RAN Collection

Preventing Radicalisation to Terrorism and Violent Extremism

Radicalisation Awareness Network

RAN

Approaches and Practices

2016 edition

Table of contents

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 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.

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

The Collection serves as a practical, evolving and growing tool, in which practitioners, first-liners and policy-makers may:

- draw inspiration;
- find replicable examples to adapt to their local/specific context;
- look for counterparts to exchange prevention experiences.

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

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

1.3.1 RAN DNA

Across RAN meetings and the RAN Collection, a number of key, overarching insights apply. These are also referred to as the RAN DNA. The RAN DNA has been developed within the network since its start, and is set out in the revised *Charter of Principles Governing the RAN and its CoE*:

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

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

1.4 Methodology

1.4.1 The approaches and lessons learned

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

The approaches presented in this Collection are the following:

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

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

The seven approaches were selected through different means:

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

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

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

1.4.2 The practice samples

The description of each practice comprises the following:

<u>Name of the practice</u> and the organisation responsible for/carrying out the initiative.

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:

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

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.

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

2   Training for first-line practitioners

2.1   General description

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

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. 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. However, they do not always have a sufficient understanding of radicalisation, are not able to assess the warning signs, or do not know what to do in response. Awareness-raising is therefore needed.

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;
• stimulate multi-agency partnerships and early intervention to protect and divert people away from the risks they face.

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 groups and movements: extremist right-wing, extremist left-wing, Al-Qaeda, IS, Jabhat-al-Nusra, other groups, lone actors et cetera;
• Basic knowledge of radical ideologies:

  – What is the ideal society according to violent extremists? What are they fighting for? Who are the enemies/scapegoats?
  – What are the differences between a radical form of an ideology and a more moderate, mainstream version?
  – What are the differences between orthodox and radical varieties of an ideology?
  – What are the main variations within a radical ideology?
  – What is the origin of the ideology? Whose voices are considered credible?
  – What is the position of the radical ideology within society and within thegeo-political situation?

- The radicalisation process: understanding radicalisation as a unique and gradual process, emphasising there is no such thing as a common profile or pathway. Radicalisation can be triggered by a combination of pull factors (how are people tempted/recruited?) and push factors (what are intrinsic drivers?) as well as major life events.
- 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: conversation with the person, involving other professionals or credible persons, carrying out further monitoring or contacting law enforcement. Intervening in a multi-agency context – knowing which other professionals could be involved; finding the balance between confidentiality/privacy and reporting to others.

Depending on the type of (sectorial) training course offered, information is also provided in relation to:
- the local context;
- legal frameworks;
- 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 is important. It is important in two senses: having a common set of definitions among professionals is fundamental, as is avoiding terms that may offend the target group and/or potential allies like community leaders. Focusing on vulnerable people who may be at risk (instead of talking about radicals or violent extremists), safeguarding and protecting them instead of criminalising, are key. Additional lessons learned encompass the personality of first-line practitioners, training forms and materials, and how to promote a multi-agency approach.

Personality
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;
- 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 are usually effective:
- 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, like 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 effecitiveness;
- 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.

Promoting multi-agency cooperation
Dealing with individuals at risk should never be left to one single practitioner; 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 key to promote multi-agency cooperation in training. 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: 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.

2.5 Practices

The following practices are presented:
- Amadeu Antonio Stiftung - Expert Center on Gender and Right-Wing Extremism
- Eruditio Publica – Prodem training
- Federal Police Belgium - CoPPRa
- Fundament – De-radicalisation by mapping of regions and strengthen the local institutions
- Grundkraft – Teachers Empowered
- In IUSTITIA - Counselling to victims of hate crime
- New Connexion
- Police Academy The Netherlands - Training at the Police Academy
- RAN Train the Trainer
- RecoRa Institute
- Scott - Ideology Training
- 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 **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	2.5.3 *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	2.5.4 *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	2.5.5 *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	2.5.6 **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	2.5.7 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	2.5.8 *Training at the police academy*
Description	Training about Counter Terrorism, Extremism and Radicalisation (CTER) is considered 'priority training' at the Dutch national police. The following training courses are delivered: One day training Basic Radicalisation and Terrorism (police and security partners) This training, also suitable in a multidisciplinary setting (police, civil authorities and social or school workers), describes and addresses: o The radicalisation process and the different forms of radicalisation and terrorism. o How to recognise radicalisation (indicators) and how to register radicalisation and deal with this information with regard to the police administration systems. o Case studies are discussed and many CoPPRa items are also included in the training. One day training Advanced Radicalisation and Terrorism (law enforcement only e.g. police information and (covert) intelligence officers) This training describes, addresses and discusses: o Background information on the development of terrorism o How terrorists operate (terrorist planning and attack cycle) o Counter terrorism: the difference between police and intelligence operations o Several case studies. One day training Attack Analysis (law enforcement only e.g. specialized police units Police VIP and SWAT teams) This training is about attack dynamics: what happens before, during and after a (terrorist, criminal or lone- wolf) attack? How to recognise different attack types and what to do to minimise attack risk? This training is based on a detailed analysis of 20 different activist, individual or terrorist attacks. One day training Potentially Violent Lone Actors (is part of a new training for police officers dealing with administrative and control procedures in relation with shooting clubs) This training describes the lone actor phenomena, such as definitions, different types of lone actors, e.g. lone wolves and school shooters. In terms of theoretical framework the pathway to intended violence is a central element in the training, as are methods of detection based on individual and operational indicators. Pro-active intervention methods are also discussed. Two days training Identifying Criminal and Terrorist Behaviour (Spotters training for police and security officers) This training teaches police officers how to detect behaviour that is considered to be typical for criminals, attackers or terrorists. The intense two day training is a combination of theory and a lot of

practical training exercises in the public domain.
Two-three days training on codes of conduct and protocols
A 2 to 3 day course will be held for police officers, community police officers, investigating staff and staff of information services. This training will be integrated in Basic Police Training (BPO) and Specialist Police Training (VPO). This training is an expanded and more up to date version of the existing training 'Basic Radicalisation and Terrorism'.

In addition to the above, there are also several specialisted modules on jihadism, terrorism and terrorist attacks for specialised police forces.

Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Authorities First responders or practitioners Law enforcement officers
Deliverables	The CoPPRa training manual and the in 2014 updated field guide.
Evidence and evaluation	Positive evaluation of presentation at the RAN Pol conference in Rome on spotting techniques. Moreover the Dutch police trained the Portuguese police units on spotting techniques. In 2017 and 2018 a total of 32,000 Dutch police officers will receive further briefings on new developments in radicalisation and terrorism.
Sustainability and transferability	As mentioned before the all the trainings are updated on a regular basis. Currently there is a lot of attention for Jihadism.
Geographical scope	The Police Academy was supportive in the CoPPRa project and former RAN conferences. So several countries in Europe
Start of the practice	All trainings exist already several years but are constantly updated.
Presented and discussed in RAN meeting	In 2013 several aspects of several above mentioned trainings were presented at RAN POL conference in Rome on 14-15 May.
Relation to other EC initiatives	CoPPRa, ISDEP, TaRDiS
Organisation	*Police Academy, the Netherlands* *No European or other supportive financing structure. The trainings are financed via the Human Resource Management agency of the National Police organisation.*
Country of origin	The Netherlands
Contact details	Arnhemseweg 348 7334 AC, Apeldoorn The Netherlands Koos Barten, Chief Inspector of Police School for Criminal Investigation Team Intelligence

	(+31) (0)55 5392000 (ask for Koos Barten)

Name of the practice	2.5.9 *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	2.5.10 *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	2.5.11 *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	2.5.12 *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	2.5.13 *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	2.5.14 *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	2.5.15 *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	2.5.16 *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	2.5.17 *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 de-radicalisation or disengagement programmes aimed at re-integrating violent extremists (de-radicalisation), or at least dissuading them from violence (disengagement).

Even after the very best of prevention efforts, some individuals still go on to become (violent) extremists. While en route 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. For successful re-integration into society it is important to offer de-radicalisation or disengagement programmes to prisoners charged with violent extremist offences .

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 advanced stages of the radicalisation 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 executed violent extremist or even terrorist attacks.

3.1 Aim

The process of de-radicalisation or disengagement includes behavioural and cognitive aspects such as beliefs. Disengagement refers to a behavioural change, such as leaving a group or changing one's role within it 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. De-radicalisation implies a cognitive shift—i.e. a fundamental change in understanding. In short, to use the words of John Horgan (2009) de-radicalisation and disengagement programmes "are generally directed against individuals who have become radical with the aim of re-integrating them into society or at least dissuading them from violence".

Processes of de-radicalisation and disengagement are therefore complex psychological processes. Attempting to measure such processes (particularly in terms of success) is extremely difficult. Such processes can be undertaken through specific programmes and can be delivered across a range of environments, including at the individual and collective level. In some cases, de-radicalisation, disengagement and rehabilitation programmes will take place in prison or during probation.

3.2 Methods

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. Particularly in a group or a peer-group setting (such as a community or a prison) collective de-radicalisation 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 on subjects such as housing, school choice and employment. Immaterial interventions or non-tangible interventions include communications and behavioural therapy such as learning to talk about injustice, anger or exclusion; reflecting on behaviour or comparing ideological texts, etc.

De-radicalisation & 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 conversation, 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 re-integration development and employment.
- If applicable, removal of tattoos.
- Different tools such as films, books, speakers and visits to specific, relevant locations, arts or sports.

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 de-radicalisation programme that is undisputedly successful (particularly for de-radicalisation 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. A certain number of insights can however be gleaned from such programmes, as well as preferred practices. The approach provides both general insights and insights related specifically to the prison environment.

Defining Goals and Strategy
- When undertaking a de-radicalisation 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 (disengagement) and changing a person's belief system (de-radicalisation).
- The goals of the programme will directly affect the timeframe for the interaction, but those undertaking de-radicalisation and disengagement should in any case expect intensive, long-term engagement from anywhere between six months to two or three years.
- 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, others work in non-governmental organisations.
- It is crucial that staff are properly trained and have specific professional competences (in, for example, psychology, criminology or social work) and are highly empathetic, understanding the point of view of the individual in a respectful manner.
- It may be useful to involve former extremists in de-radicalisation and disengagement programmes, when it is appropriate to do so, because they have a deeper understanding of the challenges the individual is facing and have more credibility. Former extremists (if properly educated) can be mentors during the process, or be called in when the need arises for the programme participant.
- 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.

Defining Content and Substance
- An important first step is requiring a profound understanding of the individual or group involved. Insight into the biographical and social background of the clients should inform first contact.
- Many de-radicalisation programmes start 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, personal commitment, to build a relationship and to 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 in 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 with these problems helps build a relationship of trust and confidence.

Related to the various characteristics that extremists may exhibit (as discussed above), understanding certain topics or issues can help actors involved to understand an individual's motivation and to promote discussion[5]:

Motives	Sources of disillusionment which may lead to disengagement/ de-radicalisation
Political and ideological motivations	- The cause is lost and the goals are unattainable; - Contradictions between means and ends; - Ideological and ethical doubts; - Loss of status, confidence and position within group.

Friendship and community group	- Disillusionment with leaders;
	    o Manipulation to involve the individual in suicide missions or other forms of non-acceptable (violent) behaviour
	    o Not living up to expected moral standards
	- Disillusionment with relations within the group;
	    o Paranoia

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[5] Based on research by Tore Bjørgo

	o Back-stabbing
	o Betrayal & lack of real loyalty
	- Participation in a militant group does not offer protection from violence.
Frustration and anger	Although the group does provide an outlet for anger, it does not solve basic problems.
Search for adventure, action and excitement	- Life as an extremist is boring, with endless waiting for action; - Shocked by the reality of violence, killing or wounding other people; - Shocked by friends being killed or wounded.

