

Preventing Radicalisation to Terrorism and Violent Extremism

Training for first-line
practitioners

Radicalisation Awareness Network



2018 Edition

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Training for first-line practitioners

1. General description

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

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

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

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

2. Aims

The training courses aim to:

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

3. Methods

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

Most courses include information on:

- Terminology: what is radicalisation, (violent) extremism, terrorism, jihadism?
- The range of extremist groups and movements: extremist right-wing, extremist left-wing, extremist religiously inspired (e.g. Al-Qaeda, Daesh/IS, etc.
- Modi operandi: foreign fighter, lone actors, online activities etc.
- Basic knowledge of extremist ideologies:
 - What is the ideal society projected by violent extremists? What are they fighting for? Who are their enemies/scapegoats?
 - What are the differences between an extremist form of an ideology and a more moderate, mainstream version? When does an ideology more than a critical point of view on society and legitimises the use of violence?
 - What are the differences between orthodox (strict but still within legal boundaries), radical and extremist (moving towards or going over legal boundaries) varieties of an ideology?
 - What are the main variations within extremist ideology?
 - What is the origin of the ideology? Whose voices are considered credible? How is ideological propaganda packaged and spread by extremists?
 - How do radical and extremist ideologies resonate within society. Is there broad sympathy? Are there outspoken opponents?
- The radicalisation process and various trajectories: understanding radicalisation as a unique and gradual process, emphasising there is no such thing as a common profile, one root cause or usual pathway. A breeding ground for radicalisation can result from combination of pull factors (how people are drawn towards the cause/recruited?) and push factors (what are intrinsic drivers?), ultimately culminating in radicalisation through major life events and trigger events on a local or global scale.
- Indicators - how to identify vulnerable people at risk of radicalisation, considering that there are no clear-cut and definitive 'radicalisation checklists'. Identification instead involves observing changing attitudes and relationships, grievances and obsessions.
- Responding to (possible) radicalisation: understanding that preventing further radicalisation is much wiser than trying to deradicalise an extremist. Thus, begin a conversation with the individual and involve other professionals or credible persons and share concerns and other information, while carrying out further monitoring or contacting law enforcement. Intervening in a multi-agency context - knowing which other professionals should be involved; finding the balance between confidentiality/privacy and reporting to others.

No-one can do prevention alone. In their guides on training programmes, the RAN POL and RAN EDU working groups explicitly advance the case that training first-line practitioners to become aware and competent in dealing with radicalisation, requires being effective in a multi-agency setting. Therefore, depending on the type of (sectorial) training course offered, information could be provided in relation to:

- the local context;
- legal frameworks, local and national policies;
- privacy issues/sharing information;
- specific organisational issues;
- good practices of counter-radicalisation.

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

4. Lessons learned

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

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

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

Skills, attitude and awareness own personality

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

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

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

Training forms and materials

Experience shows that the following approaches have usually more result:

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

Implementation

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

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

Importance of context

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

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

Establishing, empowering and promoting multi-agency cooperation

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

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

Several RAN Guides on training courses: POL and EDU

Several RAN working groups explored the different types of training courses that might be relevant for them. The result was the following documents:

- RAN POL's Guide on training programmes for police officers in Europe¹

RAN EDU Guide on training programmes for 'Effective and confident teachers and other school staff'²

This chapter introduction was written and edited by Maarten van de Donk and Steven Lenos, both senior staff members of the RAN Centre of Excellence.

The text is based mainly on RAN working group papers, and particular reference has been made to the RAN POL and RAN EDU Guides on training. These publications were the outcome of discussion with training experts in dedicated working group meetings. The authors also interviewed the project coordinators and senior trainers from the CoPPra project and Trifier Training. The authors would like to thank Luc van der Taelen, Sertan Icten, Gijbert Roosenboom and Mark van der Peufflik for their time and expertise. Their insights have been included in this text.

¹ https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-pol/docs/ran_pol_guide_on_training_programmes_for_police_officers_en.pdf

² https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-edu/docs/ran_edu_guide_training_programmes_helsinki_01-02_03_2017_en.pdf

5. Practices

The following practices are presented:

- Amadeu Antonio Stiftung - Expert Center on Gender and Right-Wing Extremism
- chamäLION
- Catalan Penitentiary System – Techniques to develop critical thinking
- Citizenship Foundation - Living with controversy
- Citizenship Foundation - Managing controversy
- City of Antwerp in collaboration with Atlas - Training ‘Identity development of youngsters’
- Eruditio Publica - Prodem training
- Federal Police Belgium - CoPPRa
- Federal Agency for reception of asylum seekers - Training staff members of reception centres on prevention and reporting of radicalism
- Fundament - De-radicalisation by mapping of regions and strengthen the local institutions
- Grundkraft - Teachers Empowered
- In IUSTITIA - Counselling to victims of hate crime
- Legato - The Key-client model
- Lithuanian Criminal Police Bureau - Handbook on warning behaviours
- Ministry of Justice of Belgium - Training for prison guards: ‘Identification of signs of radicalisation’
- New Connexion
- Police Academy The Netherlands - Training at the Police Academy
- RAN Train the Trainer
- RecoRa Institute
- Scott - Ideology Training
- Sarpsborg municipality
- The School & Safety Foundation (Stichting School & Veiligheid)

- Tim Parry Johnathan Ball Peace Foundation
- Trifier - Working with Potentially Violent Loners in the Care Sector
- Ufuq.de – Bildmachen – Civic and media education for the prevention of religious extremism in social media
- 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	5.1 Expert Center on Gender and Right-Wing Extremism
Description	<p>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.</p>
Approach	<p>Training for first line practitioners Community engagement/empowerment</p>
Target audience	<p>Educators/academics First responders or practitioners Youth/pupils/students</p>
Deliverables	<p>Essays</p> <ul style="list-style-type: none"> • 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.agif.de gedruckt.) • Esther Lehnert (2011): Gender und Rechtsextremismusprävention. In: Friedrich-Ebert-Stiftung: Expertisen für Demokratie. Berlin, 2/2011 Download (PDF-Dokument). <p>Brochures</p> <ol style="list-style-type: none"> 1. Instrumentalisierung des Themas "sexueller Missbrauch" durch Neonazis. Strategien und Handlungsempfehlungen 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)

	<p>Books</p> <ul style="list-style-type: none"> • Geschlechterreflektierende Rechtsextremismusprävention. Eine Leerstelle in Theorie und Praxis? In: Amadeu Antonio Stiftung (Hg.): Gender und Rechtsextremismusprävention. Berlin: Metropol Verlag 2013.
Evidence and evaluation	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Sustainability and transferability	<p>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.</p> <p>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.</p>
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	<i>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.</i>
Country of origin	Germany
Contact details	<p>Fachstelle Gender und Rechtsextremismus Amadeu Antonio Stiftung Linienstraße 139 10115 Berlin Germany</p> <p>Heike Radvan heike.radvan@amadeu-antonio-stiftung.de</p> <p>(+49) 30 240 886 12</p> <p>http://www.gender-und-rechtsextremismus.de/</p>
Last update	2016 and before

Name of the practice	5.2 chamäLION (this is portmanteau term of the German word for Chameleon and the English word Lion)
Description	<p>chamäLION a primary prevention concept that aims to promote resiliency against extremist Ideologies.</p> <p>The Idea behind it is to prevent radicalisation by giving early support of personal and social resources, establish acceptance for each other (in their difference and to withstand them) and at the same time reducing discrimination.</p> <p>The aim should be achieved through exercises in three Modules. This Modules are:</p> <p>A: Belonging and orientation (aware of diversity/ different ways of life, religious believes, gender and origin)</p> <p>B: Identity and acceptance (knowing own strengths and weakness, biography work)</p> <p>C: Conflict management (Preventing Violence, learning how to deal with conflicts, awareness of own feelings and communication skills)</p>
Approach	<p>Training for first line practitioners</p> <p>Educating young people</p>
Target audience	Youth / pupils / students
Deliverables	Concept for children in the Age of 7-12. The Tools(exercises) are being Implemented by Teachers or social workers at school
Evidence and evaluation	For the first year the Tools are being tested in six schools (five in Stuttgart/Germany and one in Vienna/Austria) by different Teachers and Social workers. After the year the tools are being evaluated and adjusted. Evaluation tools are Interviews and Questionnaires.
Sustainability and transferability	<p>The Transfer happens through teachers which get a training that helps them be aware of their prejudice, have knowledge about radicalisation and its prevention. They spread this knowledge to their colleagues. Furthermore their reflected and professional personality serves as role model for the children and youth.</p> <p>The exercises get a sustainability by implementing them in daily school routine/life.</p>
Geographical scope	Stuttgart, Germany
Start of the practice	The First Training for practitioners was lunched in October 2016.
Presented and discussed in RAN meeting	<p>RAN H&SC meeting on 14-15 September in Hamburg</p> <p>And RAN H&SC and RAN YF&C joint event on 2-3 February in Nice</p>
Relation to other EC initiatives	n/a

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

Name of the practice	5.3 Techniques to develop critical thinking
Description	<p>The aim of the training is to provide penitentiary staff with the tools to promote critical thinking among inmates, by carrying out individual and group activities.</p> <p>General information on the process of radicalisation (i.e. the role played by propaganda and manipulation) is also included.</p> <p>Training is delivered by external experts in the subject.</p> <p>Duration: 20 hours.</p> <p>Resources: a classroom with commonly used school equipment (PC, projector, etc.) and funding for the trainers.</p>
Approach	<p>Training for first line practitioners</p> <p>Prison and Probation</p> <p>The training employs cognitive psychology, education principles and logic principles.</p> <p>Lessons include case studies, group discussions and simulations.</p>
Target audience	<p>First responders or practitioners</p> <p>Health practitioners</p> <p>Rehabilitation staff (social educators, psychologists, social workers, instructors).</p>
Deliverables	<p>This is a face-to-face training course. The concrete outputs are to prepare prison staff for the task of promoting critical thinking among inmates.</p>
Evidence and evaluation	<p>The first sessions yielded very good results, but participation needs to be improved.</p> <p>Ongoing evaluation is carried out with each training session, via a questionnaire handed out to attendants and trainers following the activity.</p>
Sustainability and transferability	<p>The activity is easily sustained, and can be transferred to any country.</p>
Geographical scope	<p>Catalan Penitentiary System</p>
Start of the practice	<p>2017</p>
Presented and discussed in RAN meeting	<p>This practice was collected in collaboration with the European Penitentiary Training Academies (EPTA) and EuroPris.</p>

