302856705 Contact person: Nathalie Vriezelaar Email: n.vriezelaar@schoolenveiligheid.nl Telephone: +31 646836593 Website: http://www.schoolenveiligheid.nl
Last update	2018

Name of the practice	2.5.27 *Holding Difficult Conversations*
Description	A one-day workshop for teachers and other frontline public-sector workers. Holding Difficult Conversations equips beneficiaries with the skills and confidence needed to understand and challenge prejudiced or discriminatory attitudes and behaviours, and to hold difficult conversations on hot-button issues relating to identity, belonging, values and group membership. The programme aims to equip practitioners to open up dialogue rather than shut down dissent. Workshops are run for a minimum of 12 people, and a maximum of 30 (with a preference for 20 beneficiaries) recruited from multiple educational or other public institutions. Primary, secondary and tertiary teachers, community workers, youth workers, parole officers and other frontline public sector professionals are all part of the target audience.
Approach	Training first-line practitioners
Target audience	First responders or practitioners Local Community Organisations/NGOs Educators/Academics
Deliverables	One-day or half-day workshops
Evidence and evaluation	Externally evaluated by government-appointed evaluator using split-group random assignment of 217 respondents in control and treatment groups. Determined successful increase in knowledge of causal factors of radicalisation, of how to counter or challenge the phenomenon, the dangers of the Internet, actions to take when concerned about the phenomenon, etc. Delivered to over 1 000 professionals from more than 252 UK institutions. Additional independent external outcomes and process evaluations pending.
Sustainability and transferability	High. Although flexible, delivery is standardised, taking place over a day or half-day in a small setting.
Geographical scope	North of England
Start of the practice	2015
Presented and discussed in RAN meeting	RAN EDU meeting, Manchester, March 2015
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation

	Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive, Great Sankey Warrington Cheshire WA5 1HQ UNITED KINGDOM commissions@foundation4peace.org +44(0)1925 581 231 www.foundation4peace.org
Last update	2018

Name of the practice	2.5.28 *Working with Potentially Violent Loners* (PVL) *in the Care Sector*
Description	Working with PVLs requires expertise on different levels. Generally, a three-stage process is involved among individuals and organisations: from the 'aha'-phase (identification of a PVL) and the 'hmm'-phase (what to do now that we identified a PVL?) to the 'okay'-phase (based on early detection of a PVL, expertise can be applied and developed).

In the 'aha'-phase we focus on awareness of the existence of the target group within the mental healthcare caseload. Together we explore the social context of intended extreme violence. We also consider the backgrounds of PVLs as a subject within various professional practices. In the 'hmm'-phase we bring in current affairs, scientific research, and actual experience, and we concentrate on refining the significance of this subject for the field involved. We also address different kinds of PVLs, processes of radicalisation, as well as research on the breeding grounds for processes of radicalisation and early detection. In the third phase ('okay') we explore collaboration with professionals within and outside one's immediate practice or institution. This phase also highlights the theme of 'sharing information', based on the book 'The patient's secret' (Trifier-ISI, 2015).

Themes addressed are:
- demarcation of the PVL group
- breeding ground of radicalisation
- Processes of radicalisation
- forms of intended extreme violence
- jihad and exit travellers
- radicalisation and disorders
- diverse evidence- and practice-based approaches
- model: pathway of intended extreme violence
- sharing of information

Group/team composition:
- Group size is 12-15 participants.
- Participants from disciplines linked to providing care to clients can sign up for these courses, as well as members of multidisciplinary teams involved in interpreting processes associated with clients' behaviour.

Result:
- After completing the workshop, participants have skills and knowledge that allows them to:
- Support colleagues who deal with detection of PVLs in their caseload
- Recognize PVLs and possible links to mental healthcare
- Identify signs of radicalisation
- Refer effectively to specialist care
- Establish an internal network to structure the sharing of expertise with their own organisation |

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

Name of the practice	2.5.29 *Bildmachen — Civic and media education for the prevention of religious extremism in social media* *Workshops and training on media education*
Description	The bildmachen project promotes critical media literacy among adolescents and young adults. It challenges religious extremist narratives and encourages alternative perspectives and approaches to issues of everyday life, identity, religion and ocio-political activity. Workshops for youngsters and young adults The aim of the workshops is to increase media literacy among youngsters, and strengthen their resilience against religious-extremist content they may encounter online. It focuses on the topics of Islam, anti-Muslim racism and Islamism, in the context of social media and extremist web content. They learn how to fact-check questionable assertions and how to identify Islamic extremist narratives. The workshops also include online content designed by participants to illustrate ways of introducing personal perspectives and experiences into the discussion. Training for educational staff The target audience is educators in schools and youth centres. The training courses provide background information on the content and strategies used by religious extremists. The course makes recommendations for the development and monitoring of approaches to preventive work in social media. The goal is to secure long-lasting media education skills and competences for educators so they can comfortably tackle religious extremist content, both in and out of school. Moreover, teachers and social workers will learn in depth how to confidently engage with controversial topics such as Islam, anti-Muslim racism and Islamism, in a bid to foster resilience of youngsters and young adults.
Approach	Training for first line practitioners Educating young people
Target audience	Educators / academics Youth / pupils / students First responders or practitioners
Deliverables	The practice comprises three workshop modules for youngsters: Critical media literacy, Extremist content and Empowerment. Under these

	modules, the young people develop content themselves, like memes and GIFs. This content is collated on the project's website (in the Hall of Meme on http://www.bildmachen.net/). At the close of 2019, the workshop and training modules will be published on the website.
	As part of the project, there is a study on how young people acquire political and socially relevant information via social media. The results of the study will be reflected in the ongoing project work. Of particular interest is the content teenagers and young adults identify as political, and in particular, extremist, as well as the strategies they adopt when dealing with such information. The study will formulate practical recommendations on addressing extremist content online in educational settings.
Evidence and evaluation	All project activities will be evaluated by the Institute for Media Education in Research and Practice (Institut für Medienpädagogik in Forschung und Praxis — JFF). The evaluation team has developed different indicators with which to analyse the results of the training sessions and workshops. The evaluation report will be published by the end of 2019.
Sustainability and transferability	The youngsters work actively with the trainers on identifying extremist content and on how to respond. The produced content (i.e. memes and GIFs) is made available on an online platform. Educators will be sensitised to topics around Islam, radicalisation and Islamism and will learn how best to engage with young people interested in these topics.
	The project aims to connect locally with networks and institutions, both in and out of school. The online platform ensures a wider dissemination of experiences gained and of project results.
	The workshops and training for educational staff are free of charge.
Geographical scope	The bildmachen project is implemented in Berlin, Bavaria, North Rhine-Westphalia and Hamburg. The aim is to extend the project to other states in Germany.
Start of the practice	The project started in August 2017 and will end in December 2019.
Presented and discussed in RAN meeting	[RAN meeting] RAN EDU, Dealing with fake news and propaganda in the classroom; media literacy in the digital era, Budapest 29-30 November 2017
Linked to other EU initiatives or EU funding	The project is funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth as part of the 'Live Democracy!' programme. It is co-financed by the respective German federal states.
Organisation	The project is directed by Ufuq.de (Civic education and prevention) and is implemented with four partner organisations.
	Ufuq.de is a Germany-based NGO that receives financial support through various government, EU and private grants. This project is

	funded by the Robert Bosch Foundation. Ufuq.de operates at the intersection of education, academia and public debate. It works primarily with youngsters of Muslim and/or immigrant background: it aims to foster a sense of belonging and to empower them to confront 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 the broader public about issues related to Islam and migration in Germany.
Country of origin	Germany
Contact details	Address: ufuq.de Boppstr. 7, Haus A 10967 Berlin Germany Contact person: Canan Korucu Email: canan.korucu@ufuq.de Telephone: +30 98341051 Website: https://www.bildmachen.net
Last update	2018

Name of the practice	2.5.30 *HINDSIGHT*
Description	This is a multimedia product designed to bring together key partners from agencies that work within Prevent. It supports partners to identify early intervention opportunities to safeguard individuals who may be vulnerable to any form of extremism. The product uses a scenario based on a fictitious character and the interactions he has with different multi-agency front line practitioners during his journey towards extremism.
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Authorities Educators/academics Health practitioners
Deliverables	Training modules, DVD and linked workbooks. Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. All facilitators have to receive training. The exercise can be delivered by front line sector.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Hindsight event is evaluated by regional Prevent teams
Sustainability and transferability	Benefits Hindsight has been shown to give partners confidence to discuss issues around sharing information, understanding vulnerability and risk management.
Geographical scope	Across England Wales
Start of the practice	Since 2010 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM)). NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force. Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Last update	2016 and before

Name of the practice	2.5.31 *Bachelor and Graduate*
Description	Operation Bachelor and Operation Graduate are two discussion exercises developed by the ACPO Prevent Delivery Unit to help the police engage with representatives from the further and higher education sector. In addition the exercises will help increase awareness of the Prevent strategy and develop relationships between the police, students and staff. The exercises both use a short film to set the scene and initiate debate amongst participants about what affects the safety and security of students. Links are made between personal safety and the security of the UK, and participants are asked to consider ways in which vulnerabilities should be referred.
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Authorities Educators/academics Youth/pupils/students
Deliverables	Scenario exercises have been developed for these products which include; extremist leaflets found on campus; extremist student society created on campus, raised student tensions as a result of hate crimes; extremist speakers visiting the university and a student who is suspected of viewing terrorist material online. A series of leaflets have been created to assist the discussions. Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by university staff.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Bachelor and Graduate event is evaluated by regional Prevent teams
Sustainability and transferability	Bachelor and Graduate aim to: • Build awareness of the identification and response to vulnerability and radicalisation in a university context • Encourages participants to create a University Independent Advisory group (IAG)
Geographical scope	Across England Wales
Start of the practice	Since 2010 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK*

	police response to Prevent across all 43 police force. *Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	2.5.32 *Internet Safety Toolkit*
Description	The Internet Safety Toolkit is a series of engaging films and animations for young people, which includes advice for parents, teachers and guardians around safeguarding principles. The toolkit aims to provide awareness of the dangers posed to young people from those who seek to exploit their vulnerabilities via the Internet.
Approach	Training for first line practitioners Community engagement/empowerment
Target audience	First responders or practitioners Youth/pupils/students Families
Deliverables	Training modules, DVD Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. All facilitators have to receive training. The exercise can be delivered by front line sector.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each delivery of material from the toolkit is evaluated by regional Prevent teams
Sustainability and transferability	The toolkit has been shown to give partners confidence to discuss issues around the Internet with a range of audiences but particularly young people.
Geographical scope	Across England Wales
Start of the practice	Since 2012 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.* *Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Last update	2016 and before

Name of the practice	2.5.33 *Improving Security by Democratic Participation (ISDEP)*
Description	ISDEP is a 2 1/2 year project based on the EU Commission's Prevent strand of the Counter Terrorism Strategy. Developed in partnership with eight EU Member States, this pioneering training programme is the first of its kind designed to offer consistency and increase awareness of counter radicalisation for frontline practitioners across Europe. ISDEP has developed a training package which will equip front-line practitioners in institutions dealing with vulnerable individuals to recognise, prevent and respond to all forms of radicalisation. The ISDEP training programme will be supported by a comprehensive visual and interactive based e-learning programme. This training platform will be freely accessible over the Internet to front line practitioners in 7 European languages.
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	First responders or practitioners General public Online
Deliverables	There are 10 training modules consisting of numerous interactive exercises and videos. All supported by comprehensive facilitator note. The material has been adapted and translated into 7 languages. There will be an e-learning package.
Evidence and evaluation	Evaluation completed following initial training to trainers from 8 member states across four work sectors of Higher Education, Law Enforcement, Prison & Probation and NGO/Voluntary was extremely positive. As a consequence the material is being adapted and delivered across all 8 member states in each of the work sectors. Training delivered to 100 UK multi-agency Prevent practitioners was again very favourably received. Independent evaluation is built into the project and this is ongoing at present. Results will be available in May 2015.
Sustainability and transferability	The materials are free of charge. Familiarisation and training with the materials is required but at nil cost.
Geographical scope	Currently being delivered across 8 EU member states: UK, Sweden, Italy, Bulgaria, Czech Republic, Germany, Belgium & Netherlands
Start of the practice	ISDEP project commenced December 2012 with first training delivered in January 2014.
Presented and discussed in RAN meeting	Presented at RAN POL meeting, Zagreb - October 2014 Presented at RAN P&P meeting Bucharest – April 2014

	Elements of ISDEP utilised within Radar DNA training
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.* *Financing: This project is EU funded from ISEC*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	2.5.34 *Workshop to Raise Awareness of Prevent (WRAP)*
Description	WRAP is an hour-long, interactive, facilitated workshop based on video content, aimed at frontline staff. The workshop aims to: - increase their awareness and understanding of the Prevent agenda and their role within it; - enhance their ability to recognise potentially vulnerable individuals who may be at risk of radicalisation; - explain how to share concerns leading to a common sense-based response offering support and intervention for vulnerable people; - provide a clear picture of existing risks and threats, both nationally and at local level; - boost their knowledge and confidence to discuss grievances; - raise awareness of key issues as well as means of managing these issues by all agencies, so as to keep citizens safe and prevent terrorist activity; - increase the agency's capacity to prevent violent extremism.
Approach	Training for first line practitioners Delivering alternative narratives
Target audience	First responders or practitioners Educators/academics Health practitioners
Deliverables	The interactive, facilitated workshop uses video content, which is accompanied by a feedback form for the trainer and the delegates.
Evidence and evaluation	WRAP 3 recognises the role of the community in building resilience and connections. Together, WRAP and Channel support the safeguarding processes. The WRAP workshop is regularly revised and updated, to reflect emerging issues and thereby improve the understanding of Prevent amongst the public sector and the community.
Sustainability and transferability	Individuals use the service free of charge, as do local facilitators across the public sector (tailored to meet the needs of the public).
Geographical scope	England, Scotland and Wales
Start of the practice	Introduced to the public in 2007 and revised in 2009 and 2014
Presented and discussed in RAN meeting	Prevent Working Group 2014
Linked to other EU initiatives or EU funding	None
Organisation	Home Office (Government Department) Office for Security and Counter-Terrorism (OSCT)

Country of origin	United Kingdom
Contact details	Email: Prevent.Training@homeoffice.x.gsi.gov.uk
Last update	2018

3 Exit strategies

This approach involves setting up deradicalisation or disengagement programmes aimed at changing extremist worldviews away from embracing violence (deradicalisation), making them end their involvement in violent activism (disengagement), and facilitate their reintegration into society.

Even after the very best of prevention efforts, some individuals still go on to become (violent) extremists. While enroute to that stage, they may fall under the responsibility of security services/police and (in some cases) of judicial and prison services. However, there will most likely come a day when the individual – perhaps after finishing a prison sentence, or when he or she is tired of the movement or is pushed by loved ones to change – needs to be re-integrated into society. Deradicalisation or disengagement programmes may help prisoners charged with violent extremist offences to reintegrate more successfully into mainstream society.

But 'Exit' programmes should not only be offered to individuals who have faced imprisonment. Ideally, imprisonment should be prevented by offering this kind of programmes before the individual undertakes illegal activities. These programmes might therefore be targeted towards individuals in different stages of the radicalisation and engagement process: from those that have strong views and legitimise the use of violence, those aligned with extremist groups but who have not yet undertaken violent extremist activities, to those that have themselves conducted violent extremist or even terrorist attacks.

3.1 Aim

The process of deradicalisation includes cognitive changes in beliefs and values. Disengagement refers to a behavioural change, such as leaving a group and abstaining from violence. It does not necessitate a change in values or ideals, but requires the individual to relinquish the objective of achieving change through violence. Deradicalisation implies a cognitive shift-i.e. a fundamental change in the individual's understanding and worldview. In short, to use the words of John Horgan,[7] deradicalisation and disengagement programmes "are generally directed against individuals who have become radical with the aim of reintegrating them into society or at least dissuading them from violence".

Processes of deradicalisation and disengagement are therefore complex psychological and social processes. In many cases, these processes take place without the help of specific programmes or interventions,[8] but are the outcome of processes and conditions that are pushing the person out of a militant environment and pulling him or her towards a more attractive alternative. The goal of exit interventions should be to reinforce these 'natural' push and pull processes and reduce barriers for disengagement and reintegration. Attempting to measure and isolate the effect of these interventions (particularly in terms of success) is extremely difficult.[9] Such processes can be

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[7] Horgan, J. (2009). *Walking away from terrorism: Accounts of disengagement from radical and extremist movements*. London: Routledge.

[8] Harris, K. J., Gringart, E. & Drake, D. (2017): Leaving ideological groups behind: A model of disengagement, *Behavioral Sciences of Terrorism and Political Aggression*. http://dx.doi.org/10.1080/19434472.2017.1299782

[9] Schuurman, B. & Bakker, E. (2015). Reintegrating jihadist extremists: evaluating a Dutch initiative, 2013–2014. *Behavioral Sciences of Terrorism and Political Aggression*, DOI: 10.1080/19434472.2015.1100648; Horgan, J., &

undertaken through specific programmes and can be delivered across a range of environments at both the individual and collective level. In some cases, deradicalisation, disengagement and rehabilitation programmes will take place in prison or during probation.[10]

3.2 Methods

Deradicalisation and disengagement processes may take place at the individual level when a person changes values and ends involvement in militant activities or at the collective level when a militant group abandon their violent strategy and ends a terrorist campaign (Bjørgo & Horgan 2009).[11] When discerning whether individual or collective intervention would be appropriate it is important to refer back to the aim of the programme, the time-frame and what is achievable. In the context of peace processes or other situations where there are opportunities to influence an entire group (e.g. after a major setback), collective deradicalisation or rehabilitation may be preferable. However, anecdotal evidence seems to indicate that a tailor-made and therefore individual intervention might be more effective. This could include for instance, individual mentoring. Combinations of collective and individual interventions are also possible.

There are also two key types of intervention: material interventions include practical advice or assistance on subjects such as housing, school choice, employment or dealing with the criminal justice system. Immaterial interventions or non-tangible interventions include mentoring, communications and behavioural therapy such as learning to talk about injustice, anger or exclusion; reflecting on behaviour, discussing ideological texts, interacting with "normal" people, etc. Some measures may be a combination of material and immaterial interventions.

Deradicalisation & disengagement programmes can be offered by NGOs or governments, or in combination. The programmes are very intensive (6 months – 1.5 years) involving a range of interventions and forms of help for those exiting extremist groups:
- Individual mentoring and resilience training, for example by working on critical thinking, relationship skills, empathy, self-esteem, responsibility and the ability to self-reflect. Mentoring can be done by a variety of individuals, both professionals and volunteers, depending on the type of person and context (e.g. in prison, outside of prison). An important prerequisite is that the mentor is a credible role model that can build trust with the mentee.
- Specific conversation techniques, motivational interviewing, Socratic dialogue, moral dilemma discussion.
- Family support and community engagement.
- Mental health care and counselling.
- Religious or ideological counselling.
- Help joining up social and economic support for the individual from a range of state and non-state services, such as reintegration development and employment.
- If applicable, removal of tattoos.
- Different tools such as films, books, speakers and visits to specific, relevant locations, arts or sports.

Braddock, K. (2010). Rehabilitating the terrorists? Challenges in assessing the effectiveness of de-radicalization programs. *Terrorism and Political Violence*, 22(2), 267–291. doi:10.1080/09546551003594748.

[10] Neumann, P. R. (2010). *Prisons and terrorism: Radicalisation and de-radicalisation in 15 countries*. London: The International Centre for the Study of Radicalisation and Political Violence.

[11] Bjørgo, T. & Horgan, J. (2009). *Leaving Terrorism Behind: Individual and Collective Disengagement*. London: Routledge.

3.3 Lessons learned

Due to their individualised nature and having to rely on context and environmental cues, exit-programmes are not easy to compare. It is difficult to point out one disengagement or deradicalisation programme that is undisputedly successful (particularly for deradicalisation seeing as the objective is a mental change rather than behavioural). All programmes differ and are adapted to the particular local, political, cultural setting/context in which they are provided.[12] Success or failure is also very dependent on the skills and personalities of those implementing the interventions, as personality and the level of trust has a major influence on the impact. A certain number of insights can however be gleaned from such programmes, as well as preferred practices.

Defining Goals and Strategy
- When undertaking a deradicalisation or disengagement programme the first step is to decide what the goal of that programme is and how it could be measured with some degree of accuracy. For instance, there is a clear difference between dissuading someone from committing acts of hatred and violence or leaving the group (disengagement) and changing a person's belief system (deradicalisation).
- The goals of the programme will directly affect the timeframe for the interaction. Those undertaking deradicalisation and disengagement should in any case expect intensive, long-term engagement from anywhere between six months to two or three years, with gradually decreasing intensity.
- The budget available will also greatly impact the scope of the programme. Goals should be established based on realistic budget projections. In terms of communication, it is important to realise that there might be resistance from the general public to spend government budgets on 'helping' terrorists.

Involvement of practitioners and others
- Some de-rad practitioners work full-time in a dedicated project, others have to deal with radicalised people as part of their caseload; some are statutory staff (e.g. police or prison personnel or municipal employees), while others work in non-governmental organisations.
- It is crucial that staff are properly trained and have specific professional competences (in, for example, psychology, therapy, criminology or social work) and are highly empathetic and understand the point of view of the individual in a respectful manner. The personal qualities of the staff are therefore essential!
- It may be useful to involve former extremists in deradicalisation and disengagement programmes, when it is appropriate to do so, because they have a deeper understanding of and experience with the challenges the individual is facing and thus have more credibility (Christensen 2015). Former extremists (if properly educated) can be mentors during the process, or be called in when the need arises for the programme participant. However, it is important that they have sufficient distance to their past, in time as well as mentally. It is very risky to involve in any mentoring roles people who have recently left the extremist milieu.
- In some cases, especially with youngsters, it can be useful to work with (local) role models (from sports, movies, music etc.). Although it can be attractive, it is not necessary to use celebrity role models, and it may have drawbacks.

Defining Content and Substance

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[12] Koehler, D. (2016). *Understanding Deradicalization. Methods, Tools and Programs for Countering Violent Extremism.* Oxon/New York: Routledge; El-Said, Hamed (2015). *New Approaches to Countering Terrorism. Designing and Evaluating Counter Radicalization and De-Radicalization Programs.* London: Routledge; Veldhuis, T. M. (2012). *Designing rehabilitation and reintegration programmes for violent extremist offenders: a realist approach.* ICCT Research Paper (pp. 1–21). The Hague: International Centre for Counter-Terrorism.

- An important first step is to have a profound understanding of the individual or group involved. Insight into the biographical and social background of the clients should inform first contact.
- Many deradicalisation programmes begin with conversations about respect and how to express feelings and relate to others. The idea behind this is to start the conversation to create confidence, mutual trust and personal commitment, and to build a relationship and share expectations.
- Programmes should focus on social skills and emotional intelligence, in particular in areas of conflict, anger, shame and anxiety. In this respect, group discussions with peers (facilitated by one-on-one settings) are useful, as is using group/circle discussions with the extremist/perpetrator and other relevant actors, like social workers, community members, family and sometimes even victims.
- In establishing trust, programmes are most likely to be effective when they are voluntary – personal commitment is vital. Fundamental to the creation of trust is the establishment of a safe space and full confidentiality.
- Radicalised individuals often have practical problems/questions (housing issues, no job etc.). Support and assistance with these problems helps build a relationship of trust and confidence.

Measures to facilitate individual deradicalisation, disengagement and reintegration should be tailored to the individual's original motivation for joining and sustaining engagement in the militant milieu, as disillusionment over these issues is frequently a source for an urge to disengage and change course in life (Dalgaard-Nielsen 2013, Bjørgo 2011).[13] Exploring and reinforcing push and pull factors, and reducing barriers for reintegration is a suitable approach. As a starting point for dialogue and interventions it might be useful to make a distinction between four main types of militant activists who have engaged for very diverse reasons and who may also become disillusioned for rather different reasons as well: the ideological activists, the drifters and followers, the adventurers, and the angry and frustrated misfits. Keep in mind that these are ideal types and that specific individuals may have traits of several types.[14]

The *ideological activists* are typically resourceful and idealistic. They are primarily driven by commitment to a political or ideological cause, and may even be altruists, concerned about the suffering of others. A useful starting point for dialogue is to explore their sources of disillusionment. They might have started to have ideological and ethical doubts, they may experience that there are contradictions between means and ends, or they may realise that the cause is lost and the goals are unattainable. Some may also have experienced a loss of status, confidence and position within the group. These are all push factors. Possible pull factors may be to explore possibilities for furthering the cause through non-violent means, or to change priorities in life towards other attractive goals and issues.

The *drifters and followers* have joined the extremist scene primarily out of a search for friendship, community, acceptance and protection in a strong group. They are radicalised as a consequence of having joined the radical group rather than as a cause for joining. Their ideological commitment is often rather superficial. Their need for belonging and comradeship is frequently frustrated due to disillusionment with manipulative leaders and by the experience that the relationship within the group is far from what they had expected, characterised by paranoia, backstabbing and distrust rather than by loyalty and true comradeship. By exploring their social and personal needs and their disillusionment and frustrations with the group, these drifters are often the easiest to lead out of extremism. A mentor may help them to find alternative, prosocial communities and networks where

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[13] Dalgaard-Nielsen, A. (2013) Promoting Exit from Violent Extremism: Themes and Approaches, *Studies in Conflict & Terrorism,* 36:99–115; Bjørgo, T. (2011) Dreams and disillusionment: engagement in and disengagement from militant extremist groups in Crime, *Law and Social Change*, 55(4), 8.

[14] This and the following is based on research by Tore Bjørgo (2009, 2011, 2016).

their needs for friendship and belonging may be fulfilled in better ways. Such communities may also offer opportunities to find a romantic partner, which is often the most effective opportunity to find other priorities in life.

The *adventurers* are primarily adrenaline junkies in search of action, violence and excitement. They often have fantasies about a heroic role as "fighter". A possible approach for dialogue is to explore whether they have had an overdose of violent excitement. Was reality as glorious and heroic as they had fantasised about once they have experienced close friends being wounded or killed? Did it make them feel bad to experience the suffering of those they may have harmed? What were the consequences of their involvement in violent extremism for themselves and their families? It may also be worthwhile to explore alternative ways for experiencing excitement and adrenaline rush in ways that do not hurt others.

The *angry and frustrated misfits* are the most difficult cases. They usually come from very problematic social backgrounds and may have a long history behind them of family poverty, violent upbringing, social marginalisation, substance abuse, criminality and violence. For them, joining a militant group may be an opportunity for redemption and a change in life away from their misery and hopelessness. Interventions to facilitate disengagement from violent extremism and rehabilitation into a non-violent life may focus on dealing with their traumas and fundamental problems, criminal justice issues and exploring glimpses of hope for a better life. This is usually a task for trained therapists, social workers and other professional practitioners. And there is much to be done.

Winding Down Engagement

It is difficult to identify one disengagement or deradicalisation programme that is undisputedly successful. Most programmes self-report on results, and self-evaluations tend to be overly positive. As participation in programmes is generally on a voluntary basis, it is difficult to determine whether a positive outcome is evidence that a programme works, or whether it is mainly the result of the participant's strong will to change.

Although copying and comparing programmes is therefore very difficult, they do provide important lessons about those who may be exiting a programme (also known as "after-care"):
- An emphasis on after-care is needed: what happens when people finish a programme and/or are being released. Strategies should be in place so that vulnerable individuals do not feel abandoned or a need to return to their former ideology and beliefs.
- Strategies geared towards creating commitment are needed, such as raising the social costs of re-offending, e.g. through connections with family, community and other pro-social networks.
- After-care can be supported with material inducements in order to facilitate reintegration.
- Social and economic support for the individual could be provided where possible (reintegration, development and employment).
- Help to join up support for the individual from a range of state and non-state services is valuable.

Potential Challenges

Mentors and the other actors involved should be selected with care, based on the individual context. For instance, in a mixed intervention team some professionally trained practitioners are necessary if non-professional actors and formers are involved. This will depend on the client's (or group's) mentality and life situation. Caution should be exercised if introducing non-professionally trained actors, such as community/family members, formers or victims. Such actors must be adequately prepared and supported in order to avoid a multitude of risks.

A recurring discussion in the deradicalisation/disengagement/rehabilitation field is: who is in a better position to implement programmes and measures, governmental or non-governmental practitioners? Some NGO practitioners, such as the Violence Prevention Network which works in Germany with young people imprisoned for ideologically motivated acts of violence, argue that programmes are best run by external, non-statutory practitioners who can act independently within and across public institutions. NGOs have the advantage of not representing "the enemy" (i.e. the government), and may achieve better access and have better opportunities to develop trustful relationships with the clients. When the government is directly involved, they are not necessarily best placed to provide services due to trust and legitimacy issues.

On the other hand, programmes and interventions run by governmental agencies may also have some advantages: In addition to better funding and more resources, they have direct access to decision-making processes and may also offer a range of benefits to the clients, such as better prison conditions, access to job training, housing, social services and other resources. The Danish Police intelligence Service, which runs interventions on Disengagement and Critical Aftercare, argue that their main advantage is their close collaboration with the ordinary police, who in turn work closely with municipalities, social services and schools on reintegrating former criminals as well as former extremists. As a police agency they can mobilise and draw on a broad and powerful structure for crime prevention and social integration.

In contrast, NGOs have few none tangible benefits to offer. However, this may also be an advantage for the NGO programmes as their clients tend to be less motivated by external benefits and more by an internal drive to change their lives. The distinction between governmental and NGO based programmes is not clear-cut. Most NGO programmes work in close collaboration with prison authorities, social services, the police and other governmental agencies, and are funded by the government. Some programmes run by governmental agencies make use of non-governmental personnel, such as in the role of mentors. NGO programmes and practitioners may benefit from being supported by governmental staff and quality assurance measures. It seems that the choice between a governmental employee, an NGO worker or a non-statutory practitioner or former is dependent on the degree of trust in government/authorities within each country. In countries where trust is high, governmental practitioners are more often employed. However, trustful relationships are to a large degree dependent on the personal qualities of the practitioner – governmental employee or not.

Another ongoing discussion concerns the importance of addressing ideology as a main issue in exit counselling and at what stage in the process ideology should be brought up. Some projects, both among those directed towards militant Islamists as well as towards right-wing extremists, have put a great emphasis on debating or confronting the ideological views of the clients.

For EXIT-Germany, the core of their philosophy is that "the critical reassessment of the person's past and the dismantling of the radical ideology are absolutely necessary in order to leave a radical milieu. [...] An 'exit' is considered complete by us when a critical reflection, reassessment as well as successful challenge of the old ideology have taken place. They further assert that many of those that contact EXIT explicitly want to discuss (neo-Nazi) ideology. Obviously, some of them mainly want to convince the Exit workers that they are wrong but some actually want to talk because they have ideological doubts and want someone to discuss these issues with and challenge their own views. However, EXIT-Germany emphasises that discussing ideology is only one part of a counselling process. Done the wrong way, confronting ideology will be counter-productive.

EXIT Sweden, which also works with people coming from the neo-Nazi scene, employs a rather different approach. They claim that when individuals make contact with EXIT they are often not receptive to opening up their worldview at that stage. If the Exit workers start up by addressing

ideology early on, it will often lead to a confrontation and distrust. Instead, the mentors try to build a working alliance, based on a psychotherapeutic approach. By developing a trustful relationship they can gradually work on other issues. A main approach is to train the client in meeting other people and handling new relationships and situations in ways that are different to when they were in the white power movement, thereby making them less dependent on their former need for power and control. Gradually, their extremist ideology and worldview does not make sense any more.

This chapter introduction was written and edited by Tore Björgo.

The author interviewed several practices during the writing of this chapter, and valuable insights from these were included in the text. The author would like to thank Robert Örell, Exit Sweden; Fabian Wichmann, Exit Germany; Judy Korn, Violence Prevention Network (Germany); Michael Seest, Danish Police Intelligence Service (PET).

3.4 Practices

From EU Member States around Europe, the following de-radicalisation and disengagement programmes are presented:

- Association for non-violent communication
- Account trust – success together
- CAPREV — The disengagement/re-engagement path
- Cultures Interactive - Fair Skills
- Danish Ministry of Social Affairs - Back on Track
- Danish Security and Intelligence Service (PET) - Disengagement and Critical Aftercare from Syria
- Entr'Autres association
- EXIT S.C.S. onlus (Exit, cooperative social enterprise onlus)
- Fryhuset - Exit Sweden
- Fryshuset youth centre - Swedish method of working with formers in Exit work
- HelsinkiMissio - Aggredi programme
- Jump - Exit work located within the social space
- National Police Directorate Norway - A guide to police empowerment conversations
- Race on the Agenda (ROTA) - Restoring Relation Project (RRP)
- RIVE (Research and Intervention on Violent Extremism)
- The National Corps of Mentors and Parent Coaches
- The Unity Initiative
- Violent Prevention Network - Advice Centre Hessen
- Violent Prevention Network - Taking Responsibility
- ZDK - EXIT Germany

Name of the practice	3.4.1 **Success Together**
Description	A Community and Wellbeing Approach to Supporting Tamil Militants Success Together was a one year project that worked more broadly to support the interests and needs of Tamil families affected by the civil war in Sri Lanka. A specific part of Success Together involved working with radicalised - former - Tamil militants. In particular, those who are radicalised, continue to organise, meet and collect funds around a military separatist agenda. The project brought together professionals, including trained counsellors, legal advisors and those involved in community work. By working collaboratively with a local community centre opportunities were presented for direct engagement with those involved in radical activities. Therefore, by taking a holistic approach to working with the different professionals, community members and those affected, broader issues of an individuals' welfare in addition to diversionary activities (employment, training) could be considered and accounted for whilst simultaneously ensuring the provision of psychological support. The provision of appropriate psychological support was intrinsic to Success Together. The project incorporated culturally adapted (with eastern framework) cognitive therapy by trained psychologists delivered in mother tongue. Participants stressed these necessary adaptations from more formal western mental health interventions facilitated their participation. The combination of activities and psychological provision consequently led to reduced levels of social isolation, improved well being and the development of counter narratives to the groups organising around a military separatist agenda.
Approach	Exit strategies Community engagement/empowerment
Target audience	Formers Victims of terrorism Health practitioners
Deliverables	No concrete deliverables produced.
Evidence and evaluation	Presently working with University of East London, Department of Psychology to evaluate project.
Sustainability and transferability	This project would need to be assiduously replicated owing to the cultural adaptations which have been incorporated. What has made this project work is having appreciation for the culture of Tamil

Name of the practice	3.4.2 *Work with people who commit violence or have an experience of violence*

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

Description	The Association for Nonviolent Communication works with both adult and young perpetrators of violence.

Work with adult perpetrators of violence focuses on violence in the family as well as intimate partner violence. It combines group sessions (social skills training) with individual sessions, depending on individual needs. Social skills training is carried out through 24 group meetings as well as individual counselling sessions. The content is concentrated on subjects of respect, violence, human rights, gender equality and responsible parenthood and partnership.

Young perpetrators of violence have the option to either join a group called 'I have a choice' or attend individual counselling sessions. The group offers adolescents a safe place to express their ideas, opinions, beliefs and doubts without fear of rejection, threat or blame. This group puts across a clear message to adolescents that violence is never acceptable or justifiable.

Parental Skills Training, a programme initiated in 2015, targets adults who neglect or inflict violence towards children as a result of their beliefs, patterns of behaviour or lack of parenting skills. Parents involved in parenting skills training learn to recognise their own patterns of violence, change them appropriately and take responsibility for their behaviour. The training includes 24 weekly meetings, each lasting 2 hours.

The Association for Nonviolent Communication opened its first Safe House for Women and Children, Victims of Violence, in December 2004, and the second in September 2008. The safe house provides housing for 8 adult women, with or without children (male children are welcome till the age of 15). The housing is limited to a 1-year period of time. During this period, women are offered support to help them recover from their experience of violence, and to be able to take life decisions in a safe and caring space.

The programme Safe Accommodation for Women and Children, Victims of Violence, was created in response to the need of victims of violence for new forms of safe accommodation. The programme is unique in the network of already existing accommodation services providing various types of safe spaces (e.g. for women with sons over the age of 15 or women whose personal circumstances prevent them from following the rules of residence in a safe house).

Children and youth who have experienced violence can also join the programme titled 'Gatherings'. Regular meetings with trained volunteers provide a safe environment in which to nurture violence-preventive attitudes. The goal is to offer children the chance to build a positive relationship with an adult — an experience of trust and respect.

The Association for Nonviolent Communication also holds preventive workshops for children and young people. The goal is to cultivate zero tolerance to violence and instil a belief that good interpersonal relationships can only exist when everyone's human rights are respected. The workshops concentrate on recognising and preventing violence as well as fighting discrimination, and promoting equality and human rights.

Moreover, the association runs awareness-raising campaigns, |

	seminars, discussions and training sessions for professionals, and has been also very active in promoting the human rights of refugees and asylum seekers in Slovenia.
	The association's deradicalisation work is integrated into all the above-mentioned programmes, especially those targeting perpetrators of violence, as this group exhibits particular risk factors for violent behaviour (certain stereotypes and radical beliefs about others, frequently in relation to gender roles).
	The principle is that society (and, it follows, deradicalisation organisations) should hold perpetrators accountable for their actions and help them turn around any violent behaviour and reject dysfunctional ideals.
Approach	Exit strategies, social skill trainings, counselling, workshops
Target audience	Youth/pupils/students Families General public Professionals Perpetrators of violence
Deliverables	All publications are in Slovenian. 'Guidelines for professionals, working with perpetrators of violence' ('Delo s povzročitelji nasilja — Strokovne smernice in predstavitev dela'): see http://www.drustvo-dnk.si/images/stories/publikacije/2015-smernice_povzrocitelji.pdf online. 'Guidelines for work with children, victims of violence' ('Nasilje nad otroci — Strokovne smernice za delo z otroki, ki doživljajo zanemarjanje in/ali nasilje'): see http://www.drustvo-dnk.si/images/stories/publikacije/2015-smernice_otroci.pdf online. 'I can do differently: A guide for people who want to stop committing violence' (Zmorem drugače: Priročnik za osebe, ki želijo prenehati s povzročanjem nasilja): see http://www.worldcat.org/title/zmorem-drugace-prirocnik-za-osebe-ki-zelijo-prenehati-s-povzrocanjem-nasilja/oclc/974817002online. 'Preventing and recognizing child sexual abuse — frequently asked questions and answers' (Preprečevanje in prepoznavanje spolnih zlorab otrok — Najpogostješa vprašanja in odgovori nanje): see http://www.drustvo-dnk.si/images/stories/publikacije/2017-preprecevanjeinprepoznavanjespolnihzlorabotrok.pdf online.
Evidence and evaluation	Certain methods of violence prevention have proved successful in the past: workshops for children and youth, seminars for professionals and other methods of raising awareness amongst members of the general public. However, there is an explicit lack of prevention programmes as well as of initiatives for financing these programmes. Furthermore, since violence adversely affects society in general, the principle of zero tolerance to violence should be integrated into the national school programme. We evaluate all our programmes using different questioners. We also

	look at feedback from victims of violence and examine the rate of users who have joined programmes on the recommendation of friends and/or former users. The programmes have proved to be meeting their goals.
Sustainability and transferability	The Association for Nonviolent Communication is one of just a few organisations in Slovenia that offers professional individual and group counselling for young and adult perpetrators of violence. In 2016, the association worked with more than 500 individuals who committed violence. The association has also held extensive training sessions for prison practitioners and practitioners in youth detention centres.
Geographical scope	Slovenia, in all regions
Start of the practice	The Association for Nonviolent Communication was founded in 1996, and has since provided programmes for both perpetrators and victims of violence.
Presented and discussed in RAN meeting	RAN Derad, 8-9 July 2013, Ljubljana
Linked to other EU initiatives or EU funding	Links to Work with Perpetrators European Network (WWP), European Women's Lobby (EWL) and various other international projects.
Organisation	The Association for Nonviolent Communication (Društvo za nenasilno komunikacijo) is a non-governmental, non-profit and humanitarian organisation dedicated to the prevention and reduction of violence and its consequences. It was founded in 1996, being the first non-governmental organisation in Slovenia to provide programmes targeting both victims and perpetrators of violence. The association is financed chiefly by the Slovenian Ministry of Labour, Family and Social Affairs, local communities and the Foundation for Funding Disability and Humanitarian Organisations of Slovenia (FIHO).
Country of origin	Slovenia
Contact details	Address: Linhartova C. 13 1000 Ljubljana Slovenia Contact person: Katja Zabukovec Kerin Email: katja.zabukovec@guest.arnes.si Telephone: +386 14344822 Website: http://www.drustvo-dnk.si/ http://www.drustvo-dnk.si/en.html https://www.facebook.com/drustvozanenasilnokomunikacijo/
Last update	2018

Name of the practice	3.4.3 *The disengagement/re-engagement path*
Description	The 'Centre d'Aide et de Prise en charge de toute personne concernée par les Extrémismes et Radicalismes Violents' (CAPREV) can help individuals disengage from radicalisation.

To achieve this, social workers must identify what motivated the individual to join a radical movement in the first place. The social worker must work alongside the individual, offering guidance and support in a joint effort to subsequently identify protective factors as well as resources available to guide the intervention.

The social worker supports the individual as they reflect on the path that led to radicalisation for that individual, and then to redefine this personal trajectory. The social worker must accompany the individual as they work to grasp the scope and impact of violence on society, on one's family and on oneself. The social worker also guides and supports the individual as they seek answers and comprehension of their predicament.

CAPREV provides a greater degree of social inclusion for such individuals: by engaging in different areas of life (schooling, employment, relationships, family, etc.), they can help the individual find a place and sense of identity within society. CAPREV also works to rehabilitate individuals by creating a new, positive social network around the person.

In helping individuals on the path to disengagement, whether voluntarily or as a condition of probation, CAPREV is inspired by the criminological concept of desistance and its accompanying process. Desistance is based on the development, exploitation and optimisation of social capital and human capital.

It is the social worker's job to initiate, support or promote this process of desistance, depending on the individual circumstances of their client. The intrinsic consequence of desistance is the cessation of delinquent behaviour, which thereby also prevents recidivism. |
| **Approach** | Exit strategies

Community engagement/empowerment |
| **Target audience** | Violent extremists

Families |
| **Deliverables** | N/A |

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

	structural support to institutions and public interest organisations of the Wallonia-Brussels Federation through provision of information resources, tools and training; - the Center for Assistance and Support for People Affected by Violent Radicalism and Extremism (CAPREV).
Organisation	[Governmental institution CAPREV is the contact point for individuals tackling a violent radicalism issue and the Wallonia-Brussels Federation. It has multiple missions: - to provide general information on the problem and on the means of prevention and care, as well as targeted information on specific situations; - to direct people to the relevant 'local' network, taking into account service, missions and goals as well as the ethical principles of these partner services; - to build a network of partners with a confirmed local presence; - to develop action research to update practices and accompanying actions in line with the resulting hypotheses; - to ensure individual and personal accompaniment of individuals close to someone who are concerned by the issue of violent radicalism and extremism, or individuals and professionals directly concerned by a situation of violent radicalism and extremism.
Country of origin	Belgium
Contact details	Address : 66 rue de Bonne 1080 Brussels Belgium Contact person: Benjamin van Cutsem Email: Benjamin.vancutsem@cfwb.be Telephone: +322 3625379 Website: https://extremismes-violents.cfwb.be/
Last update	2018

Name of the practice	### 3.4.4 Fair Skills – youth cultural peer training – and the European Fair Skills approach
Description	The Fair Skills (FS) practice has recently been implemented as a European Fair Skills (EFS) approach in three eastern European countries. It is financed by the 'Prevention of and fight against crime' (ISEC) programme and the Directorate-General (DG) for Migration and Home Affairs. The practice reaches out to young people from various at-risk communities, brings them together in one external facility, and trains them as youth-cultural workshop facilitators in a peer-learning setting (three one-week workshops). These peer-facilitators then return to their communities, form FS youth teams and hold workshops themselves, while being coached by the Cultures Interactive (CI) FS team. In their home communities, the FS peer-facilitators will be assisted by local development round tables in which the CI brings together local and national stakeholders to raise awareness of the project and its objectives, and seeks to raise community support.

The FS method combines the following: (i) facilitated peer-learning in youth-cultural activities with experts (e.g. rap/slam poetry, breakdance, skateboarding, comic/graffiti/visual design, DJing, digital music production and others); (ii) civic education/pedagogical anti-bias and mediation exercises; and (iii) psychologically based self-awareness group-work. Hence, (youth) cultures are engaged in a way that has interactive, preventive, and deradicalising/rehabilitative impact, with challenging groups of young people at risk of turning away from the school system and from mainstream society altogether. In this way, the FS method systematically supports participants' emotional intelligence, social skills and biographical and political awareness, and delivers specific non-violence and mediation methods, enabling young people to informally promote civil society values and skills in their communities.

Between 2015 and 2017, the FS method was successfully implemented in the Czech Republic, Hungary and Slovakia, in the ISEC project 'European Fair Skills (EFS) — De-radicalisation Training for Peer Role Models and Youth Workers' (http://europeanfairskills.eu/). The EFS project was financed by the ISEC programme (DG for Migration and Home Affairs) and the Federal Agency of Civic Education, Germany.

The main inspiration behind the EFS project is the pressing need to prevent the spread of right-wing extremism and similar forms of group hatred, militias and populism, in eastern Europe in particular.

Safeguarding young people from these kinds of risks has become crucial today. On the one hand, this threat to peace and human rights is rapidly increasing, and on the other, the EU's current rhetoric for countering violent extremism (CVE) isn't helpful for central and eastern European countries. In EU lingo, right-wing extremist group hatred is now barely called by its proper name — rather, with unfortunate lack of clarity, it is indirectly referred to as 'polarisation'.

Even more worrisome is the fact that the extremism issue has sometimes been publicised by the EU in eastern Europe with a focus |

	on so-called Islamism. This, however, is counter-productive: Islamism poses minimal risks in this region, and the EU extremism narrative effectively fuels the populist parties' zeal for venting anti-refugee propaganda, thus indirectly supporting group resentment.

The EFS project developed and implemented the following new FS activities.

- LocalDerad training programme: LocalDerad training is an integrated concept for dealing professionally with right-wing extremism and group hatred via youth work, youth welfare, and community work. LocalDerad trained professionals to strategically tackle various forms of discrimination, group hatred, and violent behaviour among young people in youth work settings (http://europeanfairskills.eu/activities.html).

- FS train-the-trainer courses: participants (youth workers, educators, peer trainers) were taught to implement the CI's FS activities and adapt them to the needs of their work environments and local circumstances. These courses focused on illustrating opportunities inherent in the youth culture concept that can help to sustainably prevent group hatred and violent extremism. They taught strategies and methods for non-formal and process-oriented civic education. A critical yet accepting frame of mind for facilitators is key to achieving this (http://europeanfairskills.eu/activities.html).

- EFS regional round tables: the round tables included not only youth workers, and in some instances, the young people, but also assembled representatives from governmental and non-governmental institutions at local, regional, and national levels, alongside stakeholders and experts from a variety of relevant fields, and local media. Practitioners met with these representatives and exchanged views — in some cases for the first time — about the region's challenges of group hatred and violent extremism, and about possible interagency collaboration between local actors for prevention and intervention.

- In some instances, a 'governmental advocacy initiative' emerged from the round table meetings, allowing the EFS to engage in more substantial dialogue with key persons of national administrations. The second EFS round table also provided input on the methods and principles of disengagement mentorship delivered by the German Association of Exit Practitioners (developed in recent years with the help of EFS project partner Friedrich Ebert Stiftung) (http://europeanfairskills.eu/activities.html). |
| **Approach** | Exit strategies
Community engagement/empowerment
Youth work |
| **Target audience** | Violent extremists
Vulnerable young people
Local Community Organisations/NGOs
Policy makers
Youth/pupils/students |

Deliverables	The FS methods compendium is available in English. Further deliverables on the EFS website are available at http://europeanfairskills.eu/ online.
	The national FS project from 2009 is documented at http://cultures-interactive.de/de/modellprojekt-fairskills.html online (in German).
	Further papers and deliverables are available at http://cultures-interactive.de/de/fachartikel.html online.
Evidence and evaluation	The CI's practices were evaluated by the Association of Quality Assurance in NGO Work (Phineo) and were awarded the Phineo 'Method-works' certificate in 2014.
	Earlier, the CI's practices were evaluated, received scientific counselling and were showcased by the Federal Model Projects' evaluation and counselling department (attached to government programmes).
	Throughout EFS practice, the CI developed a '(self-) evaluation tool for quality assurance', providing indicators and guiding questions to help evaluate and self-assess a preventing violent extremism (PVE) intervention — and gauge how well its concepts and tools can be transferred to other national settings.
	The quality assurance tool was developed in cooperation with associate partner Phineo Association and the EU Seventh Framework Programme (FP7) research project 'Innovative methods and procedures for assessing counter-radicalisation techniques in Europe' (IMPACT Europe), whose goal is to design strategies to evaluate activities for preventing violent extremism.
	Moreover, self-evaluation and client feedback collection have been and remain a long-standing practice in the CI; they can be used as training modules for young peer-facilitators, who can employ them in their own fledgling peer workshops.
	The practice was presented and received positive feedback in various workshops: RAN Derad, RAN Prevent and RAN Voices of Victims.
	The EFS project (EFS, ISEC, 2015-16) is a partnership with RAN Derad partners from eastern European states (the Czech Republic, Hungary and Slovakia).
	The FS media-practice offshoot EDNA (see EDNA practice) was discussed with RAN@ members on different occasions, and a project partnership focusing on media narratives in CVE contexts was set up between CI/FS and RAN@ member organisations.
Sustainability and transferability	The FS practice is currently being piloted in and adapted to three eastern European states (the Czech Republic, Hungary and Slovakia) in the EFS project (EFS, ISEC, 2015-16). Sustainability is particularly enhanced by the FS element of the 'local development round tables' in the home communities of the young FS peer-facilitators. These round tables bring together local and national stakeholders to raise awareness of the project and its objectives and find community support. The CI's sustainability is enhanced by having been appointed Federal Centre of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia (by the governmental Prevention

	Department) in 2015.
Geographical scope	Germany, in rural, small cities and large city districts. Since 2015, also in eastern EU Member States.
Start of the practice	FS was developed as a three-year Federal Model Project within the government's prevent programme (2009-2011). It has since become the CI's core method, which was also incorporated in the LocalDerad (Hako_reJu), and was transferred and adapted in eastern European states (the Czech Republic, Hungary and Slovakia) in the ISEC project EFS from 2015 onwards. FS will be further developed as part of the CI's mission as Federal Centre of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia.
Presented and discussed in RAN meeting	FS was presented in various RAN Derad workshops (mostly Stockholm, Barcelona and Dublin) and to RAN Prevent in 2013; its principle of narrative interaction was presented to RAN VVT in The Hague, 2012.
Linked to other EU initiatives or EU funding'	The Fair Skills practice is a key element in the current EU project 'Central and Eastern European Network for the Prevention of Intolerance and Group Hatred' (CEE Prevent Net) (Oct. 2018 - Sept. 2020), funded by the DG Justice programme 'Rights, Equality and Citizenship', under the priority 'contributing to prevent and combat racism, xenophobia and other forms of intolerance'. Prevent Net works with nine central and eastern European partner organisations from seven countries, and will include peer evaluation; it is co-funded by the Visegrád Fund, the Democracy and Human Rights Education in Europe (DARE) network and the German national Prevent programme 'Live Democracy!'. CI is a member of: - the European Network of Non-Violence and Dialogue (ENND) - DARE - the European Network of Deradicalisation (ENoD) - IMPACT Europe - the European Experts Network in Terrorism Affairs (EENeT), run by the Federal Criminal Police Office in Bonn/Germany - the European Platform of Deradicalising Narratives (EDNA). The CI has (associate) partnerships with: - the European Forum for Urban Security (EFUS) - the Global Counterterrorism Forum (GCTF). In similar European contexts, the CI cooperates with: - the Transnational Threats Department (TNT) of the Organisation for Security and Co-operation in Europe (OSCE) - the Friedrich Ebert Foundation (FES) - the Robert Bosch Foundation, the international stipend programme 'Civic Education in Action for practitioners from Eastern Europe'.
Organisation	'Cultures Interactive e.V. (CI) — Intercultural Education and Violence Prevention' is an NGO that works both in prevention and first-line deradicalisation with at-risk young people that engage in or have shown susceptibility to violent right-wing extremism or ethno-nationalism/religious fundamentalism, or to xenophobic, racist, and

	other forms of hateful and exclusionary behaviour. In 2005, the CI tackled right-wing extremist/neo-Nazi subcultures which emerged in East Germany after reunification. Since 2008, the CI has also worked in inner-city districts suffering from migration-related ethnic and religious radicalisation and hate crime. The CI's Federal Model Projects and EU-ISEC and EU research projects focused on developing methods for prevention and rehabilitation work with high-risk youth populations which have largely been failed by existing measures. Methodologically, the CI approach for prevention and deradicalisation combines youth-cultural creativity workshops with civic education and psychologically based self-awareness group work. The CI also provides gender-specific and gender awareness methods (WomEx), and offers advanced training in methodology for youth work practitioners, to enable them to proactively and efficiently handle incidents of hate speech/crime and extremist indoctrination/recruitment (LocalDerad). The beneficiaries and partners of such CI interventions are schools/teachers, youth centres, street/youth workers, prisons, local authorities/police, communities and local press/media — especially around social hotspot areas. In 2014, the CI began work in eastern EU Member States, and started acting as co-chairing organisation for the RAN working group on Deradicalisation, comprising an EU-wide first-line workers' organisation involved in deradicalisation processes for all forms of extremism, including religious extremism and gangs. In 2015, the CI was appointed a Federal Centre of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia (by the government's Prevention Department).
Country of origin	Germany
Contact details	Address: Cultures Interactive e.V. Mainzer Str. 11 12053 Berlin Germany Contact person 1: Anika Posselius Email: posselius@cultures-interactive.de Contact person 2: Harald Weilnböck Email: weilnboeck@cultures-interactive.de Contact person 3: Oliver Kossack Email: kossack@cultures-interactive.de Contact person 4: Silke Baer Email: baer@cultures-interactive.deTelephone Telephone: +49 3060401950 and +49 3076236862 Website: http://cultures-interactive.de/en/
Last update	2018

Name of the practice	3.4.5 *Back on Track*
Description	Specifically targeted are inmates and remand prisoners, who are charged with or convicted of terrorism and/or inmates vulnerable to radicalisation.
	The aim is to help the inmates – by the intervention of a mentor – to become better at tackling everyday situations, problems and conflicts by:
	• Motivating them to opt for a lifestyle free of crime;
	• Involving the inmates network outside prison (family, friends etc.);
	• Assisting with concrete challenges surrounding release (finding a home, job etc.).
	An important part of Back on Track is also to train mentors to strengthen their competencies in relation to various dialogue techniques, coaching and conflict management skills. The mentors will have mentor coaches who can support and supervise them throughout their work.
Approach	Exit strategies Training for first line practitioners
Target audience	Violent extremists Families Prison/probation/judicial practitioners
Deliverables	In English only a leaflet describing Back on Track
Evidence and evaluation	Around 40 inquiries have been evaluated: in some cases, a mentor course was set up, while in others the inmate was not in the target group or otherwise not motivated to participate.
	Plans and preparations have been made for an EU evaluation and a mentors' evaluation. The project was evaluated qualitatively from the mentors' points of view.
	Back on Track have been presented in two RAN meetings, and Norway has adapted the idea.
	An evaluation report has been published; see http://www.kriminalforsorgen.dk/Admin/Public/DWSDownload.aspx?File=%2fFiles%2fFiler%2fPublikationer%2frapporter%2fEvalueringen+af+projekt+Back+on+Track+-+endelig+version+-+januar+2015.pdf online.
Sustainability and transferability	Back on Track is probably adaptable to the prison and probation services in most countries, since all it requires is the ability to build good relations between inmates, staff and mentors.
	The cost is difficult to define in advance: it depends on the need for a legal framework, the level of education, and how mentors will be paid.
	The Danish Prison and Probation Service are happy to provide additional information.
Geographical scope	Back on Track is implemented in the Danish Prison and Probation Service

Start of the practice	The project was developed from May 2011 to May 2014 and the first mentor courses were established in October 2012.
Presented and discussed in RAN meeting	RAN Prison and Probation.
Relation to other EC initiatives	It was largely funded by the European Union from 2011 to 2014, but is now a part of the general initiatives in the Prison Service.
Organisation	*Back on Track is a governmental project set up by the Danish Ministry of Social affairs and Integration, in collaboration with the Danish Prison and Probation Services.*
Country of origin	Denmark
Contact details	Direktoratet for Kriminalforsorgen Strandgade 100 1401 København k Denmark Morten Hjørnholm Morten.hjornholm@kriminalforsorgen.dk +45 72554986 http://www.kriminalforsorgen.dk/
Last update	2018

Name of the practice	3.4.6 *Disengagement and Critical Aftercare*
Description	For national security-related reasons, PET is paying great attention to individuals returning to Denmark from international war zones like Syria or Iraq. As a part of our broader range of preventive efforts PET coordinates and collaborates with the police and the municipality to re-establish their ties to the Danish society. As part of the Danish Preventive Model for countering radicalisation and violent extremism, PET facilitates, supports and coordinates the activities related to the National Critical Aftercare. Though the practice applies to all individuals on a path toward violent extremism, it has been tailored toward Danish foreign fighters. By training and cooperating with authorities within the Danish crime preventive structures, PET are working closely with the National Police, Social services, Prison and Probation Service and the psychiatric system, supporting a local preventive approach to Foreign Fighters. The aim is to reduce the risk from returning foreign fighters who may have acquired the will and capacity to carry out terror-related offenses in Denmark, including acts of violence, as a consequence of newly adopted networks, abilities to handle weapons and, not least, traumas resulting from their experiences and actions in Syria, Iraq or elsewhere. The particular practice of Disengagement and Critical Aftercare is comprised of two closely coordinated sets of activities that are aimed at pulling foreign fighters away from a path of violent extremism: 1.Disengagement-talks initiated by PET or specially trained police officers in the police districts; 2. Capacity building and advising critical aftercare centers at municipal level, including on casework. In order to minimize the threat of attacks committed by violent extremists, the Centre for Prevention initiates disengagement talks and assists the provision of critical aftercare services that are anchored in the national police districts (called Info houses) and supported by the local municipalities.
Approach	Exit strategies Creating CVE infrastructure
Target audience	Violent extremists Formers Youth/pupils/students
Sustainability and transferability	The Danish practice of 'disengagement and critical aftercare' rests on a social and crime-preventive structure that in large parts is unique to the Danish society. Institutionally, the practice is incorporated in the national social and law enforcement authorities and therefore highly sustainable. A transferal would probably require that the practice is reengineered

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

Name of the practice	3.4.7 *Radicalised individuals follow-up strategy*
Description	In order to face the rise of radicalisation and violent extremism, we developed a follow-up strategy to help radicalised people getting out of jihadist ideology, by strengthening the bonds within the family and reintegrating the individuals into work market and social groups. At least 3 big categories of radicalisation do exist. In order to give the proper answer to each situation, it is essential to identify in a specific situation which type of radicalisation we are dealing with. Only then the appropriate method can be put in place.

The first step when meeting a radicalised individual and/or his family is to assess the individual's radicalisation type and degree. There are 3 major categories:

3- Individuals that are not truly radicalised yet (as understood sociologically) and whose motivations are mostly psychological. They are facing existential deadlock, often related to the psychological situations of adolescence and family crisis.

2- The ones that are in positions of identity breaking, which means that they rejected the national identity, institutions and western values attached to it. Most of them are not following any religious precept, but strongly claim their Muslim identity.

3- Fundamentalist-jihadist individuals, founding their political extremism on religion. This category is the one where individuals can get all the ideological precepts facilitating transition to terrorist acts.

However, the number of people who could commit any violent act is extremely low, even within this third category.

The follow-up method will depend on the type of radicalisation we are facing in a specific situation. Regardless of the type of radicalisation, it is necessary to create a trusty relationship with the parents in order to get results.

3- For first category situations, we will work on strengthening ties within the family and help parents being vigilant about their child's activities. The most important goal to pursue is re-establishing trust between parents and the child. The intervention team will then have to strengthen family skills. Finally, in relation with appropriate organisations, the team will have to offer as soon as possible propositions for professional or scholar reintegration.

2- In this category, strengthening ties within the family will also be part of the follow-up strategy. All along the 3 following steps, the intervention team will set itself the objective of changing the individual's social representations by all kinds of intellectual, cognitive and/or affective methods. At first, it is important to talk as much as possible with the individual, in order to get a deep understanding of his mental universe (most of the time made of anti-western, anti-Semitic and conspiracy theories. These conversations allow us to bring back complexity and critical mind in their elaboration process. In a second time, in a partnership with his family and numerous social workers, we work on deconstructing the mental universe made of victimisation, hate toward society, national identity refusal and western values rejection. In a third time, we try to lock all the entry points to   alafist or any religious dimensions that could lead to an irrecoverable fracture. |

3- Regarding this third category, getting an individual "unradicalised" is almost impossible. Nevertheless, for the less radicalised among them, a long-term strategy of divestment, disengagement or "disarmament". It will consist in helping them giving up the idea of leading an armed jihad. Once again, this strategy will be based on strengthening ties with the individual family, especially his mother. We will use this affective lever as a way of giving up the idea of physical violence, dangerous for the individual himself. In order to make this possible, it is important to build strong affective ties and a trusty relationship between the intervention team and the mother on one hand, and between the mother and the individual on the other hand. By doing this, a direct trusty relationship from the individual himself toward the intervention team will be possible. The latter, made out of 3 experts (in human science, islamology and psychology) will be at this point able to feed the individual with meaningful discourses allowing this "disarmament". Each of these experts will have to step in the process at a very targeted time. The third step of social/professional reintegration should automatically come from the individual himself.

Within the first category, the target audience is made of young people between 14 and 20 (an average of 16 years old). They are mostly women and a strong minority of them are from a non-Muslim family.

The second category groups together mostly men, from 10 to 30 years old (average of 23 years old). Most of them are not religious, but strongly claim their Muslim identity. They got in a cultural fracture, covered by victimisation and socio-political ideologies against Europe and western values.

The third category is made of truly radicalised individuals regarding the sociological definition. Men, with an average age of 29 years old, almost exclusively compose this group. They usually have strong radical Islam knowledge. Their alafist ideology is clearly political. The fracture with western values is strongly claimed even if it can be dissimulated under a strategic social integration.

Approach	Exit strategies Family support
Target audience	Families Youth / pupils / students Violent extremists
Deliverables	Entr'Autres association delivers trainings to numerous institutions that could be dealing with radicalised individuals. Training modules and toolboxes are available in French.
Evidence and evaluation	Reintegration is the main qualitative evaluation tool available. Within the first two categories, the effectiveness of our interventions is close to 100%. Regarding the third category, we can get good results in one situation out of two. Reintegration and abandonment of violence are the best we can hope from our point of view. Eradicating the ideology seems almost impossible, unless the situation came at a very early stage.

Sustainability and transferability	This action requires for each situation as many meetings as necessary, with both family and the individual himself. We are still now following situations that came to us more than 2 years ago. As a consequence, local authorities in charge of countering and preventing radicalisation must financially support these follow-ups.
Geographical scope	The practice has been thought and implemented by Entr'Autres. It was first developed at a local scale (Nice) and then extended to many other cities and regions throughout France.
Start of the practice	Entr'Autres association started developing this follow-up strategy since 2013 with local authorities. Since then, Entr'Autres has been chosen by French government to give trainings to numerous national and local institutions.
Presented and discussed in RAN meeting	Entr'Autres representatives Amélie BOUKHOBZA and Patrick AMOYEL had the opportunity to present the organisation actions and methods in several RAN meetings: Manchester: 29-30 of September 2016 Paris: November 23rd 2016 Brussels: 15-16 of March 2017 Nice 2-3 of February 2017
Relation to other EC initiatives	n/a
Organisation	*Entr'Autres association is a non-profit organisation, financially supported by local and/or national subsidies.*
Country of origin	France
Contact details	Address : 4 Avenue Félix Faure 06000 Nice, France Contact person : Dr Amélie BOUKHOBZA Email: amelieb8@gmail.com Telephone: +33658349281 Website: www.entrautres.fr
Last update	2016 and before

Name of the practice	### 3.4.8 _EXIT SCS ONLUS_
Description	In the process of facilitating exit and distancing processes, EXIT uses intensive one-on-one settings. Facilitators employ empowering, coping and reflecting strategies in order to psychologically strengthen clients' self-esteem and resilience. Voluntary engagement on the side of the client is a methodological prerequisite, while motivational interviewing may be held in the lead-up towards a full exit facilitation. Practitioners will consider the level of engagement of the client and determine the best activities to improve or motivate change. The base principles of this work are characterised by psychological and psychotherapeutic interaction principles like empathy, trust and work-relationship building, as reflected by the EXIT practitioners. At the same time, some EXIT practitioners share the knowledge and experience of their clients, being former members of cultic and violent extremist groups — which also sometimes renders them more credible messengers. On another level, measures are applied to enhance critical thinking. In EXIT's work, critical thinking methods focus primarily on abusive group issues, but on occasion, they may also cover issues of prejudice, racism, xenophobia and ethnic/cultural polarisation. At the same time, counselling and information for high-demand groups' issues is provided, as well as legal and medical advice. Generally, we avoid discussions and debates that usually result in the same opinion prevailing. EXIT is also engaged in training people in close contact with violent extremists.
Approach	Exit strategies Training for first line practitioners
Target audience	Violent extremists Formers Health practitioners Families First line responders or practitioners Prison/probation/judicial practitioners
Deliverables	EXIT has produced several handbooks on bullying and discrimination at work, psychological manipulation and others.
Evidence and evaluation	EXIT's work can facilitate exiting from manipulative environments, and it is intended to minimise and prevent the initial states of radicalisation that may draw individuals to become increasingly involved in coercive and manipulative environments. There is enough evidence that preventive action can achieve satisfactory results.
Sustainability and	EXIT is engaged in a number of projects at national and European level.

transferability	
Geographical scope	North-east Italy
Start of the practice	Although most of the professionals who founded EXIT had collaborated in other capacities previously, in 2011 they decided to set up EXIT SCS ONLUS, as a means of running projects for public institutions. EXIT's work has thus far been focused chiefly on discrimination and violence in environments such as work, religious groups, one-on-one and psychologically abusive group relationships. EXIT has recently brought in specialists who provide counter violence interventions.
Presented and discussed in RAN meeting	The EXIT multidisciplinary group of professionals has been presented to RAN DERAD since the first Stockholm meeting in 2012.
Linked to other EU initiatives or EU funding	EXIT is one of the co-beneficiaries of the EU project 'Raising awareness and staff mobility on violent radicalisation in prison and probation services' (RASMORAD) financed by the EU programme Horizons 2020.
Organisation	EXIT SCS ONLUS is a social enterprise founded in 2011. The cooperative works mainly with public institutions. Among its current professional staff are a lawyer, a psychotherapist, an educator, family mediators, a psychiatrist, and specialists in countering violence intervention. Mission The organisation's mission is to design and manage social assistance services for issues of abuse and harassment (e.g. bullying or domestic violence), by setting up aid centres and information helpdesks, organizing informational and awareness activities, and offering educational and rehabilitation services (such as self-help groups), empowerment activities, workshops, and evaluation activities for workers with stress-related concerns. The organisation also engages in prevention services, assessment and diagnosis, measurement of well-being and quality of life in various domains (work, school and family). Activities and recipients of services: - workers who consider themselves victims of harassment and physical and mental bullying, and those individuals and families living in a state of distress as a result; - victims of domestic violence and their families; - victims of bullying and their families; - members and former members of cultic groups and their families; - violent extremists and their families; - practitioners in close contact with violent extremists, e.g. social workers, mental health professionals, workers of the justice system. Main activity Since its setup in 2011, the organisation has managed the aid centre for harassed workers, Antimobbing of the Province of Udine, and the Tolmezzo Information Help-Desk. Since 2012, the organisation has been included in the European Commission working group, Firstline Deradicalisation Interventions and Practitioners (RAN DERAD) to counter violent extremism, and has participated in several meetings held in European cities.

	Since 2013, it has been responsible for the professional consultations for the Family Support Center of SOS ABUSI PSICOLOGICI. EXIT is now involved in an EU project carrying out research on prisons.
Country of origin	Italy
Contact details	Address: Via ROMA n. 42 33100 UDINE (UD) Italy Contact person: Cristina Caparesi Email: exitonlus@gmail.com and c.caparesi@gmail.it Telephone: +39 432504129 and +39 3384440566 Website: http://www.exitonlus.it
Last update	2018

Name of the practice	3.4.9 **Exit Sweden**
Description	Exit provides hands-on individually targeted support to those who want to leave white power/neo nazi environments behind. Exit offers personal meetings, provides a contact person (if needed available 24/7) and assists in contacts with governmental agencies. Exit cooperates with housing corporations, the police, social services, other legal entities and family and friends of those who want out. Exit also offers counseling to parents, siblings, partners and others close to its clients. The work is tailor made due to the specific situation of the individual client, but usually focus on building a new social identity outside of the previous extremis identity. Activities can vary from social activities and social training, to very direct hands-on engagement with moving, tattoo-removal, contact with different authorities, etc. The length of our work differs depending on the situation, usually from between a few months up to a couple of years. Exit has existed since 1998. Some of those who have left white power/neo nazi environments through the support of Exit now work for the project, building on their own experiences and deep understanding of what it means to leave such environments behind. Other activities of Exit include capacity building in municipalities, schools and non-profit NGO's working with the target group. In 2010 Exit expanded to Passus, building on the methods and experiences of Exit, targeting individuals who wants to disengage criminal gangs and networks. During the last years Exit has been involved in international spreading, assisting NGO:s, governments and international organizations to understand, create and build Exit programs around the world. For more information, see http://exit.fryshuset.se/english/ For a presentation of Exit by the head of organization (verksamhetschef), see https://www.youtube.com/watch?v=CNIgKsb1QbA

Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Formers First responders or practitioners
Deliverables	In 2012 Exit Sweden produced a theatre play, the Voice of Hate, targeting young people at 14-18 years with the focus on preventing young individuals from joining extremist environments by delivering different perspectives on why people join the white power movement and how an engagement affects the individuals involved in extremism. Exit Sweden has produced two handbooks for first-line practitioners; one for preventing violent extremism, and one for learning about disengagement and interventions with already active extremists. In 2016 the director of Exit Sweden made a TEDx talk on the topic: A way out from violent extremism: https://www.youtube.com/watch?v=CNIgKsb1QbA
Evidence and evaluation	Since the start of Exit Sweden in 1998 they have worked with over 800 individuals (direct or indirect). Exit was evaluated by the Swedish governmental authority for youth affairs in 2010. And in 2015 a PhD in social psychology focusing on what in the work of Exit Sweden leads to change for clients, was published by Roskilde University. The PhD, A question of participation, is available online: https://www.academia.edu/18706530/A_question_of_participation_-_Disengagment_from_the_extremist_right._A_case_study_from_Sweden
Sustainability and transferability	The main objective of Exit Sweden is working with individual support for people wanting to leave violent extremism. The experiences and knowledge of the work is well spread nationally (ex. Trough expansion to Passus working with disengagement from criminal gangs) and internationally and possible to adapt to other regions and groups since the core of the work is based on the individual perspective of each client.
Geographical scope	Sweden
Start of the practice	Exit Sweden started 1998, building on the inspiration from the Norwegian Exit program (operating 1995-2003).
Presented and discussed in RAN meeting	RAN SC, 2012, Brussels (BE) Several RAN EXIT (Derad) meetings and RAN High Level Conferences.
Relation to other EC initiatives	Member of EnoD (European Network of De-radicalisation) Partner in ISDEP (Improving Security by Democratic Participation) Partner in the Erasmus+ Web Walker project
Organisation	*Exit Sweden is a part of the youth centre Fryshuset (a non-governmental organisation). Exit Sweden is funded primarily by*

	governmental grants. From time to time we participate in EU projects funded by the European Commission (such as ISEC, Erasmus+, etc.).
Country of origin	Sweden
Contact details	Mårtendalsgatan 6 Box 92022 120 06 Stockholm Sweden Robert Örell robert.orell@fryshsuet.se Office: (+46) 8 691 72 66 Mobil : (+46) 739 502266 http ://exit.fryshuset.se/english/
Last update	2018

Name of the practice	### 3.4.10 *Swedish method of working with formers in Exit work*
Description	This practice involves former extremists working as exit workers within Exit Sweden. Visualising a 'violent extremism spectrum' (see Figure 1 below) can aid understanding of how this approach works. On this spectrum, –10 represents the most extreme/negative and +10 the most tolerant/positive, with zero being neutral. Former extremists can help bring (violent) extremist up the scale, from –10 to –1, then back to zero and above.

(Figure within the Description cell:)

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 –10          │      0          +10

      Client (–5)   Former as exit worker (–4)
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Figure 1 The violent extremism spectrum

When starting work with a client, it's necessary to know where they are located on the scale. For any one person, hundreds of different scales could be created, e.g. one for social contacts, another for power relations, yet another for tolerance, etc. This means that a client might be classed –8 on willingness to use violence but +5 on social skills. Similarly, formers can also be placed on this scale: this is helpful when determining which individual will be useful at which stage of the deradicalisation process.

For example, to get through to a violent extremist classed at –10, you will need to use someone who has been at that level (i.e. –10) and understands what this means, in order to get the message across.

One should be aware, though, of a certain aspect of using formers in this way: as the client eradicalizin and eventually reaches a level of –3 on radical thoughts, for instance, it may well be possible that they have surpassed or overtaken the former — and another, more appropriate person will be needed to take over.

The former does not have to agree with the client, but they must know what it feels like to be at level –5. Discussions are pitched at around level –4, and critical thinking skills matching that level are introduced. When the client reaches –4, discussions are pitched at –3, etc. In this way, the client gradually moves towards zero.

Another significant aspect needing extra attention is the initial analysis: if this is incorrect, it could have the unintended result of further radicalising the client rather than eradicalizing them. For instance, if a client is mistakenly categorised as –8 when they are actually –3, sending in a former with experience matching level –8 will be counterproductive. The client might feel the need to measure up to the former's level. It is therefore vital that those responsible for carrying out the initial analysis have experience and a deep understanding of exit work.

This approach asks a lot of formers who works with clients. They constantly need to self-assess where they are on the spectrum, and be aware of their own development and path. This assessment can be difficult, and may occasionally backfire. Sometimes, the client's exit process is faster than that of the former assigned to work with them. In such cases, a chain or referrals may be necessary.

This deradicalisation approach can be used in similar ways with both right-wing and jihadi extremists, as well as with people who have joined criminal gangs.

Approach	Exit strategies Training for first line practitioners
Target audience	Violent extremists Youth / pupils / students Formers
Deliverables	This method does not result in concrete deliverables. It has been implemented in everyday work for between 12 and 14 years.
Evidence and evaluation	Tina Wilchen Christiensen carried out an empirical case study in 2015. Christensen, T. W. (2015). *A Question of Participation–Disengagement from the Extremist Right: A case study from SwedenEt casestudie fra Sverige*. Roskilde Universitet. Retrieved from http://www.humanculture.dk/wp-content/uploads/dlm_uploads/2018/04/Phd-Thesis-A-question-of-participation-TWC.pdf Material from each individual client case is also available, but this information cannot be shared.
Sustainability and transferability	The method can be transferred to similar contexts involving formers and extreme/violent groups. In Sweden, it was developed as part of Exit and has since 2010 also been used by our sister organisation Passus, which works with gang members. Educated staff and access to formers are two elements required to transfer this practice.
Geographical scope	Sweden
Start of the practice	2003-2005
Presented and discussed in RAN meeting	RAN joint C&N and EXIT meeting on working with formers June 2017, Bordeaux, France
Relation to other EC initiatives	None
Organisation	Exit Sweden is a part of the Fryshuset youth centre (a non-governmental

	organisation) and is funded primarily by governmental grants. From time to time, Exit Sweden participates in projects funded by the European Commission (Prevention of and Fight against Crime (ISEC), Erasmus+, etc.).
Country of origin	Sweden
Contact details	Address: Exit Sweden Mårtendalsgatan 6 Box 92022 120 06 Stockholm Sweden Contact person: sofia.hegner@fryshuset.se Website: https://exit.fryshuset.se/
Last update	2018

Name of the practice	3.4.11 *Aggredi programme*
Description	Aggredi's main goal is to reduce violence or stop it completely, at individual level. The other goal is to develop working methods for use with outdoor violence offenders.

Aggredi's client work is structured and therapeutically oriented. Work is based on the theory of social constructionism, through the method of dialogical and reflective discussion.

Aggredi's work is impartial: individuals meet with workers, and the services are open to all offenders regardless of their political, ideological, or religious backgrounds. The clients are outdoor violence offenders between the ages of 18 and 49 years.

Clients include:
• those planning school or mass killings
• gang members, right-wing-orientated perpetrators
• offenders across the spectrum of religious extremism. |
| Approach | Exit strategies
Community engagement/empowerment |
| Target audience | Violent extremists
Prison/probation/judicial practitioners
Youth/pupils/students |
Deliverables	A handbook has been produced (in Finnish).
Evidence and evaluation	The National Research Institute of Legal Policy has studied Aggredi's impact on the target groups' criminality (see http://www.helsinkimissio.fi/filearc/71_Aggredi_executive_summary.pdf).
Sustainability and transferability	It is possible to transfer Aggredi's type of work to other countries and local contexts, if the practice follows the basic principles of Aggredi. Our costs (in Finland) are EUR 340 000 per year.
Geographical scope	Finland (Helsinki, Kuopio)
Start of the practice	15 March 2006
Presented and discussed in RAN meeting	RAN Derad, Riga, 16-17 April 2015
Linked to other EU initiatives or EU funding	We haven't been in contact with ENoD for several years.
Organisation	HelsinkiMissio is a non-governmental organisation for social services founded in 1883. Its primary task is to seek, find and help neglected and

	forgotten citizens and to challenge society to take on their social responsibilities. HelsinkiMissio aims to offer help where it is most needed, and is therefore keen to develop existing working methods as well as to create new solutions for the changing needs in society. Today, HelsinkiMissio concentrates on young people, elderly people and people with special needs. Aggredi is financed by VEIKKAUS (a Finnish Gaming Company).
Country of origin	Finland
Contact details	Address: Hämeentie 29 00500 Helsinki Finland Contact person: Petri Salakka, head of team Email: petri.salakka@helsinkimissio.fi Telephone: +35 8414489849 Website: http://www.aggredi.fi
Last update	2018

Name of the practice	**3.4.12** *Exit work located within the social space*
Description	Jump on the one hand aims to improve the sensitivity of professionals (especially pedagogic) and otherwise engaged people within the social spaces in contact with individual right-wing extremists and youth sympathising with right-wing extremist ideologies potentially willing to leave the scene. This is done during interactive, practice-orientated workshops for different target groups (e.g. pedagogic professionals, social workers, staff of job centres, students of educational disciplines) as well as individual and group counselling. We call this "education and counselling". The aimed sensitivity contains the needs and challenges of those irritated right-wing extremists. Linked to this we want to prepare them to "have an eye on" those potential formers, to begin with causing constructive irritation and act as an instance which is forwarding willingly clients to "jump". During the exit-process we refer back to these "signal generators" within the social spaces for assistance in special social work issues (e.g. job, drugs, debt).

In addition we offer to assist those professionals or otherwise engaged people by getting in contact with young people (especially pupils) that are somehow (in the eyes of those who contact us and who don't see themselves in a position to react) beginning to get closer to right-wing extremist thinking or groups. The underlying aim is to react as soon as possible on signs of a (potential) radicalisation of youngsters – not with repression but with pedagogical intervention – before they actually "enter the scene". Even if they nevertheless enter it: to let them know that this is not a path of no return and that there are concrete, reliable people wanting him or her to return. In a long-term perspective we want the professionals to be able to intervene as described without being controlled by uncertainty.