By identifying certain grievances it might then be possible to empathise with the individual and help to flesh out parts of the ideology that were not satisfactory in reality and build on that disillusionment.

Winding Down Engagement
It is difficult to point out one disengagement or de-radicalisation programme that is undisputedly successful. All programmes are adapted to the particular local, political, cultural setting/context in which they are run. Most programmes self-report on results. As participation in programmes is generally on a voluntary basis, it is difficult to determine whether a programme works, or whether the participant has a strong will to change.

Although copying and comparing programmes is therefore very difficult, they do provide important lessons for 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 costs of re-offending, e.g. through connections with community and family;
- 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 (re-integration development and employment).
- Help to join up support for the individual from a range of state and non-state services is valuable.

Potential Challenges
Actors involved should be picked astutely, based on the individual context. For instance, one or two professionals might be necessary or a whole host of actors could be involved; this will depend on the individual's (or group's) mentality. 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 to avoid a multitude of risks.

Some professionals argue that programmes are best run by external, non-statutory practitioners who can act independently within and across statutory institutions. These practitioners should however be supported by governmental staff and quality assurance measures. It seems that the choice for a statutory or non-statutory practitioner is dependent on the degree of trust in government/authorities within each country – In those where trust is high, a statutory practitioner is more often employed.

Government involvement isn't necessarily a pre-condition, but in many cases is necessary for resources and funding. When the government is involved, it is not necessarily best placed to provide services itself for of legitimacy reasons. The practices presented show that transparency about the role of the government can help in establishing a trust-based relationship.

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
- EXIT S.C.S. onlus (Exit, cooperative social enterprise onlus)
- Fryhuset - Exit Sweden
- 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 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 *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 initiatives	Member of ENoD (European Network of De-radicalisation)
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	3.4.7 **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/

Name of the practice	3.4.8 **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	3.4.9 *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	3.4.10 *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
Sustaina bility and transfer ability	The handbook is available in English: "Police Conversation Intervention" https://www.politi.no/vedlegg/rapport/Vedlegg_2352.pdf
Geograp hical scope	All 12 police districts in Norway
Start of the practice	Developed in 2000 – 2004. Implemented in 2004 – 2010. The practice is still active.
Present ed and discusse d in RAN meeting	RAN POL meeting Madrid 11-12 March 2015
Organisa tion	*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	3.4.11 **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	3.4.12 **The Unity Initiative**
Description	The Unity Initiative (TUI) is a specialist Interventions Consultancy with the primary aim of dismantling reactionary absolutism, tackling violent extremism and promoting pluralism through the use of a pioneering, legitimate and unique methodology which combines sanctioned counter-narratives, behavioural and linguistic sciences as well as providing supportive mechanisms to vulnerable individuals and communities. TUI has 3 main domains of work: one-to-one male and female Terrorist Act (TACT) offender rehabilitation; delivering front-line staff training programmes for Prison, Probation and Police staff; and community interventions tackling the politicised absolutist mindset. TUI's reputation has grown considerably within the counterterrorism network for two main reasons. Firstly, for taking on the most challenging and high-profile TACT cases and successfully rehabilitating them (see media links below), and secondly because TACT offenders and ISIS returnees are contacting TUI directly for ideological rehabilitation. This has been due to TUI's public transformation of high profile cases resulting in urban street credibility, the successful creation of counter-culture in UK prisons and the unrivalled legitimacy of the approach due to strong partnerships and consistent support from world renowned Ideological Scholars. The methodology is bespoke for each case and due to the direct, critical and continuing nature of the grass root experience that TUI is involved in, the strategies, educational programmes and intellectual technology employed remains cutting-edge, practical and relevant. This insight allows TUI to be a valid critic of the current Counter-Terrorism strategies that are in place and has most recently been invited to deliver the Key Note speech at the Terrorism Conference at West Point Military Academy Summer 2015.
Approach	Exit strategies Training for first line practitioners
Target audience	Prison/probation/judicial practitioners Youth / pupils / students Violent extremists
Deliverables	TUI has 3 main domains of work: one-to-one male and female Terrorist Act (TACT) offender rehabilitation; delivering front-line staff training programmes for Prison, Probation and Police staff; and community interventions tackling the politicised absolutist mindset. TUI has delivered training in the following areas: 1. Risk Assessment and minimising strategies 2. Vulnerability Assessment training

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

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

Name of the practice	3.4.13 **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	### 3.4.14 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	### 3.4.15 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

Although governments and public authorities must do all they can, the prevention of extremism and radicalisation is most effectively addressed by communities. Extremism is able to thrive when communities themselves do not challenge those who seek to radicalise others. In some communities, particularly minority communities, there is a profound lack trust and confidence in the government, police and public authorities. This can make it harder for them to achieve success. It is therefore important to invest in community engagement and community empowerment. Community engagement should be in place routinely and not just implemented after a problem arises.

Communities can play an essential role in preventing radicalisation and providing 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.

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.

4.2   Aims

- supporting communities where one or more individuals have become radicalised towards violent extremism and criminality.
- raising consciousness of the threat of violent extremism and avenues for help.
- building trust and cooperation between community members and local government including police, schools and social services, amongst others.
- providing information for communities to address ideologies which terrorists use to recruit people to their cause;
- building resilience against violent extremism.

4.3   Methods

Community engagement can be undertaken in a range of forms. The type(s) undertaken will depend on the community itself and should always be tailored to the specific context. Examples can include:
- promoting leadership by community members and young people within specific communities 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 (faith, social, intergenerational);
- training to identify vulnerable individuals;
- Improving relations between institutions and communities, 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 to preventing radicalisation.

4.4 Lessons Learned

4.4.1 Outreach and first steps: defining strategy and actors involved

Consensus is needed (at the local level at the very least) as to what the goals are and what strategic approach should be taken when engaging with communities. Potential goals for community engagement include:

– Alternative narratives: encouraging communities to play a role in challenging extremist narratives and messages and providing positive alternatives or counter-narratives. Communities can provide moral and religious counter-narratives and are often more effective and credible in delivering them than governments and statutory organisations due to their being delivered by influential and respected peers.

– Community support: communities (and more specifically key figures within the community) may be able to identify individuals or groups at risk and could help provide support systems for neighbourhoods, families or parents (e.g. parenting skills). Also in the aftermath of an incident, these communities should also be protected and supported to avoid discriminatory attacks.

– Security and prevention: communities can also provide information that could help authorities to e.g. prevent individuals from travelling to dangerous conflict zones overseas.

– De-radicalisation and/or disengagement: by providing specialist expertise, a positive alternative, being a role model/mentor and by providing practical help and emotional support to the individuals concerned and their family members.

- It should also be clear which actors should be involved and why. A coordinated multi-agency approach is crucial. There is no limit to the number of actors involved, but there should be a case manager or a recognisable point of contact with communities, which could be, for instance, a local police officer or social worker. Those engaging need to work on all levels simultaneously (with the radicalised individual as well as with the community) and have an overview of (as much as possible) all that is going on.

- Community engagement can be undertaken by, for example, NGOs, municipalities or practitioners from other statutory bodies (e.g. community police officers, mental health workers or child protection workers where applicable).

- In a multi-agency approach there can be close coordination with security/intelligence actors who will have particular restraints in light of public safety and security. Equally, it is important for the service providers and NGO's involved to stay within privacy limits and protect trust-based relationships within the community. Being aware of each actor's responsibilities and interests and taking these into account when designing interventions is important.

- When engaging with communities 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.

4.4.2 First contact

- 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 which heavily impacted society. However, community engagement should ideally be an ongoing activity.

- As mentioned previously, for successful community engagement and empowerment, trust is pivotal. Trust enables better communication and creates an appetite for openness and the sharing of ideas and resources.

- 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.

- Be realistic about what can be achieved through community engagement and be prepared to deal with the unexpected.

4.4.3 Defining content and substance with communities

- The language used when framing services or engagement should be selected carefully. Service providers should be careful to remain neutral and try (where possible) to lean towards positive language. Importantly, language used should be clear and to the point but find the balance between empathy and understanding.
- It is equally important is to remember that if community workers and community organisations are to play their role, they need the right skills and confidence, including the appropriate language. 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.
- While some individuals are naturally well-placed to do this work, certain skills and knowledge can be taught or enhanced through training:
  – building trust can be done by different people (statutory bodies, NGOs, families) and is context-specific; it should be created on both an interpersonal and an institutional level;
  – it will be important not only to address the issue of radicalisation, but also specific worries, anxieties and fears among communities such as on political issues, discrimination and polarisation;
  – it can be helpful for the person running a project to be able to 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'.

4.5 Communities and the police

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 charged with a crime. It is 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. The police know the schools, youth groups and families but also existing violent extremist groups. Police are therefore key players, and should be stimulated to optimise the professional networks and engage with communities.

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. 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 Radicalization 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 broad outreach and developing transparent partnerships with the public;
- introducing a proactive problem-solving approach;
- involving all government agencies and services;
- involving all branches of the police.

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

4.6 Engagement in 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.
- Religious leaders, unlike many other practitioners, have the opportunity to work in multiple spaces at the same time. Whether it is on the 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 leaders should be trained in these skills.
- Open dialogue is one of the main prevention tools in which religion and religious leaders/institutions may play a role. Since the lack of open dialogue about sensitive and taboo subjects can drive vulnerable people into the arms of extremists groups, it is all the more important to create open dialogue within and between religious communities. A key prerequisite to open dialogue is a safe space where people feel free to share their thoughts, concerns, fears etc. without being judged or retaliated against. 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-stigmatizing and non-judgmental attitude; and embracing support and understanding about different viewpoints and experiences. Building a safe space and trust takes time. Neither should be available only in times of crisis.
- In modern times, with many different kinds of (social) media and reporting tools, the visibility of interventions has increased in importance. 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 folder, it is important to spread messages of a positive nature 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 in the prevention of radicalisation and extremism in 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 that;
    - 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 Winding down engagement

- Sustainability is key in sustaining both trust and engagement. Often projects are short-term, due to limited funding, a decrease of the (immediate) sense of urgency, political agenda, etc. As a result, with each new incident, new projects and relationships must be set up from scratch, creating a lack of faith in authorities. A long-term agenda, in which projects have a form of continuity and where relationships are continuously fostered, is preferable.
- The effective organisation of community engagement processes is essential to their success. Realism is required as to the time and resources required to achieve effective community engagement. Resources that will assist those attempting to engage members of the community should be provided.