Linked to other EU initiatives or EU funding	Yes
Organisation	Governmental institution
Country of origin	Spain
Contact details	Contact persons: mferrerp@gencat.cat or ijambolina@gencat.cat

Name of the practice	<p>5.4 Living with Controversy: Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (EDC/HRE)</p> <p>Training Pack for Teachers</p>
Description	<p>This training pack is a professional development programme for use primarily by teachers and school leaders, but also by NGOs, community organisations and others in education settings. It is designed to support and promote the teaching of controversial issues to young people across Europe. The pack is a response to urgent calls from policymakers and practitioners in a number of European countries for more effective teacher training in teaching controversial issues.</p> <p>The pack contains:</p> <ul style="list-style-type: none"> • a scoping paper, which provides the rationale for teaching controversial issues; • a supporting programme of training activities that form a continuous two-day course of practical training, but can also be used flexibly as stand-alone sessions. <p>The pack helps strengthen the role of education in promoting the core values of democracy, human rights and the rule of law. It also advances the concept of education being on the frontline in countering social evils such as violent extremism and the radicalisation of youth, xenophobia and discrimination, as well as violence and hate-speech.</p>
Approach	<p>Training for first line practitioners Educating young people</p>
Target audience	<p>Educators / academics Youth / pupils / students Local Community Organisations/NGOs</p>
Deliverables	<p>Concrete deliverables from the practice include:</p> <ul style="list-style-type: none"> • training pack, available online from the Council of Europe website; • training pack translated into several European languages, available online; • training pack adapted for Nordic countries and translated into the main Nordic languages; • series of training sessions organised by the Council of Europe and the European Wergeland Centre (EWC) across a number of European countries, as part of efforts to combat extremism, hate speech, xenophobia and racism; • supporting website at the Council of Europe with further details on the practice, its origins, aims and outcomes.
Evidence and evaluation	<p>The training pack promotes an open and collaborative approach to</p>

	<p>managing, teaching and learning about controversial issues, with an emphasis on self-reflection and thoughtful, informed action.</p> <p>Those using the pack are encouraged to develop professional competences, as performance measures, in three categories:</p> <ul style="list-style-type: none"> • personal (e.g. self-reflection) • theoretical (e.g. understanding the role of dialogue in democracy) • practical (e.g. teaching and learning strategies) <p>The training pack has been piloted in seven European countries by policymakers and NGOs with teachers and school leaders. Both qualitative and quantitative feedback was received from over 600 people, and the final pack takes this feedback into account.</p> <p>It was recently subject to an evaluation after being used in training for educators from the Nordic countries in Utoya, Norway. The evaluation highlighted its practical use in schools and education settings, and its role in helping those who have been trained to train others in using the tool at their schools/settings. This helped to spread the impact and reach of the tool within and across countries.</p>
Sustainability and transferability	<p>The Training Pack is going from strength to strength. Following its launch, it was subsequently used extensively in participating countries, as well as in European training programmes in south, south-east and central Europe, and in Baltic and Nordic countries, organised by the Council of Europe and the EWC. Translation into other European languages continues, so as to increase accessibility. This is a sign of the usefulness and currency of the pack, indicating that it meets a training need across many European countries.</p> <p>The Council of Europe and European Commission have recently sponsored a new project for 2018-19, which hopes to capture and promote the lessons learned from use of the tool within and across European countries. The outcomes will be shared in 2019 via a new website, case study videos and a short online publication of best practices.</p>
Geographical scope	<p>Across all member states of the Council of Europe. Countries involved in developing the tool include the UK, Ireland, Cyprus, Austria, Montenegro, Spain, Albania, France and Sweden. The training pack has also been used in south-east Europe, south Europe, central Europe, and most recently, with countries in the Baltic and Nordic regions, as well as Germany, Denmark, Greece and Cyprus. The pack is not country-specific and is suitable for use on a Europe-wide basis.</p>
Start of the practice	<p>The practice was developed and piloted from June 2014 to June 2015, and the training pack was published in September 2015. The practice is ongoing, with translation into additional major European languages.</p>
Presented and discussed in RAN meeting	<p>'The Right Training for the Right People', RAN EDU working group, 1-2 March 2017, Helsinki, Finland</p>
Relation to other EC initiatives	<p>The practice was developed through a partnership between the Council of Europe and the European Commission, as part of the actions both before and after the Paris Declaration of 2015 on strengthening democracy, human rights and combating violent extremism and terrorism across Europe.</p>

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

Name of the practice	<p>5.5 Managing Controversy: Developing a Strategy for Handling Controversy and Teaching Controversial Issues in Schools</p>
Description	<p>This training pack is a self-reflection tool for school leaders, leadership teams and teachers, offering guidance on how to handle controversial issues in schools and education settings. The tool helps practitioners reflect on the way controversy is managed in their schools/settings and offers practical suggestions on how it might be handled more proactively and strategically. The pack can be used alongside the companion training pack, 'Handling Controversy'. It is aimed at school leaders and teachers, but can also be used by non-governmental organisations (NGOs) and community organisations. The pack is a response to a call from policymakers and practitioners in a number of European countries for more effective training for school leaders and teachers in the handling of controversial issues, as a matter of educational urgency.</p> <p>The pack contains nine sections, each dealing with a different area of school life or setting that could have an impact on the management of controversy and controversial issues. Every section contains a description of the area of school life, an explanation of that area's role in relation to the handling of controversial issues, a case study from a European school and a practical suggestion for application in schools/settings.</p> <p>A scoping paper also provides the background to managing controversy.</p> <p>The pack helps strengthen the role of education in promoting the core values of democracy, human rights and the rule of law. It also advances the concept of education being on the frontline in countering social evils such as violent extremism and the radicalisation of youth, xenophobia and discrimination, as well as violence and hate-speech.</p>
Approach	<p>Training for first line practitioners Educating young people</p>
Target audience	<p>Educators / academics Youth / pupils / students Local Community Organisations/NGOs</p>
Deliverables	<p>Concrete deliverables from the practice include:</p> <ul style="list-style-type: none"> • self-reflection tool available online, downloadable from the Council of Europe website; • tool translated into the main European languages, available online; • tool adapted for Nordic countries and translated into the main Nordic languages; • supporting website at the Council of Europe with further details about the practice, its origins, aims and outcomes; • tool promoted by the European Wergeland Centre (EWC) in Oslo as part of its training to combat extremism, hate speech, racism and

	xenophobia.
Evidence and evaluation	<p>The tool promotes an open and collaborative approach to managing, teaching and learning about controversial issues, with an emphasis on self-reflection and thoughtful, informed action.</p> <p>The tool encourages users to:</p> <ul style="list-style-type: none"> • familiarise themselves with the major issues and outlooks in the area; • evaluate the current situation in their school; • plan further development; • guide professional development. <p>A short appendix also provides a checklist of practical action that school leaders and leadership teams might take when developing a strategy to deal with controversy and teach controversial issues.</p> <p>The tool was piloted in five European countries by policymakers and NGOs with school leaders, teachers and policymaking leaders. Both qualitative and quantitative feedback was received from over 400 people. The final tool was produced, taking into account this feedback.</p> <p>It was recently subject to an evaluation after being used in training for educators from the Nordic countries in Utoya, Norway. The evaluation highlighted its practical use in schools and education settings, and its role in helping those who have been trained to train others in using the tool at their schools/settings. This helped to spread the impact and reach of the tool within and across countries.</p>
Sustainability and transferability	<p>The tool is becoming more well-known, and is being used alongside the training pack ‘Living with Controversy’. Following its launch, the tool is used in participating countries, in European training programmes in Baltic and Nordic countries organised by the Council of Europe and the EWC, as well as in other countries such as Germany, Cyprus and Greece. Translation into other European languages continues, so as to increase accessibility.</p> <p>The Council of Europe and European Commission have recently sponsored a new project for 2018-19, which hopes to capture and promote the lessons learned from use of the tool within and across European countries. The outcomes will be shared in 2019 via a new website, case study videos and a short online publication of best practices.</p>
Geographical scope	<p>Across all 51 member states of the Council of Europe. Countries involved in developing the tool include the UK, Ireland, Cyprus, Austria, Montenegro, Albania, France and Sweden. The tool has been used most recently with countries in the Baltic region and the Nordic region. However, a number of new countries across Europe will be working with it in 2018 and 2019. The pack is not country-specific and is suitable for use on a Europe-wide basis.</p>
Start of the practice	<p>The practice was developed and piloted from June 2015 to June 2016, and the tool was published in November 2016. The practice is ongoing, with translation of the tool into major European languages.</p>
Presented and discussed in RAN meeting	<p>‘The Right Training for the Right People’, RAN EDU working group, 1-2 March 2017, Helsinki, Finland</p>

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

Name of the practice	5.6 Training ‘Identity development of youngsters’
Description	<p>This practice consists of training for first-line youth workers in the City of Antwerp. Lasting 10.5 hours (over 3 half-days), the training concentrates on youth identity development, with a focus on youth from a migration background. The initiative was initiated by the department for youth of the city of Antwerp.</p> <p>We came up with the idea of organising training for first-line youth workers in order to meet the need of several youth organisations. We wanted to strengthen the skills of youth workers, who have to deal with difficult issues like polarisation, radicalisation, extremism, racism, the search for identity, etc.</p> <p>The sports department of the city of Antwerp had previously organised similar training sessions for sports workers.</p> <p>Focus of the training</p> <ul style="list-style-type: none"> • To support youth workers in their pedagogical role by boosting their skills, to allow them to support youngsters to ‘find’ themselves in their search for identity. Also, to support young people showing signs of radical behaviour. (Radical behaviour is sometimes a part of the process of growing up and maturing.) • The focus should not be limited to coping with violent extremism but should be wider: to encourage the positive identity development of young people. This is considered vital by youth work organisations. • To emphasise the preventive role of youth work. • To help youth workers gain confidence and skills in dealing with youngsters exhibiting radical or ‘just’ difficult behaviour (i.e. to target youth workers’ ‘hesitation to act’ in such cases). We believe that with the right tools, youth workers can help young people steer a path to positive identity development. <p>The training was developed in collaboration with Atlas, a government organisation responsible for the integration of newcomers. Some of their staff members had the capacity to provide training on coping with radicalisation. Some youth organisations were also involved, in order to advise on content, so that the training would be tailored for their youth workers. It was crucial for them that we view the youth growth process from a broad perspective, instead of focusing on Muslims or radicalisation alone.</p> <p>The training comprises the following components.</p> <ul style="list-style-type: none"> • Explain the concepts: <ul style="list-style-type: none"> ○ <i>radicalisation</i> ○ <i>polarisation</i> ○ <i>terrorism</i> ○ <i>breeding ground</i> ○ <i>discrimination</i> ○ <i>extremism</i> + <i>how they fit into the current debate</i> + <i>how this influences youngsters.</i> • The frame of reference of the youth worker: <ul style="list-style-type: none"> ○ <i>Who are the youth workers and how can they relate this to their job?</i> ○ <i>How to cope with different reference frames.</i> • Group pressure: what is it and how to deal with it. • Identity development of adolescents: interactive session with psychologist.