On the other hand jump offers the "exit-assistance" for right-wing extremists and youth sympathising with right-wing extremist ideologies (sympathisers, fellow travellers, activists) willing to leave the scene and the surrounding field. This encompasses: gaining social security (especially in terms of housing, qualification and work) and shaping perspectives for the future; reflecting the experiences (of hate, violence and crimes but also of comradeship and appreciation) inside and outside of the scene, supported by developed methods (e.g. a "scale of self-positioning" and confrontation with and reflection on moral dilemmas based upon a method developed by Lawrence Kohlberg); identifying and handling "trigger-mechanisms" (words, situations, music etc.); developing sustainable courses of action to avoid relapses into mind-sets and acts characteristic to the right-wing extremist scene.

These parts of Jump (strengthening of professionals in terms of their reaction on (de-)radicalisation, reaching young people before entering the scene and exit-assistance for those willing to leave the scene) are strongly linked and aim to counter radicalisation (physically and mentally) and to shape a professional local surrounding, able to unfold a preventive influence, in a long-term perspective. |

Approach	Exit strategies Community engagement/empowerment
Target audience	Youth/pupils/students Violent extremists First responders or practitioners
Deliverables	• comprehensive brochure "TunnelLichtBlicke" • quality standards of the Federal Working Group (BAG) Ausstieg zum Einstieg ("exit for getting started") • training concepts and modules • article in the handbook "Verantwortlich Handeln: Praxis der Sozialen Arbeit mit rechtsextrem orientierten und gefährdeten Jugendlichen" ("Acting responsibly: Practice of the Social Work with right-wing extremistic-orientated and endangered juveniles") • article in the publication "Rechts oben II – Demokratie und Rechtsextremismus in Mecklenburg-Vorpommern" („top right 2 – Democracy and right-wing extremism in Mecklenburg-Vorpommern")
Evidence and evaluation	As mentioned in the description we developed our own methods to evaluate the progress and effects of the individual exit-processes. One of these methods ("scale of self-positioning") is a scale to bring together a subjective grading of the current progress within the exit-process and a more intersubjective point of view of the different issues important to the process of de-radicalisation and exit. This scale is used constantly (every two month, if possible) in combination with a guideline-based interview that includes questions about different fragments of right-wing extremist ideology and group-oriented misanthropy. Jump has been evaluated by the BMAS (federal ministry of labour and social affairs) within the federal program "XENOS – Ausstieg zum Einstieg" and has been selected as one out of five good practice examples. Jump also participates in a constant peer review within the frames of the BAG Ausstieg zum Einstieg and the Nordverbund Ausstieg Rechts (the network of exit-work institutions in northern Germany).
Sustainability and transferability	The approach became part of the policy of fighting right-wing extremism of the federal state of Mecklenburg-Vorpommern and is financed through the national programme "Demokratie leben!" until 2019. The approach or parts of it will be used further in the nationwide acting agency CJD responsible for jump. The approach was also discussed in the network of exit-work institutions in northern Germany (www.nordverbund-ausstieg.de). The institutions of this network try to synchronize their exit work, therefore parts of the approach are used in this process and transferred to the other institutions. A first meeting with the state-operated exit work in Germany was also a possibility to discuss the approach in a broader way. The approach was used in the new established exit-work institution "kurswechsel" in Hamburg within an urban setting.
Geographical scope	Within the whole federal state Mecklenburg-Vorpommern in the North-East of Germany

Start of the practice	The practice was developed between 02/2010 and 06/2012. Since then it is continuously enhanced. Since 2016 the practice was widened to reach young people before entering the right-wing extremist scene. Since 01/2011 it is implemented in Mecklenburg-Vorpommern, since 10/2014 also in Hamburg (a highly urban context). Since 01/2014 Jump is a member of the network of consulting institutions for democracy and tolerance (Beratungsnetzwerk Demokratie und Toleranz www.mv-demokratie.de) of Mecklenburg-Vorpommern and therefore the practice became part of the policy of fighting right-wing extremism in Mecklenburg-Vorpommern.
Presented and discussed in RAN meeting	The practice of Jump has been presented during the RAN Derad regional meeting for the Baltics on 16-17 April 2015 in Riga.
Relation to other EC initiatives	None
Organisation	*Jump is an institution of the Christliches Jugenddorfwerk (CJD) e.V. (NGO). The CJD is a Germany wide agency for child and youth welfare services and educational institutions.* *Jump is financed by the German government program "Demokratie leben!" (Live democracy!) via the federal state of Mecklenburg-Vorpommern.*
Country of origin	Germany
Contact details	Jump CJD Nord Siegfried-Marcus-Straße 45 17192 Waren (Müritz) Germany Samuel von Frommannshausen vonfrommannshausen@jump-mv.de (+49) 3991 63291951 http://www.jump-mv.de
Last update	2016 and before

Name of the practice	### 3.4.13 *A guide to police empowerment conversations (in Norwegian: Bekymringssamtale)*
Description	Dialogue is an important tool, both for resolving conflict and for creating understanding and trust. When children and young people come into conflict with the law, or are at risk of doing so, understanding the reasons behind this is key. It is vital to create an arena for frank expression of all parties involved; gaining an overview of the situation can help parties arrive at a common understanding of the problem. Only then can we start work towards positive change.
	Empowerment conversations have become a useful tool for creating such an arena, in encounters between police and children/young people and their parents (or other legal guardians). The aim of the conversation is to safeguard everyone's interests and reach solutions that benefit the child/young person in particular, but also the parents. This method is recommended when addressing unwanted/criminal behaviour that could progress into a criminal career. It is used in police prevention work in response to unwanted behaviour, and as a means of guiding young people onto a path of reconciliation and consideration. This method is therefore also used in cases showing signs of radicalisation.
	A good conversation involves posing open questions and practicing active listening (i.e. confirming and repeating back what was heard). Clarifications and summaries are an integral part of the process, and there should be no leading the conversation. Pauses (silences) must also be used consciously, to allow children time to think, reflect, conceive and put forward the responses themselves.
	It is essential to set aside plenty of time for the conversation: it must never seem rushed, and children should never be given the impression that they must respond quickly. Children should have the time at their disposal to find their own words to express themselves. Often, these children/young people are not accustomed to being listened to or verbalising their thoughts and feelings.
	Even though the conversation is a dialogue, you must be aware of and state when a limit has been reached. Follow the enforcement pyramid: information — guidance — advice — instructions — warning.
	You must remain unbiased in the conversation, while keeping it from veering off-topic and the focus from shifting. If the child/young person repeatedly tries to shift the focus, you should deal with this head on, and clarify why this is happening.
	Listening is a crucial part of the conversation. It is important to demonstrate that you are registering what is being said by listening actively, i.e. using non-verbal cues like nodding and verbal cues like 'yes', 'okay', etc.
Approach	Exit strategies Family support
Target audience	Families

	Youth/pupils/students
Deliverables	Handbook and training modules at the Police University College in Norway
Evidence and evaluation	The programme has not yet been evaluated nationally or locally in Norway, but the Danish Ministry of Justice has evaluated use of the method in Denmark (in Danish) (http://justitsministeriet.dk/sites/default/files/media/Arbejdsomraader/Forskning/Forskningsrapporter/2013/Rapport_bekymringssamtaler.pdf).
Sustainability and transferability	The handbook is available in English, titled 'A guide to police conversation intervention' (http://www.crime-prevention-intl.org/uploads/media/Bekymringssamtalen_2013_ENGELSK_20_11_2013_nettutgave_02.pdf).
Geographical scope	All 12 police districts in Norway
Start of the practice	Developed from 1998 to 2004. Implemented from 2004. The practice is still active.
Presented and discussed in RAN meeting	RAN POL meeting Madrid 11-12 March 2015, RAN POL meeting, 12-13 April 2018, Rome, Italy (See page 11: https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/ran_pol_police_prevention_and_countering_of_far-right_and_far-left_extremism_rome_12-13_april_2018_en.pdf)
Linked to other EU initiatives or EU funding	None
Organisation	National Police Directorate, Norway. It is financed by the National Police Directorate.
Country of origin	Norway
Contact details	Address: National Police Directorate Postboks 8051 Dep. 0031 Oslo Norway Contact person: Bjørn Øvrum Email: bjorn.erik.ovrum@politiet.no Telephone: +47 41535879 Website: http://www.politi.no/
Last update	2018

Name of the practice	3.4.14 **Restoring Relation Project (RRP): Addressing Hate Crime through Restorative Justice**
Description	RRP was a three year multi-agency partnership project operating within and across deprived urban areas of Southwark and Lambeth in London. RRP worked with white right wing extremists and individuals and groups involved in perpetrating low level racial harassment. By working across project partners, including police, housing, education, the project worked by bringing together both victims and perpetrators to repair harm, seek reparation and build community relations.
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Formers Victims of terrorism
Deliverables	Training was delivered on Race hate crime, restorative justice and multi-agency partnership training to 45 London based organisations (I need to check for a training module).
Evidence and evaluation	Data was collected from victims on the number of repeat episodes of victimisation. Narrative accounts were also collected from those who had perpetrated incidents of harm and those harmed. One report on international evidence based and a report on practices and applicability.
Sustainability and transferability	The practice was not transferred by ROTA to other parts of the UK or to other countries to our knowledge. Similar practices have existed elsewhere for other forms of hate crime. Where organisations operate at a community level and are embedded within that community there is a foundation for aspects of the project to be transferable. In case of a range of organisations that provide other elements of support there is great potential for further components of the model to be transferred (particularly identification and monitoring through housing associations). Aspects of the model have operated in the London borough of Newham on a largely voluntary basis pointing towards a high degree of sustainability. Notwithstanding, for consistency the post of a professional with mediation/conflict resolution skills or that of a coordinator if the aforementioned skills lie elsewhere is necessary.
Geographical scope	London Boroughs of Southwark and Lambeth
Start of the practice	Sept 2006 – June 2009
Presented and discussed in RAN meeting	It has not been presented but examples have been used at various meetings to inform pertinent discussions.

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

Name of the practice	3.4.15 RIVE (Research and Intervention on Violent Extremism)
Description	Research and Intervention on Violent Extremism (RIVE) uses a mentoring approach to achieve disengagement from violent extremism, and social reintegration. The target group is probationers over the age of 18 who have been accused or convicted of terrorist acts, or identified by probation services as radicalised, in the pre- or post-sentencing stage. RIVE is implemented alongside the probation service and in an open environment, under judicial decision. Probationers are not volunteers. RIVE accommodates all types of violent extremism (religious, political, etc.). Participation in RIVE is a judicial obligation and its scope is also defined in criminal code and criminal procedure code: a social, healthcare, psychological and professional intervention undertaken in order to ensure the social reintegration of offenders and the acquisition of the value of citizenship. The exit programme lasts at least 1 year, in order for it to have long-term impact. RIVE's intervention is tailor-made and intensive. The follow-up is specific to each individual, and averages 6 hours a week, combining interviews, social work, reintegration and disengagement support. The intensity of the follow-up is contingent on the probationer's progress and individual circumstances, and is defined jointly with the probation services. RIVE's mentoring approach is implemented by a multidisciplinary team, comprising educators (street educators, with at least 5 years of experience), psychologists, a religious counsellor, a psychiatrist and a criminal lawyer educated to doctorate level. A social worker is responsible for a maximum of five probationers. Once an individual receives a religious, violent, extremism-related conviction, the programme attempts a religious intervention via the religious counsellor. This gives the individual the chance to discuss religiously inspired extremist ideology, but the counsellor never explicitly advocates a position: the aim of this initial intervention is to raise doubts and questions. RIVE also employs a network of researchers and experts: a geopolitics teacher, a theologian, a secularism expert, etc. These experts either train the RIVE team or carry out interviews with probationers, always in the presence of a RIVE team member. None of RIVE's interventions are collective (as per the terms of the public contract). RIVE makes contact with the family and the social network. During the first month, the individual meets the whole team. The first three months are focused on establishing an accurate account of events,

| | responding to probationers' immediate needs and beginning the process of gathering information. After the first 3 months, RIVE uses risk assessment tools (LS-CMI, Vera 2R) and works out a tailored support plan with the individual.

RIVE also sends a report to the probation service. This report is distributed to the mandatory judge. The probationer then signs the document, which becomes a working tool.

In June 2018, RIVE was following up on 21 probationers, and had follow-up planned for 50 persons. |
|---|---|
| **Approach** | Exit strategies

Prison and Probation |
| **Target audience** | Violent extremists

Kies een item.

Kies een item. |
| **Deliverables** | A report on RIVE (a manual of RIVE theory and practice) has been drafted (in French) by psychosocial criminologists (Prof. Martine Herzog-Evans and Massil Benbourriche).

Another report (in French) has been drafted by anthropologist and social worker David Puaud on the specific mentoring approach developed by RIVE. |
| **Evidence and evaluation** | An external evaluation will be undertaken in September 2018, carried out by an independent third party.

RIVE has also drafted individualised impact assessment forms for each probationer.

RIVE evaluates probationers' development on a monthly basis, jointly with probation services. |
| **Sustainability and transferability** | This exit programme is based on a 2-year renewable contract. It started in January 2017.
The French central prison administration has recently decided to extend the RIVE experiment to other French areas; a new public contract has been recently launched. |
Geographical scope	Paris and Paris region
Start of the practice	January 2017
Presented and discussed in RAN	[RAN meeting]

meeting	RIVE's approach has been presented and discussed in: - the Prison and Probation group,' Working with families and social network', Utrecht, 6-7 March 2018 - RAN Exit academy, 'Talking with radicalised individuals in a exit setting', Rotterdam, 25-26 April 2018
Linked to other EU initiatives or EU funding	None. RIVE is only financed by a public contract with the French ministry of Justice.
Organisation	RIVE, which employs 10 people, is a branch of the Association for Applied Criminal Policy and Social Reintegration (APCARS), an NGO specialising in the fields of social law, social rehabilitation, victim support and restorative justice, in the areas of Paris and Marseille (almost 200 employees). [NGO
Country of origin	France
Contact details	Address : RIVE – APCARS 2300 boulevard du Palais 75001 Paris France Contact person : Samantha Enderlin (Director of RIVE) Email : Samantha.enderlin@centrerive.org Telephone : +33 170844400 Website : http ://www.apcars.org

Name of the practice	3.4.16 *Danish National Corps of Mentors and Parent Coaches*
Description	The Danish national corps of mentors and parent coaches works with persons in extremist groups or at risk of radicalisation, and with their families. The aim is to support at-risk persons in steering clear of extremist-related problematic behaviour. Some 140 professionals from 27 municipalities across Denmark have received training in the programme method, Solution-Focused Work on Life Skills. In brief, the method is as follows. • Life psychology is used to help understand the individual's situation, personally and socially, including a range of risk and protective factors. For instance, 'the wheel of competences' may be used here. • The Solution-Focused Approach is the communicative and relationship-building strategy for the person in question. • Balanced Risk Assessment, which is inspired by Signs of Safety®, serves as the overall tool for assessing concerns, resources, progress, etc. In order to ensure a continued qualified corps of mentors and parent coaches, new members are expected to be recruited and trained in 2018, 2019 and 2020. Practitioners will be trained to work with individuals with mental vulnerabilities. Members also participate in networking activities and specialised training, e.g. on different types of extremist ideologies and groups, or on practising the method. All participating local governments have agreed to supply mentors or parent coaches to other local governments where needed and where practicable.
	Exit strategies Family support
Target audience	First responders or practitioners Families Violent extremists
Deliverables	Manual A methodology manual has been developed and published in both Danish and English; training and practice within the programme are continually based on this. The English version is available online (http://uim.dk/publikationer/mentoring-effort-parent-coaching-and-relatives-and-carers-networks/@@download/publication). IT platform Mentors and parent coaches use an IT platform to complete assessment forms, submit registration work, etc. It is a closed site

	developed for this purpose (http://www.tilværelsesmestring.dk/).
Evidence and evaluation	Progress is measured on a scale from 0 to 4, and methodological fidelity is monitored, primarily through the IT platform. However, the programme is still very new and the cases few. Therefore, a quantitative evaluation has not yet been developed.
Sustainability and transferability	The Solution-Focused Work on Life Skills method is a universal approach to social and relational work. It can be applied in either a government (local) setting or a non-government setting, with or without a system for 'lending' relational workers across a wider geographical area (e.g. mentors and parent coaches). An IT system for registration of cases is not essential, but some costs for basic training and keeping skills current must be anticipated.
Geographical scope	In Denmark to date, 140 workers have been trained across 27 municipalities.
Start of the practice	June 2016
Presented and discussed in RAN meeting	RAN H&SC Madrid meeting, 11-12 April 2017
Relation to other EC initiatives	None
Organisation	The National Corps of Mentors and Parent Coaches was set up and managed by the Danish Centre for Prevention of Extremism and its partners, i.e. private companies which assist in delivering training, evaluation, etc.

However, local governments and their staff, who have committed their time and efforts to the corps, are the most essential component. They are responsible for initiating mentor- and parent-coaching efforts directly with citizens, and they do so on a legal and financial basis which regulates local governments and social work in a broader sense. |
| **Country of origin** | Denmark |
| **Contact details** | Address: Danish Centre for Prevention of Extremism
P.O. Box 2000
2300 Copenhagen S
Denmark

Contact person: Marie Wahlstrøm Kappel
Email: mawk@siri.dk and ekstremisme@siri.dk
Telephone: +45 72142843 and +45 72142000

Website:
https://www.stopekstremisme.dk/en?set_language=en&cl=en |
| **Last update** | 2018 |

Name of the practice	3.4.17 **The Unity Initiative**
Description	The Unity Initiative (TUI) is a specialist Interventions Consultancy with the primary aim of dismantling reactionary absolutism, tackling violent extremism and promoting pluralism through the use of a pioneering, legitimate and unique methodology which combines sanctioned counter-narratives, behavioural and linguistic sciences as well as providing supportive mechanisms to vulnerable individuals and communities. TUI has 3 main domains of work: one-to-one male and female Terrorist Act (TACT) offender rehabilitation; delivering front-line staff training programmes for Prison, Probation and Police staff; and community interventions tackling the politicised absolutist mindset. TUI's reputation has grown considerably within the counterterrorism network for two main reasons. Firstly, for taking on the most challenging and high-profile TACT cases and successfully rehabilitating them (see media links below), and secondly because TACT offenders and ISIS returnees are contacting TUI directly for ideological rehabilitation. This has been due to TUI's public transformation of high profile cases resulting in urban street credibility, the successful creation of counter-culture in UK prisons and the unrivalled legitimacy of the approach due to strong partnerships and consistent support from world renowned Ideological Scholars. The methodology is bespoke for each case and due to the direct, critical and continuing nature of the grass root experience that TUI is involved in, the strategies, educational programmes and intellectual technology employed remains cutting-edge, practical and relevant. This insight allows TUI to be a valid critic of the current Counter-Terrorism strategies that are in place and has most recently been invited to deliver the Key Note speech at the Terrorism Conference at West Point Military Academy Summer 2015.
Approach	Exit strategies Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Youth / pupils / students Violent extremists
Deliverables	TUI has 3 main domains of work: one-to-one male and female Terrorist Act (TACT) offender rehabilitation; delivering front-line staff training programmes for Prison, Probation and Police staff; and community interventions tackling the politicised absolutist mindset. TUI has delivered training in the following areas: 1. Risk Assessment and minimising strategies 2. Vulnerability Assessment training

	3. Islam Misconceptions 4. Role of Gender in Extremism 5. Ideological training for Imams/schools/community leaders 6. Muslim Mothers
Evidence and evaluation	TUI has a board of Advisors consisting of Leading World Islamic Scholars. Any intervention Consultant that is employed, undergoes a rigious certification process in Islamic Behavioural Therapy which TUI has developed through the successful deradicalisation of high profile TACT Cases. The intellectual technology is checked and updated in monthly meetings to ensure real-time cutting edge training programs are delivered. "Most effective Intervention Provider" Independent Research by Dr Douglas Weekes Trainers for London Probation Services and Thames Valley Probation Services. Delivered Key Note Speech at West Point Military Academy Counter-terrorism Conference Summer 2015. Coverage of the unparalleled success in de-radicalisation is covered in the following links below: 2015 Key-note Presentation at West Point, US Military Academy and interview with CTC https://www.ctc.usma.edu/posts/an-interview-with-usman-raja 2015 Successful rehabilitation of Jordan Horner (associate of Lee Rigby murderers) http://news.sky.com/story/1578644/ex-muslim-patrol-membersorry-for-sharia-videos http://news.sky.com/story/1578648/q-and-a-muslim-patrolextremist-on-his-new-life Other examples of successful TACT rehabilitation with BBC radio and CNN: http://www.bbc.co.uk/news/uk-23131706 http://edition.cnn.com/2012/07/20/world/europe/uk-cagingterror-main
Sustainability and transferability	*TUI's work should be sustainable as we have partnerships in place with the Home office, Probation and Prison Services. We run numerous workshops for the community and Law enforcement staff which have had a notable and recognised difference. We are also supported by media. We are also opening a policy informing research arm to use the empirical data we are collecting.* *We are confident we can apply our knowledge to other geographical contexts due to the adaptable nature of the intellectual technology we employ, the wide ranging experience and ethnicities of our members and the international recognition of the Islamic Scholars that support our work.*
Geographical scope	United Kingdom: London, Bradford, Luton, Wales Europe US Asia and Middle East
Start of the practice	2010

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

Name of the practice	3.4.18 **EXIT-Germany**
Description	EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. Being the first to start such an endeavour in Germany, EXIT-Germany constitutes one of the most experienced and successful programs in de-radicalisation and exit-assistance in the world. EXIT-Germany has been continuously working to help individuals from all backgrounds, but mainly from highly radicalized milieus (group leaders, terrorists, party leaders) to leave the movement and to develop methods and programs in the field. EXIT-Germany helps individuals who want to leave the right-wing radical milieu to develop new perspectives outside the right-wing environment. We arrange contacts, provide practical aid and answer questions regarding personal safety, social problems and individual reappraisal. The essential core of EXIT-Germany's philosophy is that the critical reassessment of the person's past and the dismantling of the radical ideology are absolutely necessary to leave a radical milieu. EXIT-Germany does not actively search for dropouts; the initiative to leave the scene comes from individuals themselves. Anyone can contact us via phone, e-mail, text message and/or letters. An 'exit' is considered completed by us when a critical reflection, reassessment as well as successful challenge of the old ideology have taken place. Thus, 'exit' to us means more than simply leaving a party or group. It also goes beyond changing the aesthetics of expression or refraining from violence. An exit is successful when the fundamental ideologies and purposes of the previous actions have been resolved. EXIT-Germany also counsels families affected by right-wing extremism and analyses critical situations. We create new scenarios to make opportunities available and counter helplessness and anxieties. Likewise we help to disentangle family members from the scene. We establish contacts to former right-wing extremists and accompany the process to motivate right-wing adolescents in avoiding or leaving the movement. We counsel teachers, policemen, institutions, individuals and anyone who is in need of advice. We also counsel institutions, communities, governments and individuals in setting up de-radicalisation and disengagement programs and strategies. We've worked – nationally and internationally – with smaller municipalities like the county Dahme-Spreewald as well as large cities such as Dortmund. The counselling ranges from individual assessments to formulation and execution of strategies and projects.
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Families Youth/pupils/students
Deliverables	EXIT-Germany relies on innovative communication strategies to reach its target group, and constantly designs new campaigns, such as the Trojan T-Shirt: http://www.youtube.com/watch?v=CSIbsHKEP-8 or the 'Nazis against Nazis' walkathon: https://www.youtube.com/watch?v=KvjIYl_Nlao or Ausstieg – (K)ein

	Weg zurück: https://www.youtube.com/playlist?list=PLOBxa1it0uQ1BFvROLA3eWKmDVenWl03m
	Next to numerous flyers, booklets, videos, and academic articles we also are involved in expert hearings, policy recommendations and educational work. For more information, please visit www.exit-deutschland.de.
Evidence and evaluation	Since the year 2000 over 550 individual cases have been successfully counselled with a recidivism rate of pprox.. 3%. Moreover, EXIT is being regularly evaluated e.g.: - 2004-2005 Evaluation by Prof. Dr. Birgit Rommelsbacher (Bundesprogramm VARIABEL) in Rommelsbacher, Birgit: ‚Der Hass hat uns geeint – Junge Rechtsextreme und ihr Ausstieg aus der Szene', Campus, Frankfurt 2005. - 2007-2010 Evaluation of EXIT-family support „VIELFALT TUT GUT. Jugend für Vielfalt, Toleranz und Demokratie" and „Kompetent. Für Demokratie — Beratungsnetzwerke gegen Rechtsextremismus" - 2011-2013 Evaluation durch die (GIB) Gesellschaft für Innovationsforschung und Beratung mbH Wissenschaftliches Institut Evaluation des „XENOS-Sonderprogramms Ausstieg zum Einstieg" (Im Auftrag des Bundesministeriums für Arbeit und Soziales (BMAS) - 2012 Antwort der Bundesregierung auf Anfrage der Fraktion Die Linke - 2013 Review of Programs to Counter Narratives of Violent Extremism http://www.strategicdialogue.org/ISD_Kanishka_Report.pdf - 2013 Mrs Cecilia Malmström http://europa.eu/rapid/press-release_SPEECH-13-65_en.htm. For more information on evaluation and feedback, please visit www.exit-deutschland.de
Sustainability and transferability	Practice is sustainable and can be transferred to other local and national contexts.
Geographical scope	Germany
Start of the practice	EXIT-Germany was founded in 2000 by the former criminologist and former police detective Dr Bernd Wagner and the former neo-Nazi leader Ingo Hasselbach as a part of the Society Democratic Culture (ZDK gGmbH) in Berlin. EXIT-Germany can reach back to experiences of working with highly radicalized right-wing extremists since the early 1990s.
Presented and discussed in RAN meeting	EXIT Germany has been presented in several RAN meetings including RAN INT/EXT and RAN @.
Organisation	*Society Democratic Culture (ZDK Gesellschaft Demokratische Kultur gGmbH)* *The ZDK Society Democratic Culture is an independent non-profit association that champions the fundamental values of freedom and dignity throughout Germany. Our initiatives serve to prevent and raise awareness of violence and extremism. We challenge terrorist and radical ideological movements like right-wing extremism and Islamism. We also help persons leave extremist groups and networks. For this purpose, we are sponsors of the EXIT-Germany and HAYAT-Germany initiatives. Moreover, we offer trainings and educational services and,*

	with our Institute for the Study of Radical Movements (ISRM), we are hosting a nationally and internationally oriented research institute as well as the world's first peer reviewed open access journal on de-radicalisation Journal Exit Deutschland (JEX).
Country of origin	Germany
Contact details	Ebertystr.46 10249 Berlin Germany Dr Bernd Wagner bernd.wagner@exit-deutschland.de Fabian Wichmann fabian.wichmann@exit-deutschland.de Ulrike Fliess ulrike.fliess@exit-deutschland.de (+49) (0) 30 420 18 690 (+49) (0) 177 2404806 http://www.exit-deutschland.de https://www.facebook.com/exitdeutschland http://zentrum-demokratische-kultur.de http://www.journal-exit.de
Last update	2016 and before

Name of the practice	## 3.4.19 *Advice Centre Hesse — Religious Tolerance instead of Extremism*
Description	The main focus of the Advice Centre Hesse is to intervene in the radicalisation process. Targeted deradicalisation activities are aimed at people who tend to travel to war zones, return to Germany as 'foreign fighters' and/or are seeking to disengage from extremist ideologies. The Advice Centre Hesse deals with adolescents, parents and experts who have questions related to extremism. The centre provides prevention, intervention and deradicalisation measures that can help those who feel helpless and overwhelmed in their dealings with religious extremism. The Advice Centre Hesse promotes increased (religious) tolerance of different world views, as well as early detection, prevention and reversal of radicalisation processes. A key feature of the Hessian approach is to provide adolescents, at an early stage, with in-depth information on interfaith and intercultural connections, and on dealing with interfaith conflicts. Interfaith communication allows for a basic understanding that does not reject fundamental principles such as democracy, non-violence, human rights and tolerance. Rather, it includes these values in one's own religion as well. At the same time, this understanding also prevents extremism and the trend towards radicalism. In order to cover a broad spectrum within the target group, prevention as well as intervention measures are used. In particularly entrenched cases, deradicalisation measures and disengagement assistance are provided. The objectives of the Advice Centre Hesse are to: • prevent and reverse radicalisation processes and violent behaviour; • prevent departure (e.g. to Syria or Iraq); • integrate returnees (e.g. from Syria or Iraq); • promote interfaith/intercultural responsibility; • activate and professionalise institutions and multipliers. Range of services *Prevention:* • Student workshops in schools on interfaith and intercultural responsibility. • Advice for parents, mosque congregations and other interested parties, in the framework of preventive work. • Civic education for promoting tolerance and democratic capability. *Qualification:* • Information, awareness-raising and educational events for early detection and strengthening of coping skills for those in contact with vulnerable young people. *Intervention/deradicalisation/disengagement assistance:*

	• Advice for relatives dealing with religious extremism. • Advice, support and special training for adolescents at risk of becoming radicalised, prior to delinquency. • Disengagement assistance: advice and dialogue-promoting measures with radicalised persons, foreign fighters and returnees (e.g. from Syria).
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Formers Youth/pupils/students
Evidence and evaluation	The evaluation of the Advice Centre Hesse was published in 2018. It spotlighted the high quality of the services offered by the centre (http://violence-prevention-network.de/de/component/phocadownload/category/3-evaluationsberichte?download=404:evaluationsbericht-beratungsstelle-hessen). In addition, continuous quality management is performed throughout the year, in the form of feedback from the target group, trainer reports and peer reviews.
Sustainability and transferability	The Advice Centre Hesse is the result of a transfer process taking place over the last 10 years. The Violence Prevention Network's methods, practices and approaches are gathered together here under one project, for the first time in Germany. To date, negotiations with other federal states have culminated in the opening of more advice centres in the federal states of Bavaria, Baden-Wuerttemberg, Berlin, Thuringia and Saxony.
Geographical scope	Hesse (DE)
Start of the practice	In cooperation with the Ministry of the Interior of Hesse, the Advice Centre Hesse was established in 2014.
Presented and discussed in RAN meeting	RAN Plenary and High Level Conference, 16-17 June 2014, Brussels (BE)
Relation to other EC initiatives	- Initiator and founder member of European Network of De-radicalisation (ENoD) - 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 deradicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception, and they value the group's high degree of knowledge and competency, and its outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalised people at different stages of radicalisation. The aim is to support them in disengaging from inhumane ideologies and

	violent behaviour. The organisation's projects have been or are financed by institutional, regional, federal funds, the European Social Fund (ESF) or the European Commission.
Country of origin	Germany
Contact details	Address: Alt-Moabit 73 10555 Berlin Germany Contact person: Judy Korn, CEO Email: judy.korn@violence-prevention-network.de Telephone: +49 3091705464 Website: http://www.violence-prevention-network.de/en/
Last update	2018

Name of the practice	### 3.4.20 *Radicalisation Prevention and Deradicalisation in Prison and Probation (formerly known as 'Taking Responsibility — Breaking away from Hate and Violence — Education of Responsibility (Verantwortungspädagogik®)')*
Description	This project targets young people arrested for committing ideologically motivated acts of violence (right-wing extremists or radical Islamists). It aims to support such youngsters in their effort to live responsibly and non-violently, detached from inhumane ideologies. Trainers aim to develop the following skills in trainees: • relationship skills, empathy, self-esteem, capacity for self-reflection; • to distance themselves from inhumane hate ideologies; • to better understand and correct their violent behaviour; • to accept each individual's fundamental right to liberty and freedom from bodily harm; • to learn how to resolve conflict non-violently; • to take responsibility for their actions; • to play an active role in planning their future. The approach involves deradicalisation training, civic education, long-term group training and post-release stabilisation coaching. Key elements of the training include the separation of offence and offender, and the questioning of ideology and strategies of justification and offence. Trainers and trainees are expected to have a reliable relationship based on confidence and respect. Participation is voluntary.
Approach	Exit strategies Educating young people
Target audience	Violent extremists Formers Prison/probation/judicial practitioners
Deliverables	Curriculum of deradicalisation training, working with right-wing or radical Islamist groups.
Evidence and evaluation	The Violence Prevention Network's deradicalisation programmes in prisons have been evaluated several times over the past 11 years. The most recent external evaluation, carried out in 2012, showed that the re-incarceration rate for violent ideologically motivated offences is 13.3 % for programme participants, compared to 41.5 % for inmates who did not participate. Hence, the re-incarceration rate is 68 %

	lower for programme participants.
	Moreover, the programme undergoes continual quality management, in the form of feedback from the target group, trainer reports and peer review from the start. An external evaluation of the current programmes being run in Bavaria, Brandenburg, Hesse, Lower Saxony and Saxony is under way. Results are expected by the end of 2019.
	The practice receives variegated feedback including requests for presentations from various countries considering implementing the practice.
Sustainability and transferability	In terms of transferability of the methodology, initially the practice was used in the context of right-wing radicalisation and could be transferred to the context of Islamist radicalisation. The practice's transferability of location/territory has been proved by is application in various federal states within Germany as well as in Denmark and Northern Ireland, with a target group of people radicalised in a concrete ethnic-religious conflict.
	Since the end of 2017, probation has also formed part of the programme.
	There is constant demand on the governments of Germany and the federal states to maintain the programme. The cost of the practice is approximately EUR 8 500 per participant.
Geographical scope	• Germany: Baden-Württemberg, Bavaria, Berlin, Brandenburg, Hesse, Lower Saxony, Saxony, Thuringia • United Kingdom: Northern Ireland • Denmark
Start of the practice	Pilot projects implementing the practice started in 2001 in Brandenburg, Germany
Presented and discussed in RAN meeting	RAN P&P, 12 December 2013, Berlin and RAN P&P, 14 + 15 June 2016, Berlin
Relation to other EC initiatives	• Initiator and founder member of the European Network of De-radicalisation (ENoD) • Member of the 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 deradicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception, and value the group's high degree of knowledge, competency, and outstanding reputation. The Violence Prevention Network works directly with radicalised people at different stages of radicalisation. The aim is to support them in developing distance to inhumane ideologies and violent behaviour.
	The organisation's projects have been or are financed by institutional, regional, federal funds, the European Social Fund (ESF) or the European Commission.

Country of origin	Germany
Contact details	Address: Alt-Moabit 73 10555 Berlin Germany Contact person: Judy Korn, CEO Email: judy.korn@violence-prevention-network.de Telephone: +49 3091705464 Website: http://www.violence-prevention-network.de/en/
Last update	2018

4   Community engagement and empowerment

4.1   General description

Communities play a central role in the prevention of extremism and radicalisation and their engagement and empowerment needs to be reinforced and supported as a matter of priority and in a sustainable manner. Their engagement can be direct or complementary to the efforts of governments and public authorities. Communities can challenge those who seek to radicalise others or can provide support to affected community members. They can also be a wealth of knowledge when it comes to people at risk of radicalisation. This approach can take different forms, such as community policing, but can also include empowering key people within the community to stand up against violent extremism.

Community engagement and empowerment are still confronted with a series of challenges, in particular lack trust and confidence in the government, police and public authorities, but also the lack of support from authorities for innovative approaches. The literature has also outlined the challenges of generating trust and balancing intelligence gathering with trust building[15]. At the same time, a series of initiatives have set out to tackle these issues and their lessons learned are presented here. Similar to other issue areas, community engagement and empowerment to combat radicalisation and violent extremism should not be seen in isolation from the broader issue of community engagement and empowerment in general. Here, research has already testified to the vulnerability of immigrant and minority groups, the barriers to their participation and more broadly the likelihood of newcomers to experience disadvantage[16]. From a different perspective, it is important to ensure the provision of social and educational services for all and depending on their needs, and not just to certain groups of society identified through ethnicity[17].

Engaging with communities in many cases will also go hand in hand with family engagement. Therefore the community's chapter closely mirrors that of engaging with families and the two should be read in tandem.

This chapter briefly states the aims of community engagement and empowerment and some of the methods used to implement them. Therefore, it lists and elaborates on a series of lessons learned before focusing on two special areas of activity: community policing and the involvement of religious leaders. The chapter draws on literature relevant to this topic as well as interviews with the projects managers of the following initiatives: *Intercultural and Diversity Office - Ethnic Liaison Officers* (Ireland); *Miteinander - Organisational platform combining different approaches* (Germany); and *Monitoring Hate Crime against Roma with mentors* (Czech Republic).

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[15] Cherney, Adrian and Hartley, Jason (2015) Community engagement to tackle terrorism and violent extremism: challenges, tensions and pitfalls, Policing and Society, An International Journal of Research and Policy, 27(7): 750-763.

[16] Mayo, Marjorie, Blake, Geraldine, Diamond, John, Foot, Jane, Gidley, ben, Shukra, Kalbir, and Yarnit, Martin (2009) Community empowerment and community cohesion: parallel agendas for community building in England?, Journal of Social Intervention: Theory and Practice, 18(1), 23-43.

[17] Interview with the association ‚Miteinander'.

4.2 Aims

Tangible areas of community engagement and empowerment cover various aspects of extremism and radicalisation prevention; this can be prior, during and after individual engagement in extremist and/or terrorist behaviour or what is known as 'prevention of radicalisation' vs. 'de-radicalisation'. Activities within community engagement and empowerment can be aimed towards the following:

Prevention

- Raise consciousness of the threat of violent extremism and avenues for help.
- Address and challenge ideologies and ideologues who seek to recruit people to their cause.
- Produce narratives that counter and provide an alternative to extremist narratives and messages: alternative or counter-narratives. Communities are often more effective and credible in delivering them than governments and statutory organisations, since they are voiced by influential and respected peers. Research has also shown that communities are, for example, best placed to prevent fighting abroad as they can address the raw emotions these individuals often experience[18].
- Build resilience against violent extremism.
- Identify individuals or groups at risk by communities and more specifically key figures within the community. Communities can act as an "early warning system for the police and intelligene services should they come across information or have concerns about particular individuals or groups."[19]
- Provide support systems for neighbourhoods, families or parents (e.g. parenting skills) related to individuals at risk.
- Provide information that could help authorities, such as preventing individuals from travelling to dangerous conflict zones overseas.

De-radicalisation

- Provide support to families, individuals and communities where one or more individuals have become radicalised towards violent extremism and criminality.
- Provide specialist expertise and a positive alternative that can be a role model/mentor to the individuals concerned.
- Protect and support communities after a terrorist incident to avoid discriminatory attacks.

Overarching/intermediate goals

- Build trust and cooperation between community members and local government including, the police, schools and social services, amongst others.

Overcoming bad practices/dealing with challenges

- Clarification of the meaning of core terms often needs to be tackled before engaging in practical work. For example, in the initiative *Monitoring Hate Crime against Roma with mentors*, it was found that there is a different level of perception concerning the meaning of 'hate speech', due to the frequency of verbal assaults.

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[18] Silverman, Tanya (2016) U.K. Foreign Fighters to Syria and Iraq: The Need for a *Real* Community Engagment Approach, *Studies in Conflict and Terrorism*, http://dx.doi.org/10.1080/1057610X.2016.1253991.

[19] Briggs, Rachel (2010) Community engagement for counterterrorism: lessons from the United Kingdom, *International Affairs*, 86(4): 971-981, p. 972.

4.3 Methods

Community engagement and empowerment can be implemented in a range of forms. The type(s) undertaken will depend on the community itself and should always be tailored to the specific context. Some of the methods used to implement community engagement and empowerment are:

- **promoting leadership** of community members, including young people through training of leadership skills, mentoring and role models;
- **organising dialogue**, discussion forums and democratic platforms;
- training **key religious figures to engage with youths** not just on faith-related matters, but also social and intergeneration matters
- training of key community figures to **identify vulnerable individuals** as research has found that in general key individuals, groups and organisations play an important role in community participation through their provision of 'bridging social capital' that links communities with the structures of governance[20].
- **workshops and campaigns for awareness raising and strategies for local policy-making**, including training of local administration employees and education projects in local schools[21];
- training and empowerment of womenas research has found that young Muslim women tend to be less effectively represented[22];
- workshops and common projects to **increase trust** and improve relations between communities and institutions such as the police (community policing), local authorities etc.;
- **sharing information** via 'information hubs' with the objective of forming a coordinated and supported approach aimed at preventing radicalisation;
- **mentorships**, as a means to, for example, assist the victims of hate crimes;
- creating invited rather than closed spaces; which are "conceived as those that are created by governing institutions, authorities, governments, intergovernmental agencies, and NGOs with the purpose of *including citizens into decision-making structures*"[23].

4.4 Lessons Learned

While implementing these methods to achieve community engagement and empowerment a series of practical insights should be applied. There is awareness of the fact that we are dealing with so-called 'promising practices'[24] insofar as their relevance and application might differ depending on the local context.

- For prevention and deradicalization work, **the approval and support of the local administration and policy are crucial,** as this is where decisions are made regarding the allocation of funds for social, cultural and educational[25].
- There is no one solution for all situation, rather **local contexts and the input of academic and community leaders** need to be taken into account[26].

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[20] Mayo et al., (2009), see note 2 above, p. 37.

[21] Interview with the association ‚Miteinander'.

[22] Mayo et al., (2009), see note 2 above, p. 38.

[23] Arshad-Ayaz, Adeela and Naseem, M. Ayaz (2017) Creating "Invited" Spaces for Counter-Radicalization and Counter-Extremism Education, *Diaspora, Indigenous, and Minority Education*, 11:1, 6-16, 8.

[24] Mayo et al., (2009), see note 2 above.

[25] Interview with the association ‚Miteinander'.

[26] Macnair, Logan and Frank, Richard (2017) Voices Against Extremism: A case study of a community-based CVE counter-narrative campaign, *Journal for Deradicalization*, No. 10, 147-174.

- From the work with extreme-right oriented youth it has been learned that conditions for positive change are only successful when **cooperation and dialogue takes place with specialists from various professions** in a social space and **on an equal footing**[27].
- Reach **consensus**, at least at local level, with regard to the **goals and the strategic approach** to be taken when engaging with communities. Consensus is also needed regarding the understanding of the problem and how to respond[28].
- Be clear about **which actors should be involved and why**. A coordinated multi-agency approach is crucial and there is no limit to the number of actors involved. Actors can be NGOs, municipalities or practitioners from other statutory bodies (e.g. community police officers, mental health workers or child protection workers where applicable).
- **The interplay between various areas of work and specialist areas** are necessary, as well as with the **local administration** and the work of **civil society** actors[29].
- **Solidarity with and protection of social workers against hate speech**[30].
- Have a **case manager** or a recognisable **point of contact** (POC) with communities, which could be, for instance, a local police officer or social worker. The key point of contact should be trustworthy but also empathetic. It is crucial that this person is able to put him/herself in community members' shoes. They should not be judgemental and should be able to offer sympathetic yet practical guidance. The cultural closeness of the POCs (or mentors) can be an asset.
- In a multi-agency approach **coordinate closely with security/intelligence actors** who will have particular concerns in light of public safety and security.
- Stay within privacy limits and protect trust-based relationships within the community. **Trust** enables better communication and creates an appetite for openness and the sharing of ideas and resources. Being aware of each actor's responsibilities and interests and taking these into account when designing interventions is important. Building trust can be done by different people (statutory bodies, NGOs, families) and is context-specific; it should be created at both an interpersonal and an institutional level. **Gaining the trust of the community is a crucial element of all initiatives in this area and has been identified as such by the interview partners.**
- Maintain **transparency** as it is essential for trust-building. Service providers should be open about their level of contact with police and security services and also about the goals and intentions of engagement.
- Use **neutral or positive language** and be clear and to the point but find the balance between empathy and understanding. Some examples of careful, positive language include:
  - referring to 'signalling concerns' rather than 'spotting radicals or violent extremists';
  - speaking of 'care-based interventions' as distinct from 'counter-terrorism';
  - moving away from the idea of the State promoting 'moderate' versions of religious and ideological beliefs; and a need to enhance understanding of what works.
- Create a **low threshold for participation**[31].
- Go **beyond radicalisation** to also address specific worries, anxieties and fears among communities such as on political issues, discrimination and polarisation.
- **Relate to the potential clients** so as to put them at ease – this might mean being of a similar age, race or ethnic origin, being the same sex, coming from the same area, having had similar life experiences, or having 'street cred'.

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[27] Interview with the association 'Miteinander'.

[28] Briggs (2010) see note 5 above, p. 977.

[29] Interview with the Association 'Miteinander'.

[30] Ibid.

[31] Ibid.

- Aim for **long term engagement**. A common sense of urgency often provides an effective starting point for community engagement and empowerment. Most projects were set up after a major incident that heavily impacted society. However, community engagement should ideally be an ongoing activity.
- Community engagement and community policing can also occur **online**, especially if the target group is young people, as shown by the Estonian initiative Web constables; online interaction can in fact mean a lower threshold of involvement. Broader research on migrants' use of social media has found that social media provides continuous presence, networking and political involvement[32]. These mechanisms can also be used for the engagement of communities in prevention.
- **Small scale projects involving personal contact** between authorities and members of the community are effective in creating a basis for cooperation, as shown by the initiative *My City Real World*
- By bringing people together to create a dialogue, building relationships is more important than reaching agreement, as shown by the initiative *Transformative Dialogue Circles*. Research has shown that xenophobic attitudes relate to a lack of knowledge of others' values and intentions due to the lack of contact among the various ethnic groups[33].
- Engage innovative **media and the arts** such as in the initiatives Nicole, Conviction and Pathways[34].
- Inclusion should also mean **inclusion in decision-making[35]**.
- It is important to **allocate resources for social and educational work in disadvantaged parts of the city** in order to promote equal opportunities for all[36].
- Given the competition for resources and the difficulty of some communities to have their voices heard, community empowerment should be carried out mindful of the possible side-effects, which could undermine community cohesion[37].
- It is important to avoid the ethnicisation of conflicts[38].
- A condition for successful efforts is local involvement and interest, as well as the availability of infrastructure[39].
- Be realistic about what can be achieved through community engagement and be prepared to deal with the unexpected.
- Be realistic about the time and resources required to achieve effective community engagement.

4.5 Community policing

Engaging with communities and working with families can be challenging for the police, especially since the police are known to be the ones that arrest members of the community if they are

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[32] Siapera, Eugenia and Veikou, Mariangela (2013) Social Media Affordances and Migrant Political Practices, *Journal on Ethnopolitics and Minority Issues in Europe,* 12(4): 100-119.

[33] Pettigrew, Thomas F. (1998) Intergroup contact theory, *Annual Review of Psychology*, 49:65-85.

[34] See also theater in Cochrane, Claire (2017) Birmingham Rep, youth and community, and the products and possibilities of precarity, Research in Drama Education: The Journal of Applied Theatre and Performance, 22:1, 36-49.

[35] Arshad-Ayaz, Adeela and Naseem, M. Ayaz (2017) Creating "Invited" Spaces for Counter-Radicalization and Counter-Extremism Education, *Diaspora, Indigenous, and Minority Education*, 11:1, 6-16.

[36] Interview with the association 'Miteinancer'.

[37] Mayo et al., (2009), see note 2 above.

[38] Interview with the association 'Miteinancer'.

[39] Ibid.

charged with a crime. It is also challenging to find the right balance between repressive tasks and preventive engagement with communities. On the other hand, especially in local settings, the police very often have strong networks as they know the schools, youth groups and families as well as existing violent extremist groups. Police are therefore key players, and should be encouraged to optimise professional networks and engage with communities. Beyond this, community policing is one of the most, if not the only, approach to use community input in order to prevent the occurrence of actual terror attacks. There is broad acknowledgement of the fact that police cannot fight terrorism on their own, but that there is need for "grass roots policing, grass roots community engagement, and grass roots community cohesion."[40] Recent studies confirm the success of community policing in counterterrorism[41].

Community policing, as opposed to the more restrictive and less publicly visible law enforcement approach to policing, should be the cornerstone of any effective prevention strategy. As Briggs[42] has noted, 'policing through consent' is equally relevant to counterterrorism as to other areas of law enforcement. On the other hand, not knowing the communities and a lack of contact and interaction with them can backfire and prevent effective efforts to stop imminent attacks.

Besides general policing duties, community policing:
• facilitates communication to tackle crime, fear of crime and local policing concerns;
• helps to build trust with communities by talking and listening, not only with (religious) leaders, but with the community as a whole.

According to the OSCE handbook on 'Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach', the key principles of community policing are:
• being visible and accessible to the public;
• knowing, and being known by, the public;
• engaging, mobilising and partnering with communities;
• listening to communities' concerns;
• responding to communities' needs;
• respecting and protecting the rights of all community members;
• being accountable for their actions and the outcome of those actions.

Key strategies for translating these principles into practice include:
• composing diverse police teams, with sufficient experience and an appropriate gender balance, that reflect the demographics of the community they serve;
• permanently assigning police officers to specific communities, in particular to fixed geographic neighbourhoods;
• introducing visible and easily accessible police officers and police facilities;
• reorienting patrol activities to emphasise non-emergency services;
• engaging communities through a broad outreach and developing transparent partnerships with the public;
• introducing a proactive problem-solving approach;
• involving all government agencies and services;

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[40] Blackwood, Leda, Hopkins, Nick and Reicher, Stephen (2015) From Theorizing Radicalization to Surveillance Practices: Muslims in the Cross Hairs of Scrutiny, Political Psychology, 37(5), 597-612.

[41] Dunn, Kevin Mark, Atie, Rosalie, Kennedy, Michael, Ali, Jan A., O'Reilly, John & Rogerson, Lindsay (2016) Can you use community policing for counter terrorism? Evidence from NSW, Australia, Police Practice and Research, 17:3, 196-211.

[42] Briggs (2010) see note 5 above, p. 973.

- involving all branches of the police.

When preventing violent extremism and radicalisation, community policing should be considered as important as the intelligence services and counter terrorism specialists.

Drawing on the experience of the initiative *Intercultural and Diversity Office - Ethnic Liaison Officers*, a series of lessons learned can be outlined:
- Long term and intensive involvement with the communities is needed to achieve results, rather than quick solutions in moments of crisis. The initiative *Allies* also confirms this as it acts upon the need for the police to cooperate more pro-actively instead of reactively following an incident.
- One needs to be visible in the community and meet people on a daily basis in various localities, such as places of worship; research confirms that visibility and 'Muslim-friendly' officers are crucial for the succcess of community policing[43].
- More effort is needed with marginalised groups.
- Building trust and confidence is paramount and this can be achieved by trying to learn the language of the local community and by understanding its culture, religion and historical background, and by showing that the police are not there to treat them as suspects but to protect and help them.
- Respect and avoiding stigmatisation are of paramount importance. This is confirmed by Briggs[44] who argues that "if communities are to realise their full potential role they need to do so as trusted, equal and respected partners of local authorities, the police and other agencies." Being targeted as security threats leads to a lack of willingness to take part in counterterrorism[45].

This type of police work is most effective in terms of prevention as people will share relevant information, which is often the only way to prevent terrorism. Furthermore, in times of crisis the availability of contacts within the community is paramount. More effort needs to be made to encourage police officers to participate in activities that are not 'typical', since they do not involve repressive measures such as arrests.

4.6 Religious communities

Because of the stark rise in religiously inspired extremism and terrorism, religious communities are under increased scrutiny. Although sometimes portrayed as hotbeds of radicalisation, these communities more often than not, play a crucial role in countering and preventing radicalisation. The following two key features can help enhance the effects of community engagement and empowerment:
- **The versatility of religious leaders' engagement**. Unlike many other practitioners they have the opportunity to work in multiple spaces at the same time, whether it is at the

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[43] Dunn et al. (2016), p. 206.

[44] Briggs (2010) see note 5 above, p. 976.

[45] Cherney, Adrian and Murphy, Kristina (2016) Police and Community Cooperation in Counterterrorism: Evidence and Insights from Australia, *Studies in Conflict and Terrorism*, http://dx.doi.org/10.1080/1057610X.2016.1253987.

personal level, at home, in schools, online, within the community or in the neighbourhood. This may help to develop both a multi-factor approach as well as a multi-level approach.

- **Religious open dialogue**. This is one of the main prevention tools in which religion and religious leaders/institutions may play a role. Since the lack of an open dialogue regarding sensitive and taboo subjects can drive vulnerable people into the arms of extremists groups, it is all the more important to create an open dialogue within and between religious communities. A key prerequisite for open dialogue is a safe space where people feel free to share their thoughts, concerns, fears etc. without being judged or retaliated against. An example of such safe spaces is provided by the initiative *Omagh Support & Self Help Group*. Other important aspects of a safe space are that it is: confidential; physically in a neutral and discrete place; not associated with police/security/social services etc.; easily accessible (local level, low threshold to join); home to an open, non-stigmatising and non-judgmental attitude; and embraces support and understanding for different viewpoints and experiences. Building a safe space and trust takes time. Neither should be available only in times of crisis.

In practical terms, **increased visibility of religious leaders together with additional training** should be provided. In recent years the visibility of interventions has increased in importance thanks to the many different kinds of (social) media and reporting tools. It has been stressed that if religious leaders and institutions want to increase the impact and effectiveness of good interfaith or intra-faith prevention work, it is important that the work becomes visible to their own community and a wider audience. Whether it is through their own websites, broadcasting channels, social media or the church leaflets, it is important to spread positive messages showing progress within and between religious communities. This is often a difficult task because the media are often more likely to focus on negative events than positive initiatives. Additional training for religious leaders and within religious institutions is key to unlocking their potential for preventing radicalisation and extremism within their communities. Training should focus on:

- the role religious leaders and institutions can have in engaging with their community and how to do this more effectively;
- how to deal with taboos and sensitive topics;
- general knowledge about radicalisation processes, which signs and signals should raise alarm, and how to deal with them;
- how to connect with young people in the community in a pro-active way.

Practitioners in the prevention field also require training. Youth workers, teachers etc. can benefit from more knowledge about religion and culture, helping them to understand the youngsters they work with.

4.7 Outlook

- Sustainability is key to maintaining both trust and engagement. Often projects are short-term due to limited funding and a decrease in the (immediate) sense of urgency, political priorities, etc. As a result, with each new incident, new projects and relationships must be set up from scratch, creating a lack of faith in the authorities. A long-term agenda, in which projects have some form of continuity and where relationships are continuously fostered, is preferable.
- In view of the recent developments on the ground and the research on marginalised groups which identified failed asylum seekers as the most disadvantaged[46], the focus should be extended from youth and women to asylum seekers (in particular those that have failed to gain asylum) and refugees.

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[46] Mayo et al., (2009), see note 2 above.

- Given the impact of polarisation on radicalisation and community cohesion, initiatives should also be undertaken to include various communities with the aim to improving relationships among them. Safe spaces where communities come together, such as at festivals or sports events has been recommended in the literature[47].

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4.8 Practices

The following practices are presented:

- 180 Grad Wende - Deradicalisation & Multiplier trainings
- Aarhus Municipality and The East Jutland Police - Aarhus Model
- Academy of school Nice - Street art against extremism
- Arq Psychotrauma Expert Group - TERRA Toolkit
- City of Vienna (Municipal Department 17 – Integration and Diversity) - Networking Platform/Afghan and Chechen Communities
- Derbyshire Healthcare Foundation NHS Trust
- Dutch National Police - Allies
- Ealing Council - Muslimah matters
- Estonian Police and Border Guard Board - Web constables
- Finn Church Aid - Religion and mediation training for religious and traditional peacemakers, international organisations & practitioners in the field
- Finn Church Aid - Shoulder to Shoulder – Inter-faith action against xenophobia and hate speech
- Foresee Research Group - Foresee
- Intercultural and Diversity Office - Ethnic Liaison Officers, Ireland
- International Debate Education Association - Second Wave "My City Real World"
- Institute for Strategic Dialogue - The Youth Civil Activism Network (YouthCAN)
- KEMEA - INSPEC2T (Inspiring CitizeNS Participation for Enhanced Community PoliCing AcTions) Project

- Manchester City Council – Local Government - Manchester RADEQUAL Campaign
- Mhtconsult - Community Counteracting Radicalisation (CoCoRa)
- NIACRO
- Omagh Support & Self Help Group (OSSHG)
- Rotterdam's Anti-Radicalisation Approach programme - Framework of successful principles and effective elements that make up anti-radicalisation activities in Rotterdam
- RUBIKON Center - Monitoring Hate Crime against Roma with mentors
- The Glencree Centre for Peace and Reconciliation - Transformative Dialogue Circles
- The peaceable school and neighbourhood

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[47] Ibid. p. 39.

- The Tim Parry Jonathan Ball Foundation for Peace - Rethinking Radicalisation (Community Dialogue)
- The Tim Parry Johnathan Ball Peace Centre – Radical Dialogue
- UK NCTP HQ - Act now
- UK NCTP HQ - Conviction
- UK NCTP HQ - Delta
- UK NCTP HQ - Nicole
- UK NCTP HQ - Pathways
- VAJA
- We have the choice - The Circles of 'We have the choice'
- Youth Centre - Youth4Youth
- Zasja – To prevent is better than to cure

Name of the practice	4.8.1 *180 Grad Wende: Deradicalisation & Multiplier trainings*
Description	The '180° Turn' initiative comprises a network of young people, multipliers and coaches, who are trained as street workers in cooperation with our partners. The young multipliers are trained in different fields, such as moral courage or the prevention of drug addiction and violence. The network of young multipliers is active in the whole city and suited for tackling the phenomenon of radicalisation at its roots. Multipliers and coaches spread counter-narratives through their networks and act as role models for the target group.
Approach	Community engagement/empowerment Educating young people
Target audience	Youth / pupils / students Families Violent extremists
Deliverables	Our practice has led to several training modules in the fields of xenophobia, moral courage, de-escalation, basic rights, career guidance and the prevention of drug addiction and radicalisation.
Evidence and evaluation	We are continuously measuring the success of our project by means of the total number of participants at our multiplier training courses in comparison with those who already have completed all the modules offered. In addition, we are regularly handing out evaluation questionnaires during our workshops on practical responses to xenophobia at schools. The feedback has always been very positive. Furthermore, we are collecting relevant data on our individual cases, including the success rate and the number of forwarded cases.
Sustainability and transferability	The project itself is a sustainable long-term solution and can be adapted to other locations worldwide. It is of the utmost importance to build up long-standing cooperation with the respective local police and the responsible department for youth and family affairs within the local municipality. Moreover, the project members should be role models with a positive impact on young people. These members should be in a position to persuade young minds to work on a voluntary basis within the project network. The establishment of a network consisting of coaches, multipliers, local authorities and the whole social environment has lasting effects. By giving those social actors an important role in the fight against radicalisation, the sustainability and transferability of the practice is assured. The training modules are free of charge for the participants. It is a volunteer activity, and for the modules, financial support is received from various foundations.

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

Name of the practice	**4.8.2** *Aarhus model:* **Prevention of Radicalisat*on and Discrimination in Aarhus***

Description	This model inolves two levels of intervention: one addresses the general population and one addresses individuals.
	
	General population intervention
	1. Raises awareness of professionals and the public.
	   Achieved via briefings and workshops for professionals and teaching institutions.
	2. Entails collaboration with local communities.
	   Involves respectful and assertive dialogue with mosques, cultural societies and other major players in local communities.
	
	Individual intervention
	1. First-line staff of the Task Force perform risk evaluations of individuals and groups.
	2. Professional staff are counselled on how to deal with cases linked to radicalisation.
	3. Counselling is provided for individuals and families in cases related to radicalisation.
	4. Mentoring is provided for individuals at risk of radicalisation or involved with violent extremism.
	5. Contingency plans are made for foreign fighters and their families.
	6. Exit programmes are set up for individuals involved in violent extremist environments.

Approach	Community engagement/empowerment Family support
Target audience	First responders or practitioners Local Community Organisations/NGOs Youth/pupils/students
Deliverables	Concepts Workshop for raising awareness in schools and educational institutions — concept programme Life psychology: method for mentoring individuals who are either radicalised or at risk of radicalisation Book on life psychology and training programmes by Professor Preben Bertelsen, University of Aarhus Risk evaluation concepts
Evidence and evaluation	The Aarhus model has been reviewed by the Ministry of Social Affairs and was deemed an exemplary practice. It has received positive feedback in RAN group meetings. Evidence collected via assessment forms in the mentoring programme shows promising preliminary results for this as a method for individual intervention.
Sustainability and transferability	The practice is directly transferrable to countries with a highly developed and well-functioning infrastructure. The main challenge here will be establishing the multi-agency cooperation the practice requires.

	The practice in its current form is harder to transfer to countries with a less developed infrastructure and sparse tradition for multi-agency cooperation, or where there is little basis for law enforcement and NGO corporations (in these countries, NGOs play the same role as social services in countries with a highly developed social service infrastructure). Individual methodological elements in the practice will be immediately transferrable, though (for instance, workshops, life psychology and family network groups).
Geographical scope	Mainly Aarhus municipality, and secondly the rest of the East Jutland Police district. Similar practices has been adopted by Copenhagen and other cities, and the Danish government is in the process of implementing similar practises nationwide as the Danish model for preventing radicalisation and violent extremism.
Start of the practice	Preventing radicalisation was developed as a project from 2007 to 2009, and was incorporated as standard practice in the crime prevention corporation of the East Jutland Police and Aarhus municipality from January 2010.
Presented and discussed in RAN meeting	The practice has been presented and discussed several times in the group meetings of RAN-POL, RAN-Exit, RAN-LOCAL, RAN-EDU and the RAN-CoE.
Relation to other EC initiatives	Not funded by the European Commission
Organisation	*A multi-agency intervention in the form of a collaboration between Aarhus municipality and the East Jutland Police.* *External partners are the University of Aarhus, the Ministry of Social Affairs and the Danish Intelligence and Security Service.* *As such, it is a local practice in Aarhus municipality and the East Jutland Police district, but it may be considered governmental since it is tax funded.* *It is not funded by the European Commission.*
Country of origin	Denmark
Contact details	East Jutland Police Ridderstraede 8000 Aarhus C Denmark Steffen Saigusa Nielsen SNI023@politi.dk +45 29203650 Aarhus Municipality, Social Services Vaerkmestergade 15 8000 Aarhus C Denmark Signe Reichenbach

	sigre@aarhus.dk
	+45 89403117
	http://www.aarhus.dk/sitecore/content/Subsites/Antiradikaliseringsindsats/Home.aspx (in Danish)
Last update	2017

Name of the practice	4.8.3 *Street art against extremism*
Description	This project involves creating original artwork on a wall in a public space, such as a public school. The aim is to unite people from different cultures in work towards a common goal, in the same project. The workshop must start with an open discussion, and it should involve the participation of a whole classroom or group. The artist, alongside the teachers or group leader, discusses street art, explaining that it can serve as a powerful tool for sharing a message with a broad audience over a long period of time in the public sphere. The talk should inspire the group: 'The message will last, so let's find one!'. From this starting point, debate should be encouraged amongst participants, to determine what kind of message to put on the wall, i.e. which values it is important to share and promote. But beyond this, the project stimulates the consideration and realisation of key values that matter most when people live in a multicultural society: tolerance, love, hope, resilience and community. The debate will build the foundation for the artist to create an artwork that will then be realised by the whole group. The audience is all-inclusive, regardless of age, social standing or financial circumstances.
Approach	Community engagement/empowerment Educating young people
Target audience	Local Community Organisations/NGOs General public Youth / pupils / students
Deliverables	In a high school in central Nice (France), the group produced a striking artwork 7 metres high and 5 metres wide (see image below).
Evidence and evaluation	No official evaluation has been carried out. This project involved the participation of 15 young people aged between 16 and 19, who were experiencing difficulties at school and at home. They had the opportunity to share their stories and discuss

	their problems. This project allowed them to express themselves, and validated their sense of achievement as it publicly and manifestly demonstrated that they could meet set objectives.
Sustainability and transferability	This project is easily transferable and adaptable almost anywhere an artist is willing to collaborate with others in the joint creation of artwork. The requirements are a wall, motivated people, and a budget of roughly EUR 1 500.
Geographical scope	Nice, France
Start of the practice	March through April 2018, 5 days duration
Presented and discussed in RAN meeting	RAN Young 'Youth empowerment', 10-11 September, Nice (France)
Linked to other EU initiatives or EU funding	Part publicly funded and partly funded by the schools
Organisation	Academy of school Nice France
Country of origin	France
Contact details	Contact person: Thomas Debatisse Telephone: +33 670676711 Email: thomas.debatisse@gmail.com Instagram: @otom_art
Last update	2018

Name of the practice	4.8.4 *TERRA Toolkit*
Description	TERRA is a Europe-wide network-based prevention and learning project, funded by the European Commission, DG Home Affairs. The lead partner is Arq Psychotrauma Expert Group in the Netherlands. Created using state of the art research and consultations with frontliners, academic experts, victims of terrorism and former extremists, it proposes a community approach designed to address the grievances which form the motivation for radicalisation, identify and halt the progress of an individual on a path to radicalisation, and prevent them from undertaking a terrorist act.

The TERRA Toolkit is primarily intended to support existing or new networks of teachers, youth workers, law enforcement officers, religious leaders and local policy-makers as they exchange information on young people at risk of radicalising, and to come to a weighted judgment on the risks. It also informs journalists and policy-makers on influences they may have on the background factors that lead to radicalisation.

The TERRA Toolkit is aimed at professionals Europe-wide, and addresses all common forms of extremism: right-wing extremism, left-wing extremism, Islamist extremism, separatism and single-issue extremism. One tool – the one for religious leaders – focuses only on Islamist extremism. |
| **Approach** | Community engagement/empowerment
Training for first line practitioners |
| **Target audience** | First responders or practitioners
Law enforcement officers
Local Community Organisations/NGOs |
| **Deliverables** | The toolkit comprises:
• a general background document which covers the objectives, presuppositions and starting points, implications for use and implementation;

• separate tools for each target group with manuals on the indicators of radicalisation and tip sheets;

• video material showing testimonials from victims of terrorism, former radicals and interviews with representatives of the different target groups.

All can be found on the website www.terratoolkit.eu |
| **Evidence and evaluation** | The TERRA Toolkit was developed on the basis of a scientific literature review on risk factors and relevant stakeholders, together with consultations with professionals in the field on the practical applicability of the material, and a critical reviews by experts in the field. It was piloted in three countries.

The TERRA Toolkit was well received in different European countries, |

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

Last update	2018

Name of the practice	4.8.5 *Networking Platform/Afghan and Chechen Communities*
Description	The main objectives of the practice are: - to strengthen resilience in terms of dealing with the challenges of everyday life, social participation and prevention of radicalisation; - to empower communities and their associations by developing networks and dialogue with the authorities and with institutions like the municipal departments of the City of Vienna, health institutions, the police, educational and labour market institutions, etc.; - to develop networks and dialogue with wider society, e.g. neighbourhood associations; - to offer training and information on relevant topics for daily life; - to develop projects that will further the societal inclusion of communities. Preventive work against radicalisation and promotion of the capacity to participate in democratic processes involves: - creating a sense of togetherness and belonging; - establishing and maintaining an active and inclusive dialogue; - educating and informing on actual and relevant topics; - increasing transcultural competence among community members and authorities; - encouraging active participation in and dialogue with wider society. The networking platform has several subprojects, described below. - A training and discussion platform focusing on different target groups (girls and women, boys and men as well as youth) on the following topics: non-violent methods of conflict resolution, drug prevention, health, safety issues, sexuality, civil courage, domestic violence, etc. - Women's cafés and women's platforms (creation of safe spaces for women, where they can meet and develop various activities, e.g. discussions and training on gender; women's role in society; religion; social, health and educational issues; prevention and deradicalisation; leisure activities, etc. One such case is the women's groups visit to the Mauthausen Memorial as part of a project to study and discuss the topic of antisemitism). - In addition, the communities may develop small-scale projects focusing on dialogue with wider society. - Workshops for adolescents with a focus on democracy, non-violence and leisure activities.
Approach	Community engagement/empowerment Educating young people

Target audience	Local Community Organisations/NGOs
	Authorities
	Youth / pupils / students
Deliverables	All information and experiences garnered through the project are used to develop training measures for employees involved in all important areas of social policies and services. Project reports and training manuals are delivered and used by administrative and relevant partners of the Vienna Network for Deradicalisation and Prevention.
Evidence and evaluation	The key element of the project is ongoing exchange with community members, key players and representatives of the organisations involved. These groups are asked for feedback and information: about the usefulness of the project to them; about the specific benefits of the project; about what has changed through the project in terms of the topics covered, and about what they believe the next steps should be.
	Furthermore, the implementation process of the project is discussed, as are experiences of the processes of integration, self-organisation of the community, gathering of information on prevention, etc. All constructive information concerning the community and the processes of integration, communication or concrete prevention measures is used in the follow-up of the projects. As part of this, all ideas of the community which are relevant to the further planning of project activities are taken into account (e.g. What information does the community need? And what support do key players need? How can we support empowerment?). These perceptions are subjective or based on specific evaluations (e.g. the number of participants in a lecture). The participants' subjective perceptions as well as the feedback from participating institutions/NGOs confirms an (ex)change process which is described as such. The outcomes or goals are the process itself.
	Statistical data exist primarily in participants' documentation of the changes they perceive during the process. At the RAN Meeting in London (June 2017), the project received positive feedback.
Sustainability and transferability	The sustainability of the project is ensured by the constant involvement of MA 17 staff, maintaining and supporting communities' activities as well as the information exchange with NGOs/relevant key players from the network. The project is based on the experiences and activities of MA 17. Implementation costs are divided into the expenditure for organisation, coordination and training (MA 17 staff), as well as the expenditure for external lecturers and excursions. Besides the MA 17 activities, in which extra working hours on each project are not taken into account, the remaining costs in 2017 (small subprojects, excursions, lectures, etc.) were approximately EUR 5 000.
Geographical scope	City of Vienna

Start of the practice	▪ First idea, concept and practical steps: November/December 2015 ▪ Start of the project: January 2016 ▪ Project is ongoing.
Presented and discussed in RAN meeting	RAN YF&C, Strengthening community resilience to polarisation and radicalisation, London, 29-30 June 2017
Relation to other EC initiatives Such as ENoD or IMPACT	n/a
Organisation	*Developed, coordinated, organised and financed by the City of Vienna (Municipal Department 17 – Integration and Diversity)*
Country of origin	Austria
Contact details	City of Vienna Municipal Department 17 – Integration and Diversity Friedrich-Schmidt-Platz 3 A-1080 Vienna Austria Almir Ibric almir.ibric@wien.gv.at +43 1400081545 https://www.wien.gv.at/menschen/integration/
Last update	2018

Name of the practice	4.8.6 *Derbyshire Healthcare Foundation NHS Trust*
Description	The organisation is Mental health provider and offers intervention for people presenting with associated mental health problems. The service offers specialist intervention for people presenting via the Channel group based within Derbyshire. Both psychological intervention and trauma management form part of the provision, via the Psychological services across a spectrum of practitioners

The lead acts as an advisor to both national and regional groups both under the Prevent and Pursue agenda, with specific advice on mental health and vulnerability. |
| Approach | Community engagement/empowerment
Exit strategies |
| Target audience | Health practitioners
Authorities
Formers |
| Deliverables | Clinical outcome measures including evidence of studies regarding direct intervention. Established post registration Education programme at University of Derby. National workshops and conferences in England |
| Evidence and evaluation | Programmes subject to validation by Research centre in Derbyshire and University of Derby.

Clinical intervention reported and reviewed under Quality Assurance programme and reports to the Mental Health Commissioners for Derbyshire |
Sustainability and transferability	Evidence previously presented in transferability of learning and intervention in the 'prevent space' and the required intervention of vulnerable people.
Geographical scope	Derbyshire and East Midlands
Start of the practice	2013
Presented and discussed in RAN meeting	Work of service as part of channel initiative in 2013 at RAN clinical advisory group meeting -Vienna
Relation to other EC initiatives	IMPACT
Organisation	*The organisation is Mental health provider and offers intervention for people presenting with associated mental health problems. The service offers specialist intervention for people presenting via the Channel group based within Derbyshire. Both psychological*

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

Name of the practice	4.8.7 **Allies**
Description	In response to social unrest related to riots in France, the Danish cartoons and the release of the Geert Wilders film Fitna, the Dutch National Police build up a network of Allies in the cities of Utrecht and Almere. This network of Allies consists of police officials and key figures from the communities. One of the essential reasons to build up this network was the need for the police to cooperate more pro-actively instead of reactively after an incident. The Allies work together on the local community level, the district level and the city's main chief of police. On all levels there is a representation of police officials and key figures from the communities to obtain a strong, sustainable group. To maintain this pro-active cooperation, the Allies congregate five times a year, regardless of incidents.
Approach	Community engagement/empowerment
Target audience	Law enforcement officers Local Community Organisations/NGOs
Deliverables	An action plan on how to implement a network of Allies in the police organisation is developed.
Evidence and evaluation	The practice has been evaluated internally among the Allies. Trust and commitment are keywords. The Allies are very satisfied with the cooperation and the main conclusion is that it can only work out when the Allies can be completely open to each other. The police and the key figures from the communities strengthen each other by sharing information and taking these signals serious and, when necessary, act on them. In the year 2014, a study by Zdenko Ćosić from the Vrije Universiteit (VU) in Amsterdam has been published about informal networks of the police regarding to meetings. This study evaluated the working and the success factors of the informal network.
Sustainability and transferability	The structure of Allies can be set up in every country or city and does not comprehend any costs.
Geographical scope	The practice is currently mainly implemented in the cities of Utrecht and Almere (NL). By the end of 2015, the aim is that the practice is implemented in the police unit of the region *Midden-Nederland* (Central Netherlands), which involves the provinces Utrecht and Flevoland).
Start of the practice	In the beginning of 2011, the practice was developed and by the end of 2011 the first meeting with Allies from different communities took place.
Presented and discussed in RAN meeting	RAN INT/Ext, 16-17 September 2013, Antwerp (BE)
Relation to other EC initiatives	None
Organisation	*Dutch National Police*

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

Name of the practice	4.8.8 **Muslimah Matters**
Description	A series of facilitated workshops based upon the priorities set by the audience, focussing on the 'factors for vulnerability' as developed by Cole. 'Identifying Vulnerable People' guidance Dr Jon Cole. Liverpool University, 2007. The purpose of the workshops is to increase knowledge levels around the issues of vulnerability, foster a positive notion of personal identity, promote community involvement and good citizenship and establish self sustaining women networks. The principles of the model involve the identification of 'matriarch' figures that promotes involvement and encourages the creation of women networks. A methodology to engage women's groups connected with Faith Institutions utilising the subjects that involve the 'factors for vulnerability' for people that may be attracted to extremism and violent radicalisation. The target audience is women networked through their connection with Mosques and other faith institutions that may have informal roles in the institution or wider community
Approach	Community engagement/empowerment
Target audience	Local Community Organisations/NGOs
Deliverables	A facilitation guide is currently being developed but principles can be used in most scenarios involving women as a focus group.
Evidence and evaluation	Simple 'before and after' evaluations have been completed which show that participants knowledge levels are increased, their confidence to take part in community based activity is increased and their willingness to volunteer in the community is increased
Sustainability and transferability	The concept is transferable in any language and is low cost
Geographical scope	United Kingdom
Start of the practice	2011 onwards
Presented and discussed in RAN meeting	Discussed in a number of RAN Prevent working groups. RAN Prevent – INT/EXT, Antwerp September 2013
Relation to other EC initiatives	EPAREX (Ealing Partnership Against Radicalisation and Extremism), EC-funded project
Organisation	*Ealing Council, London Borough of Ealing- utilised during EC funded EPAREX project 2011-14 and supported by UK Home Office*
Country of origin	United Kingdom
Contact details	Community Safety Unit

	Ealing Council, Perceval House Uxbridge Road, Ealing London United Kingdom Nazia Matin, Prevent Strategy Manager matin@ealing.gov.uk (+44) 07866 702611
Last update	2016 and before

Name of the practice	4.8.9 **Web constables**
Description	Web constables are police officers who work in the social media. We are in different social media networks (Facebook, VK.com, different Estonian forums) with our name and pictures. We participate in the discussions and are available for everyone to ask questions, send hints, complaints about other people or the police. We are welcomed in different groups where people are discussing about the local issues. We try to solve cyberbullying cases where they took place (it includes gaming sites or forums where we are not active but where we can go just to for taking care of the misunderstandings between the children) – sometimes they are easier to solve through the social media. Our main target is also dealing with minors, possible school shooters. So we do the background check based on the police database and the social media information and we pass it on to the local level (local police department) where they try to collect information about the things what can not be found from the social media (domestic violence, school issues, possibility to get a gun). Last step is making a plan how to help this child. Also, connected to the adolescence of our radicals (which we have but not that much, mainly skinheads), we have had positive feedback from them. They are also using our help in solving their real life problems (because it is so much better when you do not have to go to the department). This also means that they help us: they have given us information about wannabe skinheads (under 18years old children who are abusing alcohol and behaving badly in the city and saying to everyone that they are skinheads) and even about badly behaving drivers.
Approach	Community engagement/empowerment Educating young people
Target audience	Youth/pupils/students General public Online
Deliverables	We have frequently asked questions in our police website. We also have active Facebook pages where people can follow us and read the latest news about scams in Estonia or warnings about viruses or police notes. We have some Internet safety lectures in Estonian language up in the Internet and we give input to our safer Internet web page. And we can always share the PowerPoint about our work. We have also participated in numerous meetings, seminars and practical workshops.
Evidence and evaluation	We measure the number of the letters that we get and also the number on real cases (e.g. someone reports domestic violence case and we forward it to the right department). It is rising every year. In 2015 and 2014 the number of the letters sent by the citizens was 5 800. Every year we give 100+ lessons to students, parents to make people even more aware of us and this means that the number will continue to grow.

