RAN Centre of Excellence

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Peer and Self Review Manual for Exit Work

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Exit work is an important element of strategies for preventing and countering violent extremism. Both in the interest of a safe society, as well as for those who are radicalised and their environment, good and sustainable support is essential. Facilitating exit processes is time consuming, demands well-trained first-line practitioners and involvement of relevant stakeholders and is, therefore, expensive.

A heightened interest to identify and perform effective and state-of-the-art exit work is being felt not just by the general public, commissioning governments and funding bodies. The same applies for organisations that are delivering exit work as well as their practitioners, who are committed to delivering quality results for the participants of their programme and for society as a whole.

This Peer/Self Review Manual has been developed to facilitate the process of improving exit work and assessing its impact. By looking at the work of colleagues or one's own work in a structured way, practitioners can identify potential for improvement, the need for innovation or adaptation to the current/emerging challenges, and/or see whether the initial rationale behind the work is still being respected in daily practice, or if it should be adjusted.

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Introduction

STATE OF PLAY IN EXIT WORK

Exit work is a rather young professional field established in Europe around the 1990s. The first initiatives were developed as deradicalisation/disengagement programmes aiming at far right extremism, e.g. in Scandinavia. Later, exit work expanded to also target followers of other extremist ideologies and movements as well. The number of programmes notably increased throughout Europe due to the rise and fall of the so-called Islamic State and the phenomenon of foreign terrorist fighters. At present, the pressure on exit programmes to perform well is being felt more than ever before.

This pressure arises from the high expectations of commissioning governments and the general public, on what exactly an exit programme should contribute to, such as the general protection and security of society, preventing further spread of extremist ideas and the reintegration of radicalised persons into society. Also, high expectations are also attributed to the high costs of exit programmes. Exit work should respond to the client's individual needs and circumstances, and often requires long-term interventions and specialised professionals. However, empirical research on the effect and quality of exit work is rather limited, due to the relatively small samples available. The lack of explicitly shared international standards and definitions in the field make assessing exit work and benchmarking initiatives rather complicated. Because of these challenges, evaluating exit programmes has been a complex issue. Comparative studies are practically non-existent.

WHY THIS MANUAL

With the increase of exit work and efforts put into it, the demand for more insight in **quality and effect** arises. Does exit work do what it should do? This is felt by those who commission exit work, by researchers and by those who run exit work facilities and their practitioners.

In 2017, a High Level Commission Expert Group on Radicalisation was created on EU level to enhance efforts to prevent and counter radicalisation leading to violent extremism and terrorism and to improve coordination and cooperation between all relevant stakeholders. One advice in the final report was "For Member States with support from the Commission (in particular through RAN) to explore the organisation of voluntary peer reviews of exit, rehabilitation and reintegration programmes in Member States and to step up sharing of already evaluated/audited programmes." [1]

The call for a peer review poses a challenge. There are instruments that professionals can use to assess the impact and rationality of what they do, thus improving the quality of their work in a systematic way. However, these instruments so far have not been tailormade to exit work given the fact that emphasis was mostly placed on working on the societal challenge and less on the quality aspect of the work itself. This document aims to provide the exit worker guidance for using those instruments within a peer review setting. This allows exit work facilities and their practitioners to reflect on their work in a structured way, in order to improve and adapt, where necessary, and to achieve a higher impact and quality. The review takes place on a programme level, not on an individual case basis.

This manual is intended as an open-source practical toolkit for exit facilities and exit workers. More specifically, this manual is written for those who are organising the Peer/Self Review process. The questionnaire, and the working sheets are meant for all involved in the review process. Throughout the Member States (MS) there is a

1 High Level Commission Expert Group on Radicalisation (HLCEG-R) Final Report 18 May 2018

large variety of exit programmes. This makes a one-size-fits-all approach for a review process impossible.

The making of this manual for Peer/Self Review of exit work has benefited largely from the input of participants at two meetings held in 2019:

- The RAN Exit meeting on management of exit facilities where managers and researchers attended discussed if and how Peer/Self Review can be used in the field. (Frankfurt, 17 and 18 January)
- The RAN study visit during which a draft of the questionnaire was discussed with practitioners and a researcher (Berlin, 7 and 8 May)
- The general objective of the RAN EXIT Working Group is the enforcement of skills of practitioners in exit work. For comments and further suggestions, please contact the RAN Centre of Excellence.

Self and peer review

A review means having or letting someone have a systematic look at your own work (from you as an individual or a team of colleagues) as a tool to reflect upon and enhance the quality, effectiveness and efficiency of your work.

When producing this manual it became clear that most of the instruments presented for peer review here also are suitable for self review. Therefore this pathway is also part of this manual where the following distinction has been made:

1. **Peer Review**: in a peer review, situation experts working in other exit facilities, provide an outside-in perspective.
2. **Self Review**: in the case of self review, practitioners from the same organisation look at how their own exit facility is functioning. By reflecting, taking one step back, people are invited to think about how quality can be improved, how good elements can be made sustainable and how their professional skills can be improved or used more effectively and/or more efficiently.

Both require a similar structured questionnaire, while both kinds of review are being dealt with in this manual. The process, however, is different. For this reason, two timelines will be presented. Peer/Self Review can also be mixed/ combined (in the meantime check your own work and have others check it too).

General overview

Professional reviews are a way to assess quality, effectiveness and/or efficiency. Often there are no set criteria available that cover all aspects of the kind of work or project reviewed. For this reason, methods of intersubjectivity are used, by asking more than one person (from outside and/or inside their own group) to rate what they see and let them discuss how they come to this score. This exchange among peers and colleagues provides insights to the professional(s) and his/her organisation whose work is being reviewed.

