RAN Collection of Approaches and Practices

Preventing Radicalisation to Terrorism and Violent Extremism

Approaches and Practices

Radicalisation Awareness Network

RAN

2017 Edition

Table of contents

Table of contents 2
1 Introduction 11
1.1 Trends and developments 11
1.2 RAN and the EU Communication “Supporting the prevention of radicalisation leading to violent extremism” 12
1.3 RAN Collection: objectives and key insights 12
1.3.1 RAN DNA 13
1.4 Methodology 14
1.4.1 The approaches and lessons learned 14
1.4.2 The practice samples 14
1.5 An evolving tool 16
2 Training for first-line practitioners 17
2.1 General description 17
2.2 Aims 17
2.3 Methods 17
2.4 Lessons learned 19
2.5 Practices 21
2.5.1 Expert Center on Gender and Right-Wing Extremism 22
2.5.2 chamäLION 25
(this is portmanteau term of the German word for Chameleon and the English word Lion) 25
2.5.3 Living with Controversy: Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (EDC/HRE) 27
Training Pack for Teachers 27
2.5.4 Managing Controversy: Developing a Strategy for Handling Controversy and Teaching Controversial Issues in Schools 30
2.5.5 ProDem Training 33
2.5.6 CoPPRa 35
2.5.7 Training staff members of reception centres on prevention and reporting of radicalism 37
2.5.8 De-radicalisation by mapping of regions and strengthen the local institutions 39
2.5.9 Teachers Empowered 41
2.5.10 Counselling to victims of hate crime 44
2.5.11 The Key-client model 47
2.5.12 Handbook on warning behaviours 52

2.5.13 Training for prison guards: 'Identification of signs of radicalisation' *55*
2.5.14 New Connexion *57*
2.5.15 Training at the police academy *60*
2.5.16 RAN Train the trainer programme *63*
2.5.17 RecoRa Institute *65*
2.5.18 Violent Extremism Ideology training *68*
2.5.19 Family support Sarpsborg *70*
2.5.20 Holding Difficult Conversations *77*
2.5.21 Working with Potentially Violent Loners (PVL) in the Care Sector *79*
2.5.22 HINDSIGHT *81*
2.5.23 Bachelor and Graduate *82*
2.5.24 Internet Safety Toolkit *84*
2.5.25 Improving Security by Democratic Participation (ISDEP) *85*
2.5.26 Workshop to Raise Awareness of Prevent (WRAP) *87*
3 Exit strategies 89
3.1 Aim 89
3.2 Methods 90
3.3 Lessons learned 91
3.4 Practices 95
3.4.1 Work with people who commit violence or have an experience of violence *96*
3.4.2 Success Together *99*
3.4.3 Fair Skills – youth cultural peer training *101*
3.4.4 Back on Track *105*
3.4.5 Disengagement and Critical Aftercare *107*
3.4.6 Radicalised individuals follow-up strategy *109*
3.4.7 EXIT SCS ONLUS *112*
3.4.8 Exit Sweden *114*
3.4.9 Swedish method of working with formers in Exit work. *117*
3.4.10 Aggredi programme *120*
3.4.11 Exit work located within the social space *122*
3.4.12 A guide to police empowerment conversations (In Norwegian; Bekymringssamtale) 125
3.4.13 Restoring Relation Project (RRP): Addressing Hate Crime through Restorative Justice 127
3.4.14 Danish National Corps of Mentors and Parent Coaches *129*

3.4.15 The Unity Initiative 131

3.4.16 EXIT-Germany 134

3.4.17 Advice Centre Hesse– Religious Tolerance instead of Extremism 137

3.4.18 Taking Responsibility– Breaking away from Hate and Violence – Education of Responsibility (Verantwortungspädagogik®) 140

4 Community engagement and empowerment 142

4.1 General description 142

4.2 Aims 143

4.3 Methods 144

4.4 Lessons Learned 144

4.5 Community policing 146

4.6 Religious communities 148

4.7 Outlook 149

4.8 Practices 150

4.8.1 180 Grad Wende: Deradicalisation & Multiplier trainings 152

4.8.2 Aarhus model: Prevention of Radicalisation and Discrimination in Aarhus 154

4.8.3 TERRA Toolkit 157

4.8.4 Derbyshire Healthcare Foundation NHS Trust 159

4.8.5 Allies 161

4.8.6 Muslimah Matters 163

4.8.7 Web constables 165

4.8.8 Religion and mediation training for religious and traditional peacemakers, international organisations & practitioners in the field 168

4.8.9 Shoulder to Shoulder – Inter-faith action against xenophobia and hate speech 171

4.8.10 FORESEE 173

4.8.11 Ethnic Liaison Officers 176

4.8.12 Second Wave "My City Real World" 178

4.8.13 INSPEC^{2}T (Inspiring CitizeNS Participation for Enhanced Community PoliCing AcTions) Project 180

4.8.14 Organizational platform combining different approaches 184

4.8.15 CoCoRa – Community Counteracting Radicalisation 186

4.8.16 NIACRO 190

4.8.17 Omagh Support & Self Help Group 192

4.8.18 Framework of successful principles and effective elements that make up anti-radicalisation activities in Rotterdam 195

4.8.19 Monitoring Hate Crime against Roma with mentors *197*
4.8.20 Rethinking Radicalisation (Community Dialogue) *200*
4.8.21 Radical Dialogue *202*
4.8.22 Transformative Dialogue Circles *204*
4.8.23 The peaceable school and neighbourhood *207*
4.8.24 ACT NOW *211*
4.8.25 DELTA *213*
4.8.26 NICOLE *215*
4.8.27 Conviction *216*
4.8.28 PATHWAYS *218*
4.8.29 Acceptance-based youth work with right wing youth groups *219*
4.8.30 To Prevent is Better than to Cure *222*
5 Educating young people 224
5.1 General description 224
5.2 Aims 224
5.3 Methods and approaches 225
5.4 Lessons learned 228
i. Institutional framework *228*
ii. Training teachers, building capacities, encouraging self-reflexion *229*
iii. Enhancing critical thinking skills and resilience *230*
iv. Radicalisation and social polarisation *231*
v. First hand testimonies and peers *231*
5.5 Practices 232
5.5.1 C4C, Counter-Narration for Counter-terrorism *233*
5.5.2 Memoria futura /Future Memory *236*
5.5.3 BOUNCE Resilience Tools *238*
5.5.4 TERRA UCARE *241*
Lesson material for high schools *241*
5.5.5 Getting On Together *244*
5.5.6 Drop out prevention network *247*
5.5.7 Fostering cooperation between local authorities and schools using the mirror technique250
5.5.8 les Promeneurs du Net *252*
5.5.9 The Map of Terror *255*

5.5.10 Expedition Friend & Foe ... *256*
5.5.11 Denkzeit Training ... *259*
5.5.12 Digital Literacy ... *261*
5.5.13 Psychological treatment programme for youths at risk of radicalisation and violent extremism ... *265*
5.5.14 Dialogue in Citizenship Education ... *267*
5.5.15 Extreme Dialogue ... *270*
5.5.16 Identity, Belonging and Extremism ... *274*
5.5.17 Where Art and Education Meet ... *276*
5.5.18 The Prevention Pyramid ... *279*
5.5.19 Based on the Logical Levels from Bateson ... *284*
5.5.20 Jewish Informal Education ... *287*
5.5.21 IC Thinking ... *290*
5.5.22 Derad theatre-therapy workshop ... *295*
5.5.23 Intercultural education through the subject "Cultural and Spiritual Heritage of the Region" (CSHR) ... *297*
5.5.24 Never Again Association ... *305*
5.5.25 Open Youth Work as a Methodology preventing and countering Extremism ... *307*
5.5.26 Democracy Factory/Fortress of Democracy ... *310*
5.5.27 My Former Life ... *315*
5.5.28 THINK! ... *317*
5.5.29 How do we want to live? ... *319*
5.5.30 MAXIME Berlin– Intercultural and Interreligious Prevention ... *321*
5.5.31 West London Initiative (WLI) ... *323*
6 Family support ... 327
6.1 General description ... 327
6.2 Aim ... 328
6.3 Methods ... 328
I. Primary prevention: ... *329*
Preventive parental support ... *329*
Support and empowerment of women ... *329*
II. Secondary and tertiary prevention ... *329*
Family support for people who are being recruited by a terrorist organisation ... *330*
Family support for children and young adult returnees from Daesh-held territories ... *330*
6.4 Lessons learned ... 331

I. Establishing contact ... *332*

6.5 Types of support for family members ... 333

I. Direct support ... *333*

II. Indirect support ... *333*

III. Practical boundaries of support ... *334*

- *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* ... *334*

6.6 Working methods: matching support with family needs ... 334

I. Winding down engagement ... *336*

6.7 Practices ... 336

6.7.1 Extremism Information Centre ... *338*

6.7.2 Removing parent benefits if families refuse to address concerns of radicalization (Foraeldrepaalægget) ... *341*

6.7.3 Family Counselling Centre ... *343*

6.7.4 WomEx – Women/Girls, Gender in Extremism and Prevention ... *346*

6.7.5 Praefix R- Coaching for imprisoned parents ... *350*

6.7.6 Nationwide Institute for right-wing extremism and family ... *352*

6.7.7 Formers and Families ... *355*

6.7.8 Mothers School ... *357*

6.7.9 HAYAT ... *359*

6.7.10 Survivors for Peace ... *362*

6.7.11 Women Building Peace ... *364*

6.7.12 Steunpunt Sabr ... *366*

6.7.13 SMN Hulplijn – SMN Helpline ... *368*

6.7.14 Advice for parents, relatives and other affected persons with regard to Islamism ... *375*

6.7.13 Family Counselling - Support for parents of "foreign fighters" or youths at risk to be radicalised ... *378*

7. Delivering counter – or alternative narratives ... 380

7.1 General description ... 380

7.2 Aim ... 381

7.3 Methods ... 382

7.4 Lessons learned ... 382

i. Objectives and scope ... *382*

ii. Dissemination: messengers and mediums ... *383*

iii. Dissemination ... *384*
iv. Content and message ... *385*
v. Evaluation ... *386*
7.5 Practices ... 387
7.1.1 Abdullah-X Project ... *388*
7.1.2 CENAA ... *389*
7.1.3 Peer to Peer: Challenging Extremism (P2P) ... *392*
7.1.4 Donate the hate ... *396*
7.1.5 Nazis against Nazis - Germany's most involuntary charity walk ... *398*
7.1.6 Trojan T-Shirt ... *401*
7.1.7 HOPE not hate ... *404*
7.1.8 The Redirect Method ... *407*
7.1.9 Muslim-Jewish Dialogue – prevention, deconstruction of anti-Semite ideology as part of "Islamist" ideology ... *409*
7.1.10 Turulpata Facebook page - Ridiculing the Radical ... *411*
7.1.11 #NotAnotherBrother ... *413*
7.1.12 Terrorism: How about listening to what victims have to say? ... *415*
7.1.13 No-Nazi.net ... *418*
7.1.14 Dare to be Grey ... *420*
7.1.15 What's up? Civic Education online with Muslim youngsters ... *422*
7.1.16 Witness of History ... *424*
7.1.17 On/Off Derad model ... *426*
8 Multi-agency approach ... 429
8.1 General description ... 429
8.2 Aim ... 429
8.3 Methods ... 429
8.4 Lessons learned ... 430
i. Defining goals and strategy ... *430*
ii. Starting the process of multi-agency cooperation ... *431*
iii. Information sharing and management ... *432*
iv. Potential challenges related to information-sharing ... *433*
v. Cross-jurisdictional cooperation ... *433*
8.5 Practices ... 433
8.5.1 Setting up a local network ... *435*

8.5.2 PSP-network (PSP = Police, Social Services and Psychiatry) 439
8.5.3 Community seminars 442
8.5.4 Against Violent Extremism (AVE) 445
8.5.5 Preventive Policing Unit 448
8.5.6 Prevent Mental Health / Police Team 450
8.5.7 The Danish SSP system 452
8.5.8 Archer 455
8.5.9 Channel 456
9 Prison and probation interventions 458
9.1 General description 458
9.2 Aims 459
9.3 Methods 459
9.4 Lessons learned 461
9.4.1 Multi-agency approach in view of rehabilitation 461
9.4.2 Prison regimes 462
9.4.3 Healthy prison environment 462
9.4.4 Prison and probation staff training 462
9.4.5 Barriers to reintegration 463
9.5 Practices 463
9.5.1 Social Net Conferencing 465
9.5.2 De-radicalisation in prisons 467
9.5.3 Team TER (Terrorists, Extremists and Radicals) 469
9.5.4 Inclusion 472
9.5.5 From Personal Transformation to Positive Social Impact: IAHV Model 476
9.5.6 Training of on-site referee trainers (ORT) on violent islamist radicalisation awareness in detention 484
9.5.7 Training courses on violent radicalisation and proselytism in prison 486
9.5.8 Information Management to prevent radical escalation 488
9.5.9 NeDiS - 492
Network Deradicalisation in the penal System 492
9.5.10 Identification of violent extremism and radicalisation in Finnish prisons 496
9.5.11 E-learning: Understanding and Addressing Extremism in Prisons and Probation 499
9.5.12 Violent Extremism Risk Assessment, version 2-revised (VERA-2R) Pressman, Rinne, Duits, Flockton (2016) 501
9.5.13 Seminar and training for prison staff 506

9.5.14 Terrorist Wing Vught 508
9.5.15 Train-the-trainer awareness training and resource persons 511
9.5.16 Multi-disciplinary teams in Romanian prison system 513
9.5.17 The manifestation of extremism and radicalisation inside Czech prisons 515
9.5.18 Basic training for correctional officers 518
9.5.19 Training modules for prison staff 521

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

[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.

[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:
Name of the practice and the organisation responsible for/carrying out the initiative.

Description: 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.
Approach: 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.
Target audience: 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:

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

Deliverables: concrete outputs of the practice e.g. publications, products, trainings etc.
Evidence and evaluation: explanation of if and how the effectiveness of the practice has been measured and evaluated.
Sustainability and transferability: 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.
Geographical scope: reference to the areas (countries, cities, regions) in which the practice was implemented.
Start of the practice: 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.
Presented and discussed in RAN meeting: reference to the RAN meeting(s) the practice has been presented and peer-reviewed.
Relation to other EC initiatives: reference to other EC or EU initiatives that the practice is connected to besides RAN.
Organisation: reference to the organisation(s) that have developed and are executing the practice.
Country of origin: reference to where the practice has been developed.
Contact details: 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.

[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

[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

and Mark van der Peufflik for their time and expertise. Their insights have been included in this text.

2.5 Practices

The following practices are presented:

- Amadeu Antonio Stiftung - Expert Center on Gender and Right-Wing Extremism
- chamäLION
- Citizenship Foundation – living with controversy
- Citizenship Foundation – managing controversy
- 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
- 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
- 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
- Tim Parry Johnathan Ball Peace Foundation - Holding Difficult Conversations
- Trifier - Working with Potentially Violent Loners in the Care Sector
- 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/

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

Name of the practice	**2.5.3 *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 primarily for teachers and school leaders, but can also be used by NGOs and community organisations. It is designed to support and promote the teaching of controversial issues to young people across Europe. The pack is the result of urgent calls from policy-makers and practitioners in a number of European countries for more effective training for teachers on the teaching of 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 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, and the concept of education as a bulwark 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 and downloadable from the Council of Europe website; • training Pack translated into several European languages and 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 European countries; • 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 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 with teachers and school leaders in seven European countries by policy-makers and NGOs. This led to both qualitative and quantitative feedback from over 600 people, and the final pack takes this feedback into account.
Sustainability and transferability	The Training Pack is going from strength to strength. Following its launch it has subsequently been used extensively in participating countries as well as in European training programmes in S, SE and Central Europe as well as in Baltic and Nordic countries, organised by the Council of Europe and the European Wergeland Centre. Translation into other European languages to increase accessibility is continuing. This is a sign of the usefulness and currency of the Pack in addressing a training need across many European countries.
Geographical scope	Across all 51 member states of the Council of Europe. Countries involved in developing the pack include the UK, Ireland, Cyprus, Austria, Montenegro, Spain, Albania, France and Sweden. The Training Pack has also been used in SE Europe, S Europe, Central Europe and most recently with countries in the Baltic and Nordic regions. 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	RAN EDU working group, 1-2 March 2017, Helsinki, Finland on 'The Right Training for the Right People'
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 combatting violent extremism and terrorism across Europe.
Organisation	*Citizenship Foundation (CF)* *CF is the leading NGO in the field of citizenship and legal education in the UK. The Citizenship Foundation inspires young people to take part in society as equal members. It helps them to understand the law, politics and democratic life. CF 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 take part as effective citizens.* *This practice was jointly funded by the Council of Europe (CoE) and European Commission (EC) as part of an EDC/HRE Pilot Projects Scheme.*
Country of origin	United Kingdom

Contact details	Universal House 88-94 Wentworth Street London E1 7SA David Kerr david.kerr@citizenshipfoundation.org.uk +44 (0)20 7566 4141 http://www.citizenshipfoundation.org.uk

Name of the practice	2.5.4 *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. The tool helps practitioners reflect on the way controversy is handled in their schools 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 NGOs and community organisations. The Pack emerged from a call from policy-makers 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 that could have an impact on the management of controversy and controversial issues. For every section, there is a description of the area with which it deals, 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 that can be applied in schools. A Scoping Paper also provides the background to managing controversy. The Pack helps to strengthen the role of education in promoting the core values of democracy, human rights and the rule of law. It also puts forward the concept of education as 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 and downloadable from the Council of Europe website; • Tool translated into the main European languages and 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.
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 thinking 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 in developing a strategy for dealing with controversy and teaching controversial issues. The tool was piloted in five European countries by policy-makers and NGOs with school leaders, teachers and policy-making leaders, involving both qualitative and quantitative feedback from over 400 people. The final Tool was produced taking into account this feedback.
Sustainability and transferability	The tool is becoming more well-known, and is being used alongside the training pack 'Living with Controversy'. Following its launch, it is being used in participating countries as well as in European training programmes in the Baltic and Nordic countries, organised by the Council of Europe and the European Wergeland Centre. Translation into other European languages continues, to increase accessibility.
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 those in the Nordic region. 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	RAN EDU working group, 1-2 March 2017 , Helsinki, Finland on 'The Right Training for the Right People'
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 combatting violent extremism and terrorism across Europe.
Organisation	*Citizenship Foundation (CF)* *CF is the leading NGO in the field of citizenship and legal education in the UK. The Citizenship Foundation inspires young people to take part in society as equal members. It helps them to understand the*

	law, politics and democratic life. CF 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 take part as effective citizens. *This practice was jointly funded by the Council of Europe (CoE) and European Commission (EC) as part of an EDC/HRE Pilot Projects Scheme.*
Country of origin	United Kingdom (UK (England)
Contact details	Universal House 88–94 Wentworth Street London E1 7SA David Kerr david.kerr@citizenshipfoundation.org.uk +44 (0)20 7566 4141 http://www.citizenshipfoundation.org.uk

Name of the practice	2.5.5 **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

Name of the practice	2.5.6 ***CoPPRa***
Description	CoPPRa is a project funded by the European Union with co-funding from the Belgian Federal Police, which aims to improve the capacity of first line police officers to prevent radicalisation. It rests on the assumption that regular first line police officers – community police officers – have an important role to play in preventing radicalisation; working in the field, understanding their local communities, and tending to have good community links. However, such police officers do not always have a good understanding of radicalisation, how to recognize the warning signs, or understand what to do in response. This project has aimed to help plug those gaps through the spread of knowledge and training.
Approach	Training for first line practitioners
Target audience	Authorities Prison/probation/judicial practitioners Law enforcement officers
Deliverables	- CoPPRa pocket guide for first line police officers - CoPPRa Train the Trainer manual - CoPPRa E-learning on website CEPOL - CD Rom with PowerPoints of different training modules
Evidence and evaluation	An evaluation has not been taken place but the fact that this project is already implemented in almost 15 EU Member states shows the value and importance of the project.
Sustainability and transferability	The developed materials are for free and available for interested police organisations. They are free to adapt the CoPPRa tools to their local needs and situation (e.g. add or delete local groups …) Because the process of radicalisation is an international phenomenon and because prevention starts with first line workers, the project is for 100% transferable to other countries or police organisation
Geographical scope	Belgium – Netherlands – United Kingdom – Denmark – Sweden – Finland – Latvia – Estonia – Romania – Bulgaria – Slovenia – Portugal – Spain
Start of the practice	CoPPRa 1: January 2009 till December 2010 CoPPRa 2: September 2011 till September 2013
Presented and discussed in RAN meeting	CoPPRa has been presented at the RAN plenary and several RAN POL meetings like: - RAN Pol Plenary meeting: Police and community engagement, Madrid 11-12 March 2015 - RAN POL kick-off meeting, Sofia, 24-26 April 2012
Relation to other EC initiatives	ISDEP – Improving Security by democratic participation (UK)
Organisation	*Pilot of project : Federal police Belgium* *Financing : EU ISEC funding*

Country of origin	Belgium
Contact details	Brussels National Airport 1930 Zaventem Belgium Jean-Pierre Devos Jean-pierre.devos@police.belgium.eu (+32) 2 709 66 18 (+32) 471 73 00 32 (mobile phone) www.coppra.eu

Name of the practice	2.5.7 *Training staff members of reception centres on prevention and reporting of radicalism*
Description	The face-to-face training for staff of reception centres and support service is delivered by staff of Fedasil, staff of the State Intelligence Services and experts on radicalisation. The purposes of the training are: - Answer questions of staff member on radicalism, such as what is radicalism? what is the process of radicalisation?; - Train staff to prevent, identify and deal with radicalism in reception centres; - Ensure reporting of radicalism to competent authorities. After the training, staff members are able to: - Identify signs of radicalism and prevent radicalism; - React adequate to radicalism in reception centres; - Know when and how to report radicalism in reception centres. The face-to-face training is accompanied by a blended e-learning: an online tool on the phenomenon radicalisation.
Approach	????????
Target audience	??????
Deliverables	Online tool (available for consultation).
Evidence and evaluation	Official evaluation will be organised shortly. • Centralised reporting of radicalism since march 2016 • Positive feedback of participants
Sustainability and transferability	Online tool remains available; Potential costs: hiring of experts
Geographical scope	All reception centres in Belgium
Start of the practice	January 2016
Presented and discussed in RAN meeting	RAN thematic event 'The Refugee and Migrant Crisis: Challenges for CVE Policy' 14 April, Vienna (AT)
Relation to other EC initiatives	none
Organisation	Federal Agency for reception of asylum seekers. Governmental agency responsible for the reception of asylum seekers
Country of origin	Belgium
Contact details	Fedasil Kartuizersstraat 21

	1000 Brussel, Belgium Fanny François Fanny.francois@fedasil.be +32220134403 Anneleen Brems Anneleen.brems@fedasil.be +32220134408 www.fedasil.be

Name of the practice	2.5.8 *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

Name of the practice	2.5.9 *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

Name of the practice	2.5.10 **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 média. (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

Name of the practice	2.5.11 *The Key-client model*
Description	Radicalised people do not normally call for 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. Systemical mind-sets 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 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. It 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 himself. **Identification** The determining factor for a key-client is being chosen by the radicalised person himself. It is Legato's role to identify the most appropriate key-client by finding out who might 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 as a first analysis of the 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 initially focus of Legato's investigative work, but often become 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 according 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 counsellor. 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 his counsellor are a risks. 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 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 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.
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 worldview 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 received 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 that this is a case like any other, and religion should not be an issue.
Approach	Training for first line practitioners Exit strategies
Target audience	Families Violent extremists First responders or practitioners
Deliverables	A training programme for the Key-clients was developed.
Evidence and evaluation	The Legato team has worked with over 250 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. Since the beginning of 2017, the university of Hamburg has been evaluating and scoping the impacts of the Legato approach.
Sustainability and transferability	Key-clients cannot handle all challenges linked to a radicalised person alone, but they will be to whom the individual turns, and the one able to make changes happen. When relevant, Legato provides support to find a third party that can offer expertise, help and support. 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	07/2012
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	

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.* *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' himself. This support is provided by professionals with systemic expertise and practical.*
Country of origin	Germany
Contact details	Legato c/o Vereinigung Pestalozzi Palmaille 35 A 22767 Hamburg André Taubert beratung@legato-hamburg.de 0049 40 38902952 www.legato-hamburg.de

Name of the practice	2.5.12 *Handbook on warning behaviours*
Description	The handbook provides well-balanced, theoretical and practical knowledge on radicalisation, the pre-conditions and background thereof. It also addresses what motivates separate individuals. The simplicity of the contents and structure of the handbook provide an overview of the path leading individuals to radicalisation, and the reasons behind the process. Practical examples illustrate concrete examples of attacks organised by separate individuals, and assist readers in understanding the significance of behaviours that could be seen as warning signs of an individual being on a path to radicalisation. Timely identification 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 offering guidance on implementing preventive strategy. 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 from all over the world. • To enhance the capacity of criminal police, intelligence and law enforcement officers to recognise the indicators of radicalisation, encouraging and committing them to collect intelligence in order to prevent the further spread of the violent and extreme ideas. • To present a valuable set of indicators on self-radicalisation in order to enable criminal police, intelligence and law enforcement officers to detect individuals in the process of self-radicalising, and evaluate the threats 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.
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Law enforcement officers Prison/probation/judicial practitioners First responders or practitioners
Deliverables	Handbook on Radicalisation warning behaviours intended for counter terrorism officers from the criminal police, law enforcement agencies and intelligence services. The handbook is designed for official use

	only.
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, as around 90 % of officers replied that the handbook was a valuable tool, information had been collected efficiently, the training was practical, and knowledge had been increased.
Sustainability and transferability	The most important criteria for implementing this training are national attitudes and its integration within national police programmes. Although initially intended for criminal police officers, the Lithuanian Criminal Police Bureau decided to extend the training to first-line officers as well.
Geographical scope	Lithuania, Estonia. The project involved two main partner countries, so the training was delivered in these countries.
Start of the practice	The launch of the counter radicalisation training was 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 is being delivered to Lithuanian criminal police officers in Kaunas city.
Presented and discussed in RAN meeting	The practice has not yet been presented at any RAN working group meeting.
Relation to other EC initiatives	The practice took place within 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 under EU’s programme ‘Prevention of and Fight against Crime’ (2007-2013).
Organisation	The training was run by the Lithuanian Criminal Police Bureau together the following partners: VIP Protection department of the Ministry of the Interior of the Republic of Lithuania, Estonian Internal Security Service, Norwegian National Police Directorate and European Police Office (Europol). It is intended to strengthen capacity and share best practices, and strengthen criminal police officers’ abilities by creating new, modern activity models, therefore stepping up safety and national security. The aim of the handbook is to increase awareness of terrorist trends and activities, emphasising the growing threat of self-radicalisation, and to support criminal police, intelligence, and law enforcement officers in detecting signs of radicalisation at an early stage by strengthening their perception and assessment skills.
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 5219 8671 Website: www.policija.lt

Name of the practice	2.5.13 *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

Name of the practice	2.5.14 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/

Name of the practice	2.5.15 ***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: ○ The radicalisation process and the different forms of radicalisation and terrorism. ○ How to recognise radicalisation (indicators) and how to register radicalisation and deal with this information with regard to the police administration systems. ○ 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: ○ Background information on the development of terrorism ○ How terrorists operate (terrorist planning and attack cycle) ○ Counter terrorism: the difference between police and intelligence operations ○ 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)

Name of the practice	2.5.16 *RAN Train the trainer programme*
Description	To enable Member States to reach out to different actors with awareness training, the RAN TAS built a one-day Awareness and Actions Workshop. It's an interactive workshop using YouTube, voting cards and several exercises based on real life case situations. As exchange between participants is key, a diverse composition of the group (different types of professionals) is of added value. The one day workshop is being transferred in a two day train the trainer programme. On day one the to-be-trained trainers experience the workshop. On day two they are offered support in building their own workshop, using the RAN materials Since the workshop is a robust, basic awareness programme, the to be trained persons don´t have to be experienced trainers, but more like 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 are being used in English, and were afterwards translated for the hosting country. The materials are a PowerPoint, short movies and exercise materials
Evidence and evaluation	The train the trainer was delivered ten times in mixed groups within 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 to find common language and images of the challenges at hand. The used models were perceived as helpful in reaching out to others on the complex issue of radicalisation. On the second day the 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 MS that work with the material. Small revisions are made and two new 'building blocks' are added: polarisation and lone actors.
Sustainability and transferability	The developed materials are generic and in easily updated PowerPoint and Word. Because of the interactive nature of the two day programme it can relate to the local context, the group and recent events. The materials are handed over to the participants after they have completed the two day of train the trainer
Geographical scope	The train-the-trainer was delivered in the Netherlands, Slovenia, Romania (twice), Spain, Portugal, Greece, Latvia, Czech Republic and Norway. Further trainings are scheduled in Malta and Hungary.
Start of the practice	De train-the-trainer programme and materials were developed in the summer of 2014 and in April 2015 was time the train the trainer was

	delivered (Spain).
Presented and discussed in RAN meeting	RAN Expert session in London (March 2014), RAN P&P Bucharest, RAN POL Zagreb (October 2014) and RAN POL Madrid (March 2015)
Relation to other EC initiatives	In the development of the materials there were some materials used from the ISDEP training, paid from ISEC funds
Organisation	*RAN TAS, the secretariat of the Radicalisation Awareness Network, being staffed by Radar Consultancy*
Country of origin	EU (Netherlands)
Contact details	Steven Lenos s.lenos@radaradvies.nl (+31) (0)651091741 http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/

Name of the practice	2.5.17 ***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

Name of the practice	2.5.18 ***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

Name of the practice	2.5.19 *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 deradicalise 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

	○ psychological trauma treatment ○ dedicated contact in schools with one-to-one discussions ○ contact with prison management ○ assistance for children during prison visits. ○ family guidance ○ networking with prisoners ○ secure family homes ○ 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/

Name of the practice	2.5.20 *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

Name of the practice	2.5.21 ***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

Name of the practice	2.5.22 ***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

Name of the practice	2.5.23 ***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

Name of the practice	2.5.24 ***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

Name of the practice	2.5.25 *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

Name of the practice	2.5.26 ***Workshop to Raise Awareness of Prevent (WRAP)***
Description	WRAP is an hour long interactive facilitated workshop centred around video content, aimed at frontline staff. The workshop aims to give them: - An awareness and understanding of the Prevent agenda and their role within it. - The ability to recognise potentially vulnerable individuals who may be at risk of radicalisation. - The ability to share concerns leading to a common sense based response to support and intervene with vulnerable people. - Receive a clear picture of the risks and threats both nationally and at a local level - Develop knowledge and confidence to discuss grievances - Gain a raised awareness of the key issues and how these can be tackled by all agencies to keep Derbyshire safe and prevent terrorist activity - Increase your 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 is centred round video content, which is accompanied by a feedback form for the trainer and the delegates.
Evidence and evaluation	WRAP 2 recognises the role of the community in building resilience and links. WRAP and Channel together support the safeguarding processes. The WRAP workshop is regularly updated and refreshed to deal with any emerging issues, which will improve the understanding of Prevent amongst the public sector and the community will be improved.
Sustainability and transferability	There are no direct costs of WRAP, for individuals using the service. Free of charge for local facilitators across the Public Sector, which is 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
Relation to other EC initiatives	None
Organisation	*Home Office (Government Department)*

	Office for Security and Counter Terrorism (OSCT)
Country of origin	United Kingdom
Contact details	Prevent.Training@homeoffice.x.gsi.gov.uk