	We also have questionnaires how the public is satisfied with the police and it includes the work in social media. It has been over 80% of trust over the last years.
	A year ago there was a questionnaire for children awareness about the Internet and the police and bullying. Children new us better than the official police Lion Mascot Leo (what is mainly meant for children). 63% of children knew who the web-constables are and where they can find us. In 2015 100+ seminars were held in schools for students and parents on internet security, good/bad behaviour and how to counter it. This included a total 4500+ participants
	Web constables are still regarded as the best tool for young people to reach to be reached by the police. Some criminal investigations are started based on the information people post online, rather than with a classic notice to the police. People increasingly trust web constables and turn to them with their problems, while schools see their teaching subject as very useful.
Sustainability and transferability	Web-constables are getting more and more letters every year. Also the work area is getting wider (more social media networks, more people, who are spending their time over there).
	It doesn't need any extra money, because the working police officers get their police salary and mainly need a computer, smartphone and Internet connection.
	It also works in bigger countries. In Finland they have 3 full time web-constables and 20+ part time web-constables (they divide the time between social media and patrolling).
	Facebook Law Enforcement group is also supporting our work a lot. They are introducing our method in other counties which has a positive impact for us. Letting them know about abusive users or cyberbullying usually gets quick solutions. Also we get the latest updates about the network possibilities. In quick and serious cases this is an important fact.
	It works better if the trust in the police is high.
	The more people know us, the more we can help them. Being visible (giving lessons about Internet safety or commenting the topics on media) is vital.
Geographical scope	It is done in Estonia and also in Finland and Albania
Start of the practice	In June 2011 the first web constable started, in June 2012 the second web constable joined and in April 2013 there were three web constables.
Presented and discussed in RAN meeting	RAN POL, 2013, Riga RAN Derad regional meeting, 16-17 April 2015, Riga
Relation to other EC initiatives	EUCPN (European Crime Prevention Network)
Organisation	*Estonian Police and Border Guard Board* *The web-constables are financed by the police (they are part of the*

	police)
Country of origin	Estonia
Contact details	Pärnu mnt 139 15060 Tallinn Estonia Toomas Kuuse toomas.kuuse@politsei.ee (+372) 6123281 https://www.politsei.ee/en/nouanded/veebikonstaablid/ https://www.facebook.com/veebikonstaabel.maarja https://www.facebook.com/veebikonstaabel.andero https://www.facebook.com/veebikonstaabel.3
Last update	2016 and before

Name of the practice Please note that by practice we mean an activity or method that has been used or is in use by professionals and/or community members.	## 4.8.10 Religion and mediation training for religious and traditional peacemakers, international organisations & practitioners in the field
Description	Since 2014, the Network for Religious and Traditional Peacemakers (hereinafter 'the Network') has participated in leading, funding, and supporting training for the diplomatic and international community, as well as religious and traditional peacemakers on engaging religious worldviews in peace-making and peacebuilding processes, particularly in peace mediation. The training enables the UN, international organisations, policy-makers, Track 1 actors, non-state organisations and other stakeholders to improve their understanding of radicalisation. Part of this is understanding the crucial role of religious and traditional actors, who due to their connections and networks and often central position in their communities, have a set of tools to prevent violent radicalisation locally. The training for religious and traditional peacemakers focus on building their capacity and strengthening skills and knowledge with regard to preventing violent extremism (PVE). In short, PVE is a theme that cuts across all of the Network's activities.
Approach Please choose a maximum of two approaches most corresponding with the practice.	Community engagement/empowerment Training for first line practitioners
Target audience Please choose a maximum of three target audiences most corresponding with the practice.	Authorities First responders or practitioners General public
Deliverables Please indicate if the practice has led to concrete deliverables such as handbooks, training modules, videos.	• Development of the Network training was commissioned in 2016 to Al Amana International, who conducted baseline research on the training gaps of religion and mediation trainings. This resulted in a report in February 2017. • Training modules. • PowerPoint presentations, handouts and practical exercise materials .
Evidence and evaluation	The Network programme follows Finn Church Aid's (FCA) Planning, monitoring, evaluation, reporting (PMER) structures and is integrated into the Global Programme of FCA 2018-2023. Some of the key components promoting organisational quality and accountability, to be developed within the Global Programme's six-year lifetime, are: • systematic, continuous learning from evaluations, audits, reviews, monitoring, and other reflection;

	• promotion of high quality of work and mutual accountability when working with and through partners; • welcoming and addressing concerns and complaints from key stakeholders Furthermore, the Network's training is monitored by regularly comparing the objectives and indicators for successful training. Training participants are also invited to evaluate their experience.
Sustainability and transferability	The sustainability of the Network training programmes relies on strong Network member engagement and the significant number of the Network members that have supported the activities through in-kind contributions. What also makes the Network's work sustainable is the strong focus on conflict sensitivity and inclusivity, which form the basis of the training given to peacemakers on peacemaking and peacebuilding skills, and in working with Track 1 processes and policy makers. Working with religious and traditional peacemakers, including youth and women peacemakers, strengthens the capacity of the entire community in preventing violent extremism. To this effect, the Network has also established an Inclusivity Working Group. Costs of the training programmes are dependent on number of participants, the location of the training and duration.
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities)	Training has taken place in various locations in Europe, Africa, the United States, Middle East and Asia.
Start of the practice Please indicate when (year and month) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	Since November 2014, the Network has participated in leading, funding and supporting training for the diplomatic and international community and religious and traditional peacemakers in various locations.
Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group, date, place and subject of meeting.	RAN H&SC and RAN YF&C joint event on How to prevent the ripple effect of radicalisation? Supporting families and safeguarding children, in Nice, 2-3 February 2017.
Relation to other EC initiatives Such as ENoD or IMPACT	The Network is involved in European-wide networks on prevention of violent extremism (Radicalisation Awareness Network of European Commission and OSCE training curriculum development for Leaders against intolerance and violence), and provides special expertise from the perspective of developing the Finnish model on preventing violent

	extremism.
Organisation	The Network was initiated in 2013 as a direct result of UN Secretary General Ban Ki-moon's report titled 'Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution' (UN GA Report A/66/811, 2012) and the supporting guidance document named 'UN Guidance for Effective Mediation' (UN GA Resolution 65/283, 2012). The Network is a faith-based organisation and it is financially supported, *inter alia*, by the Ministry for Foreign Affairs of Finland, Finn Church Aid, the KAICIID Dialogue Centre and the United States Institute of Peace. In addition, the Network receives significant support in the form of in-kind contributions from several Network members.
Country of origin Please note that the organisation should be based in the European Union (EU) or European Economic Area (EEA).	Finland
Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.	Address: Kirkon Ulkomaanapu – Finn Church Aid Eteläranta 8, P.O. Box 210, FI-00131 Helsinki, Finland Contact person: Milla Perukangas Email: Milla.Perukangas@kirkonulkomaanapu.fi Telephone: +358 40 660 1990 Website: https://www.peacemakersnetwork.org/about-us/
Last update	216 and before

Name of the practice	4.8.11 Shoulder to Shoulder – Inter-faith action against xenophobia and hate speech
Description	Shoulder-to-Shoulder is an inter-faith collaboration model for generating grass-roots, local level collaboration between communities of various faiths on local issues. Religious communities and religious premises can become the targets of hate speech and hate crime. Finn Church Aid (FCA), working with religious communities, develops actions within which communities can support each other when threatened or faced with a concrete danger. The 'Shoulder to Shoulder' action will be further developed and implemented.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	Local Community Organisations/NGOs General public
Deliverables	
Evidence and evaluation	The Shoulder-to-Shoulder model provides tools for local/grass roots level and promotes inter-faith collaboration. In 2016, the FCA/NETW facilitated connections between approximately 20 local congregations and Islamic communities, and organised training on inter-faith collaboration at 10 events, together with local congregations. The impact has been increased contacts and collaboration between different faith groups. They have carried out initiatives of their own accord at local level.
Sustainability and transferability	The Shoulder-to-Shoulder model can be utilised in any multi-faith environment
Geographical scope	Finland. The origin of this practice, and therefore our inspiration, comes from the United States.
Start of the practice	The practice was initiated in the United States by the Shoulder-to-Shoulder Campaign In 2015, the Finn Church Aid and Network organised a study trip to the US for Finnish policy-makers, different authorities, NGOs, and law enforcement and religious leaders from different faiths. Shoulder-to-Shoulder was one of the initiatives visited. Finnish delegation members took this initiative forward in Finland, led by the FCA and NETW. Shoulder-to-Shoulder has been part of the Finnish National Action Plan for Preventing Violent Extremism and radicalisation since 2016.
Presented and discussed in RAN meeting	RAN LOCAL, Brussels, December 2016

Relation to other EC initiatives	
Organisation	Finn Church Aid, the largest development actor and second-largest provider of humanitarian aid in Finland hosts the secretariat of Network for Religious and Traditional Peacemakers. The Network was initiated in 2013 as a direct result of UN Secretary General Ban Ki-moon's report, 'Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution' (UN GA Report A/66/811, 2012) and the supporting guidance, 'UN Guidance for Effective Mediation' (UN GA Resolution 65/283, 2012). The Network is a faith-based organisation and it is financially supported, inter alia, by the Ministry for Foreign Affairs of Finland, Finn Church Aid, the KAICIID Dialogue Centre and the United States Institute of Peace. In addition, the Network is significantly supported by in-kind contributions from several Network members.
Country of origin	Finland
Contact details	Address: Kirkon Ulkomaanapu – Finn Church Aid Eteläranta 8, P.O. Box 210, FI-00131 Helsinki, Finland Contact person: Milla Perukangas Email: Milla.Perukangas@kirkonulkomaanapu.fi Telephone: +358 40 660 1990 Website: https://www.kirkonulkomaanapu.fi/en Website: https://www.peacemakersnetwork.org/about-us/
Last update	2016 and before

Name of the practice	4.8.12 **FORESEE**
Description	The Foresee Research Group uses restorative principles and approaches (dialogue processes and encounters) to prevent escalation of conflict. The focus is on prevention at school level: work is carried out with teachers and parents, who are trained to engage in open non-violent communication. Foresee also carries out restorative projects at prison level, working with 'in-cell' and 'staff-inmate' conflicts. The group strives to empower prisoners by discussing the meaning of conflict and by exploring appropriate means of expression and practicing anger management. With regard to method, Foresee applies a range of techniques quite flexibly: mediation, conferencing, peace-making circles, family group conferencing, facilitated discussions and one-to-one restorative dialogue. Foresee's main projects include: • 'Mediation and restorative justice in prison' (2009-2012) • 'Peace-making circles in Europe' (2011-2013) • 'Resolving disputes in twenty-first century' (REDICT) (2011-2013) • 'Developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies' (ALTERNATIVE) (2012-2016). Foresee's multi-agency team of researchers and facilitators work with disadvantaged groups, local communities, schools and non-governmental organisations (NGOs), as well as practitioners and policymakers in criminal justice fields (victim support, offender processing, probation and prison work), social welfare and education. A particularly promising aspect of Foresee's approach is that it is safely anchored in well-established restorative justice methodology; it can adapt and advance into prevention work against hate crime and extremism. Foresee has recently completed its pilot project on mediation and restorative justice in prison, working with staff, inmates, families and victims. It is exploring new methodologies appropriate for hate crime and extremism and for deradicalisation intervention. Foresee is running diverse action research projects which also provide conflict resolution practices (including training sessions) using the restorative justice approach. The research targets community-level conflict (in villages and smaller localities) in schools and juvenile homes as well as in the criminal justice and prison context. Throughout these projects, Foresee tackles problems such as stereotypes, prejudices, aggression, lack of understanding and intolerance, among many others. On the one hand, these issues are often at the root of aggressive behaviour, when it is motivated by violent and hateful ideas/thoughts. On the other hand, they are also symptoms of other, underlying social problems that need to be addressed. Since 2009, Foresee has been co-founded through its projects with the

	national and European programmes listed below.
	- 2015-2016: partner in the international 'Education for sentenced minors and adults (ESM-YA)' project, funded by the European Commission's Lifelong Learning Programme.
	- 2015: implementing restorative practices in the Rákospalota Juvenile Institution — a training project funded by the Ministry of Human Resources.
	- 2014–2015: in cooperation with Focus and Inhall Researching Ltd, the Foresee Research Group was responsible for conducting qualitative and quantitative research at the request of the Ministry of the Interior. The aim was to evaluate and follow up on EU-funded prison projects carried out in Hungarian prisons: it involved 80 in-depth interviews, 500 questionnaires and 14 focus groups.
	- 2014-2015: in cooperation with Focus and Inhall Researching Ltd, the Foresee Research Group was responsible for conducting quantitative research at the request of the Ministry of the Interior. The survey's (n=2000) aim was to evaluate the impact of a 2-year-long community-policing programme implemented in 5 Hungarian cities.
	- 2012–2016: Hungarian partner in the consortium for the FP7-funded project, ALTERNATIVE ('Developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies'). This involved leading the action research site in Hungary.
	- 2012-present: active membership in the European Commission-funded Radicalisation Awareness Network (RAN) Deradicalisation working group and in its Centre of Excellence, coordinated by Radar (the Netherlands).
	- 2011-2013: action research on implementing peace-making circles in the criminal justice system for a project funded by the European Commission's Criminal Justice Programme, JUST/2010/JPEN/AG/1609 (consortium leader: University of Tubingen, Germany).
	- 2011-2013: 'Resolving disputes in the 21st century' (REDICT), an international exchange project funded by the European Commission's Grundtvig Programme.
	- 2009–2010: evaluation and sustainability analysis of 100 crime

	prevention projects, funded by the Hungarian Crime Prevention Board of the Ministry of Justice.
	- 2010: 'Climate+: community conflict resolution in schools', a methodological development project funded by the Ministry of the Interior.
	- 2009-2012: consortium leader of the EU-funded project 'Mediation and restorative justice in prison' (MEREPS) (JLS/2008/JPEN015-30-CE-0267156/00-39; partnering countries: Germany and the United Kingdom).
	- 2009: 'Community conflict resolution in Nagybörzsöny', a research and training project funded by the Ministry of the Interior's National Crime Prevention Board.
Approach	Community engagement/empowerment
Target audience	Youth/pupils/students Prison/probation/judicial practitioners Educators/academics
Deliverables	Completed projects are disseminated; selected deliverables are listed below. - Foresee has produced several videos on the method of diverse dialogue approaches in schools, in local communities, and within the judicial system. All videos are subtitled in English (see http://www.foresee.hu/en/films/ online). - 'Positive climate project': Preventing aggression and building positive social climate in schools (see http://klima.foresee.hu/en/ online). - Barabás, T., Fellegi, B., & Windt, S. (2012). Responsibility-taking, relationship building and restoration in prisons. *Mediation and Restorative Justice in Prison Settings. Budapest: PT Mühely*. - Fellegi, B., & Szegő, D. (2013). Handbook for Facilitating Peacemaking Circles. *Budapest: PT Mūhely*. Retrieved from http://www.foresee.hu/uploads/tx_abdownloads/files/peacemaking_circle_handbook.pdf
Evidence and evaluation	Each Foresee project is thoroughly (self-)evaluated and followed up by qualitative research. All project activities (training sessions, workshops, conferences, etc.) are concluded by evaluations (questionnaires). These evaluations are available in the English publications section at http://www.foresee.hu/en/publications/ online. Findings on the applicability of restorative justice within intercultural communities are included in publications on the ALTERNATIVE research

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

Name of the practice	4.8.13 *Garda Ethnic Liaison Officers*
Description	The role of the Garda National Diversity and Integration Unit (GNDIU) and its team of Garda (Police) Ethnic Liaison Officers (ELOs) is to liaise with minority communities and reassure them that police services are available to them without discrimination. These officers liaise with the Muslim community in general and at their places of worship (mosques and prayer houses) throughout the state. The central function of GNDIU and the Garda (Police) ELOs is to build a relationship of trust and confidence with individual Muslims, and to be attuned to periods or occurrences of heightened vulnerability for this community, especially at times of terrorist threat. Negative media reporting of Muslims can encourage prejudice and stereotyping of members of this community. To combat this, thanks to their understanding of and excellent relations with the Muslim community, ELOs act to prevent negative media commentary that leads to prejudice and stereotyping of the 'whole' community. In such instances, the officers also support police by preventing negative police profiling of this community during times of heightened tension and unease. Garda (Police) ELOs endeavour to learn about this community by maintaining constant communication and contact. Police liaison officers may eventually become privy to information that assists in preventing individuals from becoming radicalised. The officers are also available to speak with community members wishing to report in confidence any matter that might endanger the Muslim community in general. The Garda Racial, Intercultural & Diversity Office (GRIDO) and Garda Ethnic Liaison Officers demonstrate secure and safe Internet use to the Muslim community via presentations.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	Law enforcement officers Local Community Organisations/NGOs General public
Deliverables	In 2005, the Garda National Diversity and Integration Unit published two handbooks: • 'Your Police Service in Intercultural Ireland' • 'Intercultural Ireland – Your Changing Community'.

	Both of these are available on the Garda Website (http://www.garda.ie).
Evidence and evaluation	The Garda's work with minority communities has been evaluated through research conducted by the Garda Research Unit in 2013. ('Diversity Climate Survey – An Garda Síochána').
Sustainability and transferability	The initiative is easily transferable to other jurisdictions — European or otherwise. The cost of the practice is minimal. In Ireland, the Garda ELOs are actual Garda Community Police Officers. Their Ethnic Liaison role is adopted on a part-time basis, at no extra cost to the organisation.
Geographical scope	The Garda ELO initiative has been implemented on a national basis. There are approximately 200 such officers appointed nationwide. Their work is overseen by GNDIU, which is also responsible for their training and development on appointment to their role.
Start of the practice	The practice was developed and implemented in April 2002.
Presented and discussed in RAN meeting	The practice was presented and discussed at the RANPOL meeting held in Rome in 2013, and in Athens in 2016.
Linked to other EU initiatives or EU funding	None
Organisation	An Garda Síochána — Ireland's National Police Force; Garda National Diversity and Integration Unit
Country of origin	Ireland
Contact details	Address: Garda National Diversity and Integration Unit Garda National Community Orientated Policing Bureau Harcourt Square Harcourt Street Dublin 2 Ireland Contact person: Sergeant Dave McInerney Email: david.mcinerney@garda.ie Telephone: +353 868282574 Website: http://www.garda.ie
Last update	2018

Name of the practice	4.8.14 Second Wave "My City Real World"
Description	Second wave "My City Real World" is a cooperation between a group of Dutch youngsters from the Schilderswijk and the Dutch community police, working on mutual understanding, investing in empowerment of the youngsters and the neighbourhood and social inclusion. A group of about 6 police officers and 20 youngsters took part in trainings, open dialogues, workshops and debates. What happens in society and themes like radicalisation are woven into the programme. Both the police officers as well as the youngsters shared their emotions, anger and the misunderstandings, and eventually came closer to each other. The youngsters got to know the person behind the uniform, and the police officers got to know the boys behind the nuisance. This project shows that change starts at small scale. Gouda experienced troubles between police and youth in the recent past. Second Wave "My City Real World" launched a project in 2010 for youth and policemen to find solutions together. This resulted in positive effects on the relation between youth and the police. Therefore, the City, police and My City Real World will now launch a second round of the project. Ten youth and ten police officers will talk with each other through interactive exercises to increase communication, mutual trust and understanding for the coming year.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	Youth / pupils / students Local Community Organisations/NGOs Law enforcement officers
Deliverables	A short documentary following the participants of the 2012 Second Wave project in Gouda, Netherlands. Innovative and pioneering workshops and discussions brought together young Dutch Moroccans and members of the police force in Gouda, to challenge stereotypes and build understanding between the two groups. https://www.youtube.com/watch?v=6NTThMO2ufo
Evidence and evaluation	"Second Wave" aimed to improve relationships between local, predominantly young Dutch Moroccan men and the police, has produced significant results for both the young people and the police officers who have participated. Amongst the young people participating, the project resulted in the following: • A high level of youth commitment to the project's process and goals • An increased insight into police policies, priorities, and activities • Positive attitudinal changes toward police officers

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

Last update	2016 and before

Name of the practice	4.8.15 *The Youth Civil Activism Network (YouthCAN)*
Description	The Youth Civil Activism Network (YouthCAN) empowers young people to engage meaningfully in preventing and countering violent extremism (P/CVE) and elevates their voices as credible messengers and decision-makers who can influence related policy at local, national and international levels. Through targeted workshops, YouthCAN engages directly with young grassroots activists to bring them the knowledge, skills and resources they need, while the global network connects activists from all corners of the globe and all walks of life to stand united against hate and extremism.

Main approach
Training: YouthCAN empowers youth activists through training to increase their knowledge of P/CVE while building the tangible skillsets needed to support their activism. YouthCAN's Youth Innovation Labs utilise a unique capacity-building model that centres on a learning-by-doing approach. The process goes beyond traditional hierarchical learning to allow participants to apply learnings to their own context and produce tangible outputs that benefit their community.

Target audiences
Young activists: young people aged between 18 and 29 who are working to challenge hate and extremism in their community. YouthCAN brings them the resources, opportunities, training and support they need to achieve the greatest impact.
Vulnerable or at-risk youth: young people who are vulnerable to extremist ideologies through peer messaging. YouthCAN engages with this group by empowering young people to act as credible messengers and creating opportunities for them to engage their immediate communities.
Policymakers: YouthCAN encourages policymakers to engage meaningfully with young people in P/CVE, especially when developing policies that affect youth. The programme also generates research to help guide policymakers and civil society organisations (CSOs) engage more effectively with youth. |
| **Approach** | Community engagement/empowerment
Educating young people |
| **Target audience** | Youth / pupils / students
Authorities
Local Community Organisations/NGOs |
| **Deliverables** | YouthCAN has helped young activists create and deliver 40 targeted counterspeech campaigns and community initiatives, with an additional 12 campaigns in development that are due to launch in early 2019.

YouthCAN has conducted research on the needs of youth activists and |

| | the barriers they face. The first such report, published in June 2016, presented youth feedback on the UN Plan of Action (PoA) and Resolution 2250 which offered guidance for engagement with youth in P/CVE. The report is available on the Institute for Strategic Dialogue (ISD) website (https://www.isdglobal.org/isd-publications/guidance-for-international-youth-engagement-in-pve-and-cve/).

A second report, to be released in March 2019, covers a large number of youth perspectives globally, in order to better understand the needs of young activists and the challenges they face. This will help policymakers and non-governmental organisations (NGOs) deliver programmes that can better support youth in P/CVE. |
|---|---|
| **Evidence and evaluation** | In addition to qualitative feedback from network members and workshop participants, YouthCAN conducts pre- and post-event surveys for every workshop, and performs extensive monitoring and evaluation (M&E) for all youth-led campaigns and initiatives, in order to evaluate aspects of impact such as reach and engagement. Consistently, the team has seen clear increases in knowledge related to the workshop topic (extremism, hate speech, disinformation, campaigning, etc.) as well as notable shifts in attitudinal and behavioural measures relating to activism and P/CVE activity. Longitudinal studies have shown that the knowledge and skills gained during a YouthCAN Lab contribute to participants' activism well beyond the scope of the project, and that the new connections they forge through their participation create additional support for their work. |
| **Sustainability and transferability** | YouthCAN is a global network and has conducted labs in countries across Europe, the Middle East and North Africa, south and south-east Asia and East Africa. The workshop model is highly transferable across local contexts and can be used to address a range of different topics. The team always takes great care to tailor each lab to the local context by conducting bespoke research, engaging local stakeholders and hosting focus groups with young people. |
| **Geographical scope** | The YouthCAN network has over 1 400 members from 130 different countries, representing every principal region of the globe. YouthCAN has conducted 20 Youth Innovation Labs in 19 countries in Europe, East Africa, the Middle East and North Africa, South Asia and south-east Asia, training 640 young activists from 60 countries. |
| **Start of the practice** | YouthCAN was launched at the Youth Against Extremism conference hosted in Oslo, Norway in June 2015. The programme has grown steadily since then. |
| **Presented and discussed in RAN meeting** | RAN Young, September 2018, Nice (France) |
| **Linked to other EU initiatives or EU funding** | YouthCAN has received funding from a number of international entities, including the Norwegian Ministry of Foreign of Affairs, the Norwegian Ministry of Children and Equality and the UK's Foreign Commonwealth Office.

While YouthCAN has not been funded by the EU directly, it was a sub-grantee on an EU-funded project with Terre des Hommes in Albania, |

	and provided workshops for Extremeless Europe in Lithuania funded by Erasmus + and One Young World's EC-funded Peace Ambassadors programme at their yearly Summit in The Hague in 2018.
Organisation	**Institute for Strategic Dialogue** A global counter-extremism organisation dedicated to powering new generations against hate and extremism. For 10 years, the ISD has responded to the rising challenge of extremist movements and the ideologies that underpin them, delivering cutting-edge programmes built upon world-leading expertise in communications and technology, grassroots networks, knowledge and research, and policy advice.
Country of origin	United Kingdom
Contact details	Address: PO Box 7814 London W1C 1YZ UK Contact person: Kelsey Bjornsgaard Email: kb@isdglobal.org Telephone: +44 2074939333 Website: https://www.isdglobal.org/
Last update	2018

Name of the practice	4.8.16 **INSPEC²T (Inspiring CitizeNS Participation for Enhanced Community PoliCing AcTions) Project**
Description	INSPEC²T is a three-year project that started in May 2015. The project is funded by the European Commission, under the "H2020-FCT-2014 Ethical/Societal Dimension Topic 2: Enhancing cooperation between law enforcement agencies and citizens – Community policing" call. INSPEC²T projects' scope is to develop a sustainable framework for Community Policing that effectively addresses and promotes seamless collaboration between the police and the community. INSPEC²T approach bases its conceptual foundations on EU crime prevention and Member States specific Internal Security Policies, validated research results and best practices from cooperation between police and local, regional and national communities. This is perceived as an origin to apprehend special characteristics, particularities and determinants for trust between all stakeholders. Special focus will be given to Community Policing awareness raising activities for both police and citizens. The above activities and associated results, will provide a solid foundation for the evolution of the Next Generation Community Policing roadmap in Europe. Among others, INSPEC²T will help prevent radicalization by including in the test cases tackling with minority groups and by helping increase the bonds between various user groups and the police. INSPEC²T project expects to have a positive impact on societies and community policing in the following ways: • Better community policing through more effective and efficient tools, procedures and approaches that match the needs and requirements of users. • INSPEC²T will deliver awareness raising activities, a communication platform and training solutions. Each of these will accommodate for underlying societal, cultural, ethical and legal principles. • Improved early warning and identification of public safety and security risks. • Enhanced crime reporting by allowing citizens and community to report incidents and perceived offences/crime more efficiently and effectively. • More proficient timely intervention, as more accurate and efficient information is available, which also impacts the process of crime solving indirectly. • Strengthened and accelerated communication (and collaboration) between citizens and police forces. • Strengthened community cohesion and a reduction in feelings of insecurity.
Approach	Community engagement/empowerment

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

	ethical, societal, legal and privacy issues who act as external – independent to the consortium. They review the project's process and results and submit short reports during the project execution period, at specific project milestones.
	Both groups are very active in evaluating the work achieved by the consortium and provide valuable input, comments and recommendations, in order to ensure that the final product meets the End User needs and requirements.
	These groups have already assessed the project's progression twice (with positive remarks) and will evaluate it once more before it finishes.
	Finally, the INSPEC^{2}T system will be will be demonstrated and validated in 5 EU cities by a wide range of relevant stakeholders, in two phases: - Testing in 3 test cases - Validation – pre-assessment - Improvements / adjustments - Testing in remaining 2 test cases - Final validation
Sustainability and transferability	Sustainability of the project after its 3 year-life is up to police departments who will demonstrate interest in using it as a whole or parts of it (modular).
Geographical scope	EU region Implemented / tested in UK (Preston, Belfast), Cyprus (Egkomi), Spain (Valencia), Netherlands (Groningen)
Start of the practice	May 2015
Presented and discussed in RAN meeting	RAN POL meeting Oslo (Norway), 6-7 April 2016
Relation to other EC initiatives	Other related projects are UNITY, TRILLION, CITYCOP and ICT4COP
Organisation	*INSPEC^{2}T Project Coordinator is the Center for Security Studies (KEMEA)* *KEMEA has been established as the Greek Ministry of Interior and Administrative Reconstruction (former Public Order & Citizen Protection) think tank on security policies. KEMEA is a scientific, consulting and research agency, whose purpose is to conduct theoretical and applied research and to produce studies, particularly at a strategic level, on issues concerning security policies. KEMEA also provides advisory and consulting services to the Ministry of Citizen Protection & Public Order and other Public and Private authorities on these same issues. KEMEA up to now is successfully participating in more than 60 Projects of the EC, ESA and of National Resources. It has also represented the Greek Government to the European Research and Innovation Forum (ESRIF) of the European Commission and is a Member to the Board of Directors of the European Organization for Security (EOS). KEMEA has been appointed in 2011 (Presidential Decree No39/06.05.2011)*

	as the "National Contact Point" for the protection of ECIs ("EPCIP contact point") of Directive 2008/114/EC of the Council of December 8th 2008 "regarding the definition and designation of the European Critical infrastructures and the assessment of the need to improve the protection of such infrastructures".
Country of origin	Greece
Contact details	KEMEA P.Kanellopoulou 4, 10177 Athens, Greece Dr George Leventakis gleventakis@kemea.gr +30 210 7481630, int. 331 www.kemea.gr http://inspec2t-project.eu
Last update	2016 and before

Name of the practice	4.8.17 Manchester RADEQUAL Campaign
Description	The complex nature and magnitude of the challenges we face today mean that solutions often cannot be provided by the law and authorities alone. The interplay of a range of factors in our communities and neighbourhoods can be studied and addressed so as to improve the lives of residents and provide opportunities for people to contribute to building a safer and more resilient Manchester.

RADEQUAL aims to approach and engage communities and neighbourhoods before problems arise, and hold honest and often difficult conversations. Then the aim is to proactively work together to prevent some of the drivers from escalating into community tensions, conflict, and in some cases, criminal activity, radicalisation and violent extremism.

RADEQUAL, Manchester's campaign to build community resilience, is focused on:

- strengthening community leadership (existing, emerging and new — diverse — gateways and gatekeepers);
- building confidence and empowering VCS and communities to identify challenges and problems, and work towards problem-solving and solutions;
- promoting closer engagement, and working within and between communities to build resilience.

The campaign is aimed at uniting Mancunians across the city and from all walks of life to tackle these challenges and make a difference. The following three key principles, known as the three Cs, build on the 'Our Manchester' approach.

- CHALLENGE. Identifying and understanding the concerns and challenges across and within communities that could give rise to divisions and tensions (hate, prejudice and extremism). This information should be drawn not only from the statistics and research, but should be also be observed in the less obvious causes of tension, such as people's attitudes and behaviours that have the potential to lead to conflict or division.

- CONNECT. Connecting communities, groups and organisations, and building relationships to create a network of credible voices. This should include newcomers as well as long-standing residents who should come together, making neighbourhoods and communities stronger. Connections can be made in person but also via social media.

- CHAMPION. Championing Manchester's radical reputation for campaigning for equality and inclusion, and welcoming difference — not just by focusing on shared elements we have in common, but also by preparing people for difficult debates, and asking the tough questions that will help us to find better alternatives, and provide the right support and advice. |

	Grants of up to GBP 2 000 are available on an annual basis (potentially twice a year) for groups and organisations wishing to develop activities that promote and deliver the RADEQUAL principles and grant priorities. The grant can be used to deliver a range of activities that strengthen the existing delivery, and undertake new and creative ways of tackling existing challenges.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	General public Local Community Organisations/NGOs Youth / pupils / students
Deliverables	The RADEQUAL grant programme has resulted in a number of available tools: • podcasts on Prevent, and on extremism and equalities issues; • videos by young people expressing their concerns and celebrating what makes them Mancunian, as well as a short film about the similarities, hopes and concerns of Manchester's different faith communities; • art created by people with disabilities expressing their take on RADEQUAL; • teaching resources for the post-16-to-19 age group on hate, prejudice and the threat of radicalisation in Manchester; • poems articulating stories and experiences of black and ethnic minority communities in Manchester • an isolation and radicalisation drama workshop.
Evidence and evaluation	There are GBP 2 000 in grants, so evaluation has had to be proportionate to funding, taking under consideration: • the numbers of people attending sessions, and their diversity profile • feedback forms • case studies. Going forward, we will look to the funded VCS groups to ask service users to complete a pre- and post-evaluation form. We will also ask funded VCS groups to undertake a peer review with one other.
Sustainability and transferability	The RADEQUAL grant provides up to GBP 2 000 for VCS groups to access each year. Where possible, we encourage groups to identify some in-kind support or to match the funding and join up on delivery with another VCS group in a different geographical area.
Geographical scope	Manchester, North-west England, United Kingdom
Start of the practice	Campaign launched in September 2016.

	However, in the two years prior to the launch, Manchester City Council and the Greater Manchester Police worked with the Foundation for Peace and communities to deliver two programmes of work: Rethinking Radicalisation (funded by Manchester City Council) and Radical Dialogue (funded by the Home Office). Both programmes were developed and delivered as a key outcome of a Prevent Big Questions community event held in April 2014 that aimed to build an understanding of local community concerns relating to extremism, radicalisation and terrorism.
Presented and discussed in RAN meeting	Local/YF&C joint meeting, Prague, 22-23 February 2018
Linked to other EU initiatives or EU funding	
Organisation	Manchester City Council – Local Government

[Governmental institution |
| **Country of origin** | United Kingdom |
| **Contact details** | Contact person: Samiya Butt
Email: s.butt@manchester.gov.uk
Telephone: +44 1612341489
Websites: http://www.manchester.gov.uk/
              http://www.makingmanchestersafer.com/ |

Name of the practice	4.8.18 CoCoRa – Community Counteracting Radicalisation
Description	**The background and rationale of the CoCoRa project and prevention concept:** **All over Europe we see:** • An increased focus on political-religious radicalisation oriented towards Daesh in the wake of the Syria civil war • An increased preparedness to prevent and counteract young people´s political-religious radicalisation, violent/militant extremism and terrorism • A variety of prevention and intervention strategies launched to respond to these phenomena throughout Europe • Most efforts aimed at strengthening the professional resources – frontline workers/practitioners as well as researchers and intelligence services etc. **But despite all these effort:** • We still seem to witness an increasing number of radicalized youngsters, turning their heads and resources towards political-religious movements against Western-democratic societies • Civil societies and local communities are rarely an integrated part of the prevention strategies. **On this background, the overall aims for the CoCoRa projects are to:** • To contribute to a new community-based and coproductive prevention strategy against politicial-religious radicalisation and violent extremism among young people in the risk zone for radicalization. **The concrete objectives are:** • To develop a prevention programme focused on the strengthening of young people´s empowerment and devotion to an active fellow citizenship • To involve local communities as equal partners in developing the prevention programme, utilizing inside knowledge, confidential positions and credibility. • To train the young participants for an intercultural ambassadorship to engage in dialogue and coproduction with professionals in prevention activities. Thus, the CoCora project will: • Empower young people exposed for political-religious radicalization to recognize and define themselves in the concept of an equal and active fellow citizenship • Strengthen the mutual insight, credibility and trust between local professionals/practitioners and local communities in order to qualify approaches and methods in united prevention efforts. • Incorporate the empowerment and equality approach to the prevention strategy in order to relate the prevention efforts clearly to the perspective of an equal and active citizenship.

Approach	Community engagement/empowerment
	Educating young people
Target audience	Local Community Organisations/NGOs
	Youth / pupils / students
	Authorities
Deliverables	The CoCoRa project will provide a total prevention strategy package of transferable and accessible handbooks, including the following activities and deliverables:
	• **The CoCoRa Collaborative Programme (CCP)** – a concrete concept for involving local communities to collaborate and contribute to prevention efforts among young people in risk of radicalisation towards violent political-religious extremism and even terror.
	• **The CoCoRa Prevention Programme (CPP)** – a concrete concept for educating and empowering young people in the risk zone to define and follow their own visions for an equal and active citizenship, built on the basic idea of the self-including citizenship.
	• The CoCoRa Ambassador Programme (CAP) – a concrete concept for further training of young people from the preventions programme to be spokespersons and ambassadors. The young ambassador will be responsible for the communication of needs, resources and special expertise among young people in their peer group to contribute to the common prevention effort in a collaboration with local/regional prevention authorities and professionals – thus building a sustainable bridge for a preventive strategy taking the resources of local communities into account.
	Thus, the basis idea is to combine the radicalization preventive perspective with an empowerment approach and knowledge input and exercises focusing on the potentials for overcoming the experience of alienation, exclusion, lack of equal treatment and even direct discrimination. The key word for this empowerment and new orientation process is our new concept of self-including citizenship, connoting the process of practicing a positive and active citizenship, even though one still may be met by negative presumptions and prejudices.
Evidence and evaluation	The CoCoRa project will be assessed through a total quality assurance and risk management system, combining:
	1) Monitoring (the summative and quantitative approach)
	2) Process assessment (the formative and qualitative approach)
	3) Risk management (the preventive and acting approach)
	45) **Monitoring:**
	By the monitoring, we are conducting an ongoing assessment of the actual results of all project activities.
	Aim: the aim of the monitoring is to ensure that the partnership fulfil the objectives and milestones of the project in accordance with the application form and time schedule.

	2) Process assessment: By the process assessment, we are looking closer into the functioning and learning impact of the project activities, i.e. the intellectual outputs, the multiplier events and the dissemination and exploitation activities. Aim: the aim of the process assessment is to ccessi how the activities function and give rise to the expected/desired results and impact for the target groups and persons involved. We will be focusing on the socalled "effective mechanisms". These are the methods used which in particular support and promote the impact, results and sustainability of the project activities. By focusing on the "effective mechanisms", we will strengthen the transfer value and further exploitation of the project activities and results in other projects and efforts. **3) Risk management:** By the risk management and the preventive perspective, we are looking into potential risks, evaluate their probability and consequenses – and finally describe what concrete action and counter measures we will take against them. Aim: the aim of the risk management is to create awareness of the risk factors that may influence the project activities, results and impact, unless we prepare ourselves to prevent or encounter them. Thus, the risk management is seen as a part of the monitoring and assessment, while they all together should ensure the best quality, achievements and impact in accordance with the objectives. The risk management system will be used for a common partner defining of risk factors and precautions, for instance the risk of lack of commitment from a collaborative community etc.
Sustainability and transferability	We will ensure the sustainability and long-term dissemination and exploitation of the CoCoRa Prevention Strategy through the following activities: • The total sample of handbooks will be available on a long-term basis in a Pdf-version for ccessible distribution and dissemination • The limited number of hard copies will be saved and used for current exhibition on future seminars, conferences etc. on the prevention and deradicalisaton subject • The website dedicated to the total sample of handbooks will be maintained and active for at least 2 years after the end of the project period • The pdf-versions will also ccessible y be ccessible on the partner organisatons websites • The Ambassador program and the Ambassador workshops will – if possible – be offered to new groups of young Muslims respectively professonals and other stakeholders in the field of prevention and deradicalisation.
Geographical scope	The CoCoRa project and concept is developed and implemented by 5 organisations in 5 European counries: • Mhtconsult (coordinator) in Denmark / Copenhagen • ADICE,Association pour le Développement des Initiatives Citoyennes et Européennes in France / Roubaix • CESIE, European Centre for Studies and Initiativesin Italy / Palermo • Cultures Interactive in Germany / Berlin • Verein Multikulturell in Austria / Innsbruck

Start of the practice	The CoCoRa development activities and programmes take place in the period from January 2015 to August 2017 in the following phases: • The Collaborative Programme: January-April 2016 • The Prevention Programme: May 2016-February 2017 • The Ambassador Programme: March-June 2017 • Closing Conference: September 2017
Presented and discussed in RAN meeting	The CoCoRa project and concept has been introduced and presented in the kickoff meeting for the RAN YF&C working group (Youth, Families and Communities) in München, January 28th 2016. On the background of this presentation, the CoCoRa coordinator, mhtconsult, was asked to describe the project.
Relation to other EC initiatives Such as EnoD or IMPACT	No direct relation to other initiatives for the time being.
Organisation	Mhtconsult is the coordinating organisation behind the CoCoRa project. The project is co-financed by the EU-Commission, within the Erasmus+ Programme for Youth activities 2015-17. Mhtconsult is a private and independent research and development organisation, founded as a limited company.
Country of origin	Mhtconsult is located in the municipal of Elsinore in the Capital area of Denmark.
Contact details	Karlsgårdsvej 11, DK-3000 Elsinore, Denmark Margit Helle Thomsen, director mht@mhtconsult.dk 0045 51204858 www.mhtconsult.dk
Last update	2016 and before

Name of the practice	4.8.19 **NIACRO**
Description	NIACRO's practice is located at the Hate Crime end of the spectrum of radicalisation and violent extremism, and can be evidenced in three projects. These are detailed below but essentially could be described as diversionary, community capacity building, engaging with perpetrators and utilising the experiences and insights of proxy and actual victims. The practice across these three projects is based on casework, group work as well as community development. The practice has a strong connection to overcoming legislative, structural and attitudinal by engaging a wide range of social actors. As stated previously NIACRO has developed practice across three areas dealing with prejudice and hostility. Northern Ireland is still emerging from a period of intense and prolonged conflict which is still continuing in alternative but still physically violent manifestations. NIACRO has continually made the point that the radicalisation discourse does not sit comfortably in the Northern Ireland context. It is still a society that experiences significant amounts of violence based on prejudice and hostility on a daily basis. NIACRO deals with these issues on many levels as described above but the language of exit strategies such as de-radicalisation and disengagement are not used in Northern Ireland. 1) Base 2 and STEM. These two projects are interlinked and deal with individuals and families who are under threat because of their race. The approach can be described as emergency intervention, development of host communities with respect to their capacity to host people from different ethnic backgrounds. The STEM element seeks to improve the social inclusion of people from ethnic minority backgrounds, removing barriers to integration and encouraging participation in society. 2) Challenge Hate Crime – the approach of this project is holistic and follows the logic of open – process intervention work as opposed to cognitive behavioural training. It is based on voluntary participation, informed intervention, engages in individual casework, narrative methods and involves victims of hate crime either directly or by proxy through restorative processes if appropriate. As stated above Northern Ireland does not use the language of countering radicalisation as directly and explicitly. However, NIACRO does deal directly with the causes of having armed paramilitary groupings and has a history of working with these groupings, their political wings and governments in terms of dealing with the NI conflict and its outworking.
Approach	Community engagement/empowerment Family support
Target audience	Victims of terrorism Prison/probation/judicial practitioners Families
Deliverables	See Challenge Hate Crime 12 reports on NIACRO's websites www.niacro.co.uk. Accompanying DVDs are available on request.

	These contain handbooks, training manuals, analyses at local and European level. Specific staff is prepared to share the work of the three projects referenced above.
Evidence and evaluation	Evidence and evaluation contained in the above.
Sustainability and transferability	NIACRO operates within a European context and has developed many partners over a wide variety of activities. It operates a policy of continuous development based on information exchange from other programmes and other jurisdictions. As such, NIACRO has developed practice that is fundamentally universalist in its analysis and transferability. This means that there are key principles that may be extracted from NIACRO's practice that may be applied in other jurisdictions.
Geographical scope	Northern Ireland (UK)
Start of the practice	1. Base 2 – working with people under threat from paramilitary organisations (1990 – present). 2. Challenge Hate Crime (2008 – 2012). Working with perpetrators of Hate Crime. It is planned to make a fresh bid for continuation and development of this programme under Peace IV – EU funding stream particular to Northern Ireland. 3. STEM Project – working with people at risk of race intimidation from their homes (2014 – present).
Presented and discussed in RAN meeting	The Challenge Hate Crime project made several presentations at RAN Derad meetings.
Relation to other EC initiatives	Member of EnoD (European Network of De-radicalisation)
Organisation	*NIACRO is an NGO – limited company and charity. (Charity Reg No: NI 18121 Charity Number: XN 48280). It operates primarily within the justice system and provides services to people in prison, people with criminal records, families of prisoners, children of prisoners as well as children at risk of coming into contact with the criminal justice system. NIACRO also provides a wide range of policy comment with respect to matters that impact on its client group. It also engages significantly with the media and bases its interventions on evidence accrued primarily through its services. Hate crime features significantly in the Northern Ireland context – primarily sectarianism but also racism, homophobia, disability, faith and transgender.* *The practice referenced above has and is resourced by funding from domestic, European and private sources e.g. Peace III, Northern Ireland Housing Executive and foundations/trusts. The total turnover for NIACRO is approximately £4m.(c. 5m Euro)*
Country of origin	United Kingdom – Northern Ireland
Contact details	1112 Amelia Street Belfast Northern Ireland BT2 7GS United Kingdom Pat Conway – Director of Services (+44) (2890) 320157

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

Name of the practice	4.8.20 Omagh Support & Self Help Group
Description	The group's overall aim is: • to improve the wellbeing/quality of life for victims of terrorism, • to support the re-integration into the community of victims of terrorism. • to raise awareness of the effect of radicalisation • to prevent terrorism and radicalisation • to raise awareness of the needs and experiences of victims and survivors The organisation regularly conducts educational seminars to students and peace researchers on the impacts of terrorism and affects on victims and survivors or radical activity worldwide. We contribute to policy and practices within the Northern Ireland Commission of Victims and survivors and we engage with the British and Irish government at the highest level on victims issues including policy and legislation. We have published a guide for victims and have been involved in many storytelling projects to raise awareness of the impacts of radicalisation. We held a victim's conference in Omagh in 2012 titled 'Lessons Learnt'. The conference brought together professionals in first line support services to share their experiences and pass on the lessons they have learnt. We have participated in many projects to highlight the impacts of terrorism over the years with a view of changing perspectives. We are in the process of developing an anti radical schools package to engage with young people and deter them from the destruction of violence.
Approach	Community engagement/empowerment Educating young people
Target audience	Youth/pupils/students Victims of terrorism
Deliverables	Over the 16 years we have produced many booklets, training aids, and educational seminars on victim's issues and we recently participated in the project Victim's counter-terrorism gathering: The voice of the survivors against radicalisation.
Evidence and evaluation	We also routinely evaluate our local services and have found that overall our programmes brings people together of different religiously and cultural background in a safe environment. Over 80% of participants/members have reported that it has reduced levels of anxiety and fear and over 60% have agreed that built confidence. We measure our performance on the results we produce such as placing Real IRA on the foreign terrorist which we campaigned for a number of years and removing IRA merchandising off Amazons website. We were successful in a judgement against 4 named individuals who we believed perpetrated the Omagh bomb. It was the first action of its kind anywhere in the world where the victims of terrorism took the perpetrators to court. We currently have been successful in our preliminary stage of judicially reviewing the secretary of state's decision not to grant a public inquiry into the Omagh bomb. We commissioned a piece of research into the circumstances of the Omagh bomb which we collaborated on that has

	acquired substantial interest and has advanced truth and justice issues into the Omagh bomb.
Sustainability and transferability	Currently the Group is core funded by the Victims and Survivors Service of Northern Ireland. Although for some projects we do obtain funding from other sources such as the local council, Peace III, Big Lottery, Lloyds TSB and other locally available funding sources. OSSHG actively fundraises for itself and hosts at least two large fundraising events during the year which includes a craft fair, fashion show and pub quiz. In addition to these events, OSSHG holds around six street collections a year and one to three bag packing fundraisers. We also have a charity shop which generally supports the members in volunteering and excluding social isolation and generates much needed funds for the Group. We have also be fortune to have be bequeathed funds from deceased members of the community and generally statically look ahead to secure funding beyond the completion of projects.
Geographical scope	We practice in Northern Ireland however we offer services throughout the Island of Ireland and maintain close relations with victims throughout Europe, Middle east, Australia and USA.
Start of the practice	The support Group was established in the aftermath of the 1998 Omagh bomb in September of 1998.
Presented and discussed in RAN meeting	RAN Working Group voice of victims of terrorism (VVT) 'Victims and Media', Berlin November 25th-26th 2014
Relation to other EC initiatives	We have worked with a number of EC initiatives over the years such as NAVT Network Association of Victims of Terrorism, (AVE) Against Violent Extremism, IFAVT, as well as various victims support organisations directly delivering services throughout Europe.
Organisation	*Omagh Support & Self Help Group (OSSHG) was founded in the aftermath of the Omagh Bomb in August 1998 to act as a source of support and solace for those adversely affected. Widely acknowledged as the worst single act of terrorism in the last 30 years, on Saturday 15th August 1998 at 3.10pm a car bomb exploded in Omagh, County Tyrone, killing 29 people plus two unborn children, and physically injuring over 200 others. The victims group has expanded to incorporate victims and survivors of terrorism from other atrocities and incidents throughout the world.* *"Our mission is to promote, advocate for, and address the needs of victims of terrorism. In this respect, we are expressly committed to addressing the practical needs of those impacted by terrorist activity."* *The group's current objectives are:* • *Relief of poverty, sickness, disability of victims;* • *Advancement of education and protection;* • *Raising awareness of needs and experiences of victims* • *Raising awareness of the effects of terrorism;* • *Welfare rights advice and information;* • *To support truth and Justice for victims of terrorism;* • *Improving conditions of life for victims.*
Country of origin	Northern Ireland, UK

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

Name of the practice	4.8.21 *Framework of successful principles and effective elements that make up anti-radicalisation activities in Rotterdam*
Description	Rotterdam's Anti-Radicalisation Approach programme was initiated in 2015. Most of its preventive activities underwent a pilot phase which was completed in 2015. Following this, we had to determine which projects contributed successfully to the prevention of radicalisation and should therefore be continued. In light of the sheer complexity of the problem, it was impossible to select a single approach or activity for further development and investment.

However, we are convinced that the activities' success is attributed to certain principles or elements, and that activities based on such principles or elements are more likely to contribute to the prevention of radicalisation.

In practice, it is important to identify and concretise these successful principles and elements. The Rotterdam Anti-Radicalisation Approach team has therefore organised a seminar, bringing together scientists and civil servants with the goal of collectively determining these criteria.

Scientific and practical experience are combined in an attempt to construct a unified framework of successful principles and effective elements for application in anti-radicalisation activities, with the ultimate aim of preventing and/or limiting radicalisation in Rotterdam. |
| Approach | Community engagement/empowerment
Creating CVE infrastructure |
| Target audience | Authorities
Local Community Organisations/NGOs |
Deliverables	The practice has resulted in the development of a unified framework of successful principles for preventative anti-radicalisation intervention.
Evidence and evaluation	Working together with an expert on the effectiveness of anti-radicalisation policies and interventions, we are evaluating our preventive projects and interventions. Based on these evaluations, we will decide whether to adjust the framework.
Sustainability and transferability	The working method we used to develop this framework of successful elements can also be applied by other local authorities. We believe that our framework is applicable to other local contexts, because other Dutch municipalities and cities and scientists were involved.
Geographical scope	This working method is implemented in the city of Rotterdam.
Start of the practice	We developed the framework in April 2016. We still make use of this

	framework.
Presented and discussed in RAN meeting	The process and frameworks were presented at the meeting of the Local Authority WG in Athens on 23 June 2016.
Relation to other EC initiatives	None
Organisation	This working method and the framework were developed by the Department of Public Safety of the City of Rotterdam.
Country of origin	Netherlands
Contact details	Address: Halvemaanpassage 90 Rotterdam Netherlands Contact person: Suzanne den Dulk Email: sk.dendulk@rotterdam.nl Telephone: +31 653936833 Contact person : Rivka Miedema Email : rw.miedema@rotterdam.nl Telephone: +31 630450391 Website: http://www.rotterdam.nl/radicalisering
Last update	2018

Name of the practice	4.8.22 *Monitoring Hate Crime against Roma with mentors*
Description	Monitoring and support based on the ability of Roma mentors to approach the Roma victims of hate motivated incidents, to gain their trust and efficiently link them with relevant professionals, who provide expert services (legal, support, psychological support etc.) in order to prevent reciprocal radicalisation and reciprocal hate crime as a reaction to the attack.

Monitoring of hate crime incidents against members of Roma minority, using the web of Roma mentors and Roma City Police Assistants, trained laymen from the same community. Monitoring itself is connected with (or even conditioned by) providing of Roma Mentoring, the program focused on increasing the efficiency of alternative sentences among offenders from Roma minority and making them more resilient against committing hate crime acts of retribution/retaliation.

Roma mentors contact reporting persons (victims of hate motivated incidents). Due to their ethnic and cultural closeness to the clients and detailed knowledge of Roma community, they have high ability to approach the clients and gain their confidence.
Roma mentors report the cases to coordinator who (with eventual help of legal experts) classify the type of the case. Part of the regional coordinator´s work is the field work with mentors, meeting the victims and/or witnesses.

Depending on the type of the case they are linked to partner organisation (In IUSTITIA) who provides legal support to victims of hate crimes. If the reporting person doesn´t require legal support or if the incident is not qualified as hate crime, regional coordinator provides basic support of victims and/or reporting persons, and possibly links them to other organisations providing support services or counselling. Eventually, regional coordinator also communicates with other members of local community in order to prevent situations leading to hate-motivated incidents.

The mentors can offer accompanying the victims after the agreement with In IUSTITIA (e.g. to accompany victim to meet In IUSTITIA counsellor or state institutions). |
| Approach | Community engagement/empowerment
Exit strategies |
| Target audience | Victims of terrorism
First responders or practitioners
Local Community Organisation/NGOs |
| Deliverables | Handbook for hate crime monitoring and victim support in the context of Roma mentoring
http://www.rubikoncentrum.cz/download/prirucka%20pro%20mentory.pdf
Study on the transferability to other regions of the Czech Republic
http://www.rubikoncentrum.cz/download/studie%20transferability_fin.pdf
Both documents are in Czech. |

Evidence and evaluation	During the project, 31 Roma mentors including 5 City Police Roma assistants were trained in monitoring of hate motivated incidents. They reported there were 74 hate-motivated incidents reported by Roma mentors in Ústí region: 23 violent attacks (with different intensity) 36 cases of hate speech, verbal assaults 15 cases of discrimination Results contributed to increasing the awareness of hate crime issue in Ústí Region. In particular cases, mentors in cooperation with regional coordinator and/or IN IUSTITIA and other cooperating organisation helped the victims of hate motivated incidents to deal with their difficult situation. Roma mentors and City Police assistants gain knowledge hate crime topic and its legal frame and they will be able to use this knowledge during their work in the field in the future. Due to tight cooperation with Probation and Mediation Service, City Police and other governmental institutions and due to meetings of multi-teams for victims, the project helped to increase awareness about hate crime among representatives of state institutions. Support and counselling were very appreciated by the victims of the hate motivated incidents, in most of the cases they did not want any legal or other assistance, but they really appreciated the opportunity to talk to someone about what happened to them. Activities of Roma mentors help to reduce tension in the Roma community and in the local society and to prevent hate motivated incidents. Regarding to this is very promising linking of hate crime monitoring with activities of Roma City Police assistants, who can efficiently prevent escalation of such hate motivated incidents (as it happened i. g. in excluded locality Boletice in Děčín).
Sustainability and transferability	Although RUBIKON Centrum was not able to secure follow-on financing for hate crime monitoring from other governmental or non-governmental resources, we are continuing in providing Roma Mentoring service. The concept of training of Roma mentors to monitor hate motivate incidents in the community can be transferred to other regions or communities.
Geographical scope	Czech Republic, Ústí Region, Cities: Děčín, Chomutov, Most, Rumburk, Varnsdorf, Mikulášovice, Jiříkov, Krásná Lípa, Šluknov, and Křečany.
Start of the practice	1 February 2011 through 1 November 2013
Presented and discussed in RAN meeting	RAN Derad 3-5 June 2012, Stockholm RAN Derad 9-11 October 2012, Barcelona
Relation to other EC initiatives	We were in contact with EnoD (European Network of De-radicalisation)
Organisation	*RUBIKON Center is a non-profit NGO from the Czech Republic, established in 1994. We have more than 20 years experience in the field of crime prevention and effective dealing with the consequences of crime. Our activities are aimed at the reintegration of people with criminal past back into society and reducing their recidivism. We cooperate with the state institutions (such as Probation and Mediation Service and Prison Service of the Czech Republic) and provide our services in the prisons and after release.* *Services we provide:* • *Programs to Increase Employment: Job Counselling; Reintegration*

	Mentoring; Motivation Programs; Requalification Courses; Recruitment Agency RUBIKON • *Programs to Solve Debts: Debt Counselling; Trainings for Financial Literacy and Debt Resolution* • *Programs to Increase the Effectiveness of Alternative Sentences: Roma Mentoring; Probation Programs for Juveniles* *Target groups:* • *People with the criminal past and after release from prison.* • *Roma from socially excluded localities* • *Juvenile offenders.* *Our projects are mostly supported by EU funds (European Social Fund). We also receive financial support from the state budget and municipalities.*
Country of origin	Czech Republic
Contact details	Korunní 880/101 130 00 Praha 3 Czech Republic Marek Demner demner@rubikoncentrum.cz (+420) 739 470 408 www.rubikoncentrum.cz
Last update	2016 and before

Name of the practice	4.8.23 *Rethinking Radicalisation (Community Dialogue)*
Description	A tailored programme of activities providing safe, neutral spaces for local authorities and the communities they serve to enter into dialogue and rethink radicalisation. This programme features: blended seminars and community workshops with expert input; single identity activities with youth groups; facilitated Q&As with officials; and other participatory activities delivered in local communities. The Community Dialogue approach raises awareness of radicalisation while providing a carefully cultivated spaced for constructive airing of grievances, with a view to depolarising and localising the solutions to the controversial local issues that drive radicalisation and the national agendas designed to prevent it.
Approach	Community engagement/empowerment
Target audience	Authorities Local community organisations/NGOs General public
Deliverables	Trained 'community champions' are one of the outcomes that can arise from these programmes.
Evidence and evaluation	Local authorities commission this approach for the purpose of receiving an audit report from the Foundation as a neutral third party which facilitates the dialogue with input from stakeholders. The report contains substantial qualitative evidence in semi-structured small group responses to set questions on radicalisation and efforts to prevent it, and/or local issues that triggered the request for an intervention in the first place. Participants also submit individual unstructured qualitative feedback for synthesis. Overall evidence base limited by highly variable nature of bespoke delivery.
Sustainability and transferability	Cost is highly variable based on precise tailoring and site of delivery.
Geographical scope	North of England
Start of the practice	April 2014
Presented and discussed in RAN meeting	RAN Prevent February 2014 Prague
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity

	Commission of England and Wales (1048990)
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive Great Sankey Warrington Cheshire WA5 1HQ UNITED KINGDOM commissions@foundation4peace.org +44(0)1925 581 231 www.foundation4peace.org
Last update	2017

Name of the practice	4.8.24 *Radical Dialogue*
Description	This 30-hour accredited course brings together members of the local community, local charities, NGOs, and members of other civil society groups to address different forms of extremism, hate crime, prejudice and discrimination. Radical Dialogue is designed to facilitate dialogue on thorny issues and promote radical solutions emerging from the grassroots.
Approach	Community engagement/empowerment
Target audience	Local Community Organisations/NGOs General public Authorities
Deliverables	10 x 3 hour sessions delivered in community settings every week or fortnight. Includes an intensive weekend or residential option. Externally verified accreditation
Evidence and evaluation	Pending. Assessment of learning portfolios for accreditation, correlated with self-assessment of distance travelled towards achieving learning outcomes: understanding the importance of critical thinking; understanding identity, values, and narratives linking the two; understanding 'them & us' thinking and stories that try to entrench such thinking; awareness of the factors causing extremism and the methods for challenging it; know-how on holding dialogue on extremism; increased understanding of the drivers of conflict, especially self-awareness; knowing how to manage conflict.
Sustainability and transferability	Bespoke nature and focus on equipping practitioners makes Radical Dialogue highly transferable in a European context.
Geographical scope	North of England
Start of the practice	2016
Presented and discussed in RAN meeting	RAN Plenary Conference on the refugee crisis, Vienna, Spring 2016.
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
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	4.8.25 *Glencree Transformative Dialogue Process*
Description	Through a facilitated dialogue process, the Glencree Centre for Peace and Reconciliation provides people from different backgrounds on the island of Ireland (north and south) with a space to tell their stories and share their truths. They may be former members of paramilitary organisations or young people at risk of becoming involved in political violence or the wider communities. Although these individuals may be wary of each other when they first come in, they are encouraged — through the practice and safety of the space — to trust in the process.

The Glencree dialogue process is featured in several different programme contexts, and encourages participants to critically reflect on their own personal and community journeys, through an intense listening experience. What are the reasons for their engagements, and what has the impact been on their lives and the lives of others who have been affected?

Other members of the community who may not have been involved sometimes participate and ask questions. The role of the facilitator is to create a safe space for such dialogue, to question and challenge assumptions about the legitimacy of violence and to allow the dialogue to move at a reasonable pace, or pause if needed.

There is a restorative emphasis in the Glencree process, and the use of 'circles' is intended to help participants build relationships rather than reach agreement. By stressing the human experience and moving beyond the hurts of the past, the goal is to introduce the potential for personal and community transformation. The message is not that everyone should be 'at one with each other', but that through the creation of new understandings and possibilities, we can move forward and transcend the legacy of conflict. Difficult conversations are needed to achieve this, but these are only one element of the broader societal changes.

This process helps to prevent young people from engaging with extreme groups that use violence, and also allows former combatants to define a better sense of integration and usefulness within communities. It offers those not at risk an opportunity to see below the surface and makes them aware of how they can play positive roles in communities. The process can also offer some hope for victims/survivors wishing to regain their ability to be active participants in shaping communities. North-south engagement is also important in this work, especially as Brexit looms and Northern Ireland will no longer be part of the EU. It is essential to continue to advance the peace process.

Despite the above attempt to summarise the key points of the Glencree process, it is also important to note that in reality the situation is much more complex, as meeting the needs of specific groupings and communities invariably means calls for a more intricate, multifaceted approach. The process requires great care, |

	preparation and skilled facilitation.
Approach	Community engagement/empowerment
Target audience	Former combatants Victims/Survivors Local Community Organisations/NGOs Youth/pupils/students Refugees/Asylum Seekers
Deliverables	The process has been documented in many different ways through the different programme components in which it has been involved. Glencree has recently produced a publication, 'Deepening Reconciliation', which describes some of the ways the process is applied, other ways we work, and reflections on what we have learnt while doing this work.
Evidence and evaluation	Glencree dialogue and capacity-building projects and programmes are evaluated through the funder's mechanisms; these remain confidential as they include participants' names and data. While change is hard to measure, there are impacts at personal, relational, structural and cultural levels. We also obtain informal feedback in the circles where participants discuss qualitative changes in their lives and communities, and these provide a rich resource for our own reflections on the work. Examples of participant comments are as follows: - 'I am listening to words that used to hurt and insult me years ago. I now understand that people are speaking truthfully and I am trying to understand'. - 'Through the dialogue we learnt to see the humanity in one another'. - 'I know myself for the first time'. - 'This makes us change the way we see each other'.
Sustainability and transferability	We do not believe that the practice of transformative dialogue circles is culturally bound, though it may be useful to introduce local or cultural dimensions if appropriate. These practices are not unique to Glencree or Ireland — they are used in many different parts of the world, and their origins can be traced back to indigenous conflict resolution circles. We have used this process in many countries and cultures outside the Irish context. Preparation, care and key skills are needed, regardless of the location, and we do not advise using this process without these essential elements. The sustainability of the process depends on developing networks of practitioners and participants who seek to extend the circle through 'critical yeast' or webs, and the understanding that building more peaceful, resilient communities is an ongoing process, rather than a quick fix. We need to keep working if we are to prevent violence and develop means of processing long-held, deep-set hurts and resentments that may lead to radicalisation and engagement in extreme groups and movements.
Geographical scope	Ireland & Northern Ireland (UK). We have also worked in Israel/Palestine, Haiti, Afghanistan and other countries and territories impacted by deep division and political violence.

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

Name of the practice	4.8.26 **The peaceable school and neighbourhood**
Description	The Peaceable School is a whole-school approach for elementary schools. It aims at the school becoming a democratic community, in which children and teachers learn to solve conflicts in a constructive way, and in which children get a voice. Students are involved in and learn to carry responsibility for the social climate in the community. The programme was developed in 1999, and since then has been introduced in more than 500 elementary schools in the Netherlands. In 2008, under the influence of increasing attention and the legal obligation for the contribution of schools to citizenship education, the programme was reinforced and elaborated towards a more explicit focus on 'democratic citizenship'.

The programme wants to: stimulate the capacity of students to act adequately in social situations which occur in daily life in a democratic society, namely 1) to accept and contribute to a democratic society, 2) to take co-responsibility for the communities to which one belongs, 3) to resolve conflicts in a constructive way, and 4) to deal with diversity in a positive way.

Radicalisation is prevented at primary schools, by teaching children:
- How to resolve conflicts in a peacefully way
- Everybody is different but still we belong to each other.
- How to be responsible for yourself, the class, the school and the community.
- How to influence society |
| **Approach** | Community engagement / empowerment

Educating young people |
| **Target audience** | Youth / pupils / students

Families

Educators / academics |
| **Deliverables** | The peaceable school is a school system in the Netherlands. So there are a lot of handbooks, training modules and videos. Most of them are available in Dutch. |
| **Evidence and evaluation** | To extend the base of knowledge concerning citizenship education, the programme of De Vreedzame School (The Peaceable School) was the subject of an evaluation study. On the basis of this study, we concluded that The Peaceable School is a theoretically well-underpinned and – in the perception of the teachers and principals of the participating schools – effective programme. There is a significant difference in the school climate and the behaviour of students (the degree to which the aims of the programme have been realised) before and after the implementation of The Peaceable School. This applies to all goals of the programme. Moreover, the programme |

lasts. A number of years after its implementation it is still used by the majority of the schools. Only a very small percentage of the schools no longer work with the programme.

Beside the differences in school and class climate, schools that have worked already for three years or longer with the programme report a light to strong decrease in the number of conflicts since the implementation of the programme. They also observe a broad support for the programme among the teachers and students. Teachers indicate on a large scale that the programme has had an impact on the behaviour of students. In the perception of the teachers, the conduct of the students is calmer, they show more respect towards peers, act in a more responsible way, abide better by the rules, have fewer conflicts, can express their feelings better and are easier to approach by teachers of younger groups, resulting in a better climate for teachers to teach in. The interviews with the students seem to indicate that children in successful schools are more able and prepared to insert their acquired competences in contexts other than school, even in the streets.

The most important mechanisms in the programme that cause this change are: 1) the focus on student participation and the fact that the school and the classroom is a place where students can practise taking responsibility, 2) the emphasis on creating a positive social and moral climate in class and school, 3) explicitly spreading the values of the programme, 4) the focus on the improvement of skills of teachers, 5) the presence of instruction in the class by means of a curriculum, 6) the focus on strengthening the role of the school leader, and 7) the combination of a top-down and bottom-up strategy. The number of years that a school works with the programme seems to have a positive effect on realising the aims of the programme, particularly where it concerns increasing the participation and responsibility of the students.

Whether the programme is successful is also determined by 1) the quality and the control of the school leader, 2) the permissiveness in the use of the programme and the conception of the teachers concerning professionalism, 3) the support of the programme by the teachers, 4) the extent to which teachers involve themselves with the programme, and 5) the degree to which the school leader and the teachers explicitly spread the values of the programme to parents and the community.

We also concluded that the implementation strategy of The Peaceable School does not meet all implementation characteristics of effective programmes. It lacks the multilevel perspective. In particular, the involvement of the school board, the educational institutes for teachers and the local governments could contribute to the process of school development in this area.

And although sufficient time is taken for implementation of the programme, the incorporation could be strengthened by using a systematic innovation cycle, including monitoring. Although there is an intake preceding the implementation of the programme, there is not a systematic analysis of the strengths and weaknesses in advance and on the basis of which the programme is tailored or adapted to the specific situation of the school. And finally, the programme should also involve the parents and the community as partners (beside the teachers and the students), in the application and modelling of the skills and attitudes which are pursued with the programme.

We end with nine recommendations for an effective approach of

citizenship education:
1. Democratic citizenship should be the substantive foundation for citizenship education.
2. The programme should contain a concrete longitudinal curriculum.
3. The programme should focus on a positive social and moral climate in the classroom and school.
4. The democratic 'playground' for the students should be defined.
5. The programme should focus on the positive behaviour of the students.
6. The programme should contain the following *substantive* characteristics:
   - focus on student participation and the school as a place to practise taking responsibility
   - exploit the influence of peers
   - focus on conflict resolution and mediation
   - explicitly spread the values of the programme.
7. The programme should contain the following *implementation* characteristics:
   - focus on teacher competences
   - focus on the role of the school leader in implementation
   - based on scientific research
   - based on an analysis of the school-specific situation
   - aims on three levels: school, teacher and student
   - external trainer
   - combination of top-down and bottom-up strategy
   - a whole-school approach and multi-annual implementation
   - a multilevel perspective.
8. The programme should involve parents, local community and other pedagogical contexts as partners.
9. Future development of instruments for measuring the outcomes is needed.

Sustainability and transferability	At the moment there are also schools in Poland and Japan working or starting with the program. The program is highly transferable to other countries. For more information or the costs please contact the CED-groep: info@cedgroep.nl
Geographical scope	600 schools in The Netherlands (about 10% of the schools in The Netherlands) are a peaceable school, and that number is still growing.
Start of the practice	1999, at the OBS Overvecht school in Utrecht, The Netherlands
Presented and discussed in RAN meeting	RAN EDU, Prague, 25-26 October 2015
Relation to other EC initiatives	None
Organisation	There are 2 organisations involved with the peaceable school en neighbourhood: - The peaceable school: the CED-groep (www.cedgroep.nl), an education advice bureau - The peaceable neighbourhood: stichting Vreedzaam

	(www.stichtingvreedzaam.nl), charity organisation
Country of origin	The Netherlands
Contact details	Leo Pauw/Caroline Verhoeff info@stichtingvreedzaam.nl 0031 637162323 www.stichtingvreedzaam.nl
Last update	2016 and before

Name of the practice	4.8.27 **ACT NOW**
Description	This is a table-top exercise centred on a hypothetical counter terrorism scenario which stimulates debate around the sensitive subject of terrorism. Decisions taken by the participants will shape the way the incident is investigated. ACT NOW gives an insight into how agencies and communities can work together to defeat terrorism. There are a number of versions of ACT NOW that include a scenario that is based on an extreme right wing incident and one which focuses on a scenario that is based on a college campus.
Approach	Community engagement/empowerment Training for first line practitioners
Target audience	Local Community Organisations/NGOs First responders or practitioners Law enforcement officers
Deliverables	Training modules, DVD and linked workbooks Delivery and cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by ACPO Prevent Delivery Unit with support from local Prevent leads
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Act Now event is evaluated by regional Prevent teams.
Sustainability and transferability	ACT NOW is an accessible product for police and education partners to use to facilitate a discussion of Prevent issues with people from different communities, faiths and cultures. It places under the spotlight the procedures and thought processes involved in arriving
Geographical scope	Across England Wales and Scotland
Start of the practice	Since 2008 developed by Lancashire Constabulary and managed nationally by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN Pol meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police forces.* *Financing: Neither this organisation or activity is funded by the EU Commission.*
Country of origin	United Kingdom

Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	4.8.28 **DELTA**
Description	Delta is a community multi-media exercise developed by Somali community groups for the Somali community in the United Kingdom. Delta follows Saeed, a young Somali boy who grows up in a Western society and is faced with the dilemmas of a diaspora society trying to come to terms with integration and inclusion, whilst retaining their cultural values. The exercise allows members of the Somalia diaspora to discuss the issues faced by Saeed and come up with practical solutions that can support other young people to build personal resilience against extremist ideology. The exercise also highlights the positive contribution already made by the Somali community in the UK.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	Local Community Organisations/NGOs General public Youth/pupils/students
Deliverables	Training modules, DVD and linked workbooks. Delivery and cost Free, excluding venue and provisions. Delta is best delivered by community representatives or agency leads with support from community representatives. Training on the delivery of this product is required and provided at no extra cost. It is strongly recommended that delivery should be undertaken by facilitators who have an in-depth understanding of the UK Somalia diaspora.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Delta event is evaluated by regional Prevent teams.
Sustainability and transferability	Benefits Whilst this initiative responds to key issues around Prevent for Somali communities it is designed to reflect wider issues around identity, cultural support and criminality. It has been developed in a narrative style designed to appeal to persons from a Somali background and there is a version which has been narrated in Somali.
Geographical scope	Across England Wales
Start of the practice	Since 2012 developed by ACPO(TAM)/NCTPHQ in partnership with UK Somali communities.
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK*

	police response to Prevent across all 43 police force. *Financing: Delta is financed by the National Counter-Terrorism Policing HQ using central government CT funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last udpate	2016 and before

Name of the practice	4.8.29 **NICOLE**
Description	This is a DVD table-top exercise which aims to break down barriers between the police and Muslim communities by providing an understanding of how police counter terrorism operations work. The decision making process is assisted by a number of national experts in the field of counter terrorism investigations, and from critical partners including Senior Investigating Officers (SIOs) from counter terrorism units.
Approach	Community engagement/empowerment
Target audience	Local Community Organisations/NGOs General public Law enforcement officers
Deliverables	Free, excluding venue and provisions. Training is also provided at no cost. All facilitators have to receive training. The exercise can be delivered by police.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each NICOLE event is evaluated by regional Prevent teams
Sustainability and transferability	To engage community groups in thought and debate about extremism in a policing context and to dispel some of the myths that exist in respect of counter terrorism operations. Police officers are also able to see the impact that such operations have on diverse communities.
Geographical scope	Across England Wales
Start of the practice	Since 2009 developed by ACPO(TAM)/NCTPHQ
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.* *Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Last update	2016 and before

Name of the practice	4.8.30 **Conviction**
Description	This is a 30 minute thought provoking DVD produced by the UK Southwest Counter Terrorism Unit. Conviction is designed for first line staff from partnership agencies and gives an overview of a real life case study based on the convicted terrorist Andrew (Isa) Ibrahim. Using a real life case study the exercise allows partners to understand the vulnerabilities Ibrahim presented before being arrested.
Approach	Community engagement/empowerment Educating young people
Target audience	First responders or practitioners Local Community Organisations/NGOs Youth/pupils/students
Deliverables	N/A
Evidence and evaluation	The product has been evaluated with focus groups initially and then by monitoring data received centrally. There is an evaluation template that facilitators are able to use to monitor delivery and feedback locally.
Sustainability and transferability	There are no costs.
Geographical scope	National and International
Start of the practice	2010
Presented and discussed in RAN meeting	RAN Pol Study visit in London in December 2013
Relation to other EC initiatives	None
Organisation	*Office of the National Coordinator Prevent, National Counter Terrorism Policing Headquarters.* *http://www.acpo.police.uk/* *UK Southwest Counter Terrorism Unit* *The Home office* *Conviction was financed ACPO/OSCT. ACPO/OSCT funded Avon and Somerset Police who have the rights to the film*
Country of origin	United Kingdom
Contact details	1st Floor, 10 Victoria Street SW1H 0NN London United Kingdom prevent@acpo.pnn.police.uk convictionfilm@avonandsomerset.police.uk

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

Name of the practice	4.8.31 **PATHWAYS**
Description	Pathways is a DVD based drama which aims to explore extremist narratives from different perspectives. Interweaving characters from the same communities and exploring different faiths and ideologies, the story focuses on how young people can be coerced into terrorist activity. This short film follows the unfolding parallel stories of two characters being drawn into extremism, one towards the far right and the other towards Islamist extremism.
Approach	Community engagement/empowerment Educating young people
Target audience	Educators/academics General public Youth/pupils/students
Deliverables	Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by university staff. Linked lesson plans.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Pathways event is evaluated by regional Prevent teams
Geographical scope	Across England Wales
Start of the practice	Since 2012 developed by ACPO (tam)
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the London event in December 2013.
Relation to other EC initiatives	None
Organisation	*UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))* *NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.* *Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last udpate	2016 and before

Name of the practice	4.8.32 *To Prevent is Better than to Cure*
Description	Making visible and strengthen the role of mosques in preventing radicalisation and polarization by building communal social (and – indirect – religious) resilience, Aims: - To enlarge the social role of mosques - To include, inform and attend Muslim youngsters and their social environment (parents, friends and family) - To create resilience amongst Muslim youngsters against radical tendencies of Islam, discrimination and exclusion - To support, attend and train members of boards and/or commissions of participating mosques - To advance the cohabitation of different ethnic and religious communities and to counteract islamophobia, radicalisation and polarisation.
Approach	Community engagement/empowerment Educating young people
Target audience	Youth/pupils/students Families Local Community Organisations/NGOs
Deliverables	- Training modules - Debate/discussion modules - Evaluation - Detailed report
Evidence and evaluation	Realisation: - In Amsterdam (and environment) more than 100 gatherings/meetings took place in 15 different mosques in 2 years - Most of them informal/small; some of them big/general audience (mutual transfer of knowledge) Concrete activities: - Training to recognize and to cope with processes of radicalisation and to enlarge the skills of board members and commissions of women and youngsters active in mosques (to deal with media, 'learn how to discuss' and to work project-based). - Organizing lectures, discussions and debates for youngsters on themes which touch on the 'breeding grounds' of radicalisation and polarization. - To inform parents about backgrounds/effects and give them answers to questions on and/or tools to break through processes of radicalisation, polarisation or exclusion. - Reporting-point for mosques and (intermediary) training 'Reporting Helps' (Islamophobia/discrimination). Relevance - Building communal resilience - Making use of the strength of the 'own (Islamic) communities' and

	the social environment to reach out to radicalized or vulnerable (isolated, excluded, discriminated) youngsters - Example: meeting with the focus on 'Syria fighters (Jihadists)' in Al Kabir mosque (April 2013) - Create 'save' places for discussion/debate, whereas school/home/street are not 'suitable' Report and evaluation Detailed report and evaluation report are both available After every event, a form of evaluation on behalf of the target-group was presented.
Sustainability and transferability	The practise is transferable to other areas with a relatively high density of mosques and Muslims. The sustainability depends largely on the efforts that the stakeholders (members of the board of mosques, volunteers, advisers and participants alike) are willing to make after the 'official' part of the practice has been finished. It needs a 'healthy', sustainable structure.
Geographical scope	Amsterdam and the province 'Noord-Holland'.
Start of the practice	November 2009 – June 2012 Recent developments had their impact on the importance and the focus of the project, At this moment we are updating the methods and (scope of). October 2015 onwards we will start with a new (financed) programme that is co-ordinated from and organized in Al Kabir mosque (Amsterdam).
Presented and discussed in RAN meeting	Presentation for the Radicalisation Awareness Network (RAN) during the conference: Foreign Fighters: Working with Individuals, Families and Communities Before, During and After Travel. 16-17 September 2013, Antwerp (BE)
Relation to other EC initiatives	Presentations have been given at their expert meetings/conferences, seminars/workshops etc.
Organisation	*Zasja is an NGO, focussing on research, lecturing, training and initiating/co-ordinating projects on topics like the institutionalisation of Islam in the Netherlands, discrimination, integration and radicalisation, often in co-operation with organisations of Muslim migrants in the Netherlands and mainly funded by the (local) government(s) and/or private funds.*
Country of origin	The Netherlands
Contact details	Weesperzijde 74 1091 EH Amsterdam The Netherlands Roemer van Oordt roemer@zasja.org (+31) (0)6 45766873 www.zasja.org

Last update	2016 and before

Name of the practice	4.8.33 *Acceptance-based youth work with right wing youth groups*
Description	The target group of this deradicalisation work is young people who identify as extreme or radical right-wing and/or who distinguish themselves by extremely intolerant behaviour in terms of group-focused enmity.
Approach	Community engagement/empowerment Training for first line practitioners
Target audience	Youth/pupils/students Educators/academics Local Community Organisations/NGOs
Deliverables	- 2018 Aits, Wiebke/Jakobs, Jens/Rosenbaum, Dennis/Taubert, André: KISSeS für Jugendliche – Erfahrungen aus der aufsuchenden, akzeptierenden Jugendarbeit im Hinblick auf den Abbau von Pauschalisierenden Ablehnungskonstruktionen. In: Möller/Neuscheler (Hrsg.): 'Wer will die hier schon haben?' Ablehnungshaltungen und Diskriminierung in Deutschland. Stuttgart 2018. Verlag W. Kohlhammer. - 2017 Rosenbaum, Dennis: Pädagogischer Dreiklang auf der Straße: Cliquenbegleitung, Einzelfallhilfe, Projektarbeit. Was aufsuchende Jugendarbeit zur Prävention von rechtsextremen Orientierungen bei Jugendlichen beitragen kann. In: 'Extrem … Radikal … Orientierungslos !? Religiöse und politische Radikalisierung' der Bundesarbeitsgemeinschaft Kinder und Jugendschutz. Berlin 2017. https://vaja-bremen.de/lesen/paedagogischer-dreiklang-auf-der-strasse-cliquenbegleitung-einzelfallhilfe-projektarbeit-was-aufsuchende-jugendarbeit-zur-praevention-von-rechtsextremen-orientierungen-bei-jugendlichen-beitragen-k/ - 2016 Müller, Annika/Rosenbaum, Dennis/Schaller, Jens Kristoff/Völkel, Ole: Hetzt mich nicht! Online- und Offline-Praxis der Rechtsextremismusprävention im Kontext der Flüchtlingsdebatte. In: FORUM Jugendhilfe 03/2016 der AGJ – Arbeitsgemeinschaft für Kinder und Jugendhilfe. https://vaja-bremen.de/wp-content/uploads/2016/11/hetzt-mich-nicht-forum-jugendhilfe-03-2016.pdf - 2015 'VAJA' App; available for Android and iOS at Google Play Store and Apple App Store. https://vaja-bremen.de/app/ - 2014 Rosenbaum, Dennis/Stewen, Isabell: Aufsuchende

	Jugendarbeit mit rechtsextrem und menschenfeindlich orientierten Jugendlichen im urbanen Raum. In: Baer, Silke/Möller, Kurt/Wiechmann, Peer (Hg.): Verantwortlich Handeln: Praxis der Sozialen Arbeit mit rechtsextrem orientierten und gefährdeten Jugendlichen. Opladen, Berlin, Toronto 2014. http://vaja-bremen.de/wp-content/uploads/2015/02/aja-mit-rex-und-gmf-jug-im-urb-raum-rosenbaumstewen2014.pdf - 2013 Rosenbaum, Dennis: Bildung als Schutz vor Rechtsextremismus? In: BLZ – Zeitschrift der Gewerkschaft für Erziehung und Wissenschaft Bremen, März/April 2013. http://www.vaja-bremen.de/_pdf/2013-blz-03-04-bildung-als-schutz-vor-rex.pdf - Several other publications are available at http://www.vaja-bremen.de/archiv-lesen.htm online.
Evidence and evaluation	Cooperation with the following institutes and researchers: - DJI (Deutsches Jugendinstitut, Arbeits- und Forschungsstelle Rechtsextremismus und Fremdenfeindlichkeit) - Amadeo Antonio Stiftung, Fachstelle Gender und Rechtsextremismus - Fachhochschule Frankfurt am Main, Forschungsnetzwerk Frauen und Rechtsextremismus - BAG (Bundesarbeitsgemeinschaft) Streetwork/Mobile Jugendarbeit (detached youth work) - Prof. Kurt Möller, Hochschule Esslingen (amongst others, scientific monitoring and evaluation at VAJA) - Prof. Christian Spatschek, Hochschule Bremen - Prof. Heinz Lynen von Berg, Hochschule Bremen - Zentrum für Arbeit und Politik (ZAP), Universität Bremen; European Learning Environment Formats for Citizenship and Democracy (ELEF), Part of 'Education and Radicalisation', Paris 2015, Erasmus+ - Dr Julia Gantenberg, Universität Bremen — ZAP.
Sustainability and transferability	VAJA e.V. is financed (primarily) by municipal funds from the youth aid budget; it also presents its case to the youth aid committee on certain occasions. The association is valued and respected by all political parties. Community work is one of our main pillars. We try to channel our knowledge into different types of social/public institutions. Locally, we remain connected and offer our services and support to nearly every institution.
Geographical scope	Bremen (DE)
Start of the practice	In May 1992, VAJA started work with youngsters with right-wing tendencies and extreme intolerant attitudes. Between 2004 and 2007, the team 'Akzeptierende Jugendarbeit mit rechten Cliquen' ('Acceptance-based youth work with right-wing youth groups') drew up a conceptual design to integrate changes into the work environment, titled 'Distancing through integration — detached youth work with right-wing-orientated and misanthropic youth'.
Presented and discussed	RAN DERAD, 4-5 June 2012, Stockholm

in RAN meeting	RAN PREVENT, 13-14 June 2013, Berlin
	RAN DERAD (WOMEX), December 2013, Berlin
	RAN Plenary & HLC, 16 June 2014, Brussels
	RAN PREVENT, 26-27 June 2014, Barcelona
	RAN DERAD (WOMEX), 1-2 October 2014, Frankfurt
	RAN DERAD, 3-4 December 2014, Warsaw
	RAN Plenary & HLC, November 2015, Brussels
	RAN EDU, December 2016, Madrid
	RAN Civil Society Empowerment Programme Kick-Off, March 2017
Linked to other EU initiatives and EU funding	Member of European Network of Deradicalisation (EnoD)
Organisation	VAJA
	Street work
	Street-based work is a key component of detached youth work and involves meeting young people in their own environment. On the one hand, this means seeking them out at their chosen meeting places in the public sphere, and also working with them on site (usually on the street). On the other hand, it also means meeting the young people in their own 'comfort zone' in terms of attitudes and behavioural patterns, and not requiring them to change their attitudes or behaviour in order to receive assistance from social work services.
	Clique work, individual aid and parental involvement
	The professional basis for working successfully with cliques is to create an overarching, strong working relationship with the recipients.
	As a form of self-organised youth contact, the clique is not sacrosanct, from an educational perspective. With regard to influencing membership, educational ideas can — in consultation with the clique — instead allow new members to be recruited, or support individuals' wishes to leave. When this happens, the clique becomes a group, preventing the formation of a regressive, hermetically sealed environment, and facilitating connections with other social networks — an option which, when it comes to tendencies towards right-wing extremism and other group-oriented enmity, is essential for creating opportunities to leave and switch groups democratically, by experiencing social integration, participation and recognition. Distancing potentials are rarely consolidated and distancing processes rarely introduced simultaneously and in the same way for all clique/group members. This is why individual aid is an important task area, which often develops as a result of working with cliques, groups and scenes. The processes for changing or re-orientating individual youths towards new coping mechanisms, integration methods, memberships and recognitions can be individually accompanied or prompted through this work.
	Individual aid also enables personal problems and needs to be addressed in more detail, providing professional advice for the affected youths, and if necessary, for their parents or other important figures in their social environment.
	Project work
	Project services are special measures that supplement the everyday socio-pedagogical work performed in the aforementioned task areas. They are generally activities such as sport- and exercise-based, youth cultural, education-oriented or interactive educational measures and programmes. Elements of mediation, anti-racist and intercultural

	training, anti-violence training, and training in social and personal skills are applied insofar as they are deemed as having a sufficiently positive impact on the work, particularly in terms of reducing extremist/misanthropic attitudes and violence. Last but not least, projects fulfil the role of using common interests to bring together members of extreme-right/misanthropic cliques and scenes and persons from outside (extreme) right-wing/misanthropic environments. **Community work** Community work is an important part of our strategy, as it is safe to assume that the problems caused by young people are largely related to their own existing issues. Misanthropic, extremist and violent attitudes and behaviours displayed by young people cannot simply be viewed as individual misconduct, but rather result from socialisation contexts presented to the new generation by the adult community. That's why, in addition to family, school and other important socialisation authorities and institutions, responsibility must also be shown by the community as a whole. Associations, clubs, societies, trade unions, churches and other socially relevant groups form what is known as a local civil society, i.e. in the district, suburb and neighbourhood. These groups must also get involved, and be supported, when it comes to combating extreme right/misanthropic attitudes in the social environment. **Biographical work** This assistance, consisting primarily of clique work, aims to achieve more cases of individual aid through social educational processes involving increased contact and trust. The focus areas here include the individual biographical and life-related aspects of various clique members, which can be identified by staff as critical elements of right-extremist orientation. Where possible for the respective educators, these past, present and future aspects are either addressed based on discussions, activities and needs (e.g. through flow charts) or are pursued further through mediation and assistance with other services, e.g. therapeutic work.
Country of origin	Germany
Contact details	Address: Hinter der Mauer 9 28195 Bremen Germany Contact person 1: Dennis Rosenbaum Email: recl@vaja-bremen.de Contact person 2: Jens Kristoff Schaller Email: recl@vaja-bremen.de Telephone: +49 42176266 Website: http://www.vaja-bremen.de/
Last update	2018

Name of the practice	**4.8.34** *The Circles of 'We have the choice'*
Description	**The Circles** The Circles are meaningful intercultural encounters where a group of people sit together, slow down and explore their feelings and their lives in the context of the difficult times being experienced by all. The circles are being organised for (among others) schools, NGOs, vulnerable communities and victims of terrorism. In a Circle, people share their thoughts while remaining open to hearing others express their feelings, without interrupting. This can occur in silence or with words, music or other means of expression. Circle participants are always in touch with themselves and with others. Circles are healing experiences that offer a safe place of trust for sharing; they are modern forms of rituals, facilitated by two trained volunteers (with a professional background in facilitation and/or therapy). While offering the opportunity for participants to overcome sadness, anger, shame and intolerance, they also promote gratitude and engagement, inspire bonds and stimulate joy, solidarity and sense of community. Circles can be open to the general public or can be organised within organisations on demand. By facilitating safe spaces, vulnerable people can freely talk about feelings. It creates mutual understanding and builds resilience in young and vulnerable people to ultimately prevent radicalisation. For victims of terrorism, Circles provide space and support to overcome anger and sadness, but also to create feelings of solidarity and community. **Mission** People increasingly face exclusion, polarisation, extremism, desensitisation, violence and terror leading to fear and trauma. In such times, there is an urgent need to build a culture of inclusiveness and resilience. 'We have the choice' allows people to sit together, listen and speak from the heart — with the restorative effect of recreating connections and vitality, a sense of community and a commitment to solidarity. People who join a Circle are invited to listen and speak openly about what is important for them at that moment. All voices and emotions can be expressed without judgement. A Circle provides a safe and open space for sharing, taking on the creative form of an old ritual which builds an atmosphere of trust, connection, joy and solidarity. The training for Circle facilitators lasts one day and is open to all, regardless of age. In this way, the Circles can be integrated into daily life, and ultimately, the goal is to provide Circles as a regular practice in schools. **Structure and objectives** 'We have the choice' is a voluntary citizen movement, initiated by Kristin Verellen (who lost her life partner in the terrorist attacks in

Brussels on 22 March 2016) and a circle of friends.
There are four interlinked objectives:
- psycho-emotional experiences
- socio-interpersonal experiences
- cultural-spiritual experiences
- educational experiences.