	<ul style="list-style-type: none"> • Conversation training (one on one). • Group discussion techniques. • Support system for youth workers, developed by the youth department of the city of Antwerp.
Approach	Training for first line practitioners
Target audience	Local Community Organisations/NGOs Educators / academics
Deliverables	A file containing training material is available online. It contains presentations (including videos) used in the training and some explanatory text files. Trainees are given the link to the online file when they've completed the training.
Evidence and evaluation	<p>Once the first training cycle was complete, a telephone survey was carried out to get participant feedback and opinions on the training. For the following training series, participants were given an online evaluation form to complete. Despite not having an excellent response rate, many insights valuable were provided. Since the training is still ongoing, it is too early to evaluate it overall. In April 2018, an evaluation meeting will be held with the youth organisations that were involved from the start.</p> <p>Some early insights from participants' evaluation responses follow.</p> <ul style="list-style-type: none"> • In general, they find the training interesting, useful and informative. • Some participants found the first half-day too theoretical in nature, so the training staff changed this for the following groups, by making it more interactive. • Participants regretted there not being enough time to explore certain topics in depth (this was because there were many subjects to cover). • The interactive session on puberty and adolescence with the psychologist was well received. • The session on individual conversation techniques and group discussion techniques was also well received. Some participants are already applying related methods in their organisations. • Participants requested exchange and peer learning among youth workers on coping with problems experienced by youngsters. (This might be a subject for further work, following the current training.) • The more experienced youth workers had already some prior knowledge of certain subjects explored in the training. • The participants were highly diverse in gender, origin and experience. Consequently, each training group carried out interesting discussions about religion, racism and coping with youth problems. The participants felt that it was a safe environment and they could speak their minds.

	<ul style="list-style-type: none"> Participants appreciated the small groups (no more than 15 participants), the interactive approach, the fact that trainers alternated on different topics, and that they could exchange information and views with one another.
Sustainability and transferability	The training was tailored for youth workers. Certain subjects and insights are transferable to other cities where youth workers are active. However, the training must be carried out by qualified trainers.
Geographical scope	This training is for youth workers active in the city of Antwerp.
Start of the practice	Preparation: May-September 2017 Training sessions: October 2017-May 2018 (might continue after this date).
Presented and discussed in RAN meeting	This practice was presented at the RAN YF&C meeting on the role of youth work in the prevention of radicalisation and extremism, in Vienna on 6 and 7 December 2017.
Linked to other EU initiatives or EU funding	n/a
Organisation	City of Antwerp (department of youth), in collaboration with Atlas, a government organisation active in the process of integrating newcomers. [Governmental institution]
Country of origin	Belgium
Contact details	<p>Stad Antwerpen Stedelijke Jeugddienst Francis Wellesplein 1 2018 Antwerp</p> <p>Annemie Seghers Annemie.Seghers@stad.antwerpen.be +32 33387552</p> <p>https://www.facebook.com/100procentjonginantwerpen/</p> <p>https://www.antwerpen.be/nl/overzicht/vrijetijsaanbod-voor-jongeren</p>

Name of the practice	5.7 ProDem Training
Description	<p>Empowering of first-line practitioners in prevention and intervention.</p> <p>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.</p> <p>Network building is naturally supported between target groups (youth workers, teachers, policemen, municipal officers, NGO workers).</p>
Approach	Training for first line practitioners
Target audience	<p>Authorities</p> <p>First responders or practitioners</p>
Deliverables	Training modules for teachers, youth workers, municipal officers, policemen
Evidence and evaluation	<p>Positive feedback from participants of the trainings (about content, trainers and benefit for their work.</p> <p>Following participants` interest in continuing in trainings.</p>
Sustainability and transferability	<p>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.</p> <p>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).</p>
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	<i>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</i>

	<p><i>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.</i></p> <p><i>Main aims are:</i></p> <p><i>(1) support of social inclusion and democratic culture</i></p> <p><i>(2) support of elimination of discrimination, xenophobia and racism in society</i></p> <p><i>(3) make the access to education for public and also specific social groups easier</i></p> <p><i>(4) make the different forms of education more attractive</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Financing of the activities comes from national and international funding, profit activities and donations from private funds.</i></p>
Country of origin	Czech Republic
Contact details	<p>ERUDITIO PUBLICA o.p.s. Údolní 33 602 00 Brno Czech Republic</p> <p>Petra Vejvodová petra.vejvodova@eruditiopublica.com</p> <p>www.eruditiopublica.com</p>
Last update	2016 and before

Name of the practice	5.8 CoPPRa
Description	<p>Community Policing and the Prevention of Radicalisation (CoPPRa), a project funded by the European Union and co-funded by the Belgian Federal Police, aims to improve the capacity of first-line police officers to prevent radicalisation.</p> <p>Regular first-line police officers – community police officers – play an important role in preventing radicalisation: working in the field, understanding their local communities, and maintaining good community links. However, such police officers do not necessarily have a good understanding of radicalisation and vulnerability: they are not always aware of the warning signs nor do they know exactly how to respond to them, so as to prevent radicalisation. This project aimed to help address this lack by providing training and increasing knowledge.</p>
Approach	Training for first line practitioners
Target audience	<p>Authorities Prison/probation/judicial practitioners Security officers (critical infrastructures, nuclear premises, ports, etc.) Prosecutors and judges Law enforcement officers Different actors in the local integrated safety cells (mayors, socio-preventive actors, etc.) Education (school directors and staff)</p>
Deliverables	<ul style="list-style-type: none"> - CoPPRa pocket guide for first-line police officers - CoPPRa 'Train the Trainer' manual - CoPPRa e-learning on the European Police College (CEPOL) website - CD-ROM with PowerPoint presentation of different training modules
Evidence and evaluation	<p>To date, 25 000 police officers have been trained and we have had many participants from a variety of sectors (as mentioned earlier).</p> <p>The overall feedback is very positive and has led to quick and better early detection of signs of radicalisation or preparation for an attack. The number of reports increased drastically, and the quality of the reports and their contextualisation has improved.</p> <p>The parliamentary committee in charge of the police forces judged that this training programme should be replicated, thanks to its set-up, the training of trainers, the regular updates, the learning methods and focus on the respect of human rights and diversity.</p>
Sustainability and transferability	<p>The developed materials are available free of charge for all types of bodies mentioned above.</p> <p>Tools can be tailored to suit their local needs and situations (e.g. by adding or deleting local groups).</p> <p>Because the process of radicalisation is an international phenomenon, and because prevention starts with first-line workers, the project is 100 % transferable to other countries or police organisations.</p>

Geographical scope	Belgium, Bulgaria, the Czech Republic, Denmark, Estonia, Finland, Latvia, the Netherlands, Portugal, Romania Slovenia, Spain, Sweden and the United Kingdom, as well as the Balkans (CoPPRa was the basis for the First Line project under the large umbrella of the Western Balkan Counter-Terrorism initiative (WBCTi)).
Start of the practice	CoPPRa 1: from January 2009 to December 2010 CoPPRa 2: from September 2011 to September 2013
Presented and discussed in RAN meeting	CoPPRa has been presented at the RAN plenary and several RAN POL meetings: <ul style="list-style-type: none"> - RAN Pol Plenary meeting: Police and community engagement, Madrid 11-12 March 2015 - RAN POL kick-off meeting, Sofia, 24-26 April 2012 - 2015, 2016, 2017 and 2018.
Linked to other EU initiatives or EU funding	<ul style="list-style-type: none"> - Improving Security by Democratic Participation (ISDEP) (United Kingdom) - Financing: EU Prevention of and Fight against Crime (ISEC) funding
Organisation	Project pilot: Federal Police Belgium
Country of origin	Belgium
Contact details	Contact person: Luc van der Taelen (Djsoc/terro) Email: luc.vandertaelen@police.belgium.eu Telephone: +32 473978030
Last update	2018