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

[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

[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
- 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)
- 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 *Work with people who commit violence or have an experience of violence*
Description	The Association for Nonviolent Communication works with adult and youth perpetrators of violence. The work with adult perpetrators of violence is focussed on violence in the family and intimate partner violence. It combines group work (Social Skills Training) with individual work, depending on the individual situation. Social Skills Training consists of 24 group meetings and individual counselling sessions. Content is focused on respect, violence, human rights, gender equality and responsible parenthood and partnership. Young people that commit violence can join a group "I have a choice" or attend individual counselling sessions. Guided help group offers adolescents a safe place to express their ideas, opinions, beliefs and doubts without the fear of being rejected, threatened or devaluated. In the group, adolescents get a clear message that violence is never acceptable or justifiable. Children and youth with an experience of violence can also join the program "Gatherings". Regular gatherings with trained volunteers provide a safe environment to nurture violence-preventive attitudes. The goal is to offer the child a positive relationship with an adult – an experience of trust and respect. The Association for Nonviolent Communication also prepares preventive workshops for children and young people. The goal is to cultivate zero tolerance to violence and a belief, that good interpersonal relationships can only exist when every individual respects human rights of others. Focus of workshops is on recognizing and preventing violence as well as fighting discrimination, promoting equality and human rights. Moreover, The Association runs awareness raising campaigns, seminars, discussions and trainings for professionals. We have been also very active in promoting human rights of refugees and asylum seekers in Slovenia. The Association's de-radicalisation work is integrated in all the above mentioned programmes, especially in the programmes for perpetrators of violence, whose stereotypes and radical beliefs about others (frequently regarding gender roles) present risk factors for violent behaviour. The notion is that the society, and therefore the de-radicalisation organisations, should hold perpetrators accountable for their actions and help them change their violent behaviour and dysfunctional believes.
Approach	Exit strategies, trainings, workshops
Target audience	Youth/pupils/students Families General public Professionals Perpetrators of violence Online

Deliverables	Guidelines for professionals, working with perpetrators of violence: http://www.drustvo-dnk.si/images/stories/publikacije/2015-smernice_povzrocitelji.pdf Guidelines for work with children, victims of violence: http://www.drustvo-dnk.si/images/stories/publikacije/2015-smernice_otroci.pdf
Evidence and evaluation	Methods of violence prevention, such as workshops for children and youth, seminars for professionals and other methods of raising awareness amongst general public has proven successful in the past. However there is an explicit shortage of prevention programmes and initiatives for financing these programmes. Furthermore, since violence is a problem of the society in general, zero tolerance to violence should be integrated in the national school programme. Moreover, we evaluate all our programmes with different questioners and the programmes have proven reaching its goals.
Sustainability and transferability	The Association for Nonviolent Communication is one of a few organisations in Slovenia that offers professional individual and group counselling for young and adult perpetrators of violence. In 2015 the Association has worked with almost 500 individuals who committed violence The Association has also had extensive trainings for prison practitioners and practitioners in Youth Detention Center.
Geographical scope	Slovenia, in all the regions.
Start of the practice	The Association for Nonviolent Communication was founded in 1996 and has offered programmes for perpetrators and victims of violence since then.
Presented and discussed in RAN meeting	RAN Derad, 8-9 July 2013, Ljubljana (SI)
Relation to other EC initiatives	None
Organisation	**Association for Nonviolent Communication** (Društvo za nenasilno komunikacijo) is a non-governmental, non-profit and humanitarian organization dedicated to prevention and reduction of violence and its consequences. It was founded in 1996 when it was the first non-governmental organization in Slovenia with programs for victims of violence as well as for perpetrators of violence. Its work is based on a belief that violence is a social and public health problem and it should never be considered a private home matter. It strives for an integrated solution to the problem of violence and therefore wants to prevent violence and mitigate its consequences with programs for all individuals who experience it. Furthermore, it organizes preventive and educational activities to raise awareness of the occurrences of violence to the professional community and general public. Association considers it very important to cooperate with other institutions and organizations, on state and European level, as violence is a problem that requires integrative and systematic approach. Its main objectives are:

	1. **To reduce society's tolerance of violence.** 2. **To help those who commit violence to change their behaviour.** 3. **To help those who experience violence.** *The Association for Nonviolent Communication is mainly financed by the Slovenian Ministry of Labour, Family and Social Affairs, local communities and FIHO (Foundation for financing the disability and humanitarian organisations in the Republic of Slovenia).*
Country of origin	Slovenia
Contact details	Linhartova C. 13 1000 Ljubljana Slovenia Katja Zabukovec Kerin katja.zabukovec@guest.arnes.si +386 1 43 44 822 Web page: http://www.drustvo-dnk.si/ FB: https://www.facebook.com/drustvozanenasilnokomunikacijo/ katja.zabukovec@guest.arnes.si (+386) 1 43 44 822 http://www.drustvo-dnk.si/en.html

Name of the practice	3.4.2 **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 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

Name of the practice	3.4.3 ***Fair Skills – youth cultural peer training***
Description	The "Fair Skills"-practice (FS) 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 go back to their communities and form Fair Skill youth teams and give workshops themselves, while being coached by CI's FS team. In their home communities the FS peer facilitators will be assisted by local development round tables in which CI brings together local and national stakeholders to raise awareness of the project, its objectives and look for possibilities of community support. The "Fair Skills"-method combines (i) facilitated peer-learning in youth-cultural activities with respective experts (e.g. in Rap/Slam Poetry, Breakdance, Skateboarding, Comic/Graffiti/Visual Design, DJ-ing, Digital Music Production, and others) with (ii) exercises from civic education/pedagogical anti-bias and mediation, and (iii) adds psychologically based self-awareness group-work. Hence, '(Youth-)Cultures' are employed in a way that has 'Interactive', preventive, and de-radicalising/rehabilitative impact with difficult to address groups of young people who are at risk of turning away from the school system and from mainstream society altogether. In this way FS systematically supports participants' emotional intelligence, social skills as well as biographical and political awareness and delivers specific non-violence and mediation methods, enabling the young people to informally promote civil society values and skills in their communities. From 2015 on FS will be piloted in Eastern European states (CZ, HU, SK) in the ISEC project "European Fair Skills – De-radicalisation Training for Peer Role Models and Youth Workers" (EFS).
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Local Community Organisations/NGOs Youth/pupils/students
Deliverables	A temporary web-presentation on Fair Skills has been provided: http://cultures-interactive.de/konzept-fairskills.html Aside of a collection of Fair Skills methods compendium (in German) which will be reworked in an English edition in 2015-16 during the European Fair Skills project (ISEC). Papers on the practice have been published, e.g. http://cultures-interactive.de/tl_files/publikationen/engl/2012_Weilnboeck_Baer_Hate-Crime-Prevention-and-Deradicalisation.pdf
Evidence and evaluation	CI's practices have been evaluated recently by Phineo (Association of Quality Assurance in NGO work) and has been awarded the Phineo 'Method-works' certificate in 2014.

	In earlier years CI's practices have been evaluated, received scientific counselling and have been show-cased by the Federal Model Projects' evaluation and counselling department (attached to the governmental programs). Self evaluation and collecting client feed-back is standing practice in CI also as a training module for the young peer-facilitators to be employed by them in their own fledgling peer-workshops. The practice was presented and received positive feedback in various RAN-Derad, RAN Prevent and in one RAN Victim Voices workshops. The European Fair Skills project (EFS, ISEC, 2015-16) is a partnership with RAN Derad partners from Eastern European states (CZ, HU, SK). The Fair Skills' media-practice offshoot EDNA (see EDNA practice) was discussed with RAN@ members on different occasions and a project partnership between CI/FS and RAN@ member organisations were built, dealing with media narratives in CVE contexts.
Sustainability and transferability	The Fair Skills practice is currently being piloted in and adapted to three Eastern European states (CZ, HU, SK) in the European Fair Skills 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 roundtables bring together local and national stakeholders to raise awareness of the project, its objectives and look for possibilities of community support. CI's sustainability support will be enhanced by having been appointed 'Federal Center of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia' (by the governmental Prevention Department) in 2015.
Geographical scope	In Germany in rural, small cities and large city districts, since 2015 also in Eastern EU member states
Start of the practice	Fair Skills was developed in a three-year Federal Model Project within the governmental prevent program in 2009-11. It has since become CI's core method which was also incorporated in the LocalDerad (Hako_reJu) and will be transferred and adapted in Eastern European states (CZ, HU, SK) in the ISEC project "European Fair Skills – De-radicalisation Training for Peer Role Models and Youth Workers" (EFS) from 2015 onwards. Fair Skills will be further developed as part of CI's mission as 'Federal Center of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia'.
Presented and discussed in RAN meeting	Fair Skills was presented in various RAN Derad workshops (mostly in Stockholm, Barcelona and Dublin) also in RAN Prevent 2013 and with regard to its principle of narrative interaction also in RAN VVT in The Hague 2012.
Relation to other EC initiatives	CI is member of the: - ENoD (European Network of De-radicalisation) - IMPACT Europe project (Innovative Methods and Procedures for Assessing Counter-radicalisation Techniques in Europe) - EENeT (European Experts Network in Terrorism Affairs, by the Federal Criminal Police Office, Bonn/Germany) - EDNA (European Platform of De-radicalising Narratives) - WomEx (Women, Girls, Gender in Extremism and Prevention)

	CI engages in (associate) partnerships with the: - EFUS (European Forum for Urban Security - GCTF Global Counter Terrorism Forum. - In similar European contexts, CI cooperates with the: - OSCE (TNT/Transnational Threats Department) - FES (Friedrich Ebert Foundation) - Robert Bosch Foundation, the international stipend program Civic Education in Action for practitioners from Eastern Europe
Organisation	*"Cultures Interactive e.V. (CI) – Intercultural Education and Violence Prevention" is a NGO that works both in prevention and first-line de-radicalisation with young people at-risk which engage in or have shown to be susceptible to violent right-wing extremism or ethno-nationalism/religious fundamentalism – also to xenophobic, racist, and other forms of hateful and exclusionary behaviour. In 2005 CI began to work in preventing right-wing extremist/neo-Nazi subcultures which emerged in East-Germany after reunification. Since 2008 CI also works in inner-city districts struck by migration-related ethnic and religious radicalisation and hate crime.* *CI's Federal Model Projects and EU-ISEC and EU-research projects placed an emphasis on developing methods for prevention and rehabilitation work with high-risk youth populations that have largely been failed by existing measures. Methodologically, the CI approach for prevention and de-radicalisation settings combines youth-cultural creativity workshops with civic education and psychologically based self-awareness group-work. CI also provides gender specific and gender awareness methods (WomEx) and offers advanced training in methodology for youth work practitioners to enable them to pro-actively and efficiently handle incidents of hate speech/crime and extremist indoctrination/recruitment (LocalDerad). Beneficiaries and partners of CI interventions are schools/teachers, youth centres, street/youth work, prisons, local authorities/police, communities, local press/media – especially around social hot-spot areas.* *In 2014 CI began to work in Eastern EU Member States and act as co-chairing organisation for the RAN working group on "De-radicalisation", comprising EU wide first-line workers' organisations which are involved in de-radicalisation processes with regard to all forms of extremism, including religious extremism and gangs. In 2015 CI has been appointed a 'Federal Center of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia' (by the governmental Prevention Department).*
Country of origin	Germany
Contact details	Cultures Interactive e.V. Mainzer Str. 11 12053 Berlin Germany Anika Posselius posselius@cultures-interactive.de Harald Weilnböck weilnboeck@cultures-interactive.de

	Oliver Kossack kossack@cultures-interactive.de Silke Baer baer@cultures-interactive.deTelephone (+49) 30 60401950 (+49) 30 76236862 http://cultures-interactive.de/home-en.html

Name of the practice	3.4.4 ***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 of the cases a mentor course was established and in others the inmate was not in the target group or otherwise not motivated to participate. 4 mentor courses have been interrupted as the inmate no longer wanted to participate. At the moment 6 mentor courses are established and another 5 is awaiting the match between an inmate and a mentor. An evaluation have been made for the EU and an evaluation from the mentors point of view is about to be made. Back on Track have been presented in two RAN meetings and Norway have been interested in adapting the idea.
Sustainability and transferability	Back on Track is probably adaptable to Prison and Probation Services in most countries as it only requires the ability to build good relations between inmates, staff and mentors. The cost depends on the need for legal framework, level of education and how a country decides to pay the mentors and is difficult to define in advance. 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	None
Organisation	*Back on Track is a governmental project set up the Danish Ministry of Social affairs and Integration in collaboration with the Danish Prison and Probation Services. It was largely funded by the European Union from 2011 – 2014, but is now a part of the general initiatives in the Prison Service.*
Country of origin	Denmark
Contact details	Direktoratet for Kriminalforsorgen Strandgade 100 1401 København k Denmark Marie Louise Jørgensen marielouise.jorgensen@kriminalforsorgen.dk (+45) 72 55 46 09 www.kriminalforsorgen.dk

Name of the practice	3.4.5 ***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

Name of the practice	3.4.6 *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: 1- 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. 1- 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 salafism 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 salafist 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

Name of the practice	3.4.7 ***EXIT SCS ONLUS***
Description	In facilitating exit and distancing processes EXIT also uses intensive one-on-one settings. Here the facilitators employ empowering, coping and reflecting strategies in order to psychologically strengthen the clients' self-esteem and resilience. Voluntary engagement on the side of the client is a methodological prerequisite while motivational interviewing may take place in the lead-up towards a full exit facilitation. The base principles of this work are characterized by the psychological and psychotherapeutic interaction principles that some Exit facilitators bring with them, as e.g. empathy, trust and work-relationship building. On yet another level, measures are applied to enhance critical thinking. In Exit's work critical thinking methods focus primarily on abusive group issues but may also on occasion encompass issues of prejudice, racism, xenophobia and ethnic/cultural polarization. At the same time counselling and information about high demand groups' issues is provided as well as legal and medical advice. Generally we do avoid discussions and debates that usually lead to the remain of the same opinion.
Approach	Exit strategies
Target audience	Violent extremists Formers Health practitioners
Deliverables	EXIT has produced by now a handbook on bullying and discrimination at work.
Evidence and evaluation	EXIT's activity can be placed among those actions that can facilitate exiting from manipulative environments and it is directed to minimize and prevent that initial states of radicalisation may bring individuals to be more and more involved in coercive and manipulative environments. There is enough evidence that preventive action can reach satisfactory results.
Sustainability and transferability	It is important to organize courses to first-liners to enhance knowledge and expertise on conflict transformation methods.
Geographical scope	FRIULI VENEZIA GIULIA
Start of the practice	Although most of the professionals who have founded EXIT were already working together before, in 2011 they decided to give start to EXIT SCS onlus, as a way to run projects for public institutions. EXIT's work has thus far mainly been active around discrimination and violence in several environments such as: work, religious groups, one-on-one and psychologically abusive group relationships.
Presented and discussed in RAN meeting	EXIT multi-disciplinary group of professionals has been presented to RAN DERAD since the first Stockholm meeting in 2012.
Relation to other EC	Member of ENoD (European Network of De-radicalisation)

initiatives	
Organisation	*Exit s.c.s. 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, an occupational physician, and a coroner.* *Mission* *The organisation's mission is to design and manage social assistance services on related issues of abuse and harassment (e.g., bullying, domestic violence, etc..) 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, family).* *Activities and Recipients of Services* - *Workers who consider themselves victims of harassment and physical and mental work (bullying) and those individuals and families living in a state of distress as a result of the employment.* - *Victims of domestic violence and their families.* - *Those who live in a state of uneasiness in the family due to domestic violence or other forms of conflict.* - *Victims of cults and pseudo-religious groups and their families.* - *Victims of bullying and their families.* - *Children at risk of parental alienation syndrome with the organisation of neutral spaces in order to keep the family bond with both parents and immediate family.* - *People who are victims of subtle forms of harassment and abuse.* *Main Activity* *Since its foundation in 2011 the organisation has been managing the aid center for harassed workers Antimobbing of the Province of Udine and the Tolmezzo Information Help-Desk.* *Since 2012 the organisation has been included in the Working Group of the European Commission "First-line De-radicalisation Practitioners" (RAN DERAD) to counter violent extremism and has participated in several meetings that were held in European cities.* *Since 2013 is in charge of the professional consultations for the Family Support Center of SOS ABUSI PSICOLOGICI*
Country of origin	Italy
Contact details	Via Giuseppe Verdi 69 33045 Nimis Italy Cristina Caparesi exitonlus@gmail.com c.caparesi@gmail.it (+39) 432 504129

	(+39) 338 4440566 http://www.exitonlus.it
Name of the practice	3.4.8 **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

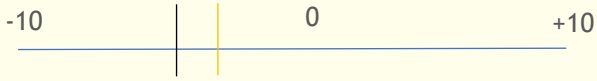
	(verksamhetschef), see https://www.youtube.com/watch?v=CNIgKsb1QbA
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Formers First responders or practitioners
Deliverables	In 2012 Exit Sweden produced a theatre play, the Voice of Hate, targeting young people 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/

3.4.9 Swedish method of working with formers in Exit work.

Description

This practice former extremists working as exit workers within Exit Sweden. To visualise this approach, it is helpful to picture a 'violent extremism spectrum' from -10 (most extreme/negative) to +10 (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.



Client (-5) Former as exit worker (-4)

When starting work with a client, it's necessary to know where he or she is on the scale. For one person, hundreds of different scales could be created, e.g. one on social contacts, another on power relations, yet another on tolerance, etc. This means that a client can be a -8 on willingness to use violence but +5 on social skills. In a similar way, the former can also be placed on this scale, which is helpful when deciding which person will be useful at what stage of the deradicalisation process.

For example, to get through to a -10 violent extremist you need someone that has been and understands a -10 so as to get the message across. One could thus begin the approach using this kind of former. But as the client deradicalises and eventually makes it to -3 on radical thoughts, it could be that he or she has surpassed the former, so another, more appropriate person will take over.

The former does not have to agree with the client, but must know what it feels like to be a -5. Discussions are pitched at around -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.

If the initial analysis of the client is incorrect (he or she is categorised as -8 when the reality is -3), sending in a former with experience of -8 and speaking that language could have the unintended result of further radicalising the individual rather than deradicalising. The client might want to match the former's level and make his or her story bigger. It is therefore of great importance that the persons making the initial analysis have experience and a deep understanding of exit work.

This approach asks a lot of the former working with the clients. They constantly need to assess themselves on where they are on the spectrum and be aware of their own process. This assessment can be difficult, and may occasionally backfire. Sometimes the client's exit process can be faster than the former he or she works with. In this case a 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 Please choose a maximum of two approaches most corresponding with the practice.	Exit strategies Training for first line practitioners
Target audience Please choose a maximum of three target audiences most corresponding with the practice.	Violent extremists Youth / pupils / students Formers
Deliverables Please indicate if the practice has led to concrete deliverables such as handbooks, training modules, videos.	This method does not lead to concrete deliverables. It has been implemented during everyday work for around 12-14 years.
Evidence and evaluation	Tina Wilchen Christiensen carried out an empirical case study in 2015: A question of participation – disengagement from the extreme right. A case study from Sweden. http://forskning.ruc.dk/site/files/56384428/twc_fin_ny.pdf Material from each individual client case is also available, but cannot be shared.
Sustainability and transferability	The method can be transferred to similar contexts and certainly an 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. In order to transfer it you need educated staff and access to formers.
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities)	Sweden
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.	2003-2005
Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of	RAN joint C&N and EXIT meeting on working with formers June 2017, Bordeaux

the RAN meetings. Add name of the RAN Working Group, date, place and subject of meeting.	
Relation to other EC initiatives Such as ENoD or IMPACT	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 (such as ISEC, Erasmus+, etc.).
Country of origin Please note that the organisation should be based in the European Union (EU) or European Economic Area (EEA).	Sweden
Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.	Exit Sweden, Mårtendalsgatan 6, Box 92022, 120 06 Stockholm, Sweden Contact person: Pelle Candal or Simón Cabrera Ebers Email: pelle.candal@fryshuset.se or simon.ebers@fryshuset.se Telephone: Pelle: +46739502261 or S: +46739502366 Website: exit.fryshuset.se

Name of the practice	3.4.10 **Aggredi programme**
Description	Aggredi's main goal is to decrease violence or stop it completely at the individual level. The other goal is to develop working methods with outdoor violence offenders. Aggredi's client work is structured and therapeutically oriented. Work is based on social constructionism. Method used in the work is dialogical and reflective discussions. Aggredi works on a neutral base, with individuals in co-operation with authors. Political-, ideological-, or religious backgrounds don't define the clientele in Aggredi. Aggredi offers services for all outdoor violence offenders between 18-39 years. Among the clients are: • school-or mass killing planners • gang members, right wing orientated perpetrators • offenders from the spectrum of religious extremism
Approach	Exit strategies Community engagement/empowerment
Target audience	Violent extremists Prison/probation/judicial practitioners Youth/pupils/students
Deliverables	Handbook has been made in Finnish language
Evidence and evaluation	The National Research Institute of Legal Policy has made a research of Aggredi's impact on the target groups' criminality. http://www.helsinkimissio.fi/filearc/71_Aggredi_executive_summary.pdf
Sustainability and transferability	It is possible to transfer Aggredi kind of work to other country and other local contexts, if the practise commits to follow the basic principles of Aggredi. Our costs (in Finland) are €340.000,- per year.
Geographical scope	Finland (Helsinki, Kuopio)
Start of the practice	15.3.2006
Presented and discussed in RAN meeting	RAN Derad, Riga, 16-17.4.2015
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation) and part of interim board of ENoD.
Organisation	HelsinkiMissio is a non-governmental organisation for social services founded in 1883. The primary task of HelsinkiMissio is to seek, find and help neglected and forgotten citizens and to challenge everyone to

	social responsibility and closeness. HelsinkiMissio aims to offer help where it is most needed, and therefore keen to develop existing working methods as well as to create new forms of work to meet changing needs in society. Today HelsinkiMissio concentrates on young people, elderly people and people with special needs. Aggredi is financed by RAY (Finland's Slot Machine Association.
Country of origin	Finland
Contact details	Hämeentie 29 00500 Helsinki Finland Petri Salakka, head of team petri.salakka@helsinkimissio.fi (+35) 8414489849 www.aggredi.fi

Name of the practice	3.4.11 ***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

Name of the practice	3.4.12 ***A guide to police empowerment conversations*** (In Norwegian; Bekymringssamtale)
Description	Dialogue is an important tool for both resolving conflicts and creating understanding and trust. When children and young people come into conflict with the law, or are at risk of doing so, it is important to understand the reasons why. It is vital to create an arena in which those involved can talk frankly so an overview of the situation can be gained and the parties can arrive at a common understanding of the problem. Only then can we start working towards changing things in a positive direction. Empowerment conversations have become a good tool for creating such an arena in the encounter between the police and children/young people and their parents (or other legal guardians). The aim of the conversation is to safeguard everyone's interests and arrive at good solutions, especially for the child/young person, but also for the parents. It is recommended as a method when unwanted/criminal behaviour is uncovered that could develop into a criminal career. It is used in the police's prevention work, as a reaction to unwanted behaviour, and as a means of guiding young people onto a path of reconciliation and consideration. This method are therefore also used by signs of radicalisation. A good conversation requires the asking of open questions and active listening, which involves confirming and repeating back what you have heard. There must be no leading in the conversation, and clarifications and summaries must be used. Pauses (silences) should also be consciously used to give the child time to think and reflect in the conversation, and come up with the responses himself or herself. It is important to set aside plenty of time for the conversation, it must never seemed rushed, and the impression must never be given that a person needs to respond quickly. Even though the conversation is a dialogue, you must say when a limit has been reached, see the enforcement pyramid: Information – guidance – advice – instructions – warning. You must not be biased in the conversation, but try to stick to the topic and avoid the focus shifting. If the child/young person repeatedly tries to shift the focus, you should deal with this head on and clarify why the child is not sticking to the topic. Listening is an important part of the conversation. It is important to demonstrate that you are hearing what is being said by listening actively, which involves things such as nodding and saying small words such as 'yes', 'okay', etc. At the same time, the child must have an opportunity to take his or her time finding his or her own words to express what they want to say. Often it is precisely these children/young people who are not used to being listened to, and who also do not find it easy to express their thoughts and feelings in words.
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 program is not evaluated on national or local level in Norway, but an evaluation of the use of the method in Denmark has been done (in Danish) by the Danish Ministry of Justice. http://justitsministeriet.dk/sites/default/files/media/Arbejdsomraader/Forskning/Fors

	kningsrapporter/2013/Rapport_bekymringssamtaler.pdf
Sustainability and transferability	The handbook is available in English: "Police Conversation Intervention" https://www.politi.no/vedlegg/rapport/Vedlegg_2352.pdf
Geographical scope	All 12 police districts in Norway
Start of the practice	Developed in 2000 – 2004. Implemented in 2004 – 2010. The practice is still active.
Presented and discussed in RAN meeting	RAN POL meeting Madrid 11-12 March 2015
Organisation	*National Police Directorate, Norway. It is financed by the National Police Directorate.*
Country of origin	Norway
Contact details	National Police Directorate Postboks 8051 Dep. 0031 Oslo Norway Bjørn Øvrum bjorn.erik.ovrum@politiet.no (+47) 415 35 879 www.politi.no

Name of the practice	3.4.13 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

Name of the practice	3.4.14 Danish National Corps of Mentors and Parent Coaches
Description	Denmark has established a national corps of mentors and parent coaches to work with persons in extremist groups or at risk of radicalisation, as well as with their parents and relatives. The aim is to assist the at-risk persons in steering clear of problematic behaviour related to extremism. Some 100 professionals from 22 municipalities across Denmark have received training in the programme method, Solution-Focused Work on Life Skills. The method, in brief, is as follows: • Life psychology, including e.g. 'the wheel of competences' is used to help understand the individual's situation, personally and socially, including a range of risk and protective factors. • The Solution-Focused Approach is the communicative and relationship-building strategy towards 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 2017. The 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 lend mentors or parent coaches to other local governments where there is a need, and where it is 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 and forms the continual basis of training and practice within the programme. The English version can be found here: http://uim.dk/publikationer/mentoring-effort-parent-coaching-and-relatives-and-carers-networks/@@download/publication. **IT-platform:** When the mentors and parent coaches are working with concrete cases they

	apply the assessment forms, do the registration etc. on a common IT-platform, www.tilværelsesmestring.dk, a closed site developed for this purpose.
Evidence and evaluation	Progress is measured on a 0 to 4 scale, and methodological fidelity is monitored, primarily through the IT-platform. However, the programme is still very new and the cases are few. Hence an evaluation has not yet been developed.
Sustainability and transferability	The method Solution-Focused Work on Life Skills is a universal approach to social and relational work. It can be applied in either a governmental (local) setting or a non-governmental setting – with or without a regime 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 cost for basic training and sustaining skills and engagement must be anticipated.
Geographical scope	Denmark, so far 22 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	
Organisation	The National Corps of Mentors and Parent Coaches has been initiated and is led by the Danish Centre for Prevention of Extremism and its partners; i.e. private companies which assist in delivering training, evaluation etc. However, the local governments and their staff, who have committed themselves 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	Danish Centre for Prevention of Extremism P.O. Box 2000 2300 Copenhagen S Denmark Mark Kjeldgaard mbkj@siri.dk or ekstremisme@siri.dk + 45 72142844 or 72142000 www.stopextremism.dk

Name of the practice	3.4.15 **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	Cities Conference: November 2015 Role of Gender in ISIS Foreign Fighters 30 January 2014, The Hague (NL) RAN P&P, 11-12 December

meeting	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

Name of the practice	3.4.16 **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 approx. 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

Name of the practice	3.4.17 **Advice Centre Hesse- *Religious Tolerance instead of Extremism***
Description	Since its opening the main focus of the Advice Centre Hesse is to intervene in the radicalisation processes. Targeted de-radicalisation activities are aimed at people who tend to travel to war zones, return to Germany as "foreign fighters" and/or are searching for an escape from extremist ideologies. Beside this actual focus the Advice Centre Hesse is geared towards adolescents, parents and experts who have questions in the area of extremism. The centre provides prevention, intervention and de-radicalisation measures as a response to general helplessness when dealing with religious extremism. The Advice Centre promotes increased (religious) tolerance of different world views, and early detection, prevention and reversal of radicalisation processes. One of the key aspects of the Hessian approach is to provide adolescents with information and knowledge enhancement on interfaith and intercultural connections at an early stage 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 their own religion as well. At the same time, this understanding also prevents extremism and the trend to radicalism. In order to reach a broad spectrum within the target group, prevention as well as intervention measures are used, and in particularly entrenched cases, de-radicalisation measures and disengagement assistance are provided. Objectives of the Advice Centre Hesse : • Preventing and reversing radicalisation processes and violent behaviour • Preventing departure (e.g. to Syria or Iraq) • Integrating returnees (e.g. from Syria or Iraq) • Promoting interfaith/intercultural responsibility • Activating and professionalising 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 within 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 the coping skills of persons who are in contact with vulnerable young people *Intervention/de-radicalisation/disengagement assistance:*

	• Advice for relatives when dealing with religious extremism • Advice, support and special training for adolescents at risk of becoming radicalized prior to delinquency • De-radicalisation training (Anti-Gewalt- und Kompetenz-Training - AKT®) in juvenile detention centres • 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	Since the practice started only in July 2014 results of the evaluation are not yet available. The evaluation of the practice is on the way. Apart from that constant quality management is realised in the programme, such as feedback from the target group, trainer's reports and peer review from the beginning.
Sustainability and transferability	The Advice Centre Hesse is the result of a transfer process of the last ten years. Violence Prevention Network's methods, practices and approaches are culminating here in one project, which is the first in Germany that has gathered them all together. Negotiations with other federal states have culminated so far in the opening of more Advice Centres in the federal states *of Bavaria and Baden-Wuerttemberg*.
Geographical scope	Hesse (DE)
Start of the practice	The Advice Centre Hesse was established in 2014 in cooperation with the Ministry of the Interior of Hesse.
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 ENoD (European Network of De-radicalisation). Member of Advisory Board of Impact Europe, *Leader of the RAN Working Group EXIT (together with EXIT Sweden)*
Organisation	*The NGO Violence Prevention Network is a group of experienced specialists with many years of experience in the fields of prevention of extremism and de-radicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception and value the group's high degree of knowledge, competency and outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalized people at different stages of radicalisation. The aim is to support them in developing distance to inhuman ideologies and violent behaviour. The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.*
Country of origin	Germany

Contact details	Alt-Moabit 73 D – 10555, Berlin Germany Judy Korn, CEO judy.korn@violence-prevention-network.de (+49) 30 91 70 54 64 www.violence-prevention-network.de

Name of the practice	3.4.18 **Taking Responsibility- *Breaking away from Hate and Violence – Education of Responsibility (Verantwortungspädagogik®)***
Description	The intention of Taking Responsibility – Breaking away from Hate and Violence is, to enable young people who are arrested for ideologically motivated acts of violence (right-wing extremists or radical Islamists) to live a responsible and non-violent life and to develop distance to inhuman ideologies. The goals, the trainers try to reach together with the trainees are: • Developing relationship skills, empathy, self-esteem, ability to reflect on oneself • Taking responsibility and developing distance to inhuman 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 consists of de-radicalisation training, civic education, long-term group training and post release stabilisation coaching. Important during the training are the separation of offence and offender and the questioning of ideology, strategies of justification and offence. Trainers and trainees are supposed to have a reliable relationship based on confidence and respect. The participation takes place on a voluntary basis.
Approach	Exit strategies Educating young people
Target audience	Violent extremists Formers Prison/probation/judicial practitioners
Deliverables	Curriculum of the de-radicalisation training working with right-wing or radical Islamist groups.
Evidence and evaluation	The practice has been externally evaluated in 2012. The re-incarceration rate for a violent ideologically motivated offence is 13.3% within the participants of the programme compared to 41.5% within inmates who didn't participate. Hence the re-incarceration rate is 68% lower within the programme participants. Apart from that constant quality management is realised in the programme, such as feedback from the target group, trainer's reports and peer review from the beginning The practice gets variegated feedback including requests from the different countries for presentations in order to possibly implement the practice in the respective countries.