Achieving these objectives entails:
- raising awareness in society, and promoting a new culture of being still, listening and connecting with circle rituals;
- offering this connected Circle experience to young people and their peer groups;
- delivering diverse connected narratives;
- educating adults and young people to facilitate these Circle rituals themselves in their environments (schools, youth movements, cultural centres, psychotherapy centres, etc.).

Core activity
The main focus is facilitating connected intercultural Circles. This is a new creative ritual based on old traditions. These Circles are provided offline as well as online, with a focus on vulnerable citizens who might be exposed to polarisation and extremism, in the following spaces:
- multicultural youth settings (both within and outside school) and related environments (including teachers, youth movement leaders, etc.);
- multicultural adult settings: Muslims in Europe, prisoners, fugitives, etc.
- multicultural peace and victim remembrance gatherings (many people are affected in these environments).

Method
A Circle is a space where participants are still and become quiet. From that space, participants share their experiences and express their emotions. Everybody has the opportunity to speak, but they are not obliged to. A Circle is not a dialogue; each participant directs their input towards the middle of the circle. After someone has spoken, there is silence; listening is just as important as speaking. A Circle lasts 1.5 hours at most, and is managed by two experienced facilitators. Everyone can speak their own language. Each Circle includes around 20 participants.

Approach	Community engagement/empowerment Educating young people
Target audience	Youth / pupils / students Victims of terrorism Local Community Organisations/NGOs
Deliverables	Since March 2016, more than 180 Circle activities have been held, with more than 9 000 participants: - international online Circles include participants from across the globe (Argentina, Belgium, France, Germany, Italy, Mexico, the Netherlands, the Philippines, Scotland, Spain, Sri Lanka, Sweden, the United Kingdom, etc.); - Circles have been held across Belgium; - a third of the Circles are in multiple languages (10 to 250 people) - Circles include people from different cultures and religions; - Circles include people of all ages;

	- Circle photos and testimonials from participants are available. Facilitators There is a pool of 33 trilingual Circle facilitators trained in the education programme to facilitate Circles, many of whom have a therapeutic background. Facilitators are provided with a one-day training session and a facilitator handbook. Other activities supporting the Circles: - photo exhibitions featuring the work of Johan Van Steen and promoting the message of 'We have the choice'; - motivational speeches by Kristin Verellen for large audiences (both in real time and broadcast) — videos are available; - the yearly Circle ritual is held on the memorial day of the terrorist attacks in Belgium, in collaboration with renowned choreographers, for an audience of 250 people — videos are available.
Evidence and evaluation	In 2018, 'We have the choice' reached 3 535 people in 41 Circles and featured in 12 lectures in different contexts. Feedback is requested informally: - the last Circles round offers participants the chance to provide feedback on their experience; - written testimonials can be added on the website at http://www.wehavethechoice.com/; - testimonial videos are available, with personal 'I have the choice' messages of engagement; - a logbook is made available at the Circle photo exhibitions; - evaluation sessions are held with partners and sponsors; - corporate Circles: leaders in Belgian organisations provide feedback on the need for and added value of the Circles, and on support and uptake for the initiative. Overall, positive feedback was provided by the RAN working group/conference in Berlin and Madrid, where the activities of the Circles were presented. There is a willingness to start cross-border cooperation in Europe.
Sustainability and transferability	The practice is easily transferrable to other local contexts, as the facilitators are volunteers — any willing group of motivated and skilled people (in group facilitation and/or therapy) can set one up. A part-time freelance project manager is available to coordinate the Circles and the group of volunteers. This is optional in the beginning, but is recommended as the project manager provides significant support for the team and is key to the sustainability of the practice. Project management and organisational costs are currently covered by donations and funding from the government. The total cost is around EUR 70 000/year. We build partnerships with other organisations and seek structural funding to sustain the practice.
Geographical scope	The current focus is on Belgium (across various regions and cities). However, there is potential for this to be practiced worldwide, both offline and online.
Start of the practice	22 March 2016 (terrorist attacks in Brussels, Belgium)

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

Name of the practice	4.8.35 *Youth4Youth*
Description	Youth4Youth is a network run by volunteers working to benefit young people in socially vulnerable residential areas. The network believes that by combining forces and working together as one community, we can act as role models and generate positive change among young people. Youth4Youth also believes that the community itself can create opportunities for young people: for personal growth, development of new friendships, etc. Youth4Youth is recognised for its contribution to the well-being of young people in socially vulnerable residential areas, owing to its: • belief that young people can do well and thrive; • leading position in projects and schemes in vulnerable areas; • contribution to two-way learning between young people and volunteers; • encouragement of motivation and development through communities; • desire to succeed and help young people fulfil their potential. Youth4Youth believes in building relationships and making a positive difference when the target audience is very young (i.e. between 8 and 15 years old). This work is therefore preventative — it is young people who inspire and support other young people. We believe that this kind of preventative work offers young people the opportunity to make better life choices for themselves. We believe that **involved** young people are **committed** young people who can inspire other youngsters.
Approach	Community engagement/empowerment Educating young people
Target audience	Volunteers: 16-26 years old Young people: 8-15 years old Youth / pupils / students
Deliverables	A handbook for Youth4Youth volunteers was produced in 2016, based on training days for Youth4Youth and volunteering in general. The handbook contains the Youth4Youth vision and mission, as well as guidelines for Youth4Youth volunteers. We provide volunteers with skills development in the form of courses, short programmes, presentations, etc. that can stimulate personal development and also serve as tools for their volunteer work.
Evidence and evaluation	Youth4Youth haven't yet collated qualitative or quantitative data, but they plan to do so in the near future. The last 2 years have seen increasing stability in volunteers and a growing motivation to make a difference across different areas. Owing to organisational upheaval in terms of collaboration and compatibility, data collection has not been prioritised. The method of data collection must be determined (data are not collected from the young people working with Youth4Youth) and entities must be assigned to carry out evaluations, data and feedback collection, progress-tracking, etc.

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

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

5 Educating young people

5.1 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 olarizi. 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.[48]

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 olarizin 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 olarizing z and radicalisation.

5.2 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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[48] 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.

5.3 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 olarizing zing as well as limited representation in official and public discourses.[49] 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.[50] 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.[51]

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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[49] 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.

[50] 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.

[51] 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.[52] 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.[53] 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 olarizing zing 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[54], 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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[52] 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.

[53] 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.

[54] 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.[55]

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 olarizing 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.[56] 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[57] 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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[55] 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.

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

[57] 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.

5.4 Lessons learned

i. 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   olarizi.

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.[58]

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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[58] 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.

ii. Training teachers, building capacities, encouraging self-reflexion

Educators play a key role in the prevention of radicalisation leading to violent extremism.[59] 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 olarizi 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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[59] 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.

iii. 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, olarizing, 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 olarizi, 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.

iv. 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.[60] 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 olarizing 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.

v. 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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[60] Cp. Radicalisation Awareness Network/Edu/Pol (2017a). RAN POL and EDU meeting on 'Polarisation Management'. Ex post paper.

5.5 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
- CMO STAMM - POLRAD
- CNAF – 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)
- Diversion
- Extreme Dialogue
- Fida Management – Identity, Belonging and Extremism
- Extremely Together
- 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

- Police Headquarters in Rzeszow and police stations in the podkarpackie voivodeship – Hooligan
- RheinFlanke gGmbH - Spiel dich frei!

- Samobor Social Welfare Centre – Social work with children and young people in risk

- The Tim Parry Johnathan Ball Peace Foundation – 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	5.5.1 **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	5.5.2 **Memoria uture /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	5.5.3 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 udpate	2018

Name of the practice	5.5.4 *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 udpate	2018

Name of the practice	5.5.5 *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)
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	Telephone: +34 622899223
	Website: https://www.facebook.com/awaketw2016/
Last update	2018

Name of the practice	5.5.6 **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*. (75)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* IGOT 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	5.5.7 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	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	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	## 5.5.8 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

Practice name	5.5.9 POLRAD – the Power Of Local Role Models
Description	To achieve mutual understanding across different groups, communication between these groups is necessary. Mutual contact is not self-evident, but by engaging local citizens, we can start to effectively redress this. After all, citizens are the best hands-on experts in this matter. This is how collaborating POLRAD organisations work: engaging local role models to prevent polarisation and radicalisation among citizens. The aim is to encourage dialogue between citizens by organising preventive activities. Local role models from different population groups have been engaged to serve as positive examples and actively contribute to the prevention of polarisation and radicalisation. Specifically, we used role models from young people, Somalis, former refugees and former right-wing extremists. They were recruited, trained, engaged and coached, from the bottom up. Thanks to the cooperation of such local role models, there is a better chance that the preventive message will reach a wider audience. The positive example that is put forward originates in society itself, rather than being imposed from above. Collaboration between professionals and citizens is another factor that renders the practice effective. While there are many different types of role models, POLRAD role models have 14 preferred characteristics and qualities. However, this list of characteristics serves as a guideline only; POLRAD agreed that three general characteristics are prioritised. Specifically, role models should want to actively contribute to the prevention of polarisation and radicalisation in Dutch society, they should have personally experienced positive growth and development and wish to inspire and promote similar growth in others, and they should want to devote their leisure time to supporting activities under the POLRAD project framework. Before POLRAD role models are engaged, they undergo targeted training (this training includes an instructive manual for trainers and educational material for role models). The training aims to provide participants with an understanding of their roles and positions as POLRAD role models, and to prepare them to engage in related activities. Participants learn exactly what a POLRAD role model is and what this entails, while becoming acquainted with each other and familiarising themselves with the project. A great deal of time is devoted to exercises exploring how to tell one's (own) story. Trainers provide participants with useful tools, e.g. the dos and don'ts in actual practice, conversation techniques and organisational information. Participants take the first steps towards actual practice once this training is complete. Our handbook describes the approach used and its results, and contains added value and tips for working with role models using the preventive approach of polarisation and radicalisation. In addition, other project manuals developed for training and educational material are listed. The

	handbook is of interest to professionals (e.g. policymakers, practitioners and volunteers) working alongside local citizens, and seeking to prevent polarisation and radicalisation in their own environment.
Approach	Educating young people Training for first-line practitioners
Target audience	Violent extremists Youth/pupils/students First responders or practitioners
Deliverables	• Project brochure • Handbook – Description of approach and results of activities with trained citizens to prevent radicalisation • Trainer's Manual, Part 1, didactic model to train citizens as POLRAD role models • Trainer's Manual, part 2, Appendices, educational material • Training PROFESSIONALS – Basic training signalling and tackling polarisation & radicalisation (manual for implementation of basic training in collaboration with role models)
Evidence and evaluation	VluchtelingenWerk Noord-Nederland (VWNN) measured the effects of their educational events (for refugees) during the project period. CMO Groningen (now CMO STAMM) and Overstag measured training participant opinions on signalling of polarisation and radicalisation (for right-wing extremists). An external evaluator evaluated MJD activities (for Somalis) and Barkema & de Haan activities (for youth work) at the end of the project. All evaluations (in Dutch) provided information on which activity elements were successful and where improvements could be made. The research showed that the refugee role model activities of VWNN resulted in their public gaining more empathy and a better grasp of their situation. It also provided useful insights into the possibilities for improvements to their activities. Information from the Overstag training participants was used directly to improve subsequent training sessions and enhance the training manual. Participants were excited about the part played by role models in the training: they stated that the role models offered them a better understanding of the means of helping youngsters who are becoming radicalised. Role models interacting with interviewees from MJD research received unanimously positive reviews — the interviewees were satisfied with the role models' help, and found them approachable and accessible. Both the role models and the people they help are working towards the same goal. The offer of practical help from role models can prevent the exacerbation of personal and social problems, as people gradually gain an understanding of daily life and culture in the Netherlands and of how Dutch society and its systems work. The role models have indicated

that there are clearly fewer problems now than a few years ago (e.g. in terms of addiction or public nuisance issues). Moreover, the Somali community's image has improved, as has overall contact with Dutch society.

The Barkema & de Haan public were positive and excited about contact with the youth role models. They considered the role models' work on EXPRESS TV to be a good means of 'image-building': role models can have a positive influence on youngsters as well as on people who feel less positive towards youngsters in general.

All evaluations and internal reports for the four organisations are available in Dutch.

Sustainability and transferability	The description of the activities and their results presents a fresh guideline for new projects. The five partners participating in this project reflect a diverse range of expertise levels and target groups. Consequently, the approach described in this handbook can be applied to many different population groups, as well as to countries other than the Netherlands.
Geographical scope	Implemented in the northern part of the Netherlands: the province of Groningen (21 municipalities) and the province of Friesland.
Start of the practice	The POLRAD project ran from April 2013 to December 2014. In 2017, two of the five original project partners still use this practice: MJD Groningen (training professionals) and VWNN (refugees as role models).
Presented and discussed in RAN meeting	The practice has not yet been presented at any RAN working group meeting.
Relation to other European Commission initiatives	During the project, CMO STAMM had close contact with Harald Weilnböck (European Network of De-radicalisation (ENoD), and representative of violence and prevention network). We discussed the EU call for 'Firstline Deradicalisation Practitioners' (Join the EU - RAN Working Group 'Firstline deradicalisation Practitioners'!) and we created an ENoD profile.
Organisation	CMO Groningen (now CMO STAMM) Centre for social development in the provinces of Groningen and Drenthe (advice and research). Partly financed by both provinces. NGO and non-profit. http://www.cmostamm.nl MJD Groningen Broad social welfare organisation in the city of Groningen. Financed by the municipality of the city Groningen. http://www.mjd.nl VluchtelingenWerk Noord-Nederland (Refugee work North Netherlands) Guides and advises refugees and asylum seekers in the provinces of Groningen, Friesland and Drenthe, from the moment they arrive in the Netherlands. http://www.vluchtelingenwerk.nl/noordnederland

	Jongerenwerk Barkema & De Haan (Youth work) A specialised company in North Groningen for young people living in rural areas. Profit organisation. http://www.jongerenwerk.com Overstag Uitvoering A company offering intensive support in an unorthodox and innovative way to young people with multiple problems in the Netherlands. Profit organisation. http://www.overstaguitvoering.nl The project POLRAD was co-financed through the Prevention of and Fight against Crime, programme of the European Commission, the Directorate-General of Home Affairs (HOME/2012/ISEC/AG/RAD/4000003805), the province of Groningen and by the project partners.
Country of origin	Netherlands
Contact details	Address: Post box 2266, 9704 CG Groningen, Netherlands Contact person: Maud Diemer or Rika Ringersma Email: m.diemer@cmostamm.nl or r.ringersma@cmostamm.nl Telephone: +31 505070101 Website: http://www.cmostamm.nl
Last udpate	2016

Name of the practice	5.5.10 *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	5.5.11 **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	5.5.12 **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	5.5.13 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 ggressiveness 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 udpate	2016 and before

Name of the practice	5.5.14 **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-I-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 update	2016 and before

Name of the practice	5.5.15 **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 raumatized 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 raumatized in the rehabilitation of raumatized individuals who have experienced organised violence and torture, and is raumatize by The Danish National Board of Health as the country's specialist centre for the treatment of severely raumatized 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	5.5.16 *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	5.5.17 *Gelijk=Gelijk? (Equal=Equal?)*
Description	Gelijk=Gelijk? Is an informal educational project for primary and secondary schools in the Netherlands. It is based on a method of peer education. As such, it is a peer education programme developed in 2008 by Diversion. The programme has since been implemented all over the Netherlands, in hundreds of classrooms at both the primary secondary school level. Gelijk=Gelijk? Has received several prizes, such as the CIDI Respect Award (for programmes that prevent and combat antisemitism), the LGBT Innovation Award by the Dutch Ministry of Education, Culture and Science, and the Movisie Participation Award. The project provides schools, teachers and other educators with the tools they need to structurally address discrimination. At the same time, the project mobilises young role models (from LGBT, Jewish and Muslim communities) who want to take an initiative in countering discrimination. The aim of the project is to combat discrimination, through promoting democratic citizenship and promoting oral proficiency. In at least three of the lessons, three peer educators from different backgrounds address the subject of discrimination by sharing their own experiences and facilitating dialogue in the classroom. Gelijk=Gelijk? Prevents and counters radicalisation by promoting tolerance and encouraging people of different backgrounds to work together. It emphasises the importance of knowing the difference between opinions, facts and prejudice. This affects, not only the students and teachers in the classroom, but the peer educators themselves. Overall, Gelijk=Gelijk? Aims to develop socio-cognitive skills such as: placing oneself in someone else's shoes, acknowledging similarities between (groups of) people, and deciding on actions based on norms and values. It also focuses on social factors such as stimulating interethnic friendships. Gelijk=Gelijk? Follows: - Contact hypothesis: contact between individuals from different groups leads to fewer prejudices and a more positive relationship between groups. - Socialisation-hypothesis: experiences, knowledge and information about diversity and diverse groups in society positively impact interethnic relations. - Social-cognitive development-hypothesis: attitude towards other (ethnic) groups is an indicator of socio-cognitive development. As this development is stimulated (e.g. by learning about other groups and experiences) polarisation declines.

Approach	Educating young people
	Delivering alternative narratives
Target audience	Youth / pupils / students
	Educators / academics
Deliverables	This project has several manuals describing the three peer education lessons. One is for the peer educators, another is for students and the third is for the students' teachers.
	There is also a manual that combines these three manuals, and is tailored for "Vreedzme Scholen" (Peaceful schools: an organisation that provides curricula, and where several schools in the Netherlands are united).
Evidence and evaluation	Gelijk=Gelijk? Has been evaluated based on several measures. In 2010 and 2012, two separate studies evaluated the impact of the practice. Independent researchers observed the practice in the classrooms, interviewed participants and conducted surveys. The programme has been scientifically evaluated and proved to have a significant positive effect on young people's perceptions towards various forms of diversity. The manuals were further developed with the outcomes of this research.
	During the implementation of the lessons, close contact was maintained with the peer educators and the teachers. It was evaluated with peer educators after each lesson, and the following questions were posed:
	- Concerning the various components of the lesson, was the level and the teaching methods well suited for the students?
	- How would you describe the connection between the students and the peer educators?
	- Were the aims of this lesson achieved?
	Furthermore, sometime after completion of the lesson, it was evaluated with the teacher as regards any changes it created. Teachers seem to often refer to the project, the peer educators, and issues the students raised, to guide the sometimes-difficult conversations in the classroom.
	Feedback for future lessons was also received, either for the peer educators or about the various components of the lessons.
	The RAN YOUNG review panel (Riga, 22-23 November 2018) concluded that peer education is very appropriate to address students at primary and secondary schools. Personal experiences from peer educators are an essential part of the success of Gelijk=Gelijk? It was also suggested that pool of peer educators should be expanded to include those from other minority communities.
Sustainability and transferability	The sustainability of the practice is secured within the peer educators as well as the target audience. The peer educators are themselves members of the target audience and are provided with the skills that will enable them to (also outside of the project) become young

	community leaders who actively counter polarisation between communities. Within the target audience, the practice is sustainable in the sense that the positive confrontation and lessons learned within the project have a long-term impact on how students regard equality and differences between often polarised communities. Teachers often refer to the subject matter from the project, to guide constructive conversations.

The sustainability of the methodology itself is further safeguarded by the flexibility of the themes and examples discussed within the project. The mere fact that the core of the practice consists of personal experiences from young peer educators ensures the content is always relevant and up to date.

The methodology is transferable in the sense that the use of peer educators in the context of polarisation prevention can be deployed by other organisations as well. Diversion is currently exploring (funding and partnership possibilities) how to translate the transferable parts of the methodology and capacity building trainings. |
Geographical scope	Gelijk=Gelijk? Started in the city of Amsterdam and has since expanded to schools throughout the Netherlands.
Start of the practice	Gelijk=Gelijk? Was developed in 2007, when the district of Amsterdam East was faced with growing anti-Semitism. Local authorities asked Diversion to develop a programme that would help reduce this anti-Semitism, and encourage different groups living together peacefully. This happened in close collaboration with participating schools. The practice has been up and running ever since.
Presented and discussed in RAN meeting	RAN YOUNG 'Review of Collection Practices' (Riga, November 2018)
Linked to other EU initiatives or EU funding	Currently, the programme is not connected to any European Commission initiatives. However, the process of building new partnerships towards a more EC-oriented approach is underway. Proposals have been submitted.
Organisation	Diversion is a company for social innovation. Based in the Netherlands, it 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, it has mobilised young role models to launch a discussion on issues that youth may find uninteresting or are associated with cultural or religious taboos or are politically sensitive (e.g. anti-Semitism, anti-Islamism; radicalisation; lesbian, gay, bisexual, transgender and other sexual and gender minorities (LGBT+), as well as debt and poverty prevention).

For profit
Social Enterprise |

Country of origin	The Netherlands
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Last update text (year)	2018

Name of the practice	**5.5.18** *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	## 5.5.19 *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	5.5.20 *Extremely Together*
Description	The Extremely Together Roadshow consists of a series of peer-to-peer workshops aimed at training youth in schools as well as with young leaders in local communities across Europe in countering violent extremism (CVE).

The aims of the workshop include building critical thinking skills and equipping young people with the practical skills needed to identify, resist and reject violent extremist propaganda. These skills also serve to support young people in becoming active citizens, challenging negative stereotypes and supporting peers who may be struggling with issues related to extremism or extremist recruitment.

This initiative provides a unique opportunity to help schoolchildren understand what violent extremism is, spot early signs of radicalisation and develop strategies of resilience, including counter-narratives.

The Roadshow workshops serve to complement existing programmes of schools working around informal education and Personal, Social, Health and Economic Education (PSHE) lessons. |
| **Approach** | Educating young people
Delivering alternative narratives |
| **Target audience** | Youth / pupils / students |
| **Deliverables** | - **More than 2 800 students were trained in UK schools** by Extremely Together Young Leaders Bjorn Ihler and Fatima Zaman through the Extremely Together Roadshow, with the objective of helping them understand what violent extremism is, spot early signs of radicalisation and develop counter-narratives.
- The content of the Extremely Together roadshow is based on the **Extremely Together toolkit**, which is the first ever CVE Toolkit made for young people, by young people. Launched in March 2017 in Brussels, the toolkit is available through an online platform, as well as in English, French, and Arabic. The toolkit chapters are also available in the form of films. The Extremely Together toolkit has now been referenced by 1 600 individuals in over 80 countries.
- Further CVE training and workshops based on the content of the toolkit were held in **Morocco, Somalia, South Sudan and Uganda.** |

Evidence and evaluation	Qualitative and quantitative performance measure: contact is maintained with participants in Extremely Together training workshops, in order to track the changes they have tried to implement in their own communities to counter or prevent violent extremism. Examples of follow-up actions by participants include visits to Somalian camps for internally displaced persons (IDPs), which are viewed as an environment fostering violent radicalisation. Another example is the production of a video to raise awareness in communities of the threat of violent extremism in Uganda. Evaluation and feedback: evaluation forms are used in Extremely Together training workshops, in order to collate participant feedback and improve training content. Feedback from 176 trainees across Morocco, Somalia and Uganda indicated that 74 % felt they had improved their understanding of violent extremism very much, 68 % felt they had improved their understanding of what can be done to prevent violent extremism very much, and 94 % were inspired to act against violent extremism by, for example, organising conferences, raising awareness in their communities, developing counter-narratives and spreading positive messages of inclusion.
Sustainability and transferability	The Extremely Together Roadshow format is easily transferable and adaptable to other local contexts because it is based on a universalist understanding of violent extremism that considers the processes of radicalisation comparable and similar, regardless of the ideological roots of violent extremists in particular local contexts. Abstraction, while still providing actionable insights into the role students can play in countering violent extremism, allows the Young Leaders to discuss related matters with youth of different backgrounds. The approach is also sustainable, as it is based upon the transfer of knowledge of the Young Leaders to participants and relies on limited resources. The resources required for a Roadshow are: - a venue allowing group discussion and coordination of group work in smaller teams - a projector to display PowerPoint presentations - access to a Wi-Fi facility - a PA system for larger groups - flip charts and highlighters. Costs are kept as low as possible to encourage high levels of participation and replication. Excluding the Young Leaders' travel expenses, the cost is EUR 2 604 per Roadshow.
Geographical scope	The Extremely Together Roadshow has been carried out in the following European cities: - Portsmouth (College), UK: 250 people (8 February 2017)

	- London, UK: 200 people (8 September 2017) - Portsmouth, UK: 2 250 people (9-12 September 2017) - Karlstad, Sweden: 100 people (12 March 2018) - Bath, UK: 150 people (17 March 2018) - Paris, France: 250 people (14 February 2018) - Stockholm, Sweden: 50 people (21 May 2018) - Vilnius, Lithuania: 50 people (30-31 August 2018) - The Hague, Netherlands: 50 people (19 October 2018)
Start of the practice	Extremely Together was first launched in May 2016, and the first Extremely Together Roadshow was held in February 2017 in Portsmouth.
Presented and discussed in RAN meeting	Two of the Young Leaders, Mimoun Berrissoun and Bjorn Ihler, held a workshop in Nice (France) for one of RAN's Young Groups in September 2018. After the workshop, they were invited to add Extremely Together to RAN Collection of Approaches and Practices.
Linked to other EU initiatives or EU funding	The project Extremely Together is managed by the Kofi Annan Foundation and supported by the European Commission (DevCo).
Organisation	Extremely Together and the Extremely Together Roadshow are part of the Kofi Annan Foundation, which is a non-profit organisation. The mission of the Kofi Annan Foundation is to mobilise political will to overcome threats to peace, development and human rights. Foundation
Country of origin	Switzerland
Contact details	Address : Rue de Varembé 09-11 P.O.B. 157 1211 Geneva 20 Switzerland Contact person: Maud Roure Email: roure@kofiannanfoundation.org Telephone: +41 229197520 Website: https://www.kofiannanfoundation.org/
Last update	2018

Name of the practice	## 5.5.21 *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	5.5.22 **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 |
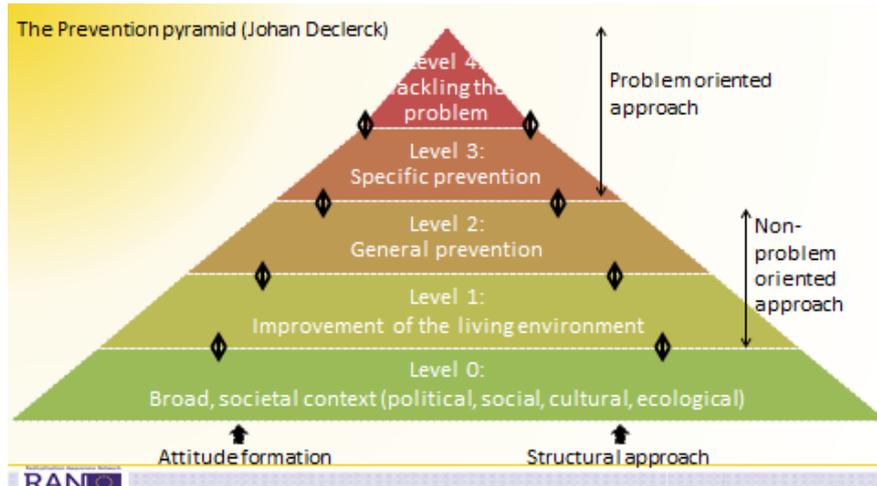
Illustration: the prevention pyramid (Johan Declerck)

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
- hematization 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 udpate	2018

Name of the practice	## 5.5.23 *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. mission identity values / beliefs capacities behaviour environment/context biological nature 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

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Last update	2018

Name of the practice	5.5.24 *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	2018

Name of the practice	5.5.25 **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	5.5.26 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/
Last update	2018

Name of the practice	5.5.27 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/
Last update	2018

Name of the practice	5.5.28 **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	# 5.5.29 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 the Republic 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). 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 closeness, this event aimed to change students' potential perception of immigrants as a threat — if they could communicate with '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. 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 the presence of a Hungarian minority, but they follow the regular Croatian programme, with the difference being Hungarian language and culture is 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 has a key role to play 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 these groups also having 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 other ways of thought and expression, and to show them that different 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 make friends, if possible.

In order to boost cross-border cooperation between Croatia and Serbia (especially significant 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 Natošević 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, enabling them to dispose of 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 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 directly being told to.

Approach	Educating young people Community engagement/empowerment
Target audience	Youth / pupils / students Local Community Organisations/NGOs First responders or practitioners
Deliverables	Two handbooks: - 'Cultural and Spiritual Heritage of the Region' (in Croatian) - 'Intercultural education through the prism of personal histories' (in Croatian and in English).

	Brochures produced 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. Two videos produced at Dalj Elementary School: - 'Prejudices' (see https://www.youtube.com/watch?v=g4ow9gbK9I8 online) - 'Scavenger hunt' (see https://www.youtube.com/watch?v=X4M80HSLbGk online).
Evidence and evaluation	<u>Internal evaluation</u> Supervision carried out by Nansen Dialogue Centre, three times per school year. <u>External evaluation</u> The evaluation and impact assessment of the 'Cultural and Spiritual Heritage of the Region' were carried out by an NGO from Zagreb, Croatia called Step by Step (Korak po korak). The results were published on 4 January 2015 by the author, Asja Korbar. The results are summarised 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, qualitative methods were chiefly used (focus groups and interviews), and the overall assessment was divided into 2 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 is characterised by 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 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 concerning 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. The CSHR in this sense 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) by the Croatian Ministry of Science, Education and Sports, from a fund for minorities: this covered costs for a daytrip to Tavankut, Serbia, and a two-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 one 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 the 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	**Dalj Elementary School** (Osnovna škola Dalj)

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Last update	**2018**

Name of the practice	5.5.30 **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	# 5.5.31 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	5.5.32 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	5.5.33 *Hooligan*
Description	As football hooligans are often involved in incidents of hate speech, racism and violence, their connection with far right extremism has become clearer. By educating young people about their responsibilities, the aim is to increase awareness among youth (participants in mass gatherings) about criminal offences (including those involving "hate speech" and extremist acts) committed in connection with mass gatherings, especially football matches. The approach: • explain responsibility and consequences of any criminal offences and membership in hooligan groups • promote positive attitudes during sporting events, especially football matches, including behaviours that are not racist, xenophobic or threatening ("hate speech") Methods: • meetings (featuring athletes and sport activists) with youth, parents, representatives of sport clubs and fan clubs • development and dissemination of information and advice (leaflets, presentations, movies) • sport activities
Approach	Educating young people Family support
Target audience	Youth / pupils / students Families Local Community Organisations/NGOs
Deliverables	• *Training videos* • *Multimedia presentations* • *Leaflets*
Evidence and evaluation	From the start of the practice, there have been about 1 000 meetings held per year for youth and their parents, as well as several athletic tournaments. During the entire duration of the practice, a significant decrease in the number of juveniles arrested during football matches (since 2016, there have been no arrests) has been reported. The practice received positive feedback following internal evaluation. The practice was also presented during the RAN study visit in Warsaw on 25 October 2018 and was met with great interest.

Sustainability and transferability	The practice is easily transferrable and can be implemented by the police in other voivodeships (provinces) in Poland or by authorities abroad, as well as other organisations. The cost of the practice is estimated at 6 000 Euro.
Geographical scope	The practice has been implemented in 15 counties in the podkarpackie voivodeship in Poland.
Start of the practice	The practice was developed and launched in April 2007. The expected end date is 31 December 2018.
Presented and discussed in RAN meeting	RAN POL Warsaw (October 2018)
Linked to other EU initiatives or EU funding	This practice was funded by project partners, mainly local authorities/governments of the podkarpackie voivodeship.
Organisation	1. Police Headquarters in Rzeszow and police stations in the podkarpackie voivodeship 2. *Government organisation*
Country of origin	Poland
Contact details	Adress: Komenda Wojewódzka Policji w Rzeszowie 30 Dąbrowskiego Street, 35-036 Rzeszów Contact person: mł. asp. Jerzy Ossoliński E-mail: jerzy.ossolinski@rz.policja.gov.pl Telephone: +4817 8582544 Website: *www.podkarpacka.policja.gov.pl*
Last update text (year)	2018

Name of the practice	5.5.34 *Spiel dich frei!*
Description	'Spiel dich frei!' is an innovative combination of sports, political education, theatre plays and music, aiming to prevent the radicalisation of young people in schools and open youth work. The goal is to stimulate young people to reflect on their cultural identity and their role in German society. Theoretical inputs on extremism and the promotion of democracy are combined with a practical engagement in sports and the arts. This interdisciplinary approach allows young people to become involved at an emotional, cognitive and physical level. The project is organised and run by streetfootballworld, RheinFlanke, Liberal-Islamischer Bund and CrossArts Cologne.
Approach	Educating young people Training for first-line practitioners
Target audience	Youth / pupils / students Educators / academics Local Community Organisations/NGOs
Deliverables	Video: https://www.youtube.com/watch?v=TLCQ0IU4CF8&feature=youtu.be Handbook: https://www.streetfootballworld.org/sites/default/files/Handbuch%20Spiel%20dich%20frei%21.pdf

Evidence and evaluation	1. Monitoring of all outputs (number of participants: 247; age: average 19.21; origin: 29 % Germany, 35 % Germany with a migratory background, 7 % Turkey, 6 % Iraq, 4 % Serbia, 3 % Albania, 2 % Afghanistan, 13 % from 13 other countries).
	2. Evaluation of participants' satisfaction with trainers and activities:
	   a. average 1.47 for activities (scale: from 1=satisfied to 6=not satisfied)
	   b. average 1.35 for trainers (scale: from 1=satisfied to 6=not satisfied).
	3. Questionnaire on outcomes (e.g. knowledge, attitudes, opinions):
	   a. main outcomes: young people improved their resilience against extremist persuasion and influence, and were aware of the political versus the religious dimension of extremism.
	4. External evaluation (through a bachelor thesis) showed that the project met the needs of the target group.
	5. Evaluation meetings with project partners enabled us to share different project partners' experiences and improve activities.
	6. Overall, the evaluation showed that sustainability and the impact measurement of prevention posed the greatest challenges.

Sustainability and transferability	Transferability remains a project goal: a multilanguage handbook will be finalised at the end of 2019 (in English, German and Arabic).

	Professional partners who will implement the project elsewhere still need to be located. The sports approach is easily transferred, but it is difficult to find trustworthy partners for the theoretical inputs on extremism — which are crucial for the success of the project. Sustainability also poses a challenge, but 'Spiel dich frei!' is still in its pilot and evaluation phase and is constantly working towards a successful approach. 2019 saw the first training of multipliers, who are expected to improve sustainability (e.g. school teachers, sports coaches and youth workers).
Geographical scope	The project was started at different locations (schools, football teams, youth centres) in Cologne, Germany; it is being transferred in early 2019 to Berlin, and in mid-2019 to the German Ruhrgebiet.
Start of the practice	June 2017
Presented and discussed in RAN meeting	'Spiel dich frei!' was presented at the RAN YF&C meeting in Lisbon, Portugal on 6 and 7 March 2019 under the topic 'The role of sports and leisure activities in P/CVE'.
Linked to other EU initiatives or EU funding	The project is funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth under the programme 'Demokratie Leben'. The costs in 2018 were approximately EUR 75 375.
Organisation	NGO RheinFlanke gGmbH was founded in Cologne in 2006, to fight discrimination and racism and to provide equal opportunities to children, teenagers and adolescents lacking access to education and opportunities to participate fully in society. Currently, it provides mobile youth work in nine locations throughout Germany. Using its local and international networks, it reaches out to more than 3 000 children, teenagers and adolescents per week. RheinFlanke established a wide range of sport-based youth work programmes and activities. It addresses socially disadvantaged children, teenagers and young adults (female and male) aged 10 to 27, affected by diminished opportunities in terms of education and social integration. As a means to build trust and to enhance engagement, RheinFlanke accesses potential participants through open-access gathering places, mostly in inner cities. It encourages young people to participate in a variety of sports activities, including football, dancing and gymnastics. In this context, sport is used to create safe spaces for children and adolescents, allowing them to identify and develop their potential and talent, have fun and clear their minds, and further, to gain access to diverse support and assistance options for their prospective (professional) futures. RheinFlanke is highly experienced in inclusive and participatory youth

	work. Through a large network of partners, existing concepts and good practice models are transferred, influencing and shaping sociocultural developments as well as political debates in Germany and Europe. In 2015 RheinFlanke implemented the HOPE project, funded by Phineo-Skala initiative, with the goal of integrating refugees into German society. RheinFlanke engages in strong and active collaboration with donors such as the KastanienHof foundation, streetfootballworld, the Lukas Podolski foundation, the PHINEO SKala-initiative and the IHK foundation. In addition, RheinFlanke was awarded the DFB Integration Prize in 2008, the Dirk-Nowitzki Foundation prize in 2014 and the PHINEO Wirkt-Siegel in 2015. RheinFlanke's work has also been recognised by the Robert Bosch Foundation for future engagement. A range of celebrities openly support and speak on behalf of the RheinFlanke, including Germany's former national footballer Lukas Podolski as well as professional footballer Neven Subotic (Borussia Dortmund). Vision RheinFlanke believes that young people, regardless of their background, deserve a fair chance to thrive. Young people have the opportunity to interact with and shape their environment, developing their own individual perspective on life. Mission RheinFlanke aims to improve the prospect for disadvantaged young people, regardless of their backgrounds, through sports, mentoring and training programmes which enable participants to set out independently on the path to a fulfilling future. RheinFlanke's programmes seek to instil self-determination and independence in young people through their engagement with sport, training and education, positively impacting young people, their families and society as a whole.
Country of origin	Germany
Contact details	**RheinFlanke gGmbH** Address: Koelhoffstraße 2a 50676 Cologne Germany Contact person: Pia Strohmeyer, Project Manager Email: Pia.Strohmeyer@rheinflanke.de Telephone: +49 22139804189; +49 1727372985 Website: http://www.rheinflanke.de/ **streetfootballworld gGmbH** Address: Waldenserstr. 2-4 10551 Berlin Germany Contact person: Laura Ginzel, Project Coordinator Email: ginzel@streetfootballworld.org Telephone: +49 3078006240

	Website: http://www.streetfootballworld.org/
Last update text (year)	2019

Name of the practice	## 5.5.35 *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 and 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
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Last update	2018

Name of the practice	5.5.36 *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 Peace Drive Great Sankey Warrington Cheshire WA5 1HQ UNITED KINGDOM commissions@foundation4peace.org +44(0)1925 581 231 www.foundation4peace.org
Last update	2018

Name of the practice	5.5.37 *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	### 5.5.38 *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 oollen 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

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Last udpate	2018

Name of the practice	**5.5.39 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
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Last update	2016 and before

Name of the practice	5.5.40 **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.*

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Last update	2016 and before

6 Family support

6.1 General description

This approach aims to support families vulnerable to and dealing with radicalisation and violent extremism.

The role of families in the process or radicalisation has become central to the debate on the prevention of radicalisation leading to violent extremism. Many believe that one of the keys to stopping the process at an early stage lies behind the door of the family home. Proponents of this approach believe that building resilience and creating awareness for parents and other family members will mean that young people are better protected from extremist influences.

In reality, families may be both helpful and harmful in radicalisation processes.[61] A distinction should be made between families' intentions and their actual behaviour. Families can be the key to creating a safety net and be instrumental in helping someone leave an extremist movement and mind-set. Each scenario and each family's involvement will be different and requires a detailed analysis and tailored or bespoke solutions. Particular attention should be paid to families of foreign terrorist fighter returnees and families whose members, especially children, returned from conflict zones where they have been indoctrinated and exposed to violence.

However, family members may sometimes do more harm than good because they are unsure how to talk to a relative who they may fear is becoming radicalised. Family members may also explicitly encourage a relative to take an extremist path, as they believe this is the right direction.

Although we talk about families as a whole, the dynamics within families and the roles of each family member will impact radicalisation processes differently. It is therefore important to understand who constitutes the family. Who is part of this group or network of people that considers itself a family? This may differ quite substantially across different cultural backgrounds. Background culture within families might also play an important role in both directions. Once there is an understanding as to who is part of the family, dynamics between these individuals can be observed and analysed. For this to happen, a family's cooperation is of utmost importance. Additionally, voluntarily cooperation is of crucial importance. It is not the same if the family approaches the support on its own or if it is obliged to do so because one of its members is currently involved in a judicial process.[62] Without a family's commitment, it will be very difficult for 'outsiders', whether police, family counsellors, social workers or other actors, to build trust and help build resilient family engagement. Families who do not accept the reality may choose to refuse any professional help or cooperation.

A family's connection to the wider environment (other families, the community they are part of, institutions) is also a crucial element in family support.

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[61] Sikkens, E., van San, M., Sieckel, S., & de Winter, M. (Fall 2017). Parental Influence on Radicalization and de-radicalization according to the lived experiences of former extremists and their families. *Journal for Deradicalization,* No.12 (2017), 192-225. Retrieved from file:///C:/Users/Anita/Downloads/115-412-1-PB.pdf

[62] Awan, I., & Guru, S. (2017). Parents of foreign 'terrorist' fighters in Siria – will they report their young?. *Ethnic and Racial Studies, 40*(1), 24-42. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/01419870.2016.1206588

6.2 Aim

- Raise awareness of the threat of violent extremism and avenues for help.
- Build resilience against violent extremism.
- Provide content for family members to address ideologies used by terrorists recruiting people to their cause.
- Support family members of an individual who may be vulnerable to radicalisation or who becomes radicalised towards violent extremism and criminality.
- Support family members of foreign terrorist fighters and returnees from conflict zones.
- Support returnees' families in the process of reintegration.
- Manage the risk associated with convicted violent extremists when they are released, and support rehabilitation.

6.3 Methods

As family support may take many shapes and forms, a helpful way to categorise different methods of family support structures is through the prevention triangle:
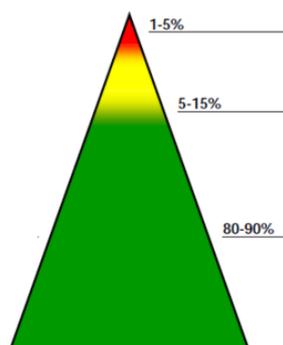
Primary prevention (green)
The majority of families will be able to implement early prevention methods by themselves and general support interventions will be sufficient to keep them resilient to radicalisation and violent extremism.
Examples of interventions:
- general awareness courses in schools, community centres;
- interfaith organisations, etc. Informative websites and (online) question and answer platforms.

Secondary prevention (yellow)
A smaller group of families is at higher risk and has a greater need for resilience to radicalisation and violent extremism. Many factors may contribute to this situation: unstable family dynamics, frustrations and grievances, history of abuse, communication issues, cultural issues etc. These families need support to increase their resilience and to prevent family members being drawn into (violent) extremism.
Examples of interventions:
- family support groups where family members can share experiences and talk about difficult family issues;
- helplines and counselling for concerned peers and family members.

Tertiary prevention (red)
A small group of families will require special, targeted support and interventions because radicalisation processes have taken place and family members have engaged in (violent) extremist acts.
Examples of interventions:
- intensive family counselling;
- specialised disengagement and de-radicalisation programmes involving the family as a whole.

There are a variety of organisations or networks that can offer family support: statutory bodies, NGOs, community voluntary civil society organisations, interfaith organisations, defectors, and even families that have had the same experience.

I. Primary prevention:

Preventive parental support
This cluster of interventions is directed at supporting parents of migrant descent in raising their children in a (Western) society. In particular within certain communities, the gap between generations is a known cause of alienation among youngsters vulnerable to radicalisation. Specific interventions are directed at strengthening dialogue between children and parents. Parents can also take courses on enhancing their parenting and other skills, e.g. how to use Internet and social networks etc. These courses focus on building the capacity of parents to understand the cultural and political context in which they live and their children are growing up.
Appropriate preventive parental support should be given to the parents of extremist converts.

Support and empowerment of women
It is useful to have the specially-educated personnel and methodology to deal with gender-specific issues and to provide female role models and mentors. For women, courses (e.g. in community centres, religious institutions, adult education settings) can be offered, covering diverse themes such as psycho-social development, confidence-building, safeguarding techniques, family communication, applied parenting skills and building resilience. Separate activities for women only can be organised.

Support for youths vulnerable to radicalisation
Primary prevention should include groups of youths who are considered as vulnerable to radicalisation, but with no links yet to violent extremists. It is important to include them in the appropriate programme so as to distance them from the radical environment (e.g. education in conflict prevention, tolerance and non-discrimination education, debate on countering violent extremism, etc.). The role of mentors is to guide and be a positive force, a role model, motivating the individual to turn away from their destructive lifestyle and strengthening their resilience against the allure of violent extremism.

II. Secondary and tertiary prevention

Hotlines and helplines
Hotlines and helplines for concerned family members, friends, community members, professionals etc. are an emerging practice in several European countries (NL, AT, DE, FR etc.). Hotlines for radicalisation (like those for other types of criminal behaviour) are often primarily aimed at reporting suspect behaviour. Helplines are focused on providing support and guidance to the caller, for instance on how to deal with a potentially radicalising family member. Their aim is to help family members and friends to become effective mentors for guiding the person back onto a path towards healthy choices.

A number of lessons can be drawn from experiences with hotlines/helplines so far:

- initiatives should allow for anonymous and confidential contact, preferably free of charge;
- 24/7 arrangements should be considered;
- advertising the hotline/helpline within the community is of a great importance (e.g. through websites, charities);
- it is important to establish a multi-agency cooperation framework to discuss cases and referrals, and to establish good links with other organisations that can provide additional support/advice;
- information about threats of violence, possible crimes, or emergencies should be directed to appropriate authorities;
- staff should listen, ask questions and take time to have a clear picture of the situation before giving advice;
- the competences of staff (e.g. psychologists, social workers etc.) should include good communication/people skills, ability to provide expert advice, ability to speak in other languages;
- involving skilled, trusted and trained community members to provide support to staff who operate the hotline/helpline is advisable;
- regular multidisciplinary training and exchange of best practices among hotline/helpline operators and with multi-agency experts is advisable (to exchange lessons learned and best practices, and to prepare for other problematic circumstances within the individual's family, e.g. failure at school or at work, rebellious attitudes, experiences of marginalisation or of discrimination, etc.);[63]
- a specific focus should be given to managing 'hate crimes'[64] that are sometimes confused with radicalisation or extremist views. The distinction between the two is important.
- it is important to develop effective counter and alternative narrative policies.

Family support for **people who are being recruited by a terrorist organisation**

Family support for (possible) extremists is mainly about counselling and aiding parents in dealing with the situation at hand. This can be via a family helpline, and/or family counselling involving advice and information about the possible radicalisation process, certain extremist groups etc., or helping the parents maintain a good relationship with their child. This involves working on trust and strengthening families within their social environment. When people have actually committed acts of violent extremism, family support is also about managing the risk associated with the convicted violent extremist when released, and supporting them and their families in the reintegration process. Additionally, building resilience and minimising social isolation is of great importance (e.g. employment, housing, learning, health care, social interaction/activities, etc.).

Family support for children and young adult returnees from Daesh-held territories

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[63] Thomas, P., Purcell, M., & Miah, S. (2017). The Kirklees Prevent Young Peoples' Engagement Team: Insights and lessons from its first year. Project Report. University of Huddersfield, Huddersfield. Retrieved from http://eprints.hud.ac.uk/id/eprint/32393/

[64] Crawford, A., & Evans, K. (2017). *Crime Prevention and Community Safety*. In A. Leibling, S. Maruna, & L. McAra, L, (Eds.) *The Oxford Handbook of Criminology* (pp. 797-824). Oxford: Oxford University Press, 6th edition.

Children and young adults who return to Europe after living with Daesh have a high risk of being traumatised from witnessing executions and barbaric punishments involving torture, from systematically being indoctrinated and, for substantial group of them, from receiving training in weapon handling and killing. These children suffer, due to the both violence they have witnessed/participated in, and on account of the fact that their normal social, moral, emotional and cognitive development has been interrupted and corrupted by the experience of war. Their return to their home countries poses immense challenges for the prevention services provided by practitioners in the health and social care sectors. It is important to establish contact with the returnee and their family as early as possible.

Trauma-informed practice is of key importance when working with child returnees. There are four stages involved: creating trauma awareness, trauma sensitivity, trauma responsiveness and trauma-informed practice. Child returnees or those growing up in radicalised environments need a shared care plan with an involved case-manager to ensure continuity. Early intervention is vital for children under the age of 12 to maximise the prospect of rehabilitation. Practitioners should address anger management before addressing the radical ideology.

6.4 Lessons learned

- Radicalisation is a relatively new topic in the field of family support. Many organisations are only just starting to develop a methodical approach and to recognise that one size does not fit all: each case is unique and requires tailor-made interventions. However, structured working methods will help professionals to make conscious choices that others can retrace and understand, and to learn why certain interventions did or did not work.[65] When engaging with families for the purposes of prevention, de-radicalisation and reintegration, it is preferable to first have a national or local action plan or strategy defining the overall goals, and the strategic approach to be taken. The first step is asking, "What is the goal of this? How do you want to engage with families of those who have radicalised or those who are at risk? Each actor might have different goals, (e.g. police and security services will most likely seek no violence/criminality and no recidivism). It is possible to let each actor work to obtain their goal, but the work should be cooperative and coordinated, and families should experience a consistent approach. Specific family support will be on a case-by-case basis, but the national/local action plan or strategy provides a general framework for all agencies and practitioners involved. Family support is focused on working with the whole family to positively influence the individual(s) at risk and their surroundings. If, for example, 300 people in one country are known to have either left to fight with Daesh, died on the battlefield or returned to their families, this will easily affect over 1 000 family members and place them in a vulnerable position. Financial investment in developing family support should reflect this reality.
- When supporting families, it is important to have a holistic approach, not just focusing on the parents, but on the family system as a whole. Brothers, sisters, cousins and peers can be just as affected if their family member is becoming radical or has turned to violent extremism. These people should also be considered a group at risk.
- If certain people (whether family, friends or community members) do not want to be involved in any type of engagement, it is best to accept their decision. Service providers should give encouragement and support where possible, but only those committed to the process should be involved. The family has to decide what it wants and to set goals. Similarly, family members and the (potentially) radicalised individual should only interact when both parties are willing

and ready. Any reluctance to engage and accept support should be reviewed in terms of whether this raises the risk to any children in the household.

- It is important to manage confidentiality and the challenge of doing so when faced with family members. It is challenging to support the whole family if the individual of concern isn't giving consent to having their information shared.
- A multi-agency and inter-departmental approach is crucial. There is no limit to the number of actors involved, but there should be a single family counsellor/worker or limited point of contact with families. Cooperation between multiple agencies needs to be clearly structured with regular meeting points and discussions on cases on an individual basis. It will not be helpful if families are inundated by numerous different individuals as this diminishes trust-building. Those engaging need to work on all levels simultaneously (with the radicalised individual as well as with family/parents) and have an overview of (as much as possible) all that is going on.
- Family support can be provided by, for instance, NGOs (such as Hayat and Vaya), municipalities (Antwerp, Vilvoorde) or practitioners from other statutory bodies (e.g. community police officers, mental health workers, child protection workers in countries with no family support programme) etc.
- It is important in a multi-agency approach that the actors involved know the security/intelligence restrictions, accept them and act within their limits. One of the most complex challenges for multi-agency work is the extent to which information can be shared. This is also challenging for family counsellors/workers who work on the basis of trusting and transparent relationships with the families. If the families think private information is being passed on to the police and intelligence service, they may be less inclined to cooperate. On the other hand, there are also safety and security concerns that should be taken into account and which in some cases legitimise sharing private information with security authorities. Developing clear information-sharing arrangements within these partnerships is therefore vital to delivering effective family support. These arrangements can be on a 'need to know' basis, but it must be made clear what this means for each partner organisation.
- When engaging with family members, transparency is essential for trust-building. Service providers should be open about their level of contact with police and security services and also about the goals and intentions of engagement.
- The language used when framing services or engagement with families should be selected carefully. Service providers should try to lean towards positive language. Importantly, language used should be clear and to the point, and should balance empathy and understanding.
- Develop a clear communication strategy for the action plan (e.g. a brochure providing advice to the public, other relevant actors and institutions on what to do when there are concerns of radicalisation and violent extremism.

I.   Establishing contact

- In some cases, affected family members of radicalised individuals actively seek help. It is therefore important to advertise family support services, programme information and contact details via appropriate channels, for example in affected communities. It is also worth ensuring that the service is the first Internet search result. Word of effective services will spread throughout communities and there have even been examples of (positive) information about support programmes reaching foreign fighter returnees in Syria.
- Waiting too long to engage could be harmful. In most cases, an engagement plan for the family should be established before any intervention. If these processes are pre-planned and coordinated, they are always more effective. And if agencies are prepared, there should be no delay.
- Service providers should listen to the needs of family members and respond as appropriate. If family members reach out for help, a rapid decision is needed on the appropriate course of action. A protocol on who should engage and the depth of engagement should be in place.

- It is not enough to offer family support only during office hours. Practitioners engaging in family support should have a '24/7 mentality' and be easy to reach via different communication means or out-of-hours services, such as (mobile) phone, e-mail and even online messaging fora, e.g. WhatsApp. All interaction with a family should be logged, and details should be registered in a log book. This ensures conversations are tracked by the lead practitioner.
- At the initial contact stage, it is very important that a form of risk assessment takes place. With what type of case are we dealing? Is the person still vulnerable, or is someone actually planning to travel to Syria, for example. To carry out a full risk assessment, it is important to involve multiple agencies so that information is shared. Often, mental health care workers such as psychiatric nurses are important in this assessment process. Such risk assessments should also be repeated throughout the process of family support.
- Reaching vulnerable families and building relationships will not happen from behind a desk. It is important that family counsellors/workers get to know the communities that these families are part of and also gain their trust. The most effective way to do this is to go physically into the community (attending community gatherings, organising information sessions in community centres etc.). It is important to know what is going on, whether there are incidents, and who the key figures are within the community that might be able to open up communication channels with families needing support.
- In some communities, there are cultural barriers to seeking help, or people are afraid to be stigmatised within the community. Barriers may need to be broken down in creative and pro-active ways. The degree and form of this pro-activeness can differ and the creation of an infrastructure where parents at least have the opportunity to seek help is important. The 'helpline' is one such example, as are visits to parents whose children are considered at risk of becoming radical, or have already become so.

6.5 Types of support for family members

How service providers engage with family members and what types of support is provided depends on the goals set, the needs of the family and the resources and capacity available. Two specific methods of support for the families of (potentially) radicalised individuals can be provided:

I. Direct support

- Direct contact with family members can range from very pro-active support (e.g. family counsellor/worker making house visits), to leaving the initiative for support completely to the families (e.g. families phoning a special support centre).
- Direct family support can be undertaken individually or collectively. For instance, family group talks may be suitable in big, anonymous cities. On the other hand, in small and ethnically diverse communities in which youths recruit each other ('peer recruitment'), approaching and helping families individually might prove more effective. Parents could also be steered towards taking courses on enhancing their parenting skills. For women, courses could cover identifying behavioural changes potentially of concern in individuals at home or in the community, and equipping them with the knowledge to address these concerns. Training may also cover resilience-building.

II. Indirect support

- In many cases, radicalisation is not the only challenge facing a family. More structural challenges such as lack of employment, education, social networks, finance, financial knowledge, or an open and loving family environment etc. can also influence the family's overall wellbeing. Addressing needs in these areas may have a rehabilitative effect for the whole family, decreasing the influence of radicalisation processes and enhancing general

resilience. Family counsellors/workers should be creative, use their networks and challenge themselves to think outside the box.

- Case managers can provide indirect support by organising professional services for family members. Types of services can range from mental health counselling, media training for those affected by intense media scrutiny, and help with practical matters such as dealing with social services.

- In some cases, an individual who is participating in an Exit or rehabilitation programme will not only require psychological support, but also practical support with regards to finding a job, house and new avenues for socialising if all previous contacts have been radicalised towards violent extremism.

III.   Practical boundaries of support

- Clear rules and boundaries for conduct should be set from the outset. In support groups, for instance, family members should talk about their relative but it should not be a forum for blame.

- Some families may not want to talk about what their relatives are doing as they don't want to think about the shame or stigma associated with their actions. In these cases, it can be helpful to include a psychologist, who can dispel taboos and encourage them to talk about these issues in meetings.

- It is crucial that meetings are as private and confidential as possible. For instance, avoid note-taking during sessions with family members. Practitioners have found that explicit note-taking diminishes trust and creates an atmosphere of unease.

- Quite often there is 'institutional blaming'. Parents might blame the security services for not preventing their children from becoming engaged with known extremists. It can be helpful to include those 'blamed' when engaging. This can be done by including (willing) persons from government departments such as the security services or the foreign policy office in bilateral meetings, or in support groups with families.

- Adding an interpreter to the group talks might overcome some language barriers, but might not necessarily create the right atmosphere. Experience has shown that parents can also translate for each other and that they are more actively engaged and trusting if there is no interpretation.

6.6 Working methods: matching support with family needs

Different families will have different needs to be addressed through family support. For instance, some will have legal or religious questions, others will have questions about extremist organisations, and some will require more empathy from families in similar situations. Each case will be different and will require an empathetic case manager.

- It is crucial to provide factual information to family members, particularly in terms of legal statutes e.g. if their child or relative has committed a crime. Family counsellors/workers should be knowledgeable about the various legal statutes and provide clear information about what is legal and what is not. It can also be comforting to remind family members that the (potentially) radicalised individual is not a terrorist until they commit a terrorist (or terrorism related, depending on the national legal framework) crime. It is worth considering a separation between both the case workers who are there in a supporting role, and those who are involved in investigation elements of the case. Drawing a line between who should do what is also important. It saves the case worker from getting involved in the more complex legal elements of the case.

- Family counsellors/workers can help parents and family members adjust their communication and interaction with their relative, whether the individual is at risk of becoming radicalised or already heavily involved in violent extremism. Family members will have numerous reactions, some of which might include:
    - becoming very strict (authoritarian);
    - being strict but responsive to their relative's needs (authoritative);
    - setting no boundaries at all and at the same time not being responsive (neglectful);
    - being responsive to the needs of their relative, but lacking rules and discipline (permissive).
- It is important to support families by listening to them, helping them develop an authoritative style in which there is a good balance between being 'responsive' (responding to the needs of their relative) and 'demanding' (setting boundaries).
- Family counsellors/workers should discourage family members from being confrontational. It is important to support parents in talking to their children, particularly in those cases where children are still involved with extremists. Parents have a tendency to either get very emotional or very angry when their children contact those individuals. The focus should be on maintaining a positive relationship, and parents should be encouraged to talk about 'normal stuff' where possible. It is important to create an emotional boundary (by focusing on well-being and not extremist issues), because in many cases the (potentially) radicalised individual is waiting for an excuse to sever the contact and looking for evidence of disapproval.
- When young people are radicalising and adopting an extremist mind-set, they often find that it helps them build the foundations for their identity and answer difficult questions about what is right and wrong. If someone working with these youngsters addresses this mind-set and worldview and disapproves or delegitimises it, this may lead to an identity crisis. This crisis can reveal itself through impulsive negative behaviour and actions. It is therefore important to avoid this vacuum and work from an acceptance-based approach to slowly rebuild the foundations.
- It is no secret that in these modern times, the internet has become a parallel world for many young people. A generational gap may make it more difficult for parents or other family members unfamiliar with online platforms to understand what their children/relatives are doing online. As many radicalisation processes are at least fuelled by contacts, messages and 'information' found online, this component needs to be part of family support at each stage. Both family members and family professionals need to know what is out there in terms of narratives, images and chat services to deal with this effectively.
- Becoming isolated from social networks is a worrying sign when processes of radicalisation are at play within a family. The other way around, rebuilding and reconnecting families to a community can have a positive influence on the family as a whole. Besides time, rebuilding relationships within the community also takes trusted and engaged community members such as religious leaders, teachers or community centre counsellors. They can bridge the gap between vulnerable families and empowering communities. Family counsellors/workers[66] should look for these positive change-makers and facilitate these connections.
- Cases of radicalisation within families are often related to certain family dynamics which may have become an obstacle to the identity development of younger family members. Honour and unwritten rules, for example about defending the family honour, may put young people in confusing situations in which distinguishing right from wrong becomes more complex.

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[66] Cherney, A., Sweid, R., Grossman, M., Derbas, A., Dunn, K., Jones, C., Hartley, J., & Burton, G. (2017). Local service provision to counter violent extremism: perspectives, capabilities and challenges arising from an Australian service mapping project. *Behavioral Science of Terrorism and Political Aggression* (12 July 2017)*, 1-20, Taylor&Francis, http://dx.doi.org/10.1080/19434472.2017.1350735

- In addition, ignoring important subjects related to becoming an adult, such as sexuality, may lead young people to look for information and affirmation elsewhere. By addressing young people's questions, and needs, including those in taboo areas, extremist groups create a space to recruit new members. Family counsellors/workers should be aware of these dynamics and include them in family interventions.

I.   Winding down engagement

- Engagement will usually end when goals have been achieved and either party (the service provider or family members) are confident that the family can proceed on its own. However, family counsellors/workers should be aware that the file could be reopened, if the circumstances change and a family requires additional support.
- Thus, there should always be an open door or responsive individual who is available to family members or the radicalised individual even after goals have been achieved.
- Examples have shown however that setting a specific time-frame for reaching goals can be detrimental to engagement; where possible it should come to a natural end and not one dictated by capacity and resources.
- An evaluation by inter-departmental and multi-agency case workers should be used to assess whether the goals of family support have been achieved.

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6.7 Practices

The following practices are presented:
- bOJA – Extremism Information Centre
- Borgercenter Boern og Unge – Removing parent benefits if families refuse to address concerns of radicalization (Foraeldrepaalægget)
- Cultures Interactive – WomEx
- Enerhaugen Family Counselling Centre, Oslo – Family Counselling Centre
- ifGG – Coaching for imprisoned parents (part of Praefix R programme)
- LidiceHaus
- Ministry of Security and Justice, the Netherlands – Formers and Families
- Tim Perry Jonathan Ball Foundation for Peace – survivors for peace
- Tim Perry Jonathan Ball Foundation for Peace – women building peace
- Sabr – Steunpunt
- SAVE – Mothers schools
- SMN – helpline
- VAJA – Kitab
- Violent Prevention Network – family counselling
- ZDK – Hayat (Arbeitsstelle Islamismus and Ultranationalismus (ASTIU)

Name of the practice	**6.7.1** *Extremism Information Centre*
Description	The Extremism Information Centre is a nationwide contact point for parents, teachers, social workers or any other person seeking advice on issues of violent extremism. Our definition of extremism is broad and covers both politically and religiously motivated extremism.

The Extremism Information Centre was set up in December 2014 and is financed by the Ministry of Family and Youth, the Ministry of Interior, and European and national research funding. Its services include a free helpline, face-to-face counselling and a broad variety of workshops and training on issues such as anti-discrimination, anti-Muslim racism, jihadism and right-wing extremism.

The Extremism Information Centre offers anonymous counselling, free of charge. Its counselling model for sustainable solutions is backed by stakeholders and an interdisciplinary team of experts.
We help to assess given situations and determine appropriate interventions, by questioning whether the reported behaviour is a sign of radicalisation that could lead to violent extremism, or rather a sign of rebellion and provocation. We provide general information (on legal issues) as well as specific information. We refer people to other institutions such as family counselling centres or open youth work organisations, and we ourselves offer face-to-face counselling.

When working with individuals at risk, the voluntary engagement of the client is a precondition. Implementing a long-term approach, we try to detect underlying problems and drivers of radicalisation, and remain focused on the affective aspect. The first advice we give parents is to maintain contact with their children, and maintain the relationship. We advise parents to keep the channels of communication open with their children and encourage them to share their ideas. We also dissuade them from arguing over ideological issues.

Our intervention aims to provide individuals with emotional support, and to find ways to reinforce trust and a cooperative mindset by strengthening the family and adolescents within their social environment. We create a support system and provide alternative social contacts and an alternative perspective on school or work. We include a broad spectrum of professionals from the fields of probation work, youth work, family counselling centres, official bodies, job centres, therapists and (religious or other) experts. We work closely with the security service and the police, but they are only involved if requested (by the clients) or in cases of immediate danger.

In 2018, special emphasis was placed on individuals wishing to disengage from extremist groups, and on relatives (mostly mothers) of children who had left for war zones like Syria and Iraq but wished to return to Austria.
Moreover, we intensified our work with people accused of having committed terrorist acts or of having violated the Prohibition Statute (acts under the law banning national socialist activities). |
| **Approach** | Family support |

	Training for first line practitioners Multi professional / multi agency approach Exit work
Target audience	Families First responders or practitioners Educators/academics Offenders/perpetrators Persons suspected of having committed national socialist activities or crimes under the terrorism act
Deliverables	The website (http://www.beratungsstelleextremismus.at) provides information on the Extremism Information Centre's helpline, training and FAQs, as well as a news section. A video explaining extremism and the Extremism Information Centre's counselling model is also available (https://www.youtube.com/watch?v=SDdXSzm7oYI). A basic training module focusing on self-reflection and exploring the question 'What does extremism have to do with me?' has been developed, including related workshop modules and lectures (https://www.beratungsstelleextremismus.at/info-expertise/fortbildungen/). Information leaflets on the services offered by the Extremism Information Centre in general (in 6 languages) and on the workshops in particular, are likewise available online (https://www.beratungsstelleextremismus.at/info-expertise/materialiensammlung/).
Evidence and evaluation	• Documentation of callers (short description of the situation and indicated problem) and intervention measures. • Feedback questionnaire: trainees fill out a standardised questionnaire. • Evaluation of workshop settings through participatory observation by external experts. • Bodies that booked workshops and training are contacted after the training, and asked about their satisfaction with the service. • Team meetings and supervision. • Regular expert meetings with the security service and other organisations working in the field. • Documentation of media response. • Feedback via international meetings and conferences. Information and data are available online (https://www.beratungsstelleextremismus.at/news-presse/presse-corner/).
Sustainability and transferability	The practice can easily be transferred to other countries. The costs in Austria are approximately EUR 400 000 per year: this covers five counsellors (one of whom works chiefly with formers and persons wishing to disengage from violent extremist groups), one person responsible for organising training sessions and workshops, one person for administrative duties, and the director of the centre (most employees work part-time). It also covers remuneration for trainers, rent and infrastructure, and public relation activities. It is advisable to locate a similar project within a nationwide

	operating NGO.
Geographical scope	The Extremism Information Centre is a nationwide contact point. We work together with family counselling centres and open youth work organisations all over Austria.
Start of the practice	December 2014
Presented and discussed in RAN meeting	RAN Prevent education event, March 2015
	RAN Thematic Event 'Dealing with Foreign Fighters', June 2015
	Founding Conference RAN Austria, September 2015
	RAN MS support workshop on helplines, December 2015
	RAN MS support workshop on Local Approaches, October 2016
	RAN Plenary, November 2016
	RAN and IMPACT Member State support training on the evaluation of interventions, November 2016
	RAN and IMPACT Europe Prison and Probation Services Evaluation Workshop, April 2017
	RAN workshop 'Returnees', September 2017
	RAN Family and Youth: lecture on project 'Jamal al-Khatib'), December 2017
	RAN EXIT Working Group, April 2018
	RAN workshop on the evaluation of PCVE practices, May 2018
Linked to other EU initiatives or EU funding	Erasmus+: Providing Perspectives — Preventing Violence European Commission ISF — Police Action Grant: DECOUNT
Organisation	bOJA is the centre of competence for Open Youth Work in Austria. The association is the service and networking agency for Open Youth Work in Austria, as well as the expert office for quality development in Open Youth Work. It represents Open Youth Work at national and international level. bOJA is the spokesperson for Open Youth Work — with the aim of positioning the topics, perspectives and needs of Open Youth Work and the young people who use its services, in the national and international (youth) political debate. bOJA is a non-governmental, non-profit organisation.
	The Extremism Information Centre is financed by the Ministry of Family and Youth.
Country of origin	Austria
Contact details	Address: Lilienbrunngasse 18 1020 Wien Austria Contact person: Verena Fabris Email: verena.fabris@boja.at
	Telephone: +43 6606338944

	Website: http://www.boja.at/ and http://www.beratungsstelleextremismus.at/
Last update	2018

Name of the practice	## 6.7.2 Removing parent benefits if families refuse to address concerns of radicalization (Foraeldrepaalægget)
Description	Working with families where social services have concerns of radicalization is a complex matter. Historically this has been the job of the intelligence services or Police. Denmark has taken a different approach where social services cooperate with Employment Services, Police, Crime Prevention Unit, Deradicalisation-Unit (VINK) and The Probation Unit form a coordinating Anti-radicalization Unit where all reports of radicalization is discussed and handled (If investigations by police and intelligence service is finished). Part of this new approach is that police needs only to address reports of a certain gravity when dealing with radicalization. Social Services must therefore be more insisting when trying to get in contact with families, where there are legitimate concerns as to whether parents or children have radicalized. Therefore tougher sanctions are needed. A new tool used by the Municipality of Copenhagen is to remove the monthly payments that all parents receive pr. Child in the family if the families refuse to address concerns of radicalization. This has caused discussions on what grounds Social Services could remove monthly payments. If a family refuses to send their children to school, if they don´t attend meetings with Social Services, if they don´t show and engage in family therapy or if they actively counteracts efforts to help children who are in danger of being radicalized, then their monthly payments are revoked.
Approach	Family support Community engagement/empowerment
Target audience	Authorities Educators / academics First responders or practitioners
Deliverables	This method was made possible by Danish law in 2007 but was never used until 2012 by the Municipality of Copenhagen. No handbook or training has been used specifically regarding radicalization but it has become relevant due to the nature of these closed-circuit families where radicalization can occur.
Evidence and evaluation	Evaluations show that from 2012-2016 the Municipality of Copenhagen went from 1 (in 2012) until 106 (in 2016) cases where revoking Parent Benefits was used or where parents had been given warning. This however includes citizens where Social Services had other concerns than radicalization. Measuring empirical effects other than the rise in numbers is difficult because measuring effect on deradicalisation has not been made operational (And it´s questionable whether

	professionals can ever agree on criteria)
Sustainability and transferability	Revoking parent benefits as a method has greatest effect if never effectuated. Revoking benefits is a three level process. The first level is where parents receive a warning. At the second level parents receive formal instructions on what needs to change if they are to preserve their parent benefits. At the third level parents are informed that their benefits have been revoked. At this stage parents also receive date for the next appointment with Social Services along with specific instructions on what needs to change in order to regain benefits. Usually only a warning is needed to ensure cooperation. The method is not transferable to countries where parent benefits are non-existing or low. But the method deals with Social Services using force to make families address their problems and negotiate minimum standards for citizenship. This can come in other forms, but it is imperative that the method is only used if a credible form of family support is offered by Social Services.
Geographical scope	By this author only known to have been implemented in Denmark and specifically by municipality of Copenhagen.
Start of the practice	2013
Presented and discussed in RAN meeting	RAN H&SC – Children and youth in radicalised families, 14-15 September 2016, Hamburg (DE)
Relation to other EC initiatives	None
Organisation	*Borgercenter Boern og Unge* *Municipality of Copenhagen* *Municipal organisation serving under Danish law by the Danish Government*
Country of origin	Denmark
Contact details	Address: Griffenfeldsgade 44, 2200 Copenhagen N, Denmark Contact person: Jeppe Rask Moustsen Email: zz1v@sof.kk.dk Telephone: (0045)24995941 www.kk.dk
Last update	2018

Name of the practice	6.7.3 *Family Counselling Centre*
Description	The Family Counselling Centre is a low-threshold service offering help to all families in crisis, as well as families with a multi-problematic background. The centre also plays an additional role, cooperating with municipalities to help families who find that one or more member is at risk of becoming radicalised, or that have children who have travelled to a conflict zone. The centre offers support, intervention, family therapy, and follow-up for the parents and siblings of the person of concern.
Approach	Family support Exit strategies
Target audience	Families First responders or practitioners Violent extremists
Deliverables	The practice has become a component within the Government's Action Plan against radicalisation and violent extremism: **Measure**: Collaboration with Family Counselling centres **Responsible Department**: Ministry of Children and Equality The Family Counselling Centre is a low-threshold offer of help for all families in crisis. Family counselling centres can also support cooperation with municipalities in preventive work for families who find that one or more members are at risk of radicalisation. Family Counselling centres also reduce the burden on families that have already seen at least one member radicalised. Future work will include collaborative projects between Enerhaugen Family Counselling centre and the Norwegian Police Security Service (PST) to raise awareness of radicalisation topics in the family. Link to the Action Plan: https://www.regjeringen.no/no/sub/radikalisering/aktuelt/nye-tiltak-i-handlingsplanen-mot-radikalisering-og-voldelig-ekstremisme/id2542460/
Evidence and evaluation	The measure has not been formally evaluated, but the practice has received good feedback from the families. We are concerned about getting feedback about the process and how our clients experience their relationship with us as therapists along the way, following a

| | client-oriented approach. The Family Counselling Centre does not usually make any formal evaluation. The feedback has thus been given verbally after individual sessions, when we ask our clients how they experienced the sessions and whether our talk and focus was relevant, or if there are topics they would like us to address in more detail.