4.8 Practices

The following practices are presented:

- Aarhus Municipality and The East Jutland Police - Aarhus Model
- Derbyshire Healthcare Foundation NHS Trust
- Dutch National Police - Allies
- Ealing Council - Muslimah matters
- Estonian Police and Border Guard Board - Web constables
- 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
- Mhtconsult - Community Counteracting Radicalisation (CoCoRa)
- NIACRO
- Omagh Support & Self Help Group (OSSHG)
- 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)
- UK NCTP HQ - Act now
- UK NCTP HQ - Conviction
- UK NCTP HQ - Delta

- UK NCTP HQ - Nicole
- UK NCTP HQ - Pathways
- VAJA
- Zasja – To prevent is better than to cure

Name of the practice	4.8.1 *Aarhus model:* **Prevention of Radicalisat*ion and Discrimin**ation 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	4.8.2 *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	4.8.3 **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	4.8.4 **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	4.8.5 **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	4.8.6 **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	4.8.7 **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	4.8.8 **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	**4.8.9 INSPEC²T (Inspiring CitizeNS Participation for Enhanced Community PoliCing AcTions) Project**
Description	INSPEC²T is a three-year project that started in May 2015. The project is funded by the European Commission, under the "H2020-FCT-2014 Ethical/Societal Dimension Topic 2: Enhancing cooperation between law enforcement agencies and citizens - Community policing" call. INSPEC²T projects' scope is to develop a sustainable framework for Community Policing that effectively addresses and promotes seamless collaboration between the police and the community.
	INSPEC²T approach bases its conceptual foundations on EU crime prevention and Member States specific Internal Security Policies, validated research results and best practices from cooperation between police and local, regional and national communities. This is perceived as an origin to apprehend special characteristics, particularities and determinants for trust between all stakeholders.
	Special focus will be given to Community Policing awareness raising activities for both police and citizens. The above activities and associated results, will provide a solid foundation for the evolution of the Next Generation Community Policing roadmap in Europe.
	Among others, INSPEC²T will help prevent radicalization by including in the test cases tackling with minority groups and by helping increase the bonds between various user groups and the police.
	INSPEC²T project expects to have a positive impact on societies and community policing in the following ways: • Better community policing through more effective and efficient tools, procedures and approaches that match the needs and requirements of users. • INSPEC²T will deliver awareness raising activities, a communication platform and training solutions. Each of these will accommodate for underlying societal, cultural, ethical and legal principles. • Improved early warning and identification of public safety and security risks. • Enhanced crime reporting by allowing citizens and community to report incidents and perceived offences/crime more efficiently and effectively. • More proficient timely intervention, as more accurate and efficient information is available, which also impacts the process of crime solving indirectly. • Strengthened and accelerated communication (and collaboration) between citizens and police forces. • Strengthened community cohesion and a reduction in feelings of insecurity.
Approach	Community engagement/empowerment Training for first line practitioners

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

	and results and submit short reports during the project execution period, at specific project milestones.
	Both groups are very active in evaluating the work achieved by the consortium and provide valuable input, comments and recommendations, in order to ensure that the final product meets the End User needs and requirements.
	These groups have already assessed the project's progression twice (with positive remarks) and will evaluate it once more before it finishes.
	Finally, the INSPEC^{2}T system will be will be demonstrated and validated in 5 EU cities by a wide range of relevant stakeholders, in two phases: • Testing in 3 test cases • Validation – pre-assessment • Improvements / adjustments • Testing in remaining 2 test cases • Final validation
Sustainability and transferability	Sustainability of the project after its 3 year-life is up to police departments who will demonstrate interest in using it as a whole or parts of it (modular).
Geographical scope	EU region Implemented / tested in UK (Preston, Belfast), Cyprus (Egkomi), Spain (Valencia), Netherlands (Groningen)
Start of the practice	May 2015
Presented and discussed in RAN meeting	RAN POL meeting Oslo (Norway), 6-7 April 2016
Relation to other EC initiatives	Other related projects are UNITY, TRILLION, CITYCOP and ICT4COP
Organisation	*INSPEC^{2}T Project Coordinator is the Center for Security Studies (KEMEA)* *KEMEA has been established as the Greek Ministry of Interior and Administrative Reconstruction (former Public Order & Citizen Protection) think tank on security policies. KEMEA is a scientific, consulting and research agency, whose purpose is to conduct theoretical and applied research and to produce studies, particularly at a strategic level, on issues concerning security policies. KEMEA also provides advisory and consulting services to the Ministry of Citizen Protection & Public Order and other Public and Private authorities on these same issues. KEMEA up to now is successfully participating in more than 60 Projects of the EC, ESA and of National Resources. It has also represented the Greek Government to the European Research and Innovation Forum (ESRIF) of the European Commission and is a Member to the Board of Directors of the European Organization for Security (EOS). KEMEA has been appointed in 2011 (Presidential Decree No39/06.05.2011) as the "National Contact Point" for the protection of ECIs ("EPCIP contact point") of Directive 2008/114/EC of the Council of*

	December 8th 2008 "regarding the definition and designation of the European Critical infrastructures and the assessment of the need to improve the protection of such infrastructures".
Country of origin	Greece
Contact details	KEMEA P.Kanellopoulou 4, 10177 Athens, Greece Dr George Leventakis gleventakis@kemea.gr +30 210 7481630, int. 331 www.kemea.gr http://inspec2t-project.eu

Name of the practice	4.8.10 CoCoRa – Community Counteracting Radicalisation
Description	**The background and rationale of the CoCoRa project and prevention concept:** **All over Europe we see:** • An increased focus on political-religious radicalisation oriented towards Daesh in the wake of the Syria civil war • An increased preparedness to prevent and counteract young people´s political-religious radicalisation, violent/militant extremism and terrorism • A variety of prevention and intervention strategies launched to respond to these phenomena throughout Europe • Most efforts aimed at strengthening the professional resources – frontline workers/practitioners as well as researchers and intelligence services etc. **But despite all these effort:** • We still seem to witness an increasing number of radicalized youngsters, turning their heads and resources towards political-religious movements against Western-democratic societies • Civil societies and local communities are rarely an integrated part of the prevention strategies. **On this background, the overall aims for the CoCoRa projects are to:** • To contribute to a new community-based and coproductive prevention strategy against politicial-religious radicalisation and violent extremism among young people in the risk zone for radicalization. **The concrete objectives are:** • To develop a prevention programme focused on the strengthening of young people´s empowerment and devotion to an active fellow citizenship • To involve local communities as equal partners in developing the prevention programme, utilizing inside knowledge, confidential positions and credibility. • To train the young participants for an intercultural ambassadorship to engage in dialogue and coproduction with professionals in prevention activities. Thus, the CoCora project will: • Empower young people exposed for political-religious radicalization to recognize and define themselves in the concept of an equal and active fellow citizenship • Strengthen the mutual insight, credibility and trust between local professionals/practitioners and local communities in order to qualify approaches and methods in united prevention efforts. • Incorporate the empowerment and equality approach to the prevention strategy in order to relate the prevention efforts clearly to the perspective of an equal and active citizenship.

Approach	Community engagement/empowerment Educating young people
Target audience	Local Community Organisations/NGOs Youth / pupils / students Authorities
Deliverables	The CoCoRa project will provide a total prevention strategy package of transferable and accessible handbooks, including the following activities and deliverables: • **The CoCoRa Collaborative Programme (CCP)** – a concrete concept for involving local communities to collaborate and contribute to prevention efforts among young people in risk of radicalisation towards violent political-religious extremism and even terror. • **The CoCoRa Prevention Programme (CPP)** – a concrete concept for educating and empowering young people in the risk zone to define and follow their own visions for an equal and active citizenship, built on the basic idea of the self-including citizenship. • The CoCoRa Ambassador Programme (CAP) – a concrete concept for further training of young people from the preventions programme to be spokespersons and ambassadors. The young ambassador will be responsible for the communication of needs, resources and special expertise among young people in their peer group to contribute to the common prevention effort in a collaboration with local/regional prevention authorities and professionals – thus building a sustainable bridge for a preventive strategy taking the resources of local communities into account. Thus, the basis idea is to combine the radicalization preventive perspective with an empowerment approach and knowledge input and exercises focusing on the potentials for overcoming the experience of alienation, exclusion, lack of equal treatment and even direct discrimination. The key word for this empowerment and new orientation process is our new concept of self-including citizenship, connoting the process of practicing a positive and active citizenship, even though one still may be met by negative presumptions and prejudices.
Evidence and evaluation	The CoCoRa project will be assessed through a total quality assurance and risk management system, combining: 1) Monitoring (the summative and quantitative approach) 2) Process assessment (the formative and qualitative approach) 3) Risk management (the preventive and acting approach) **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	4.8.11 **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	### 4.8.12 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	4.8.13 *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	4.8.14 **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	4.8.15 **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	4.8.16 **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	4.8.17 **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	4.8.18 **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	4.8.19 **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	4.8.20 **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	4.8.21 **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	4.8.22 **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. |
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Name of the practice	4.8.23 *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

This approach entails educating young people on citizenship, stereotypes, discrimination, extremism, democratic values, media literacy, critical thinking and cultural diversity in order to strengthen their democratic citizenship and resilience to radicalisation. The focus is on young people who are more vulnerable or at risk of being targeted by extremist recruitment and propaganda. For the approach to work, it is necessary to raise awareness of radicalisation among the educators and their institutions.

The growing threat of violent extremism and terrorism has led to new challenges in several sectors, and in particular for schools and educators, who find themselves confronted with expressions and sentiments on a scale they could never have anticipated, ranging from personal identity conflicts to complex societal issues.

Recent attacks, as well as growing polarisation and tensions in society because of the refugee and migrant crisis, are just a few examples of developments and challenges to which young people and educators are exposed. While the reasons children and students are vulnerable to being radicalised may vary, it is worth highlighting that the ramifications of terrorist attacks can also exacerbate the situation. These incidents scare, frustrate or anger people, leading to provocation, ridicule, tensions and protest in the classroom. Schools and educators are on the front line to challenge and prevent misplaced retaliatory abuse, as well as to identify and safeguard those deemed vulnerable to radicalisation. They must partner in preventative efforts at an early stage

5.2 Aims

Educating young people aims to:
- Increase a sense of positive citizenship, inclusion, empathy and awareness of violent extremism.
- Support youngsters in exploring and acquiring a democratic attitude and skills. Promote fundamental values and democracy so that youngsters become active, responsible and open-minded members of society.
- Increase their resilience, so they are able to cope with injustice and grievances. Provide opportunities to practice skills for dealing with conflict, withstanding propaganda and peer pressure, and fighting for ideals in a non-violent way. This is particularly important for young people deemed at risk.

5.3 Methods

Using education to prevent radicalisation can be applied in a several ways:
- Educating young people on stereotypes, discrimination, extremism, democratic order, norms and values, cultural diversity and racism. This should take place in a practical, explorative, experience-oriented way, since it is counterproductive to force citizenship and democratic values upon young people.

- Education can be used to promote citizenship, digital literacy and critical thinking (including digitally e.g. online methods).
- Investing in the resilience of young people to deal with adversaries, injustice, conflict and grievances, in the light of the sometimes challenging process of identity-building in a polarised society;
- Creating safe spaces to set the conditions needed to address sensitive issues related to radicalisation and (violent) extremism in the classroom, such as responses to terrorist attacks, foreign policy perspectives and conflicts abroad, perceived grievances and freedom of speech issues.
- Launching projects involving listening to a testimony from a victim of terrorism, visiting a concentration camp or a museum about World War II (to enhance understanding of historical atrocities caused by discrimination), receiving a newspaper addressing discrimination, intolerance and cultural diversity .
- Using art for students to express their opinions and deal with elements of their developing identity.
- Interactive exhibitions on citizenship, democracy, human rights on diversity.
- Workshops for youngsters to counter extremism and intolerance e.g. in the form of learning about online propaganda, perhaps through drama or a play about polarisation, or through a documentary etc.
- Peer mediation.
- Co-creating with students to make them part of the solution, by for example empowering them to provide alternatives to the messages extremists spread via social media or making them responsible for their own environment and (social) initiatives in their neighbourhood.

Most of these interventions can be carried out in school, but may also be organised outside of school by professionals other than teachers. Partners already involved in schools for related topics, like human rights or crime prevention, could be of added value.