Sustainability and transferability	As to the methodological transferability, initially the practice was used in the context of right-wing radicalisation and could be transferred to the context of Islamist radicalisation. As to the territorial transferability: The transferability of the practice has been proved by transferring the practice to various federal states within Germany *as well as to Denmark* and to Northern Ireland with the target group of people radicalised in a concrete ethnic-religious conflict. The government of the Federal Republic of Germany as well as the governments of the federal states are constantly exerted to perpetuate the programme related to the practice. The cost of the practice is approx. €8.500,- per participant.
Geographical scope	*Germany:* Baden-Württemberg, Bavaria, Berlin, Brandenburg, Bremen, Hesse, Lower Saxony, Saxony 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
Relation to other EC initiatives	*Initiator and founder member of 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 de-radicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception and value the group's high degree of knowledge, competency and outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalized people at different stages of radicalisation. The aim is to support them in developing distance to inhuman ideologies and violent behaviour. The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.*
Country of origin	Germany
Contact details	Alt-Moabit 73 D – 10555, Berlin Germany Judy Korn, CEO judy.korn@violence-prevention-network.de (+49) 30 91 70 54 64 www.violence-prevention-network.de

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).

[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.

[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

[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

[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 fundingand 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.

[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
- Arq Psychotrauma Expert Group - TERRA Toolkit
- 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"
- KEMEA - INSPEC2T (Inspiring CitizeNS Participation for Enhanced Community PoliCing AcTions) Project
- Miteinander - Organizational platform combining different approaches
- 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
- 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

[47] Ibid. p. 39.

- UK NCTP HQ - Nicole
- UK NCTP HQ - Pathways
- VAJA
- 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	Address: 180 Grad Wende Buchforststr. 113 51103 Cologne Germany Contact persons and Emails: Mr. Suhel El-Khatib bonn@180gradwende.de Mr. Mimoun Berrissoun info@180gradwende.de Telephone: +49 221 16832209 Website http://www.180gradwende.de

Name of the practice	4.8.2 ***Aarhus model:* Prevention of Radicalisation *and Discrimination in Aarhus***
Description	Intervention consist of two areas of intervention: General population: 1. Raising awareness to professionals and the public. Achieved via presentations and workshops for professionals and teaching institutions 2. Collaboration with local communities. Respectful and assertive dialogue with mosques, cultural societies and other major players in local communities Individuals: 1. First-line staff of the Task Force performs risk evaluation of individuals and groups 2. Advising professional staff on how to deal with cases concerning radicalisation 3. Advising individuals and next of kin in cases concerning radicalisation 4. Mentoring for persons, who are at risk of radicalisation or are involved with violent extremism 5. Contingency for foreign fighters and their families
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 program Life Psychology: Method for mentoring people who are either at risk for or radicalised – Book on Life Psychology and training programs by Professor Preben Bertelsen, University of Aarhus
Evidence and evaluation	"The Aarhus-model" has been reviewed by the Ministry of Social Affairs and deemed an exemplary practice. Has received positive feedback from the RAN-group meetings. Evidence collected via assessment forms in the mentoring program shows promising preliminary results as a method for individual intervention.
Sustainability and transferability	'Prevention of Radicalisation and Discrimination in Aarhus' has been in continuing practice since 2010. The costs in total locally (Aarhus municipality and East Jutland Police combined) is estimated at €800.000,- a year. 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 is more difficult to transfer as structured to countries with

	a less developed infrastructure and little tradition for multi-agency cooperation, or where there is little basis for corporation between law-enforcement and NGOs (NGOs will in these countries supply what social services supply 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	East Jutland Police District, mainly Aarhus Municipality. Copenhagen is in the process of adopting the practice, and it is recommended in the Danish Governments plan for preventing radicalisation and violent extremism that other cities follow the practice of "The Aarhus Model"
Start of the practice	Preventing radicalisation was developed as a project from 2007 to 2009, and was incorporated as a standard practice in the crime prevention corporation between 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 and RAN-LOCAL.
Relation to other EC initiatives	None
Organisation	*A multi-agency intervention in collaboration between Aarhus Municipality and The East Jutland Police.* *External partners are University of Aarhus, 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 tax-funded and therefore governmental.* *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, ph. SNI023@politi.dk (+45) 2920 3650 Aarhus Municipality, Social Services Vaerkmestergade 15 8000 Aarhus C Denmark Signe Reichenbach, ph. sigre@aarhus.dk (+45) 8940 3117 www.aarhus.dk/sitecore/content/Subsites/Antiradikaliseringsindsats/Home.aspx

	(In Danish)

Name of the practice	4.8.3 *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

Name of the practice	4.8.4 ***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

Name of the practice	4.8.5 **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

Name of the practice	4.8.6 **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

Name of the practice	4.8.7 **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

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.	4.8.8 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/

Name of the practice	4.8.9 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/

Name of the practice	4.8.10 **FORESEE**
Description	Foresee Research Group uses restorative principles and approaches (dialogue processes and encounters) to prevent escalation of conflict. They work on the prevention level at schools, working with teachers and parents training them on open non-violent communication. Furthermore, Foresee has restorative projects in prison, to work on "in cell" and "staff-inmate" conflicts. They empower prisoners, talk about what conflict is, how to express themselves and teach them how to deal with anger. With regard to the method, Foresee applies a range of techniques flexibly, such as mediation, conferencing, peace-making circles, family group conferencing, facilitated discussions and one-to-one restorative dialogues. The main projects of Foresee include: • Mediation and Restorative Justice in Prison (2009-2012). • Peace-making Circles in Europe (2011-2013). • REDICT - Resolving Disputes in Twenty-first Century (2011-2013). • ALTERNATIVE – Developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies (2012-2016). Foresee's multi-agency team of researchers and facilitators work with disadvantaged groups, local communities, schools, NGOs, as well as practitioners and policy makers in areas of criminal justice (victims, offenders, probation, prison), social welfare and education. A particularly promising aspect of Foresee's approach is its being safely anchored in the well-established restorative justice methodology and that it adapts and further develops them into the prevention work against hate crime and extremism. Foresee has recently finished its pilot project on mediation and restorative justice in prison, working with inmates, families, victims, as well as staff and generally explores new methodologies that are suitable to issues of hate crime, extremism, and for de-radicalisation interventions. Foresee is conducting different action research projects – within which conflict resolution practices (incl. trainings) based on the restorative justice approach are also provided – in community level conflicts (in villages, smaller localities), in schools and juvenile homes as well as in the criminal justice and prison context. Throughout these projects – amongst other types of conflicts – Foresee faces the issues of stereotypes, prejudices, aggressive attitude, non-understanding, anti-tolerance etc. that are, on the one hand, roots of aggressive behaviour motivated by violent and hateful ideas/thoughts. However, they are also symptoms of other, underlying social problems that also need to be addressed.
Approach	Community engagement/empowerment

Target audience	Youth/pupils/students Prison/probation/judicial practitioners Educators/academics
Deliverables	Each completed project results in dissemination. For some of the deliverables in various fields please see below. Foresee has produced several videos concerning the method of different dialogue approaches in schools, in local communities, and within the judicial system. Each of our videos is subtitled in English. Our videos can be seen here: http://www.foresee.hu/en/films/ Mediation and Restorative Justice in Prison Barabás, T. - Fellegi, B. - Windt, Sz. (eds) (2012), Responsibility-taking, Relationship-building and Restoration in Prisons, Budapest: OKRI. ISBN 978-963-89468-1-2. 330 p. Peace-making Circles in Europe Fellegi, B., Szegő, D. (2013). Handbook for Facilitating Peace-making Circles, Budapest: Foresee Research Group. Available: http://www.foresee.hu/uploads/tx_abdownloads/files/peacemaking_circle_handbook.pdf Positive Climate Project: Preventing aggression and building positive social climate in schools Available: http://klima.foresee.hu/
Evidence and evaluation	Each of the Foresee projects are thoroughly (self-) evaluated and followed up by qualitative research. Each of its activities (trainings, workshops, conferences, etc.) is closed by evaluations (by questionnaires). The results of these evaluations are included in the publications in our English publications at www.foresee.hu/en/publications/
Sustainability and transferability	Sustainability and adaptability are key principles of our approaches. As a result, we have managed to implement restorative practices in highly different and challenging contexts and could successfully take part in international best practice exchanges. Our projects are always built on local human resources and competencies. Through their empowerment we aim at planning a successful implementation process in a participatory way together with the involved target groups.
Geographical scope	Hungary
Start of the practice	Foresee Research Group was founded in May 2008. The restorative principles, methods and practices as modern alternative conflict resolution and community building techniques have a history of more decades.
Presented and discussed in RAN meeting	Several RAN DERAD meetings RAN Plenary and High Level Conference, January 2012, Brussels
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation) since 2013

Organisation	*Foresee Research Group is a non-governmental organisation that deals with consultancy, prevention, intervention and network building in the field of constructive conflict solution, restorative justice and prevention of social polarisation and exclusion. Within this context, Foresee has begun to tackle the phenomena of social hatred and extremism, as expressed by acting and speaking against minorities as well as the homeless, elderly, disabled or otherwise marginalised people.* *Currently Foresee does not receive any governmental support from the Hungarian government. Currently funds are primarily from the European Union and Foresee generate income from providing mediation and training services for statutory and private organisations both nationally and internationally.*
Country of origin	Hungary
Contact details	H-1092 Budapest Bakáts tér 3 Hungary Dr Borbála Fellegi, executive director borbala.fellegi@foresee.hu (+36) (70) 365 0630 http://www.foresee.hu/en

Name of the practice	4.8.11 **Ethnic Liaison Officers**
Description	The aim of the Garda Racial, Intercultural and Diversity Office (GRIDO), and its team of Garda Ethnic Liaison Officers, is to liaise with ethnic minority communities and reassure them of the police services available to them without discrimination. These police 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 GRIDO and Garda Ethnic Liaison Officers is to build trust and confidence with individuals within the Muslim community, and to be attuned to the heightened vulnerabilities pertaining to this community especially at times of terrorist threats and attack worldwide. The effects of negative media reporting in respect of Muslims can encourage prejudice and stereotyping of this community. To this end, Police (Garda) Liaison Officers through their knowledge and excellent relations with the Muslim community can act to dispel negative media commentary that leads to prejudice and stereotyping of the 'whole' community. In such instances Police Liaison Officers also act as an aid to the police organisation to ensure that instances of negative profiling by the police is prevented during times of heightened alert and nervousness. The Garda Ethnic Liaison Officer endeavours to learn about this community through self-development from constant communication and contact. Police liaison officers may eventually become privy to information that assists in preventing individuals from becoming radicalised. Garda Ethnic Liaison Officers also are available to any member of the community who wishes to report in confidence any matter that could endanger the Muslim community in general. GRIDO and Garda Ethnic Liaison Officers provide presentations to the Muslim community on security and safe use of the Internet.
Approach	Community engagement/empowerment Delivering alternative narratives
Target audience	Law enforcement officers Local Community Organisations/NGOs General public
Deliverables	The Garda Racial, Intercultural and Diversity Office during 2005 published two handbooks: 'Your Police Service in Intercultural Ireland ' 'Intercultural Ireland – Your Changing Community'. These booklets are available on the Garda Website: 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. This research is entitled: 'Diversity Climate Survey – An Garda Síochána'
Sustainability and transferability	The aforementioned initiative is easily transferable to any jurisdiction – Europe or otherwise. The cost of the practice is minimal. In Ireland the Garda Ethnic

	Liaison Officers are actual Garda Community Police Officers. Their Ethnic Liaison role is conducted on a part-time basis at no extra cost to the organisation.
Geographical scope	The Garda Ethnic Liaison Officer initiative has been implemented on a national basis. There are approximately 200 such officers appointed nationwide. Their work is overseen by the Garda Racial, Intercultural and Diversity Office 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.
Organisation	*An Garda Síochana – Ireland's National Police Force; Garda Racial, Intercultural and Diversity Office.*
Country of origin	Ireland
Contact details	Garda Racial, Intercultural and Diversity Office Garda Community Relations Bureau Harcourt Square, Harcourt Street, Dublin 2 Ireland Sergeant Dave McInerney david.mcinerney@garda.ie (+353) 868282574 www.garda.ie

Name of the practice	4.8.12 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

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Name of the practice	4.8.13 **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	INSPEC^{2}T 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. INSPEC^{2}T 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. INSPEC^{2}T 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	INSPEC^{2}T 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 INSPEC^{2}T 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, INSPEC^{2}T 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

Name of the practice	4.8.14 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 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 • 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	Community engagement/empowerment Educating young people
Target audience	Local Community Organisations/NGOs First responders or practitioners General public
Deliverables	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.
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 staff. 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
Relation to other EC initiatives	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
Contact details	Miteinander e.V. Erich-Weinert-Straße 30 39104 Magdeburg Germany Pascal Begrich, executive director pbegrich.gs@miteinander-ev.de +49 391 620 773 www.miteinander-ev.de

Name of the practice	4.8.15 CoCoRa – Community Counteracting Radicalisation
Description	**<u>The background and rationale of the CoCoRa project and prevention concept:</u>** **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) **1) 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 analyze 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 continous 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 continously be accesible 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

Name of the practice	4.8.16 **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	4 Amelia Street Belfast Northern Ireland BT2 7GS United Kingdom Pat Conway – Director of Services (+44) (2890) 320157

	www.niacro.co.uk
Name of the practice	4.8.17 **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

Name of the practice	4.8.18 *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 the preventative activities we have established have gone through a pilot phase. The pilot projects were completed in 2015. We then had to decide which projects contributed successfully to the prevention of radicalisation and should therefore be continued. In the light of the sheer complexity of the problem, it is impossible to select a single approach or activity to invest the city's resources in.. However, we are convinced that the activities in question feature certain principles or elements that were beneficial to their effectiveness. We therefore believe in the assumption that it is more likely that an activity will contribute to the prevention of radicalisation when successful principles or elements are implemented in the preventative activity. In practice it is therefore 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 determining collectively these criteria's The combination of scientific and practical experience is an attempt to form a unified framework of successful principles and effective elements that make up 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 practise has led to a unified framework of successful principles of preventative anti-radicalisation interventions.
Evidence and evaluation	Together with a scientist, who is an expert on the effectiveness of anti-radicalisation policies and interventions, we are evaluating our preventive projects and interventions. Based on these evaluations, we'll decide if we have to adjust our framework.
Sustainability and transferability	The working method we used to develop this framework of successful elements can be applied to other local authorities. We believe that our framework could also be applied 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 mentioned above have been presented in the meeting of the Local Authority WG in Athens on the 23th of June in 2016.
Relation to other EC initiatives	None
Organisation	This working method and the framework have been developed by the Department of Public Safety of the City of Rotterdam
Country of origin	The Netherlands
Contact details	Address: Halvemaanpassage 90 Contact person: Suzanne den Dulk/ Rivka Miedema Email: sk.dendulk@rotterdam.nl/ rw.miedema@rotterdam.nl Telephone: 0031-6-53936833/ 0031-6-30450391 Website: www.rotterdam.nl/radicalisering

Name of the practice	4.8.19 ***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

Name of the practice	4.8.20 **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.
Sustainability and transferability	Estimated €25,000-€40,000 for 6 to 12m+.
Geographical scope	Cities Manchester and Liverpool (UK) 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	*The Tim Parry Johnathan Ball Foundation for Peace*
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

Name of the practice	4.8.21 *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

	Peace Drive Great Sankey Warrington WA5 1HQ Cheshire UNITED KINGDOM commissions@foundation4peace.org +44(0)1924 581 231 www.foundation4peace.org

Name of the practice	4.8.22 **Transformative Dialogue Circles**
Description	Through facilitated dialogue circles people from different backgrounds (such as former members of paramilitary organisations or young people at risk of involvement in political violence) are given a space to tell their stories. They come in with no trust in each other but are encouraged through the practice and safety of the space to place trust in the process. The dialogue process encourages them to critically reflect on their own personal and community journeys through a deep listening experience. What are the reasons for their engagements and what has been the impact on their lives and others who have been affected? Other members of the community who may not have been involved sometimes participate and ask questions and the role of the facilitator is to create a safe space for dialogue, to question and challenge assumptions about the legitimacy of violence and allow the dialogue to move at a reasonable pace or pause if there is a need. There is a restorative emphasis and the circles are intended to build relationships rather than reach agreement. By stressing the human experience and moving beyond the hurts of the past the goal is to provide the possibility of personal and community transformation. It is not about everyone being 'at one with each other' but creating new understandings and possibilities to go forward and move beyond the legacy of conflict. Difficult conversations are needed for this but are only one element in broader societal changes. This process helps to prevent young people engaging with extreme groups who use violence and also allows former combatants to define a better sense of integration and usefulness within communities. This can also offer some hope for victims/survivors to regain their ability to be active participants in shaping communities. Above we tried to give an overview here but it is also important to say that in reality it is much more complex and there are many variants on this process to meet the needs of specific groupings and communities. The process requires great care, preparation and skilled facilitation.
Approach	Community engagement/empowerment
Target audience	Formers Local Community Organisations/NGOs Youth/pupils/students Refugees
Deliverables	The process has been documented in many different ways through the different programme strands that have used it. Glencree has recently produced a publication called 'Deepening Reconciliation' which describes some of the applications of this process and other ways we work and reflections on what we have learnt while doing this work.
Evidence and evaluation	Glencree dialogue and capacity building projects & programmes are

	evaluated through the funder's mechanisms and these remain confidential as they include participants' names and information. Change is hard to measure but there are impacts at personal, relational, structural and cultural levels. However we also use informal feedback in the circles which ask people to talk about qualitative changes in their lives and communities and these provide a rich resource for our own reflections on the work. Here are some examples of participant comments: '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 they are appropriate. These practices are not original to Glencree or Ireland and are used in many different parts of the world tracing their origins back to indigenous conflict resolution circles. We have worked with this process in many countries and cultures outside the Irish context. Preparation, care and key skills are needed whatever the context might be 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 idea that building more peaceful, resilient communities is an ongoing process not a quick fix. We need to keep working to prevent violence and create ways to process hurts and resentments that have built up and may lead to radicalisation and engagement in extreme groups & movements.
Geographical scope	Republic of Ireland & Northern Ireland (UK). We have also worked in Israel/Palestine, Haiti, Afghanistan and other countries impacted by deep division and political violence
Start of the practice	This practice has developed mostly over the past twenty years in different places and different 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, continues to evolve and 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 Jan 2013 as part of DERAD group and subsequently meetings in Dublin, and Warsaw(2014)
Relation to other EC initiatives	Informally related to ENoD (European Network of De-radicalisation) and also a member of EPLO (European Peacebuilding Liaison Office)
Organisation	*The Glencree Centre for Peace and Reconciliation is an Irish NGO founded in 1974 working in practical peacebuilding and reconciliation in Ireland, north and south, and also internationally. Glencree does not have de-radicalisation as its 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. *Glencree works in cooperation with schools, community, 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 Irish Government, EU and other peacebuilding donors.*
Country of origin	Ireland
Contact details	The Glencree Centre for Peace and Reconciliation Glencree Co Wicklow Ireland Eamon Rafter, Learning Co-ordinator eamon.rafter@glencree.ie (+353) (1) 2829711 www.glencree.ie

Name of the practice	4.8.23 **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

Name of the practice	4.8.24 **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

Name of the practice	4.8.25 **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

Name of the practice	4.8.26 **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

Name of the practice	4.8.27 **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/

Name of the practice	4.8.28 **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

Name of the practice	4.8.29 **Acceptance-based youth work with right wing youth groups**
Description	The target group of the de-radicalisation work “are” “”“youngsters” labelled as extreme right/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 Organsations/NGOs
Deliverables	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 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 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
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 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") team drew up a conceptual design to integrate changes in the work environment, titled "Distancing through integration – detached youth work with right wing orientated and misanthropic youth".
Presented and discussed in RAN meeting	RAN DERAD: Stockholm; 04.-05.June 2012 RAN PREVENT: Berlin; 13.-14. June 2013 RAN DERAD (WOMEX): Berlin, December 2013 RAN Plenary & HLC: Brussels; 16 June 2014 RAN PREVENT: Barcelona; 26.-27. June 2014 RAN DERAD (WOMEX): Frankfurt; 01.-02.October 2014 RAN DERAD: Warsaw; 03.-04.December 2014 RAN Plenary & HLC: Brussels; November 2015
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	*VAJA* *Streetwork: Streetwork is a key component of detached youth work and involves meeting the youngsters 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 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. 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 Dennis Rosenbaum recl@vaja-bremen.de Jens Kristoff Schaller recl@vaja-bremen.de (+49) 421/76266 www.vaja-bremen.de

Name of the practice	4.8.30 ***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

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 behaviour. It aims at building resilience and strengthening democratic citizenship by encouraging young people to actively engage with their social environments, institutions and society at large.

Prevention work in educational settings is not limited to targeting youngsters and young adults that are vulnerable to radicalisation; it also addresses teachers and their institutions to facilitate the participation of students and to enhance identification with society. In addition, it aims at raising awareness among educators for risk factors and providing adequate institutional responses. Preventative measures include the implementation of preventative approaches in teaching, the training of educators, the implementation of procedures to identify and manage potential cases of radicalisation, as well as the creation of institutional environments that encourage youngsters to engage and articulate their interests and perspectives.[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 polarised public discourses on questions of migration, Islam and minorities, and, in consequence, furthered extremist claims of 'victimhood'" and 'Western enmity towards Islam'. In many states, the rising numbers of refugees has contributed to concerns of polarisation and radicalisation.

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.

[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 marginalisation 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

[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 contextualising one's beliefs, and to place them in historical and social contexts. Therefore, it provides alternative narratives to the religious-extremist claims of absolute truth, confessional adversary, and normative lifestyle.

Alternative narratives and counter-narratives are concepts used in different educational approaches. The addressed topics range from identity issues, religion, gender role, and participation to political issues and international conflicts. Reflecting the growing visibility of (violent) extremist narratives and growing concerns about the impact of extremist contents in social media in particular[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

[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 scepticism in relevant segments of society vis-à-vis traditional media, media literacy is considered as a key to the prevention of radicalisation. This involves raising awareness for strategies and motives of extremist propaganda, hate-speech or fake-news, but also enhancing knowledge about technical functions and algorithms that contribute to the visibility and dissemination of related content.[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 behaviour.

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

[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 behaviour in their classrooms. Whatever the content and source of these expressions (grievance, injustices, group-pressure) even if they are not mainstream or straightforward the educator is challenged to identify and address these issues in a safe, open and respectful way. Leaving these expressions unchecked could feed the extremist narrative as well as jeopardise students' (social) safety.

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

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

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

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 polarising patterns of identity. Despite important ideological differences, prevention of (violent) extremist ideologies can therefore be integrated within comprehensive educational strategies to prevent antidemocratic attitudes and violence, and to promote democratic values.

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

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.

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

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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
- Cardiff - GOT
- Central Helpdesk
- City of Antwerp - Fostering cooperation between local authorities and schools using the mirror technique
- 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)
- Extreme Dialogue
- Fida Management - Identity, Belonging and Extremism
- GO! Koninklijk Atheneum Antwerpen (Flemish education system) - Athena-syntax Where Art and Education Meet
- GO! Koninklijk Atheneum Antwerpen (Flemish education system) - The Prevention Pyramid
- GO! Koninklijk Atheneum Antwerpen (Flemish education system) – Identity and Communication training
- Haver - Jewish Informal Education
- IC Thinking - Being Muslim, Being British
- Megálló Group Foundation for Addicts - derad workshop
- Nansen Dialogue Centre – Intercultural education
- Never Again Association
- Open Youth
- Peace Education The Netherlands - Democracy factory
- 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

Name of the practice	5.5.2 **Memoria futura /Future Memory**
Description	AIVITER realised a training module for the educational system to raise awareness of extremist violence and promote active citizenship among youngsters. AIVITER uses the stories and the direct and indirect testimonies of the survivors, family members, victims of terrorism (terrorism that has marked two decades of recent Italian history). Starting from nowadays terrorism challenges, the testimonies and multimedia instruments on victims stories are used for reflection of what happened in Italian history, increase the awareness and level of information/knowledge of national terrorism and the historical and cultural roots. Therefore to encourage youngsters to develop a critical thinking, an awareness in the use of violence on political topics and in the risk of violent extremism engagement. Furthermore, the storytelling activity by the survivors/victims, in first person and in public, empowers their resilience and their social status and role. Architecture of the training practice: 1. Propaedeutic activity with the teachers 2. Two introducing lessons to the student on the topics 3. The students works in group for three months on a selected topic with the aim to prepare a deliverable, expression of their activities and thinking 4. Discussion and evaluation of the deliverables by each students working group 5. Presentation of the deliverables in a public event in the occasion of the Italian Remembrance Day of Victims of Terrorism: all students and teachers are rewarded by Aiviter and the best works are disseminated on line.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth/pupils/students Educators/academics Victims of terrorism
Deliverables	The result of the student working groups are the concrete deliverables: they are digital outputs such as videos, power points, reports, web content, using any kind of communication language and means.
Evidence and evaluation	Performance measures of the practice: the quantitative data are the numbers of teachers/classrooms involved in the training per school year: 1 in 2012/2013, 2 in 2013/2014, and 4 in 2014/2015. The main evaluation and feedback comes from the teachers who are closer with the students: at the end of each training module they write a report to Aiviter. And it is presented during the final event.

	Peer review: the practice was compared with an analogue practice carried out by another Italian association of victims of terrorism (Associazione tra i familiari delle vittime della strage di Bologna del 2 agosto 1980) in the RAN VVT working in Rome on October 2013 when they were discussed.
Sustainability and transferability	Sustainability: because the practice is carried out both by Aiviter volunteers (the member of Aiviter) and by practitioners - using didactic and multimedia materials (CD-ROM, videos, books, web platform) already implemented in past projects - the cost of the training module is rather low. The transferability is still on the way: Aiviter working group on schools has already involved other members coming from other Italian regions than Piemonte. So, next school year, the practice is planned to be transferred in Lombardia and Puglia, because - with a few changes - the basic elements of the practice are easily transferrable in other Italian local contexts.
Geographical scope	Italy, Piedmont region
Start of the practice	The practice was developed March-June 2012 and implemented during the school years 2012/2013, 2013/2014 and it is still active this year 2014/2015.
Presented and discussed in RAN meeting	RAN VVT meetings. In particular in Rome, on October 15-16 2013.
Relation to other EC initiatives	"C4C – Counter narrative for countering terrorism" European project
Organisation	*AIVITER – Italian Association of Victims of Terrorism:* - *Non profit Association* - *This practice is self-financed, but Aiviter has been involved in EU projects financed by the European Commission*
Country of origin	Italy
Contact details	AIVITER - Presso l'Amministrazione Provinciale di Torino Via Maria Vittoria, 12 10123 Torino Italy Luca Guglielminetti info@vittimeterrorismo.it (+39) 011 532687 or (+39) 335 6619003 www.vittimeterrorismo.it

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 on an 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 program 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 assists them and strengthens their role in the early prevention of violent radicalisation. BOUNCE Along treats five topics: ‘a positive point of view’, ‘strengthening resilience’, ‘resilient relations and communication’, ‘concerns and challenging situations’, and ‘information and support’. BOUNCE Along focuses on all parents and frontline workers, and can be used in combination with the BOUNCE Young resilience training for youngsters. BOUNCE Up is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE Young resilience training program 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 on 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 ten 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.
Evidence and evaluation	The BOUNCE training developed 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.) have 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 March 4 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 are being implemented on a European level across several European cities and thereby evaluated, considering local specificities, best practices, challenges, etc.
Sustainability and transferability	The tools have been developed from a European perspective. All the tools are currently available in English, French, Dutch, Serbian and Albanian. 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 Dutch, French, Serbian and Albanian. 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 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 will be 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 performed. RAN, 2015, Amsterdam (NL) Two interactive workshops were performed. RAN, 2016, Prague RAN, 2016, Vienna
Relation to other EC initiatives	IMPACT Evaluation - "Innovative Method and Procedure to Asses counter-violent-radicalisation Techniques in Europe"
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)2 557 33 88 Bounce-support@ibz.fgov.be Arktos Valkerijgang 26 B-3000 Leuven +32 (0) 478442296 egoovaerts@arktos.be http://www.bounce-resilience-tools.eu/en

Name of the practice	5.5.4 TERRA UCARE Lesson material for high schools
Description	In a society that is becoming increasingly multicultural, the development of citizenship skills and an appreciation for others are vital. The TERRA II project team at UCR developed the UCARE curriculum for high school students to increase their social and citizenship competences, and at the same time to prevent radicalisation processes by providing young people an alternative skill set to violent behaviours. It is a unique intervention, as it aims to tackle radicalisation at its source without singling out or stigmatising individuals at risk. The programme provides teachers of secondary schools with the opportunity to teach citizenship skills, which often fall outside the regular curriculum, and counteracts the threat of political or religious radicalisation in European society. 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, which they can implement in their classes. These materials are designed to foster empowerment, to stimulate empathy and an understanding of different perspectives and world views, and to increase citizenship competences, which would ultimately delegitimise intergroup violence and contribute to a peaceful coexistence with others. This project is also in line with the core objective of UCR education, which is stimulating critical global citizenship. In accordance with the spirit of the 'Going Glocal' programme carried out at UCR, 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 by all teachers, as a primary prevention intervention from which all can benefit, and not targeted at special risk-groups. The TERRA UCARE Curriculum for schools on the prevention of radicalisation is based on two knowledge domains, one is on what we know from scientific literature about the factors contributing to radicalisation, the other scientific domain is on citizenship education. The theoretical framework of the curriculum is based on these two. Citizenship educational insights about the notion of empowerment can make contributions to social change in democratic societies as a first step towards radicalisation prevention processes at an early stage.