Peer review is a well accepted way of quality control in some sectors, that is also shared with the end-user. For example, when publishing academic articles it is common to state that review took place. Whatever was exchanged between reviewers and authors remains however unknown. Just the fact that others had a professional look at it, is reassuring to/for the reader.

It can be mandatory by law or otherwise considered a prerequisite for professionals to become/remain members of their industry's professional bodies (for lawyers, medical practitioners or civil engineers). When mandatory a peer review process needs to be transparently outlined and use accepted quality standards. Peer review on voluntary basis is also not uncommon, either by representatives of other organisations working in the same field or by those who used to work in the sector but now dedicate themselves entirely to reviewing work.

The added value of peer review is:

1. Receiving feedback from someone who knows your work by experience
2. Providing new insights and practical tips/tricks to improve quality, effect and/or efficiency
3. Preventing groupthink/ biases that you or your team might have

Self review is a way of keeping insight and control over your professional achievements. It is a way of 'looking in the mirror', describing what you see and from there describing what works satisfactory and what needs improvement or further thinking. The more a self review tool feels familiar to a professional (using the language he/she is used to, touching topics that he/she is (un)consciously dealing with), the more an individual will learn. Asking people to reflect on the way they and their programme is functioning presents three risks.

Firstly, not everybody will be able to look at his/her work with a helicopter view overseeing the bigger picture and all the ins and outs. Secondly, individuals might have another view on how they and their work are doing than others (e.g. managers, participants, public opinion, cooperation partners). This can have both an underrating or an overrating effect. Thirdly, self review instruments can be used in an intended or unintended tactical way. If the results of a review are (believed to be) used for HR purposes, e.g. input for getting a higher position, people might underline their strengths and sugarcoat their weaknesses. The more people feel safe by having clear information about what is going to happen with the outcome of the process, the more people will be open to discuss their professional shortcomings and the points for improvement of the programme or project they are working on.

Although a self review should invite one to be self-analytical and even critical, it is important that the spirit of a self review is positive and future-oriented. The result should ideally be that people, by reflecting and/or discussing with colleagues, find practical and tangible solutions for delivering a better job.

The added value of self review is:

1. Easy and cheap way to promote attention for the importance of reflecting

2. No constraints regarding opening up about daily work/ privacy matters to a third party

3. Can become part of routine of checks and balances

Neither peer nor self review are suitable for judging whether an approach is evidence-based. Moreover, it cannot be used for effectiveness measurement. For this an independent external evaluation is needed that is fuelled by academic insights and ideally works with control groups. Nor is reviewing by practioners themselves a useful tool for a commissioning government/fund as a decision-making tool whether to continue financing. This would also need an external audit. Governments and funds, however, can ask for having peer or self reviews in place as a tool for quality control (in the same way that they can ask for well-trained professionals).

Potential use in exit work

As stated, Peer/Self Review is characterised by a systematic approach.
This systematic approach typically works with:

- A logically structured set of items of questions on different topics;
- Clear instructions on how to answer these questions. For example, how a score from 0-5 works, however, also – if working with open-ended questions – what kind of answers are helpful.

This approach allows for the possibility to repeat the review process to measure progress/change, and provides a vocabulary for exchanging on quality internally in the exit facility and with others.

Furthermore, transparency for all involved is ensured regarding what will happen during the review process as well as how results will be used.

These characteristics differentiate Peer/Self Review from other situations in which professionals are talking about their work, such as coaching, team meetings where individual cases are discussed, or intervision/supervision activities.

POSSIBILITIES OF PEER/SELF REVIEW

The usefulness of self and peer review for exit work is manifold. Firstly, the systematic reflection on one's work helps to take account of challenges faced in different aspects of the daily practice, and to deal with them constructively. By systematically carving out the specificities of the challenges, it is possible to identify where one's approach, skills, knowledge-base or network should be adjusted, enhanced or extended in order to tackle these challenges.

Secondly, awareness of what works well with whom and in which kind of context is raised, which can be systematically taken into consideration. The account of such positive experiences can equally be used to improve one's work. Peer review also takes account of the experience of other exit workers. Discussing what works well and what doesn't with other professionals enables knowledge transfer, which can substantially enrich one's daily practice.

In short, self review and peer review help to outline what is working well and where adjustments need to be made to improve the impact of what you are doing, the procedures that are being followed, or the cooperation within and outside of your organisation. They are cost- and time-efficient tools that exit workers from all backgrounds can use without requiring further training, whenever they need them, without further assistance. Peer/Self Review can be used to assess changes in time. Apart from making a snapshot of the current daily practice, due to the structured method, it is possible to compare this with previous occasions.

LIMITS OF PEER/SELF REVIEW

Peer/Self Review is a tool for practitioners to assess their everyday work. It is not the same thing as evaluation. Evaluations of P/CVE programmes, projects or measures aim at generating empirically grounded, valid findings on the performance of what has been implemented. These findings are based on a scientific analysis usually conducted by an external institution. Evaluations usually result in an assessment of certain aspects of the examined programme, project or measure, for example the underlying concept of a prevention programme, the theory of change behind an outreach project, or the impact of an intervention measure.

For the most part, evaluations run over a longer time-span of at least several months, if not years, when it comes to the measurement of exit work. They serve to inform either the management of an exit programme or respective project, a funding institution or policymakers about issues such as usefulness and efficiency. In many cases, the results of an evaluation are published in a report that often is open to the public.

In contrast, Peer/Self Review is intended for internal reflection about practices and their improvement only in order to enhance the quality of the work that is being done. The results are not meant for publication. Peer/Self Review can, however, support an evaluation and form part of it. Peer/Self Review and evaluation fulfil different goals, which can complement each other.