Name of the practice	5.9 Training staff members of reception centres on prevention and reporting of radicalisation
Description	<p>Face-to-face training for staff of reception centres and support services is delivered by the Federal agency for the reception of asylum seekers (Fedasil).</p> <p>The training aims to:</p> <ul style="list-style-type: none"> - answer staff questions on radicalisation, e.g. What is radicalisation? What is the process of radicalisation?; - train staff to prevent, identify and deal with radicalisation in reception centres; - ensure the reporting of radicalisation to competent authorities. <p>After the training, staff members are able to:</p> <ul style="list-style-type: none"> - identify signs of radicalisation and prevent radicalisation; - react appropriately to radicalisation, in reception centres; - know when and how to report radicalisation, in reception centres. <p>Face-to-face training is accompanied by blended e-learning, via an online tool on the phenomenon of radicalisation.</p>
Approach	Training for first line practitioners
Target audience	All staff members of reception centres and agents of other public institutions
Deliverables	<ul style="list-style-type: none"> • Online tool (available for consultation) • PowerPoint presentation for the training session
Evidence and evaluation	<ul style="list-style-type: none"> • Centralised reporting of radicalisation since March 2016 • Participants' feedback at the end of the training is obtained by filling out an assessment form (average level of satisfaction: 85%)
Sustainability and transferability	<p>Online tool remains available.</p> <p>Structural costs: hiring of a full-time expert on radicalisation. Since August 2017, Fedasil has employed a full-time expert in radicalisation, who is responsible for:</p> <ul style="list-style-type: none"> - training staff members (headquarters and reception centres) on how to identify and report radicalisation; - coordinating the reporting of radicalisation across reception centres and with the competent authorities.
Geographical scope	All reception centres in Belgium
Start of the practice	End 2017
Presented and discussed in RAN meeting	RAN thematic event 'The Refugee and Migrant Crisis: Challenges for CVE Policy' 14 April, Vienna, Austria
Relation to other EC initiatives	None
Organisation	Fedasil is a government agency responsible for the reception of asylum seekers
Country of origin	Belgium

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

Name of the practice	<i>5.10 De-radicalisation by mapping of regions and strengthen the local institutions</i>
Description	<p>Our practice has 3 main activities:</p> <ol style="list-style-type: none"> 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	<p>Training of first line practitioners Creating CVE infrastructure</p>
Target audience	<p>Authorities First responders and practitioners General public</p>
Deliverables	<p>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.</p>
Evidence and evaluation	<p>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.</p> <p>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.</p>
Sustainability and transferability	<p>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.</p>
Geographical scope	<p>Slovakia, South-East Slovakia, Gemer region.</p>
Start of the practice	<p>2012</p>
Presented and discussed	<p>RAN DERAD, Ljubljana 8-9 July, 2013</p>

in RAN meeting	
Relation to other EC initiatives	Member of ENoD (European Network of De-radicalisation)
Organisation	<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Operation of a non-profit centre, that provides services for NGOs, municipalities, schools and governmental subjects in the region</i> • <i>Co-ordination of the non-profit platform's activities in the region, managing a regional support mechanism</i> • <i>Creation of partnerships between NGOs, public administration and entrepreneurs</i> <p><i>Fundament is supported by grants of EU, Slovak government, international and local funds.</i></p>
Country of origin	Slovak Republic
Contact details	<p>Fundament Non-Governmental Organisation Daxnerova 33 979 01 Rimavská Sobota Slovakia</p> <p>Peter Mihaly mihaly.peter@hotmail.com</p> <p>(+421) 948 91 30 32</p> <p>http://fundament.sk http://gomorilap.sk</p>
Last update	2016 and before

Name of the practice	5.11 Teachers Empowered
Description	<p>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.</p> <p>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.</p> <p>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.</p>
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 data 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	<p>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.</p> <p>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</p>

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

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

Name of the practice	5.12 Counselling to victims of hate crime
Description	<p>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.</p> <p>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.</p> <p>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.</p>
Approach	<p>Training for first line practitioners</p> <p>Community engagement/empowerment</p>
Target audience	<p>Law enforcement officers</p> <p>Local Community Organisations/NGOs</p> <p>Prison/probation/judicial practitioners</p>
Deliverables	<p>During its six-year long practice In IUSTITIA has developed various deliverables related to various aspects of the issue of hate violence.</p> <p>They include a number of publications aiming at awareness raising or for educational purposes. This is the list of them:</p> <ul style="list-style-type: none"> • Zpráva o násilí z nenávisti v ČR za rok 2011. (Report on hate violence in the Czech Republic 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 media. (Handbook for journalists on how to write about hate violence). In IUSTITIA. Prague: 2010. • Forgotten Victims. Hate crime and counselling for victims of

	<p>hate crime in the Czech Republic. In IUSTITIA. Prague: 2010.</p> <ul style="list-style-type: none"> • Nebezpečné známosti. (Czech-German cross-border far right extremism). Kulturbüro Sachsen. Dresden: 2009. <p>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.</p> <p>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.</p>
Evidence and evaluation	<p>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.</p> <p>Due to the requirements on funding by grants, In IUSTITIA evaluates completed projects and writes reports on them.</p> <p>The staff meets weekly also to evaluate current activities. A team supervision takes place regularly throughout the year.</p> <p>Every training provided to police officers, educators or social workers is followed by a participant evaluation.</p> <p>Financial matters are professionally supervised by an in-house financial manager as well by external bodies such as donors or in yearly tax return.</p> <p>In IUSTITIA's representatives have received positive feedbacks in the RAN VVT meetings.</p>
Sustainability and transferability	<p>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.</p> <p>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</p>
Geographical scope	<p>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.</p>
Start of the practice	<p>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).</p>

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 IUSTITIA 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	<i>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.</i>
Country of origin	Czech Republic
Contact details	In IUSTITIA, o. p. s. Rybna 24 110 00 Praha 1 Czech Republic Klara Kalibova, founder and director, klara.kalibova@in-ius.cz (+420) 773 177 822 (+420) 212 242 300 www.in-ius.cz
Last update	2016 and before

Name of the practice	5.13 The key-client model
Description	<p>Radicalised people do not normally call for countering violent extremism (CVE) programmes. But parents, teachers, youth workers and many others call counselling offices or exit programmes, like Legato in Hamburg, when they fear a young person (whom they care for) is slipping into radicalisation. This fact is as much a challenge as it is an opportunity. Radicalisation is always related to, and happens within, a social system. Whoever calls the helpline is part of that social system and carries multiple possibilities to change the system. Any change in behaviour or communication by a person who is part of the system sets other changes in motion and thus is able to influence radicalisation processes. Youth work, social work, social therapy, psychotherapy, wherever there is support to help people get out of crises. Systemic mindsets function as a framework and this mindset has taken over the role of former monocausal or behaviouristic approaches almost everywhere. Carrying over holistic constructive mindsets on how to counter violent extremism should thus not be a Columbus' egg.</p> <p>The question is: how can counselling, training and support lead to a controlled influence on individual radicalisation processes? The answer in Hamburg is: Legato.</p> <p>The role</p> <p>The role of the key-client can be either to build up relationships or support relationship-building professionally. The key-client is the one counselled and supported by Legato. They can be a youth worker, a teacher, a father or a mother, a friend or a local police officer. The key-client can even be staff-members of Legato, if working with the radicalised person themselves.</p> <p>Identification</p> <p>The determining factor for a key-client is being chosen by the radicalised person themselves. It is Legato's role to identify the most appropriate key-client by finding out who might be both similar to the person and credible on the one hand, and the most resilient on the other. Persons calling Legato directly, or calling the police or the central German helpline (Beratungsstelle Radikalisierung), are often already those identified as a key-client when a first analysis of the radicalised person's situation is carried out. When people call Legato, they are hardly ever told that Legato won't take on their case of (perceived) radicalisation. Legato will always analyse the situation and do whatever is needed to get as much information as possible. If the person calling cannot provide enough information, Legato will try to get somebody on board who can. Privacy and confidentiality are sometimes a challenge. The information Legato looks for is primarily information about personality development, communication characteristics as well as personal relationships and recent developments in this respect, but also in the perceived radicalised person's past.</p>

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

How to support and train key-clients

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

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

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

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

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

Which tools should the key-client have at their disposal?

Key-clients need to deal with several tasks that pave the way for deradicalisation-processes. They are not responsible for everything involved in a successful process, but they might be responsible for the most important parts of it, namely: reliable relationships, positive emotional messages and acknowledgement. Every radicalised

person needs these three things to embark upon deradicalisation. Most of them have not been exposed to them in relation to anyone except their dangerous ‘brothers in faith’ for a long time. They have experienced weeks, months and years of being attacked and criticised for their new friends, new world view and new way of life. This is the reason why most of them are quite susceptible to positive and emotionally loaded messages.

Key-clients need to work on this emotional grounding before they can start to support other positive aspects to deradicalisation, like:

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

	<p>on radicalisation processes by showing emotions, showing that they are proud of their child and also demonstrating personal weakness.</p> <p>6. Finding help with psychological problems and diseases. Although radicalised persons usually deny offers of psychological help, experience shows that it is worth exploring. Sometimes the radicalised person has already started to think about psychological help, without making it into an issue. Talking to a person who does not belong to any inner social circle, nor to the circle of brothers in faith, can appear attractive at different points of the radicalisation and deradicalisation processes. Counsellors should help find a relevant psychologist: many experts think that they are not able to handle this because it seems to be about religion. But it is important to bear in mind that this is a case like any other, and religion should not be an issue.</p>
Approach	<p>Training for first-line practitioners Exit strategies</p> <p>Legato systemic counselling and training for the justice department Training for prison staff and probationary services Exit counselling for prisoners Civil Society Office For Risk Assessment And Data Protection</p>
Target audience	<p>Families Violent extremists First responders or practitioners Practitioners Practitioners and guards in prison</p>
Deliverables	<p>A training programme for the key-clients has been developed.</p>
Evidence and evaluation	<p>The Legato team has been working with over 350 cases of radicalisation since 2015. In 2012, the first releases of the key-client model were tried out in the kitab project in Bremen. In hundreds of cases, parents, youth workers and relatives have reported a positive impact. In 2017, the University of Hamburg evaluated and scoped the Legato approach.</p> <p>The evaluation focused on Legato's structure and concept and in what ways the counsellors include the concept in their daily work.</p> <p>It also evaluated if structure and concept are coherent to scientific results, funders' expectations and addressees.</p>
Sustainability and transferability	<p>Key-clients cannot handle all challenges linked to a radicalised person alone, but they will be the person to whom the individual turns, and the one able to make changes happen. When relevant, Legato provides support to find a third party who can offer expertise, help and support.</p> <p>Prison guards are seen as special yet important players in a prisoner's environment. Therefore, Legato developed a training programme especially for prison guards and other professionals who work in prison and can have an impact on a prisoner's physical and mental health.</p> <p>The Legato approach is as much a family support approach as an approach to strengthen communities, and offers tailor-made and local exit-strategies. Experienced and well-educated counsellors are available to do the job of counselling, avoiding the need for 'extra' first-line practitioners.</p>