Approach	Educating young people Delivering alternative narratives
Target audience	Youth / pupils / students Educators / academics
Deliverables	Universal Curriculum against Radicalization in Europe (UCARE), seven consecutive workshops that can be applied within regular school classes. Printed versions are available in Dutch and English: "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 The electronic version of the materials is available for registered users via http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/default.aspx x. 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. **Publication(s) submitted to international peer-reviewed journal(s):** Sklad, M. & Park, E. Examining the Potential Role of Education in the Prevention of Radicalization from the Psychological Perspective submitted to Journal of Community & Applied Social Psychology, CASP-16-135 on 13-Sep-2016 In 2018, Dr Marcin Sklad and Dr Eri Park will publish a paper entitled 'A Critical Psychological Contribution to (Global) Citizenship Education: Seeing oneself through the eyes of the other' in the Journal '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.
Evidence and evaluation	In the development phase of the curriculum, 58 students of social psychology from the International University College Roosevelt were involved. The material was was then piloted with 673 secondary school pupils. In total, 58 University College Roosevelt students were subsequently trained in radicalisation prevention by two social psychologists and an educational specialist in groups of 15, 21, and 11 students over the course of 60 teaching hours per student. Approximately 50 hours of unique lessons were given to 673 high-school students (on average 22.4 pupils per class) for two non-consecutive hours. Some 30 different school classes were addressed. 16 university students received intensive 210 training in radicalisation prevention for 210 hours by social psychologists and an educational specialist who focused on the implementation of the curriculum. The

	complete curriculum / intervention of approximately seven hours was implemented in seven classes, equating to 181 secondary school pupils. Eight conference presentations were given on the 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 via the website: 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	
Relation to other EC initiatives	TERRA UCARE was the result of TERRA II (2014-2016). 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 psychotrauma through research programs, innovation of treatment and training programs, 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: The lesson plans and curriculum have been made available via the website: http://www.ucr.nl/academic-program/Research/Terra%20II/Pages/U-CaRe-curriculum.aspx

	www.terratoolkit.eu

Name of the practice	5.5.5 **Getting On Together**
Description	Four inter-locking programmes challenging extremism and promoting integration: GOT Phase 1: Pilot funded by WAG: a) Challenges radical ideologies b) Respect & to tolerance for all*. (A) GOT Schools & colleges: A school/college-based intervention for Key Stages 3, 4 and 5 (11-19 year olds) complementing the National Curriculum. The programme is designed to assist teachers in addressing (controversial) issues relating specifically to Islamic radicalisation. DVD episodes x 5 and full teaching resources; bi-lingual (Welsh – English). It offers teachers possibilities for CPD (Continuous Professional Development) through a link with UWIC (University of Wales Institute). Inception – autumn 2008. (B)GOT Community: In conjunction with South Wales Police and Welsh Government, an itinerant programme principally directed at key adult community figures: Resources as (A) above. Inception – autumn 2009. GOT Phase 2: Funded by Safer Capital/WAG: a)Challenges all extremism b) Promotes critical thinking* (C)GOT Youth & Community; A bespoke programme targeting youth and young adults in informal settings through NAOMIE. Workshops feature a new DVD on 'Challenging Extremism': Inception – May 2011. (Also attracting strong interest from multiple Service Providers. See GOT phase 2) GOT Phase 3: Funded by the Home Office: Reinforces the true non-violent message of Islam. (D) 'Understanding Islam' takes the knowledge and understandings from Phase 1 and puts sensitive issues within easy reach of classroom teachers of RE, PSE and Welsh Baccalaureate through 20 filmed, taught, scenarios involving Cardiff students– spring 2014. *Aim Aims & objectives: All four programmes from 11years - adulthood have at their core the aim of challenging extremism and promoting integration. The objectives, differentiated according to the target audience, are: 1. To counter intolerance and extremism through independent and critical thinking. 2. To facilitate knowledge and understanding of the non-violent

	message of the Islamic faith. 3. To reduce prejudice and discrimination between all cultures, faiths and creeds. 4. To promote integrated and cohesive communities.
Approach	Educating young people Delivering alternative narratives
Target audience	Educators/academics Local Community Organisations/NGOs Youth/pupils/students
Deliverables	All four programmes have teaching manuals, DVDs and resources
Evidence and evaluation	GOT has been evaluated by Cardiff University – pupils' recorded feedbacks and others reports also available.
Sustainability and transferability	GOT MUST be accompanied by a raising awareness programme – as we are doing for Bradford schools and colleges tomorrow (24th February). This is normally done by the GOT Project Director (no cost) and teacher-practitioners x 2. The at-source cost for teacher manual/DVD/CD is £95.00
Geographical scope	UK-wide; has also been presented in part to a European audience via ISDEP (Police College); national ACPO Prevent conferences at Manchester and Oxford; RAN at London and The Hague
Start of the practice	Piloted with Welsh Government funding in 2009 to Cardiff Schools – the first of 4 structured interventions; Home Office funding enabled the production of 'Understanding Islam' – a DVD for use in schools, colleges, communities and faith groups.
Presented and discussed in RAN meeting	Presented at the RAN Pol Study visit in London in December 2013 and at the Cities Conference on Foreign Fighters to Syria, in The Hague 30 January 2014.
Relation to other EC initiatives	Working currently with ACPO
Organisation	*The Project is self-financing and has been supported by grant aid from e.g. Cardiff Safety Partnership; Welsh Government; the Home Office* *It is a non-profit making collection of key representatives from faith, communities, teacher-practitioners, academics, school/college inspection service.* *It is headed up by three directors*
Country of origin	Wales, UK
Contact details	Project Director's home address: 37 Afal Sur Pencoedtre, Barry Wales CF63 1FX

	United Kingdom Mr Barrie Phillips GOT.Project.1@gmail.com (+44) 07800711318 www.got.uk.net

Name of the practice	5.5.6 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

Name of the practice	5.5.7 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

Name of the practice	5.5.8 les Promeneurs du Net
Description	Promeneurs du Net provide educational support to young internet users. Promeneurs du Net are youth workers who approach teens on online social networks and provide support with social, educational or preventive measures, 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 means associated with 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 allows 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 movie, etc.):

	see http://www.promeneursdunet.fr/ online.
Evidence and evaluation	More than 100 bodies and 200 professionals are employed in the project. Before the end of 2017, the national family benefits fund (Caisse Nationale des Allocations Familales (CNAF)) will carry out a qualitative evaluation to measure the impacts of this programme on young people and youth workers. A digital application to follow 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, CNAF contributed EUR 1.5 million to support the deployment of Promeneurs du Net in 88 French departments. This financing will support 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 will be organised in various participating French departments in 2017. These training sessions will focus on new digital practices and approaches. Moreover, in the face of growing 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 online radicalisation. Under the framework of an Erasmus+ project called the Web Walkers, France, Finland, Sweden and a fourth country (to be determined) will develop a training session with the help of RadarAdvies. The training aims to enable youth workers to better understand the phenomenon of radicalisation, to detect signs of radicalisation and assess their gravity, to confidently address the issue with young people, and to know when to intervene and whom to alert. Activities to help youth develop critical thinking and increase their media literacy will be carried out by Web Walker youth workers participating in the project. The two chief objectives of the Web Walkers project are to promote the educational approach in Europe and to tailor this approach to prevent radicalisation. An evaluation report of the Web Walkers project will be available in 2020.
Geographical scope	The programme is being developed in 88 (of 102) French departments.
Start of the practice	In 2007 in Sweden, the Fryshuset youth centre in the eponymous district of Stockholm developed the programme Nätvandrare ([61]) (Web Walkers in Swedish). This programme was originally intended to promote discreet online discussion of difficult subjects with vulnerable young people. Before long, the centre decided to extend the Nätvandrare programme to all young people, regardless of the type of difficulties being encountered. In France, the local family benefits agency (Caisse des Allocations

([61]) See http://natvandrare.fryshuset.se/exempelsida/ online.

	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	
Organisation	CNAF is a national public organisation under the authority of the Ministry for Social Affairs. It heads a network of 102 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, on family policies for early childhood, youth and the fight against poverty.
Country of origin	France
Contact details	32 avenue de la Sibelle 75014 Paris Laëtitia Vipard laetitia.vipard@cnaf.fr +33 145655308 Marie Michel marie.michel@cnaf.fr +33 145655753 http://www.caf.fr/

Name of the practice	5.5.9 **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
Name of the practice	5.5.10 **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

Name of the practice	5.5.11 **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 aggressivness 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

Name of the practice	5.5.12 **Digital Literacy**
Description	The project is designed to equip young people with skills to question the content they encounter online. We also enable young people to recognise some of the techniques that influence their ideas, opinions and real life behaviour. We do this by running workshops with young people, by giving teachers the tools and training they need to teach these skills in the classroom and by creating digital resources that educators can use. The resources at www.digitaldisruption.co.uk target the 'digital native' generation (11-19 year olds) who are often confident, but not competent Internet users. One in four young people do not make any checks at all when visiting a new website. Less than 1 in 10 ask who made the site and why. One third of young people believe that information generated by search engines must be true and 15 per cent base their opinions of a website on how it looks and feels to use. Digital Disruption seeks to equip young people with the skills they need, yet often lack, to be more discerning and savvy online. The focus on Digital Literacy as a means of preventing online radicalisation all stemmed from a project in the London borough of Tower Hamlets in 2009. The project set out to prevent young people from being radicalised in the borough. This was after it was learnt that extremist messages were recorded onto audiotapes and placed into the shoes of young Muslims whilst they were at prayer at a local mosque. The Young People we were working with didn't engage well with us as outsiders playing devil's advocate and trying to counter the radical views. On a collaborative journey with the group we diversified and broadened the focus of engagement to equip them with the skills to be more discerning instead of providing counter-narrative. An approach that taught them to recognise lies and manipulation instead of telling them what they should and shouldn't believe. We started advocating that knowledge is power and we got them asking the question 'who owns truth?' It was this local project in Tower Hamlets where Digital Disruption was born. Gaining interest from the Nominet Trust in 2012, Digital Disruption got funded to take our work from a local to a national audience. We focussed on building more universally accessible resources in response to the key issues identified in the 2011 Demos report Truth, Lies and the Internet. Once the resources were produced Digital Disruption workshops were conducted with over 500 young people in London and around the UK. Insight and content from these sessions was gleaned to adapt and strengthen the digital resources. Bold Creative (parent company) provided expertise in youth communications and interactive design to ensure that Digital Disruption's resources were relevant, fun and accessible for a young audience. Educators can use the different resources on their own or as an extended programme of work around source checking, deconstructing propaganda, conspiracy theories and more. Some of the resources, particularly those helping young people to understand, identify and deconstruct propaganda continue to get endorsed by organisations seeking to prevent online radicalisation. Think Tanks Demos and ISD, The UK's Association of Chief Police

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

	part of. Hopefully speak to you soon. Best," Roberta, Conscious Creator 17/04/14: "Just wanted to say a big thanks for everything and being so involved and behind everyone! You did an amazing job and i feel honoured to have been apart of it all, thanks so much! And really hope there are similar projects in the future and would love to be involved… All the Best " Ellis, Conscious Creator 20/03/14: "Such a shame I won't be able to be part of the conclusion of the project but I just want to take this opportunity to say a huge thank you! I really enjoyed scrubbing up on my digital literacy with you guys and I learnt a lot. A fascinating and important project which I hope carries on. Great that it was flexible enough to allow people to have time to make the best film possible, just a shame that it hasn't worked out timing wise for me." Steph, Conscious Creator (couldn't complete film due to availability after change in circumstances) An Interview with Digital Disruption: Amina (A project participant & winner of the Conscious Creator's competition) and her filmmaking interviewee took part in a short interview to share what they got out of the project. Access film at: https://vimeo.com/117741703 Enter Password: ddcc2015
Sustainability and transferability	We consider the following to be transferrable (all of which costs are available on request): ○ Talks and training for educators about our methodologies and how to use our digital tools in the classroom ○ Running training programmes directly with Young People ○ Converting our existing digital resources to be used in other languages ○ 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)

Name of the practice	5.5.13 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 marginalised 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 specialised in the rehabilitation of traumatised individuals who have experienced organised violence and torture, and is recognised by The Danish National Board of Health as the country's specialist centre for the treatment of severely traumatised 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

Name of the practice	5.5.14 Dialogue in Citizenship Education
Description	There are frequent media reports of teachers whose students from diverse backgrounds express very extreme opinions. This often occurs following discussions on current societal events, ethnic, cultural, religious or sexual diversity, or politics. Teachers are considered by society to be 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). But when students express certain views (e.g. 'You can send those refugees back on a leaky boat', or 'All Muslims are terrorists'), both new and experienced teachers find it challenging 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 a classroom full of students. How does international conflict, radicalisation and polarisation influence the climate in the classroom? And how does one respond to those 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 that aims to provide guidelines and support for teachers dealing with these topics. 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 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 resulted in the 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 for student teachers. Currently, the methodology is only available in Dutch, but Diversion is working on a translated version.
Geographical scope	At the moment, the scope is limited to students and teachers in the Netherlands. We are exploring the option of translating the methodology for international use.
Start of the practice	The methodology started being developed in late 2014. The first methodology was published in May 2015, and the first teacher-training courses were held in the fall of 2015. The use of the methodology is ongoing and widespread.
Presented and discussed in RAN meeting	RAN EDU meeting, March 2017, Helsinki
Relation to other EC	Currently, the programme is not connected to other European

initiatives	Commission initiatives.
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, are associated with cultural or religious taboos or are politically sensitive (e.g. antisemitism; anti-Islamism; radicalisation; lesbian, gay, bisexual, transgender and other sexual and gender minorities (LGBT+); but also 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	Diversion Max Euweplein 36 Amsterdam Femke Pluymert fpluymert@diversion.nl +31 203059286 http://www.diversion.nl

Name of the practice	5.5.15 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. As well as young people, the project also aims to reach a series of key target groups, including education practitioners, youth-focused civil society organisations, national- and local-level policymakers, parents and the media. The short films tell the personal stories of those profoundly affected by extremism: a former member of the extreme far-right in Canada, a mother from Calgary 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 now 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 to be used with 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 around alternative non-violent approaches to extremism and community cohesion. The films and resources are complemented by extensive training and delivery guidance on the 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, offers best practice for delivery of the resources, and 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 First responders or practitioners

Deliverables	Extreme Dialogue has produced a series of materials, including the following, which are freely available online. - Seven short documentary films telling the personal stories of those profoundly affected by violent extremism. All films are available via the 'Films' pages 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 via the 'Educational Resources' pages of the project website, in English, German and Hungarian, with the Canadian resources available in French. - The Facilitator Guide can be downloaded via the 'Educational Resources' pages of the project website in English, German and Hungarian.
Evidence and evaluation	Extreme Dialogue 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, Canada and London, United Kingdom included testimonials from students 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. Positive feedback was also given via interviews by teachers employing the resources, suggesting these resources had a positive impact, fit well with the curriculum, and helped enable constructive debate in the classroom. Evaluation was conducted via 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.
Sustainability and transferability	All Extreme Dialogue films and resources are freely available for use on the project website: see http://extremedialogue.org/ online. 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, 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 of education, including law enforcement, social and care workers, 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, during which time the Extreme Dialogue European materials were developed. The project 'Counter-narrative resources for Education Professionals in Canada and the UK' was conducted between June 2013 and June 2016, during which time the Extreme Dialogue Canadian materials were developed. Extreme Dialogue is currently being implemented through practitioner training workshops and session delivery in schools 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	ISEC
Organisation	Funded by Public Safety Canada via the Kanishka Project, and co-funded by the Prevention of and Fight against Crime Programme of the European Union (ISEC), Extreme Dialogue has brought together project partners the Institute for Strategic Dialogue (limited company), film production company Duckrabbit and the educational charity Tim Parry Johnathan Ball Foundation for Peace. Extreme Dialogue in Europe is supported by NGO project partners West London Initiative in the United Kingdom, Cultures Interactive in Germany and Political Capital in Hungary.
Country of origin	United Kingdom
Contact details	Henry Tuck, Policy and Research Manager Institute for Strategic Dialogue

	htuck@strategicdialogue.org info@extremedialogue.org +44 2074939333 http://extremedialogue.org

Name of the practice	5.5.16 **Identity, Belonging and Extremism**
Description	The project "Identity, Belonging and Extremism" (IBE) is a media content based project that is delivered in schools. The project is tailor-made on the local needs and created in consultation with students and their needs. It focuses on both online (digital resilience) and offline engagement. The project seeks to engage students on issues relating to the online world with an offline engagement medium. The themes are generic but central to understanding radicalisation and extremism. It targets both mind-set and behaviour. The majority of extremist narratives offer three simple modes of engagement and understanding: • A sense of Identity • A sense of belonging • A sense of loyalty/duty I.B.E tackles these modes by discussing Racism, Islamism, Islamophobia, Stereotypes & Social Media. The project is able to exploit topics like: • Isolation • Grievance • Anger • Lack of self-esteem • Lack of purpose • Lack of excitement and status The project targets the visual, emotional and social reality of an individual, and offers an alternative that is based on individual reasoning and 'group think' behaviour. I.B.E attempts to counter this stimulus at both an emotional and intellectual level. It locates its narrative within the person and not the 'problem' or situation. In the project they show the person how they are in control of their response behaviour as opposed to the situation. It seeks to engender critical thought into the process of how actions affect the person. It works because we deliver it with openness and a personal context. We tell a story, about disability, stigma, bullying, expectations, norms, values, extremism, choices, situations and solutions. We let the students engage their own minds and then think about 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 part of a RAN evaluation and the I.B.E project has been recognised as best practice according to UK Home

	Office for its user driven focus and engagement. Over 500 students engaged across Years 9, 10 & 11 (13-16 age range).
Sustainability and transferability	Fida Management provides consultancy on the basis of 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.
Relation to other EC initiatives	None
Organisation	*Fida Management is a non-governmental organisation 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-narrative and safeguarding.* *Fida Management also conducts research and community engagement activities as well creating and delivering innovative Schools projects using media tools. Fida Management creates 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	enquiries@fidamanagement.com

Name of the practice	**Athena-syntax** 5.5.17 **Where Art and Education Meet**
Description	Our educational project is built upon **common values**: any interaction in the school presupposes the acknowledgement of universal human rights; mutual respect; freedom of choice; freedom of the individual; freedom of speech; equality between man and woman; 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 dealt with across subjects, and through focused projects. These themes are dealt with through ever-widening perspectives: as the years progress the scope of approach is increased: during the first two years of secondary school we start from the student's own (religious or other) worldview (**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, such as our key example: **Athena-Syntax.** This project grew from a **dialogue between teachers of science, religions** and worldviews, after they had noticed students were confused by discrepancies between lessons on evolution and on origin narratives. 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 worlds 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 found it 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 does. A music teacher probably will have a different approach to philosophy or harmony than a teacher of Islam. We have placed the interreligious and philosophical dialogues in a **learning pathway** that is 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 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 - initiate projects. These projects involve art. **WHY ART ?** Within the space and the freedom art offers us, we are able to discuss difficult and sensitive topics. The art has a sublimating

	function. All projects start from 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 a positive and essential in the process. We bring motivated, professional artists into the school to work with our students, outside of the classroom. The topics are always prepared beforehand in class, in an interdisciplinary way. Then the artists and students set to work. Students are given the space to experience the joy of creative expression through their artworks, a free space in which they can channel any questions, remarks, emotions, frustrations or fears they might have in a positive way. Several exhibitions have been organized. Numerous debates, presentations, excursions and workshops were also organized, for example, concerning the evolution of social behaviour, the meaning of science, art and religion. We also bring prominent speakers to the classroom in connection with 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 can be empowered to operate in a pluralist society where science, art and religious and philosophical affairs co-exist.
Approach	Educating young people Delivering alternative narratives
Target audience	Youth / pupils / students Educators / Academics
Deliverables	- Brochure 'Athena-syntax, where ART and EDUCATION meet' - Different videos and presentations: – https://www.klasse.be/radicalisering – https://www.youtube.com/watch?v=AH1xaNsQZGk – https://www.youtube.com/watch?v=wzZjkrurAzU - Artworks by the students
Evidence and evaluation	We had official measurements 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. Our students' art is of course the most beautiful evidence.
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 includes this project as a case study in training-sessions. Costs: €4500
Geographical scope	In Antwerp and throughout Flanders (Belgium)
Start of the practice	School year 2010-2011
Presented and discussed	RAN EDU meeting Antwerp, 19-20 April 2016 (students).

in RAN meeting	
Relation to other EC initiatives	None
Organisation	It began as a school project but will be organised by a non-profit organisation (as noted above).
Country of origin	Belgium
Contact details	GO! Koninklijk Atheneum Antwerpen Franklin Rooseveltplaats 11 2060 Antwerp 03/2327099 Karin Heremans, school principal Rudi Audiens, teacher of Science Karin.heremans@atheneumantwerpen.be Rudi.audiens@telenet.be +32 497 44 78 37 Rudi Audiens Athena-syntax@atheneumantwerpen.be +32 476 21 94 53

Name of the practice	5.5.18 The Prevention Pyramid
Description	The prevention pyramid of Johan Declerck is an instrument that can be used to orient and achieve insights into how to optimise one's policy for the prevention of radicalisation. It consists of five levels, each one being as important as the one that lies above. The 5 levels can be divided into two parts: on the one hand prevention focuses on the broad wellbeing of people and broader society (levels 0, 1 and 2, being the environment, living circumstances and general prevention). The upper levels are the more urgent, problem-oriented (levels 3 and 4) and are geared towards immediate preventive measures. Every level in the pyramid is essential in order to secure an effective policy to prevent radicalisation. Following the attacks in Paris (November 2015) and Brussels (March 2016) the Flemish educational system, GO!, developed a priority action-plan based on the Prevention Pyramid. Some schools felt the need to immediately address level 4 (the problem-oriented approach), for example, by increasing security measures such as surveillance (CCTV) and punishment. During trainings we explained the importance of acting on all the prevention levels: even though it is understandable that people may wish to focus on the fourth level alone, one cannot forget the lower levels when writing up a sound and effective policy. The lower, broader levels are in fact essential for ensuring a stable and peaceful society. In the GO! the lower levels are inherent to the core educational project, with the baseline of learning to live together; a focus shift has also been introduced to include active citizenship as a key aim. Through trainings and networking this vision is being spread throughout Flanders. The Manifesto for Education published by the RAN focuses on 4 areas (students, teachers, partners, governments). In times of terrorism it is essential that every level of the prevention pyramid is applied to these 4 domains. **THE PREVENTION PYRAMID** The prevention pyramid consists of five, distinct levels. The difference lies in the degree of problem-orientation. Level 0: Broad, societal context (political, social, cultural, ecological) Level 1: Improvement of the living environment Level 2: General prevention Level 3: Specific prevention Level 4: Tackling the problem

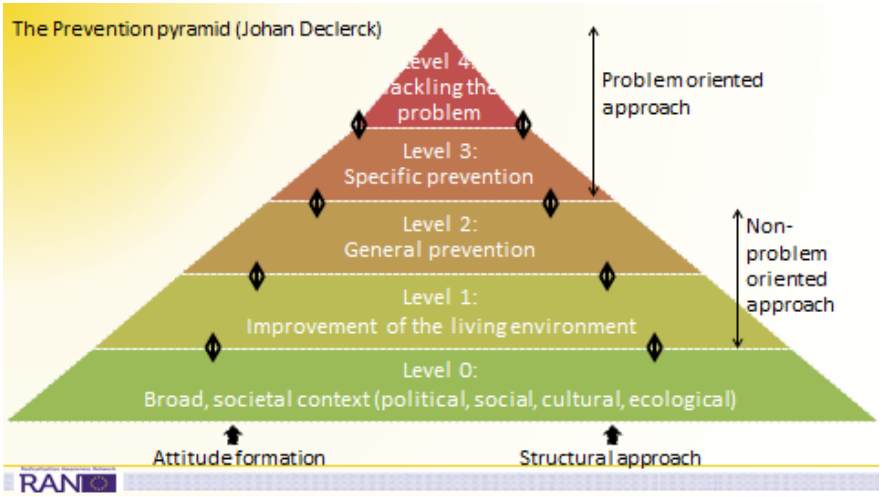


Illustration: the prevention pyramid (Johan Declerck)

Level 0: BROADER SOCIETY
Examples:

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

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

The conditioning context can be influenced → influencing of policy

Level 1: GENERAL CLIMATE, ORIENTED TOWARDS IMPROVING QUALITY OF LIFE
Examples in the context of extremism

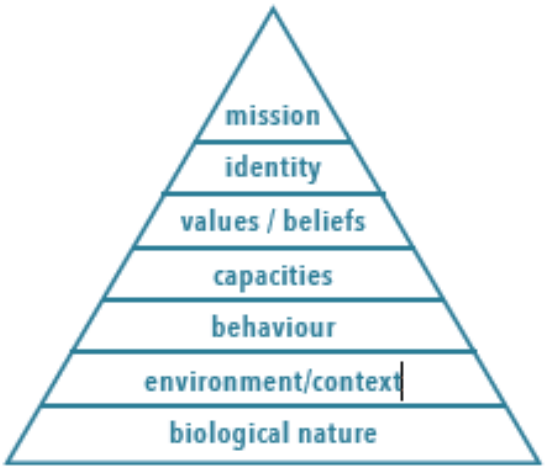
- positive basic sphere with respect for pluralism and diversity
- wealth of diversity as the basis for the pedagogical project
- attention to diversity in the classroom, school life
- drawing on diversity for didactic value in lessons
- full participation, basic democratic school
- positive relational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

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

	• positive, violence-free techniques of communication, consultation and meeting • experiences of success for vulnerable youths: “I am known, recognized, acknowledged” • positively activating “borderline” pupils, giving them positive visibility • integration of “exceptional youngsters” in class and school life • care for pupils, new guests, guidance professionals, educators, staff… • making visible the added value that is enabled by diversity: themed days and weeks, newspapers, didactics • diversity as the starting point for students to build up a positive identity • taking into account, and making the most of opportunities provided by religious feasts, Ramadan, fasting • existential learning: identity and relationships • actions of solidarity (local, international) • positive dialogue in the classroom, among teaching body • validation of the singularity of cultures and their positive foundational values • embellishment of the infrastructure, implantation of greenery, furnishing of buildings • gender training, training of intercultural communication skills • provision of activities for empty moments for particular groups, for example, sports **Level 3: SPECIFIC PREVENTATIVE MEASURES** Examples in the context of extremism • communication of warnings and threat of punishment, placing boundaries • dialogue with pupil with their extremist attitude as a focal point • thematisation of risky behaviour (what, consequences,…) in lessons • information and raising awareness of the risks of extremism • raising social control with a focus on extremist behaviour • training for dealing with aggression, resilience training, self defense techniques • alarm procedures, for example, assistance when threatened • supervision of (digital) media and communication regarding extremist declarations • body search, school bag scans, checking for the carrying of arms • camera surveillance, CCTV, monitoring, electronic security • key management, selective granting of access, compartmentalisation, badges • barriers, safety enclosures • private and public surveillance and security techniques • crisis plans, police patrols **Level 4: CURATIVE MEASURES** Examples in the context of extremism • blockage of extreme behaviour (time out, punishment, suspension,…) • defense and self-protection during aggression • interventions of alarm with support of other teachers, direction, … • conversation with the student, the parents involved • involvement of specialists, (local) religious leaders for analysis, conversation • recovery facilitation, conflict resolution, mediating activity,

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

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

Name of the practice	**Identity and communication** 5.5.19 **Based on the Logical Levels from Bateson**
Description	**Theory of the logical levels** There are many misconceptions about identity. Many people identify with their environment or with acquired factors like religion, the particular subculture they identify with, or even what they engage with on the Internet. In order to clarify what constitutes a person's identity, we use Bateson's pyramid, which breaks down identity into different levels, each one linked to the underlying level. When change occurs on one level, this can translate to other levels, too.  Who you 'are' forms the tip of the pyramid, your identity and ambitions, namely, what you wish to achieve in life. That point is supported by a broad base, which doesn't represent your identity, but consists of a series of attributes that you absorb, through your education, your situation at home, at school and through your friends. Our science teacher added the biological factor to the bottom of Bateson's pyramid, because it has been shown that IS propaganda targets the limbic system in the brain. Your biological nature and the environment you grow up 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, … 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 4levels: 1. 10 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 effect 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 key words 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. 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.
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 practitioners 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 twelve 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 enjoy the meetings. Almost all of them completed the entire programme.
Sustainability and transferability	Once the basic principles have been mastered this program 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: 3300€ (24 days) – Master: 3300 € (24 days) – Students: 5000€ (2 days/50 students) – Teachers: 5000€ (4 days/12 teachers) – Individual coaching: 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 Antwerp, 19-20 April 2016 (students).
Relation to other EC initiatives	None
Organisation	*The training is organised in cooperation with the GO! Koninklijk Atheneum Antwerp and Arcturus (www.arcturus.be)*
Country of origin	Belgium
Contact details	GO! Koninklijk Atheneum Antwerpen Franklin Rooseveltplaats 11 2060 Antwerp 03/2327099 Karin Heremans, school principal Karin.heremans@atheneumantwerpen.be 0032497447837 Pleuni Cant Pleuni.cant@atheneumantwerpen.be 0032475785301

Name of the practice	5.5.20 *Jewish Informal Education*
Description	A non-profit organisation established in 2002, Haver Foundation stands with individuals and educational organisations and institutions – mostly high schools and universities – to promote a diverse and inclusive society in Hungary. Haver works to combat prejudice, discrimination and right wing extremism and to promote social cohesion through dialogue, training, education and advocacy. The Haver Foundation team has developed educational modules adapted for three main target groups – young people (aged 14-18), university students (19 – 25) and educators – complementing their broader anti-prejudice diversity educational programs, these modules focus on some of the specific cultural, religious and social issues that confront Hungarian society today. Through dialog, informal education, critical and constructive thinking and creating a debate culture and conflict resolution, Haver works towards a voluntary process of attitude change. The educators are between the ages of 18 and 28, volunteers from Jewish and non-Jewish backgrounds. Haver has numerous local and international partnerships with schools, NGO's, museums, professional networks etc. Methodological approach – the Haver way of informal education One of the cornerstones of Haver's theoretical framework concerning their specific methodology was provided by Barry Chazan in December 2002. He defines some characteristics of informal Jewish education which can also be recognized in Haver's approaches and principles. First of all this type of methodology calls for a holistic educator who does not only focus on the distribution of knowledge but above all concentrates on the workshop participants and their personal growth and individual development. A Haver educator is not a teacher but a facilitator of learning. His or her role is to distribute a deeper understanding of what it means to be Jewish and to instigate (unconscious) processes of critical thinking and reflection. To do so the learning process demands "the active engagement of a person with all his/her senses so that the learning comes from within rather than being imposed from without". A facilitator working with Haver has to refrain from authoritative approaches as his or her behaviour already influences the learners in an informal way. The educator has to become a role model of a democratic, respectful and critical debate culture. The informal education process is based on two main pillars. First on the group experience which is considered to be an important factor in the learning process as especially young people are strongly influenced by either their peer groups or the collectives they adhere to. The latter is already the second pillar – the complex issue of personal and group identities. By discussing and distributing knowledge about Jewish identities Haver's facilitators try to engage the learners intellectually and to make them question their own set of identity constructions especially in regard of out-group formations and definition of "the other" (or "the Jews").