Also, the scopes of Peer/Self Review and evaluation differ. Whilst review focuses mostly on case work and management, evaluation may (also) look at the 'bigger picture', and can address structural challenges such as sustainable financing or work load, and strategic issues such as assessing the work of the exit facility with relation to a broader local, regional or national P/CVE strategy.

Evaluation can deliver empirically grounded answers to effectiveness of approaches and will help develop approaches further. Peer/Self Review will never deliver such objective reviews of an approach. On the other hand, external evaluation due to its judgmental objective won't empower practitioners to develop skills further like Peer/Self Review can do. The strength of the review is that people reflect on their specialism they practice on a daily basis.

Peer/Self Review should not deal with topics that cannot be influenced by the practitioner. E.g. legal issues or lack of financial recourses can be considered as given fact. To avoid long discussions that do not result in better results for participants and the exit programme, it is good to keep in mind what has been assigned to the exit facility from the commissioning government/ funders.

Practical Guidelines for organising Peer/Self Review

Both Peer review and self review are more than 'just discussing' daily practice: they require a systematic approach. Apart from content (what elements we are working on) that is addressed in the questionnaire that has been developed, it is important to have a clear structured process in order to prevent feelings of insecurity or losing common ground for the solutions resulting from the review.

PHASE 1: PREPARING THE REVIEW

PHASE 1

PREPARING THE REVIEW

Even though Peer/Self Review does not require substantial financial resources or much time, some prerequisites for starting a review process must be met.

Firstly, the exit facility should consider change and development as a basic part of quality management and have some margins, in which change and developments can be organised. This implies there is both support needed from the management and the workers.

Secondly, clear rules on ownership of the process need to be determined. Who is in charge of the review process? Is it the organisation/manager, or is it the team? It should be clear who takes the lead in conducting the review, in interpreting its outcomes and in the implementation.

Thirdly, a safe environment for staff members needs to be created and maintained. It must be absolutely clear that the results of the review will not be used for HR purposes. Speaking frankly about how daily practice could be improved is of high importance. Furthermore, good agreements on how to give feedback and how to address problems and challenges should be made before starting the process.

Access to information, that will be needed to conduct the review, must be secured. Relevant documents and data should be available, for example concept papers, (anonymised) case documentations, or testimonies of your clients. This is particularly relevant when conducting a peer review.

Finally, it is advisable to take yourself out of the usual daily routine, for the time that you carry out the self review or peer review. In this way, you will be able to concentrate on the review without getting distracted by your usual task. Once you start with the review process, it is recommended that you finish it within a limited time span, so as not to lose focus. Your organisation should allow for sufficient time to carry out the review.

PHASE 2: THE REVIEW PROCESS

PHASE 2

THE REVIEW PROCESS

Peer review

Step 1: determine the playing field of the peer practioner. To what and whom should he/she have access? To what extent are they allowed to follow the work in daily practice? Important markers here are where the reviewers are interfering in the delicate relation between the practitioners and the participants and also how to deal with confidential information.

Step 2: select a colleague or a group of colleagues that can perform the peer review. Preferably, these are practitioners, who are also involved in exit work, but in another organisation and/or in another place/project within the same organisation. A second best option is to look for people working in adjacent fields that are also dealing with complex forms of facilitation of resocialisation processes (e.g. in the field of recovery from substance abuse, probation and exit work from cults and gangs). Peer review can be performed in a mutual process where exit facility A performs the review of exit facility B and vice versa.

Step 3: inform all relevant people that a peer review process will be organised. Be specific on the time schedule, what you expect from exit workers involved, what will be done with the results of the review and who people can contact in case of further questions and remarks.

Step 4: study this manual and identify for which questions you will need to gather further information in order to be able to let the peer experts answer them. Then, make sure that they have immediate access to the information that they will require, when they need it.

Step 5: answer the questions as peer reviewers (and practitioners). Some will be easy and fast to answer, some will take more time, as some reflection or further research might be needed. So allow sufficient time for people to answer them.

Why not filling out the questionnaire as a group of peer reviewers and/or exit workers?

The idea is to let people reflect first by themselves and then let them discover if their view is shared. If filled out as a group there is the chance that some of the participants in the peer review dominate the discussion or that it spurs group thinking (e.g. agreeing with the previous speaker).

Step 6: assess and contextualise the results of the review as peer reviewers and practitioners by comparing them to the goals of the exit facility, with your own expectations and with the results of your colleagues and those of the peer reviewers. This should happen during a meeting that allows room for discussion, especially when both reviewers and practioners agree there is need for change or improvement on a certain topic or when the view from the outside and the inside are remarkably different. In this case, it is of utmost importance to discuss why people score an aspect as (in)sufficient

Step 7: let practitioners draw practical conclusions from their own assessment and discuss these with the peer reviewers (do solutions make sense, do reviewers have tips and tricks from their daily practice?). This means that you develop ideas on how to use the results of the questionnaire to improve your daily work. This entails the implementation of a follow-up strategy to ensure the desired impact of the review will be obtained, and to enhance the sustainability of the adjustments made. For each part of the questionnaire, take some time to think about follow-up actions and write down any agreements made. In this step it is also important to prioritise (points for improvement should be realistic given the time span and the available human and financial resources).

Self review

Step 1: inform all relevant people that a self review process will be organised. Be specific on the time schedule, what you expect from exit workers involved, what will be done with the results of the review and who people can contact in case of further questions and remarks.