Geographical scope	Hamburg and northern Germany
Start of the practice	July 2012
Presented and discussed in RAN meeting	RAN joint event on supporting families and safeguarding children, 2-3 February 2017, Nice (FR)
Relation to other EC initiatives	None
Organisation	<p><i>Legato is the officially mandated counselling office of the city of Hamburg, and is responsible for all cases of religiously inspired radicalisation. It is driven by two local NGOs in cooperation and known in Hamburg for family support, psychological support, and prison and probation work.</i></p> <p><i>The Civil Society Office for Risk Assessment and Data Protection is funded by the Federal Ministry of Family Affairs and the Departments of Justice Bremen and Hamburg.</i></p> <p><i>Legato supports those who are able to be a key-client for deradicalisation processes by having a sustainable impact on the social system, social interactions and thus the 'Extremist' themselves. This support is provided by professionals with systemic expertise and practical experiences in several fields.</i></p>
Country of origin	Germany
Contact details	<p>Legato c/o Vereinigung Pestalozzi Palmaille 35 A 22767 Hamburg</p> <p>André Taubert beratung@legato-hamburg.de +49 4038902952</p> <p>www.legato-hamburg.de</p>
Last update	2018

Name of the practice	5.14 Handbook on warning behaviours
Description	<p>The handbook aims to increase awareness of terrorist trends and activities, stressing the growing threat of self-radicalisation. It will support criminal police, intelligence, and law enforcement officers in detecting signs of radicalisation at an early stage, by strengthening their perception and assessment skills.</p> <p>The handbook provides well-balanced, theoretical and practical knowledge on radicalisation, its preconditions and its background. It also considers what motivates separate individuals. It provides an overview of the path leading individuals to radicalisation, and the reasons behind the process.</p> <p>The structure has been kept intentionally simple and the contents straightforward. Practical and concrete examples are used to describe cases of attacks organised by separate individuals; they also assist readers in understanding the significance of behaviours that might be seen as warning signs of an individual heading towards radicalisation. Timely identification of radicalisation allows officers to assess the threat posed by separate individuals before too much harm is done.</p> <p>This manual is intended to be a handy tool that offers guidance for preventive strategy implementation. Its objectives are:</p> <ul style="list-style-type: none"> • to enhance knowledge, awareness and critical thinking on the nature of terrorism, the phenomenon of radicalisation, and the radicalisation process leading to violent extremism; • to describe the main types of terrorist groups, including practical cases and examples of good practice – not only across the European Union, but globally; • to enhance the capacity of criminal police, intelligence and law enforcement officers to recognise the indicators of radicalisation, supporting them in the intelligence collection needed to prevent the further spread of violent and extreme ideas; • to present a valuable set of indicators on self-radicalisation, that will enable criminal police, intelligence and law enforcement officers to detect individuals in the process of self-radicalising, and to evaluate the threat and risk they pose in terms of readiness to carry out terrorist activity. The indicators will also support crime prevention and the maintenance of public order. <p>The training based on the handbook aims to strengthen capacity and share best practices, and boost criminal police officers' skills by creating new, modern activity models, thereby stepping up safety and national security.</p>
Approach	Training for first line practitioners Creating CVE infrastructure
Target audience	Law enforcement officers Prison/probation/judicial practitioners First responders or practitioners

Deliverables	The 'Handbook on warning behaviours' is designed for official use only, by counter-terrorism officers from the criminal police, law enforcement agencies and intelligence services.
Evidence and evaluation	The practice was evaluated by the officers from Lithuania and Estonia who participated in the training based on this handbook. The results were positive: around 90 % of officers replied that the handbook was a valuable tool, information had been collected efficiently, the training was practical, and their knowledge had been increased. The handbook was presented during the training for national criminal police officers in 2017, where all participants received a hard copy.
Sustainability and transferability	The most important criteria for implementing this training are the national stance on radicalisation and its integration within national police programmes. Although initially intended for criminal police officers alone, the Lithuanian Criminal Police Bureau decided to extend the training to first-line officers as well.
Geographical scope	Lithuania and Estonia: the project involved two main partner countries, so training was delivered in these countries.
Start of the practice	The counter-radicalisation training was launched in April 2016. Two sessions were held in Lithuania, and two in Estonia. It ended at the end of 2016. During the course of 2017, the same training was delivered to Lithuanian criminal police officers in Kaunas city. In 2018, an awareness session is planned for prison officers, based on the handbook.
Presented and discussed in RAN meeting	The practice has not yet been presented at any RAN working group meetings.
Relation to other EC initiatives	The practice was held under the framework of the EU-funded project 'Enhancing the Cooperation of Law Enforcement Agencies in Combating Self Radicalisation' ('Lonely Wolves'), No HOME/2013/ISEC/AG/RAD/4000005259, as part of the EU programme 'Prevention of and Fight against Crime' (2007-2013).
Organisation	The training was implemented by the Lithuanian Criminal Police Bureau with the following partners: the VIP Protection department of the Ministry of the Interior of the Republic of Lithuania, the Estonian Internal Security Service, the Norwegian National Police Directorate, and the European Police Office (Europol).
Country of origin	Lithuania
Contact details	Address: Lithuanian Criminal Police Bureau Contact person: Mrs Egle Salciute, Chief Investigator of Counter-Terrorism Unit Email: egle.salciute@policija.lt Telephone: +370 52198671

	Website: http://www.policija.lt/
Last update	2018

Name of the practice	<p>5.15 Training for prison guards: ‘Identification of signs of radicalisation’</p>
Description	<p>The training addresses currently limited knowledge of how to recognise signs of radicalisation among prison staff. Staff appear to often lack both knowledge about simple signs, as well as knowledge of the radicalisation process itself. As a consequence, they are not able to report signs of radicalisation to the relevant services.</p> <p>The training set up by the Belgian Ministry of Justice was devised to overcome this challenge. It is delivered by an internal trainer from the prison service over two days.</p> <p>The training approaches radicalisation from a psychology perspective. The main focus is on 1/ getting to know the process of radicalisation, 2/ recognising different signs of radicalisation, 3 / interpreting signs of radicalisation in relation to the external context in which they are perceived, 4/ reporting appropriately on these signs.</p> <p>The training was not developed from scratch. Training on radicalisation was already used by the federal police service, and was known as ‘copra-training’. This previous training was embedded in the philosophy of community policing, and so required adaptation to be relevant for a penitentiary context.</p> <p>Setting up the training requires a and at least one simulation room to apply the observation skills learned.</p>
Approach	<p>Training for first line practitioners</p> <p>Prison and Probation</p>
Target audience	<p>Prison/probation/judicial practitioners</p>
Deliverables	<p>This classical face-to-face training takes place in a classroom setting. Course participants receive handouts of the PowerPoint presentation and links for further study. The exercises take place in simulation rooms, some with actors. Either real footage is used, or fragments involving actors, games and computer games. Course participants are assigned take-home observation exercises.</p>
Evidence and evaluation	<p>The training starts with broad information on beliefs, religions and diversity as a theoretical / legal framework. This is considered necessary for participants to learn how to recognise signs of radicalisation and the radicalisation process.</p> <p>The training also covers the need for a clear reporting policy to clearly describe the entire process of radicalisation, and the role and responsibility of prison staff. It shows how, for instance, a number of</p>

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

Name of the practice	5.16 New Connexion
Description	<p>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.</p> <p>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.</p> <p>The main focus is the "approach to the students", consisting of four key components:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>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.</p>
Approach	<p>Educators / academics Youth / pupils / students Local Community Organisations/NGOs</p>

Target audience	<p>Law enforcement officers</p> <p>Local Community Organisations/NGOs</p> <p>Prison/probation/judicial practitioners</p>
Deliverables	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Evidence and evaluation	<p>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.</p> <p>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.</p> <p>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.</p>
Sustainability and transferability	<p>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.</p> <p>Currently, the material is available only in Swedish.</p>
Geographical scope	<p>Sweden</p>
Start of the practice	<p>New Connexion was founded in April of 2009.</p>

Presented and discussed in RAN meeting	RAN EDU meeting in Gothenburg (SE), 24 and 25 February 2016 Empowering and supporting teachers
Relation to other EC initiatives	None
Organisation	New Connexion is a non-profit and non-governmental organization. New Connexion is funded primarily by governmental grants.
Country of origin	Sweden
Contact details	New Connexion Box 9 775 25 Krylbo Sweden Birgitta Hägg birgitta@newconnexion.se (+46) 70-672 80 39 http://newconnexion.se/
Last update	2016 and before

Name of the practice	5.17 Training at the police academy
Description	<p><u>Training about Counter Terrorism, Extremism and Radicalisation (CTER) is considered ‘priority training’ at the Dutch national police.</u></p> <p><u>The following training courses are delivered:</u></p> <p><u>One day training Basic Radicalisation and Terrorism (police and security partners)</u> This training, also suitable in a multidisciplinary setting (police, civil authorities and social or school workers), describes and addresses:</p> <ul style="list-style-type: none"> ○ The radicalisation process and the different forms of radicalisation and terrorism. ○ How to recognise radicalisation (indicators) and how to register radicalisation and deal with this information with regard to the police administration systems. ○ Case studies are discussed and many CoPPRa items are also included in the training. <p><u>One day training Advanced Radicalisation and Terrorism (law enforcement only e.g. police information and (covert) intelligence officers)</u> This training describes, addresses and discusses:</p> <ul style="list-style-type: none"> ○ Background information on the development of terrorism ○ How terrorists operate (terrorist planning and attack cycle) ○ Counter terrorism: the difference between police and intelligence operations ○ Several case studies. <p><u>One day training Attack Analysis (law enforcement only e.g. specialized police units Police VIP and SWAT teams)</u> 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.</p> <p><u>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)</u> 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.</p> <p><u>Two days training Identifying Criminal and Terrorist Behaviour (Spotters training for police and security officers)</u> 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.</p> <p><u>Two-three days training on codes of conduct and protocols</u></p>

