D5.1 – Report on European content, practices and experiences

RAD2CITIZEN

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FIGURES

TABLES

1. CONTEXT

Throughout history, human migration has been present in every age and in every part of the world. Today, advances in communications and transport, and globalisation have greatly increased the number of people with the desire and means to move to other places.
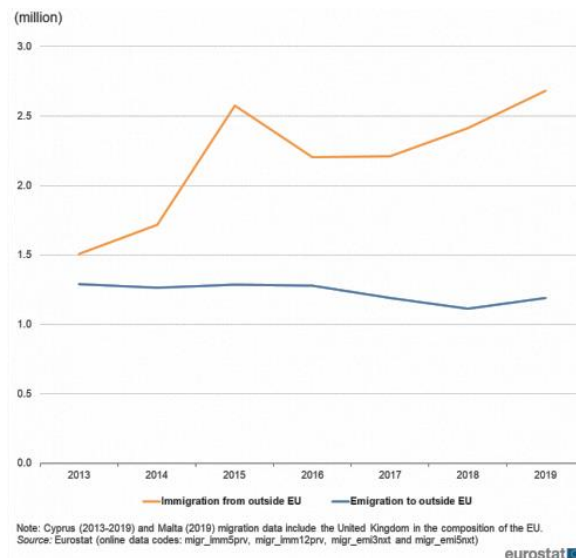
Figure 1. Figure 2. Immigrants from outside EU and emigrants to outside EU, 2013 – 2019

Although during the 19th century and until the first half of the 20th century, Europe was the scene of massive emigration to other continents due to the precarious situation in which people lived, today the scenario has changed. Since 2015, the arrival of refugees and migrants in Europe has reached staggering levels caused mainly by the context of conflict and regional turbulence in the Middle East. A migratory crisis that continues to this day.

In 2019, 2.7 million migrants from non-EU countries entered the EU [1] and in 2020 the total number stock reached 86.6 million migrants in Europe [2].
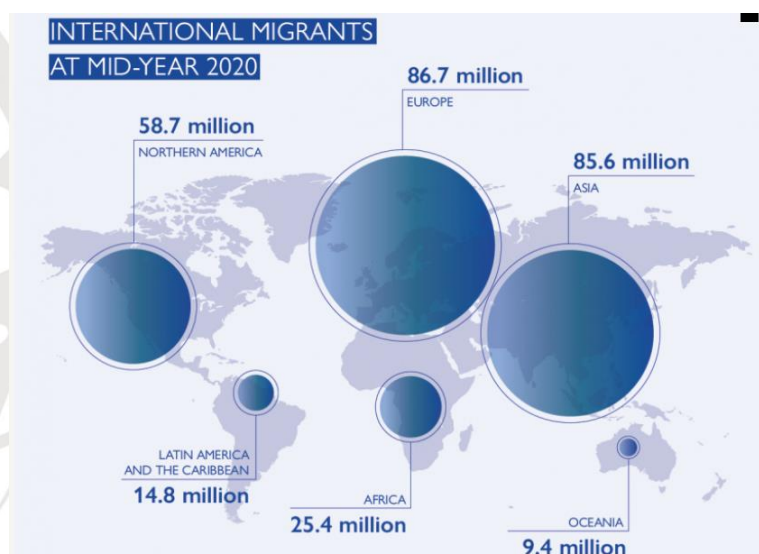
Figure 3. International migrants at mid-year 2020 [2]

Today, the world's population exceeds 7 billion and Europe is one of the most populated continents and where more than 5% are immigrants from non-EU countries.
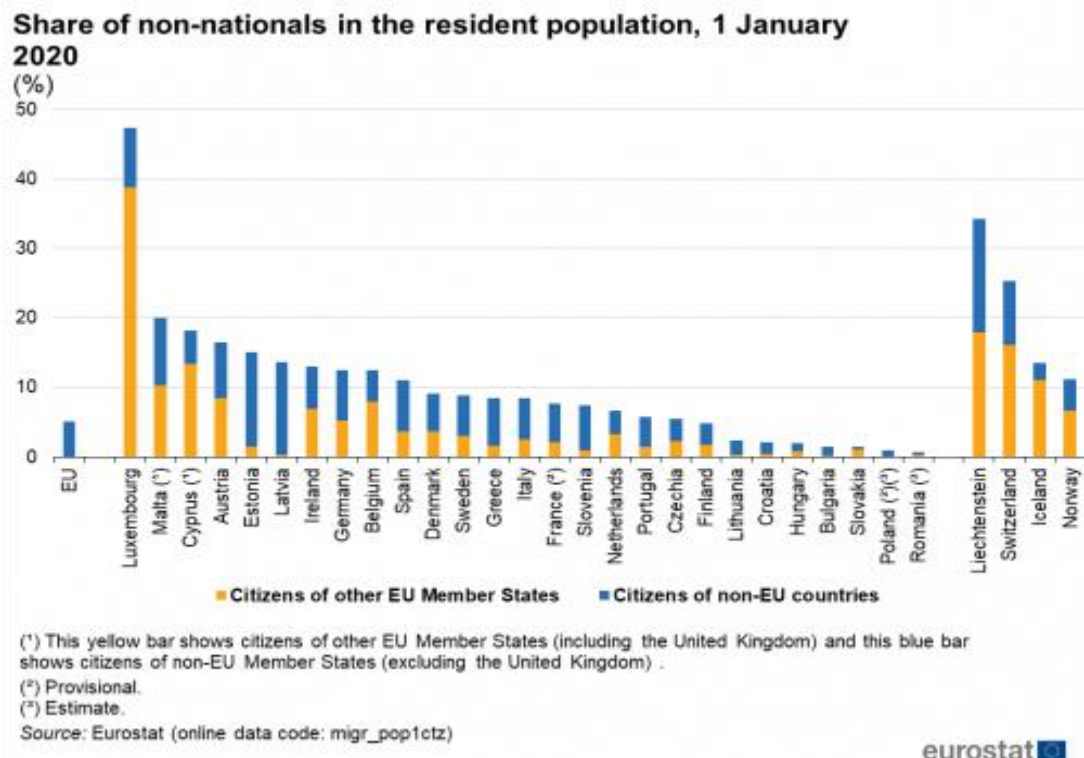
Figure 4. Share of non-nationals in the resident population