In addition, we receive verbal feedback after we end the contact, which has been positive. The clients have appreciated our care and found the opportunity to talk freely about their life and concerns in a therapeutic setting to be very helpful, which in turn has had a positive effect in their lives.

In our cases, the parents report to us that they function better in general, both at work and socially, and that they feel more present and empowered in their role as caregivers.

In one of the cases, we still keep in contact with the father of two sons who left for Syria. We call him every two months to follow up. The father appreciates this contact. |
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| **Sustainability and transferability** | The practice is financed by the Public Sector and is therefore free of charge. It is transferable to states that have public family counselling centres or to states that finance private counselling.

What makes this measure sustainable in Norway is possibly the fact that it has become a national measure in the Government's Action Plan against radicalisation and violent extremism. The fact that counselling is universal is also important. |
| **Geographical scope** | The practice was launched by Enerhaugen Family Counselling Centre in Oslo and the Norwegian Police Security Service, PST, in 2015. So far, PST has selected the families of concern. At present, however, any public and private practitioner, as well as families, can contact the Family Counselling Centres to get support.

In 2017, the service became a national measure and all the Family Counselling Centres in Norway were invited to training. Instructors from the RAN network were invited to provide this training. |
Start of the practice	PST and Enerhaugen Family Counselling Centre started cooperating in 2015. This cooperation became a national measure in 2017. All the Family Counselling Centres in Norway can support parents and relatives who are concerned about their children or relatives who have left for Syria.
Presented and discussed in RAN meeting	The measure has been discussed at two different RAN meetings: RAN EXIT in Milan on 1 November 2016 and the RAN H&SC/RAN YF&C in Nice on 2-3 February 2017. The practice was discussed with participants from the different RAN working groups.
Relation to other EC initiatives	

Organisation	Enerhaugen Family Counselling Centre, Oslo Funded by the Norwegian Directorate for Children, Youth and Family Affairs The Norwegian Police Security Service
Country of origin	Norway
Contact details	Enerhaugen familiekontor Address: Smedgata 49, 0651 Oslo, Norway Contact person: Margrethe Treider and Kirsti Foss Email : Margrethe.treider@bufetat.no Phone : +47 466 16 496 The Norwegian Police Security Service Contact person: Michael Cruz michael.cruz@politiet.no Phone: +47:40 91 13 01
Last update	2018

Name of the practice	## 6.7.4 *WomEx – Women/Gender in Extremism and Prevention*
Description	The WomEx practice was derived from the following observations: (i) violent extremist, terrorist or hate crime offenders very frequently also hold sexist and homophobic attitudes, i.e. have highly rigid and conflictive issues related to gender (especially when linked to the two major threats of violent extremism, right-wing extremism and religious fundamentalism, both Muslim and Christian); (ii) these conflictive gender issues not only coincide with violent extremism and hate crime, but also constitute key psychological driving forces behind these phenomena; (iii) methods designed to address issues of gender and gender identity may therefore have a powerful and sustainable impact on prevention and deradicalisation interventions — one that often carries more weight than ideological/religious issues.
	For example, practitioners have recurrently found that violently extremist young men compensate for an insecure sense of male identity and masculinity by acting out in hateful ways against women, homosexuals and others who by appearance or behaviour may confuse the restrictive gender role order these young men hold. Moreover, findings have shown that women active in extremism overwhelmingly tend to support and actively reconfirm such restrictive gender roles: they thus share these sexist and homophobic attitudes and draw motivation from them for extremist activities. Practitioners note that at the same time, these women feel empowered by their newly gained opportunities for extremist engagement and activities, e.g. as ideological supporters, by providing internal social cohesion, by helping to prepare terrorist actions and occasionally by committing such hate crimes and attacks themselves.
	In turn, extremist movements take strategic advantage of such socially imposed gender roles: they position their female followers in inconspicuous positions where they can propagate extremism unobtrusively. For instance, in Germany, right-wing extremist women may participate in child daycare, parents' organisations, schools, and family welfare and professional social work. Their aim is to infiltrate these systems and support the current mainstreaming of right-wing extremist attitudes into the middle classes.
	Thus, both WomEx's gender-specific interventions with girls/women and its gender-focused methods across different settings are necessary components of any prevention strategy, and may be applied to great effect in deradicalisation and prevention settings.
	Originating in the Cultures Interactive (CI) 'Girrrl Power' workshops, WomEx has provided young at-risk persons with various methods for increasing awareness on gender roles and the part they play in key situations of conflict, hatred and escalation in their lives. In particular, WomEx interventions aim to make participants more aware of the intrinsic connection between rigid/restrictive gender roles, polarisation and violent extremism. Participants also learn how certain biographical and milieu-specific conditions (violent/relational/sexual

	abuse, neglect, degradation and psychological trauma) may lead to the adoption of restrictive and exclusionary gender role concepts, and at the same time may make women susceptible to engaging in violent extremist behaviour. WomEx methods work on promoting alternative and more inclusive modes of male and female identity practices, and training to establish alternative patterns of behaviour which comply with a human rights-based and prosocial understanding of gender within democratic citizenship. The WomEx project was a 'Prevention of and fight against crime' (ISEC) national starter measure in 2013-14.
Approach	Family support Exit strategies
Target audience	Families Local Community Organisations/NGOs Youth/pupils/students
Deliverables	The WomEx.org website has been under development since late 2014. Various resources and materials (borrowed from similar approaches and organisations in the field) were added in 2015. Notably, a manuscript about the research underpinning the WomEx practice has been drafted and is available at http://cultures-interactive.de/de/fachartikel.html online. Reports from two international WomEx conferences (in cooperation with the Radicalisation Awareness Network Deradicalisation (RAN Derad)) have been drafted.
Evidence and evaluation	The CI's practices were evaluated by the Association of Quality Assurance in NGO Work (Phineo) and were awarded the Phineo 'Method-works' certificate in 2014. Earlier, the CI's practices were evaluated, received scientific counselling and were showcased by the Federal Model Projects' evaluation and counselling department (attached to government programmes). Throughout the European Fair Skills (EFS) practice, the CI developed a '(self-) evaluation tool for quality assurance', which provided indicators and guiding questions to help evaluate and self-assess a preventing violent extremism (PVE) intervention — and how well its concepts and tools can be transferred to other national settings. The quality assurance tool was developed in cooperation with associate partner Phineo Association and the EU Seventh Framework Programme (FP7) research project 'Innovative methods and procedures for assessing counter-radicalisation techniques in Europe' (IMPACT Europe), whose goal is to design strategies to evaluate activities for preventing violent extremism. Moreover, self-evaluation and client feedback collection have been and remain standing practice in the CI; they can be used as training modules for young peer-facilitators, who can employ them in their own fledgling peer workshops. WomEx has received positive feedback from RAN Derad specifically

	and RAN in general. Two international WomEx conferences were co-organised by CI and RAN Derad (in Berlin, 2013 and Frankfurt, 2014). WomEx and CI have also previously cooperated on various occasions with the Transnational Threats Department (TNT) of the Organisation for Security and Co-operation in Europe (OSCE), on women and extremism/prevention. OSCE recently published its final report online (http://www.osce.org/secretariat/120964), incorporating many WomEx perspectives (mostly from the perspective of women as perpetrators). WomEx results were also included in several OSCE conferences, and in a podcast recorded in 2014 at an international workshop ('Advancing women's roles in countering violent extremism and radicalization that lead to terrorism') by the Global Counterterrorism Forum (GCTF) and OSCE. Titled 'Women and girls as perpetrators of violent extremism', the podcast is available online (https://soundcloud.com/osce/women-and-girls-as-perpetrators-of-violent-extremism). In OSCE and United Nations (UN) contexts, CI/WomEx worked alongside Sisters Against Violent Extremism (SAVE), a collaboration which led to a joint EU project application in 2015.
Sustainability and transferability	As UN, OSCE and RAN joint efforts show, approaches to women/gender and extremism/prevention are highly transferable. Together with SAVE, CI/WomEx is applying for an EU project which would allow the practice to be developed further. WomEx sustainability will be supported thanks to the CI's appointment as Federal Centre of Excellence for Youth — Cultural Prevention of Violent Extremism and Xenophobia (by the government's Prevention Department) in 2015. There has been significant and sustained EU and global interest in the WomEx approach. For more information, see 'overview activities' and 'dissemination activities' online (http://cultures-interactive.de/en/overview-activities.html). The WomEx approach and methods were subsequently incorporated into the EFS project. For more information, see http://europeanfairskills.eu/ (ISEC) online. The WomEx approach and methods were also included in the following projects. - The German Federal Model Project 'Fair*in — gender conscious prevention of racism', working with locals and refugees in one East and one West German small town (http://cultures-interactive.de/de/fairin.html). - The Berlin city project 'Spot on, Girls!', focusing on refugee and local young women and girls (http://cultures-interactive.de/de/spotongirls.html).
Geographical scope	In Germany and internationally
Start of the practice	Originally emerging from CI's 'Girrrl Power' workshops in 2008, WomEx was an ISEC national starter measure in 2013-14, and has cooperated with RAN Derad and with OSCE. WomEx methods constitute part of the CI's Fair Skills (FS) approach as well as the LocalDerad (Hako_reJu) youth worker training; in 2014, they were also part of a university

	education module for social workers. WomEx methods will be further developed as part of the CI's mission as Federal Centre of Excellence for Youth — Cultural Prevention of Violent Extremism and Xenophobia. The practice is currently being further developed through the German Federal Model Project 'Fair*in – gender conscious prevention of racism', where the topic is combined with work for refugees and mixed groups of locals and refugees in East and West Germany (http://cultures-interactive.de/de/fairin.html).
Presented and discussed in RAN meeting	WomEx was presented and discussed in two WomEx conferences, which were co-organised by the CI and RAN Derad (in Berlin, 2013 and Frankfurt, 2014).

Linked to other EU initiatives or EU funding	The WomEx practice is a key element in the current EU project 'Central and Eastern European Network for the Prevention of Intolerance and Group Hatred' (CEE Prevent Net) (Oct. 2018 - Sept. 2020), funded by the DG Justice programme 'Rights, Equality and Citizenship', under the priority 'contributing to prevent and combat racism, xenophobia and other forms of intolerance'.
	CEE Prevent Networks with nine central and eastern European partner organisations from seven countries, and will include peer evaluation; it is co-funded by the Visegrád Fund, the Democracy and Human Rights Education in Europe (DARE) network and the German national Prevent programme 'Live Democracy!'.
	
	CI is a member of:
	  - the European Network of Non-Violence and Dialogue (ENND)
	  - DARE
	  - the European Network of Deradicalisation (ENoD)
	IMPACT Europe
	  - the European Experts Network in Terrorism Affairs (EENeT), run by the Federal Criminal Police Office in Bonn/Germany
	  - the European Platform of Deradicalising Narratives (EDNA).
	
	CI has (associate) partnerships with:
	  - the European Forum for Urban Security (EFUS)
	  - the GCTF.
	
	In similar European contexts, the CI cooperates with:
	  - OSCE (TNT)
	  - the Friedrich Ebert Foundation (FES)
	  - the Robert Bosch Foundation, the international stipend programme 'Civic Education in Action for practitioners from Eastern Europe.'

Organisation	'Cultures Interactive e.V. (CI) — Intercultural Education and Violence Prevention' is an NGO that works both in prevention and first-line deradicalisation with at-risk young people that engage in or have shown susceptibility to violent right-wing extremism or ethno-nationalism/religious fundamentalism, or to xenophobic, racist, and other forms of hateful and exclusionary behaviour. In 2005, the CI tackled right-wing extremist/neo-Nazi subcultures which emerged in East Germany after reunification. Since 2008, the CI has also worked in inner-city districts suffering from migration-related ethnic and religious radicalisation and hate crime. The CI's Federal Model Projects and EU-ISEC and EU research projects

	focused on developing methods for prevention and rehabilitation work with high-risk youth populations which have largely been failed by existing measures. Methodologically, the CI approach for prevention and deradicalisation combines youth-cultural creativity workshops with civic education and psychologically based self-awareness group work. The CI also provides gender-specific and gender awareness methods (WomEx), and offers advanced training in methodology for youth work practitioners, to enable them to proactively and efficiently handle incidents of hate speech/crime and extremist indoctrination/recruitment (LocalDerad). The beneficiaries and partners of such CI interventions are schools/teachers, youth centres, street/youth workers, prisons, local authorities/police, communities and local press/media — especially around social hotspot areas. In 2014, the CI began work in eastern EU Member States, and started acting as co-chairing organisation for the RAN working group on Deradicalisation, comprising an EU-wide first-line workers' organisation involved in deradicalisation processes for all forms of extremism, including religious extremism and gangs. In 2015, the CI was appointed a Federal Centre of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia (by the government's Prevention Department).
Country of origin	Germany
Contact details	Address: Cultures Interactive e.V. Mainzer Str. 11 12053 Berlin Germany Contact person 1: Silke Baer Email: baer@cultures-interactive.de Contact person 2: Anika Posselius Email: posselius@cultures-interactive.de Contact person 3: Harald Weilnböck Email: weilnboeck@cultures-interactive.de Telephone: +49 3060401950 and +49 3076236862 Website: http://cultures-interactive.de/en/
Last update	2018

Name of the practice	6.7.5 **Praefix R- Coaching for imprisoned parents**
Description	Through a special coaching programme with imprisoned parents we intend to prevent the tendency to right wing radicalisation in their kids.

The fathers and mothers the programme is aimed at might be a) right wing orientated (and transfer this attitude to their children) or b) having noticed their teenage children's tendency to discriminatory prejudices or to join right wing radicalised groups. In principle all parents are welcome who wish to intensify or stabilise the relationship to their children and improve their parenting skills as they wish to be "nevertheless" a good parent. Furthermore, the programme is based on the idea that imprisoned parent's children are a group of high risk which is largely unnoticed: They often suffer from missing the imprisoned parent, suffer from shame and guilt which is connected to the parent's criminal deed and, last but not least, they are on risk to experience exclusion and bullying. Together with an insecure attachment pattern and transgenerational transmission of traumatic experiences they are on risk to join radicalised groups to compensate the need to be recognized and important. This is where coaching starts and focuses: to support the clients to strengthen the parent-child relationship, to improve their child-raising competences and to reflect their values and attitudes, in which their parenting is embedded.

Part of the coaching is also to involve important others such as the (ex)partner, parents, foster parents (if the child lives in a foster family), friends or relatives who can support the process. An important part is also – if appropriate and possible – to involve the youth welfare service.

The coaching can be conducted as individual coaching or in groups with maximum 6 participants, it consists of 15 sessions, including one preliminary session, ten weekly or biweekly sessions and four following-up sessions, which can be set according to the need of the clients. All in all lasts the process for about a period of 1 year. |
| **Approach** | Family support

Delivering alternative narratives |
| **Target audience** | Families

Prison/probation/judicial practitioners |
| **Deliverables** | It is foreseen to produce a handbook to present the results and the approach to a wider expert audience. For a more intense and detailed discussion the ifgg is planning to invite practitioners, being interested to develop and implement similar programmes in their regions, to transmission-workshops.(Please contact us for further information!) |

Evidence and evaluation	The Praefix R programme is being evaluated. The results will be used to get hints on effectiveness and impact, which can be used to modify the concept. The evaluation report will be documented in the handbook and discussed in the "Transmission-Workshops" (see below). The Praefix R programme received good feedback from the participants of the RAN Study visit in December 2015 in Berlin, where it was presented and discussed.
Sustainability and transferability	It is foreseen to implement the programme as a permanent offer in Berlin, Brandenburg and other Federal States of Germany – assumed that financial sources are available. Moreover, in 2017 the Prafix R practioners will conduct "Transmission-Workshops" to present and discuss experiences and knowledge to other institutions in Germany and Europe which are interested to develop and implement similar programmes in their regions.

The dates of the transmission-workshops will be published on our website. The workshops are open to practioners all over Europe. |
Geographical scope	In 2015 the Praefix R coaching programme has been conducted at three prisons in Brandenburg. In 2016 the ifgg gGmbH has planned to cooperate with four prisons in the federal states Brandenburg and Sachsen.
Start of the practice	Praefix R is a pilot project financed by the federal ministry for Families, Seniors, Women, and Youths from January 2015 to December 2017
Presented and discussed in RAN meeting	Praefix R was presented and discussed at the RAN meeting "RAN study visit in Berlin December 16-17, 2015"
Relation to other EC initiatives	None
Organisation	ifgg – Institute for gender reflective violence prevention is a limited company (gGmbH). The project Praefix R radicalisation prevention programme is financed as pilot project by programme 'Demokratie leben!" of the German federal ministry for Families, Seniors, Women, and Youths.
Country of origin	Germany
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| **Last update** | 2016 and before |

Name of the practice	**6.7.6 *Nationwide Institute for right-wing extremism and family***
Description	The nationwide Institute for right-wing extremism and family provides counselling services for two groups: parents and families whose children have joined a right-wing extremism movement or are in danger of doing so; and professionals dealing with right-wing families. This latter group also receives supervision, coaching and access to a training programme. In addition, we support districts and regions in setting up parental and family counselling. Counselling in a family context means that we offer support for professionals dealing with right-wing families: for example, employees in youth welfare services like kindergartens or youth service committees. Our work revolves around socialisation and the family: • formation of neo-Nazi affinities in the system family; • the contexts of family socialisation and attitude formation; • effects of prejudice and discrimination in parental behaviour, and attitude formation in children; • neo-Nazi education: socialisation in neo-Nazi parental homes; • legal issues in child endangerment, especially when one partner wishes to leave the right-wing environment and custody has to be managed. Gender and right-wing extremism also feature strongly in the Institute's work: gender constructions in neo-Nazi subculture and the importance of internal cohesion. A chief priority for the nationwide Institute is networking with youth and social work structures. We develop topics for lectures and provide training for professionals (youth welfare services, police, justice, schools, clubs, communities, etc.). We cooperate with university and state education, and we qualify youth or child care workers in dealing with right-wing families.
Approach	Family support Training for first line practitioners
Target audience	Families Educators / academics Local Community Organisations/NGOs
Deliverables	We develop topics for lectures and training modules for professionals. The concepts in these lectures can be used by all partners. We have also produced a handbook on standards and best practice in counselling parents or professionals dealing with right-wing families.
Evidence and evaluation	The project is funded by the Federal Ministry for Family under the programme 'Demokartie leben!'. An external evaluation will be carried out by the German Youth

	Institute (DJI) The results will be published after the programme has ended in 2019. Besides this, we evaluate our own lectures or training modules internally.
Sustainability and transferability	We ran a model project from 2011 to 2014 under the nationwide programme 'Toleranz födern – Kompetenz stärken' from the Federal Ministry for Family. In this project, we developed a counselling centre for parents whose children had joined a right-wing movement or were in danger of doing so. In the last two years of this project we noticed that besides the parents seeking help, many professionals also needed help and counselling in dealing with children or families from the right-wing movement. Consequently, we had to extend our reach and approach to address this additional need. The total funding from the Federal Ministry for Family is EUR 54 000 per year, plus 20 % which is self-funded.
Geographical scope	The Institute is located in Bremen, Germany, but we are active nationwide.
Start of the practice	The project is funded under in a nationwide programme from the Federal Ministry for Family. The program started in February 2015 and is due to end in 2019.
Presented and discussed in RAN meeting	RAN study visit Germany, 'Good practices of preventing group focused hate and right-wing extremism in Germany', 15-17 December, Berlin, Germany
Linked to other EU initiatives or EU funding	None
Organisation	The LidiceHaus is an educational and training centre located in the centre of Bremen. Our combined seminar building and guesthouse lies between the river Weserand and the lake Werdersee. It provides optimal conditions for the staging of events, conferences and conventions. The LidiceHaus is named after a small village in Czechoslovakia. In 1942, its inhabitants became victims of a brutal act of revenge of the Nazi SS and the Wehrmacht; villagers suffered mass murders, deportations and destruction. What we stand for: - Learning from the history of Lidice: for reconciliation and understanding — not forgetting the past! - Lidice — the name evinces the memory of the past and serves as a call for reconciliation and understanding at the same time! - The Lidice programme for educational work and encounter work promotes solidarity, justice and self-determination. **Our topics:** - democracy, justice and civil society - dealing with conflicts, right-wing extremism and violence - identity and lifestyle issues of girls and boys: gender awareness and gender education - intercultural and international encounters - peace education

	- health awareness, sport and outdoor activity education - youth counselling and new media education.
Country of origin	Germany
Contact details	Address: LidiceHaus Weg zum Krähenberg 33a 28201 Bremen Germany Contact person: Lisa Hempel Email: hempel@lidicehaus.de Telephone: +49 04216927213 Website: http://www.lidicehaus.de/ and http://www.rechtsextremismus-und-familie.de/
Last udpate	2018

Name of the practice	6.7.7 Formers and Families

Description	• Empirical research was carried out in the Netherlands, Denmark and the UK. Some 30 in-depth case-studies of former extremists (islamist, far-right, far-left) were carried out from a pedagogical perspective, examining the role of the family and the socialisation context.
	- The purpose of the research was to acquire knowledge about the role of parents and the influence of education in processes of radicalisation and de-radicalisation.
	- The investigation was launched because it became clear from practice that links with the parents (especially the mother) are the last to be broken by radicalisation, and the first to be repaired when the process of disengagement is used. The expectation was that parents are closely involved in both processes, and need support.
	- The results are that the family situation has an impact at different stages of radicalisation and de-radicalization processes. Also, parents cannot handle accompanying their child alone, they need support from a 'pedagogical coalition' (youth workers, teachers and others accompanying the youngster in this problematic phase of identity development).
	- First-line workers distinguish between different pathways to and of radicalisation, and can offer insight into how the family situation plays a role.
	• An awareness video was produced (18 min long version, 7 min short-version; in English, subtitles in English and French) for executives/management within the social domain (education, youth work, youth care).
	- The video targets drivers and decision makers in the youth domain (education, welfare, care, social security) because they play a crucial role in promoting organisational culture within social organisations. It offers advice on discussing issues internally and partnering with external organisations. A video can be viewed at multi-agency meetings, and works better than a paper summary of the research.
	- The video summarises the results of the research, emphasises the importance of establishing an approach in the social youth domain, as well as the importance of collaboration.

| Approach | Family support

Educating young people |
|---|---|

Target audience	Educators / academics

	First responders or practitioners
	Authorities
Deliverables	Research Report, Awareness Video, Final Conference Report (available at: https://www.ris.uu.nl/ws/files/15886833/end_report_formers_and_families_tcm126_610120.pdf) - The video is not available online as it is intended for viewing in a controlled environment.
Evidence and evaluation	The awareness video has been used in Dutch context for motivating the education, youth work and youth care sectors to join efforts to counter radicalisation. Professional feedback has been positive. The video has also been shown in the Netherlands at multiple meetings between drivers and decision makers within the youth domain. Positive (oral) feedback has been received from participants. The video has also been used by many different organisations within the youth domain, with positive comments having been received there too. No further evaluation has been carried out.
Sustainability and transferability	The awareness-video is available at no cost. Professional mediation is required, so dissemination is controlled. The video is not online. It has been shown by professional organisations to open plenary sessions, and in workshops, to start the discussions.
Geographical scope	EU
Start of the practice	2011-2016
Presented and discussed in RAN meeting	
Relation to other EC initiatives	The practice received ISF funding.
Organisation	*Ministry of Security and Justice, the Netherlands,* *University of Utrecht, the Netherlands*
Country of origin	NL
Contact details	Contact person: Saskia Tempelman Email: s.g.tempelman@nctv.minvenj.nl

Last udpate	2016 and before

Name of the practice	6.7.8 **Mothers School**
Description	SAVE's experiences and extensive interviews show that violent extremists undergo a process of radicalisation that others, most significantly their mothers, can often detect. By sensitizing and empowering mothers' self- awareness and confidence to recognize and respond to potential early warning signals in the children's behaviour, mothers can confront the influence of push and pull factors that can lead their children to violent extremism. In 2012 SAVE created the first Mothers School, a unique tool to mobilize mothers and translate this non-traditional approach into reality. Through a series of community based mothers' workshops, women cover diverse themes from psycho-social development, confidence-building, family communication and applied parenting skills learning to channel their children's fear and frustration into safer, more enriching outlets. 'Graduating' mothers are more aware of the signs of radicalisation in their children and potential dangers in their immediate environment. They feel more confident and competent to respond to their children's needs and provide proper support. Mothers report how they actively engage at the home front to promote non-violent and resilient families and communities.
Approach	Family support Community engagement/empowerment
Target audience	Families Local Community Organisations/NGOs Youth/pupils/students
Deliverables	The Mothers School model includes a curriculum of background information and training exercises as well as monitoring and evaluation protocols.
Evidence and evaluation	The Mothers Schools meetings are completely accompanied and monitored by SAVE through systematically collected observational, testimonial and anecdotal evidence. Performance criteria include mothers' perceived increased confidence and ability to recognise and respond to signs of radicalisation in their children via self-evaluation start/exit questionnaires. Progress and impact are also reflected in the number and nature of mothers' success stories, positive examples and new experiences derived from illustrative case studies, gathered via reporting protocols. Secondary criteria include the number and nature of new outreach and awareness raising activities organised by participants as well as positive PR indicators.
Sustainability and transferability	The Mothers School Model – Adopt, Adapt, Advance The Mothers School model is envisaged as an emerging international network implemented through SAVE partnership with community-based organisations. SAVE provides the concept, training and monitoring tools and supports the curriculum delivery, to assist the local partners and ensure impactful, quality controlled Mothers School

	workshops on the ground. The organisation of the mothers' meetings and the content of the training are highly flexible, low cost and can be customized and integrated into the ongoing programmes and frameworks of the local partner. Moreover, the overall implementation and training of the model can be managed on a part time basis. Thus all actors have a considerable degree of ownership.
Geographical scope	Tajikistan: Kujand, India: Mewat, Srinagar Kupwara, Pakistan: Islamabad and Rawalpindi, Tanzania: Zanzibar, Indonesia: Jember, and Nigeria: Jos, Austria: Vienna
Start of the practice	The Mothers Schools model was launched in Tajikistan 2012
Presented and discussed in RAN meeting	Nominated by the RAN Working Group for Victims Voices RAN VVT, The Hague, 2012 RAN VVT, Madrid, 2013
Relation to other EC initiatives	None
Organisation	*SAVE (Sisters Against Violent Extremism) is an NGO that is financially supported by the United States Peace Institute.*
Country of origin	Austria
Contact details	Media Tower Taborstrasse 1-3 1020 Vienna Austria Edit Schlaffer, Founder and Director office@women-without-borders.org (+43) 69918587699 www.women-without-borders.org
Last update	2016 and before

Name of the practice	6.7.9 **HAYAT**
Description	HAYAT (Turkish and Arabic for "Life") is the first German counselling program for persons involved in radical Salafist groups or on the path of a violent Jihadist radicalisation, including those traveling to Syria and other combat zones. Further, HAYAT is available to the relatives of a radicalized person as well. Since January 2012, HAYAT has been the partner of the German Federal Office for Immigration and Refugee Affairs (Bundesamt für Migration und Flüchtlinge BAMF), which established a national counselling hotline on radicalisation ('Beratungsstelle Radikalisierung'). Taking calls from relatives and other concerned persons, the hotline provides a first line assessment to then redirect the calls to local, non-governmental partners like HAYAT. HAYAT can also be contacted directly via Email or telephone. During the first contact, HAYAT experts will conduct an analysis and risk assessment of the respective situation to determine the counselling demand and to answer the most important questions in the beginning: Is the relative in danger of becoming (violently) radicalized? Or is it a harmless case of conversion to Islam? Once the counsellor gained a clear picture of the concrete situation, an individual counselling process and step by step plan will be designed, including various measures to prevent further radicalisation or to stop and reverse the process. The counselling is conducted systematically, situationally and problem and solution oriented. Our services are free, confidential and available in German, English and Arabic. With our experience and expertise we accompany persons, who don't want to lose their radicalized relative or friend and try to understand and win him/her back. -We counsel, provide contacts and listen. -We make a clear differentiation between a strong, lived faith and an ideology of inequality that can result in violence and terrorism. -We assist in identifying alarming signals and show limits of what is possible. -We provide new perspectives and accompany the cases for as long as necessary. Many relatives of persons who are about to travel abroad (e.g. to Syria), are already there or have even returned to their home countries, turn to HAYAT for advice. HAYAT thereby follows three main goals: -Try everything possible to make them voluntarily refrain from traveling abroad. -If they are abroad: Stop fighting and return. -The persons are supposed to return to a safe and controlled positive social environment. HAYAT can resort to a nationwide network of partners on various levels. HAYAT thereby understands itself as a bridge between the family and other relevant institutions such as schools, social services and, if applicable, prosecution, police or employer and assist in communicating with various parties with the primary goal of catering

	to the specific needs of the respective person and family.
Approach	Family counselling and de-radicalization Exit strategies
Target audience	Families and Friends Violent extremists Local Community Organisations/NGOs
Deliverables	Practice has led to plenty of output e.g. handbooks, trainings, academic articles, political counselling, networks etc. For more information please visit www.hayat-deutschland.de
Evidence and evaluation	- Regular evaluation in the realm of 'Beratungsstelle Radikalisierung' at the BAMF (Bundesamt für Migration und Flüchtlinge) - Since 2012 we have been counselling 290 cases (190 of them contacted us directly at HAYAT; as of 1.9.16)– goal always remains not solely a desistance from violent behaviour but also an ideological de-radicalisation - Experience and success in preventing departure to combat zones as well as in assisting returns
Sustainability and transferability	Practice is sustainable and can be transferred to other local and national contexts. The approach and methods of HAYAT-Germany has already inspired practices abroad e.g. in Canada, Denmark, Australia.
Geographical scope	Germany and inspired international practices
Start of the practice	2011
Presented and discussed in RAN meeting	Hayat has been presented in several RAN INT/EXT meetings and the RAN Cities Conference.
Organisation	*Society Democratic Culture (ZDK Gesellschaft Demokratische Kultur gGmbH)* *The ZDK Society Democratic Culture is an independent non-profit association that champions the fundamental values of freedom and dignity throughout Germany. Our initiatives serve to prevent and raise awareness of violence and extremism. We challenge terrorist and radical ideological movements like right-wing extremism and Islamism. We also help persons leave extremist groups and networks. For this purpose, we are sponsors of the EXIT-Germany and HAYAT-Germany initiatives. Moreover, we offer trainings and educational services and, with our Institute for the Study of Radical Movements (ISRM), we are hosting a nationally and internationally oriented research institute as well as the open access journal on de-radicalisation Journal Exit Deutschland (JEX).*
Country of origin	Germany
Contact details	Ebertystr.46 10249 Berlin Germany Claudia Dantschke (project director) claudia.dantschke@hayat-deutschland.de

	Ahmad Mansour ahmad.mansour@hayat-deutschland.de Julia Berczyk julia.berczyk@hayat-deutschland.de (+49) (0) 30 420 18 690 (+49) (0) 1577 8820645 www.hayat-deutschland.de www.zentrum-demokratische-kultur.de www.journal-exit.de
Last update	2016 and before

Name of the practice	6.7.10 *Survivors Assistance Network*
Description	Provision of victims' services to survivors of political violence resident in England and Wales, providing practical and emotional support so that they may cope with and recover from their experiences. Tiered care model: Initial Needs Assessments determine if beneficiaries require occasional contact, active support, or complex intervention through a combination of individual assistance, group interventions, or specialist referral.
Approach	Family support
Target audience	Victims of terrorism Families Formers
Deliverables	Face-to-face individual needs assessments and home visits. Referral and advocacy communications, including in-person representation. Up to 12 group interventions per annum, for example. Up to 20 beneficiaries learning coping mechanisms for families living with trauma; memorial events, etc. Continuous or occasional practical or emotional support on an individual casework basis helping address needs in multiple outcome domains: education, skills and employment; finance and benefits; outlook and attitudes; wellbeing; drugs and alcohol; social integration; family & friends; shelter and accommodation; criminal justice system/truth recovery & historical enquiries institution experience; safety and perceived safety.
Evidence and evaluation	Comprehensive external (2010) and internal (2014) evaluations/impact assessments available, linking specific evaluation measures to research evidence base. Recently introduced standardised quantitative wellbeing indicators for quasi-therapeutic elements. Self-administered quantitative and qualitative output evaluations for each delivery session. General and specific beneficiary consultations including overall service check (Feb 2014) and deeper investigation of the specific needs of diaspora communities (2012). Snapshot of first quarter of 2017: 2 individuals supported in managing physical and mental health issues, 8 to engage with psychological services, 20 engaged in regular communications for emotional wellbeing, 1 assisted into education/employment, 2 represented to employer/educational institution, and 30 trained in new self-care skills. Snapshot of quarter up to 21/08/17: 364 referrals, 194 cases from summer incidents.
Sustainability and transferability	Individual components, such as group intervention workshops and critical incident training for first responders can be isolated and

	transferred easily; costs underlying support network on a national scale would vary by Member State and can limit transferability.
Geographical scope	England & Wales
Start of the practice	2003
Presented and discussed in RAN meeting	RAN VVT
Relation to other EC initiatives	Assisting Member States in their fulfilment of the Victims' Rights Directive 2012/29/EU Recitals 2, 8, 16, 57, Ar. 22(3)
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive Great Sankey, Warrington Cheshire WA5 1HQ UNITED KINGDOM commissions@foundation4peace.org +44(0)1925581231 www.foundation4peace.org
Last update	2017

Name of the practice	6.7.11 *Women for Peace*
Description	A radicalisation-aware and conflict-sensitive training programme, which supports women and enables them to become more active citizens and leads the way in preventing and resolving violent conflict through intercultural dialogue and by challenging extreme views and prejudices. Women for Peace is a 30-hour programme of interactive learning for groups of 15 delivered in 10 sessions at times and in places that suit beneficiaries in their communities.
Approach	Educating adults Community engagement/empowerment
Target audience	Families Local Community Organisations/NGOs General public
Deliverables	Accreditation in Building Peace: Understanding Conflict & Extremism at European Qualifications Framework Level 2.
Evidence and evaluation	Externally validated accreditation correlated with self-assessment of distance travelled towards mastery of learning outcomes: Understanding the importance of critical thinking Understand the relationship between identity, values and narratives Understanding them & us thinking and narratives Know how to dialogue on issues related to extremism
Sustainability and transferability	Single-group versions deliverable with small grants or local authority funding Highly transferable as it is not dependent on high-intensity residential components and has little in the way of substantial resource and equipment requirements, though childcare provision is helpful. High incidence of groups persisting after course delivery completed.
Geographical scope	North of England
Start of the practice	June 2014
Presented and discussed in RAN meeting	RAN Prevent
Relation to other EC initiatives	Pilot co-financed by the European Integration Fund
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)

Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive Great Sankey, Warrington Cheshire WA5 1HQ UNITED KINGDOM commissions@foundation4peace.org +44(0)1925581231 www.foundation4peace.org
Last update	2017

Name of the practice	6.7.12 *Steunpunt Sabr*
Description	Steunpunt Sabr (the Arabic word for 'patience') is a women's organisation that is situated in the neighbourhood Schilderswijk (The Hague), and is active both in the Municipality of The Hague and nationally. Sabr is an independent and autonomous NGO, that works bottom-up and offers support to and empowers vulnerable woman.

Sabr organises activities for woman in a trusted and safe environment, it is a place where women meet each other and interact around the kitchen table or living room. Sabr supports these women with their questions and needs, and empowers them to take care of their problems themselves. If the problems are too complex, Sabr will refer these women to other professional support and care organisations.

Support group for parents
With the growing challenge of youngsters leaving to Syria from this area, Sabr has organised a support group for parents whose children have left for Syria. The group consisted of parents from different cultural backgrounds and both Muslim and converts, and was growing fast.

Parents joined the group voluntarily and usually knew about the support group through their networks. Sabr also had close connections with community police officers who referred parents, also from other areas, to the support group.

Sabr facilitated the meetings and was present to support the parents where necessary. The needs of the parents were the staring point of the conversations. When a lot of questions were raised about the Syria issue for the government and municipality, Sabr arranged for government and municipality officials to join the group and answer their questions.

Participating parents were very happy with the support group since it offered them a place to share their experiences and learn from each other how to deal with the situation. Key factors to this were the low entry levels (very local, short communication lines), closed meeting in a safe space (trust between participants and the organisation) and the independent nature of Sabr. |
| Approach | Family Support
Community empowerment/engagement |
Target audience	Families
Sustainability and transferability	Steunpunt Sabr is transferable to other countries. An investment at the start is needed to found a NGO like this. Moreover subsidies and funds are needed on a yearly base.
Geographical scope	Steunpunt Sabr is situated and implemented in the municipality of The Hague. Moreover it provides guidance and advice for parents nationally.
Start of the practice	Steunpunt Sabr was founded in 2007.

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

Name of the practice	### 6.7.13 *SMN Hulplijn Radicalisering – SMN Radicalisation Helpline*
Description	The SMN Radicalisation Helpline is an initiative set up by the Moroccan-Dutch Alliance (Samenwerkingsverband Marokkaanse Nederlanders (SMN)), aimed at the prevention of radicalisation. The SMN considers it important that the Moroccan community in the Netherlands be involved in tackling jihadi radicalisation. Its goal is to initiate dialogue on the subject, raise awareness and train local partners to recognise and prevent radicalisation among Dutch youth. Data show that approximately 75 % of all Dutch youngsters who left the country to fight in Iraq or Syria had a Moroccan background. As a representative of the Moroccan Dutch, the SMN considers it vital to address this problem within the Moroccan community. In 2014, the SMN introduced the Radicalisation Helpline: together with its partners, the helpline has played a key role in the prevention of radicalisation in the Netherlands. The helpline is part of a broader approach to raise radicalisation awareness among Moroccan-Dutch citizens and to strengthen resilience within this community. The helpline provides a crucial service: training key persons and community leaders to become trustworthy counsellors able to identify radicalisation (even in its earliest stages), supporting those in need and running information campaigns in communities and cities contending with radicalisation. In so doing, the SMN maintains good relations with local governmental organisations, non-governmental organisations (NGOs), schools, social workers, imams, mental health professionals and researchers in relevant fields. The SMN has helped local key persons, counsellors and community leaders offer face-to-face help to parents and family members who appeal to the helpline. The key persons will try to help families resolve their problems of (potential) radicalisation. Counsellors (usually volunteers) are trained to inform parents about possible next steps or solutions, provide emotional support, mediation and active referrals to appropriate agencies (the municipality, social workers, imams and psychological support), as well as communicate new results and information to local authorities and co-workers at SMN. During the information meetings for parents and families, counsellors explain how to recognise the first signs of radicalisation and indicate where to turn for further advice and support. Counsellors are also trained to refer individual cases to professional (mental) care professionals if necessary. The cases referred to the helpline usually have the following characteristics in common. - Concerns about (signs of) radicalisation and behavioural changes. - Signs of (increased interest in) departure to war zones and/or armed conflicts abroad.

	- A child/family member who has travelled to join armed conflicts abroad. - A child/family member who has returned from a war zone after participating in a conflict and/or humanitarian mission. The helpline has recently seen an increase in this type of case. The collapse of Islamic State has resulted in an upsurge in foreign fighters returning home. Family members often feel concerned about how the authorities will deal with the return of their child. This situation calls for intensive help by specialised counsellors, which the helpline aims to provide. - A child/family member who has been killed in a war zone. The helpline has received increased media attention, and various parties have shown interest in its activities. Schools, imams, professionals and researchers increasingly bring their questions on radicalisation and jihadism to the helpline. Although the SMN does its best to respond, its focus remains placed firmly on individual cases of radicalisation. The SMN considers it crucial that the privacy of those appealing to the helpline be protected. This is communicated to both help-seekers and partner organisations. The helpline aims to remain an independent 'safe haven' for those in need of support, and thus tries to limit governmental involvement.
Objectives	The main objectives of the helpline are summarised below. - To support parents and family members of children who show signs of radicalisation, by putting them in contact with a counsellor based in their own environment and from their own community. - To raise awareness of (the dangers of) radicalisation, and increase public recognition of new initiatives strengthening resilience against radicalisation. - To share our knowledge with other communities, professionals and relevant parties, as well as exchange information with these partners and learn from their experiences. Concerned parents who call us for help, support and mediation will initially speak with a helpline spokesperson. Depending on the type of request and/or the severity of the case, a counsellor is engaged. Counsellor interventions vary: they include both moderate cases (e.g. offering sympathy, emotional support and encouragement, providing

	information, advice or links to theologians or individuals with similar experiences (see the Platform Achterblijvers below) and more serious cases (possible necessitating referral to professional care institutions and other authorities). In the latter case, the SMN and its counsellors will never take such steps without the written consent of the help-seeker/parent. Any such counsellor intervention must be carried out in line with an operational protocol, which is based upon the national judicial framework. No personal details are shared with third parties without the informed consent of the help-seeker.
Results	Thanks to its helpline, the SMN has achieved the following.
	- Trained more than 32 counsellors (volunteers), active in over 12 municipalities throughout the country.
	- Organised over 38 information meetings over the course of 2 years. In total, at least 2 028 parents have attended these meetings.
	- Launched and improved the website (see http://www.hulplijnradicalisering.nl/ online), which has had more than 13 000 unique visitors since 2015.
	- Produced a bilingual information brochure (in Dutch and Arabic): 2x5000 copies have been disseminated to professionals, police, social workers, schools, imams, and local authorities.
	- The helpline has dealt with over 600 help requests (between January 2015 and June 2017). Of these, 180 cases related to very serious cases of radicalisation, calling for counsellor intervention.
	- Provided information to policymakers, journalists and documentary makers.
	- Created the Platform Achterblijvers (Forum for Those that Stay Behind). This SMN-created network is for parents of children engaged with radicalisation or fighting abroad, or for parents coming to terms with the loss of a child in war. The SMN arranges private meetings for these parents, so they can share their story in a safe environment. Radicalisation is a very sensitive issue, especially for those who have been left behind, and it is useful for them to share their frustration, worries and sadness with other parents in the same situation.
	- Additionally, the SMN set up a website (see http://platform-achterblijvers.smn.nl online) to connect parents in comparable situations.

	- Published the Radicalisation Helpline Handbook Een Luisterend Oor (see below).
	- Requested feedback from both visitors to information meetings and volunteering counsellors, so as to improve the quality of SMN activities and gain awareness of issues that need to be addressed.
	- Drawn up a legal operational protocol, regulating the commitment and involvement of the helpline counsellors.
	- The SMN has started to work alongside 20 different municipalities and has held several meetings with social institutions.
	- The SMN has always communicated the progress of the helpline and its activities to the national government.
	- The national government has requested help from the SMN for input for their project, 'Familiesteunpunt Radicalisering' ('Family support radicalisation').
	- The Kennisplatform Integratie en Samenleving (the Forum for Knowledge on Integration and Society — see http://www.kis.nl/ online) has selected the Radicalisation Helpline as one of the best initiatives to help vulnerable youngsters that might become targets of radicalisation.
Developments and updates (2017)	The helpline has been enhanced since starting out in 2015, in the following ways. - Drawn up new plans, and started empowerment meetings in cooperation with other organisations and new partners. - Held workshops on the helpline methodology for authorities locally, and even outside the Netherlands. - Changed its focus: the helpline no longer concentrates its efforts chiefly or exclusively on the Moroccan community in the Netherlands. As demand for its services grew over the years, its target audience expanded to include people with other (Islamic) backgrounds, such as those from Somalian, Sudanese and Turkish communities. - Published its first official handbook, which it presented on 26 January 2017, in the city of Utrecht. Titled Een Luisterend Oor, it describes the activities of the helpline. This book aims to improve the exchange of information and standardise the practices of the helpline. It also serves as a guideline for counsellors and key partners within the field of radicalisation prevention. - Initially, the Radicalisation Helpline had 16 Dutch-Moroccan

counsellors; now, the SMN is also training Dutch-Turkish, Dutch-Somali and native Dutch counsellors to cover the helpline's needs and requests.

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

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

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

Deliverables	*Media coverage in 2014 and 2015:*
	- http://journalistiek.npo.nl/dossiers/radicalisering/290_91555---ouders--van--radicaliserende--kinderen--zijn--radeloos
	- https://www.youtube.com/watch?v=BmwpV4ineQs
	- https://www.youtube.com/watch?v=CcfPzPF3m4Y
	- http://www.rtlnieuws.nl/nieuws/binnenland/ouders--bellen---hulplijn--radicalisering
	- http://www.rtvutrecht.nl/nieuws/1292481/hulplijn---radicalisering--helpt--100--mensen.html
	- http://nos.nl/nieuwsuur/artikel/2019831--ouders--van---radicaliserende--kinderen--zijn--radeloos.html
	- http://www.volkskrant.nl/binnenland/eerste--meldingen--hulplijn---radicalisering~a3823439/
	- http://www.volkskrant.nl/binnenland/hulplijn--radicalisering--32---serieuze--meldingen~a3853910/
	- http://www.ad.nl/ad/nl/1012/Nederland/article/detail/3823403/2015/01/05/Op--eerste--dag--al--meldingen--bij--hulplijn---radicalisering.dhtml
	- http://www.ad.nl/ad/nl/1012/Nederland/article/detail/4039870/2015/05/26/Hulplijn--radicalisering--breidt--uit--vanwege--grote---zorgen.dhtml
	- http://www.trouw.nl/tr/nl/4728/Islam/article/detail/4040357/2015/05/26/Ruim--50--radicalen--in--beeld--dankzij--hulplijn.dhtml
	- http://www.nu.nl/binnenland/3994858/hulplijn--radicalisering---staat--honderd--mensen--bij.html
	http://www.nu.nl/binnenland/3912970/hulplijn--marokkaanse---ouders--bij--radicalisering.html
	- http://nieuws.nl/algemeen/20141026/hulplijn--voor--

- -marokkaanse--ouders--bij--radicalisering/

- http://www.omroepwest.nl/nieuws/17--02--2015/hulplijn--
-radicaliserende--jongeren--staat--meer--dan--100--mensen--bij

- http://www.omroepgelderland.nl/nieuws/2073157/Moslims--
-pakken--ook--zelf--radicalisering--aan

- http://nos.nl/artikel/2037756--meer--mankracht--bij--hulplijn--
-radicalisering.html

- http://4nieuws.nl/binnenland/1433456/hulplijn--radicalisering--
-breidt--uit--vanwege--grote--zorgen.html

- http://www.at5.nl/artikelen/143546/hulplijn_radicalisering_breidt
_flink_uit

- http://www.zorgwelzijn.nl/Welzijnswerk/Nieuws/2014/10/Onders
teuning--voor--ouders--van--radicale--kinderen--1630781W/

- http://www.telegraaf.nl/binnenland/23697834/__Hulplijn_helpt_
100_mensen__.html

- http://www.thedailybeast.com/articles/2015/01/13/who--to--call-
-when--your--kid--wages--jihad.html

Media coverage in 2015 and 2016

- http://www.ad.nl/home/executie-nederlanders-is-teken-dat-
kalifaat-in-verval-is~a8dccfe9/
- http://www.gelderlander.nl/regio/nijmegen-e-
o/nijmegen/nijmeegse-moskee%C3%Abn-bestrijden-
radicalisering-1.5895318
- http://www.ad.nl/utrecht/minder-bellers-hulplijn-radicalisering-
na-brussel~abccf423/
- http://www.nu.nl/binnenland/4226699/meer-dan-550-
hulpverzoeken-bij-hulplijn-radicalisering.html
- http://www.volkskrant.nl/buitenland/hulplijn-minder-jongeren-

	radicaliseren-dan-eerst~a4258981/
	- http://www.gemeente.nu/Veiligheid/Nieuws-in-Veiligheid/2016/3/550-hulpverzoeken-wegens-radicalisering-2771990W/
	- http://www.bnr.nl/nieuws/10009852/aantal-meldingen-radicalisering-sterk-gedaald
	- http://www.ad.nl/home/veel-minder-radicaliserende-jongeren~adb4fa66/
	- http://smn.nl/?p=11712
	- http://www.rtlnieuws.nl/nieuws/binnenland/dit-echt-een-wake-upcall-mensen-denken-nu-wel-tien-keer-na-voor-ze-naar-syrie-gaan
	- http://www.1limburg.nl/werk-maken-van-groeiende-onverdraagzaamheid-jongeren
	- http://www.volkskrant.nl/buitenland/juiste-straf-kiezen-voor-terroristen-is-maatwerk~a4231448/
	- http://www.nrc.nl/next/2016/01/13/lachen-met-kafir-bitches-en-yo-bro-1579900
	- http://www.volkskrant.nl/buitenland/hulplijn-voor-radeloze-ouders-jihadisten~a3822852/
	- http://www.zamanvandaag.nl/nieuws/binnenland/12749/wat-doet-de-hulplijn-radicalisering
	- http://www.volkskrant.nl/binnenland/hulplijn-radicalisering-krijgt-meer-tips-na-aanslagen-in-parijs~a4194197/
	- http://www.rtlnieuws.nl/editienl/ouders-maken-zich-zorgen-dat-kinderen-radicaliseren-na-parijs
	- http://nos.nl/artikel/2069638-autochtone-ouders-bellen-hulplijn-radicalisering.html
	- http://www.powned.tv/nieuws/binnenland/2015/10/hulplijn_radicaliserende_jonge.html
	-
Location of activities	The helpline is available nationally for all help-seekers in the Netherlands. The SMN has held meetings in Amsterdam, Rotterdam, Utrecht, Den Haag, Delft, Gouda, Zoetermeer, Amersfoort, Zeist, Nijmegen, Ede, Almere, Maassluis,

	Arnhem, Tiel, Haarlem, Hilversum, Culemborg, Purmerend, Hoogvliet, Schiedam, Maastricht, Sittard and Dordrecht.
Start of the practice	The helpline was launched on 1 October 2014. Due to its success in addressing sensitive (but vital) topics within and beyond Islamic communities in the Netherlands, preventing individual cases of radicalisation and boosting cooperation between local partners, it will continue to run for at least another year (2018), provided there is sufficient funding.
Presented and discussed in a RAN meeting	RAN C&N meeting, London, 2 March 2017, counter-narratives. RAN Thematic Event 'Dealing with foreign fighters', 15 and 16 June 2015, Brussels.
Linked to other EU initiatives or EU funding	Not currently.
Organisation	The SMN, founded in 1987, is a national organisation representing Moroccan interests in the Netherlands. Its mission is to improve the social position of Moroccans in the Netherlands, and to strengthen the Moroccan community, so as to be to be able to enjoy full citizenship. This implies proportional participation of the Moroccan-Dutch in all areas of society, and their emancipation both as a group and as individuals with a Moroccan-Dutch identity. The SMN considers itself part of the liberation movement of Moroccans in the Netherlands and it aims to be a national representative for the community. This is only possible if it shapes its mission and objectives in close collaboration with other Moroccan organisations, networks, key persons, professionals and volunteers. Our main tasks relate to advocacy through participation in discussions, networking, project development, implementation and education.
Country of origin	Netherlands
	Radicalisation Helpline: +31 0616638835 http://www.hulplijnradicalisering.nl/ info@hulplijnradicalisering.nl Samenwerkingverband Marokkaanse Nederlanders (SMN) +31 0302367327 http ://www.smn.nl/ Postbus 14172 3508 SG Utrecht Netherlands

	Habib el Kaddouri h.elkaddouri@smn.nl
Last update	2017

Name of the practice	6.7.14 **Advice for parents, relatives and other affected persons with regard to Islamism**
Description	Since 2012, Kitab, a Team at VAJA e.V., works on countering radicalisation processes of youngsters in the context of fundamentalist Islamism and Salafism, by counselling parents, relatives or other persons belonging to their social circle. Furthermore, Kitab also works with directly affected persons with regard to Islamism. Kitab is one of the first four counselling centres in Germany and with that part of the still growing, nationwide acting counter radicalisation program of the government (Bundesamt für Migration und Flüchtlinge, Beratungsstelle Radikalisierung). The target group of the de-radicalisation work of our NGO is, on the one hand, the youth labelled as extreme right/radical right-wing and/or who distinguish themselves by extremely intolerant behaviour in terms of group-focused enmity; and on the other hand – coached by the Kitab team – youngsters, who turn to Islamist and Salafist organisations.
Approach	Family support Community engagement/empowerment
Target audience	Families Youth/pupils/students Educators/academics
Deliverables	Several publications of the VAJA team available at: http://www.vaja-bremen.de/archiv-lesen.htm
Evidence and evaluation	Cooperation with the following institutes and researchers: • DJI – Deutsches Jugendinstitut, Arbeits- und Forschungsstelle Extremismus und Fremdenfeindlichkeit • Amadeo Antonio Stiftung, Fachstelle Gender und Rechtsextremismus • Fachhochschule Frankfurt am Main, Forschungsnetzwerk Frauen und Rechtsextremismus • BAG (Bundesarbeitsgemeinschaft) Streetwork/Mobile Jugendarbeit (detached youth work) • Prof. Kurt Möller, Hochschule Esslingen, u.a. wissenschaftliche Begleitung und Evaluation bei VAJA (amongst others scientific monitoring and evaluation at VAJA) • Prof. Christian Spatschek, Hochschule Bremen • Prof. Heinz Lynen von Berg, Hochschule Bremen
Sustainability and transferability	VAJA e.V. (primarily) finances itself from municipal funds from the youth aid budget, and also presents its case to the youth aid committee on certain occasions. The association is valued and respected by all political parties. Community work is one of our main pillars. We try to transfer our knowledge into different types of social/public institutions. In the local area we are still connected to nearly every institution and offer our service and support.

Geographical scope	Bremen (DE)
Start of the practice	May 1992 VAJA started to work with youngsters with right wing tendencies and extreme intolerant attitudes. 2012: Launch of team Kitab.
Presented and discussed in RAN meeting	RAN Prevent, Berlin; 13.-14. June 2013
Relation to other EC initiatives	Member of EnoD (European Network of De-radicalisation)
Organisation	*VAJA – Association to promote acceptance based youth work (NGO)* Streetwork: Streetwork is a key component of detached youth work and involves meeting the youths in their own environment. On the one hand, this means seeking out the youths at their chosen meeting places in the public sphere and also working with them on site (usually on the street). On the other hand, it also means meeting the young people in their own 'comfort zone' regarding attitudes and behavioural patterns and not requiring them to change their attitudes or behaviour in order to receive assistance from social work services. Clique work, individual aid, and parental involvement: The professional basis for working successfully with cliques is to create an overarching, strong working relationship with the recipients. As a form of self-organised youth contact, the clique is not sacrosanct from an educational perspective. With regards to influencing membership, educational ideas can – in consultation with the clique – instead allow new members to be recruited, or support individuals' wishes to leave. When this happens, the clique becomes a group, preventing the formation of regressive, hermetically sealed environments, and facilitating connections with other social networks – an option which, when it comes to tendencies towards right-wing extremism and other group-oriented enmity, is essential for creating opportunities to leave and switch groups democratically by experiencing social integration, participation and recognition. Distancing potentials are rarely consolidated, and distancing processes rarely introduced, simultaneously and in the same way for all clique/group members. This is why individual aid is an important task area which often develops as a result of working with cliques, groups and scenes. The processes for changing or re-orientating individual youths towards new coping mechanisms, integration methods, memberships and recognitions can be individually accompanied or prompted through this work. It also enables individual problems and needs to be addressed in more detail, providing professional advice for the affected youths and, if necessary, for their parents or other important figures in their social environment. Project work: Project services are special measures that supplement the everyday socio-pedagogical work performed in the aforementioned task areas. They are generally activities such as sport and exercise-based, youth cultural, education-oriented or interactive educational measures and programmes. Elements of mediation, anti-racist and intercultural training, anti-violence training, and training in social and personal skills are applied insofar as they are deemed as having a sufficiently positive impact on the work, particularly in terms of reducing extremist/misanthropic attitudes and violence. Last but not least, projects fulfil the role of using common interests to bring together members of extreme-right/misanthropic cliques and scenes

	and persons from outside (extreme) right-wing/misanthropic environments. Community work: Community work is an important part of our strategy, as it is safe to assume that the problems the youths cause are largely related to their own existing issues. Misanthropic, extremist and violent attitudes and behaviours displayed by young people cannot simply be viewed as individual misconduct, but rather result from socialisation contexts presented to the new generation by the adult community. That's why, in addition to family, school and other important socialisation authorities and institutions, responsibility must also be shown to the community as a whole. Associations, clubs, societies, trade unions, churches and other socially relevant groups form what is known as a the local civil society, i.e. in the district, suburb and neighbourhood. These must also get involved, and be supported, when it comes to combating extreme right/misanthropic attitudes in the social environment Biographical work: This assistance, consisting primarily of clique work aims to achieve more cases of individual aid through social educational processes involving increased contact and trust. The focus areas here include the individual biographical and life-related aspects of various clique members, which can be identified by staff as critical elements of right-extremist orientation. Where possible for the respective educators, these past, present and future aspects are either addressed based on discussions, activities and needs (e.g. through flow charts) or are pursued further through mediation and assistance with other, e.g. therapeutic, services.
Country of origin	Germany
Contact details	*Hinter der Mauer 9* *28195 Bremen* *Germany* *Berna Kurnaz* *kitab@vaja-bremen.de* *mobile number: (+49) 15738165202* *David Aufsess* *mobile number: (+49) 15755753002* *kitab@vaja-bremen.de* *VAJA e.V. Office : (+49) 421 76266* *Homepage:* *www.vaja-bremen.de*
Last udpate	2016 and before

Name of the practice	**6.7.15 Family Counselling – Support for parents of 'foreign fighters' or youths at risk to be radicalised**
Description	Family Counselling supports parents of 'foreign fighters' and guides them in their communication process with their radicalised children. At the same time, the project aims to help young people at risk of radicalisation and to prevent the recruitment of vulnerable youths. Family Counselling is designed to support parents during both the absence of their children as 'foreign fighters' and the return process of their radicalised children.

Approach
The project extends consultation and support to parents or other concerned persons worried about young people who are either attracted by the idea of becoming a 'foreign fighter' or who are already involved in combat operations.

After parents contact Family Counselling via a special hotline, the trainers arrange to meet them so as to address their fears and explain their options for action. The counselling aims to stabilise their relationship to the young person at hand, in order to start a guided deradicalisation process.

Furthermore, the team establishes a support network that involves the entire social and family environment: together, they design an individual support programme tailored to the needs of the young person at risk. |
| **Approach** | Family support
Exit strategies |
| **Target audience** | Families
Violent extremists
Youth/pupils/students |
| **Evidence and evaluation** | The evaluation of the NGOs responsible for Family Counselling in Germany was monitored by the Federal Office for Migration and Refugees (BAMF). It ended in 2017 and was published in 2018. The focus of this evaluation was on the counselling process (https://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Forschungsberichte/fb31-evaluation-beratungsstelle-radikalisierung.pdf;jsessionid=52D8DFAADE9289807EAC32230B4CF112.2_cid294?__blob=publicationFile).

Client feedback and the evaluation both reveal that for the target group (parents and relatives), the Violence Prevention Network's approach offers considerable help in the communication process and the problems this group encounters with their offspring. |
Sustainability and transferability	Since the BAMF withdrew from the project at the end of 2017, the Family Counselling project is now operated by the Violence Prevention Network's Advice Centres in six federal states.
Geographical scope	Berlin, Baden-Württemberg, Bavaria, Hesse, Saxony, Thuringia (DE)
Start of the practice	The counselling is part of a service offered jointly by four NGOs and the Federal Office of Migration and Refugees of Germany, which is part of the Federal Ministry of the Interior (BMI). It was set up in 2012.
Presented and discussed	RAN INT/EXT, 26 May 2014, Berlin

in RAN meeting	
Linked to other EU initiatives or EU funding	Initiator and founder member of the European Network of De-radicalisation (EnoD). Member of Advisory Board of Impact Europe, Leader of the RAN Working Group EXIT (together with EXIT Sweden). The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.
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 deradicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception, and value the group's high degree of knowledge and competency and outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalised people at different stages of radicalisation. The aim is to support them in distancing themselves from inhumane ideologies and violent behaviour.
Country of origin	Germany
Contact details	Address: Alt-Moabit 73 D – 10555 Berlin Germany Contact person: Judy Korn, CEO Email: judy.korn@violence-prevention-network.de Telephone: +49 3091705464 Website: http://www.violence-prevention-network.de/en/
Last udpate	2018

7. Delivering counter – or alternative narratives

7.1 General description

This approach involves the delivery of counter- or alternative narratives that challenge or supplant extremist narratives, either online or offline.

Although the link between extremist ideas and violence is contested and variable, exposure to extremist narratives is undeniably critical to the process of radicalisation[67]. Extremist narratives offer cognitive closure[68] and a quest for significance[69] that psychologists see as fundamental motivators of human behaviour – including towards illegal violence[70]. An extremist narrative is a system of stories that collectively provides a coherent world-view for the purpose of supporting individuals, groups, or movements in the furthering of their illegal violence and violence-assisting activities. Extremist narratives are effective because of their simplicity; their use of scapegoating; their emotional appeals to fear, anger, shame and honour; and their awe-inspiring solutions[71]. Their messages are crafted to exploit identity crisis, and tap into existing beliefs and anxieties within target communities[72].

The manner of transmission is equally vital – it can be online or offline. Popular extremist propaganda often includes: high production value; fast-paced editing; music; a charismatic narrator and a call to action. The professional and sophisticated use of social media by Daesh has been a game-changer. Propaganda spread by terrorists and violent extremists is easily accessible. While the 'Dark Net' becomes more important to extremists, the majority of their recruitment efforts are focused on mainstream online platforms. The speed, effectiveness and reach of online extremist messages make prediction and prevention a significant challenge, and authorities are often unable to hold people accountable for this propaganda[73]. Reducing accessibility to extremist material is important, despite the impossibility of ridding the internet of *all* terrorist material. Providing the skills people need to critique and be sceptical of extremist content is therefore vital.

Whilst efforts to reduce accessibility to terrorist content are important, on their own they will not deter those looking for information, nor its appeal once discovered. Reducing the 'say-do gap' in any countering radicalisation efforts is vital – recognising that doing the right thing is often more powerful than saying the right thing. Protecting the rights of minorities, addressing grievances, and providing groups and individuals with meaningful opportunities to have a stake in 'the system', must operate alongside any counter-narrative or alternative narrative campaign.

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[67] Brown, K. E & Silke, A. (2016) ''Radicalization': The Transformation of Modern Understanding of Terrorist Origins, Psychology and Motivation.' S. Jayakumar (ed.), *State, Society, and National Security: Challenges and Opportunities in the 21st Century* (World Scientific)

[68] The elimination of ambiguity and arrival at definite conclusions

[69] Achieving a sense of respect, or colloquially, to "matter", and "being someone"

[70] Silke, A. E and Brown K.E, (2016) Expert Witness Report. [2016] EWHC 1707 (Fam)

[71] Glazzard (2017) "Losing the Plot: Narrative, Counter-narrative and violent extremism"; ICCT, The Hague DOI: 10.19165/2017.1.08

[72] David Anderson, QC, Q926. Cited at:
https://publications.parliament.uk/pa/cm201617/cmselect/cmhaff/135/135.pdf

[73] Whittaker, J. (2017) "Methodological Problems in on-line radicalization" *VoxPol*
http://www.voxpol.eu/methodological-problems-online-radicalisation/

7.5 Aim

Counter- and Alternative Narratives (CN and AN respectively) form part of a broad spectrum of interventions carried out by a variety of actors in counter-extremism efforts. They aim to disrupt or displace the narratives of extremists. Table 1 summarises key considerations[74].

Table 1. Types of campaigning/communication

What	Why	How	Target	Initiator
Alternative narratives **AN**	Undercut violent extremist narratives by focusing on what we are 'for' rather than 'against'.	Positive stories about social values, tolerance, openness, freedom & democracy.	Individuals 'at risk' or already radicalised; general public and specific communities.	NGOS; Government; religious leaders; victims alongside formers.
Counter narratives **CN**	Directly challenge, deconstruct, discredit & demystify violent extremist narratives.	Challenge of ideologies through emotion, theology, argument. Expose hypocrisy & lies of extremists.	Individuals 'at risk' or already radicalised; vulnerable groups.	Civil society formers; victims; media; religious institutions
Government strategic communications	Undercut extremist narratives by explaining government policy & rationale	Refuting misinformation, and developing relationships with key constituencies & audiences	NGOs, community-based organisations, public services, & to a lesser degree, at-risk individuals.	Governments

In addition to different types of campaigns/communication, there is a broad spectrum of situations in which CN and AN can be used. Determining where the target audience is (emotionally and physically) and how they relate to different types of campaign is vital to success. Failure to fully consider the appropriate type of message and how it matches with the target audience is the most common obstacle to effective campaigns. Humour, for example, can be a double-edged sword. It risks a defiant response in those who are already radicalised and pushes them further towards violent groups by affirming extremist narratives of humiliation and victimisation. However, humour can positively delegitimise extremist narratives among potential 'supporting' communities and provides a starting point for dialogue among and with young people as it makes 'terrorism' and 'violent extremism' safe topics[75].

The key to designing a successful campaign is correct identification and understanding of the chosen target audience and where they are situated on the radicalisation spectrum. This will impact on the types of messages, messengers and mediums that are used. RAN@ and RAN C&N Working Group meetings and pilot projects have highlighted how online user behaviours can affect how CN and AN are targeted in prevention. For example, on YouTube, users tend to search for a video and then browse related content, thus browser behaviour is a key strategic consideration.

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[74] Adapted from Hemmingsen, A.S and Castro K.I (2017) "The Trouble with Counter-Narratives" http://www.ft.dk/samling/20161/almdel/reu/bilag/189/1729101.pdf and from Briggs, R. and S. Feve. (2013) "Review of Programs to Counter Narratives of Violent Extremism: What Works and What are the Implications for Government?" London, UK: Institute for Strategic Dialogue. http://www.strategicdialogue.org/CounterNarrativesFN2011.pdf p6

[75] Goodall, H.L et al. (2012) "Rhetorical Charms: The promise and pitfalls of humour and ridicule as strategies to counter extremist narratives" *Perspectives on Terrorism* 6(1) http://www.terrorismanalysts.com/pt/index.php/pot/article/view/goodall-et-al-rhetorical/365 See also Orden, H (2017) "Instilling judgement: counter-narratives of humour, fact and logic" *Critical Studies of Security*. ttp://dx.doi.org/10.1080/21624887.2017.1377593

7.5 Methods

Whether online or offline, a broad spectrum of counter and alternative narratives can be delivered to and by different target audiences[76]:

- **political** AN by government, government leaders, communication and policy advisors focus countering the idea of 'us' against 'them';
- **moral** CN or AN by key members of civil society, representation groups (including victims), families, social workers and peers focus on the immorality of killing and the use of violence;
- **religious** CN or AN by religious leaders, institutions and communities basically highlight the same issue as moral alternative narratives, but convey a message of crimes and atrocities being against religious values;
- **social** CN or AN by former violent extremists promote the message that there is nothing heroic about violent extremism.

Within the different narratives spectrum, additional methods can be used:

- counter-messaging is a component of CN that uses statistics and facts to dismantle assumptions that are not based on facts or measurement (e.g. numbers of casualties from terrorist attacks);
- promoting democratic values and resilience by using testimonials of victims is a form of AN;
- counter-imaging involves de-romanticising extremism by using images of what actually happens on the ground i.e. killed civilians, women and children, for example.

7.4 Lessons learned

Here we draw on the lessons learned from practitioners as well as from reviews from academic and policy literature on counter-narratives.

i. Objectives and scope

The overall objectives of delivering CN or AN are likely to be uniform across actors: to deter individual(s) or group(s) from violent extremism through supporting alternatives or challenging narratives. More specific goals will vary according to different actors' positions in society.

- In designing a CN or AN campaign there must be a clear consensus about the strategy and purpose.
  - "Who is being targeted?" An individual, a defined group or mass public opinion? Know why you're targeting them. Is it based on vulnerability, risk or another variable?
  - Depending on who is being targeted, it is then important to establish what influences them (emotions, arguments, combination of issues). This helps identify why, and therefore the content.
- Once 'who' and 'why' is determined, next establish the scale and scope. These will determine the messengers, the content and the evaluation of the campaign.
  - Have a clear remit, with definable area of activity;
  - What budget and resources are available?
  - How long will this campaign run? Is it reactionary, in direct response to a recent extremist incident? Or is it a prolonged campaign aimed at slow change of public opinion?

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[76] Adapted from Ashour, O. (2010) "Online De-Radicalization? Countering Violent Extremist Narratives: Message, Messenger and Media Strategy" *Perspectives on Terrorism* 4(6)
http://www.terrorismanalysts.com/pt/index.php/pot/article/view/128/html

- **Moonshot CVE**'s approach reflects this alignment of scale, scope and objectives. They aim to provide opportunities for individuals to engage with CN content. They begin with extensive research on extremist narratives, which provides key terms or phrases used by those vulnerable to radicalisation as they search for further information online. Then, using this information they build CN advertising campaigns to create those opportunities. They call this The Redirect Method (TRM). **Moonshot CVE** also limits its scope – they provide individuals with an opportunity to engage in CN and AN, but do not directly offer follow-up support for individuals since this is not in their remit, even though they think it beneficial that it occurs.

Potential challenges

- Ensuring coherence across the scale, scope and objectives of the counter-narrative can be challenging. Having sufficient resources, research skills and contacts to generate the knowledge required to carry out the assessments needed to effectively design a counter-narrative campaign is a challenge for groups.
- Working with existing partners and establishing new ones can reduce this liability and start-up costs. For example, **Exit Germany** had worked with American Anti-fascist groups for some time; that support meant that American groups were able to respond quickly and effectively to the 2017 events in Charlottesville. Their prior relationship allowed these groups to adapt Exit Germany campaign's to speedily create the 'Adopt-a-Nazi' scheme[77]. Networking with other NGOs in different contexts makes each group more responsive and pro-active and sees them become relevant partners.

ii. Dissemination: messengers and mediums

- A variety of actors may wish to undertake a CN or AN campaign. Different messengers should be used for the different types of narratives and may work formally or informally in cooperation. Cooperation is the best means for shaping the wider context in which AN and CN campaigns occur.
- Five types of messenger exist for the different layers in delivering CN or AN[78]:

  1. **Government**: government leaders, communication and policy advisors are most suited to political CN and should avoid engaging in religious CN.
  2. **Civil society and the media**: key members of civil society, representation groups and journalists are deemed credible for moral counter-narratives. Families, social workers and peers can also play a role. Using known media companies and programmes can be effective for AN building.
  3. **Religious leaders, institutions and communities**: to counter the extreme narratives rooted in religious claims other religious authority figures are best equipped for engagement.
  4. **Formers**: former violent extremists may be appropriate messengers for a social counter-narrative to promote the message that there is nothing heroic about violent extremism.
  5. **Victims**: victims are considered to be credible messengers as their testimonials can divert (potential) radicals from becoming violent extremists[79].

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[77] https://www.gofundme.com/adopt-a-nazi-not-really

[78] Adapted from ICCT (2014) Developing Effective CN Frameworks. The Hague. https://www.icct.nl/download/file/Developing%20Effective%20CN%20Frameworks_Hedayah_ICCT_Report_FINAL.pdf

[79] See the RAN Handbook, 'Voices of victims of terrorism': http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-rvt/docs/ran_vvt_handbook_may_2016_en.pdf

- The credibility and trustworthiness of those delivering the message or narrative is just as important, or maybe even more important, than the detail of the message. **SAVE** argue that given the lack of trust in government and the state, only by working with and creating a self-sustaining movement will CNs be effective. Moreover, they find that working 'under the radar' and through third parties makes their training more effective and ensures a wider audience is reached.
- Having 'people like me' sharing platforms with 'people not like' me is often as important as having one or another group delivering a message. This humanises both sides, provides alternative identity framings and helps to translate the experiences of those not 'like me' to the target audience. **SAVE** found that training and working with local teams meant that knowledge and the message could be locally adapted, and could harness this 'people like me' angle.

Potential challenges
- CN or AN does not come naturally to all groups. In most cases, delivering such narratives requires coaching, training and empowerment.
- Not abusing the goodwill of messengers and those who carry out the counter-narrative work. Organisations need to look after those who work with them, both in providing appropriate training but also in post-campaign support. 'Burn-out', especially for those doing one-to-one de-radicalisation work, is a real concern.
- Disseminating victims' testimonials through a victims' organisation website might not be an effective medium. Although victims are considered credible messengers, very few people will intentionally visit a victim's organisation website with the explicit aim of watching a testimonial. Testimonials should therefore also be integrated into other websites and shown by other organisations (such as local youth clubs or community organisations).
- Some who would be involved in providing CN and AN are deterred from doing so because they fear that accessing extremist sites in order to engage with them, or to find information about them, will make them suspect in the eyes of police and security agencies. Providing neutral locations (such as academic blogs/sites or those of NGOs) where information can be accessed is important. Without such locations, CN and AN will remain the prerogative of a few elite, and communities will be disempowered from engaging or creating their own.

iii. Dissemination
- The dissemination channel should be chosen carefully and is fully dependent on the aim and target audience. For instance, deep one-on-one work in a chat forum may take months and have a profound impact on only one individual, while a counter-narrative campaign may have a much wider reach, to hundreds of at-risk individuals.
- Both traditional (newspapers, print journalism or radio) and new media (blogs, chatrooms, discussion boards, and video channels) can be used to disseminate counter communications. Other methods include in-person outreach at group events, for example in community halls or schools, or one-on-one engagement in a de-rad programme. Messaging services such as WhatsApp or Telegram are likely to be used on a smaller scale.
- Websites tend to be depositories of information and gateways to more interactive opportunities. They can provide information, inspire, create awareness and mobilise; build social networks; provide a library with background information and workshops for others; and provide expertise for the media.
- The timing of delivery and scheduling of counter-communications is extremely important and will be determined by the scope of the project. If it is a reactionary campaign, the best time to launch is in the immediate aftermath of the incident. If it is a short to medium-length campaign, in response to a prolonged event, for instance the Syrian conflict, timings should be

planned strategically to maximise impact. How often is the campaign producing content? And how often should this content be updated or advertised using alerts? If engaging in public outreach events, consider the impact of local (including school) holidays and festivities.

- Longevity and sustainability of the campaign are also important. Alternative narratives that sit within broader discussions and media are often more successful. Using long-running comic book stories/characters, soap operas and other media can help embed alternative narratives in a neutral and widespread manner than one-off campaigns. For example, although not related to CVE, the long running British soap operas EastEnders (TV) and the Archers (radio) are shown to have had a significant impact on popular opinion relating to HIV/AIDS and homosexuality[80].

Potential challenges

- CN can be counter-productive in the sense that they can evoke an extremist backlash. Efforts to tackle extremist ideologies can be attacked by extremists with false and conspiratorial claims about motives and even worse, with online and offline threats.
- Counter-messaging can feed into the extremist argument, so on a micro-level it is not likely to work as a de-radicalisation instrument. However, it can be effective on a macro-level to influence public opinion.
- Online success does not generally come in isolation; success stories are generally linked to offline activities – e.g. community mobilisation – and therefore cooperation with organisations that operate in those arenas.
- Success stories are most productive when they coincide with efforts to protect the rights and liberties of communities, thereby reducing the 'say-do' gap in CVE.
- Sustainability and consistency of campaigning efforts is a serious challenge. In particular if one seeks to have user-engagement online, a one-off counter-narrative video is not going to be effective. Sustainable CN and AN require significant financial investment.

iv. Content and message

- Successful online CN and AN share with extremist narratives an effective branding campaign, effective use of music, polished production, and compelling stories.
- It can be effective to leapfrog onto popular ideas and messages as this increases reach and the potential of the CN or AN. This may be by posting an 'in response to' video on YouTube linking to extremist content, or by adapting or using music favoured by extremist groups.
- Content and messages must remain 'live'/relevant. To keep their work innovative and relevant, **Moonshot CVE** treats its extremist terms database, used as part of the TRM, as a 'living document'. For each live project, the team regularly updates new indicators of extremism.
- Success is not achieved through evidence alone, which can always be refuted and countered. Instead, messages need to appeal to human emotions. However, avoiding negative emotions, such as fear, is important, as they can dehumanise and reinforce extremist messages[81].
- Humour entertains: particularly when coming from a credible source, humour can be a disarming way to share a counter-narrative. Given the subject matter, humour should however be used carefully and in a sensitive manner.
- Campaigns alone may not interrupt the radicalisation process or may not de-radicalise individuals, but can deconstruct extremist messages. Online CN and AN should go hand-in-hand with counter-measures and interventions in the offline domain, for example, by educating young people at schools about the consequences of violent extremism. Internet and social

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[80] Other examples can be found http://imediaassociates.org/app/uploads/2013/11/the-medias-role-in-peace-building.pdf

[81] Zeiger, S (2016) "Undermining Extremist Narratives in South East Asia" Hedayah Center http://www.hedayahcenter.org/Admin/Content/File-3182016115528.pdf

media might place seeds of doubt. However, ties between people (bridging and bonding) that create an opportunity for a change of mind are persuasive.

- Messages should seek to reframe rather than confront extremist narratives. A successful example is provided by **Abdullah X** in his video '5 Considerations for a Muslim on Syria' – this acknowledges and takes seriously concerns and grievances, but admonishes the turn to violence.
- Research and evaluations from the field of peace-building, show that those activities that are most successful in terms of reconciliation and minimising the acceptance of violent extremist narratives are those which do not seek to reshape the status quo but facilitate conversation, raise understanding, and dispel myths[82].