5.4 Lessons learned

5.4.1 Important pre-conditions at school level

Any type of programme aimed at educating young people on citizenship, stereotypes, discrimination, extremism, democratic values, media literacy or critical thinking and addressing radicalisation and violent extremism, will only be successful when implemented in a broader educational setting in which the school has developed a clear vision on how to deal with radicalisation and extremism in the school: the school's board and management need to understand that recruitment and radicalisation is a risk for their students, just like sexual exploitation and crime.

The prevention of radicalisation should be incorporated into a school plan defining the school's policies, so that it is fundamental and a priority. As part of this plan, schools should set out how to develop a response structure based on prevention from the safeguarding and risks perspective, without making teachers a spy or monitor their pupils.

Schools should consider the mechanisms that they have available to provide a 'safe space' for conversations to take place, and should consider how this aligns with their policies and procedures. An approach that shuts down dialogue and expression could fuel frustration, whereas clear lines of engagement and management could help to deal with problems at the root cause. Other important pre-conditions at the school level are:
- Innovation within the curriculum to have sustainable elements of critical thinking, democratic values, conflict resolution etc. incorporated as part of existing courses and activities. This

should also enable teachers to spend time on these subjects instead of adding to the many topics they already have to deal with.

- Having a curriculum enriched by online tools to appeal to students . 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 discussion or otherwise. It is recommended that content created (in a joint effort involving youngsters, CVE experts and online/web building experts) and /or used includes messengers credible to young people at risk of radicalisation, such as from formers and community or key religious figures. Authorities, and even experts, are not best placed to be the messengers of counter narratives.

- Introducing extracurricular activities if the curriculum is limited. Debating and negotiating have proven to be of benefit for students vulnerable to extremism, as they provide non-violent alternatives to problem solving.

- Enabling educators to receive training on online processes, radicalisation awareness and holding difficult conversations. Simply 'countering the narrative' on its own does not work and can make young people defensive. Teachers must be equipped and empowered to facilitate dialogue and exchange in a safe and constructive manner. By ensuring that teachers understand the ingredients, described in this chapter, of 'effective' prevention, they can own the agenda and make sure that their lessons and approaches are appropriate.

- Enabling educators to become aware of their own views, presumptions, attitudes, prejudices and verbal and non-verbal communication styles. They need to reflect on their personal communication style, since their behaviour could both facilitate or hinder dialogue.

- Leading by example to create an open and safe space for school staff to also discuss and share experiences. This is no longer just a matter for the pastoral team. Schools should invest in basic training for all teaching staff so that they are equipped to detect the signs and intervene effectively, and to do this among themselves. As a result of this training, staff will be feel confident enough to address radicalisation and remain in dialogue with their students on this and related topics.

- Allowing time, both for teachers and schools, to develop the curriculum and materials, as well as to get used to working with these new materials and skills.

- Working together in robust partnerships with other organisations such as social workers, youth and health care 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).

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

- Regarding parents and the family of students as valuable partners in safeguarding and prevention. Too often these days there is a negative image 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 they want to help keep them safe. Parents should also be pro-actively informed about school programmes aimed at educating young people in relation to radicalisation.

5.4.2 Important pre-conditions at an educator level

Educators play a key role in the prevention of radicalisation leading to violent extremism. 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 classroom. 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 and open way. Leaving these expressions unchecked could

feed the extremist narrative as well as jeopardise students' (social) safety. Because if these conversations cannot be held at school, where else will they take place? Educators need to invest in and receive support to increase their capacity to engage and act on this. They should be able to:

- Engage in difficult conversations: educators should try starting a 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.
- Offer alternatives: educators can refer to organisations or NGOs that offer a suitable alternative to students that want 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 an educator 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, since they are vulnerable to radicalisation: 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.
- Organise an interreligious dialogue, with respect for shared values, so that students can learn from different forms of religion and have conversations on diversity, fundamentalism, intolerance and combining religion and democracy. This will also enhance them in their preparations to be a citizen in a multicultural and multi-religious society. Having a certain level of understanding of different religions and the various ways they can be practised, makes pupils less vulnerable to indoctrination and recruitment.

5.4.3 Enhancing critical thinking skills and resilience

Critical thinking is a key element in harnessing individuals 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 (often a response to a perceived threat of globalisation that causes cultures to 'rub shoulders' in new ways) 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 simpler, black and white 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, and this strengthens the grip of the extremist discourse on its followers. There is strong neurological evidence that in a state of threat (whether perceived or real), all 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 other radicalisers exploit serves to reduce vulnerability to the messages of extremism 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 learn to analyse it and experiment to make changes. With a combination of learning by doing and discussions, youngsters are triggered to think.

5.4.4 Utilising voices of victims of terrorism and formers

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. Within the classroom setting, the following points are important lessons on using testimonies:

- 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 bigger educational programme). The best thing to do is formulate clear educational objectives and communicate these to the person who will be providing the testimony. Good preparation also entails informing the parents about subject, programme and objectives. Pupils and students can work in small groups to formulate questions. The questions can be categorised: facts, personal experiences, opinions etc. It can be very helpful for the victim to look into the questions of the pupils before the testimony, to have an idea of the project and the audience. Preparation is just as important as after-care. Teachers should monitor the impact of a testimonial in a classroom.

- 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. If the personal story is related to the basics of democracy and human rights, the victim can make his or her narrative stronger, with more educational impact, and provide a wide perspective for the audience. 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 reflection on doing (learning by doing). Hence it is best to combine conversations and discussions with interactive games and exercises. Through these experiences, youngsters learn how to reflect on their feelings and behaviour, they learn to analyse it and experiment to make changes. This will encourage critical thinking. To deepen the learning process, the teacher could look for additional media to communicate the learning result (PowerPoint presentation, newspaper, school bulletin, theatre, social media, parents' evenings). Of course these activities should be well prepared.

5.5 Practices

The following practices are presented:

- Aiviter - C4C Project (ISEC)
- Aiviter - Futura Memoria
- Arktos - BOUNCE Resilience Tools
- Cardiff - GOT
- COVITE - The Map of Terror
- Critical Mass – Expedition Friend & Foe
- Denkzeit - (Time to Think) Training
- Digital Disruption - Digital literacy
- Fida Management - Identity, Belonging and Extremism
- GO! Koninklijk Atheneum Antwerpen - Athena-syntax Where Art and Education Meet
- GO! Koninklijk Atheneum Antwerpen - The Prevention Pyramid
- 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
- Peace Education The Netherlands - Democracy factory
- 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 brainstorming, 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 **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	5.5.5 **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	5.5.6 **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	5.5.7 **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	5.5.8 **Digital Literacy**
Description	The project is designed to equip young people with skills to question the content they encounter online. We also enable young people to recognise some of the techniques that influence their ideas, opinions and real life behaviour. We do this by running workshops with young people, by giving teachers the tools and training they need to teach these skills in the classroom and by creating digital resources that educators can use. The resources at www.digitaldisruption.co.uk target the 'digital native' generation (11-19 year olds) who are often confident, but not competent Internet users. One in four young people do not make any checks at all when visiting a new website. Less than 1 in 10 ask who made the site and why. One third of young people believe that information generated by search engines must be true and 15 per cent base their opinions of a website on how it looks and feels to use. Digital Disruption seeks to equip young people with the skills they need, yet often lack, to be more discerning and savvy online. The focus on Digital Literacy as a means of preventing online radicalisation all stemmed from a project in the London borough of Tower Hamlets in 2009. The project set out to prevent young people from being radicalised in the borough. This was after it was learnt that extremist messages were recorded onto audiotapes and placed into the shoes of young Muslims whilst they were at prayer at a local mosque. The Young People we were working with didn't engage well with us as outsiders playing devil's advocate and trying to counter the radical views. On a collaborative journey with the group we diversified and broadened the focus of engagement to equip them with the skills to be more discerning instead of providing counter-narrative. An approach that taught them to recognise lies and manipulation instead of telling them what they should and shouldn't believe. We started advocating that knowledge is power and we got them asking the question 'who owns truth?' It was this local project in Tower Hamlets where Digital Disruption was born. Gaining interest from the Nominet Trust in 2012, Digital Disruption got funded to take our work from a local to a national audience. We focussed on building more universally accessible resources in response to the key issues identified in the 2011 Demos report Truth, Lies and the Internet. Once the resources were produced Digital Disruption workshops were conducted with over 500 young people in London and around the UK. Insight and content from these sessions was gleaned to adapt and strengthen the digital resources. Bold Creative (parent company) provided expertise in youth communications and interactive design to ensure that Digital Disruption's resources were relevant, fun and accessible for a young audience. Educators can use the different resources on their own or as an extended programme of work around source checking, deconstructing propaganda, conspiracy theories and more. Some of the resources, particularly those helping young people to understand, identify and deconstruct propaganda continue to get endorsed by organisations seeking to prevent online radicalisation. Think Tanks Demos and ISD, The UK's Association of Chief Police

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

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

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

Name of the practice	5.5.9 **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** 5.5.10 **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	5.5.11 **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
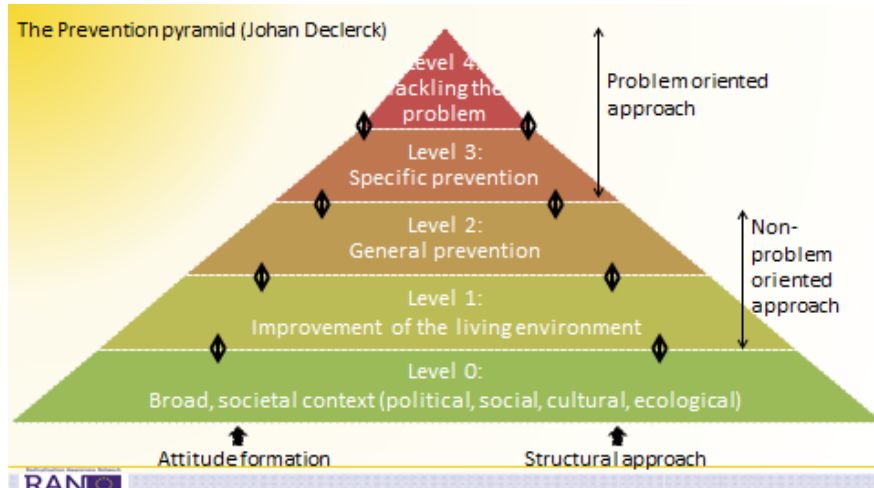
Illustration: the prevention pyramid (Johan Declerck)

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

Radicalisation Awareness Network
RAN

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

Name of the practice	**Identity and communication** 5.5.12 **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

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Name of the practice	5.5.13 *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

	Júlia Dés, CEO julia.des@haver.hu Péter Neumann, coordinator peter.neumann@haver.hu (+36) 20 222 5559 http://haver.hu/english

Name of the practice	5.5.14 **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
Contact details	IC Thinking (Cambridge) Ltd 17, Sydenham Rd London, SE26 5EX United Kingdom Sara Savage, dr. sbs21@cam.ac.uk (+44) (0)7948 329732 www.ictcambridge.org

Name of the practice	5.5.15 **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
Contact details	49 Jozsef street 1084 Budapest Hungary Mrs Timea Kiss-Lukasik info@megallo.org (+36) 709539286 www.megallo.org

Name of the practice	5.5.16 **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

Contact details	**Dalj Elementary School** (Osnovna škola Dalj) Zagrebačka 2B 31226 Dalj Croatia Tomislav Vuković tomislav.vukovic12@skole.hr ured@**os-dalj**.skole.hr +385 91 791 5610 +385 31 590 195 (School) http://os-dalj.skole.hr **Nansen Dialogue Centre** Cvjetkova 32 31000 Osijek Croatia **Ivana Milas** ndcosijek@nansen-dialogue.net +385 31 494 257 +385 31 494 258 http://www.ndcosijek.hr/en/

Name of the practice	### 5.5.17 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	5.5.18 **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	5.5.19 **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	5.5.20 **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	5.5.21 **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	5.5.22 **West London Initiative (WLI)**
Description	West London Initiative (WLI) emerged primarily as a result of identifying an increasing need amongst statutory agencies and youth organisations in London (UK) concerning Muslim youth engagement where such youth were developing extremist beliefs based upon erroneous interpretations propagated by extremist ideologues. Such beliefs were further exasperated by a lack of religious knowledge and understanding. WLI has since expanded to include challenging those susceptible to violent extremism in any form including Far Right extremism, Animal Rights, Political extremism, etc.