At present, the COVID-19 pandemic and measures to control the transmission of the virus have abruptly halted migration and human mobility worldwide, but at the same time, early partial evidence shows that the pandemic has revealed and reinforced vulnerabilities of current migrants in the labour market [3].
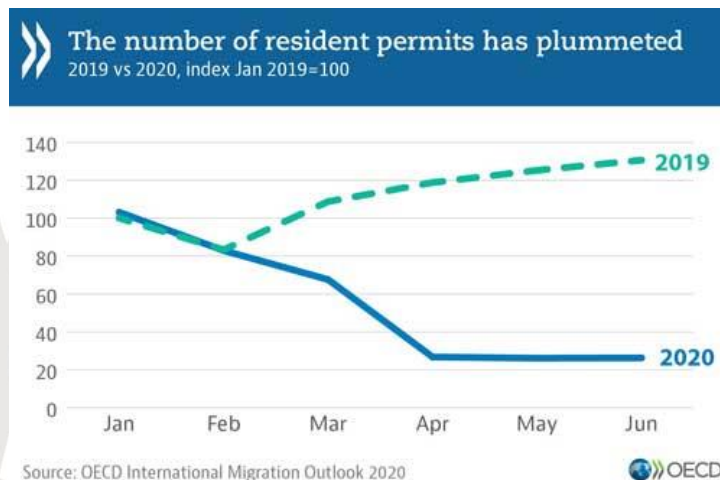
Figure 5. Number of resident permits. 2019 vs 2020. [4]

Although the increase in migration flows over the past years allowed some progress in improving the integration of migrants in host countries, some of this progress could be dissipated by the COVID-19 pandemic and its economic consequences [5].

In this sense, OECD countries continued to design and fine-tune comprehensive integration programmes for newcomers, to facilitate their rapid labour market integration and their access to basic social services.

1.1.   THE CHALLENGE OF MIGRANT INTEGRATION

The migratory flows entail a change in the social fabric of the host country. These people are bearers of their own traditions, beliefs and values that define their multiple identities, which is related to the set of identities they encounter once in the country of destination; and it is here where the importance of managing diversity is vital [6]. As a result, immigrants must face difficulties in maintaining the balance between the culture of origin and the host culture and in gaining the social acceptance that will pave the way for integration.

> **"*Integration is key to effective and comprehensive migration-management approaches. Successful integration is essential for all stakeholders, not only in terms of the benefits gained from migration, but also for the well-being of migrants and the security, stability, social harmony and prosperity of society as a whole"*.**
>
> *IOM International Organization of Migration*

In this sense, many authors agree on the relation of feelings such as discrimination, marginalisation, isolation, need of belonging, sense of identity, or any other disturbance or distress affecting the person's in their wellbeing as a possible trigger for tendencies or support to radicalism as a meaning and purpose for life [7] [8] [9] [10] [11].

Maintaining the balance becomes much more difficult when it comes to young people[1], due to their identity is constantly being built precisely because of the need for social recognition. The obstacles or facilities they encounter in their adaptation will determine the choice of the identity they consider most coherent. The environment in all its forms plays a fundamental role in the process of searching for and determining one's identity.

> **"*Youth migration thus responds not only to structural conditions but also to sociocultural expectations and discourses which are particular to young people and their familial and societal setting*" […] "*Defining youth migration as ongoing and formative recognizes that both youth transitions and migration experiences evolve over time and place, shaping and being shaped by one another*"**
>
> *Searching for clarity: Defining and mapping youth migration. Martina Belmonte and Simon McMahon. Joint Research Centre, European Commission*

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[1] *As Juarez et al. state (2013), youth is a time of life when people "experience enormous changes due to physical maturation, which is accompanied by cognitive, social/emotional, and interpersonal changes". Similarly, migration represents a transition from one place to another, which brings with it a shift in political, economic and social context. Migration can in this way be disruptive, resulting in a need to adapt behaviours in response to new social structures, interpersonal networks, and attitudes and expectations of others (ibid)*

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A failure on their path to tolerance, inclusion and integration can lead to violent demonstrations or radical approaches. Beyond all the research that has been done on this issue, it is clear that social integration and inclusion can reduce the risk of negative risk experiences in adult life such as incarceration and by extension criminal acts [12].

> *"To effectively address the drivers of violent extremism and promote peace, youth must be engaged as partners in the design and implementation of relevant programs and policies. With commitments to learning, to partnership, to innovation, and to impact, we are ready to address violent extremism, a defining challenge for our generation."*
>
> *Global Youth Summit Against Violent Extremism, 28 September 2015, New York*

1.2.   KEY TERMS

The terminology relating to the concept of migration and the field of study may vary according to the country and context. The most relevant terms referred to throughout the document are listed below.

TERM	DEFINITION
Alienation	A person suffers from alienation in the form of 'powerlessness' when she is conscious of the gap between what she would like to do and what she feels capable of doing [13].
Acculturation	A series of changes in cultural mores (ideas, words, values, norms, behaviour, institutions) resulting from direct and continuous contact between groups of different cultures, particularly through migratory movements or economic exchanges. Acculturation can occur when one group adopts the traits of the dominant culture of a society in public life while keeping its own culture in the private sphere. Acculturation may also result in the creation of a new culture, one that synthesizes elements of the two original cultures [14] .
Belonging	Both identification with and feelings of attachment to a social community [15].
Discrimination	The unfair or unequal treatment of a person or group of persons based on their classification in a "protected status", such as race, national origin, sex, religion, and political background.
Extremism	It is characterised by totalitarian and anti-democratic ideologies, intolerance to the views of others, hostile imagery and a division into "them" and "us". Extremist ideas may be expressed in different ways, and ultimately, they may bring individuals or groups to use violent or undemocratic methods as a tool to reaching a specific political objective, or they may seek to undermine the democratic social order or make threats or carry out demeaning harassment against groups of people based on e.g. their skin colour, sexuality or belief [16].