Potential Challenges

- Violent Extremist narratives are awe-inspiring, offer simple solutions to existing problems, and provide certainty, guarantees of success and adventure. CN and AN are unlikely, no matter how slick in production, to provide these because they are mostly embedded and committed to 'the status quo' – a status quo that is inherently ambiguous, unclear and mixed in terms of successes and failures.
- **SAVE** reports that moving beyond high-quality production or platitudes about democracy is vital for long-term success. Effective CN or AN will only occur if accompanied by meaningful change, support for minority rights, and building meaningful opportunities for belonging. Empty slogans and snazzy videos based solely on already discredited ideas of democracy will fall on deaf ears.

v. Evaluation

- A vareity of metrics is needed to measure CN and AN activities to ensure validity and reliabilty. Be clear about what it is that you're evaluating. **Moonshot** note that just as oversimplifying a person's behaviours offline is not the right approach, so too for online behaviours.
- Metrics should be dynamic and track changes in behaviour or attitudes rather than static measurements. For in-person testimonies, an evaluation form or questionnaire distributed before and after the event can be helpful. Such a questionnaire can also be useful for the de-briefing process and for composing lessons learned for future session. **SAVE** uses in-depth interviews both before and after their workshops. They want to measure change rather than participation.
- Make the most of evaluation metrics and data. For example, a combination of online user network and content analysis can allow organisations to 1) develop strategies to disrupt certain clusters, 2) develop and position counter-messaging, and 3) evaluate the impact of projects at strategic level
- Evaluating the impact of a campaign must relate directly to the limited goals set. **Exit Germany** maintains 'real world' events/changes are usable for evaluation of CN and AN; for them, success is measured according to the number of people who remain outside of far-right groups for at least three years. To date,-right groups.
- CN and AN metrics are not only about volume or breadth – reach is not the same as impact. **Exit Germany** realises that it is hard to know how well-known they are in their target audiences, but acceptance and use of key terms such as 'Exit' (both online and offline) could be treated as a signal of their success. It means they are shaping the narrative and messaging-space.

Potential Challenges

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[82] Holmer, G (2013) "Countering Violent Extremism: A peace-building perspective" USIP. Washington.
https://www.usip.org/sites/default/files/SR336-Countering%20Violent%20Extremism-A%20Peacebuilding%20Perspective.pdf

- Evaluation of AN and CN campaigns is difficult to measure; this is because countering radicalisation is concerned with effecting change in people's opinions and beliefs, which is notoriously difficult to evidence reliably. Focusing on behaviours might be proxy variables.
- AN and CN seek to prevent and deter something, and evidencing a 'non-event' is challenging. Longer timescales for evaluation can overcome this.

7.5 Practices

The following counter-narrative practices are presented:
- Abdullah X
- CENAA – CENAA (Extremism as a security threat in the Gemer region (South-East of the Slovak Republic)
- EdVenture Partners – Peer 2 Peer (P2P): Challenging Extremism
- Exit Germany – Donate the Hate
- Exit Germany – Nazis against Nazis
- Exit Germany – Trojan T-Shirt
- HOPE – Hope not Hate
- Integrate UK – Twin Track
- Moonshot CVE – The Redirect Method
- Muslim-Jewish Dialogue
- Political Capital Institute – Turulpata Facebook page
- Quilliam Foundation - #notanotherbrother
- Sisters Against Violent Extremism (SAVE) – Witness of history
- Submarine Channel – Echoes of IS #we share the scars
- Terrorism: How about listening to what victims have to say (AfVT)
- Turn – Association for the prevention of violence and extremism – Jamal al-Khatib – My Path!
- The AAS – no-nazi.net
- The history faculty of Utrecht University
- UFUQ – What's up
- Violence prevention network – On/Off Derad model

Name of the practice	*7.5.1 Abdullah-X Project*
Description	The Abdullah X aims to provide innovative and robust animated/multimedia content to build resistance to extremist narrative and the allure of radicalisation. Abdullah X is a cartoon image of a teenage, Muslim boy who is looking for his identity and place in society. The character has changing appearances to reflect that this is not a particular person but it could be anyone struggling with Issues of identity, faith, belonging, a sense of duty, grievance, injustice, confusion etc. The message is more important than the characters' look. The choice to use a fictitious character came from the observation that many extremist use their narrative to create an alternative reality that young people engage with online from the confines of their own bedroom. The objective of Abdullah-X is to radically challenge online extremist messaging using hard hitting, robust and specialist, subject based knowledge. But also, in light of much of the extremist content, deliver entertainment, engagement and feed young people's curiosity. Abdullah-X is seen as a prevention method, not only online but also offline in schools. Abdullah-X can be found on YouTube: https://www.youtube.com/user/abdullahx
Approach	Delivering alternative narratives Educating young people
Target audience	Youth/pupils/students Local Community Organisations/NGOs Online
Deliverables	Animated Videos
Evidence and evaluation	Extensive quantitative and qualitative evaluation in a six week pilot period. There have for example been 60,000 views of videos in this period.
Sustainability and transferability	To uphold an animated online campaign, sustainable funding is required. This is a challenge in this area of expertise. The concept of using animated characters in counter-messaging online is transferable by other content-creators. It is important that the character and stories are recognizable for the targeted audience.
Geographical scope	United Kingdom – online available
Start of the practice	January 2012
Presented and discussed in RAN meeting	RAN @ working group and RAN High Level Conference 2014
Organisation	*NGO based in UK and currently Self-funded*
Country of origin	United Kingdom
Contact details	Ahmed (via abdullahxteam@gmail.com)

	www.abdullahx.com
Last udpate	2016 and before

Name of the practice	*7.5.2 CENAA*
Description	Our approach incorporates three elements, each focusing on one aspect of radicalisation in Slovak society: first-line practitioners and people in daily proximity to signs of extremism at local level; political party representatives and policymakers at various levels; and so-called reluctant radicals, i.e. people who tend to vote for extremist parties under certain circumstances. Our principal aim is to provide a platform for local actors to share experiences and voice opinions on pressing regional issues, and to share best practices on countering extremist actions. The target region of the project, Gemer, is located in south-eastern Slovakia. Gemer suffers from serious socio-economic problems as well as extremely strained relations between the majority and minorities, especially the Roma group. With the support and knowledge of local non-governmental organisation (NGO) representatives, who are well known and accepted by local citizens, and by holding discussions under the Chatham House Rule, we have successfully encouraged fearless, open and free expression. This allows the discussion platform to use local actors as partners in the process of formulating a strategy to counter regional extremism, rather than lecturing the target group. Secondly, our aim is to highlight the subject of extremism and radicalisation in political discourse, and to help 'politicise' the problem. We also push for discussion with representatives of major political parties in Slovakia as well as representatives of municipalities in target regions, in order to spotlight the issue of extremism and radicalisation, and formulate strategies to deal with this security problem at policy level. Via ongoing consultations with political party representatives, mayors and young political party members, we bring sensitive issues to the fore and urge political representatives to take a position. Thirdly, after the electoral success of the head of the right-wing extremist political party in the gubernatorial elections, we follow the development of voting behaviour in central Slovakian regions in elections. In practice, this could help to design interventions aiming to influence people's perceptions. Based on the moral foundations theory and theory of political attitudes, employing these research methods will also offer additional opportunities: for designing experiments based on story editing, and for intervention techniques devised to reshape people's narratives about themselves and the world, in a way that results in lasting behavioural change. We will test and analyse potential means of framing and communicating sensitive issues in public discourse.
Approach	Delivering alternative narratives Training for first line practitioners
Target audience	First responders or practitioners Educators/academics General public

Deliverables	• Report and policy recommendations resulting from round table meetings, elaborated in cooperation with first-line practitioners • Report and policy recommendations resulting from face-to-face consultations with major political party representatives • Report and policy recommendations resulting from consultations with candidates in European parliamentary elections • Report and policy recommendations resulting from a case study of successful local practices and problematic regions (published in 2015) • Design of an intervention to reshape people's narratives and perceptions • Publication of the survey outcome (expected in November 2017)
Evidence and evaluation	Our practice continually consults with external experts and collaborators from NGOs and the academic community, and is monitored and evaluated using qualitative as well as quantitative techniques. 1. Our practice carried out ongoing monitoring of political party performance and evolution of attitudes over time, through continuous face-to-face consultations, as well as regular in-depth interviews and data collection via questionnaires. 2. Opinion polls and surveys are carried out on the moral foundations and political attitudes of voters from targeted regions, in cooperation with a well-founded research agency in Slovakia. The aim is to create a picture of extremist party voters, which will serve as a basis for interventions design. 3. Our practice tests and evaluates interventions via cognitive interviews and questionnaires that gauge the shift in attitudes over time. 4. Our practice educates the younger generation on extremism and radicalisation, and also improves their resilience to the disinformation campaigns of extremist parties. 5. A survey was held, focused on the younger generation's perception of extremist parties.
Sustainability and transferability	Our approach prioritises respect for the specificities of local contexts and proper data-collection methodology, as well as the testing and evaluation of interventions. We view our activities as experiments, designed to be transferable and testable in different contexts, and therefore also allowing for analysis of their efficiency and success in a broader context.
Geographical scope	Slovakia, especially central Slovakia and the Banská Bystrica Region
Start of the practice	The practice was launched in 2012 and its implementation is still evolving and ongoing.
Presented and discussed in RAN meeting	RAN DERAD meeting, 9-10 April 2013, Dublin, Ireland RAN DERAD meeting, 8-9 July 2013, Ljubljana, Slovenia RAN DERAD meeting, 25 March 2014, Berlin, Germany RAN Plenary, 16 June 2014 Brussels, Belgium RAN HLC, 17 June 2014, Brussels, Belgium
Linked to other EU initiatives or EU funding'	CENAA is a member of the European Network of Deradicalisation (ENoD). CENAA is also a partner in the 'European Fair Skills – De-radicalisation Training for Peer Role Models and Youth Workers' (EFS) project, which

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

Name of the practice	***7.5.3 Peer to Peer (P2P): Challenging Extremism and Facebook Global Digital Challenge programmes***
Description	The programmes 'Peer to Peer (P2P): Challenging Extremism' and 'Peer to Peer: Facebook Global Digital Challenge' are global university youth initiatives and international competitions that harness the power of student innovation to challenge prejudice, online hate and extremism.

University students from around the world develop campaigns and social media strategies against extremism that are credible, authentic and believable to their peers, and that resonate within their communities. A team of students, guided by their professor and an EdVenture Partners' Project Specialist, will develop and produce a real campaign that has measurable impact on their campus and in the community. The teams will research their target market and create a strategy designed to best reach and influence their peers.

Each team receives an operational budget of USD 1 000 (USD equivalency) plus USD 750 in Facebook ad credits to design, pilot, implement and measure the success of a social or digital initiative, product or tool that:
- motivates or empowers students to become involved in countering hateful and extremist narratives;
- mobilises and inspires other students to create their own initiatives, products or tools that counter hateful and extremist narratives;
- builds a network/community of interest based on shared values that counters hateful and extremist narratives through action.

The teams work on their campaigns for the duration of one semester: at the end of the semester, the top teams compete in regional and local competitions for prizes ranging from USD 5 000 to USD 10 000. |
| **Approach** | Developing counter-messaging and alternative narratives
Educating young people |
| **Target audience** | The target audiences for this project include:
- uncommitted populations: those who have not formed an opinion on the hateful or extremist narrative, and therefore have not been involved in either preventing or promoting it;
- the silent majority: those who oppose hateful and extremist messages, but are not currently active in raising public awareness or involved in broader counter-messaging efforts;
- civic-minded individuals: those interested in the public good but not necessarily focused on engaging in grassroots efforts to counter hate and extremism;
- at-risk youth: those who are exposed to hateful and extremist messaging and are at risk of engaging/joining these efforts. |
| **Deliverables** | - At the end of the semester, each team of students delivers digital resources from their campaigns, including but not limited to the |

	following creative materials: - original websites and social media pages - mobile apps or games - original educational videos and curricula - digital ads or brochures - photo or video archives of cultural activities - community-based or campus movement events. • Outstanding P2P campaigns have been amplified and used as case studies on Facebook's global counter-speech website (https://counterspeech.fb.com/en). • Look book (https://edventurepartners.com/wordpress/wp-content/uploads/2017/08/P2P-Look-Book.pdf). • Peer to Peer video compilation (https://www.youtube.com/watch?v=kBpYSkPd1nE&feature=youtu.be) • Website (http://edventurepartners.com/peer2peer/). • Sample student work from: - KU Leuven, Belgium (https ://edventurepartners.com/wordpress/wp-content/uploads/2018/08/KU-Leuven_OneSheet.pdf) - Middle East Technical University, Turkey (https://edventurepartners.com/wordpress/wp-content/uploads/2018/08/METU_OneSheet.pdf) - University of Lagos, Nigeria (https://edventurepartners.com/wordpress/wp-content/uploads/2018/08/University-of-Lagos_OneSheet.pdf). • Sample press articles and videos: *New York Times* article (https://www.nytimes.com/2017/07/18/us/politics/students-are-the-newest-us-weapon-against-terrorist-recruitment.html) *CNNMoney* video (http://www.cnn.com/videos/cnnmoney/2016/09/26/facebook-extremism-online-cnnmoney.cnn) *PBS NewsHour* video and transcript (http://www.pbs.org/newshour/bb/hard-fight-extremist-propaganda-online/) *NPR* radio transcript (http ://www.npr.org/2016/03/02/468216163/students-enter-global-competition-to-counter-extremism) *Wall Street Journal* article (http://blogs.wsj.com/digits/2016/02/11/facebook-adds-new-tool-to-fight-terror-counter-speech/).
Evidence and evaluation	Each team compiles a comprehensive analysis of their campaigns with

	measures of success, which may include but are not limited to: • number of campaign impressions • number of social media followers for each outlet used • behavioural shifts • number of students involved in campaign events and activities • campus awareness of the initiative, product or tool • additional qualitative and quantitative data from surveys, focus groups and other research methods. Since its inception in spring 2015, over 10 000 students have participated in over 650 P2P programmes across 75 countries and 40 American states. Over 230 million people have been reached via social campaigns, campus movements, mobile apps, cultural activities, videos and more, generating over 600 unique press pieces.
Sustainability and transferability	Sustainability The two initiatives (Peer to Peer: Challenging Extremism and Peer to Peer: Facebook Global Digital Challenge) have been successfully implemented globally since January 2015, with continual support and commitment pledged from our partners through the autumn 2018 term, and an announcement regarding 2019 funding expected soon. Additionally, the student-led campaigns which are particularly relevant and successful may be sustainable after the semester has ended, with additional support. A public–private sector consortium has been created to provide funding and support for the best P2P initiatives, products or tools that are worthy of investment and continuance. Transferability Since its inception, the initiative has proven its transferability to smaller, localised markets, including the Los Angeles, California area, the Denver, Colorado area, and the Minneapolis, Minnesota area over the fall 2015 and spring 2016 semesters. In addition, regional competitions have been held: • for the National Defence University North East South Asia (NESA) Centre for Strategic Studies, whose region stretches from Morocco to Kazakhstan, in spring 2016 (held in Morocco), fall 2016 (held in Washington, D.C.), and fall 2017 (held in India) • for the Organization for Security and Co-operation in Europe (OSCE) in fall 2016 (Hamburg, Germany) and spring 2017 (Vienna, Austria) • an all-Africa regional competition sponsored by the Africa Centre for Security and Counter Terrorism (ACSC) in fall 2016, held in Accra, Ghana. These localised efforts use the same resources and judging criteria as the larger initiative, but focus on regional areas, allowing more teams' outstanding work to be highlighted and rewarded.
Geographical scope	The P2P programme now has a global reach of 75 countries in Africa, Asia, Australia, Europe, North America and South America. The full list of countries and schools is available online (https://edventurepartners.com/wordpress/wp-content/uploads/2017/08/P2P-University-Roster.pdf).

Start of the practice	- Pilot: January – June 2015. 23 universities participated.
	- Second semester: August 2015 – January 2016. 45 universities participated.
	- Third semester: January – June 2016. 55 universities participated.
	- Fourth semester: August 2016 – January 2017. More than 160 universities participated, representing over 50 countries.
	- Fifth semester: January – June 2017. Over 200 universities participated.
	- Sixth semester: August 2017 – January 2018. 96 universities participated.
	- Seventh semester: January – June 2018. 50 universities participated.
Presented and discussed in RAN meeting	RAN EDU, 24-25 November 2015, Prague (CZ)
Linked to other EU initiatives or EU funding	None
Organisation	EdVenture Partners (EVP) is an organisation dedicated to developing innovative industry–education partnership programmes. These experiential learning opportunities provide students with hands-on, real-world experience, while clients can take advantage of social impact and community outreach solutions and recruiting access at colleges, universities and high schools. EdVenture Partners has designed and managed programmes at over 900 schools in North America and internationally.

EdVenture Partners is a for-profit organisation that is compensated for programme development and programme management through the deployment of a mutually agreed contract and statement of work with its clients. |
| **Country of origin** | United States, with pilot tests in the United States and Canada; smaller sample sizes were included in Europe and Asia for the P2P in the first term, as well. |
| **Contact details** | Contact person: Tony Sgro, Founder and CEO
Email: tony@edventurepartners.com

Telephone: +11 4152647666

Website: http://edventurepartners.com/peer2peer/ |
| **Last update** | 2018 |

Name of the practice	*7.5.4 Donate the hate*
Description	Donate the hate, turning hate-comments into involuntary donations for refugees and against the far right. The internet is currently overflowing with racist and xenophobic comments. We've got something against this. A very simple idea. We present: DONATE THE HATE – the first ever involuntary online charity initiative. The idea behind it: for every misanthropic comment, we make a DONATION OF 1 EURO. To refugee projects run by the 'Aktion Deutschland Hilft' campaign and 'EXIT-Deutschland', an initiative against right-wing extremism. This way, the haters and the trolls are making a donation against their own cause. A bit of a catch-22 for them, probably. The funds we use to turn hate comments into involuntary donations are being provided by our fantastic partners and supporters. Through this, we set a united example of human dignity and a tolerant Germany. DtH based on the idea of Nazis against Nazis. For the implementation, we have designed a microsite and set up a Facebook page, which is the center. With the Facebook page, registered users can make semiautomated, via an interface, hate comments into involuntary donations. For this purpose we and our partners, have designed and programmed an APP, which makes the commentary possible via an API interface. On the microsite can be found some commented hate comments as well as a top ten involuntary donators. All anonymous. Donations for the action coming from Partneren as: Radio Stations, Newspapers and television stations. Facebook also supports the campaign. What is a hate-comment? The term 'hate comment' refers to statements made on social networks that humiliate, denigrate or belittle human dignity, or incite or threaten violence, based on their actual or presumed affiliation to a social group, political views, social status or simply because of external characteristics. Such statements are directed in a generalised manner towards the group as a whole (racist, anti-Semitic, xenophobic, homophobic, derogatory towards disabled or homeless people or sexist). Some hate comments may also be liable for criminal prosecution.
Approach	Delivering alternative narratives Community engagement/empowerment
Target audience	Online Violent extremists General public
Deliverables	http://www.hasshilft.de/index_en.html

Evidence and evaluation	Facebook Page: - 500.600 people engaged with the page's content in the first week - More than 8,000 site likes in 48 hours (21,000 in two moths) - 100.000 – 250.000 timeline visits weekly Many German and international news and television stations report on DTH. More than 5000 Eur donations in two months. The evaluation of DTH is done currently.
Sustainability and transferability	Modified potentially transferable An English version of DTH is nearing completion
Geographical scope	Germany / Online
Start of the practice	24.10.2015
Presented and discussed in RAN meeting	10.12.2015, Berlin, RAN Counter & Narrative
Relation to other EC initiatives	None
Organisation	*EXIT-Germany is an initiative to help anyone who wants to break with right-wing-extremism and to start a new life.* *EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. EXIT-Germany was founded by criminologist and former police detective Bernd Wagner and former neo-Nazi leader Ingo Hasselbach. EXIT-Germany has been working since summer 2000 to provide assistance to dropouts from extreme and violent right-wing environments.*
Country of origin	Germany
Contact details	EXIT-Deutschland Bundesinitiative – Ausstiege aus dem Extremismus Postfach 760112, 10382 Berlin Fabian Wichmann fabian.wichmann@exit-deutschland.de 0177 – 2404806 http://www.exit-deutschland.de/english
Last udpate	2016 and before

Name of the practice	*7.5.5 Nazis against Nazis - Germany's most involuntary charity walk*
Description	Right-wing extremism still constitutes a significant problem in Germany. The scene has more than 25,000 members - and this figure is on the rise. Once people are stuck in the marshes of right-wing extremism, it is difficult to leave again. But there are groups and organizations providing crucial assistance e.g. EXIT-Germany, which can look back on 15 years of experience in successfully helping neo-Nazis who want to leave the far-right community. However, EXIT-Germany still receives far too little attention and donations for their significant work. Many people rather donate money to larger, well-known charity organizations. Thus, the organization is struggling with its own existence every year.

The challenge: We need to create a social buzz idea around the work of EXIT-Germany, which would reach a broad audience and incite them to donate money for the cause. However, during the past few years, EXIT-Germany gained an outstanding reputation for creative and innovative approaches in countering right-wing extremism in Germany. For example, the "Trojan T-Shirt" campaign, in which EXIT-Germany slipped T-shirts with an imprinted neo-Nazi-logo to attendees of a right-wing rock festival. After having washed the shirt once, the logo disappeared and revealed a pertinent message: "What your T-shirt can do, you can do too - we will help you to leave right-wing extremism behind. EXIT Germany." With a total budget of only €5,000 to start with, the campaign turned out to be a huge success.

Demonstrations are a powerful tool that neo-Nazis often use in order to show their alleged strength. Under the guise and protection of freedom of speech, neo-Nazis regularly subvert their right for demonstrations and 'take over' German towns. Generally, the residents demonstrate their discontent with the unwanted visitors by counter-demonstrations or verbal attacks. However, usually these measures have no real effect on the neo-Nazis. Yet, there has been no truly effective initiative to counter neo-Nazi demonstrations.

Developing and implementing a new strategy that helps towns in their struggle against neo-Nazi demonstrations, while supporting EXIT-Germany's work. Turning a neo-Nazi demonstration upside down: from a right-wing extremist march, into a charity walk. In Germany charity walks (or sponsored runs) are well known and a common idea to raise money for a good cause. The usual procedure is to collect a certain amount of money from sponsors prior to the event, which is then earned step-by-step by the event participants.

Consequently, we applied this procedure to our idea: For every meter the neo-Nazis marched, €10 would be donated to EXIT-Germany. This would face the neo-Nazis with a dilemma: either walk and collect for their own drop-out or abandon the demonstration.

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

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

Last update	2016

Name of the practice	*7.5.6 Trojan T-Shirt*
Description	'Operation Trojan T-Shirt' evolved in cooperation with an advertisement agency in order to target the neo-Nazi scene directly. On August 6th 2011 t-shirts showing a skull with the text 'Hardcore Rebels' and a flag of the Free Forces (militant neo-Nazi groups copying left wing strategies and methods) were distributed for free at a rightwing rock festival ('Rock for Germany') in Gera, which was organized by the nationalist party NPD in Thuringia. The surprise effect became visible after having washed the T-shirt once. Our message appeared: 'What your T-shirt can do, you also can do – We help you to free yourself from rightwing extremism. EXIT-Germany'. The goal was to increase the awareness and popularity of EXIT-Germany in the scene and to particularly target the youths that have not yet firmly settled in the rightwing extremist scene. We are very well aware of the fact that this project does not have an immediate effect, however after the operation the number of persons contacting EXIT and asking for help to leave the movement tripled. In addition, when thinking about leaving the scene, a right-wing extremist might remember us later on. Our "Operation Trojan T-shirt" has been the most successful project in a range of Trojan flyers, postcards and podcasts distributed by EXIT.

The idea was to produce a T-shirt with a message that would appeal superficially to right-wing extremists, but that would later reveal a hidden message after its first wash. The extremist, within the privacy of their own household and away from the oppressive peer presence of other right-wing extremists, would get to see a message encouraging them to seek help to exit the far-right scene.
Hundreds of free T-shirts handed out at a right-wing rock festival in the eastern German state of Thuringia contained a secret surprise. Upon washing, the original graphic faded to reveal a clandestine message.
•   The number of right-wingers that contact the group for consultation about exiting the scene. With some funding coming from the federal government, the organisation needs to be transparent in the success rate and costs of re-radicalising neo-Nazis.
•   High public awareness for EXIT and its activities using asymmetrical, disruptive tactics. Awareness outside the neo-Nazi scene is particularly important from a fundraising point of view – donations are what allows the organisation to carry out more activities. |
| **Approach** | Delivering alternative narratives

Educating young people |
| **Target audience** | Violent extremists

Formers

General public |
| **Deliverables** | Video: http://y2u.be/CSIbsHKEP-8 |
| **Evidence and** | The first thing that happened, as expected, was that the organisers and |

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

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

Name of the practice	*7.5.7 HOPE not hate*
Description	Using intelligent counter narratives to challenge extremism (for instance the #wearethemany hashtag online). Empowering communities to challenge hatred/violent extremism when it presents itself. Provide a positive antidote and diversionary focuses to the extremists' narrative. To provide accurate and salient analysis of extremist groups through research. Empower communities to tackle myths and inaccuracies through blogging, newspapers, leaflets, meetings, videos, education, speeches, T-shirts etc. To destabilise extremist campaigns by undermining their credibility with sober, honest and accurate assessments on sensitive issues. Also providing platforms and support for vulnerable individuals to speak up and speak out against extremists in their communities. As well as a bi-monthly publication, HNH has three separate blogs and roving news links that provide up to date information and intelligence on extremists. HNH also has a large social media presence where we interact with individuals and the public, constantly providing them with a dialogue of information, resources and also-very importantly- positive news and stories about work that is being done not just against extremism, but also to highlight empowering good practice in others. We feed into this resource by having constant and ongoing research, analysis and education. We also work extensively with people inside hate/extremist organisations and also ex-extremists to provide a non-sensationalist view of extremist groups and individuals that are based on FACT. HOPE not hate publishes 4 research documents per year, separate to the magazine and website. We are currently working on voter registrations, to encourage people to make their voice heard by voting in elections-a sure way to counter extremism at the ballot box.
Approach	Delivering alternative narratives Exit strategies
Target audience	Online Violent extremists Formers
Deliverables	HOPE not hate has produced widely reported handbooks and reports into XRW and violent Muslim extremists and in January 2015 released 'State of Hate' our annual and in-depth accurate assessment of the XRW in the UK, which was widely reported around the world. Our staff are regularly quoted and interviewed in the media. Our most recent documents are: - 'Army of the Right' about Britain First, a Christian Fundamentalist /Counter-Jihad /fascist hybrid (!), who have been carrying out 'Mosque invasions' in Britain. - 'The Gateway to Terror' an investigation into the recruitment of

	young Muslims to the Al-Muhajiroun network, recruiting foreign fighters and individuals engaged in acts of domestic terrorism. Gateway to Terror revealed that at least 70 people who have been convicted of terrorism or terror-related offences, or who have actually participated in suicide attacks, have been linked to the group. It drew international attention. - 'Signs of Hate 2' an update on the modus operandi of the extreme far-right both domestically and internationally, through exploring symbols, music, tattoos, codes and online activism. Produced in association with the London Probation Service for use in schools, colleges, universities, prisons and the probation service.
Evidence and evaluation	HOPE not hate is widely credited with the defeat of the far-right British National Party in the 2010 elections and by campaigning and educating, the long term demise of the organisation. There are thousands of testimonies of the work HNH has done, perhaps the best and easiest being a song written by Billy Bragg in honour of us.
Sustainability and transferability	The key aims of the organisation are quite transferable and there are plenty of imitators who imitate key arts of HNH-in particular in online behaviour, humour, expose and investigation of online extremism. The wider practices of research and analysis are not so well replicated but within each state there are experienced individuals who beaver away quietly who are capable of providing an accurate and historical picture of the practices and modus operandi in each country of individuals. Intelligence, and understanding accurately (and intimately) the target issues is essential. HNH has formed its own networks with such individuals. Wider campaigning can be directed to, and on conjunction with, unearthing the good individuals and the good practices that already exist in communities.
Geographical scope	London, Essex, Hampshire, Wales, Scotland, Lancashire, Yorkshire.
Start of the practice	HOPE not hate first appeared in March 2004 during a political campaign by neo-Nazis in the north of England. The organisation's roots are traceable for over fifty years. The educational arm was established as a separate entity in 1986.
Presented and discussed in RAN meeting	RAN Prevent, Berlin 2013.
Organisation	*HOPE not hate (HNH) is a registered "third party" non-sectarian, non-partisan organisation. HOPE not hate has a campaigning wing, a research department and a charitable education arm. HOPE not hate is self-funded by parochial money, charitable trust(s), Trade Union funding and individual donations. If and where possible, HNH undertakes paid work on projects. We currently have one dozen short term "community organisers" working in communities to strengthen civil and progressive society. HNH receives no government or European funding.*
Country of origin	HOPE not hate is based in, and works throughout, the United Kingdom
Contact details	Po Box 67476 NW3 9RF, London United Kingdom

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Last update	2016 and before

Name of the practice	**7.5.8 Twin Track**
Description	Twin Track is a short, engaging drama exploring the complexities of the grooming process and the vulnerabilities that can swing the process towards radicalisation and allow perpetrators to target their victims. As well as considering constructive responses to outside pressures that may isolate them, students learn to recognise the subtle changes that might present when a young person is targeted, and discuss what actions should be taken. Using a short drama and lesson plan, Twin Track engages young people in a discussion around grooming: identifying grooming approaches and language; and recognising the similarities between grooming for radicalisation and grooming for gang and drug culture.
Approach	Delivering alternative narratives Educating young people
Target audience	Youth / pupils / students Educators / academics Kies een item.
Deliverables	Videos, lesson plan, classroom activities
Evidence and evaluation	Total reach: 4 974 through peer education workshops Total sessions delivered: 160 Total views: 33 000 views Evaluation of the intervention is through feedback forms completed before and after the workshop by all participants. Feedback scores are entered into an online survey tool to inform our approach. Results have consistently been very positive.
Sustainability and transferability	The practice is fully transferrable, as all resources are carried on a memory stick or accessed online. Costs are limited to travel and payment of the young person operating the workshop. Feedback forms evaluating the impact of the intervention are sent in advance by email, and the school/organisation prints out a photocopy for each workshop participant. The practice is sustainable as long as funding is in place to pay delivery of workshops and travel costs.
Geographical scope	UK, nationally The resource is in the English language but subtitles could be added to enable wider use.
Start of the practice	The video was launched on YouTube on 3 March 2016.
Presented and	The resource/practice was demonstrated in the 2018 RAN joint meeting

discussed in RAN meeting	of the C&N Working Group and YOUNG platform, by Deeqo Shire, one of our Lead Outreach Workers.
Linked to other EU initiatives or EU funding .	The media resource was funded through a government Innovation grant. Training of young people and delivery of workshops is funded by various grant-giving trusts, donations and other sources.
Organisation	Integrate UK is a youth-led charity that runs educational and creative projects around issues our young people identify as affecting their lives. Many of our projects involve creating media-based resources and lesson plans that allow young people over the age of 18 to lead peer education workshops in schools. [Charity
Country of origin	England, United Kingdom
Contact details	Address: The Beacon Centre Russell Town Avenue Bristol BS5 9JH United Kingdom Contact person: Lisa Zimmermann Email: lisa.zimmermann@integrateuk.org Telephone: +44 1179542808 Website: http://www.integrateuk.org/
Last update	2018

Name of the practice	*7.5.9 The Redirect Method*
Description	The Redirect Method was piloted between August 2015 and March 2016 to test a new approach to tackling violent extremism recruitment efforts online. It uses Adwords targeting tools and curated YouTube videos uploaded by people all around the world to confront online radicalization. It focuses on the slice of violent extremist group audiences that is most susceptible to its messaging, and redirects them towards curated YouTube videos debunking the group's recruiting themes. This open methodology was developed from interviews with defectors, respects users' privacy and can be deployed to tackle other types of violent recruiting discourses online.
Approach	Delivering alternative narratives Exit strategies
Target audience	Online Violent extremists
Deliverables	N/A
Evidence and evaluation	We chose to track metrics that will tell us how many people our campaigns reached, if our content successfully engaged the target audience, and what were the most and least successful elements of our experiment, by looking at the data and also speaking to formers and experts in the field. There are not a lot of similar metrics that we can compare and contrast our data with: by sharing our results, we aim to encourage others to also do so, and create best practices and benchmarks that can be used to evaluate similar efforts in this space. Results from the pilot experiment can be found on redirectmethod.org.
Sustainability and transferability	The Redirect Method can be applied across all types of violent extremism, with the ability to link vulnerable users to all types of content (eg mental health videos). It is also not limited to Google/YouTube, as experiments have been conducted for example by Moonshot CVE on Twitter with links relating to mental health. As the content is curated, not created, the main costs relate to set up and advertising – this allows anyone interested in using the Redirect Method to set their own budget (from as little a few hundred pounds to thousands). Data deepdives for the measurement can also incur significant additional costs, if using specialist software to monitor user journeys. Most data however is available at no extra cost via the analytics of the chosen advertiser and the host of the content (eg Adwords for Google ads, YouTube analytics for YouTube playlists).

Geographical scope	The pilot of the Redirect Method was a global campaign, and it is now being rolled out in the United States. Experiments have also been conducted in Australia and the United Kingdom.
Start of the practice	From the beginning (scoping phase) to the end of the pilot (measurement phase), the initial project was carried out between August 2015 – March 2016. The project is now being rolled out specifically in the United States.
Presented and discussed in RAN meeting	The Redirect Method was presented on 13 February at the meeting entitled ''Measuring the impact of your online counter or alternative narrative campaign message''
Relation to other EC initiatives	N/A
Organisation	Moonshot CVE is a limited company specialising in countering violent extremism. We design new methodologies and technologies to enhance the capacity of our clients to respond effectively to violent extremism. Moonshot CVE brings fresh thinking and decades of experience from across sectors to push new boundaries. Our work ranges from software development and digital capacity building, to leading global counter-messaging campaigns.
Country of origin	United Kingdom
Contact details	Address: 66 Prescot Street, London E1 Contact person: Ross Frenett Email: ross@moonshotcve.com Telephone: 020 3818 3240 Website: www.moonshotcve.com
Last update	2016 and before

Name of the practice	*7.5.10 Muslim-Jewish Dialogue – prevention, deconstruction of anti-Semite ideology as part of "Islamist" ideology*
Description	Muslim-Jewish Dialogue – prevention, deconstruction of anti-Semite ideology as part of "Islamist" ideology is a project of regular meetings of Muslim and Jewish multiplicators of the Muslim and Jewish communities, events, presentations, discussions. Partly supported by a section of the foreign ministry.
Approach	Delivering alternative narratives Educating young people
Target audience	Youth/pupils/students Educators/academics Prison/probation/judicial practitioners
Evidence and evaluation	Muslim Jewish Dialogue: positive feedback, successful transmitted into the different communities and might be supported by the ministry for integration and foreign affairs.
Sustainability and transferability	Muslim-Jewish dialogue project is already a transnational one, supported by Foundation for Ethnic Understanding.
Geographical scope	Austria and Germany
Start of the practice	Muslim Jewish Dialogue started at 2010.
Presented and discussed in RAN meeting	2014, January 30th, Den Hague, Cities Conference on foreign fighters (discussed/mentioned during the different working groups) 2013, July, 8-9th, Ljubljana, Slovenia, presented and discussed (Muslim Jewish Dialogue, anti-Semitism).
Relation to other EC initiatives	Member of EnoD (European Network of De-radicalisation)
Organisation	- NGO as part of a Network. - Not funded at the moment, except for wages paid for seminars and workshops on this matter. - Partially supported by being an employee at the University college of Linz as an expert on extremism and de-radicalisation and prevention.
Country of origin	Austria
Contact details	C/O DIAW, Mitisgasse 15/1/6-7 1140 Wien Austria

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Last update	2016 and before

Name of the practice	*7.5.11 Turulpata Facebook page –* *Ridiculing the Radical*
Description	The extreme right makes very efficient use of the Internet — and social media tools in particular — to promote its ideology and worldview. The far right thrives on provocation, which gives it the image of an honest, revolutionary and 'frightful' force. Demonisation and stigmatisation of the far-right backfire in the long run. The practice 'Ridiculing the Radical' is based on the assumption that making far-right ideas the object of ridicule is a much more effective strategy. The far right's simplistic, bombastic and single-minded ideology offers an excellent target for such treatment. The Turulpata Facebook page aims to prevent and counter radicalisation by reducing both the attractiveness of extreme right ideology and the receptivity of youngsters to ideas of the extreme right. The project's target groups are potential future voters and supporters of far-right political movements. Turulpata is a fictitious settlement inhabited and led by far-right-leaning individuals in Hungary. Posts on the Turulpata Facebook page reflect on current issues of Hungarian domestic politics, popular beliefs, sports and hobbies prevalent in the far right, and emblematic figures of the far right.
Approach	Counter narratives and alternative narratives Exit strategies
Target audience	Youth/pupils/students General public Online
Deliverables	Posts on the Turulpata Facebook page include photos, modified ads, leaflets, posters, memes and videos. Posts are usually based on the contents of far right media, placed in a ridiculous context.
Evidence and evaluation	At the time of writing, the Turulpata Facebook page has 9 162 followers. The reach of posts with ridiculing modified pictures and texts ranges between 3 000 and 26 600. Such posts gain several hundred likes. Some 77 % of the Turulpata Facebook page's followers are aged between 18 and 44.
Sustainability and transferability	The practice is highly sustainable and transferable, since it does not require many resources. Creative specialists with experience in image editing are required to publish fresh content on the page and keep it updated. The page's identity and the content published on it should be based on the local knowledge and context (e.g. name of the Facebook page, current news and topics, far-right actors, popular beliefs).
Geographical scope	Hungary
Start of the practice	The practice was developed in the early months of 2013, and the

	Facebook page was launched on 16 April 2013.
Presented and discussed in RAN meeting	RAN PREVENT meeting in Barcelona, 26-27 June 2014
Linked to other EU initiatives or EU funding	No
Organisation	*The practice is implemented by Political Capital Institute Ltd. (Hungary) a policy research and consulting institute with a decade's experience in research on conspiracy theories, right-wing extremism and prejudices.*
Country of origin	Hungary
Contact details	Montevideo street 2/c, 2nd stairwell, 2nd floor 1037 Budapest Hungary Péter Krekó, director kreko@politicalcapital.hu +36 14306699 https://www.facebook.com/Turulpata
Last update	2017

Name of the practice	**7.5.12 #NotAnotherBrother**
Description	This counter-speech campaign aimed to reach potential foreign terrorist fighters, and their networks, in order to dissuade from extremism and terrorism by challenging ISIS' utopia narrative. #NotAnotherBrother was first released in July 2015 on its own website (https://notanotherbrother.wordpress.com) and youtube channel (https://www.youtube.com/channel/UCkig5UnjzDktdOB1otwK1pw) with accompanying twitter account (www.twitter.com/notanotherbro) following a target audience analysis and creative process led by Quilliam and the private sector communications firm Verbalisation. It was initially unbranded, targeted at English-speaking individuals, already radicalised, close to travelling to join ISIS and English-speaking individuals, vulnerable to radicalisation, tempted by Islamist extremism, and was supported by other campaign materials. Following of the initial release, it re-released with Quilliam branding on it, through Quilliam's social media channels. The video's key themes received significant media attention, as did approaches to CVE in general. After the first month, the video was then taken into schools and other workshops, and used to stimulate discussion about radicalisation. The goal was to raise awareness and counter extremist narratives, and to inspire creativity and activism against extremism. This campaign is targeted at delivering Counter or Alternative Narratives • English-speaking individuals, already radicalised, close to travelling to join ISIS • English-speaking individuals, vulnerable to radicalisation, tempted by Islamist extremism • The support networks of these two target audiences
Approach	Delivering alternative narratives
Target audience	Violent extremists Youth / pupils / students

Deliverables	A counter-speech campaign including multi-phase dissemination strategy of principal video, accompanying materials including trailers, an extended cut, tweetcards, and written pieces. Used in schools and workshops as a counter-narrative and to spark discussion about ISIS propaganda and drivers of radicalisation Used to inspire others – in schools and workshops – to create counterspeech Featured as a case study in multiple handbooks, training sessions, and strategic briefings on counter-speech
Evidence and evaluation	Over 100 000 views and half a billion impressions for all content during the length of the campaign. More importantly, 10 000 views among the target audience during the first week of the campaign, before full-branded version released for general audience. Significant shift in discussion around ISIS propaganda away from brutality towards utopia in the mainstream media following release. Positive feedback from CVE sector and RAN communications and narratives working group. Discussion and activity successfully stimulated in the classroom following use of video to inspire creativity.
Sustainability and transferability	The video was made on a reduced costs basis by communications firm Verbalisation, following a crowdfunding campaign. While the high production values may be difficult to replicate on a comparable budget, it is worth exploring the charitable inclinations of private sector communications firms, and the potential of students or CVE practitioners to create something comparable on a smaller budget. Moreover, #NotAnotherBrother has inspired others to see their creative and communications talents as a useful CVE asset, and several equally successful campaigns have come out of classroom sessions which have been created for a fraction of the cost, indicating the sustainability and transferability not of the video per se, but of the campaign itself.
Geographical scope	United Kingdom and other English-speaking audiences. Taken to schools in London.
Start of the practice	July 2015. Used since and continues to have value despite reduction in foreign terrorist fighter phenomenon.
Presented and discussed in RAN meeting	RAN Communications and Narratives Working Group 13-14 February 2017, Brussels
Relation to other EC initiatives	
Organisation	Quilliam Foundation Ltd is a non-profit with headquarters in London and working all over the world to counter extremism of all kinds. Quilliam was a beneficiary of a DG Home Grant in 2014 as part of the TERRA programme, providing research and policy advice. #NotAnotherBrother was not supported financially by the European Commission.
Country of origin	United Kingdom
Contact details	Address: PO BOX 74004, London, EC4P 4HT Contact person: Jonathan Russell Email: jonathan@quilliaminternational.com Telephone: 02071827286 Website: www.quilliaminternational.com

Last update	2016 and before

Name of the practice	***7.5.13 Terrorism: How about listening to what victims have to say?***
Description	AfVT.org was created to combat radicalisation by promoting open dialogue between the general public and the victims of terrorism. A specific programme titled 'Terrorism: how about listening to what victims have to say?' was developed, featuring conferences with diverse audiences and locations. AfVT.org has subsequently held other meetings too, including one event each year with 500 high-school pupils. Several meetings were held in Fleury-Mérogis (the largest prison in Europe) from April 2015 to December 2016. Participants included a wide range of victims of terrorism as well as 15 female inmates and approximately 100 male inmates (some of whom had been convicted for terrorist crimes). Through conferences and debates moderated by victims of terrorism, AfVT.org promotes citizenship and democratic values and stimulates critical thinking. It also aims to make victims more visible to young and/or vulnerable people.
Approach	Delivering alternative and inspiring' narratives
Target audience	Youth/pupils/students Families Prison/Probation/judicial practitioners
Deliverables	Follow-up with local and official partners. Set-up of programmes adapted to needs on the ground. Use of 21 videos produced through the European Commission's Home Affairs programme, 'Victim's Gathering: the voice of the survivors against radicalisation'. Use of 10 additional AfVT.org-produced videos involving French victims of terrorism.
Evidence and evaluation	Schools: each meeting with pupils attracted between 30 and 250 persons. Locals: each meeting with youngsters, families and local actors attracted between 40 and 60 persons. Prison: the first meeting on April 2015 was clearly a success — 120 inmates wished to attend 'Terrorism: how about listening to what victims have to say?'. This figure is the highest request rate to date for an event held inside the prison. However, due to safety reasons, a total of 60 were permitted to attend this first meeting held in the biggest prison in Europe. From the ground, it appears that the best way to evaluate the meeting is to set up several events in the same locations so as to

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

	– *Legal status: NGO (association).* – *Financing: Fondation d'Aide aux Victimes du Terrorisme (FAVT), Prime Minister, Ministry of Defence, Ministry of Home Affairs, Ministry of Justice, and European Commission (Home Affairs: programme 'Victim's Gathering: the voice of the survivors against radicalisation').*
Country of origin	France
Contact details	Guillaume Denoix de Saint Marc & Stéphane Lacombe 5, Boulevard Pereire 75017 Paris France +33 184791010 http://www.afvt.org
Last update	2017

Name of the practice	**7.5.14 Jamal al-Khatib – My Path!**
Description	The primary aim of the project is to deliver authentic alternative narratives to counter jihadist propaganda and ideology through the methods 'Online-Streetwork' and biographical work. Jamal al-Khatib is rooted in the story of a young prisoner who left the jihadist subculture in Austria: he told his youth worker that he wished to write a book about his experiences so as to help prevent other young people from making the same mistakes. From this starting point, the project united a number of diverse individuals who had the same aim: youth workers, scholars of Islamic studies, filmmakers, digital managers, and (most importantly), other young people from a Muslim background wishing to take a stand against violent jihadist fanaticism. Some of these young people had also left the jihadist movement, and they provided additional content directly based on their life experiences. The character Jamal al-Khatib was developed as a means of integrating the different biographical episodes of the young people into a single narrative. Instead of writing a book, we decided to shoot short films, as this would counter extremist propaganda on its own home ground — the internet. Through biographical narratives, interviews, text-writing and the (co)drafting of film scripts, the participating youngsters and young adults reflect on their own lives and the situation of young Muslims in general. They speak for themselves and openly discuss their experiences and thoughts. The resulting content represents a level of authenticity that could never have been achieved without their contribution, an aspect valued highly by most of the audience. The team, together with the nine youngsters, reflected on the biographical texts, transformed them into film scripts, shot the movies, released them on different social media platforms, and there entered into a diverse discussion with the target groups. We called this approach 'Online-Streetwork'. Traditional street work/social work tries to connect with hard-to-reach groups of potential clients, and Online-Streetwork sets out to transfer this methodological approach to the internet, the virtual places which represent an important aspect of the lifeworld of today's youth. Extremist propaganda is rather widespread in this place, and the target groups make extensive use of diverse platforms of communication. Our target groups are the following. 1. Youngsters and young adults considering/receptive to the idea of prevention of fanaticism at primary, secondary and also (to some extent) tertiary levels (youngsters in general/youngsters who are vulnerable to the influence of extremist ideologies/youngsters who are already part of a fanatical group or subculture).

	2. Youngsters who actively participated by contributing their biographical episodes and experiences, and those who helped in all aspects of realising the project (for example, by communicating with the audience/target groups on social media platforms). 3. The broader public in general, with the anti-racist intent of promoting a differentiated image of young Muslims in our societies, as well as of letting them speak for themselves. https://www.facebook.com/jamalalkhatibmeinweg/ https://www.youtube.com/channel/UCKmWuKvMLGHQ4Z0VaVjwYVQ twitter: @Jamal_al_Khatib
Approach	Delivering alternative narratives Community engagement/empowerment
Target audience	Violent extremists Youth / pupils / students First responders or practitioners
Deliverables	Short films, several autobiographical texts of young people who have left the jihadist subculture, one brochure/pdf on the project including theological background information and exercises based on the short films, designed for workshops with youngsters.
Evidence and evaluation	2. Qualitative views and quantitative (statistical) data One positive aspect of working online is the easy access to quantitative data. We worked with a digital manager who planned and constantly monitored the online phase, and he provided us with a great deal of data at the end of that phase. a. Quantitative data From 14 July 2017 (Video 1) to 4 August 2017 (Video 4) to the official end of the online phase on 21 August 2017, the project produced the following output. • Facebook: 53% of viewers of 18 to 24 years of age; 168 804 views (with 57 220 10-second views); 531 shares; 871 comments; 1 648 likes and 1 714 subscriptions. • YouTube: 51% of viewers of 18 to 24 years of age; 24 002 views (a minimum of 30 second views), average duration of views: 02:16; 157 subscriptions; 25 additions to playlists. • Twitter: 345 597 coverage; 14 697 interactions. b. Qualitative data

	• We are still working on the results, but it is safe to say that we managed to connect with hard-to-reach target groups. We are able to draw this conclusion from discussions held on Facebook with various youngsters expressing specific points of view on our topic, as well as from the visible content on their own Facebook pages. 3. Evaluation and feedback We work with young people who have left the jihadist subculture as well as other youngsters with a Muslim background who were (and are) actively involved in the project and the content production (team meetings on a regular basis, involvement in film production, inclusion in the online phase). This means that feedback loops with target group representatives are actually a constant part of the project, and consequently, that we responded to their ideas and criticism all along, by adapting accordingly. Furthermore, we received hundreds of online comments on our Facebook page directly from different target groups (see https://www.facebook.com/jamalalkhatibmeinweg/ online). In addition, the project has been monitored and a formative evaluation is being produced from a political sciences perspective. We have already held a number of presentations, e.g. at the yearly congress of the centre of competence for Open Youth Work in Austria (bOJA) in Vienna from 19 to 21 November, at the Conference on Digital Youthwork in Vienna from 27 to 30 November 2017 (National Agency for Erasmus, Poywe), and at the RAN YF&C meeting on Youth Work in Vienna on 6 and 7 December 2017. At all these presentations, we received a great deal of feedback from professionally qualified colleagues. 4. Peer review We have already held a number of presentations, e.g. at the yearly congress of the Austrian National Network for Open Youthwork (bOJA) in Vienna from 19 to 21 November, at the Conference on Digital Youthwork in Vienna from 27 to 30 November 2017 (National Agency for Erasmus, Poywe), and at the RAN YF&C meeting on Youth Work in Vienna, 6 and 7 December 2017. At all these presentations, we received a great deal of feedback from professionally qualified colleagues. After the RAN meeting, we were asked to file this report. We are happy to consider this a form of positive feedback on our work. In addition, we constantly receive feedback from colleagues using our short films in their work with youngsters, be it in school or in the context of open youthwork. The project has also been covered by the Austrian and international TV channels (Arte, OE1, Profil, ZDF).
Sustainability and transferability	The short films will remain online to guarantee open access for practitioners in the field of extremism/fanaticism prevention. Several practitioners are already using the films, for example in school-based or

	intercultural workshops. The project brochure will make it even easier to use the films for these purposes. Our association will also offer workshops and input for schools and the field of open youthwork. Jamal al-Khatib is now an established entity in several social media channels. We would like to build on this, by producing more content and releasing a second season of Jamal. Our approach could very well be transferrable to other contexts of prevention, for example right-wing extremism. It can also be easily adapted for use in other local contexts.
Geographical scope	Offline youthwork and other activities were carried out in Vienna (nine young participants). Online-Streetwork was publicised via Facebook, YouTube and Twitter. Its digital management was focused on a German-speaking audience (mainly in Austria and Germany).
Start of the practice	Start of the practice: February 2016 Online campaign: 4 August 2017 to 21 August 2017 Brochure/pdf on the project (theological background information, project details, pedagogical approaches, exercises for workshops with youngsters based on the short films, etc.): due for completion on 22 March.
Presented and discussed in RAN meeting	RAN YF&C meeting on Youth Work in Vienna, 6-7 December 2017
Linked to other EU initiatives or EU funding	The project was funded nationally (by the Future Fund of the Republic of Austria) and municipally (by several magistrates of Vienna).
Organisation	The NGO behind the practice is 'turn – Association for the prevention of violence and extremism', a network of youth workers, filmmakers, scholars of Islamic studies and young people (partly individuals who have left the jihadi subculture, and other young muslims who want to take position against jihadism). [NGO
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Last update	2018

Name of the practice	*7.5.15 No-Nazi.net*
Description	No-nazi.net's work is based on monitoring, evaluating and combating hate speech and right-wing extremism in social networks and other parts of the digital world as well. Furthermore it promotes democratic values in cooperation with young activists online. The working method is to reach out to young people between the age of 13 and 18 to become active in their social networks. Peer to peer training is used to coach people on how to counter extremism online. Through online actions – funny, serious, informative or amusing -, no-nazi.net aims at building social networks without hate speech and neo-Nazis. Additionally young people who are showing first signs of radicalisation are being contacted via chats to question their actions and are given information and counter narratives.
Approach	Delivering alternative narratives Educating young people
Target audience	Youth/pupils/students Online Educators/academics
Deliverables	The project published four brochures and several videos within the context of online hate speech. Furthermore an active community was established in the Web 2.0 to foster a democratic narrative and prevent radicalisation regarding right-wing extremism. Also first line educators where trained in workshops on the subject of the special conditions of working against neo-Nazis within the online sphere.
Evidence and evaluation	No-nazi.net has been very successful in the social networks. Its Facebook page gained around 10.000 Likes. Some (mostly satirical) content reached over 300.000 people. Working in the Web 2.0 environment provides constant feedback which we seriously take into account for reflection an evaluation of our work. Additionally the project is reviewed regularly by an external advisory board of its main funding partner, the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth.
Sustainability and transferability	No-nazi.net is first and foremost an online project. Therefore the practice is very easily transferrable to contexts with other languages in other countries. Although it is based in the web, one must still keep in mind that well trained personnel is needed for the practice to work. Its outcomes will be integrated into coming model projects after its next five year life span starting in 2015 and its working practices will therefore be sustained and incorporated in future ventures.
Geographical scope	Germany, German speaking countries (online)
Start of the practice	No-nazi.net was established in May 2011 and is still running.
Presented and discussed in RAN meeting	RAN @, 2 March 2015
Relation to other EC initiatives	None

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

Name of the practice	*7.15.16 Dare to be Grey*
Description	The Dare to be Grey initiative, introduced in the Netherlands in 2016, is an organisation that challenges polarisation in society. It calls for recognition of the 'grey' middle ground in issues often mistakenly considered 'black and white'. The initiative seeks to promote the different views and voices of the large majority of moderate thinkers, which are too often muted by more extreme voices. Dare to be Grey aims to raise awareness principally through online channels: using multiple video and photo campaigns, writing and disseminating online articles, and offering a platform to anyone with a 'grey' story to be told. Besides our online activities, which form the core of our organisation, we regularly organise local debates and become involved with local events, and we are actively developing a set of (educational) workshops.
Approach	Delivering alternative narratives Community engagement / empowerment
Target audience	General public Online readers Educators / academics
Deliverables	A brief animation describing and promoting the campaign can be found at https://www.youtube.com/watch?v=PbpgHFQSecY online.
Evidence and evaluation	A survey at Utrecht University (of 200+ students) indicated that the number of people who identified with 'being grey' grew from 65.6 % to 76.8 % within 2 months. Of these, 29 % wanted to speak out more and 47.8 % were considering speaking out more, in favour of the grey middle ground. The organisation has an estimated media reach of 8 million people. It gained more than 8 000 Facebook followers within a year. It has a high Facebook engagement rate, between 10 % and 25 %, depending on the number of posts it puts out per week.
Sustainability and transferability	During its first year, the campaign was run by volunteers at the cost of EUR 8 500, but its sustainability hinges on funding amounts made available over the coming years. Dare to be Grey can be easily implemented in other regions; it is also expandable and scalable. Its only requirement is a team aware of the local situation that can identify local drivers for polarisation.
Geographical scope	Europe, with a focus on the Netherlands and Belgium.
Start of the practice	February 2016

Presented and discussed in RAN meeting	• Civil Society Empowerment Programme, Brussels, 15-16 March 2017 • RAN Young, Madrid, 28-29 March 2017 • RAN Young Stockholm, 1-2 March 2018 • RAN Young and C&N joint meeting, Madrid, 23-24 April 2018 • Policy & Practice event, Madrid, 25 April 2018
Relation to other EC initiatives	N/A
Organisation	Dare to be Grey is a foundation registered in the Netherlands.
Country of origin	Netherlands
Contact details	Contact person : Jordy Nijenhuis Email : jordy@dtbg.nl http://www.daretobegrey.org
Last update	2018

Name of the practice	***7.5.17 What's up? Peer-led civic education in Social Networks with Muslim youngsters***
Description	This project contributes to discussions among Muslim youngsters on Facebook. The aim is to provide alternative perspectives and background information on social, political and religious questions, in order to challenge highly visible Islamist narratives in social networks. It explores innovative, online approaches to civic education and prevention. Following a peer approach, young Muslim adults trained to engage in online discussions encourage Muslim youngsters to participate in public debate and to develop individual responses to relevant ocio-political topics. The project addresses many issues (local politics, discrimination, religion, global conflicts) and makes visible the diversity of Muslim approaches. It intervenes at the early stages of radicalisation.
Approach	Delivering alternative narratives Educating young people, building resilience
Target audience	Youth/pupils/students Online
Deliverables	The project's results and findings were published in several online booklets offering background information and advice on addressing questions of Islam, democracy, gender roles, discrimination, and conflict in the Middle East.
Evidence and evaluation	The findings of the project were continuously shared and discussed with other projects working in the field of online democracy education, violence prevention and civic education. In addition to basic quantitative information on clicks and likes, the internal evaluation focused on identifying key topics and arguments put forward by users, and the effects of our related comments and contributions. We have thus formulated some recommendations with regard to the effectiveness of specific formats (i.e. text messages, GIFs, videos, links to external resources) and style (i.e. informative/neutral style vs satirical/ironical responses). These recommendations were discussed in a workshop with other bodies working with social media, and were later published in a guide book (see below).
Sustainability and transferability	The experiences of the project's participants were presented and discussed in seminars and training sessions with educators and teachers; findings can be transferred into other educational settings. A guide book based on the project is available online (in German) (http://www.ufuq.de/pdf/Was_postest_du_ufuq_Publikation_Onlineversion.pdf).
Geographical scope	Germany

Start of the practice	The project ran from 2014 to 2016.
Presented and discussed in RAN meeting	Project participants have taken part in several RAN meetings, where they have discussed the work.
Linked to other EU initiatives or EU funding	None
Organisation	Ufuq.de (Civic education and prevention) is a Germany-based NGO that receives financial support from 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.
	This project is funded by the Robert Bosch Foundation.
Country of origin	Germany
Contact details	Address: Ufuq.de Boppstr. 7 10967 Berlin Germany Contact person: Götz Nordbruch Email: goetz.nordbruch@ufuq.de Telephone: +49 152 29271179 Website: http://www.ufuq.de
Last update	2018

Name of the practice	*7.5.18 Witness of History*
Description	Terrorist recruiters are successful because their ideologies and actions resonate with youth when they are most vulnerable. At a time with they question the unfairness of the world, or feel alone, unheard or persecuted. SAVE's 'Witness of History' enlightens youth during their formative years to the reality of violent extremist ideologies and alternatives to revenge.

Raw, honest testimony, up close and personal story telling is simply able to reach an audience better than any official speeches and abstract analysis. As victims and survivors, they speak from a position of authenticity, moral authority, and with personal conviction. So the Witness of History films give a human face to the tragic terrorist attacks and create a potent balance to the extremist propaganda.

The personal stories of victims – particularly those who have made a personal journey– those who have become somehow stronger by the experience of grief and loss, those who do not feel vengeance and have something strong and positive to say – help blur the lines between black and white thinking. They plant a seed of doubt in the thoughts of those who might support violence or lack alternatives. It's a hearts and minds approach, to develop critical thinking as a deterrent against radicalisation. |
| Approach | Delivering alternative narratives |
| Target audience | Online
Youth/pupils/students
Families |
| Deliverables | A series of dialogue workshops leads to the production of diverse short video testimonies. |
| Evidence and evaluation | The Witness of History films contain personal stories but their contents are fact checked and controlled for quality, relevance and impact.

Performance criteria include number and nature of positive anecdotal responses via correspondence, positive social media statistical feedback as well as number of requests for DVDs from law enforcement officers, journalists, educationalists as well as social and youth worker practitioners. |
| Sustainability and transferability | The initial phase of the Witness of History medium is both time and resource intensive with much input in sourcing willing witnesses and relationship building plus the subsequent filming and editing sessions.

However the dissemination phase is comparatively cost/time effective with films reaching wide audiences over years – extending the longevity of the original investment. |
| Geographical scope | India, Delhi and Kashmir region, Pakistan, Islamabad, Israel, Tel Aviv, and Palestine, Hebron as well as USA, New York. |

Start of the practice	Witness of History was launched online 2008 from Vienna, Austria.
Presented and discussed in RAN meeting	RAN VVT
Organisation	*Women without borders is an NGO that is funded by the Austrian Federal Ministries for Social Affairs and Education.*
Country of origin	Austria
Contact details	Media Tower Taborstrasse 1-3 1020 Vienna Austria Edit Schlaffer, Founder and Director office@women-without-borders.org (+43) 69918587699 www.women-without-borders.org
Last update	2016

Name of the practice	**7.5.19 Echoes of IS** **#we share the scars**
Description	*Echoes of IS* (http://www.echoesofis.nl) is a web documentary featuring 12 captivating stories of people affected by Islamic State (IS). People from diverse backgrounds (Dutch citizens, Syrian refugees, parents, children, ex-fighters and their relatives) bare their souls and share their life-changing experiences, often for the first time. These 12 stories serve to counteract the dishonest fictions manufactured by the propaganda machine of IS, which targets a susceptible group of young people (aged 12 to 25). Instead of characterising this work as 'anti-radicalisation', we provide: - a multifaceted perspective on 'scars' as universal qualities shared by many; - an online series of powerful, personal narratives that connect with young lives; - a model for dialogue and respect for speaking out, regardless of one's background (Muslim or non-Muslim). We want to set up a dialogue rather than take a judgemental stance.
Approach	Delivering alternative narratives Educating young people
Target audience	Youth / pupils / students General public Online
Deliverables	1. The website http://www.echoesofis.nl/ (running time 70 minutes) 2. Social media content with teasers targeting 12-to-15-year-olds: - https://www.facebook.com/echoesofis - https://www.twitter.com/echoesofis - https://www.youtube.com/channel/UCR6XSyjVTWA8iFKy-Zc2Jlg - https://www.instagram.com/echoesofis/ 2. Schools and community centres can download the portraits (5 minutes each) for use in their programmes, free of charge. 3. We provide 'Guidelines for teachers' (text) on request. 4. Partners use the project in their programmes: International Documentary Film festival Amsterdam (IDFA), teacher organisations and community networks.
Evidence and evaluation	We evaluated the project with pilot groups at three different youth centres having a majority Muslim/migrant background.

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

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

Name of the practice	*7.5.20 On/Off Derad model*
Description	The On/Off Derad model project (online and offline deradicalisation interventions through social media) aims to reach those at risk of (right-wing or Islamist extremist) radicalisation as well as those already radicalised. It initially offers individuals dialogue online, leading to the establishment of direct contact offline. The resulting working relationship is established in order to promote critical engagement with extremism and ideology, and ultimately, initiate steps for exiting radicalisation processes. This intervention is intended to be carried out before radical ideologies become so deeply entrenched that they lead to social isolation.

The On/Off Derad project is funded by various bodies: the European Commission's Internal Security Fund (ISF); the Berlin State Commission against Violence as part of the Berlin State Programme for the Prevention of Radicalisation; the Hessian Ministry of the Interior and Sport; and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth as part of the federal programme 'Demokratie leben!'.

Within the project, two organisation accounts were created on Facebook: one for youth at risk of right-wing extremism ('Jugend fragt'), and one for youth at risk of Islamist radicalisation ('Islam-ist').
The posts are targeted using advertisement tools from Facebook. The project is based on messages intended for juvenile users within these target groups. With support of the Facebook Ads Manager, messages are displayed directly on users' newsfeeds, in order to elicit a reaction from the target group.
The target group is predefined using a range of characteristics such as location, device used, and demographic data. Messages invite users to interact with their sender — in this case, the Facebook profiles created for this specific purpose. The contact established via online chat leads to further dialogue, which is eventually transferred to an offline context, in order to initiate a long-term deradicalisation process.

The project's target group comprises teenagers and young adults who have become radicalised, are at risk of radicalisation, or are at the onset of a spiral of radicalisation, specifically those sharing/liking extremist content on social media or spending time in relevant forums and chat rooms of extremist groups. |
| Approach | Delivering alternative narratives |
| Target audience | Online
Youth / pupils / students |
| Deliverables | Target-group-specific content is shared on the Facebook account created for youth prone to Islamist-inspired radicalisation ('Islam-ist'). The content, designed to initiate a communication process, had previously been created in the course of another project (Islam-ist.de | Tränen-der-Dawa.de, funded by the Senate Department of the Interior in Berlin and the Hessian Ministry of the Interior and Sport). The former website (Islam-ist.de) contains deliverables such as videos, a glossary and FAQ. |

Evidence and evaluation	At a macro level, the aggregated data of the social media channels are analysed for information on the overall performance of the channels. We use indicators such as channel impressions, channel likes or channel range. At a micro level, the performance of each single post is analysed for information on the performance of the individual posts as well as the related topics. Thanks to the analysis carried out on these two levels, we have a comprehensive picture of the performance of our channels as well as of our topics. These data are considered alongside the feedback and user votes and voices, to establish a strategy. For this step, persistent qualitative analyses of the user-generated content are carried out, and the results are integrated into the content plan as well as the thematic categories plan. This approach has successfully increased the access figures of the various channels.
Sustainability and transferability	Designed as a model project for 2 years, On/Off Derad aims to test an approach for addressing the increasingly important role of social media in individually varying processes of radicalisation and also in the altered communications behaviour of youth compared to adults. It succeeds in doing so, without using technical tools that might violate privacy. Furthermore, it takes into account two elements: that the target group of potentially radicalised youths is easier to identify online (than in real life); and that proper and sustainable deradicalisation cannot take place without reliable and trustful offline interaction. The model project seeks to gain a greater understanding of how to access the described target-group online, and which content is suitable for initiating/establishing a dialogue/communication process.
Geographical scope	The model project focuses on users whose Facebook profiles place them in and around either Berlin or Hesse (Germany). This ensures that advice centres/counselling structures exist nearby with sufficient personnel resources to ensure immediate offline counselling.
Start of the practice	April 2016
Presented and discussed in RAN meeting	RAN C&N Meeting on One-to-One Digital Interventions, 14-15 December 2016, Berlin, Germany RAN C&N Meeting on Measuring the impact of your online counter or alternative narrative campaign message, 13–14 February 2017, Brussels, Belgium RAN CSEP - Civil Society Empowerment Programme kick-off workshop, 15-16 March 2017, Brussels, Belgium
Relation to other EC initiatives	
Organisation	For a number of years, the Violence Prevention Network, a non-profit NGO, has been engaged successfully in anti-violence work and the prevention of extremism, as well as the deradicalisation of extremist-motivated criminals. Since 2001, the Violence Prevention Network team

	has been reducing serious religion- and ideology-related crime and extreme acts of violence committed by youths. By way of its work with right-wing extremist youth and those endangered by Islamist extremism, the Violence Prevention Network team's expertise in the field of working with ideologically motivated criminal offenders is recognised throughout the country. Using the method of *Verantwortungspädagogik®* (education of responsibility), the Violence Prevention Network has identified a way to address people affiliated with anti-democratic structures without humiliating them, thus facilitating their reintegration into the democratic community.
Country of origin	Germany
Contact details	Violence Prevention Network e.V. Alt-Moabit 73 D-10555 Berlin Sebastian Ehlers on-off-derad@violence-prevention-network.de +49 3091705464 http://www.violence-prevention-network.de/en
Last update	2016 and before

8. Multi-agencyapproach

8.1 General description

The multi-agency approach focuses on creating Countering Violent Extremism (CVE) infrastructures that ensure people at risk are provided with early-stage support from different authorities and organisations across multiple levels. This coordinated effort is referred to as multi-agency, as it involves support from different sectors across the public and private domains, both at national and local level.

Governments cannot counter radicalisation on their own. In some cases, violent extremism could have been prevented had practitioners worked together and shared information across hierarchies, agencies and sectors. What is needed is a multi-partner approach in which relevant players have the ability, the knowledge and the capacity to identify and support individuals at risk. Practitioners working in organisations where individuals at risk could be identified should get to know each other, be able to share concerns and information, and develop a combined approach to support individuals at risk.

In short, a multi-agency approach is a system in which information can be shared, which is crucial for identifying and dealing with vulnerable, at-risk individuals. These multiagency structures and working processes provide for more effective identification of vulnerable individuals at-risk, improved information-sharing, joint decision-making and coordinated interventions.

8.2 Aim

- Early identification of vulnerable at-risk individuals;
- Assess the nature and the extent of risk vulnerabilities;
- Develop an appropriate and effective interventions and support package to protect those at-risk individuals of being drawn to violent extremism;
- Foster rapid, early-stage information-sharing through efficient coordination of efforts.

8.3 Methods

A multitude of actors across levels of government and civil society may participate in counter-radicalisation. The following (non-exhaustive) list highlights key players:
Law enforcement
- Police officers;
- Prison wardens;
- Probation officers;
- Border control/customs officers.

Youth workers
- Teachers, tutors and lecturers at schools, colleges and universities;
- Youth offender services;
- Children's services;
- Sports coaches.

Government/social work
- Social workers/Youth work;

- Family work;
- Local authorities;
- Legal aid;
- Housing authorities.

Healthcare professionals
- Health services;
- Mental health services, psychologists and addiction treatment services;
- General practitioners (doctors).

Civil Society
- Community workers;
- Charity workers and volunteers;
- Representatives of religious communities.

A risk assessment/vulnerability framework can be used to assess individuals' risk in terms of:
- engagement with a group, cause or ideology;
- intention to cause harm;
- capability to cause harm;
- protective factors (family situation, health/social care assessments, housing situation etc.).

8.4   Lessons learned

i. Defining goals and strategy

- The objective of a multi-agency approach is to share knowledge and expertise of the counter-radicalisation programme in a more coordinated, effective and managed way. It can also be an effective means of discussing individuals on a case-by-case basis in order to agree the most appropriate course of action to support that individual and contribute to problem-solving. Each individual agency have different pieces of relevant information about individuals at-risk which can provide a more holistic 360 degree picture of individuals' needs and scope for intervention options.
- A multi-agency approach should be applied throughout all stages, from radicalisation to de-radicalisation and disengagement during/after a prison sentence, for example. All players dealing with a (potential) violent extremist should have access to relevant information and resources to enable interventions and adequate follow-up. Multi-agency approaches should also be embedded in job roles, functions and responsibilities and should be consistently applied in day-to-day working arrangements.
- To ensure a coordinated multi-agency approach, it is necessary that one lead organisation chair and coordinate the information-sharing process and decision-making about individual cases and have final responsibility over the programme and outcome. The lead organisation (local authority, police, etc.) differs from one country or city to another, but it should be established from the outset which organisation is responsible. The coordinated and joint decision-making in cases may result in different organisations assuming the lead in implementing intervention action. These lead organisations may differ depending on the case and the level of involvement of the organisation with the individual or family in question. Having a lead organisation and other key players creates a 'safeguarding hub' that ensures continuity, while other entities can be invited to participate on an ad-hoc and needs basis. Cases may be handled by one organisation but there is usually shared reporting about progress in the multiagency setting on a regular basis.
- The number of organisations and the extent to which they are involved varies substantially from one case to another. However, partnership involvement ensures that those who are considered

vulnerable have access to the widest range of support through to the provision of specific services such as education and vocational training, housing and employment; It is advisable to keep this framework on a manageable scale inviting in organisations that have operational relevance and that can provide practical support while safeguarding the confidentiality of the cases.

- A multi-agency approach should build on existing collaboration between local authorities, statutory partners (such as education and health sectors, social services, children's and youth services and offender management services), the police and, in some cases, the local community, instead of setting up new, complex arrangements. This is absolutely essential in order to avoid overlap and duplication of efforts.

- Multi-agency cooperation requires mutual understanding of the mandate and purpose of the cooperation. This could enhance shared ownership and shared accountability. Clarity on roles and expectations is a crucial precondition for success.

- It is recommended that local agencies be provided with awareness-raising training and education material. These training resources should clearly identify and articulate the threat of radicalisation, and set out approaches and models of working with individuals from the perspective of various agencies across sectors. Some level of training specific to counter radicalisation needs to be provided to all actors involved, from senior management to front-line workers. Access to tool-kits and manuals that provide a framework for assessing and responding to the needs of at-risk individuals is often an important aid.

ii. Starting the process of multi-agency cooperation

- Go as local as possible: where possible, it is preferable to build multi-agency structures on a local level. However, especially in more rural areas, regional or even national structures might not be avoidable due to both the number of inhabitants and the facilities available.

- Involve a wide range of organisations: partnership involvement ensures that those who are considered vulnerable have access to a wide range of support, from diversionary activities through to specific services. Therefore, when identifying possible partner organisations during the setting up a multi-agency structure, besides the more obvious organisations such as the (local) police, schools and (local) authorities, efforts should be made to also include organisations typically less involved in such structures, such as the health and social care sectors, and even prison and probation. The model could involve a core structure of a number of main partners, whereas other partners could be included depending on the case needs.

- Avoid stigmatising and labelling by setting up a more general structure. An overall multi-agency structure focused on different kinds of social issues which for example serves the more general aim of crime prevention and integrates the prevention of radicalisation dimension rather than making it the main objective of the structure, prevents stigmatising and labelling as a radical person, violent extremist or even terrorist. Building a more general structure around, for example, safeguarding children and vulnerable adults is also beneficial when it comes to wanting to receive additional information from, for example, schools or youth workers. One possibility is to have a specific unit or expert team within the structure to help on cases related to violent extremism.

- Involve communities: it is generally adviseable to involve organisations within the structure that is bound by confidentiality and privacy laws. This will exclude inviting in NGO's into the case-handling process. However it is important to recognise that establishing contact with civil society actors and communities will be essential in implementing different interventions. Building long term (trust) relationships – not only during crises – with communities is necessary. Seeing and having to cooperate with familiar faces will help engage vulnerable people in addressing their potential problems. As such, it is important that multiagency structures develop long-term relationships with communities over a range of community concerns.

- Come together on a regular basis: meeting each other face-to-face, for example fortnightly or once a month, increases understanding of the other professionals, organisations and sectors. It is important that partners have the opportunity to meet each other outside formal meetings to discuss specific cases or crises.
- Embed multi-agency cooperation in job roles and functions: often trust is built through personal relationships which means that people know each other, each other's work and interests and ask for/give help when needed. The downside of personal relationships appears when people change position or job and new relationships need to be built. When this happens, it will most likely have a negative effect on the partnership. To ensure less reliance on personal relationships, cooperation with other agencies could be embedded and made an integral element in specific roles/functions. New employees in the organisations involved should immediately get familiar with the multi-agency structures.
- Create a partnership, not a legal entity: legislation varies across countries and even within a country across sectors. Building partnerships, instead of a legal entity, is a way to possibly overcome this challenge. In terms of legislation, examples have shown that the existence of some legislation can be an obstacle as much as it can be an enabler (by facilitating cooperation and making organisations realise the 'duty' they have to cooperate). It should be clear that cooperation is not optional but it is a legal safeguarding duty.
- Appoint a coordinator, avoiding hierarchical structures and politics: in order to ensure a coordinated multi-agency approach, one organisation should chair and facilitate the overall process. This coordinating organisation will differ across countries or even localities, but it should be clear to everybody which organisation leads the process and coordination of interventions. Ideally this role is executed by the police or local municipality or an independent person (for example an ombudsman). Although political support is helpful, the coordinating person ideally has no political role.
- Evaluate and follow up: be sure to jointly evaluate the process that takes place within the multi-agency structure as well as the interventions that took place for a certain case. It is equally important to follow up on all actions undertaken and feed back to your partners on results obtained and lessons learned. Overall, this crucial last step makes it possible to adjust the multi-agency structure where necessary and build on experience – and as such make improvements.

iii. Information sharing and management

- Secure a common understanding of goals, roles and procedures at the outset.
- Clear rules and guidelines about (confidential) information sharing are essential, and information sharing agreements are valuable in this process. In some instances, there is the need for cross-jurisdictional cooperation. Test the agreement/agreed process with made-up and real cases.
- Participating organisations should be prepared to share information on individual cases by advance preparation. This presupposes that information-sharing agreements are in place and conform to data protection and privacy regulations.
- It is recommended that steps be taken to build awareness, knowledge and skills in this area (information sharing) among actors and sectors relevant to counter-radicalisation in the EU. This should be done through knowledge transfer between EU Member States, and training and awareness-building activities at national level.
- Reciprocity is also key; all partners should share information in a way that is proportionate and necessary to protect the interests of the vulnerable individual. This also builds mutual trust and understanding.
- While individuals will not always consent to information sharing, the right to privacy and confidentiality is not absolute. There may be situations in which a professional judges a client to be at serious and immediate risk of self-harm or harming others. In such circumstances, the duty to share information may outweigh the professional duty to confidentiality.

iv. Potential challenges related to information-sharing

- The barriers to information sharing include:
  - a lack of awareness and knowledge of radicalisation among certain sectors e.g. health workers, communities;
  - a lack of knowledge of the legal limits and possibilities of data protection and privacy regulations with regard to information-sharing and breaching confidentiality;
  - the absence of a culture of information-sharing within services or across sectors, the reality that some professionals work alone, and without access to peer-support or national expertise;
  - perceived ethical barriers to information-sharing.

- Authorities should provide reassurance that they adhere to requisite privacy laws. Authorities should respect the fundamental rights of the individual to confidentiality, privacy and freedom from interference by the State. Clients of healthcare services and legal professions in particular have a reasonable expectation that their information will not be shared without their consent.
- Where a professional does breach confidentiality, this could have permanent negative impacts on the therapeutic relationship, trust in the services in general, and future willingness to engage with social workers.

v. Cross-jurisdictional cooperation

- There may be cases where cross-border multi-agency cooperation is required. In these cases a lead agency should coordinate this process and foster learning and cross-fertilisation of policies and procedures. Information sharing is key and opportunities to disseminate knowledge across territories should be encouraged.
- Cooperation can take shape via practical partnerships between organisations and does not need to have a legal basis (see previous point on potential cross-border legal difficulties).
- In areas where there is no precedent for dealing with radicalisation towards violent extremism in particular sectors, key players should learn from/adopt similar practices to those used in other relevant sectors. For example, where clinical services have received referrals to review individuals who have threatened to use violence (e.g. threatened mass shootings on social networking sites; psychiatric patients threatening to use explosives), knowledge from past experiences with former violent extremists could be used and adapted, e.g. for right-wing and Islamist extremism.
- Establish evaluation mechanisms of the effectiveness of process and case-management outcomes.

8.5   Practices

The following practices are presented:
- City of Vilvoorde - Setting up a local network
- CSD - Situational Assessment of Extremist Trends
- CVE - PSP (Psychiatry, Social Services and Police) co-operation
- Finn Church Aid – Community seminars
- Google ISD - Against Violent Extremism (AVE)
- Helsinki Police Department - Preventive Policing Unit
- Local Prevention Council Augsburg (LPC) - Augsburg's network for the prevention of radicalisation
- Ministry of the Interior Finland – Anchor model

- Préfecture de la Côte-d'Or - The multidisciplinary approach to prevent and counter radicalization in Côte-d'Or, France
- Prevent Mental Health / Police Team
- The Danish SSP system
- UK NCTP HQ – Archer
- UK NCTP HQ - Channel

Name of the practice	*8.5.1* **Setting up a local network**
Description	This practice is a step-by-step guide on how to set up a local network, based on the experience of Vilvoorde in Belgium. 1. First step: Individual outreach In order to start creating a local network, you need to first start creating your own personal network of relevant stakeholders from your local municipality. Reach out to relevant stakeholders within the different organisations and parts of the municipality (the formal network), and to stakeholders within the local community. This may be someone from the local football club, the church, mosque or the local farmers' women's club. □ Locate the relevant stakeholders within your municipality/city Use the networks already in place, for example the network of organisations working on truancy or youth workers, or the communities working together on keeping the city clean. Introduce yourself to the stakeholders and get acquainted. Be very clear about your focus. For example: 'I am trying to set up a network within Valencia to prevent radicalisation amongst our youth.' Keep in mind: relevant stakeholders already identified will be able to point out other relevant stakeholders. You could do this in order to create the formal and the informal parts of the network. □ Go as local as possible Look for initiatives at community level. They are sometimes small scale and not very well known to authorities. □ Look for key personalities There is no such thing as a set participants list indicating who should be involved when it comes to tackling radicalisation. Look for individuals who can help you reach certain communities, who can echo your efforts to their audience. Be creative: this individual could be the owner of the grocery store across the street from the mosque if he has the right status within his community. □ Create awareness Talk about the situation in your municipality with the stakeholders. Is there polarisation between different communities? Is there general polarisation? Are there cases of young people becoming radicalised / violent extremists / foreign fighters? Make sure you have your facts and numbers straight when creating awareness of the possible risk of radicalisation among young inhabitants of your municipality. Be prepared to hear other concerns that aren't necessarily within your scope, but try to refer them to the right services in order to create a sense of cooperation and understanding. □ Sharing information Ask stakeholders for information about their 'youngsters' or their community members. But if you want them to share information with you, you should be willing to share information with them as well. If there is any information from the local authorities in which you think they might be interested, do not hesitate to share this with them. Don't sit on your information, share it. And if stakeholders ask you for information that you cannot provide, be upfront about this. Tell them you do not have or cannot share the requested information, and explain why. You would want them to be as upfront with you as well.