	Haver's special educational methodology is triangulating three core approaches to education in order to motivate the students to move from the traditional educational goal of knowledge acquisition ("I know") to the universal aim of self-directed learning ("I want to know"). These three elements are: 1. knowledge and information 2. skills and competencies 3. attitudes Haver's workshops focus only a little on the mere distribution of knowledge but rather aim at stimulating critical thinking and the questioning of the already acquired knowledge. After this basic step the focus is shifted to the acquisition of social skills and competencies to foster an interpersonal dialogue and to achieve a debate culture which ensures the equality of all participants and mutual respect. After this second step is assured, the learners are supposed to reflect upon their value systems and to discuss them critically. This last process of Haver's methodological approach aims finally at changing attitudes towards minority groups in general and towards "the Jews" in particular in an informal way. The definite impact the activities have on the last level cannot be measured as the changing of attitudes is a long-term process and Haver's facilitators usually only have some 90 minutes to ignite this process. The outcome is however up to the individual.
Approach	Educating young people
Target audience	Youth/pupils/students
Deliverables	Haver produced a number of handbooks and a variety of educational material. Including short videos (on website) and a publication for tolerance education in high schools.
Evidence and evaluation	Evaluation is mostly done with qualitative methods. There is continuous feedback from pupils and educators, especially at schools that we visit annually.
Sustainability and transferability	The methods of Haver were successfully transferred to organisations working with prejudice towards Romani and Migrant peoples. Uccu Foundation was started as a project of Haver. (uccualapitvany.hu)
Geographical scope	Hungary
Start of the practice	2002
Presented and discussed in RAN meeting	2013 June, Berlin, RAN Prevent
Organisation	*Haver Informal Jewish Educational Public Benefit Foundation*
Country of origin	Hungary
Contact details	(soon to be changed) Budapest, 1075, Károly krt. 25. I/4 Hungary

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Name of the practice	5.5.21 **IC Thinking**
Description	Researchers from the University of Cambridge (Savage, Boyd-MacMillan, Liht) have developed the theory, application and assessment for IC interventions. Social, emotional, political pressures can lead to 'tunnel vision' – an over- simplification in values, thinking, and identity that makes young people vulnerable to the black and white thinking of extremists. IC interventions leverage a change in mind-set through broadening values, thinking, and social identity complexity through action-learning, group exercises, and multi-media materials. Courses are usually 16 contact hours, delivered flexibly as required, led by a trained facilitator, involve multi-media and experiential and group learning. The intervention is tested for effectiveness via measuring integrative complexity (IC) pre and post course delivery. 5 years of strong cross-cultural empirical findings show increased critical, complex thinking post intervention, predicting a reduction in and prevention of extremism and inter-group conflict. For example, Being Muslim Being British explores hot issues facing young Muslims today through DVDs, booklets and facilitator-led group activities. The aim of the course is to enable young people to think in a new way – with higher levels of Integrative Complexity (IC for short). IC is a core life skill for all people living in multi-cultural Britain today. IC is fun to learn through group activities and DVDs. IC means participants remain committed to their own values and faith, yet become able to engage with other views to find common values and win/win solutions and to appreciate the best aspects of different viewpoints. IC involves: - Knowing your own mind, your own values and beliefs - Branching out in your thinking so that you actively listen to other viewpoints - Weaving together the best of different viewpoints into win/win solutions concerning complex life issues. The core framework of the course is based on cognitive psychology, social psychology and social neuroscience. We have worked collaboratively with a wide range of Muslim leaders to develop the Being Muslim Being British course, and we continue to invite feedback from Muslim leaders representing the array of theological positions present in Islam today. The course is theologically friendly, without being theologically driven. Approach: Participative series of workshops and multi-media educational materials that leverage change to extremist mind-sets, developing critical thinking skills, citizenship identity and values pluralism, based on academically accepted methods to raise participants' ability to think in an integration wise complex way, which is a non-fakable measure of the structure of thinking (Suedfeld et al 2006) that predicts peaceful resolution of intergroup conflict and extremisms. The intervention is tested for effectiveness via measuring integrative

	complexity (IC) pre and post course delivery. 5 years of strong cross-cultural empirical findings show increased critical, complex thinking post intervention, predicting a reduction in and prevention of extremism and inter-group conflict. 3 different target audiences: a) For those vulnerable to specific extremisms or sectarian conflicts. Audience of both sexes, age range 11 years - adult, either those considered to be potentially vulnerable or those working/mentoring the above groups. These IC courses, such as Being Muslim Being British, can be run in communities, schools, mosques, prisons. *b)* School students - for all extremisms and intergroup conflicts (in development), ages 9 – 18 years, for citizenship skills, critical thinking abilities, broad-based prevention of extremism based on social neuroscience, using interactive games and teacher-led learning. *c)* Young children ages 5-8. 'Storybook IC' is being piloted in South Africa and prepares young children to develop IC through developing empathy and social/emotional intelligence.
Approach	Educating young people
Target audience	Youth/pupils/students Educators/academics First responders or practitioners
Deliverables	The practice has led to widely used products (course materials include DVDs, Facilitators Guide and Participant handouts) with evidenced results that are both statistical and qualitative. Certificated Facilitator Training is available to enable prevention providers to run the IC course appropriate for their context. A streamlined assessment method is taught to facilitators to ensure ongoing quality assurance.
Evidence and evaluation	Published empirical articles in the Journal of Strategic Security: Being Muslim Being British - http://scholarcommons.usf.edu/jss/vol6/iss4/3/ Being Kenyan Being Muslim - http://scholarcommons.usf.edu/jss/vol7/iss3/2/ See list of further 22 publications on IC interventions on: https://sites.google.com/site/icthinking/research-base/icthinking-research-group-publications Empirical results show statistically significant increases in complex critical thinking in regard to extremism. Before an IC course, participants perceive social groups relevant to extremism in black and white, 'us versus them' categories, judging from a single evaluative viewpoint, rejecting other viewpoints. After the course, based on participants' written data, participants no longer see the social world in black and white, there is tolerance for ambiguity, and respect for others' differing viewpoints. This represents a change in thinking that predicts diminishment of

	violent conflict: the black and white, conflict provoking structure of the extremist worldview is dissolving. Gains in IC predict promote conflict resolution across 4 decades of Suedfeld and colleague's integrative complexity cross-cultural research. Participant presentations (given orally) show ability to perceive validity in different viewpoints (differentiation) along with increased empathy, control of emotions, and an increase in confidence in applying the skills IC to address grievances and overcoming the persuasiveness of the extremist narrative. There are significant changes in how participants resolve conflict showing greater confidence in addressing conflict, and greater flexibility in being able to balance the importance of the issue with the relationships involved. IC courses enable new friendship networks to develop, and participants can go on to becoming Ambassadors for IC and Helpers or Facilitators, through receiving further (certificated) training. A Certificate of Completion for this University of Cambridge developed course is awarded. Independent teacher observation of outcomes in schools show: decreases in exclusions and detentions, improved interpersonal behaviour (e.g. desisting from gangs, self-harm, etc.), improved educational achievement.
Sustainability and transferability	Short description on the sustainability and transferability of the practice, including e.g. information on the cost of practice. Please note the criteria that basic elements of the practice must be transferrable to other (local) contexts **Transferability** IC Thinking has developed, run and successfully assessed IC courses for vulnerable individuals with different levels of education (with barely literate excluded young teenagers in a Class D residential unit to unemployed middle aged men, to postgraduates University students). Using different educational approaches suitable for age groups, IC can be taught to the full age range from ages five through adulthood. IC works cross-culturally (England, Scotland, Europe, Kenya etc.) but always requires advance re-development for cultural contextualization. IC works for a range of extremisms, sectarian and intergroup conflicts. IC can be used in one-to-one mentoring, but is usually run as a group intervention in order to harness the social processes involved in extremism. We are planning to develop Internet based IC training, using interactive games. These will also become part of schools curriculum materials. IC courses have been successfully taught in schools, community groups, youth groups, colleges, universities, prisons, mosques, churches, theological seminaries (Christian, Jewish). IC facilitator training has been given to a range of prevention specialists including police, youth leaders, social workers, prevention workers, religious leaders, teachers, counsellors, professional mediators. **Sustainability** Sustainability working mainly with community groups and community-

	based facilitators faces challenges, and requires government support. With the urgent need to scale up given the increasing expansion of extremisms, and the opportunity (in the UK, provided by the new 2014-2015 legislation for CVE in schools, we are now focusing on schools as places with the needed infrastructure, trained professionals (e.g. teachers and other educationalists) accustomed to ongoing professional development, monitoring and empirical assessment, long term participants (ages 5-18), and ability to reach to all groups in society. Extremism is not just the property of a problematic social group, rather it is a synergistic dynamic that needs a society-wide prevention approach. The larger numbers that can be reached through schools will enable larger budgets for research and development of IT supported curriculum materials, and this enables further dissemination through the Internet. Schools will enable longitudinal and control group studies. We already have independent observation of the positive benefit to students' behaviour and educational achievement resulting from an IC intervention run in schools. We also are planning to work in prisons, for the reasons above, and have had several successful pilots in prisons. **Costs** A single course run of an already developed and validated 16 contact hour IC intervention usually costs around £6000 in the UK (where travel and venue costs are kept to a minimum). This normally includes subsequent facilitator training (to appropriate professionals who have already participated in the course run) to give the first course run sustainability. To this, assessment costs need to be added. Assessment costs vary. Streamlined quality assurance adds around £1000 to the overall cost, whereas foundational new research for a new IC intervention adds at least £15,000 to the cost of the intervention. The development, production, running and assessment of a new IC intervention requires a relatively large research grant involving several researchers.
Geographical scope	Practice and research developed and delivered across UK, Europe, Kenya, Bangladesh (with pilots in South Africa and Pakistan forthcoming 2015)
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, IC Thinking® interventions and research have continued to be delivered and empirically assessed cross-culturally, for different extremisms, sectarianism and intergroup conflicts, supported by a range of publications.
Presented and discussed in RAN meeting	Discussed and recommended in RAN Prevent meetings, specifically Barcelona 'education' event 26th/27th June 2014
Relation to other EC initiatives	Previously - European Commission Action Grant 2007-2010 to address radicalisation; we plan to submit future applications, for example, through Horizon 2020.
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
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Name of the practice	5.5.22 **Derad theatre-therapy workshop**
Description	The aim of the Megálló Group Foundation for Addicts' de-radicalisation work is developed to prevent youngsters from violent extremism and to teach them how to express their opinion in an acceptable way. The main method of Megálló's de-radicalisation work is based on theatre-therapy, using drama-pedagogy elements as well as psychodrama exercises. The youngsters at risk take part in the theatre-therapy workshops on a regular basis, normally twice a week. The participants in the workshop are mainly young people with different addiction problems that usually have low self-confidence without the use of drugs.
Approach	Educating young people Training for first line practitioners
Target audience	Youth/pupils/students First responders or practitioners Families
Deliverables	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), North-Hungary (Salgótarján).
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
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	*The Megálló Group Foundation* for Addicts *is a non-governmental organisation (NGO), established 15 years ago. Megálló's programs are implemented for and by alcohol, drug or other substance-addicted young people. 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. 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
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Name of the practice	5.5.23 Intercultural education through the subject “Cultural and Spiritual Heritage of the Region” (CSHR)
Description	The aim of this activity is to improve social relationships of post-conflict societies in Croatia, and to allow children who live in multicultural and multiethnic communities to learn more about the culture and customs of “the others”. The subject started as a project of a Croatian NGO known as Nansen Dialogue Centre. Its implementation is monitored by the Education and Teacher Training Agency of the Republic of Croatia. **Age of the students:** 11-15 (grades 5 through 8) **Methods used:** workshops, projects, interviews, portfolio **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** (a basis for projects in all schools involved)**:** 2013/14 Languages of the Region 2014/15 Our Contribution to Intercultural Europe 2015/16 Migrations Nansen Dialogue Centre also organizes one bigger and one smaller students' meeting per year. During the big one, a school gets to be the host to about 200 students from the CSHR network. The last “smaller” meeting was held in November 2015 in Osijek, at which about 70 students participated at an event called “Taste of Home”, where several asylum seekers prepared typical dishes of the Middle East and Africa. Knowing that preparing and tasting food gets people closer, the aim of this event was to remove the potential perception of immigrants as a threat, and help students see “real people” in them, trying to sympathize and understand the immigrants’ problems better. By talking to asylum seekers, a rather human perspective was given, which will hopefully guide the students towards avoiding radical opinions and solutions of the immigrant crisis. Dalj Elementary School (Osnovna škola Dalj) is one of the 23 schools where the CSHR program has been implemented. The school still has separate schooling for Serbian minority, in Serbian language and Cyrillic script, which was one of the demands for the peaceful reintegration after the Balkan wars in 1990s. In practice, this means that children from two ethnic groups (Croats and Serbs, namely) spend the most of their time at school separated. The best illustration for this is the fact that even extracurricular activities are divided, so the school has two choirs, one in Croatian and one in Serbian language. Hungarian minority is also present there, but they attend the regular Croatian program, with only Hungarian language and culture taught as an optional subject.

	However, the CSHR brought a new kind of practice to the school, enabling students from different ethnic groups to have one activity where they will get together and cooperate. The CSHR subject is optional, but its importance lies in the fact that Croatian curriculum is mostly focused on the Croatian heritage (history, language, culture), whereas little is taught about culture and tradition of minorities, although they've lived there for centuries, too. This is why CSHR offered a different approach, which is extremely important for living in multiethnic communities. With years, tolerance has grown in the entire community, but this subject/ program offered another step forward. Children, who previously had little contacts, started to learn about the culture and identity of "others", which was definitely the first stage to prevent violent and extremist behaviour and points of view. To understand this better, it is important to know that between 1991 and 1998 there was almost no contact between Croats and Croatian Serbs, the border between them was practically sealed, and even after the peaceful reintegration of Eastern Croatia a strong feeling of mistrust has remained. Even nowadays, some children are exposed to extreme and nationalist points of view in their families, often having relatives who fought on the opposite sides during the 1990s war, sometimes even having lost some family members. Therefore, it was very important to provide the students with other ways of thinking and expressing, showing them that different ethnic groups can coexist and cooperate without serious problems. Instead of being "labeled" just as Serbs or Croats, one of the aims was to make them see real people in the others and to make friends, if possible. Another aim of the CSHR subject at Dalj Elementary School was to increase cross-border cooperation between Croatia and Serbia, which is especially important considering the fact that the school is located on the Croatian-Serbian border. This was achieved by two separate projects at an international level (within CSHR, but with different ways of financing). Such projects were: - 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 also helped strengthening the students' intercultural competences, enabling them to get rid of some old prejudices. The highlights of the two projects were trips to Serbia and vice versa, when the host schools organized different activities for the children (e.g. creative workshops, a competition in old forgotten games, sightseeing presented by students, etc.). The overall aim was to help children strengthening the feeling that their, presumably more open-minded opinion is worth, thus avoiding extremist or nationalist points of view once they return to their communities. Moving children from their everyday environment also resulted in new friendships among Dalj Elementary School's students. Serbian and Croatian children from Dalj often go to separate trips and excursions, so it was quite an achievement to see them communicating openly, without directly being told to. In conclusion, creating the atmosphere of tolerance at Dalj Elementary School has been a rather slow and demanding process. A significant level has been achieved since the war, but there are always more things to improve. Projects within CSHR have helped a

	lot, but it is important not to stop working on the challenging issues, in order to keep building a community that will be resistant to future conflicts, and able to struggle with radical ideas and extremist points of view that once caused a lot of suffering in Eastern Croatia during the 1990s.
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 language) - Intercultural Education through the Prism of Personal Histories (in Croatian and in English) Brochures after every common annual project: - Common past – common future - Languages of the region - Intercultural education (also available online) A brochure and DVD *"Will you say hi to me on the bus?"* - a result of one high school project.
Evidence and evaluation	Evaluation and impact assessment of "Cultural and Spiritual Heritage of the Region" were done by an NGO from Zagreb, Croatia, called Step by Step (local name: Korak po korak). The results were published on January 4th, 2015, by the author Asja Korbar. The main points were as follows: The main research goals of the impact assessment, which was undertaken throughout the school years 2013/14, and 2014/15, included: - to find out what kind of impact does the program have on the community, including students, families, teachers, and school leadership? What are their experiences of participating in the program - to map the ways in which the program realizes its curricular goals - to evaluate the technical part of the program implementation (e.g. available resource, cooperation between NDC Osijek and program facilitators in the schools, etc.) Within this process, prevalently qualitative methods were 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 program - Focus group - all teachers/coordinators of the program in 23 schools **PHASE II (during the school years 2013/14 and 2014/15)** - Visits to schools in 7 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 in which they act (e.g. urban/rural; post-conflict) - School visits - focus groups with the students included in the program (heterogeneous; age 11 to 14), family members of students included in the program, students not included in the program, and educators not included in the program; Interviews with facilitators of the program in school, school leadership, and community representative; Observation of the school environment. Main findings **Diversity of the narratives** The results of the assessment show that the different contexts – i.e. post-conflict/non-postconflict; urban/rural - can produce different 'faces' of the programme, from Istria across Međimurje to Vukovar. However, in all of these contexts the accent within the Implementation of the programme is put mainly on the ethnic, religious and linguistic diversity. Also, within such perspective, the program seems to open the space in the discourse for the culture of the minority groups, which do not necessarily belong to the dominant ones. Notwithstanding the diverse context, the following two main tendencies of development or features of the programme can be noted: **(1) The programme understood as an opportunity for integration (example: Eastern Croatia)** The most used terms by the interviewees and the participants in the focus groups - *'diversity,' together', 'future,' 'joint', 'divide', 'other'*. **(2) opportunity for affirmation of local /regional identity (examples: Istria, Međimurje)** The most used terms by the interviewees and the participants in the focus groups - *'heritage', 'tools,' 'small community', 'customs', 'objects languages,' not to be forgotten'*. **Experiences, identity and background** Almost without exception, all of the students involved in CSHR describe their participation in the program as interesting, enjoyable and valuable experience. Also, in some of the focus groups, students have mentioned that they regularly talk with their peers about what they learn and experience through the program. Quotes by the students: *"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."* The students also see CSHR as an opportunity to learn about themselves, in terms of learning facts about oneself that would otherwise remained unknown - for example, the facts related to family history. Furthermore, the evaluation shows that the students consider the type of learning important, since it takes into account their background and family context: Quote 2: Students were asked to explain why they care about this stuff. *"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 learning about themselves and their own identity happening through CSHR as important as other knowledge acquired in other school subjects. Students who attend CSHR, and their parents, especially those living in post-conflict zones, consider that CSHR program helps them to prepare for future situations in which they will be required to meet with different people and cultures.
We already mentioned that the program was developed in order to respond to the needs of the communities in which, as a direct consequence of the war, there is a high degree of social division. Therefore the CSHR program has significant influence in such communities – for example, the teachers who implement CSHR in post-war areas perceive greater interest for the identity of other groups living in their communities among students who attend the program. Furthermore, CSHR in these communities often represents the only opportunity for the students belonging to 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 program, and which is reflected in their everyday situations.

A quote from a teacher: *"The fear of the 'Other' turned into desire to get to know the 'Other'."*

Access to the program
Students who do not attend the program cited several reasons for not participating:
• Lack of information - in some communities the students stated that they had no information on the implementation of the program in their school;
• Children travellers - students who live in remote places, especially in smaller communities were unable to participate in the program - for example, due to unfavourable timetable of the school bus. Teachers notice that these children exactly are often unable to participate in other extracurricular activities as well.
• Name of the program – some students said that the name of the program seemed uninviting and they related it to uninteresting content.

The programme in the wider community
As part of the impact assessment, members of the wider community were interviewed, being familiar both with the program and the community context. This included a wide range of individuals, and all of the interviewees assessed the program as beneficial to the community - on one hand, it helps to preserve traditional knowledge and practices, while on the other hand it fosters the potential for development and promotion of a community based on its multiculturalism as a fundamental, recognizable determinant.
Conclusions and recommendations
• **The opportunity for networking and empowerment of individuals who share similar values -** Although it is difficult to clearly allocate and isolate the impact of Cultural and Spiritual Heritage of the Region to community members, it is clear that this program opens up a space for networking of individuals who share similar values towards diversity and who seek to initiate positive changes in the community. This is particularly evident in those areas where strong social divisions still prevail, such as parts of Eastern Croatia. It is therefore necessary

	to work more intensely on the networking of children, schools and teachers, in order to connect with each other - CSHR in this sense serves as a useful platform and a catalyst for change in the community. This is particularly important for smaller and poorer communities where there are no similar programs - in such communities the program often provides a unique opportunity for students to come out of their environment and to meet students from other contexts/groups. • **The opportunity for collaboration between family and school** is a particularly strong feature of the program in all communities, visible in the strengthening of cooperation between the school and the family, and opening opportunities for the different dynamics and cooperation within the family. This program opens up the possibility to include family members such as grandparents and recognize them as a source of knowledge (intergenerational learning model). It is therefore important to further strengthen this aspect of the program and promote it as a model in the entire school /community, and not only within the context of extra-curricular activities. • **The opportunity to build student's identity and recognition of the context from which the students come -** Findings show that students involved in CSHR consider that they learn about themselves through the program, that they acquire a new understanding of their identity and origin, and that they consider this type of knowledge as important as the one which is gained through regular classes. Also, the programme seems to open up a space for identities which might not be visible or publicly recognized otherwise. These 'lessons learned' from the implementation of the program may therefore be important for regular classes, in terms of awareness on the importance of respecting child's context and all that the child brings with him/herself into the school community. On the other hand, 28% of the teachers who are implementing the program, believe that they do not know their students and the context they come from. In this regard, it is necessary to create more opportunities for recognizing students' context in the future implementation of CSHR. • **Awareness of professional development of educators and reflection on their own practice -** All teachers who participated in the evaluation, have assessed the training, resources and support in the form of supervision provided by NDC Osijek as extremely useful and applicable. However, the future programme development should consider the strengthening of facilitators'/educators' competencies in terms of independent content creation, and systematic monitoring of the implementation, especially regarding the use of feedback from students. In addition, many facilitators, especially those with more experience, are individuals who excel in their communities - the upcoming challenge is to develop their critical perception of combating stereotypes and prejudices as a continuous process.
Sustainability and transferability	The teachers of the CSHR are paid by the Croatian Ministry of Science, Education and Sports, and the program counts as 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 of cross-border cooperation at Dalj Elementary School were financed as follows:

	Europe in the Heart of the Town, 2012: - 1,000 EUR from the "Interactive Open Schools" association (an NGO supporting a network of schools from Croatia, Serbia and Bosnia and Herzegovina) - 2,000 HRK (266 EUR) by Erdut Municipality - these funds were used by both participating schools to cover two day trips to Novi Sad and Dalj (20 + 17 students participated) *The Beauty of my Region*, 2013: - 10,000 HRK (1,333 EUR) by the Croatian Ministry of Science, Education and Sports, from a fund for minorities - it was sufficient to cover the costs for a day trip to Tavankut, Serbia, and a two-day trip to Dalj, Croatia (about 20 students and their teachers stayed overnight at a local B&B place) Generally speaking, Nansen Dialogue Centre and the School itself provide the financial basis for the CSHR, but greater results can be achieved when additional projects are applied to different institutions dealing with education, or to the local municipality.
Geographical scope	The CSHR subject is currently implemented as an extracurricular activity at 23 multiethnic schools in Croatia and one in Serbia. The most of these schools are located in Eastern Croatia, in the areas affected by the 1990s war. In Northern Croatia, the subject is focused on better integration of Roma minority, whereas in Western Croatia (in Istria) it is offered in schools with Italian minority, not being a special issue.
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 first three schools in the region. Later, it grew to seven schools, whereas right now 23 schools from Croatia and one school in Serbia are involved. It has been taught at Dalj Elementary School since 2012.
Presented and discussed in RAN meeting	RAN EDU meeting, Prague, November 25th-26th, 2015
Relation to other EC initiatives	None
Organisation	**Dalj Elementary School (Osnovna škola Dalj)** - a public school, grades 1 through 8 - financed by the Ministry of Science, Education and Sports of the Republic of Croatia **Nansen Dialogue Centre** - a non-governmental organization based in Osijek, Croatia - has their own management structure and staff - financed by the Ministry of Science, Education and Sports of the Republic of Croatia - separate donors for annual projects: e.g. Open Society Foundation The European Commission
Country of origin	Croatia

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Name of the practice	5.5.24 **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

Name of the practice	5.5.25 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

Name of the practice	5.5.26 **Democracy Factory/Fortress of Democracy**
Description	Interactive exhibition on democratic citizenship for children and youngsters The Democracy Factory is an interactive exhibition where visitors work hands-on in lively surroundings. Visitors are confronted with challenges and have to exchange opinions and have discussions in order to complete their visit. The Factory consists of twelve 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 in weekends, adults are also welcomed in the context of adult education, parent conferences of neighbourhood meetings. The exhibition has three main learning levels for student of different schools and grades. These levels vary in complexity and length. Students work in pairs and follow a course according to a small booklet or digital device that guides them along all assignments and questions. This booklet or device also functions as a notebook to write down answers and opinions, each student has their own notebook. The exhibition has a solid structure and is based on self-directed learning. Students work at their own pace in their specific learning level and guide themselves through the exhibition. In the exhibition, only one or two instructors are present for a group of thirty students and their teacher. The instructors host the students and are trained to provide guidance if required by the students. At first sight, the interactive exhibitions address all kinds of social problems, but soon the visitors will discover that the themes and missions all concern themselves. They will dive into a dialogue about their own world views, doubts, opinions, prejudices and ambitions. Most of the assignments in the exhibition entail a self-correcting mechanism. For instance, there is an assignment in which students make distinctions between democracy and dictatorship by assigning blocks with characteristics to the right category. When done right, the stacks of blocks should reach the same height, so students are able to check their answers. Concerning opinions, students can find feedback on several assignments. For example in an assignment on freedom of speech, during the process of forming an opinion on six statements, students are brought to doubt with contra information to stimulate discussion. After the assignment, students can find feedback on their choices such as: “For you freedom is very important, you don’t like rules. You decide for yourself what is best for you”. After making the assignments, students receive a certificate with feedback on their opinions. Students with a booklet enter about twenty answers and observations in an Internet application to base

	the feedback on and students with a tablet press a button to receive it on screen. The certificate is compiled from about 600 standard lines in an application. The certificate gives only feedback on opinions and has a non-moralistic approach based on wide accepted constitutional law principles. Not seldom, there are students who visit the exhibition that support sharia law and embrace the opinion that homosexuality should be punished. In their certificate they can read: “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 put it in their graduate portfolio to prove their work in the Factory. During our own experiences in several countries with different museums and educational institutions, we learned a lot from the students and teachers that worked in our exhibitions and were prepared to share their feedback. They showed us that serious social dilemmas can be discussed and that learning can be exciting and fun. The following are characteristics of our approach: the interactive methodology. The interactive methodology: - Contains different learning concepts as an answer to diversity and different learning styles. - Includes value clarification and communication instead of moralistic approach. - Offers innovative means of self directed learning. - Presents social problems as a challenge for all people. - Can be implemented to different means like traveling exhibitions, table exhibitions and educational software. - Includes a process evaluation with clear and transparent and SMART designed objectives. - Uses the target group as a source and takes themes from local context. The students: - Experience learning as a pleasure. - Can handle facts and opinions. - Are able to deal with sensitive issues and prejudices. - Improve their attitude towards the scapegoat phenomenon. - Learn effective by interaction with peers. - Can mention perspectives of peace and democracy in daily context. - Like learning by doing. - Clarify and communicate social values. - Exercise multi - intelligence Tools. - Can start from various learning styles. - Experience themselves as a part of social problem as well as a part of the solution. The teachers: - Are mediators and partners in learning. - Co-operate in exploration instead of transforming information. - Like to teach pupils that find learning a pleasure. - Educate children to think by themselves. - Communicate and clarify social values. - Experience more satisfaction in their profession. - Mention that the learning process has a positive effect on social context.

Approach	Educating young people
Target audience	Youth/pupils/students Educators/academics
Deliverables	Each exhibition has its own deliverables: - Blue print texts - Blue print design - guide book or device (tablet) for visitors - teachers manual - Internet application certificate - printed certificate - brochure and campaigning material - facility script for organizing local groups - interactive exhibition
Evidence and evaluation	The interactive methodology is thoroughly tested in the travelling exhibitions by peer reviews and process evaluation, which means that assignments in the development and design process are tested with the target groups as a source. We also have carries out quite a few qualitative and image evaluations. Throughout the years all monitoring reports from different countries were implemented in new projects. In spring 2011 a statistical investigation was performed in the Fortress of Democracy in Utrecht by the Social Psychology department of the Amsterdam University. In this investigation, with a pre and post measure group, is shown that young people in general, aged 16 – 18 years in Vocational Training Colleges, gain more knowledge about democracy and realize more democratic opinions. It is remarkable that young male visitors learn more that the young women. The young women enter the exhibition with a higher level of democratic awareness, which is understandable from the perspective of social and psychological maturity of young women in general. It is interesting that the young men leave the program on the same level as young women. Young men catch up finally and show less radical opinions and views. One year later a new statistical research project was launched in the same exhibition to investigate the confidence in democracy of students who belong at a minority of majority group. We learned that the exhibition strengthened the confidence in democracy more in the minority group. The outcomes cannot be generalized to other exhibitions, although we can affirm these outcomes with a quantitative research of the learning effects of the Democracy Factory, which shows a tendency that young people 14-16 leave the exhibition with more nuanced opinions than they exposed before visiting the project. An article will be published in Mai 2015. The aim of the exhibition is dialogue, social cohesion and is particularly made for young people who are at the first stages of

	radicalisation in which they indignant of injustice of doubt democracy to realize ideals. The exhibition is rather an effective preventive educational means. Fortress of Democracy (2007) was evaluated by the Amsterdam University, dept. Social Psychology in 2011 and 2012 by students supervised by Prof Bertjan Doosje who published quite some articles in the field of (de-) radicalisation. Democracy Factory (2014) was evaluated in cooperation with researcher of Groningen University (will be published Mai 2015)
Sustainability and transferability	The interactive mobile exhibitions are quite sustainable, travel from village to city every 3 or 4 weeks, installed in community houses, schools, churches and sport facilities and are produced for at least 5 years. An exhibition will welcome about 500 visitors a week and about 25.000 a year. Some exhibitions, like Fabrique de la Paix (2007), are still travelling through France. The interactive methodology is easy to transfer, but crucial for the success of the exhibition. There are several options to transfer the contents and methodology, depending the context and demands of specific countries. With a lot of intensive cooperation between partners of different countries, we are able to develop and produce a complete project in the Netherlands, including Internet applications, blue prints, teachers manual etc. Including shipping and deliverance. The costs are about €140.000,- depending the time schedule of the project, the amount of new assignments and specific demands. On al less intensive level of cooperation, the contents and methodology of a new interactive exhibition is transferred and elaborated and/or developed with another partner for about 40-45 assignments. The project will be designed and produced in the country of the partners themselves. The costs in this case are about €15.000,- including the copyrights and consultancy, also depending on the same conditions as above.
Geographical scope	Peace Education Projects produced about 25 permanent and travelling interactive exhibitions in the Netherlands and about 10 European countries, including Russia and Israel. Some by own initiative but mainly in cooperation with museums and educational institutions, like Olympic Museum Lausanne (Hope Factory 2010), Ligue de l'Enseignement Paris (Fabrique de la Paix 2007), BELvue Museum Brussels (Democracy Factory2012), 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 were developed and produced in the last ten years and all based on monitoring and chain evaluation.
Presented and discussed in RAN meeting	The Fortress of Democracy was presented in one of the sessions of RAN-VVT, Madrid 6-7 June 2013: The Voice of Victims on schools: a variety from personal engagement to part of an educational program. The Democracy Factory was also part of one of a break-out sessions on the Cities Conference on Foreign Fighters to Syria 29 -3 January The Hague, The Netherlands.