	<p><i>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'.</i></p> <p>In addition to the above, there are also several specialised modules on jihadism, terrorism and terrorist attacks for specialised police forces.</p>
Approach	<p>Training for first line practitioners Creating CVE infrastructure</p>
Target audience	<p>Authorities First responders or practitioners Law enforcement officers</p>
Deliverables	<p>The CoPPRa training manual and the in 2014 updated field guide.</p>
Evidence and evaluation	<p>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.</p>
Sustainability and transferability	<p>As mentioned before the all the trainings are updated on a regular basis. Currently there is a lot of attention for Jihadism.</p>
Geographical scope	<p>The Police Academy was supportive in the CoPPRa project and former RAN conferences. So several countries in Europe</p>
Start of the practice	<p>All trainings exist already several years but are constantly updated.</p>
Presented and discussed in RAN meeting	<p>In 2013 several aspects of several above mentioned trainings were presented at RAN POL conference in Rome on 14-15 May.</p>
Relation to other EC initiatives	<p>CoPPRa, ISDEP, TaRDIS</p>
Organisation	<p><i>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.</i></p>
Country of origin	<p>The Netherlands</p>
Contact details	<p>Arnhemseweg 348 7334 AC, Apeldoorn The Netherlands</p> <p>Koos Barten, Chief Inspector of Police School for Criminal Investigation Team Intelligence</p> <p>(+31) (0)55 5392000 (ask for Koos Barten)</p>

Name of the practice	5.18 RAN ‘Train the trainer’ programme
Description	<p>The one-day Awareness and Actions Workshop held by RAN TAS (predecessor of RAN Centre of Excellence) was designed to provide awareness training to Member States who need to reach out to different actors. This interactive workshop held via YouTube involves voting cards and several exercises based on real-life case situations. As exchange between participants is key, a diverse group in terms of different types of professionals adds value.</p> <p>The one-day workshop is being remodelled into to a two-day ‘train the trainer’ programme. On day one, trainee participants attend the workshop. On day two, they are offered support in building their own workshop, using RAN materials.</p> <p>Since the workshop is a robust, basic awareness programme, trainee participants don’t have to be experienced trainers; they can be facilitators who feel comfortable leading a session in front of a group of colleagues or network partners.</p>
Approach	Training for first line practitioners
Target audience	<p>First responders or practitioners Law enforcement officers Educators/academics</p>
Deliverables	<p>The training materials in the ‘train the trainer’ programme are in English and German, and may be translated for the hosting country. The materials are a PowerPoint, short movies and exercise materials.</p>
Evidence and evaluation	<p>The ‘train the trainer’ programme was delivered 10 times in mixed groups in a Member State. In the event, it became evident that the framing of radicalisation in terms of vulnerable people, ‘us and them’ processes and the supply/demand model were helping find a common language and pictures of the challenges at hand. The models used were considered helpful when reaching out to others on the complex issue of radicalisation.</p> <p>On the second day, participants are offered an opportunity to design their own awareness workshops, using the materials they have been introduced to.</p> <p>In September 2016, the training material was reviewed during a workshop for Member States working with the material. Small revisions were made and two new ‘building blocks’ were added: polarisation and lone actors.</p> <p>In 2018, the training material was updated, as its examples were very much focused on the foreign fighter phenomenon, which is not as common presently. New exercises deal with domestic/homegrown extremism.</p>
Sustainability and transferability	<p>The developed materials are generic, in PowerPoint and Word, i.e. easily updated. Because of the interactive nature of the two-day programme, it can be based on local context, the group and recent</p>

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

Name of the practice	5.19 RecoRa Institute
Description	<p>The RecoRa Institute develops local expertise to counter radicalisation and violent extremism.</p> <p>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.</p> <p>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.</p>
Approach	Training for first line practitioners Exit strategies
Target audience	Authorities First responders or practitioners Local Community Organisations/NGOs
Deliverables	<p>Resources include training manuals, student handbooks, and manuals for trainers, and all required learning resources.</p> <p>Digital courses include the facility to localise the learning resource; technical support, and data analysing software embedded into the digital learning platform.</p> <p>The QA mentoring includes practice based tests and observational assessment techniques.</p>
Evidence and evaluation	<p>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.</p> <p>The safeguarding against radicalisation course [digital version] has</p>

	<p>undergone a quality assurance review by The U.K. Government's Office for Security and Counter Terrorism.</p> <p>The impact of our work has been measured client by client on a time lapse basis - one month, one year and two years after the delivery of the programmes. References and reports on impact can be supplied on request.</p> <p>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.</p> <p>RecoRa's approach has been reviewed by the RAN and included within the RAN TAS programme.</p>
Sustainability and transferability	<p>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.</p> <p>The cost of such programmes will vary depending on the nature of the resources required.</p> <ol style="list-style-type: none"> 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	<p>The RecoRa Institute works primarily within the United Kingdom, The Netherlands and Sweden, but have delivered this approach in Denmark - Copenhagen - VINK Project.</p> <p>The approach is also being developed for Cameroon and Nigeria. The approach can be adapted and customised to any country.</p>
Start of the practice	<p>The approach was first developed in 2008 and been tested and developed since this time.</p>
Presented and discussed in RAN meeting	<p>RAN INT/EXT RAN Derad</p>
Relation to other EC initiatives	<p>Member of ENoD (European Network of De-radicalisation)</p>
Organisation	<p><i>The RecoRa Institute</i></p>

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

Name of the practice	5.20 Violent Extremism Ideology training
Description	<p>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.</p> <p>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.</p> <p>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.</p>
Approach	Training for first line practitioners Delivering alternative narratives
Target audience	<p>Authorities Law enforcement officers Prison/probation/judicial practitioners Youth/pupils/students Local Community Organisations/NGOs First responders or practitioners Educators/academics</p>
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	<p>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.</p> <p>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.</p>
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	<i>Scott Associates Europe Ltd. and Rewind UK Scott Associates are a private Limited company Rewind UK are community interest company</i> <i>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</i>
Country of origin	United Kingdom
Contact details	5 - 7 New road, Radcliffe Manchester, M26 1LS United Kingdom Sohail Nawaz, MBE sohail@scottassociateseu.com (+44) 8450 542441 (UK) (+971) 52 483 5666 (United Arab Emirates) (+973) 3384 4452 (Bahrain) (+44) 7590 673619 (UK mobile phone)) David Allport dave.allport@googlemail.com (+44) 7960 136373 (UK) http://www.scottassociateseu.com http://www.rewind.org.uk
Last update	2016 and before

Name of the practice	5.21 Family support Sarpsborg
Description	<p>Sarpsborg municipality in Norway employs a holistic and systematic approach when supporting families to prevent or reverse radicalisation processes with affected family members. All municipal services are obligated to prioritise this work.</p> <p>Sarpsborg municipality focuses on consolidating user involvement, building trust and strengthening family networks. It aims to motivate change based on the individual's wishes and needs, as well as develop critical thinking. Another key goal is to ensure safe care and prevent the stigma of radicalisation for affected children in families of returnees and expelled foreign fighters.</p> <p>Municipality family support objectives</p> <ul style="list-style-type: none"> • Increase competence for first-line practitioners in the municipality and police in several areas: extremist phenomena, conspiracy theories, conversation methods to strengthen critical thinking, motivational conversation methods and comprehensive understanding of radicalisation mechanisms. • Provide guidance, support and expertise to key resources or practitioners on cases. • Secure key case workers to handle complex tasks. <p>Family support goals</p> <ul style="list-style-type: none"> • Prevent violent extremism: reverse radicalisation processes in families of retired or returning foreign fighters. • Build trust between families and municipality services/police/police security services. • Prepare families by helping them contend with related stigma. • Prevent isolation and disengagement. • Reduce trauma and stress, and secure treatment for these conditions. • Support inclusion and mastery in school, work and leisure. • Support parents by providing childcare. • Work with family members to radicalize individuals detained in prison for terror offences. • Provide exit work for returned foreign fighters in cooperation with full family units. <p>Miscellaneous services cooperating with Sarpsborg municipality Child welfare services, employment services, social consultants for youth, principals and counsellors in primary schools, general practitioners, psychiatric services and municipal consultants.</p> <p>Government services Child and adolescent psychiatric services, adult psychiatric services, local police, principals and teachers in high schools, prisons, police security services.</p> <p>Volunteer organisations Elite football team administration, dialogue forum for Christians and Muslims, the Red Cross, sports clubs.</p> <p>Private bodies Psychometrics therapists</p>

<p>Fitness centres.</p> <p>Working method and approaches</p> <ul style="list-style-type: none"> • Trust and relationship work. • Empowerment work. • Bronfenbrenner’s ecological framework for human development. • Comprehensive family systemic approach. • Family and safeguarding, by child social services. • Networking. • Insoo Kim Berg’s Brief Solution-Focused Therapy. • Motivational interviewing, by William R. Miller and Tom Bath. • Trauma and stress management. • Systematic coordination in cases with high-intensity users. • Involvement and openness with families. Use of a coordinating group with family representatives and responsible services, with tailor-made plans based on respective needs and goals of the individuals concerned. <p>The Operational Coordination Group</p> <p>The Sarpsborg municipality councillor has authorised the Crime Prevention Coordinator and local authority to coordinate matters relating to radicalisation. The group also features relevant local police contacts. All radicalisation-related police and municipality cases are assessed in this group. Practices of all employees involved in the cases are communicated to this group. Information on returning foreign fighters deemed not to pose a risk to national security is passed on from the police security service/local police to the Operational Coordination Group.</p> <p>District police have a radicalisation coordinator who will be informed in all cases of work assessment for localisation police.</p> <p>Operational Coordination Group tasks</p> <ul style="list-style-type: none"> • Receive all concerns and new issues from the police and municipality. • Guide and support practitioners in cases. • Have an overview of the methods, measures and approaches being implemented. • Report case statuses to municipality management and local police. • Assess cases in terms of risk of violent extremism. • Ensure that cases involving individuals in radicalisation processes, returning foreign fighters and related families be given high priority across municipality services. • The municipality will adopt a creative approach and employ the lowest possible level of intervention to achieve contact and trust. • Request guidance and support from the Norwegian Centre for Violence and Traumatic Stress Studies, in complex cases. • Follow-up (in the form of two employees from each auxiliary service, selected according to qualifications) for continuity and quality in family work. • Close follow-up for families of retired or returning foreign fighters. • Operational Coordination Group evaluates work in other services and ensures continuity. The group reveals fraud zones, which are addressed by the councillor’s management team or police. • The Operational Coordination Group and Crime Prevention Coordinator are always available as contact points for families of