Step 2: study the guidelines and identify for which questions you will need to gather further information in order to be able to answer them. Then, make sure that you and your colleagues will have immediate access information that you will require,

when you need it.
Step 3: your colleagues and you answer the questions. Some will be easy and fast to answer, some will take more time, as you will have to give them some thinking or they might require you to do some research. So allow sufficient time for people to answer them.
Step 4: assess and contextualise the results of the review by comparing the input of the colleagues, the goals of the exit facility and your own expectations.

Facilitating the discussion on the questionnaire

- To prepare the discussion meeting it is helpful to have the filled out questionnaires in advance to know which elements need attention because of worrying results or different views in the room.
- Appoint a facilitator, a person who will take the lead during the whole session or a part of it.
- Make people feel invited to contribute and create a safe environment in which sensitive issues can also be discussed.
- Time-keeping is an important element. To make sure that all clusters are getting sufficient attention make clear how long each cluster will be discussed. Hints to stay on track with the time:
  - Stop off-topic or non-realistic discussions immediately.
  - Flag when a topic actually is better placed under another cluster.
  - Encourage people not to elaborate and to report as factual as possible.
  - Try to summarise to help the understanding of what has been said so far.
  - Pose questions when participants are speaking too abstract. Try to narrow it down to tangible shortcomings and solutions or ask for examples.
  - When no agreement is reached on a point, never take the average of the scores. Better note that the group does not agree and if necessary postpone the discussion on this point for another moment.

Step 5: organise a meeting for all people who have filled out the questionnaire. Discuss themes that have collectively been assessed as negative or where answers largely differ. Draw practical conclusions from your own assessment. This means that you develop ideas on how to use the results of the questionnaire to improve your daily work. This entails the implementation of a follow-up strategy to ensure the desired impact of the review will be obtained, and to enhance the sustainability of the adjustments made.

For each part of the questionnaire, take some time to think about follow-up actions and write down any agreements made. In this step it is also important to prioritise (points for improval should be realistic given the time span and the available human and financial resources).

PHASE 3: FOLLOW-UP

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FOLLOW-UP

Priorities that result from the Peer/Self Review need a plan for implementation. This either can be done by those who were involved in the review process or by the management of the exit facility. By doing this, the exit facility translates needs and remarks from their practitioners into actions for which they are responsible/accountable.

Important markers are here:

1. What has been prioritised (goal)?
2. What should happen (action)?
3. What needs to be approved (permission)?
4. Who is responsible for implementation (actor)?
5. Who is involved/should be informed (stakeholder)?
6. What is needed (resources)?
7. When should it be implemented (time)?

Under the working sheets section you will find a format that can be used for this phase. The format can be filled out as a proposal to the management team or by the management team itself. Either way, it is important to thank those who participated in the review process for their contribution and inform them on what has been done with the results and how progress has been made.

If priorities and suggestions for actions are not included in the implementation plan it is good to inform the underlying motivation for this in order to prevent that workers get the feeling that they are not heard. It is advisable to provide updates on a regular basis from the separate actions as well as the total package. If this has already been decided, it also can be announced when a next round of review will take place.

A roadmap for implementation

	PREPARATION	REVIEW	AFTERCARE
SELF REVIEW	1 Appoint persons responsible for review process 2 Inform staff/ practitioners 3 Collect relevant data	1 Send questionnaire to practitioners Ask to send back → Analysis → Meeting Ask to attend meeting → Meeting 2 Discuss and prioritise 3 Formulate points of action	1 Approval by management/ funders 2 Distribution of tasks 3 Implementation 4 Controlling Progress 5 (Optional) restart review cycle
PEER REVIEW	1 Appoint persons responsible for review process 2 Select peers 3 Inform staff/ practitioners 4 Collect relevant data	1 * Send questionnaire to peers (*and practitioners*) * Provide data and/or access to practitioners 2 Gather input for peer analysis → Meeting Input from practitioners → Meeting 3 Formulate points of action (peers and/or practitioners)	1 Approval by management/funders 2 Distribution of tasks 3 Implementation 4 Controlling progress 5 (Optional) restart review cycle

Questionnaire

1. Theory of change/rationale

Exit work is dealing with individuals who are making changes in their life and facilitates them in these processes. The goal of exit work measures is to accomplish a sustainable positive change. The measures are determined by a theory of change that has been chosen explicitly, or has come into existence implicitly. A theory of change is 'a theory of how and why an initiative works' [2] and sets out the underlying assumptions. The theory of change that an organisation sets out may differ from the one an exit worker will use, because it may rest on a more abstract level, making very general claims about how and why change occurs.

The theory of change of an exit worker will be case-specific and help him/her to decide which specific support measure to bring in when working with a client. The case-specific theory of change will be adjusted to the interim outcomes of the exit work process. It is therefore not always linear, but may be modified. Also, it may be difficult to clearly connect an outcome directly with a specific measure, as other factors may have had an impact on the process of change as well. A precondition to building a theory of change is clarity about one's goals (e.g. leaving an extremist group (disengagement); disassociation from extremist beliefs (deradicalisation). A good tool to develop or check the theory of change can be found on https://diytoolkit.org/tools/theory-of-change/?cn-reloaded=1 .

More additional information can be found on: https://www.theoryofchange.org/what-is-theory-of-change/how-does-theory-of-change-work/ and http://www.theoryofchange.nl/sites/default/files/resource/hivos_toc_guidelines_final_nov_2015.pdf

2 C.H. Weiss, 'Nothing as Practical as Good Theory: Exploring Theory-based Evaluation in Complex Community Initiatives for Children and Families' In: J. Connell, A. Kubisch, L. Schorr & C. Weiss (eds), New Approaches to Evaluating Community Initiatives: Volume I, concepts, methods and contexts (pp. 65-92). Washington, DC: Aspen Institute 1995.