WLI explores the factors that lead to violent extremism from a truly grass roots perspective including the radicalisation process and effective means and methods of intervention(s). WLI aims to engage with individuals or groups, young or old, male or female, who have become susceptible to violent extremist propaganda and teachings and provide them with an alternative and more attuned understanding of their values, philosophies, ideologies and ethics. WLI also challenges extremist groups who feed off each other in cycles of reactionary violence and escalating extremist discourse. This thereby enables the contextualisation of particular beliefs and understanding within today's society without compromising principles of integration and the rule of law.

The organisation operates at a grass-roots level and is staffed both by individuals coming from similar backgrounds to its target audience, and skilled and experienced practitioners. This allows WLI to deliver a diverse range of interventions, events, projects and workshops where the aim is to educate, empower, build resilience and promote participation in civic society. The key consideration includes the ability to access hard to reach young people through bespoke innovative grass roots intervention methods tailored to the needs of the very person(s) engaged.

WLI's work also includes the direct and indirect targeting of members of other organisations who directly or indirectly promote or entice others towards acts of violence in the name of race, religion, colour, creed etc. WLI carries out outreach work via its contact with mosques, statutory/non statutory organisations, families, local businesses and others as well as carrying out research into the fluid nature of radicalisation. |
| Approach | Educating young people
Exit strategies |
| Target audience | Youth/pupils/students
Local Community Organisations/NGOs
Violent extremists |
| Evidence and evaluation | WLI incorporates the following in its evaluation and evidencing of success.

Milestones
From a milestone perspective, the following SMART (Specific, |

	Measureable, Attainable, Relevant and Timely Specific) routine are implemented.
	Specific
	Every milestone is specific in scope. This ensures that every time the milestone is perused, staff will know exactly what is going to be required to reach the milestone. This further ensures that no Milestone is vague, confusing or undoable. The milestones have clearly definable actions for the parties involved.
	Measureable
	Effective milestones should be grounded in a foundation that allows for the same to be measured. WLI promotes the usage of to-do lists where staff can take a milestone and break it up even further into actions. These actions are measureable because they are either complete (checked) or incomplete (unchecked).
	Attainable
	Where this milestone is essentially capacity driven, it is utilised to ensure the milestone can be reached. Within the working remit of WLI, this is a vital ingredient to ensure realistic delivery.
	Relevant
	While this may be obvious, this milestone ensures the delivery is relevant to the project at hand. If the milestone deals with too many aspects outside the scope of the project, it may distract and derail the efforts of the staff involved. Staff is to ensure the milestone in question can be solidly tied back to the project.
	Timely
	In order to avoid procrastination, effective milestones are to be tracked against a calendar. Where there should be a start time, due date and expected timeframe associated with each milestone. This milestone is constantly monitored by senior staff.
	In addition to the above, WLI applies the following to its milestones:
	Open
	Milestones are to be kept open and presentable. Technical jargon or incomprehensible actions will be avoided so as to ensure decent communication channels when addressing non-technical parties such as a client. Milestones will be established which will make sense to everyone involved using clear language so that there is no confusion or misinterpretation.
	Small
	Milestones need to be kept small to allow them to be manageable.
	Assignable
	All WLI milestones are individualised to allow for designation to a specific, responsible member of staff. Should a milestone get to the point where multiple parties are involved, one individual is allocated line management responsibilities to ensure delivery. This avoids potential conflict and apportions accountability.
	Progressive
	Milestones must follow a linear path of progression to ensure that when one milestone is concluded, the next will lead on and allow for easy completion.

	Significant
	It may seem that this counters the 'Small' trait mentioned above, but milestones should be significant to the point where they complete a respectable portion of the project. If a milestone is too small or too specific in scope, introducing a 'significant' element avoids the dangers associated with a barrage of many milestones that in turn make the project look bigger than it really is. WLI's milestones are simple project tools that will help set goals, priorities and work schedules. In addition to the points listed above, weekly staff meetings are conducted regarding issues raised from reports, activities, target audience members and to provide general updates. Staff is also reminded of what services and resources are available, the need to maintain credibility to ensure delivery of outcomes, the need to work within given timeframes, best value when considering project aims and the need to ensure the engagement is tangible and practical. In addition, there is a clear focus on the organisation's purpose and on outcomes for service users. This is monitored by: a) Being clear about the organisation's purpose and its intended outcomes for service users; b) Ensuring users receive a high quality service which shows good practice and value for money; c) Ensuring staff perform effectively in clearly defined functions and role; d) Promoting values for the whole organisation and demonstrating the values of good governance through behaviour; e) Being thorough and transparent about how decisions are taken; f) Having and using good quality information, advice and support; g) Making sure that an effective risk management system is in operation. Where requested, monthly reports are dispatched to strategic partners for evaluation and feedback. Local and strategic partners are regularly invited to visit activity venues when appropriate as well as discuss issues around governance and project outcomes.
Sustainability and transferability	All elements of WLI's practice are easily transferable and, language aside, have been designed to take account of local issues and protocols generally. Indeed WLI has often been requested to present workshops on its practice methods whereby the same is transferred to a local context and utilized accordingly.
Geographical scope	West London Initiative has operated essentially in London and surrounding counties but staffs have given presentations worldwide.
Start of the practice	7th of June 2013
Presented and discussed in RAN meeting	Ran Derad, 3-4 December 2014, Warsaw
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	*The West London Initiative is a limited company, funded essentially through local authority and private sources.*

Country of origin	United kingdom
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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. A distinction should be made between families' intentions and their behaviour. 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.

Families can however also be the key to creating a safety net and be instrumental in helping someone leave an extremist movement and mind-set. Each scenario and family's involvement will be different and requires tailored solutions.

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. Honorary 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. 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.

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.

6.2 Aim

- Support family members of an individual who becomes radicalised towards violent extremism and criminality.
- Raise awareness of the threat of violent extremism and avenues for help.
- Provide content for family members to address ideologies used by terrorists to recruit people to their cause.
- Support families whose children and relatives may be vulnerable to radicalisation.
- Build resilience against violent extremism.
- Manage the risk associated with convicted violent extremists when they 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 and community centres;
- Informative websites and (online) question and answer platforms.
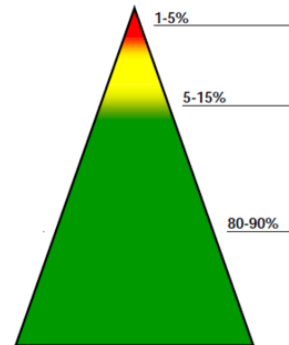
Secondary prevention (yellow)
A smaller group of families is at higher risk and has greater needs for resilience to radicalisation and violent extremism. Many factors may contribute to this situation: unstable family dynamics, frustrations and grievances, history of abuse, communication issues, cultural 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 deradicalisation programmes involving the family as a whole.

There are a variety of organisations or networks which can offer family support: statutory bodies NGOs, voluntary civil society organisations of communities (mosque organisations) and even families themselves.

6.3.1 Primary prevention:

Preventive parental support
This cluster of interventions is directed at supporting (migrant) parents in raising their children in a (Western) society. In particular within certain communities, the gap between generations is a known cause of alienation among migrant youngsters. Specific interventions are directed at strengthening dialogue between boys and their fathers, and between mothers and daughters. Parents can also take courses on enhancing their parenting skills. These courses focus on helping traditional parents deal with youngsters growing up in a modern, western world.

Support and empowerment of women
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, family communication, applied parenting skills and building resilience. Separate activities for women only can be organised.

6.3.2 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.

A number of lessons can be drawn from experiences with helplines so far:
* it is important to be clear that the aim of the helpline is to support and give advice, NOT to report;
* ensure transparency and clarify that the police will be notified in cases of immediate danger;
* staff should listen, ask questions and take time to interpret 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 communities is advisable – if possible, community members can operate the helpline (supported by training);
* be aware of other factors at play that are not necessarily radicalisation, e.g. experiences of marginalisation or of discrimination, failure at school or at work, rebellious attitudes and provocative behaviour, problematic circumstances within the individual's family etc., helpline staff need to be equipped to deal with all of these factors too;
* helplines should allow for anonymous and confidential contact, preferably free of charge;
* 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;
* 24/7 arrangements should be considered;
* how to advertise the helpline e.g. through websites, through charities etc., should be considered.

Family support for (possible) extremists

Family support for (possible) extremists is mainly about counselling and aiding parents in dealing with the situation at hand. This can be via 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.

6.4 Lessons learned

* Preconditions for an effective family support approach. When engaging with families for the purposes of prevention, de-radicalisation and reintegration, it is preferable to first have a national consensus on what the overall goals are and what strategic approach should 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 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 to over 1 000 family members and place them in a vulnerable position. Financial investment in developing family support should reflect this reality.

- A multi-agency approach is crucial. There is no limit to the number of actors involved, but there should be a single family counsellor or limited point of contact with families. 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).

- 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 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 is also a safety and security concern that should be taken into account and which in some cases legitimises 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 be careful to remain neutral and try (where possible) to lean towards positive language. Importantly, language used should be clear and to the point, and should balance empathy and understanding.

- 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.

- 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 learn why certain interventions did or did not work. This makes the chance of success less dependant on the unique skills of a family worker.

- If certain people (whether family, friends or community members) do not want to be involved in any type of engagement, it is best to accept their decision. Service providers should give encouragement and support where possible, but only those committed to the process should be involved. The family has to decide what it wants and to set goals. Similarly, family members and the (potentially) radicalised individual should only interact when both parties are willing and ready.

6.4.1 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 reaching Syria.

- As family members of radicalised individuals might already know how to reach out to practitioners and/or agencies for help, it is not necessary to set up completely new agencies of support. However, specific structures within those agencies (e.g. ministries of social affairs, police/security services or within frameworks of trusted civil society partners) can be helpful. Service providers should listen to the needs of family members and respond as appropriate.

- Waiting too long to engage could be harmful. If family members reach out for help, a rapid decision is needed on the appropriate course of action. A decision on who should engage and the depth of engagement should be made based on all available information: e.g. from police, from any involved social workers, from the foreign fighter or family member(s) themselves and where necessary, from intelligence.

- 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, such as (mobile) phone, email and even online messaging fora, e.g. WhatsApp.

- 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? It 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 information is shared. 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 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 gathering, organising an information session 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 that 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 'hotline' is one such example, as are visits to parents whose children are considered at risk of becoming radical, or have already becomeso.