□ Don't rush

A path is created by walking the same route several times. Take your time to get to know people, however frustrating it may be that you need to find a 'quick fix': the process is as valuable as the result. Make your contacts sustainable, don't just reach out when you have a problem that needs solving.

2. Second step: Put similar people together

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

□ Exchange of experiences

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

□ Localise solutions and cooperate to achieve them

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

□ Create a shared story

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

□ Explain why these participants sit around the table

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

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

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

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

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

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

	□ Gain expertise if needed. Provide specialised training for your participants. This not only creates the relationships that make it possible to 'do' something together, apart from just talking, participating in training together also enhances a shared language and vision. □ Continue to work on the different levels. Keep paying enough individual attention to your partners, to the different sectors, and keep enhancing your multi-agency setting.
Approach	Creating CVE infrastructure Community engagement/empowerment
Target audience	Authorities Local community organisations/NGOs General public
Deliverables	This practice has led to the creation of a local multi-agency setting through which Vilvoorde deals with individual cases of radicalisation: the so-called partners' round table. This approach is described in the city's local policy plan on countering violent extremism (CVE), and in a manual on the partners' round table (published in autumn 2017).
Evidence and evaluation	The best evidence is the monthly meeting of the partners' round table, during which all partners from various sectors (police, mental health, education, social work, youth work, religious organisations, etc.) gather to discuss the individual cases of persons on the path to radicalisation. This structure is directed by the city. All the partners base their activities connected to individual casework on this structure. Hence, it is owned and supported across all sectors.
Sustainability and transferability	The different steps of the strategy are transferable, regardless of the partners involved, the impact of the problem on the local level and the sectors in which the partners work.
Geographical scope	Local authorities anywhere in Europe (or beyond) dealing with various partners of different sectors. Also applicable to other institutions or agencies that take the lead in directing the individual casework within a multi-agency setting. A number of European local authorities are working on this issue and have built similar expertise.
Start of the practice	End of 2013.
Presented and discussed in RAN meeting	RAN LOCAL kick-off meeting, 22–23 February 2016, Rotterdam (NL) Here are some relevant ex post papers of the RAN LOCAL Working Group that are linked to this topic: Cooperation with religious communities Local communities in PVE Local networks
Relation to other EC initiatives	None
Organisation	City of Vilvoorde: local authority within the Flemish part of Belgium. There is no project funding for this practice, but limited financial support comes from the federal government as well as Vilvoorde.

Country of origin	Belgium
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Last update	2018

Name of the practice	*8.5.2* **Situational Assessment of Extremist Trends**
Description	The **Situational Assessment of Extremist Trends** (SAET) is an instrument for the systematic collection and analysis of statistical data, open source data and intelligence information pertaining to extremist actors and activities. It is used by law enforcement and intelligence institutions for the purposes of developing regular situational reports of the spread, nature and trends in extremism and violent radicalism. The approach was developed as part of the project 'MONITOR (2014-2017): Countering Radicalisation in Central and Southeast Europe through a Radicalisation Monitoring Tool', funded by the Directorate-General of Home Affairs. It was inspired by the Czech Annual Extremism Report as well as other similar instruments used in Germany and other EU Member States. The practice emerged from a needs assessment undertaken in Bulgaria, the Czech Republic and Greece. These three EU Member States are in the initial stages of developing counter-radicalisation measures and programmes, and sorely lack a solid evidence base for defining priorities and the nature of interventions. SAET provides a methodology for establishing a viable mechanism to monitor and assess the current state as well as developments over time in national-level extremism-related acts and actors. More specifically, the instrument aims to capture the capabilities, activeness and attractiveness of extremist actors and ideas, by measuring several elements: group membership, the proportion of different types of extremist acts committed as part of the general crime environment in a country, and the spread of radical views among the population at large. The tool, based on statistical data (core indicators), captures the core violent and non-violent manifestations of extremism, while the adjustable (qualitative) component (supplementary indicators) allows for an in-depth analysis of all facets relevant to specific phenomena of interest in the national setting. The situational assessment includes 12 core indicators whose purpose is to present the national threat picture, as well as subject-specific indicators providing more in-depth information on specific areas of interest (e.g. right-wing, left-wing and Islamist extremism). The first set of core indicators captures the spread and nature of criminal activity: incidence, share in violent criminal activity, and share in overall criminal activity. It accounts for the number of crimes of interest, and how they figure in the country's crime overall. It also captures the nature and differences between extremist offences — the proportion of specific crime subtypes. The second cluster of indicators measures the spread and nature of

the actions of active supporters of the extremist scene, as denoted by notable events and their participation, as well as the propensity of such gatherings to turn violent.

The final set of indicators focuses on the penetration of extremist ideas in society. This is measured by participation in extremist or support organisations, the share of the population offering electoral support alone or active support beyond the electoral, and the general approval of radical ideas.

Furthermore, depending on the issue being examined, subject-specific and supplementary indicators should be taken into account, to ensure a comprehensive analysis. These include profiling perpetrators and reviewing the core characteristics of major known extremist organisations or movements, in order to assess their intent and capability to cause harm. Supplementary indicators include analyses of extremist content, activity and engagement on the internet, through different techniques.

All sets of core indicators are dependent on the availability and quality of statistical data and intelligence gathered systematically by the respective institutions. The indicators' success is also determined by the analytical and resource capability of the compiling authority to process such data, and utilise alternative sources of information on proxy indicators, for example by monitoring online content. Regular surveys of social attitudes as well as victimisation surveys are also required to complement the assessment of the national threat picture.

The applicability of the situational assessment methodology was tested in the three central and south-east European countries mentioned above. Pilot national studies were conducted in each country, evaluating the data collection and analytical capacity of all relevant national institutions, providing reviews of extremist trends as per available data, and formulating recommendations for improvement of national data collection systems in view of the preparation of regular situation assessment reports of extremist trends. The three countries differ in several ways: policy and legislative context, the historical development of extremist threats, the availability of data, and how prepared respective institutions are to produce analytical products in the field of extremism and related trends. Despite these differences, the proposed methodology enables a more comprehensive and systematic assessment of extremist criminal tendencies in any context, which allows for the formulation of specific, evidence-based strategic as well as operational priorities.

Approach	Creating CVE infrastructure
Target audience	Law enforcement officers Local Community Organisations/NGOs
Deliverables	The methodology as well as pilot results from Bulgaria, the Czech Republic and Greece are described in the report 'Situational

	Assessment of Extremist Trends' (see http://www.csd.bg/artShow.php?id=17917 online).
Evidence and evaluation	The approach was presented to and discussed with practitioners and academics on several occasions, and both oral and written feedback have been taken into account in the final methodology: • a methodological workshop in Sofia on 8 December 2015 with participants from academic and law enforcement fields: see http://www.csd.bg/artShow.php?id=17563 online; • an expert validation workshop in Sofia on 28 June 2016: see http://www.csd.bg/artShow.php?id=17749 online; • a RAN study visit for practitioners from eastern Europe, held in Sofia and co-hosted by the Center for the Study of Democracy (CSD) on 17 January 2017: see http://www.csd.bg/artShow.php?id=17905 online; • a training seminar with Bulgarian law enforcement practitioners in Sofia on 28 February 2017: see http://www.csd.bg/artShow.php?id=17931 online; • two national training seminars to introduce the framework in the Czech Republic and Greece for frontline practitioners and LEAs, held in May 2016 and February 2017; • a round table in Brussels attended by EU policy officers, non-governmental organisations (NGOs) and academic experts on 23 February 2017, where the instrument received positive feedback: see http://www.csd.bg/artShow.php?id=17933 online. The methodology has been peer-reviewed by academic and law enforcement experts. Their comments have been taken into account in drafting the final report and finalising the methodology for the SAET.
Sustainability and transferability	The approach is transferable to other contexts, since indicators for situational assessment and reporting are uniform across contexts and adjustable where necessary.
Geographical scope	Pilot tested in Bulgaria, the Czech Republic and Greece
Start of the practice	Developed in 2015; tested and refined in 2016-2017
Presented and discussed in RAN meeting	Presented during a RAN study visit for practitioners from eastern Europe, held in Sofia on 17 January 2017 and co-hosted by the CSD: see http://www.csd.bg/artShow.php?id=17905 online.
Relation to other EC initiatives	
Organisation	The practice was developed by the CSD, a Sofia-based NGO (BG), in partnership with the Center for Security Policy at the Charles University in Prague (CZ), and was funded by the European Commission's Directorate-General for Migration and Home Affairs under the Prevention of and Fight against Crime (ISEC) programme. Founded in 1990, the CSD is a multidisciplinary think tank dedicated to connecting researchers, policymakers, practitioners and civil society.

	The CSD is a non-partisan, independent organisation fostering the reform process in Europe through impact on policy and civil society. It combines a broad range of capacities: sociological and criminological research, legal and regulatory analysis, policy monitoring and evaluation, institutional capacity-building, security sector reform and crime prevention policies.
	The CSD is at the forefront of the development of effective methods to better understand and monitor radicalisation processes and identify risk factors in south-east Europe. The CSD pioneered a comprehensive study of the nature, spread and risks of radicalisation in Bulgaria, focusing on Islamist radicalisation, right-wing and left-wing extremism and football hooliganism (see http://www.csd.bg/artShow.php?id=17621 online). Under CSD coordination, the study was also implemented in Greece and the Czech Republic, allowing for cross-country comparisons and lesson-learning. In addition, the CSD works on developing practitioner-level tools and methods for early identification and monitoring of radicalisation risks as a basis for designing tailored interventions. The CSD contributed to developing the first Bulgarian National Strategy for Countering Radicalisation and Terrorism (2015-2020), by suggesting specific measures for multi-agency cooperation in prevention efforts and engaging communities and civil society. CSD staff are members of the European Expert Network on Terrorism Issues (EENeT) and RAN.
Country of origin	Bulgaria, Czech Republic, Greece
Contact details	Address: Center for the Study of Democracy, Alexander Zhendov 5, 1113 Sofia, Bulgaria Contact person: Rositsa Dzhekova Email: rositsa.dzhekova@csd.bg Telephone: +359 29713000 Website: http://www.csd.bg/
Last update	2018

Name of the practice	8.5.3 **PSP-network (PSP = Police, Social Services and Psychiatry)**
Description	Tailor made training course for the PSP-network The overall and primary goal of the project is to reduce potential radicalisation among vulnerable people with psychiatric and/or mental diagnosis in Denmark. It is difficult to measure as to whether the tailor-made course is sole responsible for a given effect in reducing the number of people in risk of radicalisation. Recognizing this difficulty the project is working with three secondary goals for the training course for key PSP-members. First, The aim of the tailor-made two-day training course is to raise the awareness of radicalisation among key members of the PSP-network as well as to give them knowledge of radicalisation as a social, psychological and political phenomenon. Second, the course aims at giving the participants knowledge of the Danish strategy and methods in preventing radicalisation in general as well as among mentally vulnerable people. Last, the course aims at giving the participants knowledge of the "standard-operating-procedure" in organisation and communication confronted with a concern of possible radicalisation.
Approach	Creating CVE infrastructure Training for first line practitioners and managerial level
Target audience	First responders or practitioners Law enforcement officers Health practitioners
Deliverables	As part of the project the working group has developed a two-day training programme focusing on how to work with vulnerable people in the PSP-target group. The training programme/tailor-made course is organized so as to give a comprehensive introduction to risk factors, signs of concern and motivation and prevention of radicalisation among mentally vulnerable people. The perspectives cover the division of labour among social workers, police officers and psychiatry as well as the methods at work in these professions respectively. The courses are organised and provided jointly by The Danish Security and Intelligence Service/PET (The Preventive Security Department) and The Danish Agency for International Recruitment and Integration/SIRI and specifically address upgrading radicalization knowledge and prevention competencies for professionals.
Evidence and evaluation	An evaluation is being carried out in 2016. The evaluation was initiated in Oct 2014 running through Dec 2016 and the main focuses are studies of the degree of benefit and usefulness of the radicalization prevention courses aimed at professionals from all of the three PSP sectors. The Danish Agency for International Recruitment and Integration has made a contract with an external evaluator. The project doesn't operate with measuring target group impact as it is too complex and with too many variables to be able to say anything

	about the effect/impact of the trainings course. The evaluation will in addition focus on how to improve the citizen case handling so as to give recommendations and to qualify the casework.
Sustainability and transferability	The content is exportable and transferable to member states, but it has to be restructured to the local organisation and networks.
Geographical scope	As of February 2015 the project – and the tailor-made training course – has been held in 4 out of 12 local police district. The plan is that all police district and all PSP-key-members in each district have been offered the course by the end of 2015. In the autumn of 2016 a one-day version of the course is being held regionally for all forensic psychiatric units in Denmark.
Start of the practice	The first part of the project was launched in October 2013 and ran until mid-October2014. The idea was that the first part of the project should be the developing stage where the working group could put together a training course and put it to test in one local police district and in one municipality. The result of the initial stage was a two-day tailor-made course. The course was tested and ad hoc evaluated and in light of this knowledge the course was restructured and new themes included. The final two-day course is now offered to the lasting 11 police districts.
Presented and discussed in RAN meeting	RAN Health, Berlin, 18-19 April 2013 RAN Plenary, Brussels, 16-17 June, 2014
Organisation	*The Danish effort in preventing radicalisation and violent extremism (CVE) is primarily organized in the SSP-network. The goal of the SSP-network is to prevent criminal activity and behaviour among youngsters. The network consists of members of the social services, schools and police.* *In 2009 the initial SSP-network was by law supplemented with the PSP-network. PSP is comprised of the local Police (P), Social Services/social psychiatry (S) and Psychiatry (P) and has its target group on vulnerable people with a psychiatric diagnosis in risk of recurring criminal activity.* *The PSP-project is located within The Danish Agency for International Recruitment and Integration and is driven in close collaboration with the Ministry for Immigration, Integration and Housing, Ministry of Health and The Danish Security and Intelligence Services. The project is thus a governmental initiative but offered to the key organisations in the Danish local crime-prevention network. The PSP-project is also government funded and the participants don't pay a tuition fee to participate. The included organisations aren't compensated for sending their employees to attend the two-day course.*
Country of origin	Denmark
Contact details	The National Board of Social Services Landemærket 9 1119 Copenhagen K Denmark Kristian Walther, The National Board of Social Services

	krwa@socialstyrelsen.dk (+45) 91370227 http://socialstyrelsen.dk/ Bjørn West, Ministry of Children, Gender Equality, Integration and Social Affairs baw@sm.dk (+45) 41851092 http://sm.dk/en/
Last update	2016 and before

Name of the practice	*8.5.4* **Community seminars**
Description	**How to prevent olarization n** Finland olarizat Community Seminars at local level. These bring together different local actors from different public sector bodies (law enforcement, social services etc.), NGOs olarizatio in working with vulnerable groups and have expertise in local prevention efforts, religious communities and community based organisations with grass roots access and citizens' trust. The seminars function as a trust-building and co-creation platform for local preventive practices and initiatives. After the seminar, the local authorities receive support as they develop a local multi agency team and action plan. The co-creation is designed to facilitate a transparent, inclusive and participatory process for all parties, and to prevent olarization n of, for example, Muslim communities, as objects of these efforts. This is important also from the point of view of strategic communication, as olarization around the topic of radicalisation, violent extremism and FTF returnees can reflect a narrow and misleading image of the nature of violent extremism as a phenomenon. For more information, contact Finn Church Aid and the Peacemakers Network.
Approach Please <u>choose</u> a maximum of two approaches most corresponding with the practice.	Creating CVE infrastructure Training for first line practitioners
Target audience Please <u>choose</u> a maximum of three target audiences most corresponding with the practice.	Law enforcement officers First responders or practitioners Local Community Organisations/NGOs
Deliverables Please indicate if the practice has led to concrete deliverables such as handbooks, training modules, videos.	Report will be published in early autumn 2017.
Evidence and evaluation	The method has been evaluated by key stakeholders, based on feedback on how the seminars have improved communication and collaboration among participants.
Sustainability and transferability	The method is transferable, and the costs involved are similar to those of a regular seminar costs. Since seminars are designed and organised in collaboration with key stakeholders at a local level, the impact and collaboration relies on local ownership of the agenda
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities)	The Reach Out programme has a national scope in Finland and is part of the Finnish National Action Plan for Preventing Violent extremism. Reach Out involves key stakeholders in four cities; Helsinki, Turku, Oulu and Tampere. Community Seminars are one of the tools utilised

	to build collaboration for dealing with returnees and using the family support model at a local level.
Start of the practice Please indicate when (year and month) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	The practice was developed 2015 and 2016-2017; it is part of Reach Out programme Co-creation of local best practices and agenda setting in an inclusive and facilitated process with all stakeholders involved is a standard tool in the peace-building and mediation arena. Here we have adapted the tool from our broader peace support activities to the field of PVE.
Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group, date, place and subject of meeting.	No –
Relation to other EC initiatives Such as EnoD or IMPACT	[Text relation to other EC initiatives]
Organisation	Finland's *Method Community seminar is one of the activities included in the Reach Out programme that is funded by the European Commission's ISF-Police-Fund* Finn Church Aid, the largest development actor and second largest provider of Humanitarian Aid in Finland, hosts the secretariat of the Network for Religious and Traditional Peacemakers. The Network was initiated in 2013 as a direct result of UN Secretary General Ban Ki-moon's report entitled 'Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution' (UN GA Report A/66/811, 2012) and the supporting guidance document called "UN Guidance for Effective Mediation" (UN GA Resolution 65/283, 2012). The Network is a faith-based organisation and it is financially supported, *inter alia*, by the Ministry for Foreign Affairs of Finland, Finn Church Aid, the KAICIID Dialogue Centre and the United States Institute of Peace. In addition, the Network receives significant support in the form of in-kind contributions from several network members.
Country of origin Please note that the organisation should be based in the European Union (EU) or European Economic Area (EEA).	Finland
Contact details Please provide contact details of who can be contacted within the organisation, with name	Address: Kirkon Ulkomaanapu – Finn Church Aid Eteläranta 8, P.O. Box 210, FI-00131 Helsinki, Finland Contact person: Milla Perukangas

and email address.	Email: Milla.Perukangas@kirkonulkomaanapu.fi Telephone: +358 40 660 1990 Website: https://www.peacemakersnetwork.org/about-us/
Last update	2016 and before

Name of the practice	8.5.5 **Against Violent Extremism (AVE)**
Description	The Against Violent Extremism (AVE) network of the Institute for Strategic Dialogue (ISD) is a unique and powerful global force in the ongoing struggle to tackle violent extremism. Former violent extremists ('formers') and survivors of violent extremism are empowered to work together to push back against extremist narratives and prevent the recruitment of 'at risk' youth. AVE uses technology to connect, exchange, disseminate and influence violent extremism in all forms: the far right and far left, Al Qaeda, and violent gangs in South America. Via the AVE website, or through the AVE app, formers and survivors can join the network (also on Facebook, Twitter and Google+), find and assist related projects and connect to and support members of the network. By connecting former extremists from different backgrounds, we facilitate the sharing of best practice and ideas so as to encourage member collaboration. The network leverages the lessons, experiences and connections of individuals who have dealt first-hand with extremism, in an effort to challenge it effectively. The network has three primary functions: 1. To connect credible messengers to one another so they can learn best practices and share ideas. 2. To match credible messengers to private sector resources, skills and support. In the aftermath of an extremist attack AVE can act as a positive outlet for members of the public wishing to 'do something' as they can register their skills and interests in order to get involved with AVE projects working to counter extremism. The AVE network and associated website will allow individuals and organisations to share practical expertise, pool resources and find donors or volunteers. 3. AVE advocates for an increase in the role that former extremists and survivors of violent extremism play in pushing back against extremist narratives to governments and international bodies. The AVE network has played a vital role in the success of the ISD's counter-narrative programmes, including our Extreme Dialogue counter-extremism education programme and our One to One direct intervention initiative. We draw on the experience of our AVE network members to inform and develop our wider counter-extremism work.
Approach	Creating CVE infrastructure Training for first line practitioners
Target audience	Formers Victims of terrorism Youth/Pupils/Students

	Online
Deliverables	Given the nature of AVE as a network, its deliverables to date are as follows. - Connecting credible messengers to each other to share best practices and ideas concerning countering violent extremism. - Connecting members to private sector funding. - Facilitating the establishment of ongoing sub-projects between members and other partners. An example of the latter is the ISD's Extreme Dialogue project that uses members' stories to create educational resources for the prevention of violent extremism. This initiative started in Canada and is now being rolled out in the UK, Germany, and Hungary. AVE members also play an active role in other ISD-led programmes; these include one-to-one interventions in order to facilitate dialogue between former extremists and young people who demonstrate extremist tendencies online.
Evidence and evaluation	As a network, AVE's performance can be measured principally by the growth of the network and partnerships facilitated. To date, AVE has an ever-growing membership of over 2 625 connections (306 formers, 165 survivors, and 81 projects, inclusive). In addition, AVE has also facilitated partnerships offline which have led to the establishment of numerous sub-projects involving AVE members. • Working as part of the ISD's One to One online intervention programme, AVE formers achieved a 60 % engagement rate with individuals expressing extremist sympathies online, and assisted in the development of best practice guides and indicators for future online intervention initiatives. • ISD's Extreme Dialogue project has reached over 450 000 educators, parents and young people online, with AVE members involved in delivering training in use of the educational resources to over 250 practitioners.
Sustainability and transferability	Through its network, AVE allows members to share ideas, collaborate, and identify partners and resources to find ways of amplifying their initiatives and message to a wider audience. Members are encouraged, to cross-pollinate their expertise, and transfer these to other local contexts.
Geographical scope	Global: members across Africa, Asia, Australasia, Europe, Middle East, North America and South America.
Start of the practice	AVE began in June 2011, and was launched publicly in April 2012.
Presented and discussed in RAN meeting	RAN-DERAD Working Group, 'First line De-radicalisation Practitioners and Interventions', 4-5th June, Stockholm RAN-DERAD Working Group, 'De-radicalisation and Exit Interventions', 10-11th October 2012, Barcelona RAN@ First Working Group Session, 'Exploring innovative ways in which the Internet and social media may contribute to the fight against violent extremism', 14th November 2012, London RAN@ Working Group, 'Internet and Social Media', 25-26th March 2013, London

	RAN@ Working Group on the Internet and Social Media, 29th January 2014, The Hague
	RAN INT/EXT Working Group, 'Reintegrating foreign fighters', 26-27th May 2014, Berlin
	RAN C&N and RAN Exit Working Group, 'Working with formers', 26-27th June 2017, Bordeaux
Relation to other EC initiatives	AVE provided assistance and networking opportunities to EU TerRa (Terrorism and Radicalisation), a European-based prevention and learning program.
	AVE facilitated the use of members' testimonies for Extreme Dialogue (Prevention of and Fight against Crime (ISEC) Counter-Narrative Project (CNP)).
	AVE surveyed our members and prepared a paper which fed into the INT/EXT working group paper: "Proposed policy recommendations for the high level conference, from the ran INT/EXT working group (December 2012)"
Organisation	*The ISD is a global counter-extremism organisation dedicated to powering new generations against hate and extremism.*
	For 10 years, we have responded to the rising challenge of extremist movements and the ideologies that underpin them. We deliver cutting-edge programmes built from world-leading expertise in communications and technology, grassroots networks, knowledge and research, and policy advice.
	Our approach is to counter extremism and the ideologies underpinning it in ways that are practical, affordable, effective and scalable. We support this through cutting-edge research, analysis, data management and capacity building.
	As an independent organisation, we are able to coordinate government, private, academic and civil society sectors that are often at odds with each other. We help synergize their efforts and ensure each of them plays an appropriate and effective role in fighting extremism.
	We have honed this approach with a decade of experience, working from both inside and outside government, grassroots communities, technology and media, to build a soft power strategy that is proportional in impact, professionalism and scale to the increasingly sophisticated propaganda and recruitment efforts of extremists.
Country of origin	United Kingdom
Contact details	PO Box 7814 W1C 1YZ London United Kingdom Henry Tuck, senior development manager ht@isdglobal.org

	+44 02074939333
	http://www.againstviolentextremism.org
Last update	2017

Name of the practice	**8.5.6 Preventive Policing Unit**
Description	The Preventive Policing Unit in Helsinki Police Department was founded in 2012, based on experiences and lessons learned abroad. The main aim of the unit is to enhance the security of the city of Helsinki, and to prevent phenomena endangering security, in advance. The unit works with other local and national police units (e.g. the Finnish Security Intelligence Service and National Bureau of Investigation), authorities, NGOs, companies and citizens of Helsinki.

A key condition for this to work is trust between police and NGOs as well as communities in Helsinki, and a joint effort to solve security and safety challenges. Security planning and cooperation is based on reciprocal actions that benefit all parties involved. Early intervention requires active and target-oriented cooperation with the given partners.

One of the main daily tasks of the Preventive Policing Unit is to prevent violent extremism (i.e. individuals who are prepared to use violence to further their ideology, i.e. religious, left-wing and right-wing extremists, individuals with hard-line, extremist views and lone actors such as school shooters). This preventive work is carried out by three different groups, each of which has its own focus and approach.
- **Team 1**
  Cooperation with multicultural and multilingual communities in Helsinki, prevention of violent extremism.
- **Team 2**
  Local problem-solving and work with youth, especially with those at risk of committing crimes, first-time young offenders, socially excluded individuals, etc.
- **Team 3**
  'The Anchor': a multi-professional team that includes police officers, social workers and psychiatric nurses who share a working space.

In daily work, both uniformed and plainclothes Preventive Policing Unit police officers meet communities and the youth, participate and help to organise community events, visit mosques, work as 'negotiators' in demonstrations, hold seminars and Q&A sessions with communities.

In cases where teams encounter an individual at risk of radicalisation or who has already been radicalised (in addition to having other issues) a multidisciplinary approach is often used. This means that such cases are managed either by Team 3, another team, or jointly with other teams and units; the assistance of appropriate NGOs can also prove useful.

Thanks to this good cooperation, police in Helsinki have a wide network of partners in cooperation, carrying out the same work towards the same goal: to enhance security and prevent violent extremism. |
| **Approach** | Creating CVE infrastructure
Community engagement/empowerment |
| **Target audience** | Law enforcement officers |

	Youths/pupils/students General public
Evidence and evaluation	Four cases in different contexts have been evaluated. Case: Old Shopping Mall Collaboration with multicultural stakeholders to enhance the safety of the shopping mall. Evaluation method: interviews before and after intervention. Results were very positive. Case: Kontula A suburban neighbourhood which suffers from multiple social problems and segregation. A wide range of collaborative interventions and proposals were made to enhance safety of the area and residents. Evaluation method: survey of residents and stakeholders. Results were promising. Close collaboration enhances trust and openness between police and citizens. Case: Two long-standing demonstrations at the railway square near the city centre. 'Stop deportations' and 'Finnish first' demonstrations were located near each for other several months. Police used negotiation methods to ensure the safety of the demonstrators and surrounding area. The evaluation, based on interviews, was very positive. Case: City Centre. Youngsters spending their time with drug dealers in the city centre area. Problems due to abuse of alcohol and drugs, sexual offences etc. Evaluation is still ongoing. Generally, feedback from the field (e.g. from immigrant communities, other authorities, and NGOs) has been positive and encouraging. Multidisciplinary and non-traditional police work have been widely acknowledged.
Sustainability and transferability	A permanent part of the Helsinki Police Department since April 2012. Basic elements of the model could be transferrable to other local police departments too.
Geographical scope	Helsinki, Finland
Start of the practice	1 April 2012
Presented and discussed in RAN meeting	RAN Derad, 16–17 April 2015, Riga (LV)
Linked to other EU initiatives or EU funding	None
Organisation	Preventive Policing Unit, Helsinki Police Department (a local police department/law enforcement authority)
Country of origin	Finland
Contact details	Address: Pasilanraitio 11 00240 Helsinki Finland

	Address: P.O. Box 11 FI-00241 Helsinki Finland Contact person: Superintendent Jari Taponen, Head of the Unit Email: jari.taponen@poliisi.fi Telephone: +358 295474303 Website: http://www.poliisi.fi/en/helsinki
Last update	2018

Name of the practice	*8.5.7 Augsburg's network for the prevention of radicalisation*
Description	The City of Augsburg has been working on the prevention of (religiously inspired) radicalisation since 2011. In cooperation with the Bavarian Ministry for Social Affairs, and cross-linked in Augsburg-Oberhausen, the pilot project was set up in 2012 at city-quarter level. The aim was to explain the phenomenon of radicalisation to all stakeholders and practitioners working in this city quarter. In 2016, the network was expanded citywide as well. The shared goal of the network members is that all actors in Augsburg are sensitised to the signs of radicalisation, meaning they are aware of the push-and-pull factors influencing radicalisation processes, as well as of available helplines and information centres. Risk and protection factors and environments fostering violent radicalisation are taken into account when developing prevention measures. This practice has led to multiple other projects in the City of Augsburg.
Approach	Multi-agency approach Community engagement/empowerment
Target audience	Local Community Organisations/NGOs First responders or practitioners Educators / academics
Deliverables	- Local action plan (under development) - Film: *A new, happy life?* - Theatre play: *Krass!* (Young Theater Augsburg), in cooperation with ufuq.de, offering training for teachers and workshops for students - Training module 'Mädchen mischen mit' (Empowerment of girls) - 'Project 264 – Knowledge is Queen' (Empowerment of girls) - Implementation of the projects BOUNCE (by Arktos) and MotherSchools (by Women without borders) - Case management
Evidence and evaluation	The feedback we have received to date is of a qualitative nature. The training modules of the projects BOUNCE and 'Mädchen mischen mit' generated a positive response. The impressions/feedback of the target groups were recorded by questionnaires. BOUNCE is being evaluated by the University of Gent. Both projects will be continued in 2019. Ufuq.de (training for teachers and workshops for students) evaluates their seminars and workshops by questionnaire. By participating in the EU project 'Local Institutions AgaInSt Extremism' (LIAISE), Augsburg was able to exchange information with experts and partner cities. Based on this knowledge, Augsburg's network is being implemented, and the local action plan was developed further thanks

	to participation in RAN meetings and the resulting communication. Participants of the RAN study visit in August 2018 were impressed by the work being carried out in Augsburg. They saw potential in implementing the case management, which is still lacking in terms of protocol and risk management. An urgent recommendation also was to draft the local action plan.
Sustainability and transferability	Augsburg's network for the prevention of radicalisation is part of the Local Prevention Council (LPC); using this already existing structure guarantees continuity. The Mayor of Augsburg chairs the LPC, and political support is ensured. We are in continual contact with communities and the network is constantly growing. Most of the network members are full-time practitioners in their fields, and their participations incurs no costs. The person responsible for work carried out at city-quarter level and liaison with communities holds a full-time salaried position.
Geographical scope	Augsburg's network for the prevention of radicalisation is implemented in Augsburg, the State of Bavaria, Germany.
Start of the practice	The City of Augsburg started work on the prevention of radicalisation in 2011. The network was officially launched in February 2016 and will be continued.
Presented and discussed in RAN meeting	RAN study visit to Augsburg, 'The Local P/CVE Approach of Augsburg', 29 and 30 August 2018
Linked to other EU initiatives or EU funding	The network for the prevention of radicalisation is funded by the Bavarian Ministry of Social Affairs. It is linked to the European Forum for Urban Safety (EFUS) and the German-European Forum for Urban Safety (DEFUS). It is a partner in the Horizon 2020 project 'Partnership Against Violent Radicalisation in Cities' (PRACTICIES), and in the 'Local Voices' project of the European Forum for Urban Security (Efus) in cooperation with the US State Department. The City of Augsburg participated in the LIAISE EU project of the 'Prevention of and Fight against Crime' ISEC programme.
Organisation	The LPC connects Augsburg's practitioners on prevention. Its objective is to prevent crime, but also to enhance the sense of safety in public spaces for Augsburg's citizens and visitors. The Mayor of Augsburg, Dr Kurt Gribl, chairs its steering committee. Currently, 10 working groups tackle issues such as graffiti, substance abuse and civic courage — and 1 of these working groups is Augsburg's network for the prevention of radicalisation. The executive board of the LPC is located at the Office for Local Prevention in the municipality.
Country of origin	City of Augsburg, Germany
Contact details	Address: Rathausplatz 1 86150 Augsburg Germany

	Local Prevention Council Augsburg (LPC) Contact person: Diana Schubert Email: diana.schubert@augsburg.de Telephone: +49 8213243309 Website: http://kriminalpraevention-augsburg.de/
Last update	2018

Name of the practice	8.5.8 Anchor model
Description	Anchor is a Finnish working model aiming to increase adolescent well-being by intervening at an early stage in order to prevent criminal behaviour, violent radicalisation and extremism. It offers comprehensive support for adolescents and their families through multi-agency collaboration. The Anchor model brings together social workers, youth workers, psychiatric nurses and police to prevent adolescents in risk groups from crossing over to criminal activity or violent radicalisation. This approach facilitates individual and comprehensive support for adolescents. The professionals chiefly responsible for implementing the approach work at shared office premises on a daily basis: this strengthens collaboration and information-sharing between agencies, and improves the consolidation of intervention and support practices. In addition to the primary professionals involved in Anchor, other collaboration partners are selected based on individual needs, e.g. other agencies, schools or non-governmental agencies (NGOs).
Approach	Multi-agency approachMulti-agency approachMulti-agency approach Family supportFamily supportFamily support
Target audience	Youth / pupils / studentsYouth / pupils / studentsYouth / pupils / students FamiliesFamiliesFamilies Violent extremistsViolent extremistsViolent extremists
Deliverables	Presentations and leaflets Publications
Evidence and evaluation	The Anchor model was piloted over the period from 2004 to 2006 in one Finnish police district. Collaboration partners also provided feedback during this time. Professionals working with Anchor found that the model strengthens multi-agency collaboration thanks to improved information-sharing, increased trust between professionals, and the provision of opportunities to cooperate on a daily basis. In addition, because it enables comprehensive confrontation and support, Anchor's multi-agency approach was considered to enhance preventive and supportive actions for adolescents. Feedback from service users has also been very encouraging. To strengthen the evidence basis of the Anchor model, current practices in the local level and evidence-based electronic implementation manual will be reviewed in 2018.
Sustainability and transferability	As a permanent element in Finnish preventive services since 2004, the Anchor model is transferrable to other countries.
Geographical scope	The Anchor model is implemented in the basic preventive structure throughout Finland.
Start of the practice	The Anchor model was developed in the period from 2004 to 2006 as a project that became established as a permanent working model. Currently, the model is in use throughout the country.

Presented and discussed in RAN meeting	RAN POL, 21.12.2016, Utrecht, Netherlands
Linked to other EU initiatives or EU funding	The electronic manual for Anchor teams that will be drafted in 2018 is funded by the Internal Security Funds (ISF).
Organisation	Ministry of Interior (Police Department)/Ministry of Social Affairs and Health/other Ministries National Police Board Regional Police Departments/Municipalities Anchor teams Governmental institutionGovernmental institutionGovernmental institutionGovernmental institutionGovernmental institution
Country of origin	Finland
Contact details	Ministry of the Interior Kirkkokatu 12 Helsinki Finland Tarja Mankkinen tarja.mankkinen@intermin.fi +358 405955760 http://www.intermin.fi/
Last update	2018

Name of the practice	*8.5.9* The multidisciplinary approach to prevent and counter radicalization in Côte-d'Or, France
Description	The strategy for preventing and countering radicalisation in the Côte-d'Or (region of Bourgogne-Franche-Comté in France) is based on a multidisciplinary and multi-actor approach which is tailored in response to individual requirements, as follows. • At **regional level,** the **Concordance Resource Centre** aims to enable equal access to resources, share best practices and improve practical tools across a number of districts. • At **district level** (subregional), the **Prevention Group**, a global network of professionals, set up customised prevention measures for each individual. A **District Security Group**, comprising security and intelligence services, conducts a global real-time assessment of the danger, threat and risk level, and evaluates Islamic extremism. A **District Officer** in charge of radicalisation coordinates all these actors at district level. • At **local level** (subdistrict) on the field, social, health and integration workers form Territorial **Units** which carry out follow-up for each individual. • For radicalisation prevention, all these actors listed above work closely with a clinical psychologist, developing a detailed and shared assessment of the situation, while taking into account personal factors.
Approach	Multi-agency approach
Target audience	First responders or practitioners Local Community Organisations/NGOs Health practitioners
Deliverables	Training courses All social, health and integration employees working in the field of preventing and countering radicalisation in the Côte-d'Or district are asked to attend specific training modules delivered by the District Officer in charge of radicalisation. The objective is to share a common approach towards radicalisation as well as to form a global network of professionals. The Concordance Resource Centre Four key institutions at district level head a resource centre dealing with radicalisation: The prefecture (government representation in the district), the regional health agency, child judicial protection services and prison services. The centre aims to mutualise human, financial and technical resources, and share the common methodology through a practical handbook delivered to a network of health professionals in the district (mainly psychologists and psychiatrists) as well as to intelligence services. The centre also aims to share best practices for radicalisation prevention among these professionals and to develop and improve practical tools to detect, support, evaluate and supervise

	persons who have been reported as radicalised.
Evidence and evaluation	Qualitative views and quantitative data The practice has been adopted by all official and unofficial actors in the Côte-d'Or district and is acknowledged for its efficiency and practical aspects. It is also important to highlight that this practice is not static, but dynamic. It evolves in line with the specific needs on the ground, which gives it an important edge: it has led to several partnership with key actors not included initially, for example with public social landlords. The practice also benefits from being able to rely on a network of referring advisors within many public institutions: schools, municipalities, social centres, etc. At this time, however, it is too early to perform quantitative measures for the outcome of the practice. Feedback The practice has been supported and enhanced by two national institutional structures: the National Anti-terrorist Coordination Unit (UCLAT), and the Interministerial Committee for the Prevention of Crime and Radicalisation (CIPDR). Peer review The practice received a remarkably warm and positive welcome when presented at a RAN working group in Munich on 7 June 2018. Moreover, several districts in France have shown interest in implementing the same approach as that applied in the Côte-d'Or district. Evaluation The district-level multidisciplinary Prevention Group convenes every month to collectively evaluate each individual situation and plan the subsequent course of action. Example The method's success is illustrated by the case of a 16-year-old girl who was responsible for glorifying terrorism. Thanks to the practice, she was supported by a specialised association, and at 18, has just graduated from high school and is seeking employment.
Sustainability and transferability	The practice is based on coordination and sharing of a common methodology by all actors, and **does not require considerable funding**. The only aspects requiring funding are the services of a clinical psychologist and use of the Concordance Resource Centre. The practice is also based on **a principle of adaptability** to local and individual situations, with a network of professionals geared to evolve in line with circumstances and developments. This feature makes it **particularly** transferable to many contexts, as shown in the interest of other districts in France to adopt the approach. It is also easily transferable to other fields such as crime prevention.
Geographical scope	The practice has been implemented in the district of Côte-d'Or (subregional level), France. It encompasses district as well as local actors. Moreover, the Concordance Resource Centre functions at regional level, allowing sharing and mutualisation with other districts of the region of Bourgogne-Franche-Comté.
Start of the practice	• November 2014: implementation of the district-level Prevention Group. • 2017: definition of the Territorial Units strategy following several months of work carried out by the Prevention Group. • February 2018: the Concordance Resource Centre is fully operational.

Presented and discussed in RAN meeting	The practice was presented and discussed at the 'RAN working group social and health workers' on 6 and 7 June 2018, in Munich.
Linked to other EU initiatives or EU funding	The practice is not yet linked to nor funded by any EU initiative.
Organisation	At district level (subregional), the **Prevention Group** brings together government representatives, social and health workers, intelligence and security services, prosecutor and child judicial protection services, etc. including a clinical psychologist, who is specific to the group in the Côte-d'Or district. The **District Security Group** proceeds to a global real-time evaluation of the danger, threat or risk level, and evaluates Islamic extremism. A **District Officer** responsible for radicalisation prevention coordinates these actors at district level. At local level (subdistrict) on the field, social, health and integration actors form part of **Territorial** Units which ensure follow-up for individuals, according to the requirements of the situation. Members of the Prevention Group and District Security Group must sign a confidentiality and non-disclosure agreement. The Concordance Resource Centre is based on a common partnership between its four key institutions: the prefecture (government representation in the district), the regional health agency, child judicial protection services and prison services. The centre is supervised by the District Officer for radicalisation, and coordinated by the clinical psychologist. The centre is funded by the CIPDR, which is a national body.
Country of origin	The practice is active in the Côte-d'Or district, region of Bourgogne-Franche-Comté, France.
Contact details	Address: Préfecture de la Côte-d'Or 53 rue de la Préfecture 21041 Dijon Cedex France Contact person: Karine Rostaing Email: karine.triques-rostaing@cote-dor.gouv.fr Telephone: +33 380446423 +33 645761985 Website: N/A
Last update	2018

Name of the practice	8.5.10 *Prevent Mental Health / Police Team*
Description	The UK Counter Terrorism network working with the National health Service have implemented a pilot of three mental health hubs. The aim is to assess the value of mental health professionals working alongside counter terrorism police officers. This is in relation to the management of individuals referred to the police with known or suspected mental disorders who may be vulnerable to radicalisation and extremism.
Approach	Creating CVE infrastructure
Target audience	Law enforcement officers Health practitioners General public
Deliverables	Presentations and leaflets
Evidence and evaluation	The pilot is undergoing an evaluation process and the three hubs are recording a standardised data set and collecting feedback from service users.

The first interim report has just been released and the initial findings indicate that Preliminary analysis of the quantitative and qualitative data presented in this interim report is suggestive of a positive impact within all three mental health hubs in relation to the following outcomes:
 ✓ Improved detection of mental health vulnerabilities
 ✓ Significantly reducing the time it takes to get health information and has thus markedly saving police time and resources.
 ✓ Increased confidence in Police assessment of risk / vulnerability, and facilitated access to appropriate services
 ✓ Enabling more efficient use of Interventions, including use of mentors and disruptions, which are now more targeted to assessed need with improved outcomes and reduces cost.
 ✓ Identifying previously unidentified mental health needs, thereby improving risk awareness and creating new treatment options and plans
 ✓ Enabling long standing Prevent cases to be discharged thus releasing police resource for responding to other cases
 ✓ Helping police Prevent and CTU colleagues to better understand how mental health vulnerabilities may impact upon behaviours and risk |

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

Name of the practice	## 8.5.11 The Danish SSP system ### Local collaboration between schools, social services and police
Description	## Origins and effort The Danish SSP collaborative system organises local and municipal crime preventive efforts in support of children and adolescents (and families, if appropriate). The SSP system was originally established in 1977, when the Danish Crime Prevention Council appointed the Central SSP Committee. Today, the vast majority of local authorities have established SSP collaboration, which may be run differently across municipalities. All SSPs have the same basic setup: the three central units (school, social services and police) work together in the SSP system, while these bodies in particular are responsible for children and young people's well-being and upbringing. Furthermore, Danish legislation requires the school system, the social system and the police to carry out crime prevention in the broadest sense. Other professions are also incorporated into this joint preventive action, when appropriate: social housing projects, cultural institutions and volunteer organisations, among others. The SSP system has continually supplemented its efforts in concerted action with other cross-sectional and interdisciplinary structures: - the PSP system (police, social services and psychiatric services cooperation); - the KSP system (prisons and probation, social services and police cooperation); - the SSD system (social services, school, healthcare and daycare cooperation); - the SSP+ system (local SSP collaboration extended to youth in the 18-to-25 age group). ## The aim and practical objectives of the SSP system The aim of SSP collaboration is to identify risk factors and reasons behind at-risk behaviour, delinquency and crimes committed by children and youngsters. Furthermore, SSP collaborative efforts aim to process these causal factors from a preventive perspective, as well as provide attention and support as protective factors in daily life and environments. The basic idea behind the SSP collaboration system is that crime prevention work is enhanced by information-sharing across

	professions. Thus, interdisciplinary collaboration results in increased awareness of risk signs and risk factors in the daily life of children and adolescents at risk, as well as increased opportunities for preventive action or even intervention when such signs and factors are observed. Thus, the objectives of SSP collaboration are to build, operate and maintain a local network with an efficient crime preventive impact on the everyday reality of children and young people. Three focus areas underpin this joint effort: • general preventive action, where the preventive focus spans all age groups or areas where at-risk behaviour could potentially arise; • specific effort, where the preventive focus is on groups of young people with known at-risk behaviour; • individual-oriented effort, where the preventive focus is on an individual young person exhibiting worrying or at-risk behaviour.
Approach	Creating CVE infrastructure Community engagement/empowerment
Target audience	Youth/pupils/students
Deliverables	General preventive action In practice, general preventive action targets groups of youngsters who have not displayed criminal or at-risk behaviour. This early general preventive work takes the form of actions and attitudinal lessons in schools and youth clubs. The groups of young people are selected based on age or perceived increased risk of developing at-risk behaviour. This type of work may also include recreational actions such as sports and other leisure activities, homework support, leisure centres in vulnerable residential areas and family involvement. Specific action SSP collaboration at this level targets children and young people exhibiting at-risk behaviour or signs of neglect. Apart from the actions mentioned above for general prevention, specific efforts may also include special projects intended to produce new good practice, where targeted methods are developed and tested. Individual-oriented action These efforts target children and young people considered to be at risk of committing a crime or who have already done so. The goal is to divert them from following a criminal course, often through special treatment measures. Methods used include home visits in order to assess the individual's environments. These visits involve the parents as well as the child in question, and are carried out by a team comprising a preventive police officer and a school teacher or social worker, depending on the severity of the concern. Accordingly, a family-based plan may be drawn up and set in motion for further

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

	- *the coordination level* - *the implementation level.* *The political-strategic level includes representatives from the highest police ranks, alongside mayors from municipalities and other strategic partners at regional-local level. Here, annual strategies and action plans are drawn up for cross-sectional and interdisciplinary collaboration.* *The coordination level involves local councils and comprises leading figures/coordinators from municipal authorities and local police. The local councils are responsible for implementation of the overall strategies and action plans. Selected SSP consultants are appointed to liaise between coordination and implementation levels.* *The implementation level comprises local professionals from schools, police services, social workers, social housing workers, etc. These professionals are closely networked and meet regularly to coordinate practical preventive actions in the local area.*
Country of origin	Denmark
Contact details	SSP Copenhagen ssp@sof.kk.dk
Last update	2018

Name of the practice	*8.5.12 Archer*
Description	Archer is a consequence management exercise designed to bring together key strategic partners to help them improve their understanding and communication in the wake of a spontaneous counter terrorism arrest. It uses a backdrop of a number of issues such as hate crime, key national events and national demonstrations.
Approach	Creating CVE infrastructure
Target audience	Authorities Local Community Organisations/NGOs Health practitioners
Deliverables	Training modules, DVD and linked workbooks.
Evidence and evaluation	Each delivery is quality assured by trained facilitators in Prevent. Each Archer event is evaluated by regional Prevent teams.
Sustainability and transferability	Archer explores the wide ranging and long term detrimental impact that counter terrorism operations can have on communities if not managed effectively. It plays a great deal of emphasis on media messages and social media in the run up to high profile events. Delivery and cost: Free, excluding venue and provisions. Training is also provided at no cost. Delivered by ACPO Prevent Delivery Unit with support from local Prevent leads.
Geographical scope	Across England Wales and Scotland.
Start of the practice	Since 2010 – based on a concept from Lancashire Constabulary and developed into a national product by ACPO(TAM)/NCTPHQ.
Presented and discussed in RAN meeting	Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.
Relation to other EC initiatives	None
Organisation	*The National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO (TAM)) is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police forces. They are financed by central government Counter-Terrorism funding.*
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Last update	2016 and before

Name of the practice	**8.5.13 Channel**
Description	Channel was first piloted in 2007 and rolled out across England and Wales in April 2012. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by: a. identifying individuals at risk; b. assessing the nature and extent of that risk; and c. developing the most appropriate support plan for the individuals concerned. Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. Success of the programme is very much dependent on the co-operation and co-ordinated activity of partners. It works best when the individuals and their families fully engage with the programme and are supported in a consistent manner. Individuals and organisations holding extremist views or supporting terrorist-related activity of any kind, in this country or overseas, have no place in delivering Channel and will not be given public funding to do so. This applies irrespective of the source of the funding: central government, local government, policing or other publicly-funded bodies. The police co-ordinate activity by requesting relevant information from panel partners about a referred individual. They will use this information to make an initial assessment of the nature and extent of the vulnerability which the person has. The information will then be presented to a panel. The Counter Terrorism & Security Act 2015 is intended to secure effective local co-operation and delivery of Channel in all areas and to build on the good practice already operating in many areas. In practice, the legislation requires: a. local authorities to ensure that a multi-agency panel exists in their area; b. the local authority to chair the panel; c. the panel to develop a support plan for individuals accepted as Channel cases; d. the panel to consider alternative forms of support, including health and social services, where Channel is not appropriate; e. all partners of a panel (as specified in Schedule 7), so far as appropriate and reasonably practicable, to cooperate with the police and the panel in the carrying out of their functions.
Approach	Creating CVE infrastructure Community engagement/empowerment

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

9. Prison and probation interventions

9.1 General description

Practitioners and policy-makers are under immense political and public pressure to ensure public safety in light of the public reaction to terrorist attacks in Europe and elsewhere. This is particularly apposite in relation to violent extremist offenders (VEOs), a group which includes terrorists and others considered at risk of engaging in violent extremism in a prison and probation context. Since the launch of the Radicalisation Awareness Network (RAN) in 2012, the Prison and Probation (RAN P&P) Working Group has focused on preventing violent extremism, engagement with extremist groups and extremist behaviour during detention and probation.

However, since 2012, the context of terrorism has changed dramatically for prisons and probation, with foreign terrorist fighters (FTFs) now constituting the chief perceived threat to security in Europe. According to Europol, the largest proportion of arrests in the EU over the past three years ([83]) is represented by Jihadist terrorism and foreign fighters, while ethno-nationalist, separatist, left-wing and anarchist terrorism threats have dwindled. Moreover, concerns over right-wing extremism are growing.

This complex situation is reflected in prison and probation environments: practitioners have a responsibility to keep prisons – and the public domain – safe from terrorist activity, and must also deal with individuals at risk of radicalisation. Based on practitioners' experiences collated in the P&P Practitioners' Working Paper ([84]), RAN P&P has developed an approach to prison and probation interventions.

The RAN P&P principles ([85]) guiding this approach are as follows:

- promoting offenders' well-being and rehabilitation is the way to best ensure safety for society;
- terrorism crimes apply to a range of activities; individuals sentenced for terrorist acts do not all pose the same risk to society;
- offenders are capable of positive change, and they need support when disengaging from violent extremism;
- universal human rights must be upheld at all times and under all circumstances;
- promoting positive staff-prisoner relationships and healthy prison settings is necessary if radicalisation risk is to be reduced, and rehabilitation and reintegration stimulated;

([83]) Europol. (2016). *European Union Terrorism Situation and Trend Report (Te-Sat)* (p.18) The Hague: European Union.

([84]) Radicalisation Awareness Network Centre of Excellence. (2016). RAN P&P Practitioners' working paper 'Approaches to violent extremist offenders and countering radicalisation in prisons and probation'. Retrieved from https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-p-and-p/docs/ran_pp_approaches_to_violent_extremist_en.pdf

([85]) Radicalisation Awareness Network Centre of Excellence. (2016). RAN P&P Practitioners' working paper 'Approaches to violent extremist offenders and countering radicalisation in prisons and probation'. (p. 2). Retrieved from https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-p-and-p/docs/ran_pp_approaches_to_violent_extremist_en.pdf

- multi-agency cooperation is crucial in preventing radicalisation and supporting desistance processes.

9.2 Aims

The aim of prison and probation interventions is twofold: to ensure security and safety (for the offender(s) in question, staff, other offenders and society at large), and to support offender rehabilitation and reintegration into society.

There are diverse types of offenders, including individuals who have not committed acts of violence and may never do so. Being radical does not necessarily entail violent action. Any response to radicalisation must acknowledge this diversity. We also recognise that effective management of VEOs and those considered at risk of radicalisation calls for multi-agency cooperation. It is crucial that offenders receive continuous support and that information be exchanged between organisations, including prison and probation services, police, and community organisations.

In pursuing the general aims of safety and rehabilitation, at least three key elements should be taken into account.
- A range of activities are now considered terrorism offences, many of which are non-violent and therefore pose a limited risk to society. 'Lesser risks' include those associated with fundraising, the intention to travel or possession of material considered extremist. The response to such risks should be proportionate, since disproportionate measures may fuel radicalisation processes.
- With some VEOs receiving short sentences, criminal justice systems have a limited window of opportunity in which to affect the process of change. For this reason, continuity is crucial for individuals leaving prison for the community, and multi-agency cooperation is paramount as needs are assessed. Probation services can also help design alternatives to prison rehabilitation.
- In light of the different types of offenders and the varied associated risks and needs, specialised programmes might be considered, although decision-making should be informed by the contextual and individual circumstances.

9.3 Methods

Member States hold at least two approaches towards VEOs, and these apply to both prison and probation.

- General approach: Member States adopting this approach tend to normalise the risk associated with VEOs and radicalisation, through a rehabilitation approach not tailored to the group (although it might be be tailored to the individual).
- Specialist approach: Member States adopting specialised approaches believe the risks call for special structures and/or processes. The offenders' individual circumstances are the defining criteria that determine whether a specialist approach is required.

In terms of security and safety, the following interventions and methods are in use.

- General monitoring, which is linked predominantly to intelligence gathering. If considered relevant, information is collected, analysed and reported. General monitoring has the advantage of individualising decision-making, as information-gathering targets specific individuals. However, its disadvantage lies in the subjective judgement on which the decision-making is based, which increases the risk of false positives; also, there is a low level of risk

acceptance of radicalised individuals. To offset this disadvantage, many Member States use risk assessment tools.

- <u>Risk assessment tools</u> have been developed in an attempt to prevent the formation of subjective judgement based on information gathered through monitoring, and thus provide a 'statistical' foundation for the decision-making process. However, these tools are under development and are still in their infancy. There is also a risk that these tools might be used in a predictive way: adverse effects include labelling individuals as 'extremists', contributing to alienation and potentially decreasing the legitimacy (fairness) of the prison [86]. Therefore, it is important to use specialised tools alongside other more general risk and need assessment tools. In both cases, it is vital that risks be assessed regularly, to ensure that individuals have the possibility of lowering their risk.

- <u>Prison regimes</u> is another method used to ensure safety and security objectives. VEOs placed in the prison infrastructure fall under certain regimes, as shown in Table 1.

Table 1 Advantages and disadvantages of regime choice

Regime choice	Potential advantages	Potential disadvantages
Containment Placing VEOs together in a special wing/unit within the prison	-Close monitoring -Limited effect on mainstream population -Focused interventions -Specialised staff -Reassuring for public safety concerns	-New and stronger bonds forged among prisoners -Eroded trust between staff and prisoners -Entrenched oppositional mindset -Perceptions of unfairness reinforced -Labelling effects; stigmatisation -Status associated with being on a special unit -All VEOs assumed to be of equal risk -Difficulties finding staff -High financial cost
Dispersal Dispersing VEOs within the 'regular' prison population,	-Less stigmatisation and marginalisation -No status derived from placement on special unit -Opportunities for positive influence from others	-General staff; training costs -Difficult to ensure high quality of intelligence -Challenges in 'knowing' prisoners and dynamic security

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[86] Liebling, A., & Williams, R. J. (in press). The new subversive geranium: Some notes on the management of additional troubles in maximum security prisons, *British Journal of Sociology*.

based on risk assessment		-VEOs may exert influence over others -VEOs may be influenced by criminal gangs
Combination Having both containment and dispersal options available	-Tailor-made response to individual needs/risks	-Selection criteria/risk assessments are imprecise

VEO rehabilitation interventions and methods are as follows.

- <u>Psychological care:</u> although individual psychological sessions are more expensive and harder to finance, experience dictates that they also generate the best results. During group interventions, participants are often less 'honest', especially regarding their own situation and views. The potential disruption of group dynamics (e.g. charismatic radical 'leaders' who challenge facilitators) must also be taken into account.
- <u>Religious and spiritual support:</u> chaplaincy provisions can help with religious education and support, as well as challenge certain views and provide opportunities for detainees to consider issues differently. However, at times, care and guidance overlap with deradicalisation and preventive aims, for example when providing alternative theological perspectives. Therefore, chaplains involved in disengagement/deradicalisation efforts should be trained for this task.
- <u>Social support:</u> working with family and friends as partners in a disengagement process is effective if the social circle was not a factor in the radicalisation process in the first place. Interventions such as mentor projects can also be used to provide social support and help build trust-based relationships, for example with staff, community members and NGO professionals.

9.4 Lessons learned

Multi-agency approach in view of rehabilitation

One of the principal lessons learned in prison and probation interventions is the importance of multi-agency approaches. A multi-agency approach is called for at several stages of the sentence. Given that the aim of any intervention is rehabilitation of the inmate, the approach must incorporate different fields of intervention.

Police and intelligence services are fundamental allies in the multi-agency approach, mainly thanks to their information-gathering. In some cases, prison administrations have developed intelligence units within the prisons.

Multi-agency cooperation is also very important during the transition period from prison to community: it maximises opportunities for offenders to have their needs accurately assessed and met. Part of post-release planning, this cooperation should involve a multidisciplinary team to cover individualised needs and risks, build trustful relationships and social networks, and offer support. In

particular, it is key that positive relationships be developed to provide support, suggestions and help when needed: transitional periods are vulnerable times when the risk of recidivism is high, and having plans in place is vital.

Prison regimes

In terms of choice of prison regimes, the lessons learned are both limited and general, as circumstances vary greatly among Member States. Key recommendations included in the P&P Practitioners' Working Paper include the following.

- Prison regime choices should be guided by the aim to normalise VEOs whilst minimising risks to the VEOs themselves, other prisoners, staff and the general public.
- The pros and cons of different prison regime models for managing the risks around radicalisation must be carefully considered alongside the individual needs of offenders. For prisoners demonstrating behaviour of concern linked to radicalisation, special units might be necessary, but their use must be guided by clear entrance and exit criteria, and they must operate within the legal frameworks of the country concerned.
- Differentiation within special units is important for tailoring security and rehabilitation efforts to different levels of risk and need, in relation to the level of the offence and the individual's gender and ideological background.

Healthy prison environment

A healthy prison environment can also make a positive difference in staging a successful disengagement intervention. Indeed, the risks of radicalisation are reduced in professional, secure and fair prisons. The absence of these elements can reinforce extremist mindsets and distrust towards authorities, and increase the chances of formation of groups and triggers for violence. Investing in day-to-day staff-offender relationships, through staff empowerment, professionalism, respect and dynamic security measures, is key to dealing with VEOs.

- Staff-prisoner relationship: a good VEO-staff relationship can help build trust and break down 'us' versus 'them' barriers and the distrust and suspicion towards 'the authorities' often held by extremist individuals.
- Personal development: vocational training is important, not only for the personal development of prisoners, but also to minimise distress. Developing personal skills might also facilitate the transition period once the inmate is released.
- Conditions and family contact: family contact is a crucial form of support for prisoners, and contributes to the formation of healthy relationships after release. Frequency of contact with family, a meaningful space for visits that includes comfortable child-friendly areas, and an appropriate time allocated for meaningful contact are all important. Family bonds can be a positive driving force for rehabilitation.
- Security, safety and control: a lack of structure and inconsistencies in security and control can negatively impact prisoners' experiences, and safety needs may be met through other means, including groups (e.g. religious or gang-like groups) that offer protection.
- Professionalism: professional discretion should be exercised to ensure that punitive practices are enforced only when other options have been exhausted. Staff should communicate clearly with prisoners so that they understand why disciplinary actions are being taken and what behaviour needs addressing. Professionalism entails equal treatment of VEOs and other offenders.

Prison and probation staff training

A useful lesson learned from Member States' experiences is to set up a national training and support unit for prison and probation staff that can help with dissemination of training material, development of better training practices and psychological support for staff. A national training unit at central level can also ensure harmonisation and standardisation of training materials, strengthen cooperation at local, national and international levels and facilitate the sharing of best practices and training material.

Another key element is to ensure that both general and specialist training are provided. General training should be made available to all staff, and specialist training is required for different staff roles and in relation to the prisoner population considered at risk. Staff training should include diversity awareness: staff must appreciate different cultural and religious backgrounds of prisoners if they are to distinguish between behaviours and practices potentially linked to radicalisation and those that are not. Staff should be trained to understand radicalisation as a process, as well as the individual, social and environmental reasons behind prisoners' behaviour. Staff must recognise the process, not just be on the lookout for 'signs'.

Barriers to reintegration

Research has long established that offenders encounter significant difficulties (economic, relational and emotional, among others) in becoming 'requalified citizens' once released from prison. Individuals convicted of terrorist offences face additional barriers. There are unique sources of stigma associated with terrorist offences, and in some contexts, this negative label may be appropriated to serve as a status symbol in marginalised communities.

Stigmatisation: stigmatised offenders experience challenges in accessing social support and opportunities to reintegrate, including employment or education opportunities. Professionals working with VEOs must make a point of providing support to offenders as they seek to reintegrate. Offenders who feel they are the subject of prejudice may entrench barriers and reinforce oppositional and radicalised identities.

Trust: it is crucial that professionals work towards building and maintaining trust with offenders as well as with wider segments of the public. Distrust of communities or community organisations can reinforce perceptions of unfairness among community members. Member States' probation services (or their equivalent) can benefit from building strong relationships with community organisations. This ensures that multiple sectors of society maximise opportunities for offenders, post-release.

Release conditions: conditions can be quite strict for these offenders, more so than those for other types of offenders. This may hamper reintegration, if, for example, offenders are easily recalled to prison for breaches. Practitioners, however, may also utilise these conditions (and the more frequent contact they entail) as an opportunity to work closely with offenders and respond to their needs.

9.5 Practices

The following practices were represented:
- BSAFE LAB University of Beira Interior — R2PRIS Multi-level In-prison Radicalisation Prevention Approach
- Catalan Penitentiary System — Sociocultural and behavioural keys of violent radicalization
- Criminal sanction agency and Vantaa prison: identification of violent extremism and radicalisation in Finnish prisons
- DERAD – Network social cohesion, Dialogue, Extremism-Prevention and Democracy -
- Dutch Probation Service: team TER (Terrorists, Extremists, Radicals)

- Dutch Probation Service: inclusion
- General Secretariat of Penitentiary Institutions Vice-Directorate General for Institutional Relations and Regional Coordination — Risk assessment instrument in the Spanish prison context
- Her Majesty's Prison and Probation Service (HMPPS): e-learning understanding and addressing extremism in prisons and probation
- International Association for Human Values (IAHV) - From Personal Transformation to Positive Social Impact: IAHV Model
- Ministry of Justice in Austria: seminar and training for prison staff.
- Ministry of Justice in France: training of on-site referee trainers (ORT) on violent Islamist radicalisation awareness in detention
- Ministry of Justice in Italy: training courses on violent radicalisation and proselytism in prisons
- National Counter Terrorism Coordination (NCTV) - Training for the prison sector
- National School for Training of Prison Agents Tîrgu Ocna, Romania — Train-the-Trainer for future prison officers
- NeDic - Network for Deradicalisation in Corrections
- NEUSTART: social net conferencing
- PI Vught - Terrorist Wing Vught
- SAZ Schweizerisches Ausbildungzentrum für das Strafvollzugspersonal: recognising radicalisation in prison
- Strafvollzugsakademie - Training modules for prison staff
- The national security unit and the Danish Security and Intelligence Service

- The National Penitentiary Administration – Bucharest - Multi-disciplinary teams in Romanian prison system
- The Netherlands Institute of Forensic Psychiatry and Psychology (NIFP)
- The Police academy of the Czech Republic - The manifestation of extremism and radicalisation inside Czech prisons
- The Supplemental education department at the University College of Norwegian Correctional Services (KRUS) - Basic training for correctional officers

Name of the practice	*9.5.1 R2PRIS Multi-level In-prison Radicalisation Prevention Approach*

Description	The project was developed under the European Commission project 'Radicalisation prevention in prisons' (R2PRIS) (http://www.r2pris.org/), following concerted transnational cooperation across academia, private sector researchers, correctional sector representatives and practitioners.
	
	The R2PRIS Multi-level In-prison Radicalisation Prevention Approach aims to:
	- **create awareness of:**
	  - the broader picture of terrorism, the mindset involved and narratives employed — this will help us understand why prisons are a breeding ground for radicalisation;
	  - the difference between conversion, radicalisation and moving to extremist views (i.e. the terminology involved);
	  - the pathways and levels of radicalisation;
	  - recruitment tactics employed within the prison environment;
	  - indicators on how to identify vulnerable people at risk of radicalisation;
	- **provide instruments to help staff screen and assess inmates and report their observations** to the appropriate staff throughout the organisation, as well as to the appropriate intelligence staff;
	- **certify professionals at different levels of the prison administration** (prison governors, frontline officers and technical staff, internal trainers and facilitators) **in use of the tools that will enable them to identify risks, and screen and assess inmates that may be at risk of becoming radicalised, but also to train other colleagues in the use of these tools.**
	
	The R2PRIS approach **includes both screening and risk assessment tools, as well as training materials (online and classroom) tailored for different levels of staff**.

Approach	Prison and Probation Training for first line practitioners
Target audience	First responders or practitioners Law enforcement officers Prison/probation/judicial practitioners
Deliverables	**The R2PRIS approach includes both assessment tools and training materials (online and classroom) tailored for different levels of staff.** **1. Assessment tools.** The **R2PRIS Radicalisation Risk Assessment in Prisons (RRAP)** is an assessment process that includes a battery of instruments aiming to provide a broad assessment of inmates' vulnerabilities and risk of radicalisation. It forms part of the R2PRIS Multi-level In-prison Radicalisation Prevention approach, which also includes the Critical Incidents Readiness Assessment (CIRA). Comprising three different instruments that assess the perception of three diverse audiences (prison governors/administrators, frontline staff, and technical staff), the RRAP Toolset aims to assist both individuals and prison systems in thoughtful consideration of the factors and necessary steps, so as to provide thorough, well-considered opinions on the potential risk of future

physical, radical-based violence from a known individual.

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

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

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

To support their work, certified professionals will have access to:
- the **R2PRIS methodological framework**
- **training session materials** (facilitator kit with training templates, manuals and presentations)
- **R2PRIS tools** (includes the user manual for each tool, response forms and result report sheets)
- **online resources** and the **complete R2PRIS online training course.**

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

Evidence and evaluation	**Development process.** The approach used to develop both the assessment tools and training materials followed an interactive and collaborative research-based development process. This process involved researchers from different universities and research labs, and practitioners from seven jurisdictions (governors, psychologists and prison officers) who used and tested the tools, provided feedback, participated in joint reflection exercises, provided feedback on the recommendations received from the field-test, and in some cases, had the chance to re-use the tools in a real-life context.

Feedback was collected both via questionnaires completed by end-users, as well as in short-term staff training events in Portugal, Romania, Turkey, Norway and Belgium. Overall, more than 70 practitioners were involved in these sessions.

Peer review process. The peer-review process was put in place at an early stage, gathering the feedback of participants from different training, design events and conferences, under the framework of **RAN Prisons and Probation:** 'Radicalisation Assessment in Prisons' (RAN Radicalisation Awareness Network and Excellence Centre, Brussels, 9-10 July 2018), or other events.

Future events:
  - 'R2PRIS - A multi-level approach to deal with radicalisation prevention in prisons. Results from 3 years of development in Europe', **ICPA International Corrections and Prisons Association, Montreal,** Canada, 21-26 October 2018
  - **EU-Council of Europe HELP Radicalisation Prevention Project,** 20-21 September 2018
  - Seminar on Radicalisation Prevention, Brussels,
  - **'Radicalisation Prevention in Prisons in Europe',** High-level conference, Ministry of Justice, Berlin, Germany, 13-14 September 2018.

Developed:
  - **'Terrorism and Radicalism in Prisons', Counter Terrorism World Summit,** organised by the Israel Prison Service in cooperation with the International Institute for Counter-Terrorism (ICT), Israel, 2-6 September 2018
  - **Criminal Justice Summer Course,** Barcelona, Spain, 3-6 July 2018
  - **R2PRIS International Conference** on Radicalisation Prevention in Prisons, Lisbon, Portugal, 3 July 2018. Attended by over 60 participants from 17 countries, including not only neighbouring Spain but also Belgium, France, the United Kingdom, Sweden and other European countries as well as Norway, Israel, Switzerland, Canada and the United States
  - **Caribbean conference of heads of correctional services,** Kingston, Jamaica, 11-14 June 2018
  - **R2PRIS Staff training,** Brussels, Belgium, 16-20 April 2018
  - **R2PRIS Staff training,** Bucharest, Romania, 5-9 March 2018
  - **European Commission Conference on Radicalisation in Prisons,** Brussels, 27 February 2018
  - **R2PRIS Seminar and meeting,** Ankara, Turkey, 7-8-2017
  - **19th International Conference of ICPA**, London, UK, 22-27 October 2017
  - **R2PRIS Staff training,** Lisbon, Portugal, 24-29 September 2017
  - **R2PRIS meeting,** Lillestrøm, Norway, 8-9 November 2016
  - **18th International Conference of ICPA,** Bucharest, Romania, 23-28 October 2016 |

	- **'Pathways to Radicalisation and Recruitment: Intervention Strategies in the Balkans, Central and South Eastern Europe'**, April 2016 - **Open Class: 'Radicalisation: a challenge to European Societies – the role of penitentiary systems'**, Covilhã, Portugal, November 2015. **EU policy implications**. R2PRIS is one of the European Commission actions of the European Action plan to fight terrorism (state of play of implementing the Action Plan for strengthening the fight against terrorist financing) mentioned in Annex I, p. 5 of the Communication *Eighth progress report towards an effective and genuine Security Union* (Brussels, 29.6.2017 COM(2017) 354 final). Furthermore, R2PRIS has been selected by the European Commission to be presented at the European Conference on Radicalisation in Prisons (February 2018), hosted by DG Justice of the European Commission and the Bulgarian Presidency of the European Union, in the presence of Commissioners Věra Jourová (Justice) and David King (Security), and more than 140 participants representing more than 30 jurisdictions.
Sustainability and transferability	The practice has been developed through transnational cooperation across correctional services from different jurisdictions, and therefore has great potential for transferability. The certification (train the trainer) courses, online training materials and other tools that are customizable to the specific context of each country contribute to its transferability. The partners who developed the practice are constantly updating the knowledge base of cases, indicators and training materials.
Geographical scope	The practice has been either initially implemented or tested (fully or partially) by prison professionals in Belgium, Portugal, Norway, Romania and Turkey under the R2PRIS framework. Currently, prison professionals from countries such as France, Bulgaria, Greece and Germany (in the framework of the PRACTICIES and INTEGRA projects) are also involved.
Start of the practice	The practice started development in 2015 and was tested throughout 2017 and 2018. Reviewing its results and making suggestions for improvement continue to be part of the continuous improvement process adopted by the project consortia.
Presented and discussed in RAN meeting	'RAN Prisons and Probation: 'Radicalisation Assessment in Prisons' (RAN Radicalisation Awareness Network and Excellence Centre, Brussels, 9-10 July 2018)
Linked to other EU initiatives or EU funding	The 3-year R2PRIS project was funded by the EU through the ERASMUS+ programme (KA2 - Strategic partnerships for adult education, Radicalisation Prevention in Prisons' - 2015-1-PT01-KA204-013062 (R2PRIS)), with an overall budget of EUR 330 000. This practice is also related to other projects modelled on its research and achievements, e.g. Partenariat contre la radicalisacion violente dans les villes (PRACTICIES) (H2020); the Integrated community, probation and prison services radicalisation prevention approach (INTEGRA) (ERASMUS+); the Integrated exit programme for prisons and probation (WayOut) (DG Home); and the Holistic radicalisation prevention initiative (HOPE) (EEA Grants, submitted).
Organisation	The **BSAFE LAB Law Enforcement, Justice and Public Safety Lab of the**

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

Name of the practice	*9.5.2 Sociocultural and behavioural keys of violent radicalization*
Description	The training targets prison, probation and penitentiary staff, with the aim being for them to: - become aware of and identify the main features of Islamic religion and culture; - analyse the evolution and radicalisation of Jihadism in our social environment; - improve their identification and detection of indicators linked to personal processes of radicalisation. This training is similar to that of the training activity 'Cat 1', with the difference here being that each subject is explored in depth. Training is delivered by external experts in related fields (police, the university and a research institute studying this area). Duration: 20 hours Resources: a classroom with commonly used school equipment (PC, projector, etc.) and funding for the trainers.
Approach	Prison and Probation Training is based on presentations of actual cases (analysis of real situations carried out by the prison staff involved) as well as a review of the relevant theory for each case being considered. The training activity takes a sociological and anthropological approach, from a security and security-research perspective.
Target audience	Prison/probation/judicial practitioners Prison guards, prison rehabilitation staff, probation staff and the juvenile justice system staff
Deliverables	Face-to-face training
Evidence and evaluation	We prepared a one-morning course on the subject in order to offer staff a general knowledge session. The evaluation noted that 'more in-depth activity' was needed. The course had taken 3 years to prepare. Ongoing evaluation is carried out via a questionnaire handed out to attendants and trainers following each activity.
Sustainability and transferability	The activity is easily sustained, and can be partially transferred to other countries. Although part of the content is very much focused on the Catalan situation, this could be adapted.
Geographical scope	Catalan Penitentiary System

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

Name of the practice	*9.5.3 Identification of violent extremism and radicalisation in Finnish prisons*
Description	Prisons are a fertile soil for radical thoughts. The terrorist attacks in Europe over the last six years (2012-2018) have reinforced the perception of the role of prisons as some kind of producer for the radicalisation that leads to terrorism.

In nearly every serious attack in Europe there has been an assailant or designer with a criminal background, and in many cases they are former prisoners. In prison and probation services, it is important to identify at the earliest stage radicalised prisoners and also those inmates who are possibly vulnerable to radicalisation processes.

The starting point for violent radicalisation in Finnish prisons was exposure to ideology with extremist features. Exposure is most commonly caused by another prisoner or prisoner group. Charismatic leaders among the prisoners are trying consistently to radicalise other inmates. Some of them act as leaders, some followers, and others use extremism in their own criminal pursuits.

The aim of this 18-month–long project was to detect and identify radicalisation among the prison population. Early detection prevented radicalisation processes and helped to identify individuals at risk. Prisons are closed and controlled environments, and therefore they offer special opportunities to detect radicalisation and make an effective intervention through assessment.

The approach: included prison sentence planning, risk assessment and safe placements. It also enabled efficient collection of information on imprisonment, which in turn facilitated cooperation across different networks, as well as information exchange within the correctional institution and with other actors.

Training for prison and probation staff was provided in most of the Finnish prisons and probation offices and for The Training Institute for Prison and Probation Services' students. |
| **Approach** | Prison and probation
Training for first-line practitioners |
| **Target audience** | Prison/probation/judicial practitioners
First responders or practitioners
Law enforcement officers |
| **Deliverables** | • Recommended practices for the Finnish Criminal Sanctions Agency, a prison and probation organisation. Guidelines for managing violent |

	extremism and radicalisation in prisons.
	• Staff training.
	• A form for staff to use to report violent extremism.
Evidence and evaluation	The project has developed working methods and staff training programmes on identifying radicalisation as well as individuals at risk. Those individuals identified were guided to support and exit facilities.
	Dynamic security in prisons, multi-agency cooperation and prison intelligence activities are the key to identify and prevent the phenomenon. Early identification of radicalisation provides the possible situation to break the process.
	The following were identified:
	• During the project, 109 prisoners with links to violent extremism and radicalisation were detected; they included religion- and political-based extremism.
	• Only three of those prisoners were suspected for terrorism-related crimes.
	• - 75 inmates were related to radical Islamism - 26 inmates were related to extreme-right/neo-Nazi movements - 8 inmates were related another kind of extremism - Approximately 10 to 15 cases were classified as very high risk
	• Most common findings during the project were: - ideological violence, physical, threats and hate - ideologically violent groups with a hierarchy, in prisons - positive attitude towards terrorism - celebration for terrorist attacks - recruiting for radical groups and gangs - links to international terrorism - production and use of extremist materials
	• Based on project findings, the greatest threat for prison radicalisation in Finland was related to prisoners who were exposed to radical Islamism / Salafi jihadism. Prisoners detected were mainly located in southern Finland, but observations are constantly growing from all Criminal Sanctions Agency regions.
	The information gathered has resulted in changes to many decisions on safety placements for prisoners with links to violent extremism and radicalisation. This enables organisations to respond to prisoners' individual needs.
	• Information exchange with different authorities improved significantly during the project.
	During the project, Finnish Criminal Sanctions Agency staff from 16 prisons, 7 prison intelligence units, 11 probation offices, 2 evaluation centres, 1 psychiatric prison hospital and 2 prison hospitals were trained. This amounts to an estimated more than 400 officials, including prison officers, prison management, prison social workers, nursing staff, psychologists and pastors.
	Training lectures were provided to Finnish police and also to different

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

	The project for identifying violent extremism and prison radicalisation was based in Vantaa Prison. Project financing Provided by the Criminal Sanctions Agency Central Administration.
Country of origin	Finland
Contact details	Siltaniitynkuja 2 01260 Vantaa Finland Jouni Holappa jouni.holappa@om.fi +35 8504325798 http ://www.rikosseuraamus.fi/en/index/units/prisons/vantaaprison.html
Last update	2018

Name of the practice	*9.5.4 De-radicalisation in prisons*
Description	We use **counter and alternative narratives** focused on the political ideology of 'political salafiyya', which can lead to violent extremism and consequently terrorism. The examples and **methods** that we use are based on history, al-aqida, fiqh, manhaj, pedagogy, history and civic education. The practice was set up to prevent violent extremism and achieve de-radicalisation in prisons as well as among clients who are on probation. The practice is also used for clients in a non-legal context, and who are very often part of a social network of radicalised people. The NGO DERAD has 13 members, all academics who are pedagogues, Islamic and/or political scientists.
Approach	Prison and Probation and Exit strategies Delivering alternative narratives and counter narratives
Target audience	Violent extremists Formers Prison/probation/judicial practitioners
Deliverables	1. Work in prisons in collaboration with the Ministry of Justice. Talks with convicted terrorists, foreign fighters or supporters of terrorist organisations: radicalisation, disengagement, demobilisation. Methods are described above. 2. Assessment of possible radicalisation of inmates in prisons and other institutions such as schools, refugee camps, etc. 3. Disengagement for people on probation. 4. Activities with former foreign fighters, such as workshops and derad, as part of an exit-strategy to interact with society
Evidence and evaluation	Written reports and assessments are drafted after every conversation with inmates/clients in prison or on probation. A study on extremism involving 50% of inmates in 2016/2017 has been finished, but not yet published. The publication will be published on the website of the Ministry for Foreign Affairs and Integration (foreseen for December 2017). The title is "Lebenswelten und Radikalisierungsverläufe von inhaftierten sogenannten Dschihadisten in Österreich. Eine Untersuchung von Personen mit Bezug zu terroristischen Vereinigungen aus dem Bereich der sogenannten politischen und dschihadistischen Salafiyya in Österreich." Publications: https://www.bmeia.gv.at/fileadmin/user_upload/Zentrale/Integration/Publikationen/Studie_Lebenswelten_und_Radikalisierungsverlaeufe_von_Dschihadisten_in_OEsterreich.pdf
Sustainability and transferability	"de-radicalised" persons support DERAD and clients stay in contact with DERAD. Experiences are shared at conferences, seminars, workshops and via publications.