Please describe the theory of change	
1 That your organisation sets out	
2 That you use in your daily work	
3 The implicit assumptions that are linked to this theory of change	

Rate the following statements (and comment if you wish so)							Comments
1 I have a clear theory of change in place							
2 My organisation has a clear theory of change in place							
3 The theory of change that my organisation sets out and the theory of change that I apply in my daily work align							
4 My organisation takes account of academic research in our field of work							
5 I take account of academic research in our field of work							
6 Our theory of change applies to the current target group							
7 The link between the theory of change and the steps we take during an exit process is clear							

Follow-up actions & agreements

- agree
- partly agree
- don't know
- neutral
- partly disagree
- disagree

2. Setting goals and assessing change

Someone entering an exit programme wants to be assisted in his/her deradicalisation process. This section is dealing with the participants' goals for change, and to what extent and how these are measured.

Please describe:	
1 What goals your organisation defined for exit work	
2 How you know you are on the right track with the target group at the end of a process of change, both regarding their attitude and their reintegration into society	

Rate the following statements (and comment if you wish so)	disagree	partly disagree	neutral	don't know	partly agree	agree	Comments
1 I define clear goals when working on an individual case, based on a clear theory of change							
2 My team defines clear goals when working on an individual case, based on a clear theory of change							
3 Our organisation has set out clear criteria about when goals of exit work are achieved							
4 Clear criteria for success are set by the organisation when working on an individual case							
5 The team has a clear understanding about how to assess disengagement from an extremist group, when working on an individual case							
6 We have a clear understanding about how to assess change in behaviour, when working on an individual case							
7 Our organisation draws out a clear line of where the limits are of the work that can be done							
8 I am fully aware of where my skills and competences come to their limits							
9 The organisation is aware of my professional limits and competences							
Follow-up actions & agreements							

agree
partly agree
don't know
neutral
partly disagree
disagree

3. Working process

Section 1 dealt with the theory of change, which is the backbone of exit work. Section 2 dealt with the goals that are determining where the working process should end. The following set of questions and statements is dealing with how theory of change and goals are translated into daily practice. After some general statements and questions, the process on a case level is divided into six steps [3]. Please note that the steps follow an ideal-typical order, which can differ from case to case. If the process in your organisation is containing more or less steps, please consider under which part of the working process (described below) the actions fall.

General							
Rate the following statements (and comment if you wish so)							Comments
1 The working process follows logical steps that connect objectives (e.g. explore and understand the situation) to rationales for action/impact assumptions (e.g. knowledge of the specifics of a case is essential) and instruments used (e.g. active listening and case specific follow-up questions)							
2 For each part of the working process, the needed expertise is available							
3 For each part of the working process, the needed time is available							
4 For each part of the working process, the needed information is available							
5 There is an internal structure or procedure to report lack of time/info or bring up new ideas							

3 Inspired by Uhlmann, Milena (2017): Evaluation of the Advice Centre on Radicalisation – Final Report. Research Report 31, Nürnberg: Bundesamt für Migration und Flüchtlinge, p. 39-44.

Step 2: Situation analysis							
Please describe:							
1 How a situation analysis of the individual case is made, beginning at initial contact, and running throughout the whole counselling process							
2 How identification of support, as well as assistance systems, that can be mobilised to influence and work with the participant, takes place							
Rate the following statements (and comment if you wish so)							Comments
1 There are tools for carrying out a systematic review of the participant's life situation, to pinpoint the challenge							
2 The life situation can be described sufficiently and includes the personal history of both the participant and his/her family							
3 Critical life events and crises (trigger points) and turning points, that played a role in the radicalisation process of the participant, are included in the analysis							
4 Vulnerability, resilience factors and the level of the (risk of) radicalisation are sufficiently dealt with in the analysis							
5 The situation analysis includes the skills and options for action available to the participant							

Step 3: Identifying objectives and developing a strategy

Please describe:	
1 How you translate the analysis into objectives and the strategy that follows	
2 What role the participant has in this process	

Rate the following statements (and comment if you wish so)							Comments
3 The situation analysis is offering enough input for working with the participant, to identify counselling objectives and to develop a strategy for achieving those objectives							
4 The objectives are categorised as either intermediate milestones or as ultimate goals							
5 Options for action by the various actors are assembled, with the intent of strengthening these persons in dealing with the individual at risk of radicalisation/the radicalised individual							

Step 4: Choosing and applying various multi-professional instruments

Please describe:	
1 The main instruments you can implement to work on change (both own and provided by other professionals)	
2 Who is following up on application of the instruments (e.g. is there a timely and sufficient delivery by provider, is participant attending?)	

Rate the following statements (and comment if you wish so)							Comments
1 The chosen instruments have a clearly formulated objective/result							
2 Recommendations of necessary instruments to apply are accepted by other professionals inside and outside the own organisation							

Step 5: Feedback conversation and reflection with the participant on the effect of employed multi-professional instruments							
1 Once the multi-professional instruments have been applied, a feedback conversation about their impact is held with the participant and, if applicable, others who have been involved							
2 The exit worker structures and guides the reflections, so that in collaboration with the participant, they can be channelled into a new situation analysis							
Step 6: New situation analysis based on the feedback conversation							
Rate the following statements (and comment if you wish so)							Comments
1 Depending on impact – positive, negative, none – and in concert with the participant, the objective, strategy and multi-professional instruments are either applied further, revised, or changed							
2 The professional network is involved in discussing impact and the resulting implications							
Follow-up actions & agreements							

4. The participant/target group

The word participant is used here to describe the person, who takes part in an exit programme as part of his/her process towards deradicalisation and/or disengagement.