6.5 Types of Support for Family Members

How service providers engage with family members and what types of support will be provided will depend 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:

6.5.1 Direct Support

- Direct contact with family members can range from very pro-active support (e.g. family counsellor making house visits) to leaving the initiative for support completely to the families (e.g. families phoning a special support centre). The extent of the support can vary from purely therapeutic to encouragement and empowerment of families by the counsellor.

- 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 potentially concerning behavioural changes in individuals at home or in the community and equipping them with the knowledge to address these concerns. Training may also cover resilience-building.

6.5.2 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 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 undergoing an Exit or rehabilitation programme will not only require psychological support but practical support with regards to finding a job, house and new avenues for socialising if all previous contacts were radicalised towards violent extremism.

6.5.3 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. Practitioners 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.
- Practitioners 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 in being 'responsive' (responding to the needs of their relative) and 'demanding' (setting boundaries).
- Practitioners 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 them. 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.
- Often when young people are radicalising and adopting an extremist mind-set, they 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. However, there is a generational gap that 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 as well as 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 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.

- 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 in taboo areas, extremist groups create a space to recruit new members. Family counsellors should be aware of these dynamics and include them in family interventions.

6.6.1 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.
- An evaluation involving multiple agencies should be used to assess if the goals of family support 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.
- Engagement may never truly 'end'. 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.

6.7 Practices

The following practices are presented:
- bOJA - Extremism Information Centre
- Cultures Interactive – WomEx
- ifGG – Coaching for imprisoned parents (part of Praefix R programme)
- LidiceHaus
- 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 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	6.7.3 **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	6.7.4 *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 födern – 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	6.7.5 **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	6.7.6 **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	6.7.7 **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	6.7.8 **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	6.7.9 *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	## 6.7.10 *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	**6.7.11 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	**6.7.12 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 to challenge or offer alternatives to extremist ideas, either online or offline.

Exposure to extremist propaganda – both online and offline – is critical to the process of radicalisation. Extremist narratives are effective because of their simplicity, their use of scapegoating, and their emotional appeals to fear, anger, shame and honour. Their messages are crafted to exploit identity issues that many young people may experience. It is upon this scaffolding that their violent and exclusionary ideologies are built. But the manner of transmission is equally vital. Popular extremist propaganda often includes: high production value, the use of fast-paced editing, music and a charismatic narrator, and a call to action. The professional and sophisticated use of social media by Daesh in particular has been a game-changer.

Propaganda spread by terrorists and violent extremists is easily accessible. While they are increasingly making use of the so-called 'Dark Net', the majority of their efforts are focused on mainstream platforms. Extremists are also populating the spaces where young people consume and share information, socialise and are socialised. It is harder to predict and detect violent extremist actions, as extremist messages are spread more widely, rapidly and effectively via the internet and social media, and authorities are often not able to hold people accountable for this propaganda. Reducing accessibility to online terrorist material is important, as is acknowledging the difficulties in ridding the internet of *all* terrorist material. Whilst efforts to reduce accessibility to terrorist content are important, they, on their own, will not deter those looking for information. It has become increasingly apparent that preventing and tackling radicalisation leading to terrorism and violent extremism is not only a security issue. It is also about addressing public opinion and countering and challenging extremist ideologies – a strategy also known as 'winning the hearts and minds'.

7.2 Aim

One of the key challenges to delivering narratives is understanding precisely to what the terms 'counter narratives' (CN) and 'alternative narratives' (AN) refer, and the different types of 'counter-messaging' or 'counter-narratives' that exist. Table 1 below outlines different types of campaigns or communications, which include alternative narratives, counter narratives and government strategic communications. The table provides an indication of what each type involves, their key characteristics, and which stakeholders should be delivering which types.

Counter- and alternative narratives directly or indirectly challenge extremist propaganda either online or offline (or in combination). Such narratives can vary from a counter-information campaign challenging an extremist group's message on a more factual basis (CN) to alternative narratives that discredit and de-legitimise the extremist narrative and provide an alternative (AN).

Table 1. Types of campaigning/communication

What	Why	How	Who
Alternative narratives	Undercut violent	Positive story about	Civil society or

	extremist narratives by focusing on what we are 'for' rather than 'against'	social values, tolerance, openness, freedom and democracy	government
Counter narratives	Directly challenge, deconstruct, discredit and demystify violent extremist messaging	Challenge of ideologies through emotion, theology, humour, exposure of hypocrisy, lies and untruths	Civil society
Government strategic communications	Undercut extremist narratives by explaining government policy and rationale	Refuting misinformation, and developing relationships with key constituencies and audiences	Governments

In addition to different types of campaigns/communication, there is a broad spectrum of situations in which counter-narratives can be used, from hard-end, one-to-one de-radicalisation to a softer end targeting a much wider audience (many-to-one). Therefore, determining where the target audience is – whether it is taking place 'upstream' i.e. counter-radicalisation (broader messaging to young people to act as prevention against extremist narratives), or downstream i.e. de-radicalisation (including one-to-one messaging with individuals who already hold radical views), as outlined in the figure below, 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 mistake and obstacle to effective campaigns.
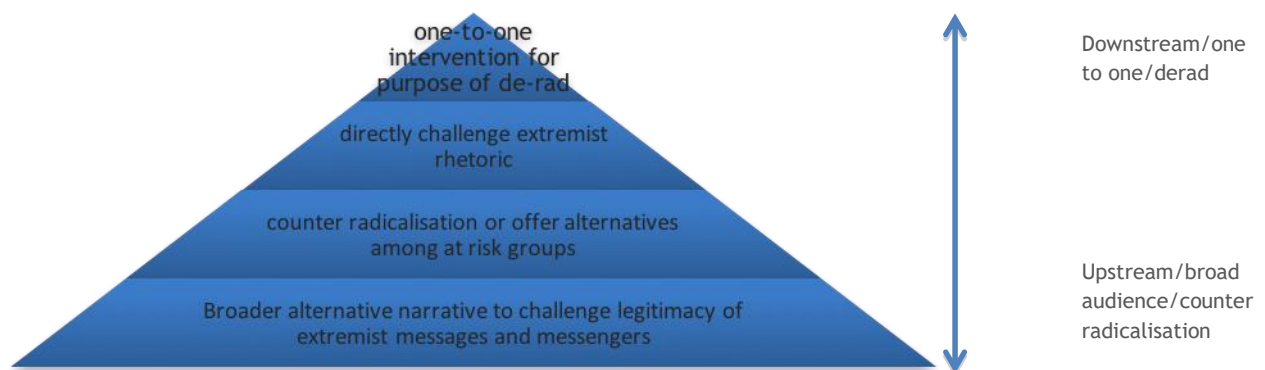
The key to designing a successful campaign is correct identification and understanding of the chosen target audience and where they are situated on the radicalisation spectrum. This will impact on the types of messages, messengers and mediums that are used. RAN@ and RAN C&N Working Group meetings and pilot projects have highlighted how user behaviours can affect how counter narratives and alternative narratives 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. A combination of 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 the strategic level.

7.3 Methods

A broad spectrum of counter and alternative narratives can be delivered to and by different target audiences:

- political alternative narratives by government, government leaders, communication and policy advisors focus countering the idea of "us" against "them";
- moral counter or alternative narratives 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 counter or alternative narratives 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 counter or alternative narratives by former violent extremists to 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 counter narratives 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 alternative narrative;
- counter-imaging consists of de-romanticising extremism by using images of what actually happens on the ground i.e. killed civilians, women and children, for example.

Counter- and alternative narratives can be disseminated either online (YouTube, special forums, Twitter etc.) or offline (for example in the classroom).

7.4 Lessons learned

One of the most important lessons of developing such narratives is that different types of narratives are followed by different audiences and that each part and an audience must be separately targeted if a narrative or campaign is to be effective. This can vary from the micro-level, focusing on disengagement of individuals, to a broader societal approach on the macro-level. Each requires a distinct approach in terms of the message, messenger, tactics and partnerships. One should also realise that counter- or alternative narrative campaigns alone will not de-radicalise people. This is just one intervention, which should be used alongside others.

7.4.1 **Actors**, goal setting and scope

- A number of actors may wish to undertake a counter- or alternative narrative campaign. The most likely is a government with the financial capacity and vested interest to tackle a violent extremist ideology. The campaign strategy may be undertaken directly by a government department or indirectly by an advertising agency, NGO or civil society practitioner – or various combinations of these actors. Civil society practitioners, religious leaders, school teachers or community leaders are examples of other actors who may also undertake counter narratives to address extremist ideologies.
- Much like other forms of interventions presented in this RAN Collection, the most goal of delivering counter- or alternative narratives is likely to be uniform: actors will be aiming to deter an individual or group from violent extremism and to change their opinion – or at the very least, to raise doubts in the mind of an individual on the path towards violent extremism. More specific goals will vary. Depending on who is undertaking the alternative narrative, there needs to be a consensus on what these goals are and what strategic approach should be taken. The

first step is asking, "Who is being targeted?" An individual, a defined group or mass public opinion? Depending on who is being targeted, what is the appropriate strategy? At what level (micro, meso or macro) do we engage? What budget and resources are available? The answers to these questions will define the strategy and scope of the work.

- It is important to establish the scope of the campaign at the beginning. 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 changing public opinion over time? The scope and length of the project will determine which messengers and media to use to disseminate the campaign.
- Defining the target audience with specificity is crucial to success. Questions to consider include:
  – Who do we want to influence?
  – What influences them (facts, emotion)?
  – What type of engagement do we want to use (mass, public or specific?)
  – Where or which medium is most appropriate?
  – When is the most advantageous time to schedule engagement?

Potential challenges

Deterrence, prevention and changing public opinion are difficult to measure. Therefore some measurable targets should be established from the outset. Online campaigns will be easiest to measure as hard analytics covering viewers, level of engagement and impressions will be available on many online platforms and social media websites. In-person testimonials will be harder to gauge. Attendance can be an important measure, but before and after surveys asking for participant's opinion are also an option. It is important to bear in mind that volume of attendance/online views or "going viral" may not be an objective quantifiable threshold. Extremist online narratives are concerning when hundreds of individuals engage with them; they rarely engage with millions.

7.4.2 Dissemination: messengers and mediums

Credibility and trustworthiness of the individual, group or institution delivering the message or narrative is just as important, or maybe even more important, than the message itself. Different messengers should be used for the different types of narratives. Five types of messengers for the different layers in delivering counter- or alternative narratives can be distinguished:

1. **Government**
   Government leaders, communication and policy advisors are most suited to political counter-narratives and should steer clear of religious counter-narratives.
2. **Civil society**
   Key members of civil society, representation groups (including victims) and journalists are deemed credible for moral counter-narratives. Families, social workers and peers can also play a role in this respect.
3. **Religious leaders, institutions and communities**
   To counter the extreme narratives of Islamists and Jihadis, mullahs, imams and Muslims in general are best equipped for engagement.
4. **Formers**
   Former violent extremists may in some cases 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 extremist[6].

Potential challenges

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[6] 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

It is important to note that delivering counter- or alternative narratives does not come naturally to all groups. In most cases, delivering such narratives requires coaching, training and empowerment. 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 therefore should also be integrated into other websites and shown by other organisations. The testimonies or links directing to them could be part of a youth or local community organisation, for example.