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	Refers to persons or groups that commit or seek to legitimize violence or other illegal acts, with reference to societal conditions that they disagree with.
Identity	The individual characteristics by which a person or thing is recognised. One's psychological identity is a developed, stable sense of self and resolved security in one's basic values, attitudes, and beliefs. Developmentally, its formation typically occurs in a crisis of adolescence or young adulthood, and is tumultuous and emotionally challenging. However, "the successful development of personal identity is essential to the integrity and continuity of the personality" (Crenshaw, 198648, p. 391)
Identity crisis	1. Distance from culture, religious heritage and uncomfortable with their place in the society around them [17]. 2. Second and third generation immigrant and diaspora communities may experience 'cultural marginalisation` in terms of alienation and lack of belonging to either home or host society [18].
Identity seeker	Identity seekers are seeking to belong to something and want to assimilate into a defining organisation. The identity seeker is looking for a group and an idea to be part of. It is noted that this urge is likely to be a particularly strong need for young people [19].
Inclusion	A process designed to allow and achieve the full participation of all in economic, social, political and cultural life of a given community or society. Although there is no commonly agreed definition, the idea of an inclusive society is based on respect for all human rights and fundamental freedoms, cultural and religious diversity, social justice and the special needs of vulnerable and disadvantaged groups, democratic participation and the rule of law [20] [14].
Integration	The process of becoming an accepted part of a society [21].
Immigration	The action by which a person establishes his or her usual residence in the territory of a Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another Member State or a third country [22].
Migrant Flow	The number of migrants counted as moving or being authorized to move, to or from a given location in a defined period of time [14].
Migration	Refers to the in-[immigration] or out-movement [emigration] of (groups of) people from one place to a usually distant other location, with the intention to settle at the destination, temporarily or permanently. This process can be voluntary or forced, regular (legal) or irregular (illegal), within one country or across international borders. Refugees are a sub-group of international migrants who seek asylum or have obtained protection abroad under the terms of the UN Refugee Convention of 1951. [8]
Person susceptible of being radicalised	In theory, any person is susceptible to be radicalised but there are certain risk groups: ▪ Youths

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	▪ Unaccompanied minors and minors who will no longer be protected by the acquisition of their legal age of majority. They may be the most vulnerable profile a priori. ▪ Young women with affective ties to radicalised men, regardless of their nationality or origin. In all cases an economic environment of low income or certain personal situations (failed relationships, isolation, desire to start a new life, lack of identity, etc.) could lead to the radicalisation of these people [23].
Radicalisation	1. The process whereby people turn to extremism [24]. 2. The process in which a person gradually accepts the ideas and methods of extremism and, possibly, joins its organised groups. Personal circumstances, group dynamics as well as political, financial and cultural factors may all contribute to radicalisation processes [16]. 3. Any process that leads to greater intransigence or fanaticism [23].
Radicalisation leading to violent extremism	The process whereby a person accepts the use of violence to achieve political, ideological or religious goals, including violent extremism and terrorism [25].
Social isolation	The feeling of being segregated from one's community [13]. "While social isolation is typically experienced as a form of personal stress, its sources are deeply embedded in the social organization of the modern world. With increased isolation and atomization, much of our daily interactions are with those who are strangers to us and with whom we lack any ongoing social relationships. [26]"
Vulnerability	Describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack [27].
Young/ youth	The United Nations defines youth as persons between the ages of 15 and 24 with all UN statistics based on this range [28] but may varies to other age groups listed by Member States which may be in the range of 18-30.

Table 1. Glossary of Key Terms

1.3.   MODELS AND ASSUMPTIONS

The conceptualisation of the factors affecting migration at different levels is important in order to situate the different models proposed by different authors. For this purpose, the factors influencing each of these levels have been compiled in a generic way resulting in a multidimensional map of drivers. This environment may be seen as the challenges migrants may face in a holistic way.
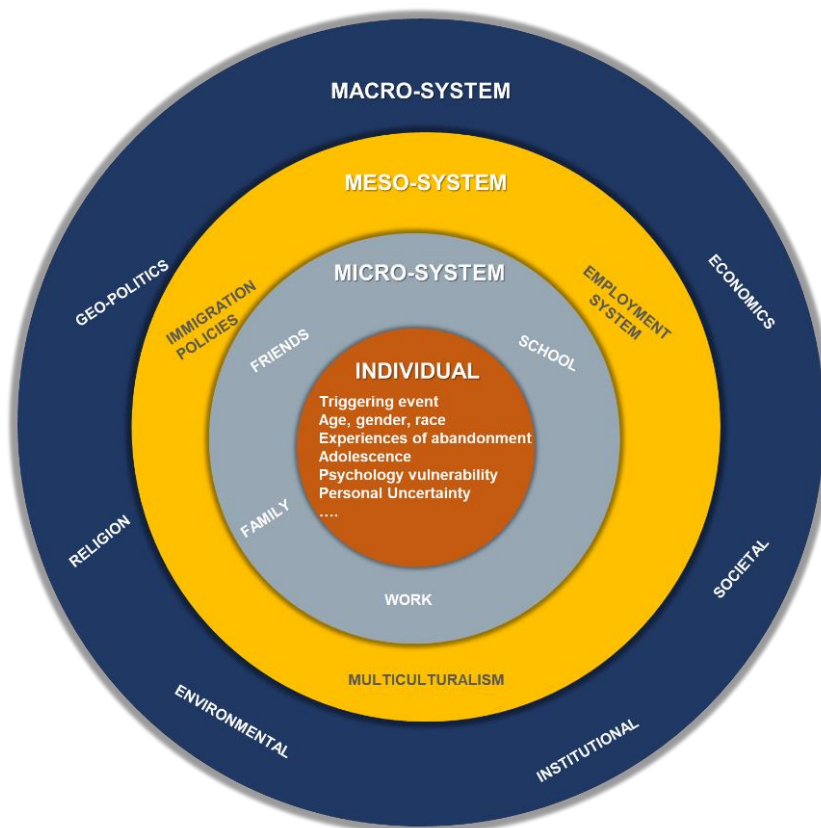
Figure 6. Cross-cutting factors of influence

This section includes some models related to the above-mentioned influencing factors. In addition, these influencing factors will also help us to look for practices or experiences that have been carried out in relation to migration and which will also help us to compile the practices and experiences that have been carried out in relation to migration

1.3.1. Integration model approach: immigrant acculturation

There is a great importance between the individual and the group. One of the most popular approaches to the psychology of immigration has been the model of **immigrant acculturation** (Berry, 2003) and subsequently adapted by other authors. Acculturation is proposed as a multidimensional process consisting of the confluence among heritage-cultural and receiving-cultural practices, values, and identifications [29].