Please describe:	
1 Some general characteristics of your target group (e.g. type of ideology, gender, general needs or threat level)	
2 Some general characteristics of your participants (e.g. type of ideology, gender, general needs or threat level)	
3 If participants are in the programme voluntarily or obligatory	

Rate the following statements (and comment if you wish so)							Comments
1 The needs of the participants are met							
2 The participant knows the goals of the process he/she is in							
3 The (positive) social environment /network (e.g. family, friends) of the participant is involved in the process							
Follow-up actions & agreements							

5. The practitioner

The practitioner plays a pivotal role in exit work as he/she is the main point of contact and facilitator for the participant/target group. The practitioner can also provide assistance by him/herself and/or involve other professionals.

Please describe:	
1 The main tasks of the practitioner	
2 The main needed characteristics and skills of the practitioner	
3 Background of practitioners (e.g. social workers, therapists, experts on Islam, formers)	
4 How practitioners are employed (by programme, freelance, other organisations)	

Rate the following statements (and comment if you wish so)							Comments
1 The tasks of the practitioner are clear							
2 The practitioner has room for bringing in his/her own ideas during treatment							
3 There is room for tailor-made approaches							
4 The rules of engagement with participants are clear							

Follow-up actions & agreements	

6. Organisation

Exit work is being carried out by an organisational body. The organisation can be specifically set up to perform this work or be part of a larger structure. In its form it can be part of the government or be non-governmental. The word 'organisation' in the questions and statements here should be understood as the unit that provides exit work.

Please note, if you work as a self-employed exit worker, please apply the below questions to your own situations. In addition, an extra section for self-employed exit workers follows at the end of this section.

Please describe:	
1 How exit work is organised in your organisation in terms of hierarchy, responsibilities, different tasks, etc	
2 How the organisation uses lessons learnt from individual cases to improve quality	

Rate the following statements (and comment if you wish so)	●	○	●	○	○	●	Comments
1 The organisation provides the practitioner with what he/she needs for working with participants							
2 The organisation protects the safety of practitioners when at work							
3 The organisation facilitates/provides collegial exchange and/or supervision							
4 The organisation offers in-house support from experienced colleagues for new exit workers							
5 The organisation protects the safety of participants during the exit process							
6 The organisation monitors the extremist scenes, relevant to their work, in a structured way							
7 The organisation is responsive to new developments in the extremist scenes and society							
8 The organisation makes use of research findings to constantly improve their work in a structured way							

9 The organisation allows for its exit workers to attend further training (in-house / outside of own organisation)							
Extra: Self-review for self-employed exit workers							
10 Do you train yourself and keep your knowledge about the target group up-to-date?							
11 Do you work with privacy protocols, for example when you're hired by a security force?							
12 Is the organisation that assigned you paying attention to your safety?							
Follow-up actions & agreements							

7. Environment

An exit work facility is not functioning in isolation. There will be cooperation with other partners, be it structural or on a case-by-case basis. The activities are taking place in a society (both general public as communities/networks the target group come from) that will have an opinion on what exit work should be like.

Please describe:	
1 Who your main cooperation partners are	Use worksheet on 'Map your network'
2 How you perceive the societal appreciation of your work	

Rate the following statements (and comment if you wish so)							Comments
1 The right cooperation partners are in place							
2 The exit work programme is well embedded in a multi-agency setting							
3 The exchange of data with partners works well							
4 There is a clear understanding on how to cooperate with our partners, given their responsibilities and competencies							
5 There are agreed protocols in place on how to deal with possible security threats							
6 It is clear when to involve a security agency							
7 Third parties do acknowledge the assessments/judgements made by the exit facility regarding the target group							
8 Society is positive about the work that is done							
9 There is a good relationship with the media							
Follow-up actions & agreements							

List of definitions

Actors	Entities involved in the exit process. Both can refer to experts/professionals and their organisations.
Assistance systems	Those (both professional and informal) who are available to help/support the individual in his/her exit process.
Assumptions	Assumptions are things that are accepted as the truth, without question or proof. It is necessary to question your own assumptions as an exit worker, i.e. is it really my strategy that is leading to certain results or are there any external influences?
Collegial exchange	The exchange of challenging situations, success stories and new ideas between colleagues working in an exit facility. This enhances the well-being of exit workers, ensures a broader perspective and can lead to new solutions.
Competencies	Whereas a skill tells us what is needed to perform the job, competencies tell us how to incorporate skills on the job. Competencies demonstrate the ability to perform competently in different situations (i.e. working with different kinds of individuals who are taking part in an exit programme).
Deradicalisation	Disassociation from extremist beliefs.
Disengagement	Leaving an extremist group (i.e. this does not automatically imply that someone has no extremist beliefs anymore).
Exit facility	Exit facilities usually offer a mix of coaching, practical matters (housing, work, school, education, etc.) and counselling. This wide variety of services cannot usually be supplied by one facilitator or his/her organisation and is therefore part of a large multi-agency network.
Exit process	The process of moving from a radicalised mindset and/or environment and violent behaviour towards mainstream society.
Exit programme	Exit programmes provide support to individuals wishing to leave a violent extremist group and/or to abstain from radical thoughts.
Extremist	Extremists accept violence as a legitimate means for obtaining political goals. However, they are necessarily exercising violence themselves. With this notion, it is important to state that exit programmes should not only be offered to individuals who have faced