7.4.3 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 old (traditional) and new media can be used to disseminate counter communications. Traditional media include newspapers and print journalism or television. More traditional still is in-person outreach at group events, for example in community halls or schools, or one-on-one engagement with a social worker or psychologist in a de-rad programme. New media includes online fora such as blogs, chatrooms, websites and social media platforms such as Facebook, Twitter and YouTube etc. Messaging services such as WhatsApp can also be used but these would likely be used on a much smaller scale. Victims' testimonies can be collected on a website or forum. The website can provide information, inspire, create awareness and galvanise people, but also build social networks, provide a library with background information and workshops for teachers, 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, perhaps 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 have maximum 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, it might be important to consider local holidays and festivities. Is the event planned during summer holidays?

Potential challenges
- Counter-narratives 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.
- 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 counter- or alternative narratives require significant financial investment.

7.4.4 Content and message

- Successful online counter- or alternative narratives share with extremist narratives an effective branding campaign, effective use of music, polished production and compelling stories.
- It can be effective to link to narratives which are already popular as it takes the counter-narrative directly to the target audience. This may be by posting an "in response to" video on

YouTube linking to extremist content, or by penetrating an extremist group through the music they like.

- Emotions are important: success is not achieved through evidence alone, which can always be refuted and countered. Instead, messages need to appeal to human emotions.
- 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 for individuals at risk. Online counter- or alternative narratives 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 media might place seeds of doubt. However ties between people (bridging and bonding) that create an oportunity for a change of mind can be persuasive where possible.

7.4.5 Evaluation

Evaluation of counter- or alternative narratives is notoriously difficult as measuring people's opinions is difficult and measuring prevention is impossible. Therefore evaluating the impact of the campaign will relate directly to the goals set. For online campaigns this may mean levels of interaction, including comments and views. 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 sessions.

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
- Muslim-Jewish Dialogue
- Political Capital Institute - Turulpata Facebook page
- Sisters Against Violent Extremism (SAVE) - Witness of history
- Terrorism: How about listening to what victims have to say (AfVT)
- The AAS - no-nazi.net
- UFUQ - What's up

Name of the practice	7.5.1 **Abdullah-X Project**
Description	The Abdullah X aims to provide innovative and robust animated/multimedia content to build resistance to extremist narrative and the allure of radicalisation.

Abdullah X is a cartoon image of a teenage, Muslim boy who is looking for his identity and place in society. The character has changing appearances to reflect that this is not a particular person but it could be anyone struggling with Issues of identity, faith, belonging, a sense of duty, grievance, injustice, confusion etc. The message is more important than the characters' look. The choice to use a fictitious character came from the observation that many extremist use their narrative to create an alternative reality that young people engage with online from the confines of their own bedroom. The objective of Abdullah-X is to radically challenge online extremist messaging using hard hitting, robust and specialist, subject based knowledge. But also, in light of much of the extremist content, deliver entertainment, engagement and feed young people's curiosity.

Abdullah-X is seen as a prevention method, not only online but also offline in schools. Abdullah-X can be found on YouTube: https://www.youtube.com/user/abdullahx |
| Approach | Delivering alternative narratives
Educating young people |
| Target audience | Youth/pupils/students
Local Community Organisations/NGOs
Online |
| Deliverables | Animated Videos |
| Evidence and evaluation | Extensive quantitative and qualitative evaluation in a six week pilot period. There have for example been 60,000 views of videos in this period. |
| Sustainability and transferability | To uphold an animated online campaign, sustainable funding is required. This is a challenge in this area of expertise.
The concept of using animated characters in counter-messaging online is transferable by other content-creators. It is important that the character and stories are recognizable for the targeted audience. |
Geographical scope	United Kingdom – online available
Start of the practice	January 2012
Presented and discussed in RAN meeting	RAN @ working group and RAN High Level Conference 2014
Organisation	*NGO based in UK and currently Self-funded*
Country of origin	United Kingdom
Contact details	Ahmed (via abdullahxteam@gmail.com)

	www.abdullahx.com
Name of the practice	7.5.2 **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.
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.
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	Tolstého 9 811 06 Bratislava Slovak Republic Radka Vicenová, Programme Director for Emerging Threats vicenova@cenaa.org (+421) 907 391 993 www.cenaa.org

Name of the practice	**7.5.3** *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	7.5.4 **Donate the hate**
Description	Donate the hate, turning hate-comments into involuntary donations for refugees and against the far right. The internet is currently overflowing with racist and xenophobic comments. We've got something against this. A very simple idea. We present: DONATE THE HATE - the first ever involuntary online charity initiative. The idea behind it: for every misanthropic comment, we make a DONATION OF 1 EURO. To refugee projects run by the 'Aktion Deutschland Hilft' campaign and 'EXIT-Deutschland', an initiative against right-wing extremism. This way, the haters and the trolls are making a donation against their own cause. A bit of a catch-22 for them, probably. The funds we use to turn hate comments into involuntary donations are being provided by our fantastic partners and supporters. Through this, we set a united example of human dignity and a tolerant Germany. DtH based on the idea of Nazis against Nazis. For the implementation, we have designed a microsite and set up a Facebook page, which is the center. With the Facebook page, registered users can make semiautomated, via an interface, hate comments into involuntary donations. For this purpose we and our partners, have designed and programmed an APP, which makes the commentary possible via an API interface. On the microsite can be found some commented hate comments as well as a top ten involuntary donators. All anonymous. Donations for the action coming from Partneren as: Radio Stations, Newspapers and television stations. Facebook also supports the campaign. What is a hate-comment? The term 'hate comment' refers to statements made on social networks that humiliate, denigrate or belittle human dignity, or incite or threaten violence, based on their actual or presumed affiliation to a social group, political views, social status or simply because of external characteristics. Such statements are directed in a generalised manner towards the group as a whole (racist, anti-Semitic, xenophobic, homophobic, derogatory towards disabled or homeless people or sexist). Some hate comments may also be liable for criminal prosecution.
Approach	Delivering alternative narratives Community engagement/empowerment
Target audience	Online Violent extremists General public
Deliverables	http://www.hasshilft.de/index_en.html

Evidence and evaluation	Facebook Page: - 500.600 people engaged with the page's content in the first week - More than 8,000 site likes in 48 hours (21,000 in two moths) - 100.000 - 250.000 timeline visits weekly Many German and international news and television stations report on DTH. More than 5000 Eur donations in two months. The evaluation of DTH is done currently.
Sustainability and transferability	Modified potentially transferable An English version of DTH is nearing completion
Geographical scope	Germany / Online
Start of the practice	24.10.2015
Presented and discussed in RAN meeting	10.12.2015, Berlin, RAN Counter & Narrative
Relation to other EC initiatives	None
Organisation	*EXIT-Germany is an initiative to help anyone who wants to break with right-wing-extremism and to start a new life.* *EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. EXIT-Germany was founded by criminologist and former police detective Bernd Wagner and former neo-Nazi leader Ingo Hasselbach. EXIT-Germany has been working since summer 2000 to provide assistance to dropouts from extreme and violent right-wing environments.*
Country of origin	Germany
Contact details	EXIT-Deutschland Bundesinitiative - Ausstiege aus dem Extremismus Postfach 760112, 10382 Berlin Fabian Wichmann fabian.wichmann@exit-deutschland.de 0177 – 2404806 http://www.exit-deutschland.de/english

Name of the practice	7.5.5 **Nazis against Nazis - Germany's most involuntary charity walk**
Description	Right-wing extremism still constitutes a significant problem in Germany. The scene has more than 25,000 members - and this figure is on the rise. Once people are stuck in the marshes of right-wing extremism, it is difficult to leave again. But there are groups and organizations providing crucial assistance e.g. EXIT-Germany, which can look back on 15 years of experience in successfully helping neo-Nazis who want to leave the far-right community. However, EXIT-Germany still receives far too little attention and donations for their significant work. Many people rather donate money to larger, well-known charity organizations. Thus, the organization is struggling with its own existence every year. The challenge: We need to create a social buzz idea around the work of EXIT-Germany, which would reach a broad audience and incite them to donate money for the cause. However, during the past few years, EXIT-Germany gained an outstanding reputation for creative and innovative approaches in countering right-wing extremism in Germany. For example, the "Trojan T-Shirt" campaign, in which EXIT-Germany slipped T-shirts with an imprinted neo-Nazi-logo to attendees of a right-wing rock festival. After having washed the shirt once, the logo disappeared and revealed a pertinent message: "What your T-shirt can do, you can do too - we will help you to leave right-wing extremism behind. EXIT Germany." With a total budget of only €5,000 to start with, the campaign turned out to be a huge success. Demonstrations are a powerful tool that neo-Nazis often use in order to show their alleged strength. Under the guise and protection of freedom of speech, neo-Nazis regularly subvert their right for demonstrations and 'take over' German towns. Generally, the residents demonstrate their discontent with the unwanted visitors by counter-demonstrations or verbal attacks. However, usually these measures have no real effect on the neo-Nazis. Yet, there has been no truly effective initiative to counter neo-Nazi demonstrations. Developing and implementing a new strategy that helps towns in their struggle against neo-Nazi demonstrations, while supporting EXIT-Germany's work. Turning a neo-Nazi demonstration upside down: from a right-wing extremist march, into a charity walk. In Germany charity walks (or sponsored runs) are well known and a common idea to raise money for a good cause. The usual procedure is to collect a certain amount of money from sponsors prior to the event, which is then earned step-by-step by the event participants. Consequently, we applied this procedure to our idea: For every meter the neo-Nazis marched, €10 would be donated to EXIT-Germany. This would face the neo-Nazis with a dilemma: either walk and collect for their own drop-out or abandon the demonstration.

Approach	Delivering alternative narratives Community engagement/empowerment
Target audience	General public Violent extremists Formers
Deliverables	www.rechtsgegenrechts.de 1. Video (engl): https://www.youtube.com/watch?v=KvjIYl_Nlao 2. Video: (engl) https://www.youtube.com/watch?v=kHz_Wrv1mKk
Evidence and evaluation	With €0 spend on media and just €5,000 invested in the campaign elements, we exceeded our first objective of magnifying the impact of our campaign, hence, to deliver extensive campaign awareness. Whilst no explicit goal was set, the campaign has out-performed all previous activities by EXIT-Germany: we reached 24 million people in Germany via TV and print, which equals €1 million media value. We counted 279 million campaign impressions online, across 64 countries and as the event unfolded, the news was picked up by traditional media worldwide. They all reported on EXIT-Germany and the "Miracle of Wunsiedel", using the campaign's images, texts and video footage. Individual elements included in our campaign: 1. Nazis against Nazis Microsite: As a result of our specially dedicated Facebook and Twitter channels and influential advocates, such as Hans Sarpei and STERN Magazine, we saw more than 21,000 visitors following the march live on the microsite. Overall we counted more than 155,000 individual visitors in only one week. Nazis against Nazis Facebook Page: - 72.600 people engaged with the page's content - 4.7 million post impressions in one week - More than 5,000 site likes in 48 hours (8,700 in one week) - 13.900 timeline visits in one week - 19.700 likes, comments and shares in one week Nazis against Nazis Youtube Page: - 2.8 million views in total (English + German) - 4.700 shares, with the majority on Facebook - 12.808 likes Twitter: -13.000 mentions on Twitter -The campaign acknowledged as being 'well-played', 'genius, 'a must-see and 'a great example of creative activism'. The "Nazis against Nazis" website has been altered to become a fundraising tool for other communities and contexts and now functions as a role model for German anti-Nazi campaigns, with several cities adopting the new fundraising mechanism in their struggle against neo-Nazi demonstrations.

In Germany ran until the end of 2015, more than 14 involuntary charity runs. In total were collected around the 40,000 euros for dropouts and other refugee projects.