Relation to other EC initiatives	Peace Education takes part in IMPACT to share some scientific effect evaluation research of Democracy Factory (spring 2015). Other European networks are informal and based on cooperation (Youth in Action, Erasmus, EAC)
Organisation	*Foundation Peace Education Projects is a NGO and its mission is to develop and produce educational projects like exhibitions, workbooks, films etc., based on an interactive methodology in the field of peace, diversity, democracy, conflict resolution and international cooperation.* *The Foundation has a small staff, about 15 dedicated freelance workers and about 100 volunteers. The offices and permanent exhibitions are located on two former military fortresses in Utrecht. Besides various mobile exhibitions are on tour through the Netherlands and Belgium (bilingual).* *The Foundation works project based and is funded by various sources, including private sponsoring and European Funds.*
Country of origin	The Netherlands
Contact details	Biltsestraatweg 160 3573 PS Utrecht The Netherlands Jan Durk Tuinier vrede@xs4all.nl jandurk@online.nl (private email address) (+31) (0)30 2723500 (+31) (0)6 574 174 25 www.vredeseducatie.nl

Name of the practice	5.5.27 *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

Name of the practice	5.5.28 **THINK!**
Description	An intensive youth leadership programme that reduces vulnerability and increase resilience to radicalisation, delivered over several months to groups of between 12 and 17 young people aged 14-19. Two intensive three-day residentials form the core of delivery, accompanied by introductory and follow-up days delivered in referring institutions, usually schools. Course content includes interaction with speakers, including experts, formers and survivors; interrogation of long and short-form multimedia; simulations and role-play; dialogue on differing views and grievances; 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 capability to identify and manage conflicts, including those related to violent extremism; increase awareness of extremism and how to think critically about 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 effectiveness measured using following tools: Standard off the-shelf means of assessing of critical thinking, empathy, Integrative Complexity; Extremism specific measures addressing Knowledge of: causal factors; how to counter; risks on the internet; what to do if concerned—and trust in sources of knowledge. Attitudes towards community cohesion, national values, authority, propensities to violence, xenophobia, and trust in various national and community groups & institutions.
Sustainability and transferability	Single group delivery costs approximately €18,000. By having the residential element as the central component THINK has potentially national reach, commissionable by local authorities and networks of schools.
Geographical scope	North of England
Start of the practice	December 2013
Presented and discussed in RAN meeting	RAN Prevent, June 2014, Barcelona (ES) RAN Prevent, 3-4 March 2015, Manchester (UK)
Relation to other EC initiatives	None
Organisation	The Tim Parry Johnathan Ball Foundation for Peace

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

Name of the practice	5.5.29 **How do we want to live?**
Description	Peer-workshops based on educational films "How do we want to live? Workshops on Islam, anti-Muslim racism, Islamism and democracy". The workshops are based on five educational films dealing with questions of Islam, racism, Islamism, Jihad and democracy. They encourage debates about religious concerns of youngsters in heterogeneous teaching environments and provide space to reflect about questions of norms, values, identity and participation. As interventions prior to and in early stages of radicalisation, they aim at fostering an identification as German Muslims. The workshops are conducted by peers (who themselves have a Muslim background) and allow quick, short term interventions (generally 3* 90min) to topics that arise in schools or social centres. The films and workshops explicitly do not follow a religious argumentation; instead, they take up religious concerns as starting points for discussion and translate them into general questions about social norms and values.
Approach	Educating young people, building resilience, fostering critical thinking
Target audience	Youth/pupils/students
Deliverables	The workshops are based on the film package "Wie wollen wir leben? Filme und Methoden für die pädagogische Praxis zu Islam, Islamfeindlichkeit, Islamismus und Demokratie" that includes five educational films and a comprehensive collection of educational methods for use in schools and social centers.
Evidence and evaluation	Over the last four years, we have conducted over 450 workshops in several German cities. The overall feedback of pupils and teachers/social workers has been very favourable. The film package has been distributed in over 2000 copies and has been adopted in a film project of the Federal Program of Crime Prevention.
Sustainability and transferability	The workshops have been adopted in several cities (Berlin, Hamburg, Essen, Bremen, Frankfurt) and conducted autonomously be individual teachers and social workers throughout the country. The costs are limited to the trainings of the peers and their honorarium for the respective workshops session. The costs for project coordination are currently covered by government grants.
Geographical scope	Germany
Start of the practice	The project started in Oct. 2010
Presented and discussed in RAN meeting	Collaborators of the project have participated in the several meetings of RAN AGs Prevent / Education.
Relation to other EC initiatives	ufuq.de is expert partner in the EU-funded project "Local institutions against extremism" (led by European Forum for Urban Security, Paris)
Organisation	*ufuq.de – Jugendkultur, Islam & politische Bildung* *Ufuq.de is a Germany-based NGO and receives financial support through various government, EU and private grants.*

	Ufuq.de operates at the intersection of education, academia and public debate. It works primarily with youngsters of Muslim and/or immigrant background and aims at fostering a sense of belonging and empowering them against phenomena of Islamism and ethnic-nationalist ideologies. *In addition, ufuq.de organizes trainings and conferences for educators and civil servants about youth cultures, Islam and Muslims in Germany, and prevent work in local communities and educational institutions.* *ufuq.de regularly publishes educational material and scientific papers to inform a broader public about 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	ufuq.de Boppstr. 7 10967 Berlin Germany Dr Götz Nordbruch goetz.nordbruch@ufuq.de (+49) 152 29271179 www.ufuq.de

Name of the practice	5.5.30 **MAXIME Berlin- *Intercultural and Interreligious Prevention***
Description	The intention of the project MAXIME Berlin *Intercultural and Interreligious Prevention* is to prevent (further) disintegration and radicalisation of vulnerable youth, to support multipliers to recognize radicalized attitudes and to deal with such, to establish an ability of interreligious and intercultural dialogue and to reduce prejudices and fears in the majority society. Approach Within schools and in the youth welfare service the frequency of interreligious and intercultural conflicts is increasing. The preventive community programme offers workshops – conducted by intercultural respectively interreligious tandem teams - who pick up topics such as the theological base of Islam, religious everyday practice, Islam and human rights and the Middle East conflict. Other topics are: • traditionalism and concepts of honour as well as gender roles in Islam • opportunities of participation in the German society • different currents of Islam and their cultural and historical backgrounds • religious fanaticism and Salafism Furthermore, organised field trips to the Jewish Museum, the Genezareth Church and the Sehitlik Mosque in Berlin are offered. Besides this, the programme includes training for multipliers and individual trainings for youth at risk.
Approach	Educating young people
Target audience	Youth/pupils/students Educators/academics Local Community Organisations/NGOs
Deliverables	Handbook for working with youth at risk to become radicalised towards religious extremism.
Evidence and evaluation	The precursor project MAXIME Wedding, which has implemented and applied at first the practice of intercultural/interreligious prevention has been externally evaluated in 2013. The evaluation included empiric figures about the impact of the workshops on the youths which were drawn out of feedback interviews with the youths and the teachers. All evaluations can be downloaded on the Violence Prevention Network's website.
Sustainability and transferability	The practice has been transferred to Hesse where intercultural/interreligious prevention is taking place within the project *"Demystify Extremism!" at the* Advice Centre Hesse *and also to Baden-Wuerttemberg within the Advice Centre there*.
Geographical scope	Berlin (DE)

Start of the practice	MAXIME Berlin – Intercultural and Interreligious Prevention was implemented in December 2010 as MAXIME Wedding.
Presented and discussed in RAN meeting	RAN Derad, 9-10 October 2012, Barcelona
Relation to other EC initiatives	Initiator and founder member of ENoD (European Network of De-radicalisation). Member of Advisory Board of Impact Europe*, Leader of the RAN Working Group EXIT (together with EXIT Sweden)*.
Organisation	*The NGO Violence Prevention Network is a group of experienced specialists with many years of experience in the fields of prevention of extremism and de-radicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception and value the group's high degree of knowledge, competency and outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalized people at different stages of radicalisation. The aim is to support them in developing distance to inhuman ideologies and violent behaviour. The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.*
Country of origin	Germany
Contact details	Alt-Moabit 73 D – 10555, Berlin Germany Chalid Durmosch, Project staff chalid.durmosch@violence-prevention-network.de (+49) 30 91 70 54 64 www.violence-prevention-network.de

Name of the practice	5.5.31 **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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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.[62] 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.[63] 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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[62] 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

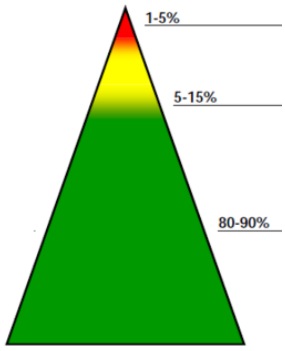
[63] Awan, I., & Guru, S. (2017). Parents of foreign 'terrorist' fighters in Siria – will they report their young?. *Ethnic and Racial Studies, 40*(1), 24-42. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/01419870.2016.1206588

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.);[64]
- a specific focus should be given to managing 'hate crimes'[65] 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

[64] 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/

[65] 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.[66] 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

[66] Gielen, A.J. (2017). Countering Violent Extremism: A Realist Review for Assessing What Works, for Whom, in What Circumstances, and How? *Terrorism and Political Violence* (May 2017), 1-19, Taylor & Francis DOI: 0.1080/09546553.2017.1313736

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[67] 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.

[67] 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 concerning issues of violent extremism. We apply a broad definition of extremism, which includes politically motivated extremism as well as religiously motivated extremism. The Extremism Information Centre was installed in December 2014 and is financed by the Ministry of Family and Youth. It offers a free helpline, face to face counselling and a broad variety of workshops and trainings on issues such as anti-discrimination, anti-Muslim racism, jihadism and right wing extremism. The Extremism Information Centre offers anonymous counselling free of charge. It provides a counselling model for sustainable solutions together with stakeholders and an interdisciplinary team of experts. We help to assess the situation and to determine appropriate interventions. Is the reported behaviour a sign of radicalisation towards terrorism? Is it rather a sign of rebellion and provocation? We provide general information (on legal issues) and specific information. We refer to other institutions such as family counselling centres, open youth work organisations or the labour market service and we offer face-to-face counselling. When we work with individuals at risk, the voluntary engagement of the client is a precondition. We have a long-term approach and try to detect underlying problems and drivers of radicalisation. We focus on the affective aspect. The first advice we give parents is to stay in contact with their children, to maintain a relationship, to speak with their children, to encourage them to share their ideas and not to argue on ideological issues. The aim of our intervention is to provide the individuals with emotional support and to find ways to give back trust and cooperative attitudes by strengthening the family and adolescents within their social environment. We create a support system and provide alternative social contacts and alternative perspectives regarding school or job. 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 together with the Security Service and the police, but they are only involved if requested (by the clients) or in cases of immediate danger.
Approach	Family support Training for first line practitioners
Target audience	Families First responders or practitioners Educators/academics
Deliverables	A video will be produced explaining extremism and the counselling model of the extremism information centre. Training modules have been developed and will be enhanced.

Evidence and evaluation	• Documentation of callers (short description of the situation and indicated problem) and intervention measures • Feed-back questionnaire: participants of trainings fill out a standardized questionnaire • Organisations booking workshops and trainings are contacted afterwards and asked if they were satisfied • Team meetings and supervision • Regular expert meetings with the security service and other organisations working in the field • Documentation of media response • Project visit by the "Syria Strategic Communications Advisory Team" (SSCAT) on 10 June in Vienna, a report will be provided to the Austrian government • Feedback on international meetings and conferences; the extremism information centre was in addition presented at the RAN Thematic Event "Dealing with Foreign Fighters" that took place at in Brussels on 15 – 16 June, the OSCE conference "Countering the Incitement and Recruitment of Foreign Terrorist Fighters", which was held on 30 June -1 July 2015 in Vienna and at the TWP meeting of the Council of the European Union on 14 July 2015 in Brussels
Sustainability and transferability	The practice can easily be transferred to other countries. The costs in Austria are 300.000 EUR per year. They include 4 counsellors, one person in charge of organising trainings and workshops and the director of the centre (all working part-time) as well as the remuneration of the 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 Thematic Event 'Dealing with Foreign Fighters' that took place at in Brussels on 15 – 16 June.
Relation to other EC initiatives	None
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 a national and international level. bOJA is the mouthpiece for the field of 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 NGO.* *The Extremism Information Centre is financed by the Ministry of Family and Youth.*
Country of origin	Austria

Contact details	Lilienbrunngasse 18 1020 Wien Austria Verena Fabris verena.fabris@boja.at (+43) (0) 660 6338944 www.boja.at www.beratungsstelleextremismus.at

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

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.
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

Name of the practice	6.7.4 WomEx – Women/Girls, Gender in Extremism and Prevention
Description	The WomEx practice emerged out of the observations (i) that there is hardly any violent extremist, terrorist, or hate crime offender that does not also hold sexist and homophobic attitudes, i.e. manifests highly rigid and conflictive gender issues (especially within the two major threats of violent extremism, right-wing extremism and religious fundamentalism, both Muslim and Christian), (ii) that these conflictive gender issues do not only coincide with but are key psychological driving forces behind violent extremism and hate crime and (iii) that methods which address issues of gender and gender identity may therefore have a quite powerful and sustainable effect in prevention and de-radicalisation interventions – often more powerful than ideological/religious issues. For example, practitioners have recurrently found that violently extremist young men compensate insecurities in their sense of male identity and manliness by acting-out in hateful ways against women, homosexuals, and generally all persons that by appearance or behaviour confuse their restrictive gender role order. Moreover, women that are active in extremism overwhelmingly tend to agree to and actively reconfirm such restrictive gender roles. They thus share the sexist and homophobic attitudes and draw motivation from them for their activities, while they, at the same time, enjoy an empowerment impulse from their newly gained opportunities of extremist engagement and activities (e.g. serving as ideological supporter, providing internal social cohesion, helping to prepare attacks, also committing hate crimes and terrorist attacks themselves sometime). In turn, extremist movements take advantage of the socially given gender roles strategically in that they position their female followers in places of society that allow them to propagate extremism and at the same time make it look more normal and mainstream. For instance, in Germany right-wing extremist women enter child day care, parents' organisations, schools, family welfare and professional social work in order to infiltrate and to support the current mainstreaming of right-wing extremist attitudes into middle classes. Hence, both WomEx's gender specific interventions with girls/women and its gender focused methods across different setting are a necessary component of any prevent strategy and may be applied with great impact in de-radicalisation and prevention settings. Originally emerging out of CI's 'Girl Power' workshops, WomEx has produced various methods in which young at-risk persons work on gaining awareness about gender roles and how they have affected key situations of conflict, hatred and escalation in their lives. In particular, WomEx interventions aim at making participants more aware of the intrinsic connection between rigid/restrictive gender roles, polarization and violent extremism. Also participants will realize about how certain biographical and milieu specific conditions

	(violent/relational/sexual abuse, neglect, degradation, psychological trauma) may lead to adopting restrictive and exclusionary gender role concepts and at the same time become susceptible to engaging in violent extremist behaviour. Eventually, WomEx methods work on promoting alternative and more inclusive modes of male and female identity practices and engage in training alternative patterns of behaviour which comply with a human rights based and pro-social sense of gender within democratic citizenship.
Approach	Family support Exit strategies
Target audience	Families Local Community Organisations/NGOs Youth/pupils/students
Deliverables	The WomEx.org website is in the process of built since late 2014. Various resources and materials (also from similar approaches and organisations in the field) will be placed there in the course of 2015 mostly. Notably, a manuscript about the underlying research of the WomEx practice has been drafted: http://www.cultures-interactive.de/tl_files/publikationen/engl/2014_Weilnboeck_Deradicalisation-Prevention-Intervention.pdf Reports from two international WomEx conferences (in cooperation with RAN Derad) have been drafted.
Evidence and evaluation	CI's practices have been evaluated recently by Phineo (Association of Quality Assurance in NGO work) and has been awarded the Phineo 'Method-works' certificate in 2014. In earlier years CI's practices have been evaluated, received scientific counselling and have been show-cased by the Federal Model Projects' evaluation and counselling department (attached to the governmental programs). Self evaluation and collecting client feed-back is standing practice in CI also as a training module for the young peer-facilitators to be employed by them in their own fledgling peer-workshops. WomEx has received positive feedback from RAN-Derad and RAN generally so that two international WomEx conferences were co-organized by CI and RAN Derad (in Berlin, 2013, and Frankfurt/M, 2014). Moreover, since some years WomEx and CI have been cooperating on various occasions with the OSCE (TNT/Transnational Threats Department) which engaged in the topic of women and extremism/prevention very early on, recently publishing its final report (http://www.osce.org/atu/99919) incorporating much of WomEx perspectives (mostly on the women as perpetrator aspect). In OSCE and UN contexts CI/WomEx has collaborated with SAVE (Sisters Against Violent Extremism) which has lead to a joint EU project application in 2015.

Sustainability and transferability	As shows the UN, OSCE and RAN co-operations, approaches to women/gender and extremism/prevention are highly transferable. Together with SAVE (Sisters Against Violent Extremism) CI/WomEx is applying for an EU project which would allow to further develop the practice. WomEx sustainability will be supported by CI having been appointed 'Federal Center of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia' (by the governmental Prevention Department) in 2015.
Geographical scope	In Germany and internationally
Start of the practice	Originally emerging out of CI's 'Girrl Power' workshops from 2008 on, WomEx has been an ISEC national starter measure in 2013-14 and has cooperated with RAN Derad and with the OSCE. WomEx methods have come to be part of CI's Fair Skills approach as well as of the LocalDerad (Hako_reJu) youth worker training and of a university education module for social workers in 2014. WomEx methods will be further developed as part of CI's mission as 'Federal Center of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia'.
Presented and discussed in RAN meeting	WomEx was presented and discussed in two WomEx conferences which were co-organized by CI and RAN Derad (in Berlin, 2013, and Frankfurt/M, 2014).
Relation to other EC initiatives	CI is member of: • ENoD (European Network of De-radicalisation) • IMPACT Europe project (Innovative Methods and Procedures for Assessing Counter-radicalisation Techniques in Europe) • EENeT (European Experts Network in Terrorism Affairs, by the Federal Criminal Police Office, Bonn/Germany) • EDNA (European Platform of De-radicalising Narratives) • WomEx (Women/Girls, Gender in Extremism and Prevention) CI engages in (associate) partnerships with the … • EFUS (European Forum for Urban Security • GCTF Global Counter Terrorism Forum. In similar European contexts, CI cooperates with the … • OSCE (TNT/Transnational Threats Department) • FES (Friedrich Ebert Foundation) • Robert Bosch Foundation, the international stipend program 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 de-radicalisation with at-risk young people that engage in or have shown to be susceptible to violent right-wing extremism or ethno-nationalism/religious fundamentalism – also to xenophobic, racist, and other forms of hateful and exclusionary behaviour. In 2005 CI began to work in preventing right-wing extremist/neo-Nazi subcultures which emerged in East-Germany after reunification. Since 2008 CI also works in inner-city districts struck by migration-related ethnic and religious radicalisation and hate crime.* *CI's Federal Model Projects and EU-ISEC and EU-research projects placed an emphasis on developing methods for prevention and rehabilitation work with high-risk youth populations that have largely*

	been failed by existing measures. Methodologically, the CI approach for prevention and de-radicalisation settings combines youth-cultural creativity workshops with civic education and psychologically based self-awareness group-work. CI also provides gender specific and gender awareness methods (WomEx) and offers advanced training in methodology for youth work practitioners to enable them to pro-actively and efficiently handle incidents of hate speech/crime and extremist indoctrination/recruitment (LocalDerad). Beneficiaries and partners of CI interventions are schools/teachers, youth centres, street/youth work, prisons, local authorities/police, communities, local press/media – especially around social hot-spot areas. *In 2014 CI began to work in Eastern EU Member States and act as co-chairing organisation for the RAN working group on "De-radicalisation", comprising EU wide first-line workers' organisations which are involved in de-radicalisation processes with regard to all forms of extremism, including religious extremism and gangs. In 2015 CI has been appointed a 'Federal Center of Excellence for Youth-Cultural Prevention of Violent Extremism and Xenophobia' (by the governmental Prevention Department).*
Country of origin	Germany
Contact details	Cultures Interactive e.V. Mainzer Str. 11 12053 Berlin Germany Silke Baer baer@cultures-interactive.de Anika Posselius posselius@cultures-interactive.de Harald Weilnböck weilnboeck@cultures-interactive.de (+49) 30 60401950 (+49) 30 76236862 http://cultures-interactive.de/home-en.html

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
Contact details	Osloer Straße 12 D-13359 Berlin Ms. Uli Streib-Brzič, Mr. Lars Schäfer streibbrzic@ifgg-berlin.de +49-3074773117 www.ifgg-berlin.de

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 is a counseling office for parents whose children are in a right-wing extremism movement or are in danger to get into such scene. And also al counseling office for professionals who are faced or confronted with right-wing families. We offer parental and relatives counseling and counseling for professionals. Furthermore we offer for these professionals supervision, coaching and a training program. We also support districts and regions in initialization parental and family counseling in their districts. Counseling in context family means, that we are the address for professionals which are confronted with right wing families. For example these are employees in youth welfare services like Kindergarten or youth service Committee). The main topics we are working on are socialization and family: • formation of neo-Nazi affinities in the system family • the contexts of family socialization and attitude formation • effects of prejudice and discrimination in parents behavior and attitude formation from children • neo-Nazi education: socialization in neo-Nazi parental homes • legal issues in child endangerment, especially when one partner wants to go out of the right wing scene and the custody has to be managed Besides this gender and right-wing extremism is a topic of the institute: Gender constructions in neo-Nazi subculture and the importance for the internal cohesion. Above all one of the priorities in the nationwide institute is the networking with youth and social work structures. We create concepts for lectures and trainings for professionals (youth welfare services, police, justice, schools, clubs, communities). We cooperate with University and state education for qualified youth or child care workers to qualify them 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 created concepts for lectures and trainings modules for professionals. These concepts can be used by all cooperation partners. We also made a handbook about standards and best practise in counselling parents or professionals who are confronted with right

	wing families.
Evidence and evaluation	The project is funded by the Federal Ministry for Family in the program “Demokartie leben!” There is an external evaluation by the DJI (German youth institute) The results will be published after the program is ended in 2019. Besides this we evaluate every own lecture or training module in an internal evaluation.
Sustainability and transferability	We had a model project in the year 2011 until 2014 in the nationwide program “Toleranz fördern – Kompetenz stärken” from the Federal Ministry for Family. In this project we developed a counselling centre for parents whose children are in the right-wing movement or are in danger to get in this scene. In the last two years of this project we noticed, that besides parents who were looking for help also a lot of professionals needed help and counselling in dealing with children or families from the right wing movement. So we had to extend our approach. The total funding from the Federal Ministry for Family is 54.000 € per year plus 20% own share.
Geographical scope	The institute itself is located in Bremen, Germany. But we are active nationwide.
Start of the practice	The project is funded in a nationwide program from the Federal Ministry for Family. The program starts in February 2015 and will 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” December 15th – 17th in Berlin
Relation to other EC initiatives	None
Organisation	The LidiceHaus is an educational & training centre located in the centre of the City Bremen / Germany. Our combined seminar building and guest -house lies between the river ‘Weser’ and the lake ‘Werdersee’. It offers optimal conditions for the staging of events, conferences and conventions. The LidiceHaus is named after a small village in Czechoslovakia. 1942 its inhabitants became victim of a brutal act of revenge of the Nazi-SS and the Wehrmacht. Mass murders, deportations and destruction took place. What we are standing for: Learning from the History of Lidice: for reconciliation and understanding – not forgetting the past! Lidice – memory and call in the same time! Lidice is program: for an educational work and encounter work, which promotes solidarity, justice and self determination **Our topics:** Democracy, justice and civil society Dealing with conflicts, right-wing extremism & violence Identities, lifestyles of girls & boys: gender awareness & gender pedagogic

	intercultural and international encounters peace education Health awareness, sport & outdoor pedagogic Youth counselling & new media pedagogic
Country of origin	Germany
Contact details	LidiceHaus Weg zum Krähenberg 33a 28201 Bremen Lisa Hempel hempel@lidicehaus.de (0049) 0421/6927213 www.lidicehaus.de www.rechtejugendliche-ratloseeltern.de

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

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

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

Name of the practice	6.7.10 **Survivors for Peace**
Description	Survivors for Peace provides victims of political violence and terrorism with a virtual and real peer support network with dedicated officers to maintain communication platforms, as well as a programme of activities which survivors enrol upon after intensive one-to-one interviews. Survivors (including family members and formers) are taken through interactive non-formal learning and support delivery at our purpose-built Peace Centre and elsewhere, intended to help them cope with and recover from their experiences. Through sessions on Living with Trauma and Sharing Experiences, survivors are trained and supported to engage in their own separate Advocacy and Leadership activities, often commemorating and raising awareness of the impact of violent extremism with a view to reducing its future incidence. Expertly trained and supported, survivors also co-facilitate our specialist team's provision of Critical Incident Training to aid first responder preparations for terrorist attacks. Activities also include Dialogue, where survivors are encouraged to meet with formers or representatives of the 'other side' with a view to mutual humanisation and the breaking of the cycle of violence. The approach relies on being restricted to survivors of political violence and their families, but is directed to helping them move beyond their particular incidents and conflicts through peer support from survivors of various kinds of violent extremism, often from very different conflicts. An approach responding to the needs of survivors of political violence, Survivors for Peace is highly complementary with other de-radicalising and disengaging processes by allowing for victim input—even participation—where appropriate.
Approach	Family support
Target audience	Victims of terrorism Families Formers
Deliverables	Multiple deliverables over the life of the project, including survivor testimony videos and training session contributions, Steps Towards Empowerment and Positive Survival (STEPS) booklet of tips and advice (2006), timeline of needs adapted to specific requirements of survivors of political violence, needs analyses.
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).
Sustainability and transferability	An approach of multiple components which can be separated out for separate commissioning. Commercial income from critical incident response training covers costs of support network. Avoiding identification with particular parties to disputes, or even particular conflicts, aids in funding sustainability as well in delivery. Overall

	however, low frequency high impact events of a politically motivated character are most appropriately and sustainably resourced at the national government level, in line with the Victims' Rights Directive. The basic maintenance of a national network along with a programme of activities to maintain the energy and activity of that network in a populous Member State with a substantial history of political violence linked to radicalisation would require significantly in excess of €200.000,- p.a. Its transferability may therefore be limited.
Geographical scope	UK and the Republic of Ireland
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 Victims' Rights Directive 2012/29/EU Recitals 2, 8, 16, 57, Art. 22(3).
Organisation	*The Tim Parry Johnathan Ball Foundation for Peace is a UK-registered charity and limited company. The approach is commissioned by local authorities.*
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive Great Sankey, Warrington Cheshire, WA5 1HQ United Kingdom Kelly Simcock, Director of Commissions info@foundation4peace.org (+44)1925581231 www.foundation4peace.org

Name of the practice	6.7.11 **Women Building Peace**
Description	Women Building Peace is a A radicalisation-aware and conflict-sensitive training programme, supporting women to become more active citizens, leading the way in preventing and resolving violent conflict through intercultural dialogue and challenging extreme views & prejudices. programme of interactive learning for groups of 15 delivered in 10 sessions at times and places to suit beneficiaries in their communities.
Approach	Family support 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 3.
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 capable of a c. €20,000 outlay. it is not dependent on high-intensity residential components and has little in the way of substantial resource and equipment requirements.
Geographical scope	North of England
Start of the practice	June 2014
Presented and discussed in RAN meeting	RAN Prevent
Relation to other EC initiatives	This approach is currently co-financed by the European Integration Fund.
Organisation	The Tim Parry Johnathan Ball Foundation for Peace
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

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

Name of the practice	6.7.13 ***SMN Hulplijn – SMN Helpline*** **www.hulplijnradicalisering.nl** **06-81893529** ***info@hulplijnradicalisering.nl***
Description	This helpline**SMN telephone Helpline** is an initiative and a realization of the vision of Samenwerkingsverband Marokkaanse Nederlanders (Alliance of Moroccan-Dutch), on the prevention of radicalisation. Samenwerkingsverband Marokkaanse Nederlanders (SMN) considers it important that the Moroccan community in the Netherlands organizes its own resilience against IS radicalisation and starts to speak openly about it to raise awareness and prevent that more youngsters will become radical and join IS. The Moroccan community at the local level plays a key role in the prevention of radicalisation. Moroccan community are central to this Helpline. SMN has put local key persons and community leaders in place in order to help parents and family members who reach out to the Helpline. The key persons will help these families to find a solution for their radicalization problem. The telephone helpline is part of a broader approach to raise awareness about radicalisation among Moroccan Dutch and to strengthen the resilience within this community. Part of the Helpline project is to train the key persons and community leaders to become trustworthy counsellors who are able to recognize radicalization even in the earlier stages, to support the ones in need and organize information campaigns in communities and cities where the issue of radicalisation occurs. The counsellors are committed, on a voluntary basis, to support and accompany concerned parents and family members who are dealing with radicalisation in their own surroundings. The overall task for the trained counsellors is to provide support, inform the parents about next possible steps to solutions, mediation and active referrals to appropriate agencies (think of municipal, social workers, imams and psychological support) and to communicate about new results and information with the local authorities and co-workers at SMN. During the information meetings with the parents and families, the counsellors provide information about how to recognize the early signs of radicalisation and where the help seekers should go for more advice and support. The counsellors are also trained to refer to professional care if necessary. Helpline will be picked up by a counsellor and usually involves: - Signals and concerns about radicalising behaviour - Indications of departure to war zones and/or armed conflicts abroad. - A child/family member has travelled already to armed conflicts abroad. - A child/family member has returned from a war zone after participating in a conflict and/or humanitarian mission. - A child/family member was killed in a war zone. - The premise is to secure the privacy of the caller/parents who turn to the helpline. This is also communicated with both the caller and the cooperating organisations.Since the Helpline is better known right now, we also received a lot of questions from mosques, other organizations and municipalities.

	The goals we want to reach with the Helpline, are: - To support parents and family members of children who tend to radicalize, by linking them to a counsellor based in their own environment. - To stimulate the awareness of (the dangers of) radicalisation and to increase the acknowledgment of new initiatives for strengthening the resilience against radicalisation. - To share our knowledge with – and learn from – other communities, professionals and other relevant parties. Concerned parents who call us for help, support and mediation will initially speak with the project's spokesperson. Depending on the issue/request, a link is made with a counsellor. The interventions between parents and counsellors may vary in weight. From light cases like offering a shoulder to cry on, provide them with information and advice or link them to a theologian or someone who has experienced a similar situation (see Platform Achterblijvers below) to more intensive cases involving references to professional care institutions and other authorities. In the latter case, SMN and the counsellors will neve take steps without the written consent of the caller/parent. Any kind of intervention of the counsellor occurs according to the action protocol within the agreed legal framework. Community engagement/empowermentpremise is to secure the privacy of the caller who turns to the Helpline. This is always communicated to both the caller and the cooperating organisations. SMN Helpline was founded in 2014 and based on our success we extended the period of this project for another year (until December 2016). Our main goals were always as written above, but at the start of the second year of the project we also focussed on creating a professional team of volunteers (counsellors), the establishment of a new awareness campaign and to maintain cooperative relationships with other organizations and local authorities. We also started with improving the existing website www.hulplijnradicalisering.nl and we developed a bilingual information brochure. At the same time, we also started to recruit new counsellors and provided our existing group of counsellors with another training. Based on the request of the parents that we have guided, we have started a new community of parents. Platform Achterblijvers is a network of parents that are dealing with a radicalizing child, have a child in the war zone or have lost a child in the fight. We organize private meetings, for these parents only, so they can share their story in a safe and understanding environment. Radicalisation is a very sensitive issue, especially for the parents that have been left behind. Sharing their frustration, worries and sadness with parents that are going through the same situation, helps the parents. We have created the website http://platform-achterblijvers.smn.nl, to reach other parents that are dealing with the same problem, to share information about the issues and especially to raise compassion for the situations these parents are in, as a lot of people don't understand yet. Lastly, we made new plans and started empowerment-meetings in cooperation with other organizations and new partners. Apart from that, we started workshops about our Helpline methodology for local authorities and even outside of The Netherlands.
	Youth/pupils/studentsOur main target audiences are parents or family members

	of children who (might) have been radicalized. As a Dutch-Moroccan organisation our main focus was Moroccan families, but as the demand grew we have now expanded our target audience. We started with 16 Dutch-Moroccan counsellors in the very beginning to help our target audience (the callers), but now we have also trained Dutch-Turkish counsellors, Dutch counsellors and Dutch-Somali counsellors to cover the requests we get through the Helpline. In the second year of the project, we started with building nationwide networks with other professionals, initiatives, parents and local authorities to get the communities to engage in our battle against radicalisation.
Deliverables	*Publications in 2014 - 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/Ondersteuning--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 *Publications in 2015 – 2016* - http://nieuwestadsblad.nl/nieuws/iftar-maaltijd-en-dialoog-op-het-willem-dreesplein-1.6086636 - http://www.ad.nl/home/executie-nederlanders-is-teken-dat-kalifaat-in-verval-is~a8dccfe9/ - http://www.gelderlander.nl/regio/rivierenland/tiel/voorstelling-en-lessen-jihad-voor-tielse-15-jarigen-1.5959002 - http://www.gelderlander.nl/regio/nijmegen-e-o/nijmegen/nijmeegse-moskee%C3%ABn-bestrijden-radicalisering-1.5895318 - http://www.gelderlander.nl/gemeenten/debat-over-radicalisering-in-de-klas-1.5894175 - 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.bndestem.nl/regio/bergen-op-zoom/radicalisering-speelt-overal-ook-in-west-brabant-1.5509468 - http://www.zamanvandaag.nl/nieuws/binnenland/12749/wat-doet-de-hulplijn-radicalisering - http://www.bd.nl/regio/den-bosch-e-o/s-hertogenbosch/drie-meldingen-van-radicalisering-in-brabant-1.5485624 - 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 -
	The Helpline started at the end of 2014, with 15 information meetings in several large cities in the Netherlands, like Amsterdam, Delft and Zoetermeer. Since the start of the second period (starting October 2015), we have now received over 300 requests through the phone. We took on 50 cases out of these requests. We started with 16 counsellors and right now we have 32 counsellors helping out in Amsterdam, Rotterdam, Utrecht, Den Haag, Delft, Gouda, Zoetermeer, Amersfoort, Zeist, Nijmegen, Ede, Almere, Maassluis, Arnhem, Tiel, Haarlem, Culemborg, Purmerend, Hoogvliet, Schiedam, Maastricht, Sittard and Dordrecht. A part of parents calling our Helpline, we have also received a lot of requests from mosques, municipalities and social institutions. - We have created a bilingual information brochure. - We have created and optimized the website www.hulplijnradicalisering.nl - We have started to recruit new volunteers - We have trained 32 counsellors - We have designed a legal action protocol regarding the commitment and

	involvement of our counsellors. - We have started to work together with 20 different municipalities and held several meetings with social institutions. - We have always communicated our progress and plans with the national government. - 50 interventions by our counsellors. - We have dealt with 500 requests. - We have organized 24 awareness meetings, with a total of 1337 visitors. - We have started to host workshops about the Helpline method, on both national and international level. - We have organized 4 meetings and 2 training for Platform Achterblijvers, Lotgenotencontact (parents of the radicalized children). 20 parents have participated. - We have received a lot of attention from the press and media. - We have been asked by the government to help them with input for their project Familiesteunpunt Radicalisering. Kennisplatform Intergratie en Samenleving (www.kis.nl) has chosen the Helpline as one of the best initiatives to help youngsters who are vulnerable and easier targets for radicalization.
	Helpline is an independent initiative which is not linked to any grant of the government. Social organisations will finance the Helpline until the end of 2016. Based on our evaluation, we will look for further options in the future to continue the Helpline for another period.
	The Helpline has national coverage and is available for everyone in need in The Netherlands. We have organised trainings and meetings in Amsterdam, Rotterdam, Utrecht, Den Haaf, Delft, Gouda, Zoetermeer, Amersfoort, Zeist, Nijmegen, Ede, Almere, Maassluis, Arnhem, Tiel, Haarlem, Hilversum, Culemborg, Purmerend, Hoogvliet, Schiedam, Maastricht, Sittard en Dordrecht.
Start of the practice	The Helpline was launched on October 1st in 2014. The project is expected to, at least, continue until December 2016. The Helpline is dependent on available funding.
Presented and discussed in a RAN meeting	RAN @ London – 2 March, counter-narratives. RAN Thematic Event 'Dealing with foreign fighters' – 15th and 16th of June 2015 in Brussels.
Relation to other EC initiatives	
Organisation	Samenwerkingsverband Marokkaanse Nederlanders (Alliance of Moroccan-Dutch) is a national organisation, representing the interests of Moroccans in the Netherlands, which was founded in 1987. *The*Our mission is to improve the social position of Moroccans in the Netherlands and to strengthen the Moroccan community with the aim of full citizenship. Meaning: - Proportional participation of Moroccan-Dutch in all areas of society - Emancipation as a group and as individuals with our chosen identity as Moroccan Dutchman. We consider ourselves a part of the liberation movement of Moroccans in the Netherlands. SMN aims to be the national representative. This is only possible if we shape our mission and objectives in close collaboration with

	other Moroccan organisations, networks, key persons, professionals and volunteers. *SMN represents*We represent the interest of Moroccan-Dutch in different ways. Our main task involves advocacy by participating in discussion and advocacy, networking, project development and implementation and education.
Country of origin	The Netherlands
	Helpline: +31 (0) 6 16638835 / www.hulplijnradicalisering.nl Samenwerkingverband Marokkaanse Nederlanders +31 (0) 30 2367327 Postbus 14172 3508 SG Utrecht The Netherlands Contact: Habib el Kaddouri h.elkaddouri@smn.nl www.smn.nl