	<p>returned or expelled foreign fighters.</p> <p>Examples of action</p> <ul style="list-style-type: none"> • A contact person for the family is always available. • Contributing to forging friendships and close relationships – preventing ostracism. • Leisure activities and equipment (such as training, swimming and cinema passes) are sponsored and provided at discounted rates. • Relationship building with helpers: café visits, home visits and trips. • Facilitating/providing: <ul style="list-style-type: none"> ○ dedicated support resources for children ○ shielded car rides for privacy ○ transport to leisure activities for children ○ family workouts ○ economic assistance for holidays and leisure activities ○ Red Cross-arranged holidays for the whole family ○ guides and schedules for vacation activities ○ football match tickets and equipment ○ financial support for driving license applications ○ financial support for purchasing children’s clothes ○ dream days for children ○ homework assistance in the home after school ○ internships with close follow-up ○ education/course opportunities/job courses ○ psychomotor therapy ○ psychological trauma treatment ○ dedicated contact in schools with one-to-one discussions ○ contact with prison management ○ assistance for children during prison visits. ○ family guidance ○ networking with prisoners ○ secure family homes ○ family support in handling media attention during court cases, arrests, etc. <p>Competence</p> <ul style="list-style-type: none"> • All managers, relevant services and high schools learn about radicalisation. • Staff at schools with affected children learn about trauma and stress. • ‘From concern to extremism management’: four-day conferences and training for local and police employees. • Our own project of competence enhancement with the Holocaust Centre for staff in kindergartens, elementary schools and youth schools on radicalisation, conspiracy theories and critical thinking. • Action plan (handbook) with new educational programmes to prevent radicalisation for kindergartens and schools in Sarpsborg municipality. • Employees have participated in course leader training at a violence and trauma centre on radicalization (see https://utveier.no/). • Family support lectures for the municipality crisis team.
Approach	<p>Training for first line practitioners</p> <p>Family support</p>

Target audience	Families First responders or practitioners Violent extremists
Deliverables	<p>Training handbook, and a guideline for current work.</p> <ul style="list-style-type: none"> • New handbook for kindergartens and schools for the prevention of anti-Semitism, radicalisation and undemocratic attitudes in the classroom, with guidance from the Center for Studies of Holocaust and Religious Minorities. • Oversee training (see http://dembra.no/) via a school programme with the Center for Studies of Holocaust and Religious Minorities. • ‘From concern to handling extremism’: Oversee training. • Motivational interview training. • Network for practitioners from several affected municipalities. • Exit network with correctional services, prison, police and municipality.
Evidence and evaluation	<p>Sarpsborg municipality has participated in research alongside four other municipalities, to produce ‘How to prevent radicalization in Norwegian municipalities’, published in 2016 by the Norwegian Institute for Urban and Regional Research (NIBR) and Oslo and Akershus University. The research was conducted in 2014 and 2015. This is linked to Measure no 2 in the Norwegian government’s action plan to prevent radicalisation and violent extremism (2014).</p> <p>As part of this research, the municipality participated in development workshops with experience lectures for 22 other municipalities in Norway, and contributed lectures from practical experience when the report was launched nationally. Sarpsborg municipality with the Crime Prevention Coordinator has also presented its practices with its own workshop to several ministry representatives, on how to follow up on the national work on this field.</p> <p>Successful practice experience</p> <ul style="list-style-type: none"> • Sarpsborg municipality has established contact with families in all cases. • Families provide positive feedback and want contact, because they receive assistance to meet their needs. • Families show high levels of trust in the municipality and agree to various measures. Close contact is maintained between helpers and families. • Families have experienced a drop in the isolation they experienced. • Children have re-established contact with friends after being excluded from such groups. • All family members (both children and parents) have joined in the physical activities. • The elite football team has helped with dream days and free tickets for all matches for affected children and mentors. • Religious communities have assisted with social networking and Koran school offerings for families. • Returned foreign fighters have expressed confidence in the municipality, and expressed the desire to be contacted during the atonement process. • All municipal services prioritise related issues. • Kindergartens, schools and auxiliary services have seen increased

	<p>competence and achieved common understanding on radicalisation and how to work preventively.</p> <ul style="list-style-type: none"> • Family members are now in work, education or internship. • All services take responsibility, provide creative measures and prioritise family support for returned and returning foreign fighters. <p>Families report that they receive good support and help and that they feel their situation has been understood. Meetings with safe professionals with radicalisation expertise, who understand how the phenomenon affects the whole family, constitute a key success factor in Sarpsborg municipality.</p> <p>Sarpsborg municipality practices have received positive feedback from the RAN groups (Youth, Families and Communities (YF&C), RAN high-level and YF&C and Health group meeting), and have contributed to both case work and experience-sharing.</p>
Sustainability and transferability	The work can be transferred to other municipalities in other countries.
Geographical scope	Sarpsborg municipality is in Norway. The city of 55 000 citizens is located at the centre of Østfold county, close to both Oslo and the Swedish border.
Start of the practice	<p>Sarpsborg municipality started work on preventing radicalisation three days after the Norwegian terrorist attacks in the government quarter and on Utøya on 22 July 2011.</p> <p>Contact was established between the local police, Sarpsborg municipality and the police security service in the fall of 2011. Areas of action of the municipality and local police created a resource group in spring 2012 to develop a strategy for prevention of radicalisation and violent extremism. The work group included the crime preventing coordinator, the preventive chief of local police and the priest.</p> <p>Increased competence for leaders and local employees on radicalisation in Norway and the region started in 2012, with the participation of the police security services.</p> <p>Family support practice started in 2013, with the case of relatives of a right-wing extremist. In 2014, family support work for relatives of returned foreign fighters began.</p> <p>The practice is active.</p>
Presented and discussed in RAN meeting	<ul style="list-style-type: none"> • RAN YF&C meeting ‘Working with Families’, held on 29 and 30 September in Manchester. Case presented. • High-Level Conference (HLC) on Radicalisation on 9 November 2016 in Brussels. Case presented. • RAN Health and Social Care (H&SC) and RAN YF&C joint event on supporting families and safeguarding children, held on 2 and 3 February 2017 in Nice. Discussed in a working group.
Relation to other EC initiatives	None
Organisation	Sarpsborg municipality

	<p>The municipality has received grants from the Royal Norwegian Ministry of Justice and the Emergency Planning Agency for staff empowerment and family support measures.</p> <p>The child welfare services in the municipality have even financed reinforced foster homes and increased staff resources to follow up on cases. The employment office service in the municipality also uses additional resources to follow up on families.</p>
Country of origin	Norway
Contact details	<p>Sarpsborg commune, Boks 237, N-1702 Sarpsborg, Norway</p> <p>Tone Faale tsfa@sarpsborg.com</p> <p>0047 98217686</p> <p>https://www.sarpsborg.com/</p>
Last update	2016 and before

Name of the practice	5.22 Education approach Radicalisation and Social Safety																	
Description	<p>The aim of the practice is to enhance the competences of teachers (and other school employees) dealing with the topic of radicalisation within their schools. Teachers will learn to recognise, act and prevent/counter radicalisation in their students. The practice also aims to enhance collaboration between schools and local authorities such as municipalities, police, youth workers and parents.</p> <p>The curriculum/training is not theoretical but is based on practice, and first and foremost, is specific to the educational context and the role of the teacher. The curriculum is actively implemented in schools across 18 municipalities with pressing problems related to radicalisation and youth.</p>																	
Approach	Training for first line practitioners Community engagement/empowerment																	
Target audience	Educators / academics Authorities First responders or practitioners																	
Deliverables	<table border="1" data-bbox="544 999 1291 1223"> <thead> <tr> <th data-bbox="544 999 831 1059">Period Sep. 2015-Dec. 2017</th> <th data-bbox="831 999 1062 1059">Training sessions</th> <th data-bbox="1062 999 1291 1059">Trained professionals</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 1059 831 1093">Primary school</td> <td data-bbox="831 1059 1062 1093">18</td> <td data-bbox="1062 1059 1291 1093">240</td> </tr> <tr> <td data-bbox="544 1093 831 1126">Secondary school</td> <td data-bbox="831 1093 1062 1126">53</td> <td data-bbox="1062 1093 1291 1126">1 106</td> </tr> <tr> <td data-bbox="544 1126 831 1187">Intermediate vocational education</td> <td data-bbox="831 1126 1062 1187">64</td> <td data-bbox="1062 1126 1291 1187">1 168</td> </tr> <tr> <td data-bbox="544 1187 831 1223">Total</td> <td data-bbox="831 1187 1062 1223">135</td> <td data-bbox="1062 1187 1291 1223">2 514</td> </tr> </tbody> </table> <p data-bbox="544 1283 930 1317">Period: Jan. 2018-June 2019 PM</p>			Period Sep. 2015-Dec. 2017	Training sessions	Trained professionals	Primary school	18	240	Secondary school	53	1 106	Intermediate vocational education	64	1 168	Total	135	2 514
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Evidence and evaluation	<p>Before beginning work, participants have a consultation with one of our ambassadors. They address questions, determine the needs (what is to be taught or highlighted), etc. Every training session is evaluated by participants as well as by trainers.</p> <p>After the training session, a follow-up meeting is set up by the ambassador, where any remaining issues are discussed.</p>																	
Sustainability and transferability	<p>The whole approach is fully subsidised by the government (collaboration between the ministries of education, social affairs and justice).</p> <p>The practice is actively applied in 18 municipalities with pressing problems related to radicalisation and youth. However, if required, schools outside these municipalities can receive the same support if requested.</p>																	
Geographical scope	Netherlands																	
Start of the practice	Phase 0: September 2015 pilot of two municipalities Phase 1: January 2016-December 2017, start work in 16 other																	