CULTURAL ADAPTATION
(*RELATIONSHIP SOUGHT AMONG GROUPS*)

		Low	High
MAINTENANCE OF HERITAGE CULTURE	High	SEPARATION	INTEGRATION
	Low	MARGINALIZATION	ASSIMILATION
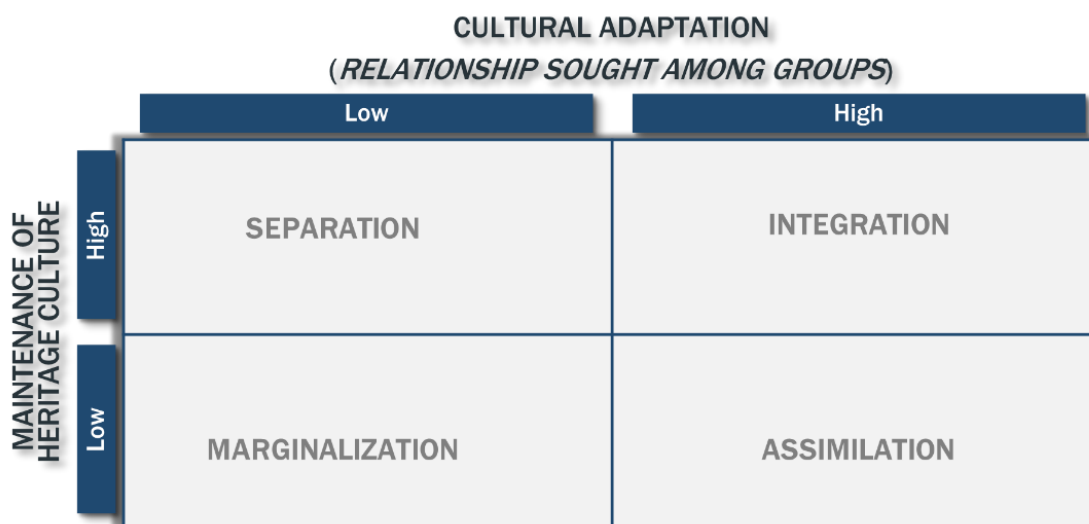
Figure 7. The two-dimensional acculturation model of Berry and its four acculturation strategies (Adapted from Berry)

According to Figure 7, as a result of the two-dimensional acculturation models, there are four distinct strategies of cultural change:

1. **Assimilation.** Adopts the receiving culture and discards the heritage culture.
2. **Separation.** Rejects the receiving culture and retains the heritage culture
3. **Integration.** Adopts the receiving culture and retains the heritage culture.
4. **Marginalization**. Rejects both the heritage and receiving cultures

As a result of this model, integration would be the preferred acculturation strategy. Although this model has been used by many authors, one of the most obvious criticisms is that the model does not fit all in a "one size fits all" perspective [29], but, in any case, it provides a good example of the issue at stake.

1.3.2. Heuristic model: dimensions and relevant parties involved in the integration process

According to the authors of the model, the basic definition of integration encompasses three analytically distinct dimensions:

1. The **legal-political**. Residence and political rights and statuses.
2. The **socio- economic**. Social and economic position of residents, irrespective of their national citizenship.
3. The **cultural-religious**. domain of perceptions and practices of immigrants and the receiving society as well as their reciprocal reactions to difference and diversity.

It is important to realize that these three dimensions are not fully independent of one another.

In this model, on the one hand there are the migrants and on the other the receiving society. It is the interaction between the two, that determines the direction and the temporal outcomes of the integration process [30].

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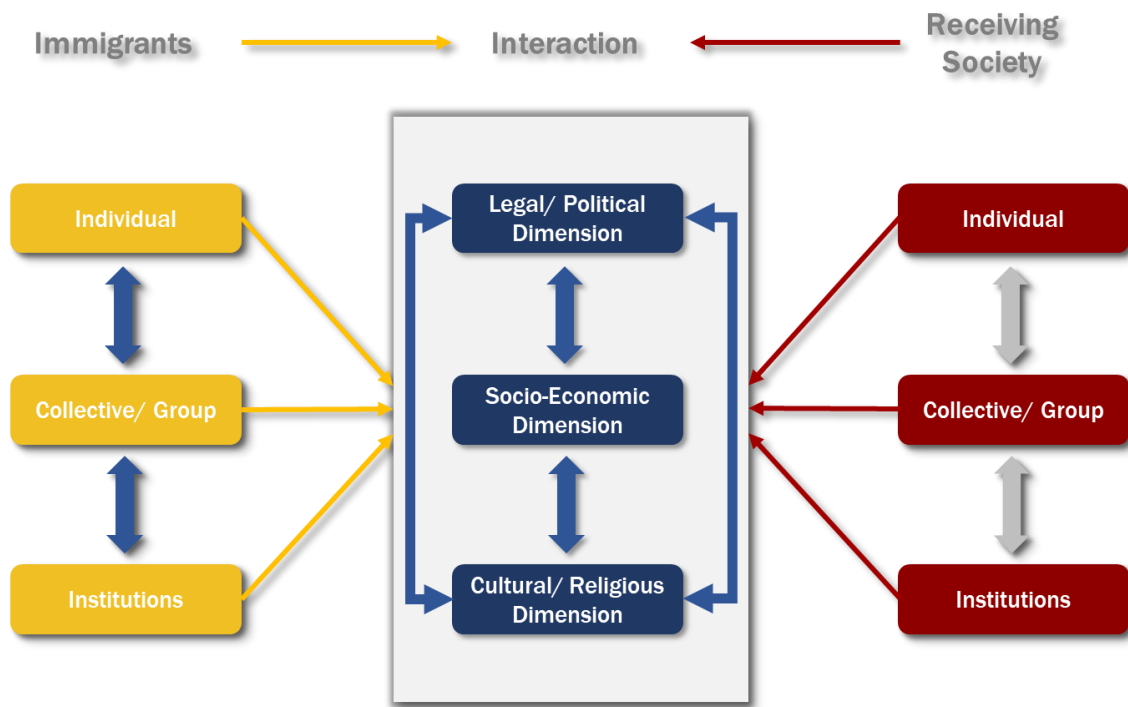
Figure 8. A heuristic model for the empirical study of integration process [30]

1.3.3. Esser´s Integration Theory

Another model of interest is **Esser´s model** (2001). He proposes and distinguishes between two basic components related to integration: system integration and social integration.
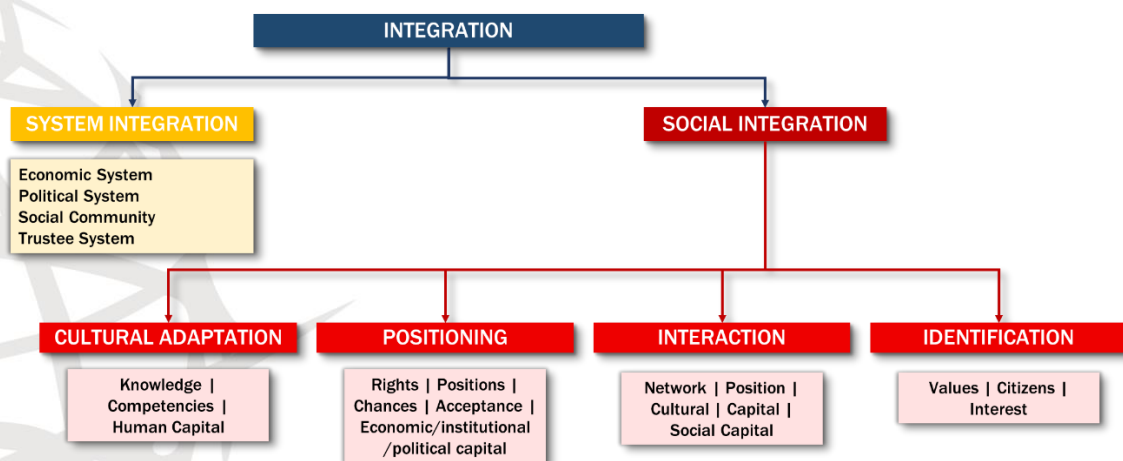
Figure 9. Four Basic dimensions of Social Integration. Esser Integration theory.