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*

Name of the practice	**6.7.13 Family Counselling - Support for parents of "foreign fighters" or youths at risk to be radicalised**
Description	The intention of Family Counselling is to support parents of "foreign fighters" or youths at risk to be radicalised and guide them in their communication process with their radicalised children and prevent the recruitment of vulnerable youths. It is designed to support parents during the absence of their offspring as "foreign fighters" and to support parents within the return process of their radicalised children. Approach The project extends consultation and support to parents or other alarmed persons worried about young people who are either attracted by the idea to become a "foreign fighter" or who are already involved in combat operations. After getting in contact via a special hotline, the trainers organise personal meetings to address the parents' fears and to point out options for action. The counselling aims at F them to stabilise their relationship to the respective young person, in order to start a guided de-radicalisation process. Furthermore the team establishes a support network to involve the whole social and family environment in collaboratively creating an individual support programme, adjusted 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 feedback of the target group (parents and relatives) has been that the approach means a great help for them and the problems they are facing with their offspring.
Sustainability and transferability	The transfer to UK is planned by our project partner Centre for Democratic Culture (ZdK).
Geographical scope	Baden-Württemberg, Bavaria, Hesse, Rhineland-Palatinate (DE)
Start of the practice	The counselling is part of a service offered in cooperation between four NGO's and the Federal Office of Migration and Refugees of Germany which is part of the Federal Ministry of the Interior (BMI). It was started in 2012.
Presented and discussed in RAN meeting	RAN INT/EXT, 26 May 2014, Berlin

Relation to other EC initiatives	Initiator and founder member of ENoD (European Network of De-radicalisation). Member of Advisory Board of Impact Europe*, Leader of the RAN Working Group EXIT (together with EXIT Sweden*.
Organisation	*The NGO Violence Prevention Network is a group of experienced specialists with many years of experience in the fields of prevention of extremism and de-radicalisation. Various federal ministries, state-level justice departments, state-level and national security agencies and institutional partners have worked closely with the association from its inception and value the group's high degree of knowledge, competency and outstanding reputation. The main focus of Violence Prevention Network is to work directly with radicalized people at different stages of radicalisation. The aim is to support them in developing distance to inhuman ideologies and violent behaviour. The organisation's projects have been or are financed by institutional, regional, federal funds, the ESF or the European Commission.*
Country of origin	Germany
Contact details	Alt-Moabit 73 D – 10555, Berlin Germany Judy Korn, CEO judy.korn@violence-prevention-network.de (+49) 30 91 70 54 64 www.violence-prevention-network.de

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[68]. Extremist narratives offer cognitive closure[69] and a quest for significance[70] that psychologists see as fundamental motivators of human behaviour - including towards illegal violence[71]. 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[72]. Their messages are crafted to exploit identity crisis, and tap into existing beliefs and anxieties within target communities[73].

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[74]. 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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[68] 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)

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

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

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

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

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

[74] Whittaker, J. (2017) "Methodological Problems in on-line radicalization" *VoxPol* http://www.voxpol.eu/methodological-problems-online-radicalisation/

7.2 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[75].

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[76].

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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[75] 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

[76] 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

7.3 Methods

Whether online or offline, a broad spectrum of counter and alternative narratives can be delivered to and by different target audiences[77]:

- **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?

[77] 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[78]. 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[79]:

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[80].

[78] https://www.gofundme.com/adopt-a-nazi-not-really

[79] 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

[80] 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[81].

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[82].
- 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

[81] Other examples can be found http://imediaassociates.org/app/uploads/2013/11/the-medias-role-in-peace-building.pdf

[82] 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[83].

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 attitudies 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

[83] 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.

This chapter introduction was written and edited by Katherine E Brown and Harjeet Marway. Colleagues from several were interviewed during the writing of this text, and the valuable insights shared have been included. The authors would like to thank Moonshot, SAVE and Exit Germany.

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
- 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
- Terrorism: How about listening to what victims have to say (AfVT)
- 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	7.1.1 **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
Name of the practice	7.1.2 **CENAA**
Description	Our approach consists of three elements, each focusing on one aspect of the issue of radicalisation in Slovak society: first-line practitioners and people in daily contact with manifestations of extremism on the local level, representative of political parties and policy-makers on different levels and so called "reluctant radicals", i.e. people with tendency to vote for extremist party under certain circumstances. Firstly, our aim is to provide a platform for local actors to discuss their experience and opinions of the most pressing issues of the region and to share best practices how to counter extremist actions. The target region of the project, Gemer, is located on the south-east part of the Slovak Republic and it is a region with serious socio-economic problems along with extremely strained relations among majority and minorities, especially Roma. With the support and knowledge of local NGO representatives, who are well-known and accepted by local citizens, and by applying the Chatham House Rules on the discussions ensuring sincerity and relaxed attitudes, we are successful to encourage people to speak openly, freely and without any fear. As a result, the discussion platform is set up, taking local actors as partners in the process of formulating a strategy of countering extremism in their surroundings, rather than lecturing the target group. Secondly, our aim is to strengthen importance of the topic of extremism and radicalisation in political discourse and to contribute to "politicize" the problem. We also enforce the discussion with representatives of major political parties in the Slovak Republic as well as representatives of municipalities in target regions in order to turn the attention of major political parties on the issue of extremism and radicalisation in the society and to formulate strategies to deal with this security problem on the policy level. Via ongoing consultations with political parties' representatives, mayors and young political party's members we push the sensitive issues and force political representatives to take a position. Thirdly, as a reaction to the electoral success of leader of right-wing extremist political party in gubernatorial elections, we also explore the development of voting behaviour in Central Slovakia region in elections in general. In practice it can also help us to design possible interventions in order to shape people's perceptions. Based on the Moral Foundations Theory and Theory of Political Attitudes, employing these research methods will also create opportunities for designing experiments based on story editing, and intervention techniques devised to reshape people's narratives about themselves and the world in a way that results in lasting behavioural change. As a result, we will test and analyse possible ways how to communicate and frame sensitive issues in the 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 the face-to-face consultations with major political parties'representatives. • Report and Policy Recommendations resulting from the consultations with candidates in European Parliamentary Elections. • Report and Policy Recommendations resulting from case study of successful local practices and problematic regions (to be published in 2015). • Design of an intervention reshaping people's narratives and perceptions. • Publication – outcome of survey (expected in November 2017).
Evidence and evaluation	Our practice is constantly consulted with external experts and external collaborators from NGO as well as academic community, and monitored and evaluated with the help of qualitative as well as quantitative techniques. 1. Ongoing monitoring of performance of political parties and evolution of their attitudes over time is carried out, following the continuous face-to-face consultations, with the use of regular in-depth interviews and collection of data via questionnaires. 2. Opinion polls and surveys, carried out in cooperation with well-founded research agency in Slovakia, focused on moral foundations and political attitudes of voters from targeted regions, with aim to create the picture of voters of extremist parties, serving as a basis for interventions design. *3.* Testing and evaluation of interventions via cognitive interviews and questionnaires testing the shift in attitudes over time. *4.* Education of young generation on extremism and radicalisation, as well as, improving their inner resilience towards disinformation campaigns of extremist parties. *5.* Survey focused how young generation perceive extremist parties.
Sustainability and transferability	The main benefit and potential of our approach is the respect for specificities of local contexts and emphasis on the proper methodology in collecting data as well as in the testing and evaluating of interventions. We understand our activities as experiments, designed in a way that is transferable and testable also in different contexts and therefore also providing possibility to analyse the efficiency and success in broader context.
Geographical scope	Slovak Republic, especially Central Slovakia – 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 in Dublin, 9.-10. April 2013 RAN DERAD meeting in Ljubljana, 8.-9. July 2013 RAN DERAD meeting in Berlin, 25. March, 2014 RAN Plenary in Brussels, 16. June 2014 RAN HLC in Brussels, 17. June 2014
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation) Moreover, CENAA is also project partner in "European Fair Skills – De-

	radicalisation Training for Peer Role Models and Youth Workers (EFS)" project, coordinated by Cultures Interactive.
Organisation	*Centre for European and North Atlantic Affairs, NGO, independent think tank based in Bratislava, Slovakia, focusing mainly on research and educational activities in the field of foreign and security policy.* *The project focused on extremism as a security threat in the region of Central Europe is research, training and educational project, organized in broad cooperation with local NGOs and academic community and financially supported by Open Society Foundations.*
Country of origin	Slovak Republic
Contact details	Jozefská 19, 811 06 Bratislava Slovak Republic Tomáš Čižik, Director cizik@cenaa.org (+421) 904 497 865 www.cenaa.org

Name of the practice	7.1.3 ***Peer to Peer: Challenging Extremism (P2P)***
Description	Peer to Peer: Challenging Extremism (P2P) is a global university youth initiative and international competition that uses 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 resonate within their communities. For the duration of one semester, a team of students guided by their professor and an EdVenture Partners' Program Coordinator, will 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 a $2,000 (USD equivalency) operational budget plus $400 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 violent extremism. • Catalyses other students to create their own initiatives, products or tools to counter violent extremism. • Builds a network or community of interest, focused on living shared values, that also counters violent extremism. At the end of the semester, the top six teams will compete in two different P2P competitions — one at the U.S. Department of Homeland Security and one for the Facebook Global Digital Challenge. These two P2P student competitions will each award $5,000 USD, $3,000 USD and $1,000 USD scholarship awards.
Approach	Developing counter messaging and alternative narratives Educating young people
Target audience	Youth / pupils / students Online General public
Deliverables	• At the end of each semester, each student team delivers digital assets from their campaigns, including but not limited to: original websites and social media pages, mobile apps or games, original educational videos and curriculum, digital ads or brochures, photo or video archives of cultural activities, community-based or campus movement events, and other creative materials. • A program overview: http://edventurepartners.com/wordpress/wp-content/uploads/2016/03/EVP_P2P_Overview.pdf • Brochure: http://edventurepartners.com/wordpress/wp-content/uploads/2016/03/P2P_Trifold.pdf

	• Video compilation by U.S. Department of State: https://www.youtube.com/watch?v=JilJithBoFU • Video compilation of Facebook Global Digital Challenge: https://www.youtube.com/watch?v=-hgP4N2x3zUWebsite: http://edventurepartners.com/peer2peer/ • Sample student work: 1) http://edventurepartners.com/wordpress/wp-content/uploads/2016/07/RochesterInstituteTechnology_OneSheet.pdf 2) http://edventurepartners.com/wordpress/wp-content/uploads/2016/07/UtrechtUniversity_OneSheet.pdf 3) http://edventurepartners.com/wordpress/wp-content/uploads/2016/07/Laal-u-AnarFoundation_OneSheet.pdf • Sample press articles and videos: (1) CNNMoney [VIDEO]: http://www.cnn.com/videos/cnnmoney/2016/09/26/facebook-extremism-online-cnnmoney.cnn (2) PBS NewsHour [VIDEO and transcript]: http://www.pbs.org/newshour/bb/hard-fight-extremist-propaganda-online/ (3) NPR [RADIO and transcript]: http://www.npr.org/2016/03/02/468216163/students-enter-global-competition-to-counter-extremism (4) 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 • Behavioral 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 through the currently active term (fall 2016), the P2P initiative has reached over 260 universities in over 55 countries — a total of more than 3,000 student participants in less than two years.
Sustainability and transferability	Sustainability — The Peer to Peer: Challenging Extremism initiative has successfully been implemented since January 2015 across the globe with continual support and commitment pledged from our partners through the fall 2018 term. Additionally, those student-led campaigns which are particularly relevant and successful may be sustainable with additional support after the term has ended. 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 transferability to smaller, localized markets, including the Los Angeles, California; Denver, Colorado; and Minneapolis, Minnesota areas over the fall 2015 and spring 2016 terms. In addition, there was a regional competition held in Morocco in spring 2016 for the National Defence University North East South Asia (NDUNESA) region stretching from Morocco to Kazakhstan. This regional competition will be repeated again in fall 2016 in Muscat, Oman, with two additional regionals added in Africa and Europe, as well. These localized efforts use the same resources and judging criteria as the larger initiative but focus on regional areas, given the rapid growth of P2P.
Geographical scope	The P2P program now has a global reach of 59 countries in North America, South America, Europe, Asia, Africa and Australia. The full list of countries and schools can be accessed here: http://edventurepartners.com/wordpress/wp-content/uploads/2016/09/P2P-University-Participants.pdf
Start of the practice	The program piloted in January – June 2015 and involved 20 universities and over 360 student participants. In its second semester, August 2015 – January 2016, 41 universities and over 880 students participated. In its third term, January – June 2016, 47 universities and more than 900 students participated. In its current iteration, August 2016 – January 2017, over 160 universities and just under 1200 students are participating, representing over 50 countries.
Presented and discussed in RAN meeting	RAN EDU, 24-25 November 2015, Prague (CZ)
Relation to other EC initiatives	None
Organisation	*EdVenture Partners (EVP) is an organization dedicated to developing innovative industry-education partnership programs. These experiential learning opportunities provide hands-on, real-world experience to students, while providing clients social impact and community outreach solutions and recruiting access at colleges, universities and high schools. EdVenture Partners has designed and managed programs at over 800 schools in North America and internationally.* *EdVenture Partners is a for-profit organization that is compensated for program development and program management through the deployment of a mutually agreed upon 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 first term as well

Contact details	EdVenture Partners Tony Sgro, Founder and CEO tony@edventurepartners.com 011.415.264.7666 http://edventurepartners.com/peer2peer/

Name of the practice	7.1.4 **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

Name of the practice	7.1.5 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/

Name of the practice	7.1.6 **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 humorist 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/

Name of the practice	7.1.7 **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

	Matthew Collins Matthew@hopenothate.org.uk (+44) 207 681 8660 www.hopenothate.org.uk

Name of the practice	7.1.8 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

Name of the practice	7.1.9 **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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Name of the practice	7.1.10 Turulpata Facebook page - Ridiculing the Radical
Description	The extreme right uses the Internet and especially the new Social Media tools very efficiently to spread its ideology and worldview. The far right lives and dies by provocation which gives it the image of an honest, revolutionist and 'frightful' force. Diabolisation and stigmatisation backfire in the long run. The practice is based on the assumption that making far right ideas the subject of ridicule is a much more effective strategy than all other efforts. The far right's simplistic, bombastic and single-minded ideology offers an excellent target. Turulpata Facebook page aims at preventing and countering radicalisation by reducing both the attractiveness of the extreme right ideology and the receptivity of youngsters for extreme right ideas. Target groups of the project are potential future voters and supporters of far right political movements. Turulpata is a fictitious settlement inhabited and led by far-right minded people in Hungary. Posts on Turulpata Facebook page reflect on current issues of Hungarian domestic politics, popular beliefs, sports and hobbies on the far right scene, and symbolic persons of the far right.
Approach	Delivering alternative narratives Exit strategies
Target audience	Youth/pupils/students General public Online
Deliverables	Posts on Turulpata Facebook page include photos, modified ads, leaflets, posters, memes and videos. Posts are usually based on the own contents of the far right put in ridiculous context.
Evidence and evaluation	Turulpata Facebook page has currently 9333 followers. The reach of posts with ridiculing modified pictures and texts vary between 3000 and 21000. Such posts gain several hundred likes. 77% of 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 people with experience in image editing are required to publish fresh content on the page and keep it updated. Characteristics of the page and the content published on it should be based on local knowledge and context (e.g., name of the Facebook page, current news and topics, far-right actors, popular beliefs etc.).
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

Relation to other EC initiatives	Non
Organisation	*The practice is implemented by Political Capital Institute Ltd. (Hungary) a political research and consulting institute with one decade of experience in research on conspiracy theories, right-wing extremism and prejudices; and Free Market Foundation.* *It is an LTD. Foundation and the project is financed by private donors, but did not receive European funding.*
Country of origin	Hungary
Contact details	Montevideo street 2/c, 2nd stairwell, 2nd floor1037 Budapest Hungary Péter Krekó, director kreko@politicalcapital.hu (+36) 1 430 66 99 https://www.facebook.com/Turulpata

Name of the practice	7.1.11 *#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

Name of the practice	7.1.12 Terrorism: How about listening to what victims have to say?
Description	The AfVT.org was created to fight radicalisation by promoting an open dialogue between victims of terrorism and the rest of the society. In this respect, a specific program known as "Terrorism: how about listening to what victims have to say?" was built whereby conferences are organised involving different audience and locations. The 1st meeting was set up on the 1st of July 2010 in Paris at a building owned by the mayor of Paris. Since then AfVT.org has set up other meetings including two with 500 high school pupils, one with the youth of the suburban city of Sevran (coordinated with the local association I.D.E.E.S.). A meeting involving 5 different victims and 60 inmates (some of them were convicted for terrorist crimes) was also organised in April, 2015. Through conferences and debates led by victims of terrorism, AfVT.org encourages young people to be involved in the society in order to fight against radicalisation. It requires the promotion of citizenship and mutual understanding, and to make victims more visible to young and/or vulnerable people who may become victims of radicalisation and extremist recruiters.
Approach	Delivering alternative narratives
Target audience	Youth/pupils/students Families Victims of terrorism
Deliverables	Follow up with local and official partners Use of 21 videos produced through the EC Home Affairs program, "Victim's Gathering: the voice of the survivors against radicalisation" Production of 10 additional videos by AfVT.org involving French victims of terrorism
Evidence and evaluation	*Schools: each meeting with pupils gathered 30 to 250 persons* *Locals: each meeting with youngsters, families and local actors gathered 40 to 60 persons* *Prison: the 1st meeting on April 2015 was clearly a success with 120 inmates who sent a request to attend "Terrorism: how about listening to what victims have to say?" This number is the highest rate for an event set up inside the prison. Due to safety reasons, "only" 60 of them could attend this first meeting that took place in the biggest prison in Europe. Other meetings are planned in the future.* *From the ground, it seems that the best way to measure the performance of the meeting is to set up several events in the same locations in order to empower our partnership with local and official*

	partners and to know better our targets
Sustainability and transferability	*Intervention at the High School of Vannes: one-day action with three speakers. The event was set inside the high school. Speakers attend the conference as volunteers (for free). No extra fees are required except transportation of the speakers. This kind of meeting is totally transferrable to other regions.* *Intervention at Sevran: one-afternoon conference with three speakers who attend the event as volunteers (for free). The event was set in the building of a local association for free. No extra fees are required beyond transportation of the speakers. This kind of action is totally transferrable including to other regions and other local partners.* *Intervention inside the prison of Fleury-Mérogis: one-day intervention with 4/5 speakers who attend the conference as volunteers (for free). The event is set inside the walls of the prison so it requires a specific partnership with the prison authorities. Given the fact that prisons usually are on the outskirts of cities, it obviously requires extra fees for transportation. Once we have established agreement and partnership with the prison authorities, our action will be improved. This kind of intervention may be transferrable to other correctional facilities in other cities or other regions.*
Geographical scope	Most of the practice is implemented in regional on the outskirt of Paris (France). Some of it in other French regions such as Bretagne (West of France).
Start of the practice	1st of July 2010
Presented and discussed in RAN meeting	7th of June 2013 – RAN-VVT meeting in Madrid (Spain) about "How to focus on how to trigger youngsters and how to prepare victims?" 16th of October 2013 – RAN-VVT meeting in Roma (Italy) about "Preparing teachers/facilitators to work with testimonies and deal with radicalisation". 25 & 26th November 2014 – RAN-VVT meeting in Berlin (Germany) about "Victims & media".
Relation to other EC initiatives	The practice is based upon the lessons learned through the RAN-VVT working group and uses the videos from "Victim's Gathering: the voice of the survivors against radicalisation" when it's relevant due to the audience and speakers.
Organisation	*Association française des Victimes du Terrorisme (AfVT.org)* - *Legal status: NGO (association)* - *Financing organisation: FAVT (Fondation d'Aide aux Victimes du Terrorisme), Prime Minister, Ministry of Defence, Ministry of Home Affairs, Ministry of Justice and European Commission (Home Affairs: program « Victim's Gathering : the voice of the survivors against radicalisation »)* - *Financing practice: FAVT (Fondation d'Aide aux Victimes du Terrorisme), Ministry of Justice*
Country of origin	France
Contact details	5, Boulevard Pereire

	75017 Paris France Guillaume Denoix de Saint Marc (+33) 9 82 47 83 96 http://www.afvt.org

Name of the practice	7.1.13 **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/

Name of the practice	7.1.14 *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 that features as the backbone of the campaign can be found at https://www.youtube.com/watch?v=PbpgHFQSecY online.
Evidence and evaluation	A survey at the Utrecht University (amongst 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 8 000 000 people. It gained more than 8 000 Facebook followers within a year. It shows a high Facebook engagement rate, at 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 over the coming years. It is considered that Dare to be Grey can easily implemented in other regions: it is also expandable and scalable. Its only requirement is a team in the know regarding the local situation, that can identify local drivers for polarisation.
Geographical scope	Netherlands
Start of the practice	February 2016

Presented and discussed in RAN meeting	- Civil Empowerment Programme - Brussels, 15-16 March - RAN Young, Madrid, 28-29 March
Relation to other EC initiatives	
Organisation	The history faculty of Utrecht University set up Dare to be Grey as a special project to participate in the competition P2P: Challenging Extremism. Organised by EdVenture Partners and Facebook, this competition is held twice a year, with many universities competing worldwide. The challenge is to counter radicalisation using new, relevant (and preferably) online means. Back then, the group comprised 21 students and 2 faculty staff members. Since winning this competition, Dare to be Grey has officially detached from the university, as it is still run by a number of (ex-) students. Currently, the organisation is undergoing reform: we aim to set up Dare to be Grey as a foundation run by freelancers and supported by Utrecht University students. The primary goal of the team at this moment is to gather several sources of funding, so that both our short-term and our long-term activities can be safeguarded.
Country of origin	Netherlands
Contact details	Jordy Nijenhuis jordy@dtbg.nl +31 623928567 http://www.dtbg.nl/En/index.html

Name of the practice	7.1.15 **What's up?** Civic Education online with Muslim youngsters
Description	Peer education in Social Networks "Was postest Du? Politische Bildung online mit jungen Muslimen" ("What's up? Civic education online with Muslim youngsters") The project focuses on on-going discussions among Muslim youngsters on Facebook and aims at providing alternative perspectives and background information about social, political and religious questions to challenge highly visible Islamist narratives in Social Networks. As a pilot project, it explores innovate approaches to civic education online. Following a peer-approach, young Muslim adults that have been trained to engage in online-discussions, encourage Muslim youngsters to participate in public debate and to develop individual responses to relevant topics in society and politics. Addressing issues ranging from local politics, discrimination, religious issues to global conflicts, the project renders visible the diversity of Muslim approaches and intervenes in early stages of radicalisation.
Approach	Delivering alternative narratives Educating young people, building resilience
Target audience	Youth/pupils/students Online
Deliverables	The results and experiences of the project will be published in several online-booklets that provide background information about how to address questions of Islam and democracy, gender roles, discrimination and the conflicts in the Middle East in online contexts.
Evidence and evaluation	The experience of the project are continuously exchanged and discussed with other projects working in the field of democracy education, violence prevention and civic education online.
Sustainability and transferability	As a pilot project, the experiences of the project will be presented and discussed in upcoming conferences to allow transferring its findings into other educational settings.
Geographical scope	Germany
Start of the practice	The project started in March 2014.
Presented and discussed in RAN meeting	Collaborators of the project have participated in several RAN meetings and discussed the concept in this meeting.
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	*Ufuq.de - Jugendkultur, Medien und politische Bildung in der*

	Einwanderungsgesellschaft *Ufuq.de is a Germany-based NGO and 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 and aims at fostering a sense of belonging and empowering them against phenomena of Islamism and ethnic-nationalist ideologies.* *In addition, ufuq.de organizes trainings and conferences for educators and civil servants about youth cultures, Islam and Muslims in Germany, and prevent work in local communities and educational institutions.* *Ufuq.de regularly publishes educational material and scientific papers to inform a broader public about questions related to Islam and migration in Germany.*
Country of origin	Germany
Contact details	Ufuq.de Boppstr. 7 10967 Berlin Germany Götz Nordbruch, goetz.nordbruch@ufuq.de (+49) 152 29271179 www.ufuq.de

Name of the practice	7.1.16 **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

Name of the practice	7.1.17 *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

8 Multi-agency approach

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
- 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
- Prevent Mental Health / Police Team

- The Danish SSP system
- UK NCTP HQ – Archer
- UK NCTP HQ - Channel

	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 youths." 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 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 task and responsibilities of the different stakeholders. If needed, write down what your take-aways 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 CVE, and in a manual on the partners' round table (to be 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, …) 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 as 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, 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.
Start of the practice	End of 2013
Presented and discussed in RAN meeting	RAN LOCAL kick-off meeting, Rotterdam, 22-23 February 2016
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
Contact details	Address: Lange Molensstraat 44, 1800 Vilvoorde, Belgium Contact person: Jessika Soors Email: Jessika.soors@vilvoorde.be Telephone: 0032 499 51 86 22 Website: www.vilvoorde.be

Name of the practice	8.5.2 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/

Name of the practice	8.5.3 Community seminars
Description	**How to prevent stigmatisation** Finland organises Community Seminars at local level. These bring together different local actors from different public sector bodies (law enforcement, social services etc.), NGOs specialised 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 stigmatisation of, for example, Muslim communities, as objects of these efforts. This is important also from the point of view of strategic communication, as polarisation 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 choose a maximum of two approaches most corresponding with the practice.	Creating CVE infrastructure Training for first line practitioners
Target audience Please choose 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 tothe 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/

Name of the practice	8.5.4 **Against Violent Extremism (AVE)**
Description	Against Violent Extremism (AVE) is a network that aims to provide a platform for former violent extremists and survivors of violence to connect with each other to share ideas, collaborate, and identify partners and resources to find ways of amplifying their initiatives and message to a wider audience. AVE uses technology to connect, exchange, disseminate and influence all forms of violent extremism (from far right and far left to AQ-linked and inspired, and gangs). On the central AVE website 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. 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 the role which former extremists and survivors of violent extremism have to play in pushing back against extremist narratives to governments and international bodies. In addition to the above, AVE also actively seeks to facilitate longer term project partnerships, from education programmes using members narratives to prison intervention programmes.
Approach	Creating CVE infrastructure Training for first line practitioners
Target audience	Formers Victims of terrorism Online
Deliverables	Given the nature of AVE as a network, its deliverables to date have been: connecting credible messengers to each other to share best practices and ideas concerning countering violent extremism; connecting members to private sector funding; and facilitating the establishment of ongoing sub-projects between members and external entities. An example of the latter is the establishment of the Counter-Narrative Project that uses members' stories for the purpose of educational resources to prevent violent extremism. This initiative started in Canada and is now being rolled out in the UK, Germany, and Hungary.
Evidence and evaluation	AVE is atypical in that it functions as a network. As such, AVE's

	performance can largely be measured by the growth of the network and partnerships facilitated. To date, AVE has an ever-growing membership of over 2139 connections (306 formers, 164 survivors, and 69 projects inclusive). In addition to its quantitative successes AVE has also facilitated partnerships offline leading to the establishment of numerous sub-projects.
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. An example of this is Extreme Dialogue, a Canadian-based project. AVE provided film subjects for teaching resources in Canada to prevent violent extremism and the project helped to inform further work in Europe. Regarding the cost of practice, AVE is unique in that is receives private sector funding.
Geographical scope	Global: members reside and work in multiple cities across Africa, Asia, Australasia, Europe, Middle East, North America and South America.
Start of the practice	AVE was seeded in June 2011. AVE was formally launched 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
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 the 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	*Against Violent Extremism (AVE) is a global network of former extremists and survivors of violent extremism dedicated to steering*

	young people away from violence. AVE is a partnership between Google Ideas, the Gen Next Foundation and the Institute for Strategic Dialogue (ISD) and aims to build the capacity of its memberships to more effectively engage in violence prevention work of all kinds. *AVE holds charity status in both the United Kingdom and United States.* *AVE's primary source of funding at inception was Google Ideas and the Gen Next Foundation. To date AVE still receives funding from Google Ideas.*
Country of origin	United Kingdom
Contact details	48 Charles Street London, W1J 5EN United Kingdom Ross Frenett, Director AVE contact@againstviolentextremism.org (+44) (0)20 7493 9333 http://www.againstviolentextremism.org/

Name of the practice	8.5.5 **Preventive Policing Unit**
Description	Preventive Policing Unit in Helsinki Police Department was founded 2012, based on the experiences gathered widely from abroad. The main aim of the unit is to enhance the security of the city of Helsinki and early on to prevent phenomena that are endangering the security together with other police units – both local and national units (e.g. Finnish Security Intelligence Service and National Bureau of Investigation) – authorities, NGOs, companies and citizens of Helsinki. A key measure to achieve the goal is to build trust between the police and the NGOs, as well as the communities in Helsinki and together to try to solve possible security challenges. The security cooperation and planning is based on the reciprocity that advantages every party. An early intervention requires an active and target-oriented cooperation with the chosen partners. One of the main daily tasks of the Preventive Policing Unit is to prevent violent extremism (individuals that are prepared to use violence to further their ideology, i.e. religious, left-wing and right-wing extremism, individuals with hard-line, extremist views and lone actors such as school shooters). This preventive work is done by four different groups of which each has its own focus and approach: • **Team 1** Cooperation with the multicultural and multilingual communities in Helsinki, prevention of religious extremism. • **Team 2** Local problem solving and work with the youth, especially with those who are at the risk of committing crimes, first-time young offenders, socially excluded etc. • **Team 3** Prevention of political extremism (i.e. left-wing and right-wing extremism). • **Team 4** "The Anchor": A multi-professional team that includes policemen, social workers and psychiatric nurses sitting and working in the same room. In daily work, police officers of Preventive Policing Unit who work both as uniformed and plainclothes, for instance meet communities and the youth, participate and help to organize several events held by the communities, visit mosques, work as 'negotiators' in the demonstrations, have seminars and Q&A sessions together with communities. In cases, where the teams meet an individual who is at the risk of radicalisation or who already has radicalized and has different problems as well, a multi-professional work and approach is often used. This means that cases could be solved either by the Team4 or some other team itself or together with the other teams and units, but the team can also use a help of suitable NGO too. As the result of good cooperation, the police in Helsinki have a wide network of partners in cooperation that are doing the same work towards the same goal: to enhance the security and to prevent violent extremism.