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

Name of the practice	5.23 Holding Difficult Conversations
Description	<p>A one-day workshop for teachers and other frontline public-sector workers. Holding Difficult Conversations equips beneficiaries with the skills and confidence needed to understand and challenge prejudiced or discriminatory attitudes and behaviours, and to hold difficult conversations on hot-button issues relating to identity, belonging, values and group membership. The programme aims to equip practitioners to open up dialogue rather than shut down dissent.</p> <p>Workshops are run for a minimum of 12 people, and a maximum of 30 (with a preference for 20 beneficiaries) recruited from multiple educational or other public institutions.</p> <p>Primary, secondary and tertiary teachers, community workers, youth workers, parole officers and other frontline public sector professionals are all part of the target audience.</p>
Approach	Training first-line practitioners
Target audience	First responders or practitioners Local Community Organisations/NGOs Educators/Academics
Deliverables	One-day or half-day workshops
Evidence and evaluation	Externally evaluated by government-appointed evaluator using split-group random assignment of 217 respondents in control and treatment groups. Determined successful increase in knowledge of causal factors of radicalisation, of how to counter or challenge the phenomenon, the dangers of the Internet, actions to take when concerned about the phenomenon, etc. Delivered to over 1 000 professionals from more than 252 UK institutions. Additional independent external outcomes and process evaluations pending.
Sustainability and transferability	High. Although flexible, delivery is standardised, taking place over a day or half-day in a small setting.
Geographical scope	North of England
Start of the practice	2015
Presented and discussed in RAN meeting	RAN EDU meeting, Manchester, March 2015
Relation to other EC initiatives	None
Organisation	Tim Parry Johnathan Ball Peace Foundation Non-governmental organisation registered with the Charity Commission of England and Wales (1048990)
Country of origin	United Kingdom
Contact details	The Tim Parry Johnathan Ball Peace Centre Peace Drive,

	<p>Great Sankey Warrington Cheshire WA5 1HQ UNITED KINGDOM</p> <p>commissions@foundation4peace.org +44(0)1925 581 231 www.foundation4peace.org</p>
Last update	2018

Name of the practice	<p>5.24 Working with Potentially Violent Loners (PVL) in the Care Sector</p>
Description	<p>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).</p> <p>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).</p> <p>Themes addressed are:</p> <ul style="list-style-type: none"> • 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 <p>Group/team composition:</p> <ul style="list-style-type: none"> • 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. <p>Result:</p> <ul style="list-style-type: none"> • 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	<i>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.</i>
Country of origin	The Netherlands
Contact details	Hoofdstraat 40 5121 JE Rijen The Netherlands Trifier training: Gijsbert Roseboom, Gijsbert@trifier.nl RadarAdvies trainer: Steven Lenos, s.lenos@radaradvies.nl (+31) 161 231 118 www.trifier.nl
Last update	2016 and before

Name of the practice	<p>5.25 Bildmachen – Civic and media education for the prevention of religious extremism in social media</p> <p>Workshops and training on media education</p>
Description	<p>The bildmachen project promotes critical media literacy among adolescents and young adults. It challenges religious extremist narratives and encourages alternative perspectives and approaches to issues of everyday life, identity, religion and sociopolitical activity.</p> <p>Workshops for youngsters and young adults</p> <p>The aim of the workshops is to increase media literacy among youngsters, and strengthen their resilience against religious-extremist content they may encounter online. It focuses on the topics of Islam, anti-Muslim racism and Islamism, in the context of social media and extremist web content. They learn how to fact-check questionable assertions and how to identify Islamic extremist narratives. The workshops also include online content designed by participants to illustrate ways of introducing personal perspectives and experiences into the discussion.</p> <p>Training for educational staff</p> <p>The target audience is educators in schools and youth centres. The training courses provide background information on the content and strategies used by religious extremists. The course makes recommendations for the development and monitoring of approaches to preventive work in social media.</p> <p>The goal is to secure long-lasting media education skills and competences for educators so they can comfortably tackle religious extremist content, both in and out of school. Moreover, teachers and social workers will learn in depth how to confidently engage with controversial topics such as Islam, anti-Muslim racism and Islamism, in a bid to foster resilience of youngsters and young adults.</p>
Approach	<p>Training for first line practitioners</p> <p>Educating young people</p>
Target audience	<p>Educators / academics</p> <p>Youth / pupils / students</p> <p>First responders or practitioners</p>
Deliverables	<p>The practice comprises three workshop modules for youngsters: Critical media literacy, Extremist content and Empowerment. Under these modules, the young people develop content themselves, like memes and GIFs. This content is collated on the project's website (in the Hall</p>

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

	<p>In addition, ufuq.de organises training sessions and conferences for educators and civil servants on youth cultures, Islam and Muslims in Germany, and carries out prevention work in local communities and educational institutions.</p> <p>Ufuq.de regularly publishes educational material and scientific papers to inform the broader public about issues related to Islam and migration in Germany.</p>
Country of origin	Germany
Contact details	<p>Address: ufuq.de Boppstr. 7, Haus A 10967 Berlin Germany</p> <p>Contact person: Canan Korucu</p> <p>Email: canan.korucu@ufuq.de</p> <p>Telephone: +30 98341051</p> <p>Website: https://www.bildmachen.net</p>

Name of the practice	5.26 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	<i>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.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk

Last update	2016 and before
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Name of the practice	5.27 Bachelor and Graduate
Description	<p>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.</p> <p>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.</p>
Approach	<p>Training for first line practitioners Creating CVE infrastructure</p>
Target audience	<p>Authorities Educators/academics Youth/pupils/students</p>
Deliverables	<p>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.</p> <p>Delivery and Cost Free, excluding venue and provisions. Training is also provided at no cost. Delivered by university staff.</p>
Evidence and evaluation	<p>Each delivery is quality assured by trained facilitators in Prevent. Each Bachelor and Graduate event is evaluated by regional Prevent teams</p>
Sustainability and transferability	<p>Bachelor and Graduate aim to:</p> <ul style="list-style-type: none"> • 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	<p>Across England Wales</p>
Start of the practice	<p>Since 2010 developed by ACPO(TAM)/NCTPHQ</p>
Presented and discussed in RAN meeting	<p>Nominated through a number of RAN POL meetings but especially at the RAN Pol Study visit in London in December 2013.</p>
Relation to other EC initiatives	<p>None</p>
Organisation	<p><i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i></p> <p><i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i></p>

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

Name of the practice	5.28 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	<i>UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM))</i> <i>NCTPHQ is the strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force.</i> <i>Financing: Financed by the National Counter-Terrorism Policing HQ using central government CT funding.</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8 th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	5.29 Improving Security by Democratic Participation (ISDEP)
Description	<p>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.</p> <p>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.</p>
Approach	<p>Training for first line practitioners Creating CVE infrastructure</p>
Target audience	<p>First responders or practitioners General public Online</p>
Deliverables	<p>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.</p>
Evidence and evaluation	<p>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.</p> <p>Independent evaluation is built into the project and this is ongoing at present. Results will be available in May 2015.</p>
Sustainability and transferability	<p>The materials are free of charge. Familiarisation and training with the materials is required but at nil cost.</p>
Geographical scope	<p>Currently being delivered across 8 EU member states: UK, Sweden, Italy, Bulgaria, Czech Republic, Germany, Belgium & Netherlands</p>
Start of the practice	<p>ISDEP project commenced December 2012 with first training delivered in January 2014.</p>
Presented and discussed in RAN meeting	<p>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</p>
Relation to other EC initiatives	<p>None</p>

Organisation	<i>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</i>
Country of origin	United Kingdom
Contact details	NCTPHQ Prevent, 8th Floor 10 Victoria Street London, SW1H 0NN United Kingdom prevent.acpotam@met.pnn.police.uk
Last update	2016 and before

Name of the practice	5.30 Workshop to Raise Awareness of Prevent (WRAP)
Description	<p>WRAP is an hour-long, interactive, facilitated workshop based on video content, aimed at frontline staff.</p> <p>The workshop aims to:</p> <ul style="list-style-type: none"> - increase their awareness and understanding of the Prevent agenda and their role within it; - enhance their ability to recognise potentially vulnerable individuals who may be at risk of radicalisation; - explain how to share concerns leading to a common sense-based response offering support and intervention for vulnerable people; - provide a clear picture of existing risks and threats, both nationally and at local level; - boost their knowledge and confidence to discuss grievances; - raise awareness of key issues as well as means of managing these issues by all agencies, so as to keep citizens safe and prevent terrorist activity; - increase the agency's capacity to prevent violent extremism.
Approach	<p>Training for first line practitioners Delivering alternative narratives</p>
Target audience	<p>First responders or practitioners Educators/academics Health practitioners</p>
Deliverables	<p>The interactive, facilitated workshop uses video content, which is accompanied by a feedback form for the trainer and the delegates.</p>
Evidence and evaluation	<p>WRAP 3 recognises the role of the community in building resilience and connections. Together, WRAP and Channel support the safeguarding processes.</p> <p>The WRAP workshop is regularly revised and updated, to reflect emerging issues and thereby improve the understanding of Prevent amongst the public sector and the community.</p>
Sustainability and transferability	<p>Individuals use the service free of charge, as do local facilitators across the public sector (tailored to meet the needs of the public).</p>
Geographical scope	<p>England, Scotland and Wales</p>
Start of the practice	<p>Introduced to the public in 2007 and revised in 2009 and 2014</p>
Presented and discussed in RAN meeting	<p>Prevent Working Group 2014</p>
Linked to other EU initiatives or EU funding	<p>None</p>
Organisation	<p>Home Office (Government Department) Office for Security and Counter-Terrorism (OSCT)</p>
Country of origin	<p>United Kingdom</p>

Contact details	Email: Prevent.Training@homeoffice.x.gsi.gov.uk
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