In case of **social integration** can be achieved through four dimensions:

1. **Culturation.** It refers to individuals acquiring essential knowledge and skills (i.e. language skills and cultural and behavioural norms) to be able to act and interact in an appropriate and successful manner in the host society.

2. **Positioning or structural integration**, refers to the occupation of a specific social position by the actor in the social system – this is the most important stage in social integration.
3. **Interaction**, refers to a kind of social conduct where individuals mutually orientate themselves based on one another's knowledge and behaviour. Culturation and positioning are crucial facilitators of or impediments to interaction among migrants and locals of the host society.
4. **Identification** refers to an emotional relationship between the migrant and the host society. The other three dimensions are crucial to the formation of this emotional connection, but this dimension focuses on the host society that also needs to be open to – or at least tolerant of – the migrant [31].

1.3.4. Personal Construct Theory Model of radicalization

Personal construct theory (**PCT**) is a theory of personality and cognition developed by the American psychologist George Kelly in the 1950s. The theory addresses the psychological reasons for actions. Kelly proposed that individuals can be psychologically evaluated according to similarity–dissimilarity poles, which he called **personal constructs** (schemas, or ways of seeing the world) [32]. The theory is considered by some psychologists as forerunner to theories of cognitive therapy [33] [34].

In this sense, the authors of the proposed model correlate the constructing process of an individual with the situational factors that may trigger the person on the path towards radicalisation [35].
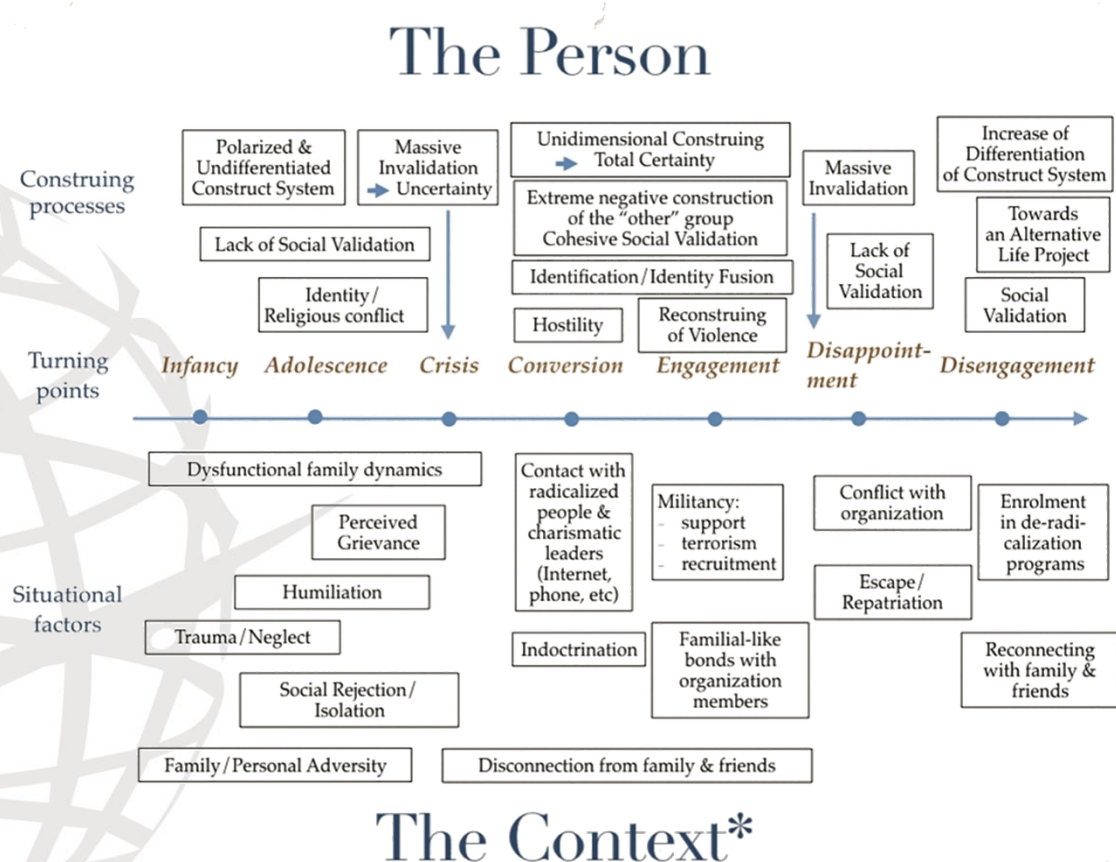
Figure 10. A personal construct heuristic model for the process of radicalization and deradicalization. Vertical arrows indicate "Transformative Trigger". *Broader context includes social and political

national/international conflicts, economic inequalities, religious fundamentalist confronted discourses (in worship places or web pages), social marginalization, and stigmatization [35].

1.3.5. Radicalisation models

As mentioned above, there are many factors that may trigger violent radicalism as a sense of meaning and life purpose [7] [8] [9] [10] [11].

Many authors have defined models to capture the process that leads to violent radicalization, even though they know that this is a complex problem involving multiple interrelated variables [36]. When we understand radicalization as a process of change, the New York Police Department proposed a bottom-up approach (NYPD model[2]) that lead to terrorism divided in four steps.
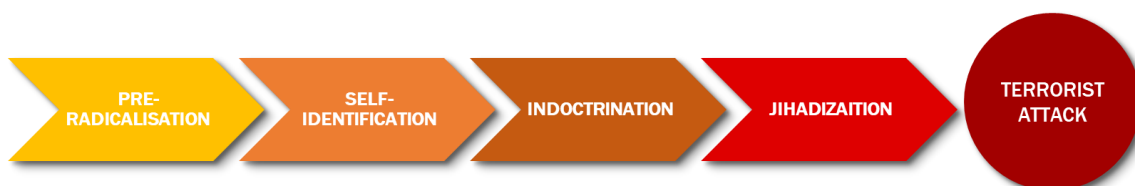
Figure 11. NYPD model

The **first stage,** describes the individual's world in terms of background and environment (lifestyle, socio-economic status, religion…). This is considered to be the departure point towards radicalisation. The **second stage** comes with the self-identification which includes how the subject interprets and explores the radical world in a conversion process.