Awards: (not all)
- Central German Fundraising Award
- German Fundraising Award
- Nominated für den IndexAward 2015
- Nominated CIVIS Mediaaward 2015
- IFC Global Award
- Lead Award
- Policy Award
- Cannes Lion
- ADC Award
- Clio Award

Sustainability and transferability	Modified potentially transferable
Geographical scope	Germany / Wunsiedel
Start of the practice	15.11.2014
Presented and discussed in RAN meeting	10.12.2015, Berlin, RAN Counter & Narrative
Relation to other EC initiatives	None
Organisation	*EXIT-Germany is an initiative to help anyone who wants to break with right-wing-extremism and to start a new life.* *EXIT-Germany is an initiative assisting individuals, who want to leave the extreme right-wing movement and start a new life. EXIT-Germany was founded by criminologist and former police detective Bernd Wagner and former neo-Nazi leader Ingo Hasselbach. EXIT-Germany has been working since summer 2000 to provide assistance to dropouts from extreme and violent right-wing environments.*
Country of origin	Germany
Contact details	EXIT-Deutschland Bundesinitiative - Ausstiege aus dem Extremismus Postfach 760112, 10382 Berlin Fabian Wichmann fabian.wichmann@exit-deutschland.de 0177 – 2404806 http://www.exit-deutschland.de/english/

Name of the practice	7.5.6 **Trojan T-Shirt**
Description	'Operation Trojan T-Shirt' evolved in cooperation with an advertisement agency in order to target the neo-Nazi scene directly. On August 6th 2011 t-shirts showing a skull with the text 'Hardcore Rebels' and a flag of the Free Forces (militant neo-Nazi groups copying left wing strategies and methods) were distributed for free at a rightwing rock festival ('Rock for Germany') in Gera, which was organized by the nationalist party NPD in Thuringia. The surprise effect became visible after having washed the T-shirt once. Our message appeared: 'What your T-shirt can do, you also can do – We help you to free yourself from rightwing extremism. EXIT-Germany'. The goal was to increase the awareness and popularity of EXIT-Germany in the scene and to particularly target the youths that have not yet firmly settled in the rightwing extremist scene. We are very well aware of the fact that this project does not have an immediate effect, however after the operation the number of persons contacting EXIT and asking for help to leave the movement tripled. In addition, when thinking about leaving the scene, a right-wing extremist might remember us later on. Our "Operation Trojan T-shirt" has been the most successful project in a range of Trojan flyers, postcards and podcasts distributed by EXIT.

The idea was to produce a T-shirt with a message that would appeal superficially to right-wing extremists, but that would later reveal a hidden message after its first wash. The extremist, within the privacy of their own household and away from the oppressive peer presence of other right-wing extremists, would get to see a message encouraging them to seek help to exit the far-right scene.
Hundreds of free T-shirts handed out at a right-wing rock festival in the eastern German state of Thuringia contained a secret surprise. Upon washing, the original graphic faded to reveal a clandestine message.
•   The number of right-wingers that contact the group for consultation about exiting the scene. With some funding coming from the federal government, the organisation needs to be transparent in the success rate and costs of re-radicalising neo-Nazis.
•   High public awareness for EXIT and its activities using asymmetrical, disruptive tactics. Awareness outside the neo-Nazi scene is particularly important from a fundraising point of view – donations are what allows the organisation to carry out more activities. |
| **Approach** | Delivering alternative narratives

Educating young people |
| **Target audience** | Violent extremists

Formers

General public |
| **Deliverables** | Video: http://y2u.be/CSIbsHKEP-8 |
| **Evidence and** | The first thing that happened, as expected, was that the organisers and |

evaluation	the active neo-Nazis became aware of the message being planted in their midst, and they reacted in just the way we wanted: a group SMS text message was sent around and forwarded among the neo-Nazis to warn and alert others to the threat posed by the Trojan T-shirt. Thus, extremists who would have remained completely oblivious to the T-shirt's existence and the message, suddenly had EXIT on their radar. From this point onwards, the same warning message was posted on far-right pages on Facebook, which led to many far-right fans conceding that the method (if not the message) was worthy of appreciation. Once it was on Facebook, the message was unstoppable, and it spread rapidly across the Internet and over 300 news outlets from all over the world reported on EXIT and the "Trojan Shirts" – an impression can be gained in this video: http://y2u.be/CSIbsHKEP-8 Just behind the death of the popular German 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	7.5.7 **HOPE not hate**
Description	Using intelligent counter narratives to challenge extremism (for instance the #wearethemany hashtag online). Empowering communities to challenge hatred/violent extremism when it presents itself. Provide a positive antidote and diversionary focuses to the extremists' narrative. To provide accurate and salient analysis of extremist groups through research. Empower communities to tackle myths and inaccuracies through blogging, newspapers, leaflets, meetings, videos, education, speeches, T-shirts etc.

To destabilise extremist campaigns by undermining their credibility with sober, honest and accurate assessments on sensitive issues. Also providing platforms and support for vulnerable individuals to speak up and speak out against extremists in their communities.

As well as a bi-monthly publication, HNH has three separate blogs and roving news links that provide up to date information and intelligence on extremists. HNH also has a large social media presence where we interact with individuals and the public, constantly providing them with a dialogue of information, resources and also-very importantly-positive news and stories about work that is being done not just against extremism, but also to highlight empowering good practice in others.

We feed into this resource by having constant and ongoing research, analysis and education. We also work extensively with people inside hate/extremist organisations and also ex-extremists to provide a non-sensationalist view of extremist groups and individuals that are based on FACT.

HOPE not hate publishes 4 research documents per year, separate to the magazine and website. We are currently working on voter registrations, to encourage people to make their voice heard by voting in elections-a sure way to counter extremism at the ballot box. |
| Approach | Delivering alternative narratives
Exit strategies |
| Target audience | Online
Violent extremists
Formers |
| Deliverables | HOPE not hate has produced widely reported handbooks and reports into XRW and violent Muslim extremists and in January 2015 released 'State of Hate' our annual and in-depth accurate assessment of the XRW in the UK, which was widely reported around the world. Our staff are regularly quoted and interviewed in the media. Our most recent documents are:
- 'Army of the Right' about Britain First, a Christian Fundamentalist /Counter-Jihad /fascist hybrid (!), who have been carrying out 'Mosque invasions' in Britain.
- 'The Gateway to Terror' an investigation into the recruitment of |

	young Muslims to the Al-Muhajiroun network, recruiting foreign fighters and individuals engaged in acts of domestic terrorism. Gateway to Terror revealed that at least 70 people who have been convicted of terrorism or terror-related offences, or who have actually participated in suicide attacks, have been linked to the group. It drew international attention. - 'Signs of Hate 2' an update on the modus operandi of the extreme far-right both domestically and internationally, through exploring symbols, music, tattoos, codes and online activism. Produced in association with the London Probation Service for use in schools, colleges, universities, prisons and the probation service.
Evidence and evaluation	HOPE not hate is widely credited with the defeat of the far-right British National Party in the 2010 elections and by campaigning and educating, the long term demise of the organisation. There are thousands of testimonies of the work HNH has done, perhaps the best and easiest being a song written by Billy Bragg in honour of us.
Sustainability and transferability	The key aims of the organisation are quite transferable and there are plenty of imitators who imitate key arts of HNH-in particular in online behaviour, humour, expose and investigation of online extremism. The wider practices of research and analysis are not so well replicated but within each state there are experienced individuals who beaver away quietly who are capable of providing an accurate and historical picture of the practices and modus operandi in each country of individuals. Intelligence, and understanding accurately (and intimately) the target issues is essential. HNH has formed its own networks with such individuals. Wider campaigning can be directed to, and on conjunction with, unearthing the good individuals and the good practices that already exist in communities.
Geographical scope	London, Essex, Hampshire, Wales, Scotland, Lancashire, Yorkshire.
Start of the practice	HOPE not hate first appeared in March 2004 during a political campaign by neo-Nazis in the north of England. The organisation's roots are traceable for over fifty years. The educational arm was established as a separate entity in 1986.
Presented and discussed in RAN meeting	RAN Prevent, Berlin 2013.
Organisation	*HOPE not hate (HNH) is a registered "third party" non-sectarian, non-partisan organisation. HOPE not hate has a campaigning wing, a research department and a charitable education arm. HOPE not hate is self-funded by parochial money, charitable trust(s), Trade Union funding and individual donations. If and where possible, HNH undertakes paid work on projects. We currently have one dozen short term "community organisers" working in communities to strengthen civil and progressive society. HNH receives no government or European funding.*
Country of origin	HOPE not hate is based in, and works throughout, the United Kingdom
Contact details	Po Box 67476 NW3 9RF, London United Kingdom

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

Name of the practice	**7.5.8 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 Moussa Al-Hassan deradaustria@gmail.com, moussa@gmx.at

	(+43) 664 75 000 671 www.euisa.eu and www.derad.at and www.derad.org (Germany) and https://www.facebook.com/mjdaustriagermany University college: http://www.phdl.at/institute/zimt/team/ University Krems: http://www.donau-uni.ac.at/de/studium/neo-salafistischer-islamismus/index.php

Name of the practice	7.5.9 **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	7.5.10 **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	7.5.11 **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	7.5.12 **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	7.5.13 **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

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 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 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.

8.2 Aim

- Recognise vulnerable at-risk individuals;
- Assess the nature and the extent of risk vulnerabilities;
- Develop an appropriate 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 threat 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

8.4.1 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.
- A multi-agency approach should be applied at 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 adequate follow-up. Multi-agency approaches should also be embedded in job roles, functions and responsibilities and should be embedded in day-to-day working arrangements.
- To ensure a coordinated multi-agency approach, one organisation should chair and coordinate the process 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 clear to everybody which organisation is responsible. The lead organisation may also 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 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, from leisure activities (such as sports) through to the provision of specific services such as education and vocational training, housing and employment; Don't expand the networks too much, keep the cooperation and network on a manageable scale.
- 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 the local community, instead of setting up new, complex arrangements. This is essential in order to avoid overlap and duplication of efforts.

- Multi-agency cooperation requires mutual understanding of the mandate and aim of the cooperation. This could enhance shared ownership and shared accountability. Clarity on roles and expectations is a crucial precondition for success.
- Cooperate on different levels within organisations. Involvement from all levels within an organisation is necessary to create broader support for the cooperation.
- 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.

8.4.2 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, communities/families, NGOs, housing organisations, sports, advice centres, employment, 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: do not only involve organisations within the structure, but also civil society. 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.
- Come together on a regular basis: meeting each other face-to-face, for example 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 rather a moral obligation.

- Appoint a coordinator, avoiding hierarchical structures and politics: in order to ensure a coordinated multi-agency approach, one organisation should chair and facilitate the 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 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.

8.4.3 Information sharing and management

- Clear rules and guidelines about (confidential) information sharing are essential to the approach, and information sharing agreements are valuable in this process. In some instances there is the need for cross-jurisdictional cooperation.

- 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.

8.4.4 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 legislative position 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 and do not misuse data provided. 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.

8.4.5 Cross-border 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.

8.5 Practices

The following practices are presented:
- CVE - PSP (Psychiatry, Social Services and Police) co-operation
- Google ISD - Against Violent Extremism (AVE)
- Helsinki Police Department - Preventive Policing Unit
- The Danish SSP system
- UK NCTP HQ – Archer
- UK NCTP HQ - Channel

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Name of the practice	8.5.1 **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	8.5.2 **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	8.5.3 **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	## 8.5.4 *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	8.5.5 **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	8.5.6 *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