	imprisonment and committed terrorist acts [4]. Ideally, imprisonment should be prevented by offering these kinds 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.
Feedback conversation	Conversation between the exit worker and the participant on the activities and tools used recently with the primary goal to hear how the participant considers them.
Hierarchy	Vertical organisational structure. E.g. Who is managing and who is executing the project makes a difference.
Ideology	Ideology is someone's system of ideas and ideals and can form the basis of a political theory. This worldview becomes a problem, when the legitimisation of violence is part of the ideology or over-valuing of the own group with all its consequences. The process of deradicalisation includes cognitive changes in these beliefs and values.
Instruments	Actions and tools that can be implemented as part of the method of the exit programme.
Life events	A breeding ground for radicalisation can result from a 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. [5]
Multi-agency	Exit facilities are not acting in isolation. They can be part of a cooperation between different (governmental and non-governmental) organisations and, in this sense, being hired or function as part of a multi-agency system that is being coordinated by a third party. As exit programmes often contain a large variety of activities, there will also be contacts with other suppliers of services for the target group either by having mutual relationships with these suppliers or by coordinating a multi-agency setting as Exit facility itself. The difference between a set of mutual ties between organisations and multi-agency is that in the second form of cooperation, there is joint contact between network partners, when it comes to assessing

4 RAN Collection Exit Strategies. https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-best-practices/docs/exit_strategies_en.pdf#page=3&zoom=100,0,133

5 RAN Collection: Training for First-Line Practitioners. https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-best-practices/docs/training_for_first_line_practitioners_en.pdf

	the situation and defining how to intervene. More information can be found in the RAN EXIT paper 'Exit work in a multi-agency setting'.
Multi-professional	Cooperation between experts of different fields.
Network partners	Professional contacts that can be involved for cooperation, exchange, or information on a structured or non-structured basis.
Objectives	The objectives define when an exit programme is a success. Goals of an exit programme can be i.e. leaving an extremist group (disengagement) or disassociation from extremist beliefs (deradicalisation). However, the objectives should be personally adapted to the participant.
Organisation	Exit work is being carried out by an organisational body. The organisation can be specifically set up to perform this work or be part of a larger structure. In its form it can be part of the government or be non-governmental. The word 'organisation' in the questions and statements here should be understood as the unit that provides exit work.
Participant	The person, who takes part in an exit programme as part of his/her process towards deradicalisation, disengagement.
Practitioner	The practitioner plays a pivotal role in exit work as he/she is the main point of contact and facilitator for the participant/target group. The practitioner can also provide assistance by him/herself and/or involve other professionals. Some Exit workers work full-time in a dedicated project, other practitioners have to deal with radicalised people only 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. As this differs from country to country, the term 'practitioner' is used throughout this document.
Professional network	Often used to distinguish the professionals working on one case from the social network (family, friends and communities) of the person participating in an exit work programme.
Resilience factors	Factors that demonstrate and/or promote the ability to bounce back from adversities.
Skills	A skill can be anything that is learned through experience and practice. Skills in exit work can be used to achieve pre-determined results/goals, i.e. communication skills. It tells us what abilities are needed to perform the job.

Social environment	An exit work facility is not functioning in isolation. There will be cooperation with other partners, be it structural or on a case-by-case basis. The activities are taking place in a society (both general public as communities/networks the target group come from) that will have an opinion on what exit work should be like, and together form the social environment.
Supervision	The activities of those who manage an exit work project and make sure that things are done correctly and according to the rules.
Target group	The particular group of individuals that an exit programme is aiming to reach. Characteristics of this target group should be mapped, e.g. type of ideology, gender, general needs, etc.
Team	The group/unit of exit workers.
Theory of change	The theory of change is a theory of how and why an initiative works' [6] and sets out the underlying assumptions. The theory of change that an organisation sets out may differ from the one an exit worker will use, because it may rest on a more abstract level, making very general claims about how and why change occurs. The theory of change of an exit worker will be case-specific and help him / her to decide which specific support measure to bring in when working with a client. The case-specific theory of change will be adjusted to the interim outcomes of the exit work process. It is therefore not always linear, but may be modified. Also, it may be difficult to clearly connect an outcome directly with a specific measure, as other factors may have had an impact on the process of change as well. A precondition to building a theory of change is clarity about one's goals (e.g. leaving an extremist group (disengagement); disassociation from extremist beliefs (deradicalisation)).
Vulnerability	In contrast to resilience factors, vulnerability indicates the ability to be easily influenced or hurt by external factors.

6 C.H. Weiss, 'Nothing as Practical as Good Theory: Exploring Theory-based Evaluation in Complex Community Initiatives for Children and Families' In: J. Connell, A. Kubisch, L. Schorr & C. Weiss (eds), New Approaches to Evaluating Community Initiatives: Volume I, concepts, methods and contexts (pp. 65-92). Washington, DC: Aspen Institute 1995.

MAP YOUR NETWORK: EXAMPLE

Professions

P/CVE specialists
Exit workers

Social workers
Family and youth work

Psychologists

Religious counsellors
Representatives of religious communities

Religious persons and religious workers

Social environment

Communities
Community workers

Charity workers and volunteers

Families

Peers

Others

Researchers

Media

You

Institutions

Judiciary
Legal aid

Youth offender services

Prison system

Probation system

National authorities

Local authorities / municipalities

Police and security agencies

Civil society organisation

Individuals

Radicalised and terrorist offenders:

the participant

Facilitators

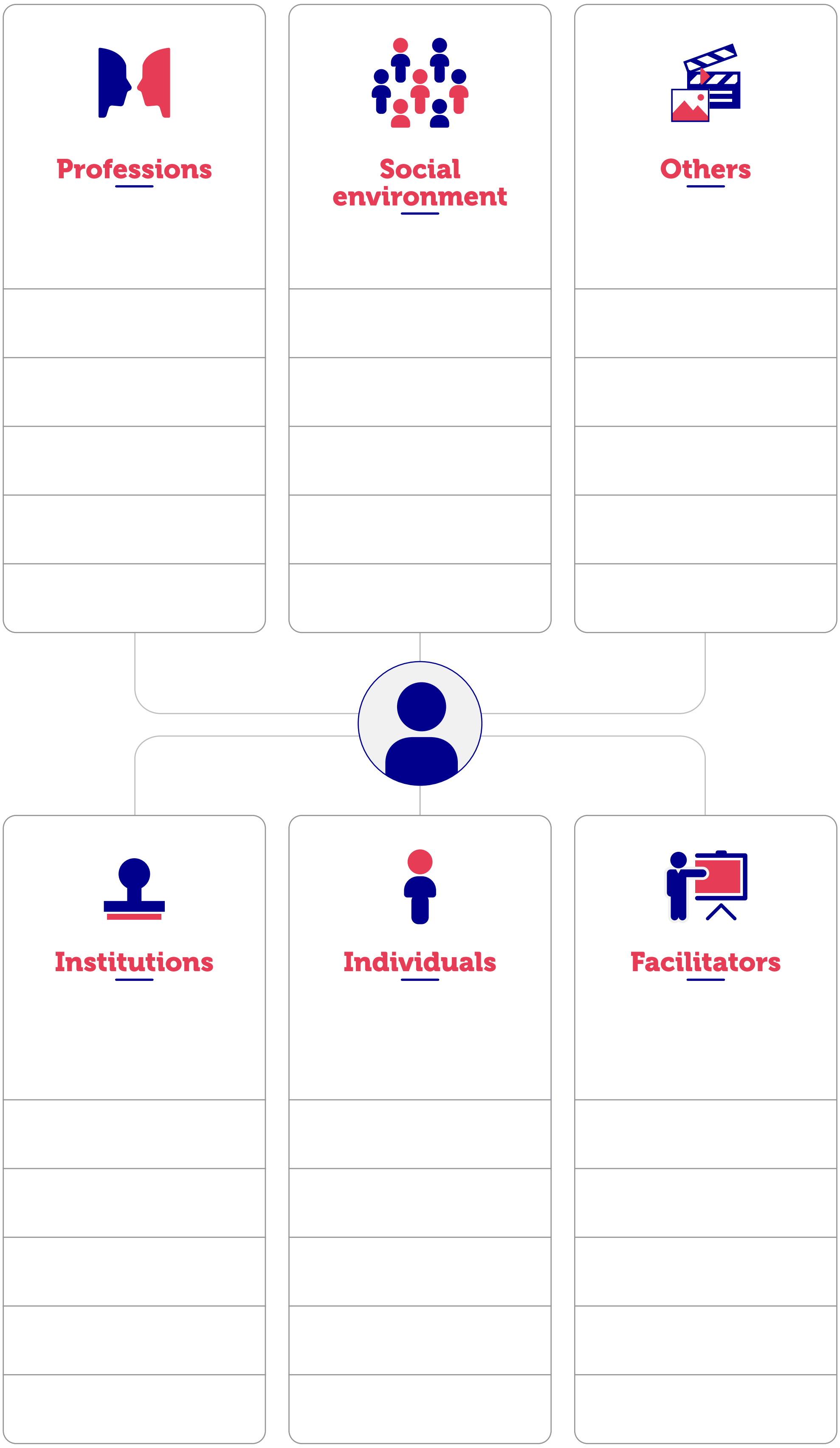
Housing authorities

Schools
Teachers, tutors and lecturers at schools, colleges and universities

Sports coaches

Job centres

MAP YOUR NETWORK



INSTRUCTION FOR FILLING OUT THE QUESTIONNAIRE

This questionnaire has been developed to review exit work. The goal of this form is to reflect on where your work is up to standards and where there is room for professional improvement and adjustments. To do so, several elements of your work have been clustered:

1. Theory of change/ rationale
2. Setting goals and assessing change
3. Working process
4. The participant/target group
5. The practitioner
6. Organisation
7. Environment

There are no right or wrong answers. To have the best result from the review we ask you to give your frank professional opinion. Please write down how things are functioning at this moment, not how it is supposed to be or how you want it to be. There are open-ended questions at the beginning of each cluster. In some cases you will find a working sheet to answer this questions. The second part of the clusters consists of statements that you can rate on a six-choice scale. If needed, for each statement you have room to explain your choice. This is not obligatorily. However, it can be helpful when looking for follow-up or solutions.

The scoring on the statements is mainly meant as an aid for your reflection and as starting point for a discussion. Of course having heard the opinion of others you can change your answers.

Each cluster ends with room to write down follow-up actions and agreements.
Of course agreements can only be filled out after discussion and consent of the management you are free to suggest already follow-up actions.

If you miss an item/topic that is worth reflecting, please write this down on the final page or bring it up during the discussion.

A definition list is attached to this questionnaire. If, however, you do not understand the questions or statement you can either leave it blank or ask .... (NAME OF RESPONSIBLE PERSON)

Deadline for returning this form: x.xx

A plan for implementation

Priorities that result of the Peer/Self Review need a plan for implementation. This either can be done by those who were involved of the review process or by the management of the exit facility that, by doing this, translate needs and remarks from their practitioners in actions, for which they are responsible/accountable. In this working sheet, you can find the format that can be used for the follow-up phase. For more information about the follow-up phase, go to page 13

Step 1: Goal Increasing expertise on recognising trauma		
Step 2: Action Training of 3 hours by specialised therapist		
Step 3: Approval Permission director, funders, etc.		
Step 4: Actor Team managers		
Step 5: Stakeholder Practitioners		
Step 6: Resources Budget for trainer, time of practitioners		
Step 7: Time T + 6 months		

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