During the third phase, the individual adopts the 'ideology' for, finally, in **phase four**, entails self-designation and accepts its individual duty to operate, also called Jihadisation [37].

Figure 12. NYPD model explained

In a more holistic approach, the following model shows the process of becoming a violent radical by showing the why and how. According to the author, the purpose of the model is to serve during teaching, learning and research by using a tree as a metaphor [36].

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[2] *The model was proposed after studying 11 terror acts committed by Al Qaida.*

6. SECOND MODEL PROPOSED (MIND MAP).
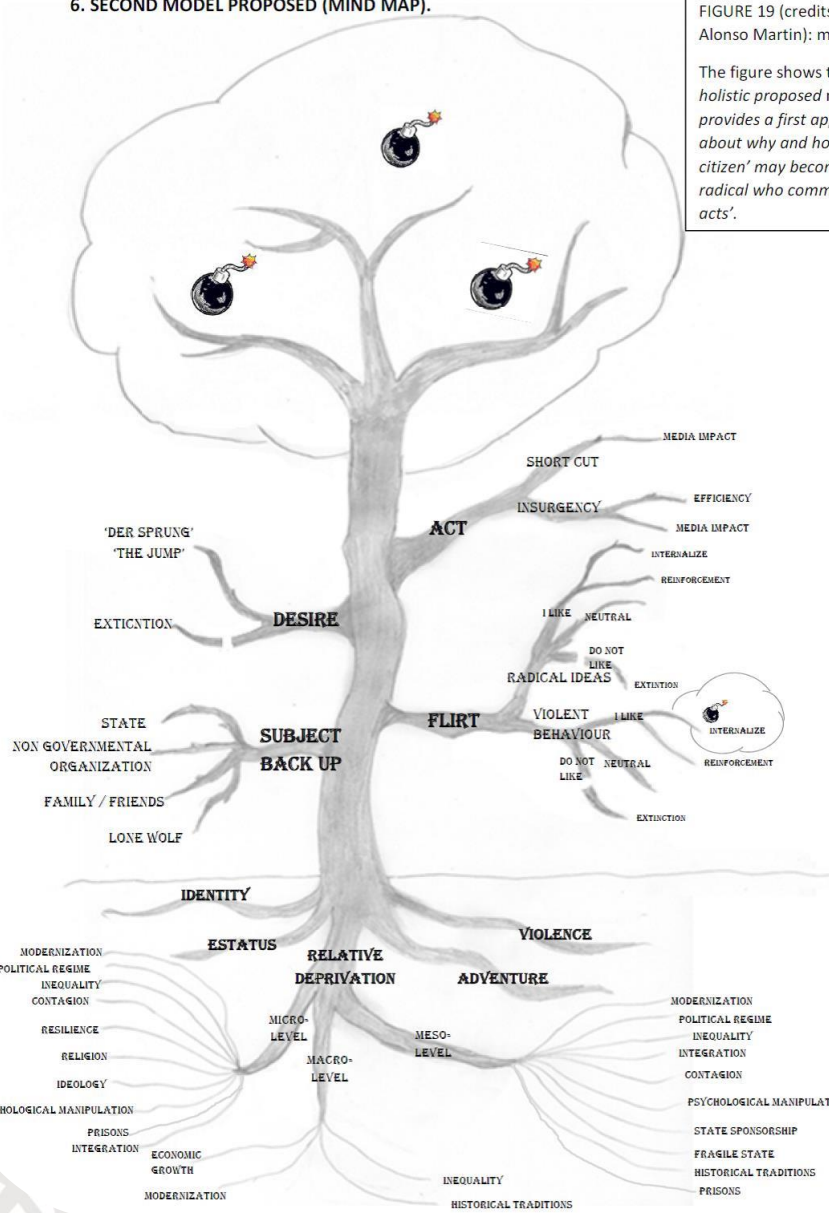
FIGURE 19 (credits Alejandra Alonso Martin): mind map.

The figure shows the *second holistic proposed* model *which provides a first approach about why and how a 'normal citizen' may become a 'violent radical who commits terrorist acts'.*

MEDIA IMPACT

SHORT CUT

INSURGENCY

EFFICIENCY

MEDIA IMPACT

INTERNALIZE

REINFORCEMENT

'DER SPRUNG'
'THE JUMP'

ACT

I LIKE   NEUTRAL

DO NOT
LIKE

EXTICNTION

DESIRE

RADICAL IDEAS   EXTINTION

VIOLENT
BEHAVIOUR   I LIKE

INTERNALIZE

STATE

FLIRT

NON GOVERNMENTAL
ORGANIZATION

SUBJECT
BACK UP

DO NOT   NEUTRAL
LIKE

REINFORCEMENT

FAMILY / FRIENDS

EXTINCTION

LONE WOLF

IDENTITY

ESTATUS

VIOLENCE

MODERNIZATION
POLITICAL REGIME
INEQUALITY
CONTAGION

RELATIVE
DEPRIVATION

ADVENTURE

MODERNIZATION

POLITICAL REGIME

RESILIENCE

MICRO-
LEVEL

MESO-
LEVEL

INEQUALITY

INTEGRATION

RELIGION

MACRO-
LEVEL

CONTAGION

IDEOLOGY

PSYCHOLOGICAL MANIPULATION

PSYCHOLOGICAL MANIPULATION

STATE SPONSORSHIP

PRISONS
INTEGRATION

ECONOMIC
GROWTH

FRAGILE STATE
HISTORICAL TRADITIONS

INEQUALITY

PRISONS

MODERNIZATION

HISTORICAL TRADITIONS

Figure 13. Proposed model (by Alejandra Martín. Mind map) [36]