Approach	Creating CVE infrastructure Community engagement/empowerment
Target audience	Law enforcement officers Youths/pupils/students General public
Evidence and evaluation	Not yet measured/evaluated. Generally, feedback from the field (e.g. from the immigrant communities, other authorities, as well as NGOs) has been very positive and encouraging. Multi-professional and non-traditional police work have received acknowledgement widely. In the RAN Derad working group meeting (Riga, 16.–17.4.2015) feedback of the model of Preventive Policing Unit was very positive and the participants were mostly very interested in it.
Sustainability and transferability	A permanent part of 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	01.04.2012
Presented and discussed in RAN meeting	RAN Derad, 16.–17.4.2015, Riga (LV)
Relation to other EC initiatives	None
Organisation	*Preventive Policing Unit, Helsinki Police Department* *(a local police department/law enforcement authority)*
Country of origin	Finland
Contact details	Viljatie 2 00700 Helsinki Finland P.O. Box 11 FI-00241Helsinki Finland Superintendent Jari Taponen, Head of the unit jari.taponen@poliisi.fi (+358) 295 47 4303 (+358) 295 47 4300 www.poliisi.fi/helsinki www.poliisi.fi/en/helsinki

Name of the practice	8.5.6 ***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

Name of the practice	8.5.7 *The Danish SSP system* *Local collaboration between schools, social service and police*
Description	The origins and effort The Danish SSP collaborative system organizes the local and municipal crime preventive efforts towards children and adolescents. This may also include families. SSP-system was originally established in 1977 when the Danish Crime Prevention Council appointed the Central SSP committee. Nowadays, the vast majority of local authorities have established the SSP collaboration, which may be organized differently in the municipalities. The three units (School, Social Services and Police) cooperate in the SSP-system, while these bodies in particular are responsible for children and young people's well-being and upbringing. Furthermore, the school system, the social system and the police are by Danish Legislation required to carry out crime prevention in the broadest sense. The SSP system has in recent years been supplemented by new similar cross-sectional and interdisciplinary structures like: The PSP system: collaboration between Police, Social services and Psychiatry. The SSD-system: collaboration between Social services, School, healthcare and Daycare. The SSP+: the local SSP collaboration expanded to youngsters in the age from 18-25. The aim and practical objectives of the SSP system SSP collaboration aims at identifying risk factors and reasons behind delinquency and crimes committed by children and youngsters and furthermore, to process these causal factors in a preventive perspective. This also includes the attention and support of protective factors in the youngster´s daily life and environments. The basic idea of the SSP collaboration system is that the quality of crime prevention work is strengthened by the sharing of information between the professions. Thus, the interdisciplinary collaboration strengthens the awareness of risk signs and risk factors in the daily life of children and adolescents at risk, thereby also improving the opportunities to act preventive or even intervene on such signs and factors in a preventive action. Thus, the objectives of the SSP collaboration is to build, operate and maintain a local network with an efficient crime preventive impact on children and young people's everyday life. This is done through 3 focus areas in the collaboration: The general preventive action The specific effort The individual-oriented effort

Approach	Creating CVE infrastructure Community engagement/empowerment
Target audience	Youth/pupils/students
Deliverables	**The *general* preventive action** In practice, the general preventive action is targeted groups of youngsters, in which there has been no evidence of criminal behaviour. On this level of action, the SSP means are, in general, attitudinal lessons in schools and youth club. It may also be more recreational actions such as sports and other leisure activities, homework support, leisure centres in vulnerable residential areas, involvement of families etc. **The *specific* effort** On the level of specific efforts, the SSP collaboration is especially targeting children and young people at odds with the law or showing signs of neglect. Apart from the general means of preventive actions, the specific efforts may also include special projects, enhancing the possibilities for developing and testing targeted methods that may provide new good practice. **The *individual-oriented* effort** These efforts are targeting children and young people who already have committed crimes. The goal is to prevent them from continuing along the crime road, often through special treatment measures. On of the methods used may be home visits in order to form an impression of the environments. Thus, there may be established a family-based plan for the further preventive process. Overall, the individual-oriented efforts can be described as recidive-prevention. **The SSP role in the fight against radicalisation and extremism** The SSP system plays a central role in the general efforts against radicalisation and extremism among young people in Denmark. All over the country, the local SSP councils and implementation networks have been trained in the spotting and handling risk signs of radicalisation and youngster´s attachment to extremist ideas and groups etc. Also, the SSP-system has played a central part as partner in special projects and other initiatives in the Governmental Action plans against radicalisation and extremism.
Evidence and evaluation	As a very old system and as the basic structure of municipal preventive efforts in Denmark, the SSP system has currently been evaluated, giving evidence for efficient prevention and for the value of interdisciplinary efforts. Thus, the evidence-based approach and knowledge-sharing is a central perspective for all work in the SSP-system. As one of the more recent examples, the Danish Crime Preventive Counsel in 2012 published the report “SSP – a guide to the collaboration”, describing good practice from the SSP organisation and long-term experience (in Danish).
Sustainability and transferability	The overall transferability may be challenging, as the SSP-system forms the basic structure of all preventive actions in Denmark, as stated by law. The Danish SSP-system may, however, be inspirational and also transferable on the methodical level, thus showing ways to make a

	local interdisciplinary collaboration 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, not demanding the formal and statutory structure as in Denmark.
Geographical scope	The SSP-system is implemented in the basic preventive structure in all Danish municipalities.
Start of the practice	The SSP-system goes back to the seventies.
Presented and discussed in RAN meeting	RAN Prevent, June 2013, Berlin The SSP system has on several occasions been presented in RAN meetings, due to the system´s central position in all prevention work in Denmark, including the efforts against de-radicalisation and violent extremism.
Relation to other EC initiatives	None
Organisation	***The organisational structure*** *The SSP collaboration is organized on 3 levels:* - *The political-strategic level* - *The coordinating level* - *The implementing level* *The political-strategic level includes representatives from the highest rank of police together with mayors from the municipalities and other strategic partners on the regional-local level. On this level, the annual strategies and action plans for the cross-sectional and interdisciplinary collaboration are decided.* *The coordinating level is organized in local councils consisting of leading persons/coordinators from the municipal authorities and local police. The local councils are responsible for the implementation of the overall strategies and action plans. Special SSP-consultants are appointed as the bridge builders between the coordinating and implementing level.* *The implementing level consists of local professionals from schools, police, street workers, social workers, social housing workers etc. - meeting in close networks on a very regular basis to coordinate the practical preventive actions in the local area.*
Country of origin	Denmark
Contact details	For more information, contact the RAN Secretariat at ran@radaradvies.nl.

Name of the practice	8.5.8 **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 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Name of the practice	8.5.9 ***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 10 Victoria Street SW1H 0NN, London United Kingdom David Smart, Superintendent david.smart.nctphq@met.pnn.police.uk (+44) 02070848773

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 ([84]) 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 ([85]), RAN P&P has developed an approach to prison and probation interventions.

The RAN P&P principles ([86]) 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;

([84]) Europol. (2016). *European Union Terrorism Situation and Trend Report (Te-Sat)* (p.18) The Hague: European Union.

([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'. 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

([86]) 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.

- Risk assessment tools 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 ([87]). 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.
- Prison regimes 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

([87]) 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.

- Psychological care: 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.
- Religious and spiritual support: 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.
- Social support: 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

9.4.1 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.

9.4.2 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.

9.4.3 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.

9.4.4 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'.

9.4.5 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:

- NEUSTART: social net conferencing
- DERAD – Network social cohesion, Dialogue, Extremism-Prevention and Democracy -
- Dutch Probation Service: team TER (Terrorists, Extremists, Radicals)
- Dutch Probation Service: inclusion
- International Association for Human Values (IAHV) - From Personal Transformation to Positive Social Impact: IAHV Model

- 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
- NeDis: Network Deradicalisation in the penal System
- Criminal sanction agency and Vantaa prison: identification of violent extremism and radicalisation in Finnish prisons
- Her Majesty's Prison and Probation Service (HMPPS): e-learning understanding and addressing extremism in prisons and probation
- SAZ Schweizerisches Ausbildungzentrum für das Strafvollzugspersonal: recognising radicalisation in prison
- Ministry of Justice in Austria: seminar and training for prison staff.
- PI Vught - Terrorist Wing Vught
- 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
- Strafvollzugsakademie - Training modules for prison staff

Name of the practice	9.5.1 *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 net to create a plan. The plan 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 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. Thus, the return of radicalised persons 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, radicalized 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 NEU**START** service, and therefore forms part of the quantitative data which NEU**START** 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. NEU**START** 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 the 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 prior to release, offenders and the social network prepare a plan, which will be presented to the judge who determines 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 the follow-up, offenders and participants discuss the status of the plan, and analyse what works and what does not work in implementing the plan.
Geographical scope	Austria
Start of the practice	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	NEU**START** is a non-profit organisation, set up as an association, funded by the Ministry of Justice, Austria. Probation services in Austria are offered by NEU**START**. In addition, NEU**START** offers social work services in the fields of electronic home detention, victim-offender mediation, after-care services and community services. Since 2014, NEU**START** has also offered social net conferences, and therefore this method also forms part of the Ministry of Justice financing.
Country of origin	Austria
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Name of the practice	9.5.2 *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.
Geogra	Austria and EU and Europe

phical scope	
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
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Name of the practice	9.5.3 *Team TER (Terrorists, Extremists and Radicals)*
Description	With the nationally operating Team TER (Terrorists, Extremists and Radicals), the Dutch Probation Service helps prevent (further) radicalisation by Dutch probationers. It aims chiefly to disengage radicalised Muslims (mainly home-grown jihadi) from radical movements with 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 addresses individuals who are suspected or convicted of other offences but are known to be involved in radicalisation- or terrorist-related risks. The team comprises 13 (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 and a chapter in the Dutch probation method book are 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. (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). A follow-up of this study is being carried out over the period of January 2016 and December 2017.
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.
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Name of the practice	9.5.4 *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?

	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
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Name of the practice	9.5.5 *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. Preventing and Countering Violent Extremism (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. Youth Leadership Peacebuilding Training (YLPT) 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. Rehabilitation & Reintegration of Ex-Combatants (REX), 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. Healing, Resilience and Empowerment (HRE) 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. Self-Management and Professional Excellence 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

Name of the practice	9.5.6 *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	The training has been expanded to the non-custodial sector as well.

transferability	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

Name of the practice	9.5.7 *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. The training is focused mainly on the early detection of radicalisation and proselytism dynamics inside prisons. It covers how to recognise relevant signs and improve the information sharing network, also involving cultural mediators. The present training has been planned in line with the Guidelines of the Council of Europe on radicalisation and violent extremism; it follows two similar courses, the first held in 2010 and the second in 2012-13. 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. Classroom lectures 2. Screening of video material, followed by discussion 3. Case study (in groups of participants)
Evidence and evaluation	During the working group activities, the participants showed commitment to cooperation; they shared good practices they had experienced and drafted common operational models. In some cases, classes were not well balanced, as the number of

	penitentiary police staff was too high compared with the number of other professionals. For future editions it will be ensured in advance that at least 30 % of those present are non-police staff. Each participant received two questionnaires (one at the beginning 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 whole activity. Since the training is still running, it is not yet possible to assess its impact on the day-to-day work of prison staff.
Sustainability and transferability	This training is tailored to needs specific to prison and probation, so would need to be adapted for other contexts. This training is funded by the Ministry of Justice and has been scheduled for the whole year; there is also an EU-funded project on the same topic (RASMORAD – funded under the Justice Programme), with dedicated training for P&P staff.
Geographical scope	This training is being delivered in the seven Prison Training Academies of the Italian Penitentiary Administration. These are responsible for training prison staff located around the country. Over the years 2015 and 2016 about 2 700 prison staff of different profiles received the training.
Start of the practice	This training started in September 2015 and is ongoing.
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	The EU-funded project RASMORAD[88] (funded under the Justice Programme).
Organisation	Ministry of Justice[89]
Country of origin	Italy
Contact details	carla.ciavarella@giustizia.it; marco.capitani01@giustizia.it; antonella.dionisi@giustizia.it

[88] See: http://www.siracusainstitute.org/portal/2017/02/22/raising-awareness-radicalisation-prison-rasmorad-project-launched-today-rome/

[89] An agreement between the Penitentiary Administration and the Board of Italian Universities on tackling radicalisation was signed in 2016, promoting common actions to tackle the phenomenon.

Name of the practice	9.5.8 *Information Management to prevent radical escalation*
Description	This Italian approach can be seen as combining three parallel elements: 1) **security** and 2) **rehabilitation**, framed under the umbrella of the 3) **rule of law** (represented by surveillance judges and courts). Respect for the different duties, responsibilities and functions of the penitentiary police, as well as 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 the religion, faith or ideology they profess. To ensure information gathered within the 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'); 3. Low – Reporting. The analysis conducted by the NIC 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 channelled to the **CASA. (Committee of Counter Terrorism Strategic Analysis).** 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, departments of internal-AISI- and external security- AISE) under the premises of the Central Office of Preventive Police (Ministry of Interior). The group meets on a weekly basis to share information and to 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 the 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 in front of the law and have the right to access the same services. In line with the L.354/75, only surveillance judges can approve and modify

	rehabilitation programmes, not LEAs or intelligence services. • To this end, data from monitoring are only gathered, used and shared with a preventive aim, from the security perspective. • The monitoring does not only cover critical events, but also the inmate's daily routine, including fixed and codified procedures. • Information and output from central analysis (by NIC or CASA) does not flow back to the 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 will convey the information to the competent central offices. Conversely, information concerning potential crimes (forensic and judiciary information that form the basis for investigations) are transmitted by the judiciary police department of the penitentiary police to the competent judiciary authorities. • To conclude, the key to the system is understanding correctly the interaction between different pieces of information coming from the several information flows, but within the framework of the Italian constitutional architecture. It is also crucial to balance fundamental rights with security through 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 the management of information: D.1 **'Situation Room'**: Created in 2003, the so-called 'situational 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 the prison observation, through to information received from the local penitentiary institutions, 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**: With letter 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 radar for radicalisation, are managed through the system SIAP/AFIS 2.0. They connect local and central levels. Requests concerning the level of classification of inmates 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, MoJ and MoI;

	D.4 **Training 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 54 000 inmates, among them 18 000 third country nationals (corresponding to 34 % of the prison population). Some11 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 caused by religiously-inspired terrorists; **Key Indicator 2: Administrative prevention measures** Thanks to the multi-agency information system, several administrative preventive measures have been 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 one side, and rehabilitation programmes in line with art.15 of Penitentiary Law, under the jurisdiction of surveillance judges, on the other, **about 30 %** of the inmates under observation for radical behaviour are engaged with social cooperatives, participate in training courses and / or laboratories (cooking, editing, IT, gardening, crafts, tailoring, acting, maintenance). **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[90]. The recidivism rate for those 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 all countries 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.

90 percentage >100% depends from the fact that a number of inmates are employed in more than one activity at the same time and only a small percentage

Country of origin	Italy
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Name of the practice	9.5.9 *NeDiS - Network Deradicalisation in the penal System*
Description	The main goal is to raise awareness among prison staff and correction officers of the motivation and behaviour of terrorists, and to enable the detection and identification of different target individuals, such as sympathisers of extremist groups, extremist recruiters and ideologues, and inmates who are vulnerable to radicalisation. The training practice includes periodical events to raise awareness of the early signs of radicalisation, and to strengthen the general skills, specific expertise or intercultural competence of staff members and correction officers who are in direct or indirect contact with the target group. The further education institute (HBWS) includes the following in its annual training programme: - since 2011, bi-yearly training , called 'integration of Russians of German descent', managed by a police chief (expert in integration questions involving Russians of German descent); participants: 15; - since 2014, a thrice-yearly training course called 'identify right-wing extremism, value and limit in the penitentiary'; it is managed by a police expert for state security; participants: 15; - since 2014, quarterly, training called 'right-wing extremism – motivation, organisation forms, symbols, registration numbers', managed by experts of the Hessian State Office of Criminal Investigation (Hessisches Landeskriminalamt – HLKA); participants: 20; - since 2011, twice yearly training on 'religiously motivated extremism as a criminal activity danger', it is managed by security experts; participants: 20; - since 2011, biannual training on 'intercultural competence'; it is led by a well-known security expert focused on radicalisation processes; participants: 16; - a course on 'challenges by imprisoned persons from the Arabian states, the Maghreb and Afghanistan' is under development, to be managed by a leading social worker; participants: 20. The staff unit at the Ministry of Justice of Hesse (NeDiS) delivers part of the training. A sociologist specialised in Middle-Eastern and Islamic Studies teaches correctional officer trainees, leading officers, as well as senior staff members. Additionally, NeDiS, the HLKA and the State Office for the Protection of the Constitution provide further education for correctional officers and prison staff. Deradicalisation experts from cooperating NGOs, such as DERAD (Network Social Cohesion), provide advanced training programmes enabling staff members and correctional officers to analyse extremists and to increase their understanding of the Salafist or jihadist ideology, motivation, and networking strategies. VPN (Violence Prevention Network) regularly offers deradicalisation and disengagement programmes for radicalised inmates.

	Educational materials include: General IT equipment (e.g., personal computers, LCD projectors, presentation software, sound equipment for audio and video examples), illustrative materials (e.g., salafist media, books, shirts with extremist logos, stickers, posters), flip charts, whiteboards. In total, approximately 12 people are involved in the training programmes: NeDiS (3 persons), State Office of Criminal Investigation (5 persons), State Office for the Protection of the Constitution (1 person), NGO DERAD (2 persons), sociologist (1 person). Additionally, several trainers from the NGO VPN offer deradicalisation and disengagement programmes. The following disciplines are covered, depending on the specific training course: Islamic and Middle-Eastern studies, political science, social teaching, cultural science, sociology and pedagogy. From the perspective of these disciplines, experts train correctional officer trainees and prison staff by exploring extremist symbols, tattoos (mostly right-wing extremism and gangs), music (e.g., right-wing, Salafist or jihadist anthems), language, terminology and codes of specific subcultural youth movements, foreign fighters and (homegrown) militant extremist groups. The experts can also help staff to understand and detect right-wing, foreign extremist and Salafist networks being constructed by inmates. Finally, correctional officer trainees and prison staff receive cross-cultural training and cultural mediation providing a foundation for that enables staff to distinguish between moderate religious practices and extremist activism . The NeDiS project tries to tackle the issue at every level and in a holistic way. The processes were designed from scratch, and were developed based on feedback. Training courses are tailor-made for different audience groups: • correctional officers and trainees; • prison staff team leaders; • specialist correctional officers ('structure observers'); • specialist prison staff, e.g. psychologists, teachers and social workers; • judicial practitioners; • violent extremists (deradicalisation, disengagement, empowerment).
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 • Workshops • Advanced training programmes

	• Video and audio • E-learning platform for intercultural competence (SESAM, a software originally developed by the German Federal Office of Criminal Investigation and adapted for prisons by the Hesse Ministry of Justice).
Evidence and evaluation	The following were particularly successful: • raising awareness of symbols, codes, terminology, and networks of extremists, allowing staff to respond quickly to new developments; • improving understanding of different extremist ideologies; • teaching how to differentiate between moderate religion and extremism; • raising awareness among prison staff of the need to countering grievances perceived by Muslim inmates. Both significant effort and time are needed to successfully reach out to most of the target group and to create further strategies to tackle this relatively new phenomenon. Ongoing and regular training, the fruitful exchange of ideas between prison staff, scientists and experts, and greater experience with extremist inmates all help to constantly improve training methods. All advanced training events are evaluated in a standardised manner. Data on participant satisfaction and learning impact are evaluated and documented. The results are checked and rated in a balanced scorecard. The results are then published once a year in 'personnel development reports' and 'advanced training reports'.
Sustainability and transferability	Methodologically, the NeDiS project could be transferred to other sectors beyond corrections, although certain training programmes are only suitable for correctional officers. The NeDiS project 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 the individual state governments. The various federal states also have very different problems with violent extremists and as well as different organisational arrangements.
Geographical scope	Germany, Hesse
Start of the practice	2011
Presented and discussed in RAN meeting	This practice was collected in collaboration with EPTA and EuroPris.
Relation to other EC initiatives	
Organisation	NeDiS is a staff unit of the Ministry of Justice of the federal state of Hesse in Germany. The training practice will continue due to an increase in returning foreign fighters, Salafists and (homegrown) terrorists.
Country of origin	Germany
Contact details	Staff unit of the Ministry of Justice of Hesse Germany Head of the staff unit NeDiS:

	Mr Uwe Röhrig uwe.roehrig@hmdj.hessen.de Specialist for Islamic Studies / Social Scientist/ Cultural Geographer of the staff unit NeDiS: Mr El Hadi Khelladi, ElHadi.Khelladi@hmdj.hessen.de

Name of the practice	9.5.10 *Identification of violent extremism and radicalisation in Finnish prisons*
Description	The aim of this practice is to detect and identify radicalisation among the prison population: • early detection prevents radicalisation processes and helps to identify individuals at risk; • includes prison term planning, risk assessment and safe placements; • enables the efficient collection of imprisonment information; • allows cooperation across different networks, and information exchange within the correctional institution and with other actors; • provides prison and probation staff training.
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 identify violent extremism.
Evidence and evaluation	Number of identified offenders: • working methods and staff training to identify the phenomenon and individuals at risk; • information gathering enables better risk assessments; • detected prisoners can be guided to support and exit facilities; • in first 9 months of the project, we detected 72 prisoners with links to violent extremism and radicalisation, including religion-based extremism and political-based extremism; • only 2 of those prisoners were related to terrorism (remand prisoners,

	refugees from Syria/Iraq). Placement decisions: • detection and gathered information has resulted in changes to many decisions on safety placements for prisoners with links to violent extremism and radicalisation; • with safe placement decisions, organisations can respond to prisoners' individual needs during imprisonment. Number of trained staff: • in the first 9 months of the project, we were able to train Finnish Criminal Sanctions Agency staff of 11 prisons, 7 prison intelligence units, 7 probation offices, 4 evaluation centres, 1 psychiatric prison hospital and 1 prison hospital: estimated at more than 200 officials including prison officers, prison management, prison social workers, nursing staff, psychologists and pastors. • feedback from training and lectures has been entirely positive, and staff members have been highly motivated to participate in training.
Sustainability and transferability	• Application of project policies in countries other than Finland requires compatibility with existing legislation. • Project workers can provide lectures on the topic. • Programme costs depend on the scope of the targeted group.
Geographical scope	• Training for the practices has been provided and they have been introduced throughout Finland. • The programme establishes definitive actions for the whole Finnish criminal sanctions agency organisation.
Start of the practice	1 August 2016. The project will run 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
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 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

Name of the practice	9.5.11 *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

Name of the practice	9.5.12 *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 not 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 understandin gof 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
Contact details	Address: Herman Gorterstraat 5 – 3511 EW Utrecht NLD Contact persons: Dr Thomas Rinne, Dr Nils Duits Email: t.rinne@dji.minjus.nl; n.duits@dji.minjus.nl Telephone: 088 071 0240 Website: www.nifpnet.nl

Name of the practice	9.5.13 *Seminar and training for prison staff*
Description	During the one-day seminar, prison staff should increase their understanding of radicalisation, extremism and terrorism, as well as 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, indicators of radicalisation, and procedures to follow when radicalisation is detected. The seminar is divided into three units, with teachers and speakers from the prison services; 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 is currently part of further training for volunteers, and a compulsory component of basic training. And 'advanced' trining programme of 2-3 days is planned for the future, for those wishing to pursue further training. Since November 2016, around 170 staff have benefited from the training; By July 2017, 15 training seminars for about 300 participants will have taken place. The objective is to train about 600 of staff each year.
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 – a one-day seminar is very short (with many questions from participants), but sufficient to raise participants' awareness. It was developed from scratch, and is not linked to other initiatives or theories.
Evidence and evaluation	At the end of January 2017, the training was due to be evaluated. Feedback from participants has been positive. The participants appreciate the information about Salafism / islam / the radicalisation process because knowledge 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 being up to date and providing participants with a comprehensive picture of the Agency`s strategies. Feedback on this point lead to additional time for the DERAD and Federal Agency presentations.
Sustainability and transferability	The structure of the practice is suitable for other countries or for sectors other than penitentiary training. 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 EPTA and EuroPris.
Relation to other EC initiatives	
Organisation	*Ministry of Justice in Austria*
Country of origin	Austria
Contact details	erich.hubmann@justiz.gv.at martin.hoffmann@justiz.gv.at

	9.5.14 *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

Name of the practice	9.5.15 *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
Contact details	Morten Hjørnholm morten.hjornholm@kriminalforsorgen.dk

Name of the practice	9.5.16 *Multi-disciplinary teams in Romanian prison system*
Description	Multi-disciplinary teams were set up in the majority of prisons to increase of radicalisation, and to improve reactions to potential threats. The teams were created in 2015 on the initiative of the National Penitentiary Administration. Although radicalisation is not currently a huge problem in Romania, we recognise that putting prevention procedures in place now will reduce the drain on human and financial resources later, should circumstances change. The individuals selected for these teams have been taking part in a dynamic learning process involving the study of materials provided by officers from the National Penitentiary Administration, and participation in training sessions and specialised online training. The body is continuing to identify other methods that can further improve the process. Each team comprises one officer from the regime 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. The first role for team members is to recognise the signs of radicalisation early on, and then to prevent radicalised inmates from becoming violent, radicalised actors. The first three steps covered in the learning process are: • Learning about two fundamental issues: - general and specific information on Islamism and religious assistance processes for Muslim inmates; - radicalisation process: early warnings and intervention. • Disseminate the information learned from step no.1 to staff working in direct contact with prisoners (security and regime department, social reintegration, medical staff); • Completing an online training course: www.coursera.org/learn/terrorism.
Approach	Prison and Probation
Target audience	Prison/probation/judicial practitioners Violent extremists

Deliverables	Eleven chapters have been developed introducing personnel to radicalisation concepts. These have been uploaded on an e-learning platform, while training related to radicalisation has also taken place. The 11 chapters are: 1. Radicalisation - theoretical approach; 2. Radicalisation as a process; 3. Factors that influence radicalisation; 4. The specificities of radicalisation in the penitentiary system; 5. Internal and external sources of radicalisation for inmates/detainees; 6. The behaviour of detainees radicalised in detention; 7. Prison/detention regimes for radicalised inmates; 8. Prevention measures for avoiding risk situations associated with radicalised detainees; 9. De-radicalisation and disengagement programmes; 10. Criminality and terrorism prevention in the penitentiary environment; 11. Religious assistance for inmates in the custody of the National Prison Administration.
Evidence and evaluation	
Sustainability and transferability	Developing themes for training has minimal costs and could be useful for any situation. Publishing the radicalisation chapters on the e-learning platforms is cost-free, while the platform is easy to access for every prison worker. The training sessions involve accommodation costs.
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
Contact details	Address: Bucharest, Maria Ghiculeasa 47 street Contact person: Daniel MOSOIA Email: daniel.mosoia@anp.gov.ro Telephone: +4.0737.007.344 Website: www.anp.gov.ro

Name of the practice	9.5.17 *The manifestation of extremism and radicalisation inside Czech prisons*
Description	The manifestations 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 is focuses on the radicalisation process inside Czech prisons, identifying 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 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, 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

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.
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 now 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 had 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.
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.
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	
Organisation	The Police academy of the Czech Republic in Prague in cooperation with Prison Service of the Czech Republic.
Country of origin	Czech Republic
Contact details	Police academy Barbora Vegrichtova vegrichtova@polac.cz Prison service Ondrej Kolar

	okolar@vez.sve.justice.cz

Name of the practice	9.5.18 *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 Services (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 KDI - with the assistance of the partners mentioned above. For 2017, the courses are: • 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 two-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 two-year programme for correctional officers is: • radicalisation, phenomena, definitions, terms – thematic overview (1hr); • prevention of terrorism in society (Tore Bjørgo perspective) (2hrs); • forms of violent extremism and terrorism (1hr); • radical Islam (2hrs); • radicalisation in prisons (1-2hrs); • seclusion (from society) – and the adverse effects it may have in

	terms of radicalisation (1 hr); • mini casework "Ismail" (6hrs) – focusing on applied usage of the handbook; • cultural awareness in general, concepts and theories (2hrs) – supporting subject; • understanding religion in prison (2hrs) – supporting subject; • foreign inmates (2t) – 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 de-radicalisation. 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 identify 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), Islam 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 a 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 two 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 case-work 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 two-year programme is covered by KRUS' department of studies' own internal budget.
Geographical scope	Norway
Start of the practice	Spring 2015. Mini case-work 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 Services (KRUS).
Country of origin	Norway
Contact details	**Supplemental education department:** Hege B. Ottar (HegeBohm.Ottar@krus.no) **Department of studies:** Dr. David Hansen (david.hansen@krus.no)

Name of the practice	9.5.19 *Training modules for prison staff*
Description	The training modules concern 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 structure of the training is tailored to the situation in Austrian prisons, and in particular how to deal with violent extremist offenders or possible radicalised prisoners. After the training, participants are aware of signs of radicalisation and the exact procedure to follow for violent extremist offenders in Austrian Prisons. One-day seminar: - prison staff are introduced to radicalisation; - definition of radicalisation, extremism, terrorism; - radicalisation in prison; - the radicalisation cycle; - Islamism and Salafism – an (historical) overview; - right-wing, left-wing extremism and other active groups in Austria; - indicators of radicalisation; - exact procedure to follow if radicalisation is suspected, or when dealing with violent extremist offenders. Three-lesson seminar: - trainers from the prison service; - speaker from DERAD (NGO working in Austrian prisons); - speaker from the Federal Agency for State Protection and Counter Terrorism; - representative from the Directorate General of the Prison Service and Preventive Detention/Dep. Care and Services (occasional attendance). The intervention is targeted at: • prison guards (further training) • prison guards currently in training (basic training or other) • prison staff (social workers, psychologists, pedagogues, medical staff, pastoral care, 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	Feedback is used to adapt the training content. Questionnaires rate satisfaction with regard to: • trainers;

	• content; • material, handouts; • the seminar's goals; • time devoted to content.
Sustainability and transferability	Adaption would be straightforward, because most of the content would be the same for every other country of Europe (definitions, Islamism, Salafism, extremism, indicators of radicalisation etc.) After the training, participants are more sensitive to indicators of radicalisation and are aware of the importance 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	
Organisation	*Strafvollzugsakademie* This is the Austrian Prison Service Academy. The ministry of Justice is the authority responsible. The academy is in charge of basic training and further education for Austrian prison staff.
Country of origin	Austria
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