Geographical scope	Austria and EU and Europe
Start of the practice	2010 and 2013 (DERAD)
Presented and discussed in RAN meeting	RAN Exit June 2016
Relation to other EC initiatives	Contact via the Foreign Ministry, Ministry for Internal Affairs and OSCE with representatives of other NGOs and GOs. Regular interaction and exchange with German counterparts. Lectures and workshops in other countries, including Germany, Netherlands, Belgium, Kosovo, Bosnia, Moldovia, Spain, and Switzerland.
Organisation	*DERAD – Netzwerk sozialer Zusammenhalt für Dialog, Extremismusprävention und Demokratie- English: DERAD – Network social cohesion, Dialogue, Extremism-Prevention and Democracy (EUISA Network) (and EMJD – Muslim Jewish Dialogue)*
Country of origin	Austria
Contact details	Bonygasse 27, Top 5, A-1120 Wien Moussa Al-Hassan Diaw +43 664 75 000 671 www.derad.at deradaustria@gmail.com
Last update	2016

Name of the practice	**9.5.5 Team TER (Terrorists, Extremists and Radicals)**
Description	The nationally operating Team TER (Terrorists, Extremists and Radicals) helps the Dutch Probation Service prevent (further) radicalisation by Dutch probationers. It aims chiefly to disengage radicalised Muslims (mainly home-grown jihadi) from radical movements using a tailor-made probation approach, and to influence their behaviour. Push and pull factors are used to promote behavioural change and stimulate the process of reintegration into society. The main tasks are risk management and supervision, carried out in close cooperation with partners (judicial, prison, police and municipal authorities). The team is also supported by psychological and theological experts.

The Dutch Probation Service engages with persons suspected or convicted of terrorism-related offenses such as rioting, recruiting and financing. Individuals suspected or convicted of offences like attempting to travel to or return from conflict areas or preparing an attack are referred to Team TER. In addition, Team TER engages with individuals who are suspected or convicted of other offences but are known to be involved in radicalisation- or terrorist-related risks.

The team comprises 20 (internationally) trained probation officers specialised in relevant fields. They use regular probation methods of working in a judicial framework with mandated clients and make cognitive behavioural interventions. |
| **Approach** | Prison and Probation |
| **Target audience** | Prison/probation/judicial practitioners
Violent extremists |
| **Deliverables** | There is a factsheet available (in Dutch), with brief information on Team TER for stakeholders. |
| **Evidence and evaluation** | Team TER is a learning community that is developing its own approach. The shared tacit knowledge of probation officers forms one of the main sources. Where there is insufficient expertise, or need for additional knowledge, extra support is sought. International cooperation is needed to assess whether treatment programmes are suitable for application in the Netherlands. In addition, it should be borne in mind that the target group presents diverse problems, and therefore, tailor-made interventions per individual are necessary. The involvement of science and education in this field of study and the translation into concrete methods applicable to the Dutch context (cultural, but also legislative and regulatory) are desirable. Of course, this also means that international research and expertise are employed by Team TER, and can be exchanged with other probation organisations. |

Sustainability and transferability	We have plans to modify the methods of Team TER to accommodate the scope of broader groups of extremists (right-wing militants, anti-government 'patriot' groups, eco- and pro-animal radicals, etc.). A scientific article for a peer-reviewed journal has been published and a chapter in the Dutch probation method book is in preparation.

To evaluate the extent to which this programme has succeeded in achieving its goals, Leiden University was asked to map the progress of the project in February 2013 and February 2014.

A follow-up of this study is being carried out over the period of January 2016 and December 2017. This is expected in the fall of 2019.

Schuurman, B., & Bakker, E. (2016). Reintegrating jihadist extremists: evaluating a Dutch initiative, 2013–2014. *Behavioral Sciences of Terrorism and Political Aggression*, *8*(1), 66-85. Doi:10.1080/19434472.2015.1100648 |
| **Geographical scope** | Netherlands |
| **Start of the practice** | Team TER was set up in 2012 with the development of the Dutch Approach. |
| **Presented and discussed in RAN meeting** | RAN P&P, 14-15 June 2016, Berlin
Exit programmes and interventions in prison and probation |
| **Relation to other EC initiatives** | None |
| **Organisation** | The Dutch Probation Service is an independent organisation with the primary goal of shaping a safer society. The Probation Service is actively involved in the criminal justice process; when an offender is detained, it plays an advisory and supervisory role during the court session and the detention period. Judicial, municipal, prison and police authorities cooperate to prevent offenders from reoffending.

Probation workers provide advisory services to the Office of the Public Prosecutor and the Judiciary, supervise conditional sanctions and measures, and implement alternative sanctions (e.g. community services). Dutch detainees abroad receive assistance from the International Office of the Dutch Probation Service.
In supervision, probation workers continually monitor whether offenders are honouring the agreements made. In cognitive behavioural training, offenders' motivation is increased, prosocial choices are encouraged and self-reflection is stimulated, so that behavioural change can be established. |
| **Country of origin** | Netherlands |
| **Contact details** | Address: Reclassering Nederland
Vivaldiplantsoen 100
3503 RE Utrecht
Netherlands |

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Last update	2018

Name of the practice	*9.5.6 Inclusion*
Description	Inclusion is inspired by two existing programmes: EXIT Sweden and the Dutch cognitive behavioural programme Solo. We used the elements of each programme that appeared best suited to our target group. The key element of Solo is the participation of a so-called significant other (SO) in the reintegration process, while EXIT Sweden focuses on building a new identity outside the extremist network.

Inclusion is an individualised, tailor-made programme that is elaborated during probation supervision. Inclusion's chief aim of is to disengage radicalised Muslims (mainly home-grown jihadi) from radical movements.

It consists of three modules.

1. Practical help

In the first stage of Inclusion, the trainer alone provides practical help. The participant draws a Plan for the Future, in which he or she defines goals. For instance, there may be housing, employment, or debt problems to be tackled. By meeting the material needs of the participant, the trainer gains their trust and establishes a working alliance. The participant learns new skills to boost their self-confidence. This will broaden the participant's perspective and provide an opportunity to move away from the radical environment.

2. Network approach

At the same time, trainer and participant map the network of the participant: is there anyone in the former prosocial network (teacher, imam or friend, for instance) that the participant wants to get in touch with? If so, contact is made, and this SO then assists the participant with hands-on activities. If there is no SO available in the network, Inclusion provides a volunteer.

The trainer also encourages participants to repair relations with a friend or family member, with support from the SO. Consultations can also be arranged with religious experts, e.g. an imam. By degrees, the participant is introduced into and included in society by expanding his network. The trainer continues to build a trusting relationship, and motivates the participant to achieve (behavioural) change.

3. Cognitive behavioural training

If the participant starts to use the 'language of change', Module 3 is launched. This involves nine categories of cognitive behavioural exercises: |

	- thinking patterns/attitude/behaviour - impulsivity - anger/frustration tolerance - locus of control - identity/vulnerability - coping (universal) values (religious) meaning - social skills. The trainer selects the themes that play a role in the life of the participant. If agreed by the participant, the SO may participate. In June 2017, Inclusion is to be tested by trained members of the Terrorists, Extremists and Radicals (TER) team of the Dutch Probation Service.
Approach	Prison and Probation Exit strategies
Target audience	Prison/probation/judicial practitioners Violent extremists First responders or practitioners
Deliverables	In 2016, the programme Manual of Inclusion was completed. We also produced a Working Book that includes the required training materials (URLs, pictures, puzzles, etc.). There is also a Factsheet available (in Dutch), containing brief information on Inclusion for our stakeholders.
Evidence and evaluation	Inclusion is being developed in close cooperation with the TER team. Dutch experts were consulted, and extensive desk research carried out. Feedback was submitted continually in earlier versions of the programme. Although Inclusion is a new initiative, it is derived from two programmes that have theoretical bases (for literature on Solo, see Robinson (2007), Priestley & VanStone (2006) and Hankinson & Priestley (2010); for literature on EXIT Sweden, see Christensen (2015)). In assessing whether the programme structure of Inclusion is effective for radicalised Muslims, several questions need to be addressed: 1. Does the trainer succeed in building a trustful relationship with the participant? 2. Do the practical activities lead to increased community engagement?

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	3. Does the network approach lead to an improved relationship with a family member or friend? 4. Is the SO of additional value? 5. Do the exercises in Module 3 have a positive impact on the cognitive deficits of the target group? In July 2017, we will conduct a pilot study to research the questions mentioned above. If Inclusion is positively evaluated, we will submit the programme to the Judicial Interventions Dutch Accreditation Panel in 2018. We are striving for a First Degree accreditation, i.e. 'Theoretically well grounded.'
Sustainability and transferability	We have plans to modify Inclusion to accommodate the scope of broader groups of extremists (right-wing militants, anti-government 'patriot' groups, eco- and pro-animal radicals, etc.). Inclusion is originally designed for an ambulant setting (probation). If the programme is positively evaluated, it could be made suitable for the Terrorism Wings of the Dutch Prisons.
Geographical scope	Netherlands
Start of the practice	We will start with Inclusion in July 2017.
Presented and discussed in RAN meeting	We discussed Inclusion at the IMPACT-RAN workshop, on 10 and 11 November 2016. The workshop was held in Cambridge in support of training on how to elaborate the evaluation of radicalisation interventions.
Relation to other EC initiatives	None
Organisation	The Dutch Probation Service is an independent organisation with the primary goal of shaping a safer society. The Probation Service is actively involved in the criminal justice process; when an offender is detained, it plays an advisory and supervisory role during the court session and the detention period. Judicial, municipal, prison and police authorities cooperate to prevent offenders from reoffending. Probation workers provide advisory services to the Office of the Public Prosecutor and the Judiciary, supervise conditional sanctions and measures, and implement alternative sanctions (e.g. community services). Dutch detainees abroad receive assistance from the International Office of the Dutch Probation Service. In supervision, probation workers continually monitor whether offenders are honouring the agreements made. In cognitive behavioural training, offenders' motivation is increased, prosocial choices are encouraged and self-reflection is stimulated, so that behavioural change can be established.
Country of origin	Netherlands
Contact details	Reclassering Nederland

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Last update	2016 and before

Name of the practice	*9.5.7 Risk assessment instrument in the Spanish prison context*
Description	This risk assessment instrument is specifically designed to be implemented in the prison context. It is considered a key part of the protocol on counter-radicalisation, and it complements the directives and actions on prevention and treatment of violent extremism.
Approach	Prison and Probation
Target audience	Prison/probation/judicial practitioners Violent extremists
Deliverables	Forming part of the Spanish risk assessment approach, this instrument is currently implemented in Spanish prisons. It considers **12 factors on the risk of radical violence and 27 factors on the risk of recruitment and violent radicalisation.** It also demonstrates a simple way **to score the indicators** (high, medium or low, depending on the intensity detected). The instrument puts forwards a number of **suggested questions** for each factor. The aim is to guide decision-making in terms of intervention and detect and evaluate variables that may indicate risk of actions in the field of violent radicalism.
Evidence and evaluation	The instrument does not provide a mathematical prediction of risk, but rather a qualitative and dynamic final evaluation. It has been implemented in several prisons, mapping risk factors on which further intervention is based. **The indicators will be updated within a year** to assess their effectiveness. Feedback from prison staff is taken into consideration, and **a number of working groups focused on suggested improvements are planned**. The General Secretariat of Penitentiary Institutions has a clear interest in external practices, as these may help in our work, guiding improvements and analysis of our own procedures, for instance. The instrument has been presented informally in RAN P&P meetings (e.g. in July 2018 in Brussels), but not in a formal study-visit or working group.
Sustainability and transferability	Although the above-mentioned instrument respects Spanish prison procedures and has been designed for this prison context, its indicators, defined target-groups (terrorists, recruiters and vulnerable prisoners) and scoring system are completely exportable/transferrable to prison contexts from other countries. The instrument calls for coordinated prison staff work, based on

	exhaustive knowledge of the inmate. It clearly requires close cooperation between security and treatment areas, but no other complex operations are planned. This means that the assessment presented here is a long-term sustainable practice.
Geographical scope	It is implemented in all Spanish prisons holding terrorists and inmates under surveillance (due to their radical or extremist behaviour).
Start of the practice	The instrument came into use in February 2018.
Presented and discussed in RAN meeting	The instrument has not yet been presented in RAN meetings, but it has been discussed informally in some meetings, and a large number of European professionals have shown interest in its content and applicability.
Linked to other EU initiatives or EU funding	The instrument is not linked to other EU initiatives. However, it is ultimately the result of both the recognition of our own needs and the involvement and co-leadership of Spain in the RAN P&P.
Organisation	The General Secretariat of Penitentiary Institutions (of the Ministry of Interior) is the organisation responsible for the prison sentences being served, offering facilities such as prison centres, penitentiary psychiatric hospitals, social insertion centres, open sections, mother units, hospital custody units and probation services. [Governmental institution
Country of origin	Spain
Contact details	Address: General Secretariat of Penitentiary Institutions Vice-Directorate General for Institutional Relations and Regional Coordination Alcalá 38 28014 Madrid Madrid Spain Contact person: Rosa Rodríguez Diaz (Technical Adviser) Email: Rosa.Rodriguez@dgip.mir.es Website: http://www.institucionpenitenciaria.es/
Last update	2018

Name of the practice	***9.5.8 E-learning: Understanding and Addressing Extremism in Prisons and Probation***
Description	This resource has been developed for all HMPPS staff working with extremist offenders — especially those considered vulnerable to extremism. The two-part e-learning package can be accessed on the internet. The training comprises two courses, 'Understanding and Addressing Extremism in Prisons and Probation' and 'Developing Dialogues Toolkit Training'. Each course comprises two modules, each of which includes a final knowledge check at the end. Learners are required to score a minimum of 80 % to pass each e-learning course. Each module may take up to one hour to complete. Users can stop and save their progress if they are unable to complete a module in its entirety, and may return to it later. We would recommend that when possible you complete each module in one sitting to optimise learning. It can be used a refresher for staff who have had face-to-face DD training. The e-learning enabled us to reach a larger number if staff. **Methodology used** The tool was designed to enable staff to build their confidence and competence when responding to concerns about extremism. It seeks to provide staff working in prisons and probation with an understanding of the reasons why individuals engage in extremism and commit extremist offences, and to introduce skills and strategies for countering / responding to extremism in their roles. For staff in relevant roles, there are also modules to develop an understanding of the concepts underpinning the Developing Dialogues (DD) Toolkit and how it should be delivered. Developing Dialogues (DD) is used with individuals for whom concerns have arisen over their possible or apparent interest in, or engagement with, ideas, groups or causes deemed extremist in nature. It is based on the psycho-social theories underlying extremism interventions and assessments. **Relation to initiatives / theory** The first part of the course was developed from scratch. The second part is based on a face-to-face DD training event. The training was developed in conjunction with the learning and development team within the HMPPS, which is specialised in the development of training packages. **Target audience / beneficiaries** All HMPPS staff in roles that put them face-to-face with offenders, but especially those working with those considered vulnerable to extremism / radicalisation and those members of staff in extremism roles. It has been designed to enable staff to build their confidence and competence in responding to extremism concerns.

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

Name of the practice	## 9.5.9 From Personal Transformation to Positive Social Impact: IAHV Model
Description	**IAHV Approach** IAHV advocates for a radically new paradigm of how we understand and deal with violent extremism. The approach is fundamentally human, situated in a broader peacebuilding framework, and tackles the psycho-social roots of the challenge. IAHV Peacebuilding programmes bring about a profound, self-sustaining transformation in attitude, mindset, wellbeing and behaviour of individuals and communities involved or affected by violence and extremism, inspire and train participants to use non-violent means to achieve legitimate needs, and mobilise them to become effective peacebuilders in their own communities. **IAHV Methodology** IAHV programmes use a comprehensive set of processes and tools facilitating physical, mental, emotional and existential changes, as such positively transforming wellbeing, attitudes, behaviours and relationships. Figure 1: IAHV model of intrapersonal transformation IAHV uses a **holistic approach to personal transformation** that addresses the physical to deeply existential layers, transcending the strictly cognitive. On the physical level, it provides deep stress release and relaxation, increases energy levels and improves overall physical health and wellbeing. On the emotional level, it releases strong negative emotions, fosters more positive and life-supporting emotions and increases emotional resilience. On the mental level, it calms tension and worries in the mind, improves clarity of mind and concentration, reduces the impact of negative or traumatic memories, and fosters a more positive mindset.

When individuals are able to release stress and negative emotions, calm their worries and expel tensions from the mind – and are thus positively established within themselves, it is reflected in their behaviour, relationships and outlook towards the world. Building on restored mental and emotional wellbeing, IAHV programmes apply a set of pedagogical methods and strategies (processes, knowledge, discussions, games, practical tools) to strengthen self-confidence, explore a broadened and shared self-identity, inculcate human values, improve non-violent conflict resolution, address issues of trust, fear, suspicion and hatred, reduce resentment, build connectedness and reinforce healthy attitudes and skills for peaceful co-existence.

On a behavioural level, this subsequently leads to a diminished need for negative coping strategies, improved communication and life skills to handle challenging situations, as well as a reduced inclination towards harmful behaviour towards themselves or others. This can manifest in reduced frequency and severity of violent incidents; criminal activity; substance abuse; aggression. Similarly, individuals feel more resilient against peer pressures, overwhelming emotions, discriminatory behaviours, intimidation or recruitment.

It is commonly understood that violent radicalisation happens at the intersection between an enabling environment and a personal trajectory. IAHV programmes focus explicitly on the personal and relational aspects involved, and to a lesser extent on social, political, or geopolitical aspects. Among the **psycho-social drivers of violent extremism**, as identified through research of best practices and approaches, IAHV addresses in particular the following:

Personal
- Frustration, sense of rejection, exclusion, isolation, humiliation
- Feelings in general (wish to provoke, despair, fear, hopelessness)
- Idealism and strong sense of justice
- Fascination for violence and fights
- Negative home/family background
- Disbelief in alternatives
- Identity questions or problems
- Lack of a meaningful purpose in life
- Search for simple ways to understand a complex world

Relational
- Negative or lack of positive personal experiences with certain groups of people
- Wish to belong to a group
- Interest in alcohol, drugs, or other group-binding factors
- Peer pressure
- Connection to a charismatic leader

Societal/Political
- Fear of multiculturalism or of certain groups of people
- Us-them paradigms
- Lack of brotherhood, sisterhood or belongingness to a community
- Lack of trust in others / society
- Real and perceived injustice

Global/Geopolitical
- Rapid changes in society
- Resentment of Western supremacy
- Feelings of inequity and injustice on global level, and a sense of humiliation
- Encroachment of modernity on 'traditional' values

- Highly symbolic conflicts on the global scene with broad repercussions

The strength of IAHV's programmes lies in the **integrative approach towards empowerment**, addressing different individual and relational aspects such as:

IDENTITY
- Broadened, diversified self-identity
- Reduce perception of discrimination and victimhood
- Foster self-esteem
- Foster sense of belonging and counter isolation

EMPOWERMENT & RESPONSIBILITY
- Address injustice, engage for action
- Moving from blame to responsibility
- Acquainting with positive role models
- Strengthen action instead of reaction

PHYSICAL HEALTH AND WELLBEING
- Deep stress release and strengthen stress resilience

HEALING AND EMOTIONAL WELLBEING
- Release negative emotions
- Healing and relief of trauma
- Strengthen emotional resilience and coping capacity
- Foster positive emotions

MENTAL TRAINING
- Counter dichotomising, black and white thinking
- Foster critical thinking capacity
- Decrease worry and tension
- Foster broadened perception and open mindset

PROVIDING AN ALTERNATIVE
- Raising awareness and skills on alternative of nonviolent strategies
- Develop alternative community

When our inner world is disturbed, our impact in society is more likely to be neutral or negative in terms of disengagement, frustration, anger, disappointment, radicalisation, disrespect, violence, depression or resistance. Individuals who are well-established in themselves, healed and empowered, are more likely to bring a positive contribution to different aspects of society and to play a peace-enhancing role in their communities and institutions. Healing and empowerment support individuals to develop interpersonally and inside communities, creating more inclusive relationships and greater community resilience to radicalisation and violence. In this process, IAHV fosters a strong, experiential foundation of universal human values to support more positive discernment and decision-making.

Restoring peace at every level well beyond the cognitive, IAHV programmes are deeply empowering, life affirming and truly holistic.

Working inclusively across affected populations and stages of radicalisation
IAHV's programmes to prevent and transform violent extremism and radicalisation are applicable across personality types, ideologies and contexts, and across all stages, from prevention to intervention, rehabilitation and reintegration. We work with all individuals and communities directly or indirectly, actively or passively affected by violence and extremism, including:
former extremists, ex-combatants, militants, prisoner populations, gangs, convicted terrorists, radicalised youth, affected communities and relatives, social/youth / prevention workers, survivors of violence / terrorist attacks

Systemic approach in collaboration with ongoing initiatives
IAHV's expertise, combined with identified best practices from the field in an inclusive, integrative approach, can lay a strong psycho-social foundation to complement and strengthen ongoing initiatives.

Approach	Prison and Probation
	Exit strategies

Target audience	Victims of terrorism
	Violent extremists
	Formers

Deliverables	**IAHV programmes and training** include:
	1. <u>Preventing and Countering Violent Extremism</u> (PCVE) for young people (aged 16 to 35, though this can be extended) at risk, in the earlier stages, or seeking re-entry from periods of radicalisation (16 to 22 hours):
	- transforming the attitudes and behaviours of youths and young adults from at-risk to high-performing, responsible, confident and empoweredpopulations;
	- 'prevent' and providing alternatives to radicalised narratives and destructive behaviour towards themselves and others;
	- practical tools and life skills for individuals to release stress, master their emotions, withstand radicalisation and peer pressures thereto, and solve conflicts using non-violent action.
	2. <u>Youth Leadership Peacebuilding Training (YLPT)</u> providing intensive training to empower and mobilise youths and young adults (aged 16 to 35, though this can be extended) to become role models and the driving force behind the prevention and transformation of radicalisation and violence (7 to 10 days).
	In addition to PCVE, YLPT includes:
	- physical, emotional, mental, spiritual and social empowerment;
	- hard and soft skills development, including: stress management, trauma-relief and healing, resilience, self-knowledge and self-management, creativity and innovation, communication skills, value-based leadership, team work, decision making, dynamism and entrepreneurship, interpersonal skills and volunteering spirit;
	- focus on individual empowerment and locally informed and owned peacebuilding and violence prevention strategies.
	3. <u>Rehabilitation & Reintegration of Ex-Combatants (REX),</u> including current and former extremists as well as war veterans, into society (16 to 22 hours).
	REX addresses psycho-social gaps in existing reintegration and DDR infrastructure, including but not limited to: post-traumatic stress; addiction; mistrust and alienation; depression, apathy, and perceptive disempowerment; victimisation and an inability to take responsibility for past acts or current behaviour; negative emotions such as anger, blame, and a desire for revenge; cognitive reliance on violence to achieve power or fulfil feelings of masculinity; and other identity challenges related to re-entry. In addition, the REX programme empowers participants to identify and achieve their goals in a non-violent way, helping them re-enter society as contributing and peaceful members.
	4. <u>Healing, Resilience and Empowerment (HRE)</u> training for survivors, relatives and affected communities (8 to 12 hours):
	- stress and trauma management and healthy coping strategies, which can sustain improvements in quality of life.

	5. <u>Self-Management and Professional Excellence</u> training for CVE / PVE workers (12 hours): - introduction to the IAHV approach, methodology, case studies; - analysis and personal experience of the psycho-social factors at the core of rehabilitation, reintegration and transformation of extremism; - improved wellbeing, better clarity of mind and greater focus, increased stress resilience; - improved ability to manage challenging situations and people leading to improved professional and personal performance. Ideally, each training programme is supported by a tailored 3 to 12-month follow-up period, in which participants engage in ongoing learning or implement local violence prevention projects. A description of our approach is available in the following **brochure**: http://peaceunit-iahv.org/services/preventing-and-transforming-violent-extremism-mobilising-youth-for-peace/ An overview of **video testimonials** from participants: https://www.youtube.com/channel/UCIYHStWX08wZysbOMsPNg2w
Evidence and evaluation	**IAHV Practice-based evidence in 20+ conflict- and war zones**: - 2 000+ fighters renounced violence (Kashmiri militants, Naxalite terrorists, FARC rebels, Kosovo Liberation Army veterans, the LTTE in Sri Lanka, militants in Assam, Maoists in Nepal). - Colombia breakthrough in peace process with FARC June 2015. - Prisons worldwide: rehabilitation programs for 400 000 prisoners and staff. - Rehabilitation and reintegration of 5 000 criminals, gang members and ex-prisoners in Copenhagen. - Rehabilitation and reintegration of youth gangs in Panama and Mexico. - Healing, Resilience and Prevention of Extremism for 18 000 war affected children in Lebanon and Jordan (EU project). - Reduced PTSD symptoms in US war veterans. - Iraq Trauma Relief and Women Empowerment since 2004. - Reduced stress and trauma for 150 000 trauma-relief beneficiaries worldwide (Iraq, Israel-Palestine, Kashmir, India, US, Balkans, Kyrgyzstan, Sri Lanka, Northern Caucasus and Afghanistan). - 85% suicide reduction in Kosovo prisons **Scientific research on IAHV techniques** The core techniques used in IAHV Programmes are Sudarshan Kriya & Practices (SK&P), which include gentle stretches (yoga postures), specific breathing exercises, and cognitive coping and stressor evaluation strategies. The central component of SK&P is SK, which is understood to use specific breathing rhythms to eliminate stress, support the various organs and systems within the body, transform overpowering emotions, and restore peace of mind, thus supporting the whole mind-body system. Independent research suggests SK&P result in rapid and sustainable reduction rates of PTS (65%), clinical depression 68-73% (mild, moderate and severe), anxiety 73% and stress (reduction cortisol and lactate levels), whilst increasing optimism, calmness, concentration and recovery from stressful stimuli. A University of California and Los Angeles (UCLA) study concluded, "the [IAHV] program can promote mental health, potentially protecting from harmful coping behaviours and risk behaviour", as it showed a reduction in impulsive behaviour among adolescent participants. For an overview of 60+ internationally peer-reviewed research articles on SK&P, see: www.aolresearch.org

	Anecdotal Evidence In 2012, IAHV offered a one-month rehabilitation and reintegration training course to 240 militants in Assam, many of whom had belonged to different extremist groups since an early age. In addition to the IAHV core programme, participants engaged in vocational training and training in organic farming to earn their living in a non-violent way. 100% of the participants felt their lives changed for the better, with many renouncing violence, taking up agriculture and becoming willing to contribute to the sustainable and peaceful development of their communities: "I found a lot of enthusiasm and determination to lead a new life. I had a lot of physical and mental strain but just after two days of doing the Sudarshan Kriya and other practices, I can sit on the ground, and sleep soundly at night. I have a new zest to live life.". "Coming here, I feel a lot of belongingness and respect for others. It is because I was given the same respect and welcomed with belongingness. I now recognise the struggle I was going through mentally. It seems I have found a tool to solve my problems. I can now see a way ahead. I have some land back home. I would like to take up organic farming." As one hard core recidivist said after following IAHV's Prison SMART programme, "it is as if I feel an anchor inside me now that prevents me from slipping down the same destructive path". A mother of a foreign fighter in Belgium testified after doing the IAHV programme: "I learned to accept the situation, to live with it. I am able to forgive myself and to forgive my son now." For more **case studies**, see http://peaceunit-iahv.org/services/preventing-and-transforming-violent-extremism-mobilising-youth-for-peace/ **Peer Review**: IAHV's presentation in the YF&C Meeting was positively evaluated
Sustainability and transferability	IAHV's approach is to empower individuals and communities to become self-reliant, create self-sustaining change and reduce dependency on external support. IAHV empowers individuals and communities with knowledge, skills and tools to improve their own physical, mental and emotional wellbeing, and to create the change they want to see themselves. In the initial stage, certified IAHV trainers pass on the techniques, skills and knowledge to participants, who can benefit themselves or be trained to disseminate them further in their local contexts. This inherently self-sustainable approach strengthens local resources, as illustrated by the numerous examples of IAHV programme participants who have continued to become IAHV trainers themselves. In addition, through its specialised training for CVE-PVE professionals, IAHV raises awareness in the sector about the IAHV approach in order to identify where it can be integrated to provide the most added value in a multi-agency approach. The costs involved are dependent on local needs, programme selection and resources, ranging from free introductory sessions to intensive seven-day programmes, with an average price of €300/participant for a 20-hour programme. One Yazidi youth, filled with fury and hatred for the brutalities IS had inflicted on his family and people, including the kidnapping and rape of his own sister, and for the crimes against humanity which he had been documenting as a human rights activist, was ready to take revenge and join the militias fighting against IS. However, since his friends invited him to a peacebuilding workshop and later an IAHV Youth Leadership Peacebuilding training course, he now gives stress release and resilience workshops in a camp in Dohuk for hundreds of displaced people and inspires them to join the Citizens Peace Movement of Iraq.

	In Denmark, former gang members, criminals, drug addicts and prisoners are training and supporting thousands of others in and outside prison, following the rehabilitation journey they themselves underwent via Breathe / Prison SMART programmes. Grateful for their 'new lives', they are committed to preventing others from going down a destructive path and supporting them as they turn their backs on a life of crime, violence, stress and disillusion. As one prisoner in the UK remarked, "I spent my whole life trying to destroy society. After doing the Prison SMART program, I now want to spend the rest of my life contributing to society."

IAHV's sister organisation Art of Living Foundation, located in the ghettos of Panama City, was approached in 2008 to conduct a 20-month rehabilitation and empowerment programme for 11 gang members. They had joined a gang in order to help provide income for their families and security from rival gangs. Caught up in the vicious cycle of violence and crime as a way of life and without education, parental support or other options, they underwent a profound transformation during the IAHV programme. Before long, the former gang members became known as the 'Youth for Change' for their service in orphanages and their mentorship to younger children. One ex-gang member poignantly remarked, "We used to behave even worse than them. Now we've changed and we come to teach them that there can be a change. All of them deserve a chance, just as we had too. One of us could have died with all these problems, we could have gone to jail, I don't know, but if we can change and take advantage of that, I think everybody can do the same. We have to stretch out our hand to help other people who also deserve a chance. We can teach them to change as a person, and to shift their mind, to become a good person and not to fix things only with bullets but to see there are different ways."

One former militant from Assam testified, "My fight was for the people. So maybe I have no regrets. But I realised that violence is not the path. I am now determined to build a strong harmonious community. I want to go back and resolve conflicts in my region, now that I am at peace with myself." |
Geographical scope	Denmark, Belgium, Lebanon, Jordan, India, Sri Lanka, Iraq, Colombia, Nepal, Mexico, US
Start of the practice	The Prison SMART Rehabilitation training programme started in 1992. Since then, many other programmes have developed, as illustrated above.
Presented and discussed in RAN meeting	Presented at the YF&C Meeting on Strengthening Community Resilience in London, 29-30 June 2017
Relation to other EC initiatives	No formal relation.
Organisation	International Association for Human Values (IAHV) • Non-profit, United Nations-affiliated organisation with special consultative status with ECOSOC. • Founded in 1997 in Geneva, Switzerland, by Sri Sri Ravi Shankar and other global leaders. • Mission: to build sustainable and inclusive peace by promoting and supporting the development of human values in both the individual and

	societies on a global scale.
	- Headquarters: Geneva. Branches in around 20 countries. Works in partnership with Art of Living Foundation (1981): active in 155 countries, reached hundreds of millions of people. - Largely volunteer-based organisation IAHV's programme on Preventing and Transforming Violent Extremism is managed by the IAHV UK branch, which runs the global Peacebuilding Programmes for IAHV. IAHV UK Charity nr: 1103261 Financing: A 3-year IAHV project on preventing extremism among war-affected children in Jordan and Lebanon is currently being implemented with support from EIDHR (Global Call) IAHV programmes in different countries are funded by private donations, trusts and foundations, corporate and governmental funds.
Country of origin	IAHV is registered in Switzerland. Its most active branches in Europe are the Netherlands, Germany, UK, Belgium, Denmark and Italy
Contact details	Address: Bad Antogast 1, 77728 Oppenau, Germany Contact person: Dr Katrien Hertog Email: Katrien.Hertog@iahv.org.uk Telephone: 0044 740 5638795 Website: www.peaceunit-iahv.org
Last update	2018

Name of the practice	**9.5.10 Seminar and training for prison staff**
Description	During the one-day seminar, prison staff should increase their understanding of radicalisation, extremism and terrorism, especially radicalisation in prison and the processes of radicalisation. The seminar also provides an overview of Islamism and Salafism, right- and left-wing extremism and relevant groups in Austria; moreover, it covers indicators of radicalisation, and procedures to follow once radicalisation has been detected. The seminar is divided into three units, with teachers and speakers specially qualified in this area from the prison services, the Network for Social Cohesion, Dialogue, Extremism-Prevention and Democracy (Netzwerk sozialer Zusammenhalt für Dialog, Extremismusprävention und Demokratie) (DERAD) and the Federal Agency for State Protection and Counter Terrorism. The target audiences are: • prison staff (further training) • prison staff in vocational training (basic training and prison officers in service). The short seminar currently forms part of further training for volunteers, and is a compulsory component of basic training. An 'advanced' programme lasting 2 to 3 days is planned, for those wishing to pursue further training. Since November 2016, around 900 members of staff have benefited from the training.
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners
Deliverables	Face-to-face training. The training started in November 2016 — although a one-day seminar is very short (in order to respond to the many questions raised by participants), it is nevertheless sufficient to raise participants' awareness. It was developed from scratch, and is not linked to other initiatives or theories.
Evidence and evaluation	Training evaluation was held at the end of January 2017. Feedback from participants has been positive: they appreciate the information about Salafism/Islam/the radicalisation process, because knowledge on these subjects has thus far been very limited. This part of the seminar is considered a real highlight. The speakers from the Federal Agency for State Protection and Counter Terrorism were also particularly appreciated: their information was up to date and provided participants with a comprehensive picture of the Agency's strategies. Feedback received on this subject led to an extension of the time provided for the DERAD and Federal Agency presentations.

Sustainability and transferability	The structure of the practice is suitable for other countries, or for training in other sectors. The religious content is suitable for everyone.
Geographical scope	Austria
Start of the practice	November 2016. The training practice is ongoing.
Presented and discussed in RAN meeting	This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and the European Organisation of Prisons and Correctional Services (EuroPris).
Relation to other EC initiatives	None
Organisation	Ministry of Justice in Austria
Country of origin	Austria
Contact details	Emails: erich.hubmann@justiz.gv.at and martin.hoffmann@justiz.gv.at
Last update	2018

Name of the practice	*9.5.11 Training of on-site referee trainers (ORT) on violent islamist radicalisation awareness in detention*
Description	The ORT training of trains all correctional staff in awareness of violent radicalisation. Initial sessions are intended as a refresher for basic knowledge on radicalisation, mental manipulation and procedural points of reference regarding tracking and description. More comprehensive knowledge is available to staff working in specialised units via continuous training. Training involves lectures by multidisciplinary experts, PowerPoint presentations and a pedagogical video. It also covers theoretical content on radicalisation and pedagogy courses. The video was designed by the L'école nationale d'administration pénitentiaire (ENAP) communications unit, with the help of internal staff and external experts. Experts are chosen according to their knowledge of the subject (university recognition, publication of their practice on inmate management). The ministry has not officially decided on an expert list, but calls upon experts who work with national institutions related to this area. **Target Audience** Correctional intelligence officers and trainers, gathered in two groups.
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Law enforcement officers Kies een item.
Deliverables	68 trainers & correctional intelligence officers were trained (2016). Currently, no training is foreseen for 2017.
Evidence and evaluation	To date, feedback has shown positive results from the ORT, although no further information is currently available. A test may be carried out at the end of the training in order to deliver a certificate.
Sustainability and transferability	The training has been expanded to the non-custodial sector as well. The methodology of training ORTs is transferred to other topics

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

Name of the practice	*9.5.12 Training courses on violent radicalisation and proselytism in prison*
Description	The key objectives of the training are to: 1) provide an overview of Islamic culture through lectures by both university professors/experts and cultural mediators; 2) increase awareness of violent extremism and the proselytism signals that can be detected early within prisons, using specific indicators/tools; 3) further the use of cultural mediators inside prisons; 4) encourage information-sharing among different professionals (penitentiary police, educators, social workers, etc.) working in different prisons on how to deal with radicalisation, so as to identify the best approaches and practices; this is done using case studies during working group activities. The speakers were selected on account of their knowledge and specific experience/background. An agreement between the Penitentiary Administration and the Board of Italian Universities on tackling radicalisation has also been signed recently, promoting common actions to tackle the phenomenon. The training is focused mainly on the early detection of the radicalisation and proselytism dynamic inside prisons. It covers how to recognise relevant signs and improve the information-sharing network, also involving cultural mediators. The present training is in line with the Council of Europe guidelines on radicalisation and violent extremism; two similar courses have been run previously, the first in 2010 and the second in 2012-2013. Both focused on international terrorism and drug trafficking.
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Educators / academics Health practitioners
Deliverables	1. 'Frontal' lessons 2. Viewing of topic-related videos, followed by discussion 3. Case study (working group)
Evidence and evaluation	During the working group activities, participants cooperated consistently; they shared good practices they had experienced and

	drafted common operational models.

In some cases, classes were not well balanced in terms of diverse professionals: the number of penitentiary police staff was too high compared with the number of other professionals. In future, at least 30 % of those present will be non-police staff.

Each trainee received two questionnaires (one at the start of the course and one at the end) to evaluate the course itself, in accordance with expectations and real staff needs. The head of each training course also filed a report evaluating the entire activity. |
| **Sustainability and transferability** | This training has been tailored for the prison and probation context, so would need to be adapted for use in other contexts.

This training is funded by the Ministry of Justice, and is planned to run through the whole year; there is also an EU-funded project on the same topic ('Raising awareness and staff mobility on radicalisation in prison and probation services' (RASMORAD), under the Justice Programme), with dedicated training for P&P staff. |
| **Geographical scope** | This training has been delivered in the seven prison training academies of the Italian penitentiary administration. These are responsible for training prison staff around the country. |
| **Start of the practice** | This training started in September 2015 and was completed in June 2017.
The courses were attended by approximately 4 000 prison staff. |
Presented and discussed in RAN meeting	This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and the European Organisation of Prisons and Correctional Services (EuroPris).
Relation to other EC initiatives	The Penitentiary Department is also involved in two projects funded by the EU, both focused on training prison and probation staff in dealing with radicalisation in prisons. These projects are TRAin TRAINING (Justice Fund) and TRIVALENT (Horizon 2020)
Organisation	Ministry of Justice
Country of origin	Italy
Contact details	Emails: carla.ciavarella@giustizia.it and marco.capitani01@giustizia.it
Last update	2018

Name of the practice	**9.5.13 Training for the prison sector**
Description	The radicalisation awareness training modules are developed for professionals that could potentially encounter radicalising persons in their day-to-day work in Dutch prisons, and for managers who are key contacts for these professional. The training takes one (beginner) or four (expert) days. Some prison professionals tend to encounter 'professional shyness' when addressing subjects related to radicalisation. The main purposes of the training are to 1) create awareness of the phenomenon of radicalisation (including its scope and the current threat level) and the infrastructure for reporting suspicions within the prison 2) make professionals aware of their personal opinions regarding radicalisation and how these could affect their behaviour and 3) remove any fears that could hold professionals back from acting when encountering individuals that are potentially radicalising by making them aware of their skills and showing them how to use them. Although the training is developed for the prison sector, it is delivered to a broad range of public sector professionals that could potentially encounter radicalising persons in their work, for example for Dutch municipalities, social welfare organisations, immigration agents, mental healthcare professionals, youth workers and so on. The trainers are experienced professionals with several years' work experience in the field of radicalisation. Trainers that are hired on a freelance basis. In the training, a PowerPoint, several short film fragments (to illustrate certain phenomena) and interactive training exercises are used, sometimes using an actor. Participants also receive a workbook with additional information. The training modules are specialised in religious (jihadist) radicalisation. The focus during the training is mainly on professional skills, and in particular cultural mediation. Information-sharing networks and signalling radicalisation are however also addressed, in line with the theoretical insight that radicalisation is an erratic and often non-linear process.
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners Authorities
Deliverables	Face-to-face training
Evidence and evaluation	Insights from different academic disciplines have contributed to the training module, such as psychology, sociology, political science, public administration and even law. University professionals, specialists from the field and specialists form the National Counter Terrorism Coordinator contribute to the training modules.

	The modules are currently evaluated by an external commission of experts, as well as by participants.
Sustainability and transferability	The continuity of the training depends on funding from the Dutch prison authority. The training is transferrable to other countries and sectors other than penitentiary training.
Geographical scope	The Netherlands
Start of the practice	2015
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	
Organisation	Originally, the National Counter Terrorism Coordination (NCTV) of the Ministry of Security and Justice was the owner of the training modules and awarded a contract for their development to a variety private companies. In 2015, the Rijksopleidingsinstituut tegengaan radicalisering (ROR) adopted the original training programme and continued to develop it, adding additional training modules in the process.
Country of origin	The Netherlands
Contact details	Johan Cats, Projectleider j.cats@dji.minjus.nl ror@dji.minjus.nl Mobile: 0031 (0)6 1557 3192 Telephone: 0031 (0) 8807 27000 or 0031 (0)88 07 27060 http://www.dji.nl and www.tegengaanradicalisering.nl
Last update	2016

Name of the practice	**_9.5.14 Train-the-Trainer for future prison officers_**
Description	The curriculum of the National School for Training of Prison Agents Tîrgu Ocna (Romania) covers the following topics. The time allotted for each is in parentheses.

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

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

Resources:
- human: teacher(s), students
- equipment: laptop, video projector, flipchart, whiteboard
- materials: course support
- venue: classroom, simulator room. |
| **Approach** | Prison and Probation

Exit strategies |
| **Target audience** | Prison/probation/judicial practitioners

The training is intended for students attending the National School for Training of Prison Agents Tîrgu Ocna, Romania. After graduating, these students may apply to become prison officers. |
| **Deliverables** | The main training output is threefold: face-to-face training, course books and practical application. |

	Each year, the National School for Training of Prison Agents organises and hosts a number of conferences. Attendees are specialists focusing on radicalisation who have received training via different projects (e.g. the one mentioned above, titled 'Enhancing the capacity of the penitentiary system to develop the human resources of the penitentiary administration'). Moreover, the curriculum of the National School for Training of Prison Agents Tîrgu Ocna, Romania, which is approved by the Romanian Ministry of Justice, includes a theme on radicalisation, taught in the Penitentiary Psychology module.
Evidence and evaluation	We are currently using practical examples taken from different foreign penitentiary systems; our emphasis is on the preventive aspect of actions taken by penitentiary systems.
Sustainability and transferability	The training practice might be suitable for other countries as well.
Geographical scope	Romania
Start of the practice	The project began in 2015 with a project titled 'Enhancing the capacity of the penitentiary system to develop the human resources of the penitentiary administration'.
Presented and discussed in RAN meeting	This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and EuroPris.
Linked to other EU initiatives or EU funding	Yes
Organisation	Governmental institution National School for Training of Prison Agents Tîrgu Ocna, Romania
Country of origin	Romania
Contact details	Contact person: Manuela Frängu, Deputy Director Email: manuela.frangu@anp.gov.ro
Last update	2018

Name of the practice	**9.5.15 NeDiC -Network for Deradicalisation in Corrections**
Description	NeDiC is a staff unit in the Hessian Ministry of Justice that is responsible for the coordination and supervision of CVE practices in the Hessian penal system. NeDiC's responsibilities are organised around four pillars: 1) *Identification*, 2) *Prevention*, 3) *Deradicalisation*, and 4) *Coordination*.

For the *Identification* pillar, 'structural observers' are a central tool for gathering prison intelligence . These experienced and specially trained correctional officers have the sole task of monitoring and gathering information about all extremist prisoners (Eps) as well as about all members of organised crime groups in their respective penal institution. Structural observers share their insights with the management of their respective penal institution, NeDiC and the security agencies (i.e., the Hessian Office for the Protection of the Constitution and the Hessian Criminal Police Office). They also act as knowledge multipliers and represent the first point of contact for correctional staff interested in questions pertaining to radicalisation and extremism. Currently, 11 of Hesse's 16 penal institutions have one structural observer each.

Another important aspect of *Identification* is raising awareness among correctional staff of Eps' motivation, behaviour, and indicators of radicalisation.

Staff training courses are tailor-made for different audience groups:
• correctional officers and correctional officers-in-training;
• prison management staff;
• specialist correctional officers ('structural observers');
• specialist prison staff, e.g. psychologists, teachers, social workers;
• lawyers and legal practitioners.

The correctional staff are trained in detecting and identifying extremist indicators as well as certain types of Eps, such as sympathisers of extremist groups, extremist recruiters and ideologues, or prisoners who are at risk of radicalisation. Moreover, correctional staff receive training in intercultural competence and cultural mediation, providing a foundation that enables them to distinguish between moderate religious practices and extremist activism. Training courses are taught by the members of NeDiC, by experts from the Hessian Criminal Police Office, by experts from the Hessian Office for the Protection of the Constitution, as well as by deradicalisation experts from certain NGOs.

Finally, training in state-of-the-art risk assessment instruments (VERA-2R, RADAR-iTE) for a number of correctional psychologists has been provided. These risk assessment instruments are used in the various penal institutions; a standardised regime for when and how to apply them is currently in development.

With regard to the pillar *Prevention*, NeDiC aims at improving interdisciplinary cooperation in order to enable a constant flow of information between correctional staff, NGOs, imams, the Hessian

	Ministry of Justice, the Hessian Criminal Police, and the Hessian Office for the Protection of the Constitution.

From the perspective of dynamic security, increased observation by structural observers as well as the generalist staff, acts as a preventive measure for the formation of extremist groups, as it allows the relocation of Eps to different wards or prisons. Case conferences concerning Eps take place regularly, involving the security agencies.

An indirect but important means of prevention is the accommodation of prisoners' religious need. Under the coordination of NeDiC, Hesse comprehensively provides basic pastoral care and freedom of religion for Muslim prisoners. 15 German-speaking imams with appropriate security clearance work in Hesse's penal system. By engaging the prisoners in religious dialogue, they can correct religious misconceptions. Furthermore, NeDiC eradical an exchange of experiences between correctional imams at regular intervals.

With regard to the pillar *Deradicalisation*, it should be noted that NeDiC views disengagement and desistance from violent extremism as the primary goal of correction, the long process of deradicalisation being of secondary concern.

NeDiC coordinates interventions for Eps and supports Hesse's penal institutions in applying their existing interventions effectively for Eps. Among others, these interventions include:
• reduction of individual radicalisation factors;
• individual and group-based eradicalization programmes (e.g. by the NGO *Violence Prevention Network*);
• anti-violence training;
• psychotherapy;
• teaching of democratic values.

For the *Coordination* pillar, NeDiC acts as a single point of contact and a single focal point for all gathered knowledge and competences across all the different projects.

Its responsibilities include:
• policy-making and administration of individual issues pertaining to Eps and members of organised crime;
• coordination of prevention and deradicalisation programmes;
• issues regarding the pastoral care of Muslim prisoners;
• the exchange of information about prisoners with security agencies and the organisation of inter-agency case conferences ('round tables');
• the education of correctional staff.

NeDiC fosters communication within and between penal institutions, security agencies, legal authorities, the Hessian Information and Competence Center Against Extremism, all relevant Hessian Ministries, the German Bundesländer, the German Federal Government, international organisations (e.g. EU), NGOs, and the scientific community. |
| **Approach** | Prison and Probation |

	Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Authorities Violent extremists
Deliverables	• Face-to-face training • Workshops • Advanced training programmes • Video and audio • E-learning platform for intercultural competence (SESAM, a software originally developed by the German Federal Criminal Police Office and adapted for the penal system by the Hessian Ministry of Justice)
Evidence and evaluation	There has been no formal evaluation of NeDiC as a whole. However, the following activities are considered by practitioners to have been particularly successful: • raising awareness of symbols, codes, terminology, and networks of extremists, allowing staff to respond quickly to new developments; • improving staff's understanding of different extremist ideologies; • teaching staff how to differentiate between moderate religion and extremism; • raising awareness of the need to counter grievances perceived by Muslim inmates. Both significant effort and time are needed to successfully reach out to the target group and to create further strategies to tackle this phenomenon. Ongoing and regular training, a fruitful exchange of ideas between prison staff, scientists and experts, and greater experience with Eps all help to constantly improve the training methods and NeDiC's procedures. All training courses are evaluated in a standardised manner. Data on participant satisfaction and learning impact are evaluated and documented. The results are checked and rated using a balanced scorecard. The results are then published once a year in 'personnel development reports' and 'advanced training reports'.
Sustainability and transferability	Methodologically, NeDiC could be transferred to other sectors beyond corrections, although certain training programmes are only suitable for correctional staff. NeDiC serves as a best practice method in Germany. One obstacle for adopting some of its methods in other areas of Germany is that corrections are a matter for individual state governments. The various Bundesländer also have very different problems with regard to Eps, as well as different organisational arrangements. Due to an increase in returning foreign fighters, Salafists and (homegrown) terrorists, it is assumed that NeDiC will remain a

	permanent fixture in the Hessian penal system for the foreseeable future.
Geographical scope	Hesse, Germany
Start of the practice	2011
Presented and discussed in RAN meeting	This practice was originally collected in collaboration with EPTA and EuroPris. The submission of the updated version was suggested during the course of a study visit of NeDiC and Hesse by RAN P&P in June 2018.
Linked to other EU initiatives or EU funding	
Organisation	NeDiC is a staff unit in the Hessian Ministry of Justice of the Bundesland of Hesse in Germany. [Governmental institution
Country of origin	Germany
Contact details	**Hessian Ministry of Justice** Address: Luisenstraße 13, 65185 Wiesbaden, Germany Website: https://justizministerium.hessen.de/ **NeDiC Head of Division:** Contact person: Mr Uwe Röhrig (until August 2018), Mrs Clementine Englert (from September 2018) Email: Uwe.Roehrig@hmdj.hessen.de / Clementine.Englert@hmdj.hessen.de Telephone: +49 611 32 2824 **NeDiC specialist for Islamic Studies / Social Scientist / Cultural Geographer:** Contact person: Mr El Hadi Khelladi Email: ElHadi.Khelladi@hmdj.hessen.de Telephone: +49 611 32 2886 **NeDiC psychologist, specialist for risk assessment and intervention:** Contact person: Mr Dr Kim Stalbovs Email: Kim.Stalbovs@hmdj.hessen.de Telephone: +49 611 32 2892
Last update	**2018**

Name of the practice	**9.5.16 Social Net Conferencing**
Description	Social net conferencing offers offenders in prison the chance to develop a mandatory plan for their future after their release. Offenders work together with their social network (or net) to create this plan, which is then sent to the judge, who issues orders according to the plan, at the trial. The probation officer supervises compliance with the orders, and therefore also implementation of the plan.
	The method benefits radicalised individuals by helping them develop a strategy or plan covering daily life, work, housing and so on, alongside their social network and associated professionals.
	The social net conference is organised by one or two coordinators, who set up the meeting between radicalised individuals and their social nets. Under the social net conference and the plan developed, radicalised individuals are obliged to fulfil the conditions of the plan. In this way, the individual's return to radicalised environments can be prevented — initiating a change for the better.
	The probation officer participates in the conference, and formulates the main concerns in terms of release and recidivism. The plan should address these concerns.
Approach	Prison and Probation Community engagement/empowerment
Target audience	Violent extremists, radicalised inmates Families Prison/probation/judicial practitioners
Deliverables	- Hofinger, V., & Schmidinger, T. (2017). Deradikalisierung im Gefängnis. Wien, Institute for the Sociology of Law and Criminology. Retrieved from http://www.irks.at/assets/irks/Publikationen/Forschungsbericht/ Endbericht_Begleitforschung_2017.pdf - Grafl et al. (2014). Evaluationsstudie zum Projekt Sozialnetz-Konferenz in der Bewährungshilfe, Abschlussbericht.
Evidence and evaluation	The studies mentioned above evaluate the method and include feedback from target groups (participants). Social net conferencing is part of the NEUSTART service, and therefore forms part of the quantitative data which NEUSTART deliver via the internal electronic documentation system.
Sustainability and transferability	To transfer the practice, it is important to get the Ministry of Justice on board, to ensure that the social net conferences can be held in prison. Cases for social net conferences are assigned by judges. The coordinators organising the conference are trained in workshops and seminars, and also by other coordinators already experienced in applying the method.
	NEUSTART offers two different types of social net conferences: those held in pretrial custody and those held prior to release. For social net conferences in pretrial custody, offenders and the social network work on a plan, which will be presented to the judge at trial. It should be an additional basis for

	decision-making on the sentence. One coordinator organises this type of conference, and is granted 8 hours working time per conference. For social net conferences held prior to release, offenders and the social network prepare a plan, which will be presented to the judge determining the parole. This type of conference is organised by two coordinators; in addition to the social net conference, a follow-up conference is held 6 months later. In this follow-up, offenders and participants review the status of the plan, and discuss what works and what does not work in implementing the plan.
Geographical scope	Austria
Start of the practice	It started in 2014 — it is in practice and is defined by the Juvenile Code.
Presented and discussed in RAN meeting	P&P working group, Riga, December 2016
Relation to other EC initiatives	None
Organisation	NEUSTART is a non-profit organisation, set up as an association, funded by the Austrian Ministry of Justice. NEUSTART provides probation services in Austria. In addition, NEUSTART offers social work services in the fields of electronic home detention, victim-offender mediation, after-care services and community services. Since 2014, NEUSTART has also offered social net conferences, and therefore this method is also financed by the Ministry of Justice.
Country of origin	Austria
Contact details	Address: Castelligasse 17 1050 Wien Austria Contact person: Bernd Glaeser Email: bernd.glaeser@neustart.at Telephone: +43 154595601201 Website: http://www.neustart.at/at/en/
Last update	2018

	## 9.5.17 Terrorist Wing Vught
Description	Since 2006, the Netherlands has had a specific prison regime that places those who are charged with terrorist activities, convicted of terrorist (-related) activities and / or showing signs and behaviour of radicalisation in prison, in a special wing. This means that they are (physically) separated from other prisoners. The special wing is referred to as the 'terrorist wing' (TW).

At the time of writing, in summer 2017, the Dutch TW encompasses six different departments, located in two separate prisons. Five of these departments are located in the penitentiary institute (PI) in Vught. The main approach of the terrorist wing in Vught is to organise a healthy prison climate that promotes effective reintegration by paying attention to: safety and security, contact and relations with staff, contacts outside of prison, a sense of autonomy for the prisoner, physical well-being and a purposeful way in which to pass days.

Once a prisoner is placed on the TW, a tailormade approach is applied. Both in terms of safety and security, as well as for reintegration interventions.

For safety and security reasons, a differentiation is made between:
- males and females;
- type of ideology;
- whether prisoners are leaders, followers or criminal opportunists.

In addition, a thorough assessment takes place to identify in which of the five departments the prisoner is best placed. This assessment is done by collecting all available information, psychological assessments, observations on the prisoner's behaviour, and using the VERA 2R tool which enables a professional judgement.

The five departments that together make up the TW in Vught have different security levels and different types of prison populations, allowing for tailor-made and differentiated placements within the TW.

Reintegration interventions and activities are also tailor-made, based on the above-mentioned assessment and continuous repetition of those assessments. In general all prisoners in the TW have 32 hours a week for activities outside of their cells. These activities can be:
- outside time;
- leisure activities such as cooking or playing games;
- psychiatric and psychological care;
- work (in this case either in the garden or doing laundry);
- contact with external partner organisations (family support, life coaches, detention support);
- educational activities (e.g. a classical Arabic course is under development).

For all prisoners in the TW, a tailor-made care plan is developed and all are periodically assessed by a psycho-medical team. |
| **Approach** | Prison and Probation

Exit strategies |
| **Target audience** | Violent extremists

Prison/probation/judicial practitioners |

	Authorities
Deliverables	- The director of the TW often gives presentations and shares experiences with Dutch stakeholders, as well as other authorities and prison services outside of the Netherlands. - The TW in Vught is developing a structured outline of its working methods.
Evidence and evaluation	- An extensive evaluation, involving a broad range of stakeholders, was conducted in 2014 on a political initiatve. The key recommendations were to differentiate between prisons in the TW, to offer a tailor-made approach and to include a new risk assessment tool VERA 2R. All recommendations have been implemented. - In 2010, researcher Tinka Veldhuis evaluated the Dutch approach to TWs; Vught was also included. Many changes have taken place since this research was conducted. https://icct.nl/people/ms-tinka-m-veldhuis-msc-research-fellow/
Sustainability and transferability	Other EU countries are experimenting with special wings for terrorist and extremist offenders (e.g. United Kingdom, France, Belgium). The approach is transferable to other prison systems but the success of this approach is highly dependent on the prison climate and environment in general.
Geographical scope	The Netherlands
Start of the practice	2006
Presented and discussed in RAN meeting	RAN P&P – working group study-visit to the TW in Vught in 2015 https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-p-and-p/docs/ran_pp_visit_pi_vught_2611_en.pdf
Linked to other EU initiatives or EU funding	No
Organisation	PI Vught is one of the largest prisons in the Netherlands, to which many offenders who are difficult to handle or treat in other Dutch prisons are transferred. In total Vught prison has eight different regimes: 1. detention centre; 2. prison (also houses offenders with life long sentences); 3. a facility for habitual offenders; 4. a unit for prisoners whose assessment resulted in instructions for long-stay detention under hospital orders, but who have not yet been placed in such regime (for offenders with life sentences who no longer receive treatment); 5. intensive specialist care for unstable offenders who cannot be

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

Name of the practice	*9.5.18 Training modules for prison staff*
Description	The training modules focus on radicalisation and deradicalisation mechanisms in Austrian prisons. They are intended to raise awareness among prison staff and empower them in the field of intervention and prevention. The length of the modules varies according to the target group. The training is tailored to the situation in Austrian prisons; the focus is on dealing with violent extremist offenders or possible radicalised prisoners. After the training, participants are able to identify signs of radicalisation and are aware of the exact procedure to follow for violent extremist offenders in Austrian prisons. During the one-day seminar, the following areas are covered: • an introduction to radicalisation • radicalisation, extremism and terrorism • radicalisation in prison • the radicalisation cycle • Islamism and Salafism — a (historical) overview • right-wing and left-wing extremism and other active groups in Austria • indicators of radicalisation • the exact procedure to follow if radicalisation is suspected, or when dealing with violent extremist offenders. The three-lesson seminar includes input from: • trainer(s) from the prison service • speaker(s) from an NGO working in Austrian prisons, the Network for Social Cohesion, Dialogue, Extremism-Prevention and Democracy (Netzwerk sozialer Zusammenhalt für Dialog, Extremismusprävention und Demokratie) (DERAD) • representative(s) from the Directorate-General of the Prison Service and Preventive Detention/Dep. Care and Services (occasional attendance). The intervention targets are: • prison guards (further training) • prison guards currently in training (basic training or other) • prison staff (social workers, psychologists, educators, medical staff, pastoral care staff, etc.).
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Health practitioners First responders or practitioners
Deliverables	Training modules for prison staff

	Handouts
Evidence and evaluation	Training content is adapted based on feedback. Questionnaires rate satisfaction with regard to: • trainers • content • material and handouts • the seminar's goals • time allotted to content.
Sustainability and transferability	Adaption would be straightforward, because most of the content is identical for every other country in Europe (definitions and overviews of Islamism, Salafism, extremism, indicators of radicalisation, etc.). After the training, participants are more sensitive to indicators of radicalisation and are aware of the significance of their observations and perceptions.
Geographical scope	Austria
Start of the practice	November 2016
Presented and discussed in RAN meeting	RAN and IMPACT Europe training event, 10-11 November 2016
Relation to other EC initiatives	None
Organisation	Strafvollzugsakademie is the Austrian Prison Service Academy, and the ministry of Justice is the responsible authority. The academy is responsible for basic training and further education of Austrian prison staff.
Country of origin	Austria
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Last update	2018

Name of the practice	*9.5.19 Train-the-trainer awareness training and resource persons*
Description	In each of the 98 institutions in Denmark there are designated 'resource persons' who have undergone specialised training by the national security unit and the Danish Security and Intelligence Service. The resource persons are tasked with providing awareness training for staff locally and ensuring close support and sparring in the identification, assessment and tackling of extremism issues. This addresses the problem of under-/over reporting of extremism concerns and the issues around handling violent extremists in a prison environment or on probation. Training for resource persons is an initial 2-5 day course with a 1-2 day follow-up training session twice a year. (estimated cost: €30 000). Training given by experts from different authorities and universities. The awareness training is a 1.5-hour event held in conjunction with regular staff meetings to keep costs at a minimum and is based on a PowerPoint slideshow. The train-the-trainers and locally appointed resource persons concept aims to build trust and confidence locally. It can be stressful for individual staff member if they feel 'alone' with their concerns and acting on them. The training provides awareness and guidance – and introduces a collective understanding and vocabulary. Additionally, it provides for a cross-professional, local assessment of a concern, which greatly helps the national security unit in handling and assessing cases of concern. The training focuses on all levels of radicalisation – from minor concerns to dealing with convicted terrorist offenders. The awareness training has been used for a decade, but the concept of resource persons was introduced in October 2016. The training combines cultural sensitivity, human rights, intelligence, case studies, psychology, sociology and procedural guidance. The beneficiaries of the training sessions are prison guards, social workers, management, staff – all employees.
Approach	Prison and Probation Training for first line practitioners
Target audience	Prison/probation/judicial practitioners

	First responders or practitioners
Deliverables	Face-to-face training and introduction to a handbook and guidance manual.
Evidence and evaluation	The course has not yet been evaluated, but the number of monthly reports of concern have been greatly reduced, and the quality of referrals has gone up. We learnt from participants that hands-on knowledge is most in demand.
Sustainability and transferability	The programme requires external funding (currently government funding for 3-4 year periods at a time). It is considered to be transferable to other contexts and countries.
Geographical scope	Denmark
Start of the practice	The awareness training has been used for a decade, but the concept of resource persons was introduced in October 2016.
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	
Organisation	*The national security unit and the Danish Security and Intelligence Service.*
Country of origin	Denmark
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Last update	2018

Name of the practice	**9.5.20 Multi-disciplinary teams in Romanian prison system**
Description	By decision of the General Director of the National Penitentiary Administration in 2015, multidisciplinary teams were set up in most units in the prison system to increase awareness and recognition of and develop a response to potential radicalisation-related threats and events.

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

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

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

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

The process involved three steps, as explained below.

Step 1. Teams learn introductory information on:

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

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

- Step 3. Teams apply and complete the training course at http://www.coursera.org/learn/terrorism online. |
| **Approach** | Prison and Probation |
| **Target audience** | Prison/probation/judicial practitioners
Violent extremists |

Deliverables	Experts developed 11 themes to introduce teams to radicalisation concepts. These themes were uploaded onto the e-learning platform, and related training was provided. The themes are: 1. radicalisation: a theoretical approach 2. radicalisation as a process 3. factors that influence radicalisation 4. radicalisation in the penitentiary system 5. internal and external sources of radicalisation of inmates/detainees 6. behaviour of detainees radicalised in detention 7. prison/detention procedures for radicalised inmates 8. prevention measures for at-risk situations related to radicalised detainees 9. deradicalisation and disengagement programmes 10. crime and terrorism prevention in the penitentiary environment 11. religious assistance for inmates detained in the custody of the National Prison Administration.
Evidence and evaluation	No evaluation has been carried out yet.
Sustainability and transferability	The costs of developing training themes are minimal, and the training could be useful for many practices. Publishing the radicalisation themes on the e-learning platforms costs nothing, and all prison workers have access to the platform. There are accommodation costs to consider for the training sessions.
Geographical scope	Prisons in Romania
Start of the practice	March 2015
Presented and discussed in RAN meeting	**In** RAN / IMPACT meetings in Cambridge (10-11 November 2016) and Utrecht (26 April 2017)
Relation to other EC initiatives	
Organisation	The National Penitentiary Administration is a governmental body that is subordinated to the Ministry of Justice. The National Penitentiary Administration is financed by the government.
Country of origin	Romania
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Last update	2018

Name of the practice	***9.5.21 Violent Extremism Risk Assessment, version 2-revised (VERA-2R) Pressman, Rinne, Duits, Flockton (2016)***
Description	The Violent Extremism Risk Assessment, version 2-Revised (VERA-2R), is specifically designed, via the structured professional judgment (SPJ) approach, to analyse the risk of violent extremism. The first VERA was developed in 2009 and arose from the increasing need to assess the danger and risk posed by ideologically motivated violent individuals. Existing risk-assessment instruments, used to assess risk factors associated with common forms of individual violence, were not — and are still not — sensitive to known characteristics of terrorists and violent extremists.
	The first VERA was introduced by Pressman. The indicators used in the protocol were based on existing knowledge of violent extremists and terrorists, and were integrated into a structured professional judgment methodology. VERA was introduced by Pressman as a consultative approach. Following feedback from terrorism experts, national security analysts, and law enforcement operatives working on terrorism offences — as well as the application of VERA with convicted terrorists in high security prisons, VERA was revised as the VERA-2. Reliability and validity data (Pressman & Flockton, 2012) were also integrated.
	The current VERA-2R is a revised and enhanced version of the VERA-2, made possible through literature research. VERA-2R uses more specified dynamic indicators known to be consistent with the radicalisation process to violent extremism. The status of these risk indicators and risk-mitigating indicators can change over time at an individual level. The monitoring of these indicators at successive points in time permits the establishment of risk trajectories that are crucial for assessing, increasing or decreasing risk at an individual level.
	VERA-2R can be used as a supplementary approach by psychologists and psychiatrists with knowledge of violent extremism. It can also be used by analysts of security and intelligence services, forensic social workers, including social rehabilitation professionals, and police forces or others tasked with assessing people suspected of violent extremist or terrorist criminal offences. Users must be trained in the methodology and interpretation of VERA-2R before using it. They must also understand the role and effect of ideologies that justify the use of violence, of behavioural indicators and of the impact of digital and other communication systems. In addition, assessors should be familiar with the risk indicators relevant to violent extremism, the criterion definitions, and the advantages and limitations of the VERA-2R approach.
	VERA-2R contains 34 indicators specifically related to violent extremism. They are divided between five domains: Beliefs, attitudes and ideology; Social context and intention; History, action and

| | capacity; Commitment and motivation; and Protective / risk-mitigating indicators. There are 31 additional indicators based on the scientific literature about general violence, radicalisation, jihadism and terrorism. They are divided between five domains: Criminal history; Personal history; Radicalization, Personality traits; and Psychiatric characteristics.

The assessor should use all objective information available in rating the indicators. Each VERA-2R indicator has criteria for three levels of rating (low, medium, high), consistent with other SPJ risk-analysis instruments. For reasons of standardisation, the user must carefully read and apply the operationalisations for each of the three risk levels. The final professional judgment is based on the weighting of all available information and data related to the risk indicators. The final decision is <u>not</u> made based on a numerical overall score. |
|---|---|
| **Approach** | Training for first line practitioners
Prison and Probation |
| **Target audience** | Law enforcement officers
Prison/probation/judicial practitioners
Authorities |
| **Deliverables** | The instrument is presented in an elaborate handbook. The handbook comprises an introduction to the subject, academic contributions, methodological guidelines and limitations, information on reliability and validity of the instrument, and of course the instrument itself. The instrument consists of an assessment form in which all indicators are clarified by lead-questions, operationalisations and scientific relevance.

A standardised and two-day training course is required to use the instrument. Further requirements are frequent usage of the instrument and structural refresher days. For the Netherlands the training and refresher days are developed and organised by the NIFP. |
| **Evidence and evaluation** | Performance measures:
Concept validity and user-friendliness and content validity are continuously examined. Construct validity was measured with a group of convicted violent extremists matched to a group of violent, non-ideologically motivated offenders. VERA-2R, used in combination with a legal system that applies definitions in line with the risk indicators, demonstrates deductive validity. Predictive validity is very difficult to measure with risk assessment instruments.
Security and law enforcement agency officers in many European, Asian and North American countries have been trained in VERA 2 and VERA-2R.
In the Netherlands, risk-profiles of terrorist detainees are created based on the VERA-2R. It must be used by Dutch forensic psychiatrists and psychologists in pre-trial forensic mental health assessments. It is also used by the specialised Dutch Probation Service. It is evaluated positively by all of these professionals, as well as the Dutch national government. This evaluation has led to the policy decision to use VERA-2R analysis for every new prisoner charged with a terrorist offence.

Evaluation and Feedback: |

	Since the publication of the original version of VERA in 2009, continuous feedback has been provided by psychologists and psychiatrists, analysts at national security and intelligence services, and law enforcement officers. Users are satisfied that the expert instrument is up to date. More than 90 % of those originally trained in its use have requested extra training for colleagues or other personnel. Implementation and refreshment meetings in the Netherlands show that the instrument is needed, relevant and usable. Peer review: In 2013 an independent study of the validity and applicability of the VERA was published by researchers in the United Kingdom (Beardsley & Beech, 2013). They demonstrated that the VERA risk factors can be applied with the same accuracy to both terrorists operating independently and those operating in groups, independently of the spectrum of ideological motive. The research indicated that most of the operationalisation makes the VERA factors easily applicable. Moreover, VERA is a useful risk-assessment instrument for content validity and user validity. Beardsley and Beech (2013) also reported that the protective VERA items are also important for precise identification of extremists, and for identifying individuals who are less inclined to carry out terrorism in the future. They suggested that VERA-2R might be very useful in prisons where violent extremists are incarcerated, where the impact of programmes needs to be assessed, where decisions about early release need to be made, and where Countering Violence Extremism (CVE) programmes are required. Although further research is recommended, most of the elements in VERA are rated as 'relevant and important for risk assessment'. The VERA-instrument is open for feedback and all feedback is used for continuous improvement.
Sustainability and transferability	Implementation experience in the Netherlands and implementation science shows that availability and usability of a risk assessment tool on violent extremism and training programmes can be ameliorated by adaptation to different judicial contexts. Implementation measures must therefore relate to nderstanding of identifying needs, interactions on best practices, assessing fits, and preparing organisations, staff and resources, before and during training, installation and implementation. The Netherlands Institute of Forensic Psychiatry and Psychology (NIFP) has obtained a Justice grant (August 2017) to introduce use and implementation of VERA-2R in 2017-2019 to the prison and probation services in six or more European Member States (Austria, France, Germany (Länder), Sweden, possibly Spain and Slovakia, in addition to Belgium and the Netherlands). The tool will be tailored to specific needs and uses. Exploration, training and implementation meetings with management and staff of European criminal justice agencies will take place. The NIFP will develop a standardised European database of convicted and deceased violent extremists and terrorists and their extremist acts. This database can be used to analyse and support the identification of the most critical risk factors of violent extremism, and risk specification for possible sub-groups of violent extremists and terrorists. This has relevance for effective policy and professional judicial practice related to potential violent extremists

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

Country of origin	The Netherlands
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Name of the practice	**9.5.22 Information management to prevent radical escalation**
Description	This Italian approach combines three parallel elements: (1) **security** and (2) **rehabilitation**, framed under the (3) **rule of law** (represented by surveillance judges and courts). Respect for the various duties, responsibilities and functions of the penitentiary police as well as those of the rehabilitation bodies (educators, psychologists, experts, etc.) under the supervision of surveillance judges, grants an appropriate level of independency, equality, proportionality and complementarity to counter-radicalisation policies. This limits — as far as possible — administrative decisions on matters concerning the rights of inmates and their equality before the law, regardless of their professed religion, faith or ideology. To ensure information gathered within Italian prisons is analysed efficiently, a Central Unit for Investigations (**Nucleo Investigativo Centrale (NIC)**) within the Ministry of Justice, Department for Prison Administration, Office of the Head of the Department, has the task of centralising all information collected from local branches, and analysing it in relation to particularly serious crimes such as organised crime, international and domestic terrorism and any threat to public security. The monitoring is based on three levels of classification: (1) High (monitoring); (2) Medium (*attenzionamento* (from the Italian word for 'attention')); and (3) Low (reporting). The NIC analysis on the radical and terrorist subjects, shared with the National Prosecutor Office to Counter Mafia and Terrorism and the General Direction for Treatment, is then given to the Committee of Counter Terrorism Strategic Analysis (CASA). CASA was established in 2004 by a Decree from the Ministry of Interior as part of the National Plan to Counter Terrorism, within the framework of the Crisis Unit (Decree 83/2002). The Committee brings together all four law enforcement agencies (LEAs) and the intelligence services (in particular DIS, the departments of internal and external security (AISI and AISE, respectively)) under the premises of the Central Office of Preventive Police (Ministry of Interior). The group meets on a weekly basis to share information and analyse data before composing specific and detailed risk analyses. Combined with the NIC's investigative efforts, this analysis centre makes it possible to match information from within Italy with information coming from other sources and countries, and to provide LEAs with an appropriate level of information at local level. The following principles are central to the monitoring activities carried out by Italian authorities for radical inmates. The flow of behavioural, non-forensic and non-judiciary information is kept separate from the treatment element: the two elements are complementary but do not influence each other, because all prisoners are equal before the law and have the right to access the same services. In line with L.354/75, only surveillance judges (i.e. not LEAs or intelligence services) can approve and modify

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

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

Name of the practice	*9.5.23 The manifestation of extremism and radicalisation inside Czech prisons*
Description	The manifestation of extremism and radicalisation inside Czech prisons is an educational course about extremism and radicalisation. The course is divided into three sections, over three days. The first day focuses on the manifestation of right-wing extremism, not only in society, but mainly in prison. Left-wing extremism is also addressed. The second day focuses on the practising of faith inside Czech prison facilities, and cooperation in relation to violent extremism and radicalisation with other European countries. The third day focuses on the radicalisation process inside Czech prisons, identifying the possibility of a radicalisation process inside prison, factors that help explain the radicalisation process and recognising signs of radicalisation. The course includes case studies and practical examples (white power music, videos, photos of extremist tattoos, etc.). A certificate of attendance is provided to participants. The course targets the prison staff, but it is expected to be rolled out to the probation and mediation service, as well as the police. The course is delivered by lecturers from the prison service, the police, the National Centre against Organised Crime (NCOZ) and the police academy. Elements of sociology, law and penology are used. This course is the first specific educational programme for prison staff in this area. Lecturers are uniformed staff, civil employees – educators, pedagogues, psychologists, middle management, high management – directors of prisons and employees from the General Directorate of Prison Service.
Approach	Prison and probation Training for first-line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners Authorities The model is applicable in other different security bodies and relevant institutions – e.g. facilities for the detention of foreigners, refugee centres, educational environments, healthcare facilities and hospitals

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

Start of the practice	The course could potentially be transferred and adapted to other contexts.
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	The course has become a basis for the processing CEPOL course Radicalisation in Prison Facilities. The CEPOL course took place in Prague from 24–28 September 2018 with the participation of experts on radicalisation and extremism from different EU countries. The integral part of the CEPOL course is the guided excursion in the Czech prison facility located in Prague.
Organisation	The Police of the Czech Republic in cooperation with the Prison Service of the Czech Republic and Academic sphere.
Country of origin	Czech Republic
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Last update	2018

Name of the practice	*9.5.24 Basic training for correctional officers*
Description	Each of Norway's regional Correctional Services has designated resource persons, who have taken part in training, briefings and information sharing activities under the auspices of the Norwegian Directorate of Correctional Services (KDI). The training provided to these resource persons is supervised and/or conducted with the assistance of the Supplemental education department at the University College of Norwegian Correctional Service (KRUS), as well as independent external subject matter experts and cooperating services (e.g. the police). These resource persons train some prison staff in their regions – the scope of this is not yet documented.

The Supplemental education department at KRUS is responsible for various training programmes for correctional services staff. This training is conducted under the auspices of the KDI – with the assistance of the partners mentioned above. For 2017, the courses were:
• radicalisation that may lead to violent extremism, basic course, two days, two courses scheduled for 2017 – open to applications from all staff in the correctional services;
• radicalisation that may lead to violent extremism, experience sharing from prisons, two days, one gathering scheduled for 2017 – closed sessions; radicalisation – gatherings for resource personnel – steps 1–4, two days – four gatherings planned for 2017 – closed sessions;
• lectures/training at KRUS and/or in prisons, external units on demand;
• lectures/presentations at external functions; national and international seminars and conferences.

In addition, since 2015, all correctional officers receive, as part of their 2-year basic training programme, approximately 20 hours of specific education, training and lectures related to radicalisation and violent extremism. This is conducted by the Department of studies at KRUS. **The following paragraphs focus on this training**.

The content relevant to radicalisation and violent extremism within the 2-year programme for correctional officers is:
• radicalisation, phenomena, definitions, terms – thematic overview (1 hr);
• prevention of terrorism in society (Tore Bjørgo perspective) (2 hrs);
• forms of violent extremism and terrorism (1 hr);
• radical Islam (2 hrs);
• radicalisation in prisons (1–2 hrs);
• seclusion (from society) – and the adverse effects it may have in terms of radicalisation (1 hr);
• mini casework "Ismail" (6 hrs) – focusing on applied usage of the handbook;
• cultural awareness in general, concepts and theories (2 hrs) – supporting subject;
• understanding religion in prison (2 hrs) – supporting subject;
• foreign inmates (2 hrs) – supporting subject. |

The training is designed to raise awareness among the participants of concepts and theories such as radical, extreme, terrorist, radicalisation processes, various forms of violent extremism and terrorism, and the prison as an arena for radicalisation – and deradicalisation.

Islam, or rather radical Islam, is also an emphasis in the training – emphasis is given as staff are generally poorly equipped to handle issues of religiosity and Muslim identity issues and may thus confuse piety and religiosity with radicalisation. As such, the training is designed to enable staff to be more comfortable in dealing with cultural and/or religious diversity, with a special emphasis on Muslim inmates.

The training seeks to empower staff to, within existing structures, recognise some overall signs of radicalisation and deal with inmates of concern.

The training is cross-disciplinary, using perspectives from political science (security studies), Islamic studies, anthropology, sociology, criminology – linked to the general and overall framework/curricula for the education of correctional officers as such.

It is pivotal for KRUS that the training is based on contemporary research and/or experiences from the field. Most lectures are based on theoretical contributions and/or KRUS-initiated ongoing research in the field of radicalisation, Muslims in prisons, social exclusion, etc.

Approach	Prison and probation Training for first-line practitioners
Target audience	Prison/probation/judicial practitioners First responders or practitioners Law enforcement officers
Deliverables	Plenary lectures, mini-group assignments (for the Ismail mini casework, 6 hours) and Q&A sessions.
Evidence and evaluation	General feedback from prisons shows that this type of training is assessed as very constructive in dealing with the issues of radicalisation and extremism. The training is, however, too fractured and should ideally be conducted in a focused time period instead of over 2 years. The training has thus far only been evaluated as part of the larger-scale evaluation of the semesters for correctional officers following training. Feedback on relevance and quality has been positive, and as the staff following training are not considered to have a lot of experience, they may not actually grasp the extent of this relevance. One part of the training (Ismail mini casework) has been thoroughly evaluated using a statistical survey tool. In short, the results show that this type of casework is very effective when training staff for work with radicalisation and extremism, and that the learning outcome is very high. However, there are quite large variations between prisons due to the fact that some prisons require staff to attend KRUS during the coursework, while others do not.

Sustainability and transferability	Most of the training is done by in-house experts. Thus, costs for training correctional officers during their basic 2-year programme are covered by KRUS' Department of studies' own internal budget.
Geographical scope	Norway
Start of the practice	Spring 2015. Mini casework Ismail since spring 2017.
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	None
Organisation	The Supplemental education department at the University College of Norwegian Correctional Service (KRUS).
Country of origin	Norway
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