2. POLICY AND LEGAL FRAMEWORK

2.1. MIGRATION

After the beginning of the so-called migration crisis in 2015, the *European Agenda on Migration*[3] pushed for increased cooperation with third countries in the area of returns and readmission as one of the key political solutions in responding to what was framed as a "refugee crisis". But it was not until 2020 that the *Action Plan on the Integration and Inclusion* (2021-2027) was released.
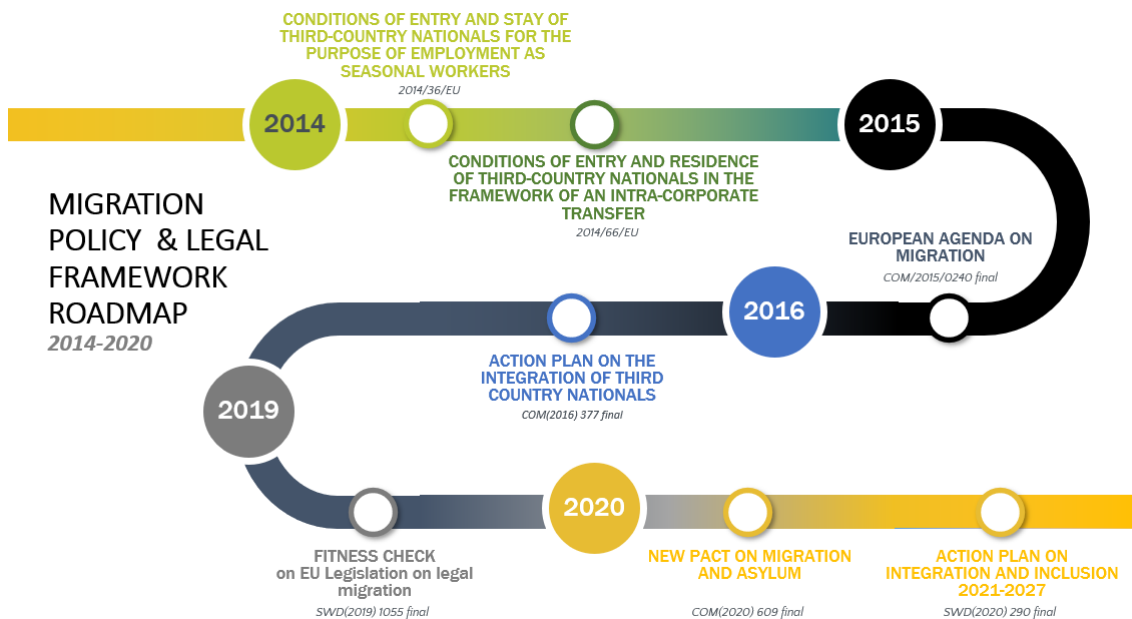
Figure 14. Migration policy and legal framework Roadmap

Inclusion of immigrants and building an inclusive society are essential to mitigate the effects of extreme radicalism and this new document **expands to include the integration of EU citizens of migrant background**, in addition to third-country nationals (TCNs).

The current plan also brings additional focus on:
[1] Ensuring **inclusion for all**, including through **targeted and tailored support.**
[2] Enhancing **migrant participation**, including through the recent formation of an Expert Group on the views of migrants with the EC.
[3] **Mainstreaming gender** and including **women.**
[4] Building more **partnerships** with various integration stakeholders.
[5] Closer cooperation with **regional and local authorities.**
[6] More emphasis on **long-term integration**, including through funding.

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[3] COM(2015) 240 final A European agenda on migration

2.2. FIGHT AGAINST RADICALISATION AND TERRORISM

In the last two decades Europe has been the scene of several terrorist attacks with a total of 658 victims in the period 2000-2016 [38].
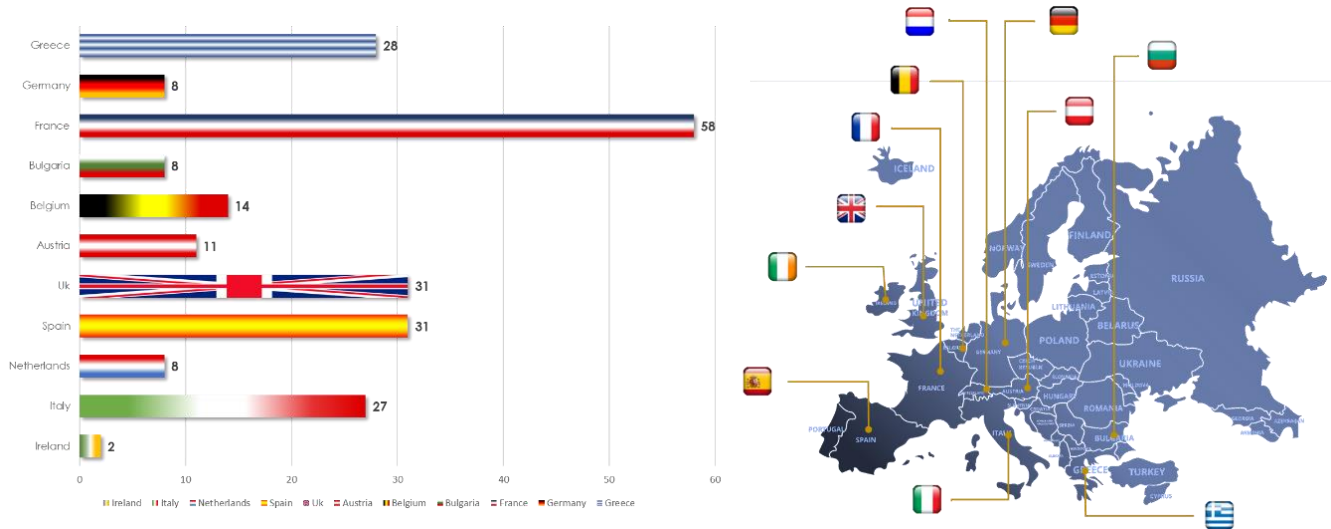
Figure 15. 2015 European terrorists in the dataset. Number of cases [39]

In recent years in Western Europe these mobilizations have been carried out by teenagers and young people of second-generation Muslim immigrants. They are often caught in a strange and difficult balance between cultures, which are especially prone to experience identity crises related to a diaspora situation. Despite feeling little attachment to the nation of origin of their parents or grandparents, too many of these young people show little or no affection for the EU country in which they were born or grew up. Jihadist propaganda offers a radical and violent solution to these people's identity conflicts, seducing them with a different concept of nationhood: the nation of Islam as proclaimed not only by the Islamic state, but also by al-Qaeda.

At European level the fight against radicalisation and terrorism is supported by three intergovernmental organisations: The **Council of Europe** (CoE), the **European Union**, and the **Organization for Security and Cooperation in Europe** (OSCE).

Although the radicalisation is primarily a responsibility of Member States, to support their efforts to prevent radicalisation, a number of strategies, policies, and initiatives have been proposed at European level.
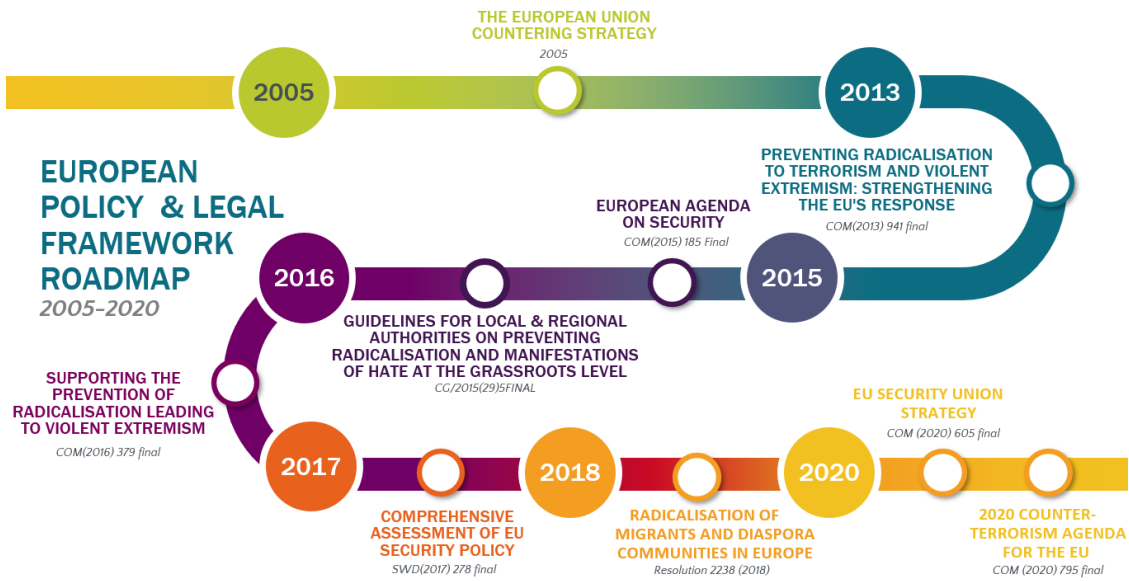
Figure 16. European Policy and Legal Framework - Fight against radicalisation and terrorism

"The Assembly encourages Member States to promote policies which underline the benefits of diversity and develop, among young people, a positive self-perception of individual identity free of any inferiority complexes so as to prevent alienation, the lack of a sense of belonging, marginalisation and isolation of communities from prevailing, and providing a fertile breeding ground for radicalisation."

Resolution 2238 (2018) CoE

3. NATIONAL INITIATIVES IN EUROPE

The management and support of migrants and therefore the prevention of radicalization is basically a set of political, social, educational and even religious measures, aimed at a group of non-specific individuals with the objective of assisting in their integration. Bearing this in mind, it is clear that the prevention of radicalisation cannot be a task assigned exclusively to the security forces, but rather requires participation at different levels and with the involvement of both social and behavioural science professionals and society as a whole [40].

While this paper seeks to address the case studies related to **resolution of conflict** and **support for identity construction** in migratory situations in most cases, these actions are included in wider strategies whether at national, regional or even local level. Therefore, this section will include all those strategies, plans or actions on the one hand, in terms of integration and, on the other hand, in terms of preventing radicalisation of migrants.

Next, there is a **non-exhausted list** by country of those activities that have been considered relevant for the present study. For each country, it also includes the policy context relevant to both migration issues and the prevention of radicalisation.

KEY WORDS	Immigration, integration, radicalisation, young, social inclusion, identity, migrants, integration, cohesion, belonging

3.1.   🟥 AUSTRIA

3.1.1. Migration

3.1.1.1.   Context and policies

- **NAP.I Nationaler Aktionsplan für Integration** [Austrian National Action Plan for Integration]. Its aim is to optimise, pool and systematically develop the measures for successful integration of the Republic of Austria, the federal provinces, cities, municipalities, social partners and civil society organisations. The National Action Plan is the basis for further measures in the seven key areas of action: Language and education, work and employment, rule of law and values, health and social issues, intercultural dialogue, sport and leisure, housing and the regional dimension of integration [41].
- **Integration Act** (2017). Central framework for the successful integration of persons who settle in Austria on a long-term basis [42].
- **Austrian Recognition and Evaluation Act (AuBG)** (2016) for qualifications obtained abroad [43].
- **Red-White Card:** offers qualified third-country workers and their family members a single permit for working and settling permanently in Austria [44]**.**
- **Integration report 2020 – Austria** [45]

"Religious fanaticism and negative influences from abroad are also challenges that we as a society must face for the greater good. Anti-democratic ideologies like political Islam pose a serious threat to social peace and cohesion. The riots in the Vienna district of Favoriten this summer also clearly highlighted the need for a stronger focus on segregated social groups, especially in congested areas. The newly founded Documentation Centre for Political Islam will perform important work in this regard, and shed light where it is needed".

MMag. Dr. Susanne Raab Federal Minister for Women and Integration. Vienna 2020

Figure 17.Population with migrant background in Austria (left) - Development of foreign resident population in Austria (right) [41].
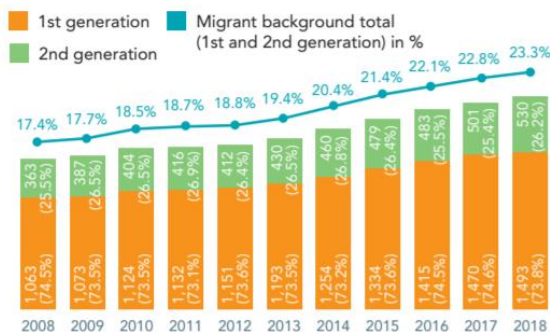
3.1.1.2. Migration practices and experiences

START WIEN

TYPE	Programme
SUMMARY	A comprehensive coaching and information programme addressing newcomers (including asylum seekers) for the first two years after arrival. After that, foreign residents benefit from non-targeted measures, for instance from a programme fighting labour market exclusion of low-skilled groups. Vienna has avoided high segregation due to its large and well spread social housing. However, migrants can only access it after five years of residency in the city, before which they rely on private rental market. Vienna establishes close contacts with migrant associations and NGOs at the district level and engages public consultations when formulating integration concepts. This report sheds light on how the municipality and non-state partners work together with the other levels of government for sustainable migrant and refugee integration [46].

GEOGRAPHICAL AREA	Vienna
ORGANISATION	Department for Integration and Diversity (MA 17),Vienna
TARGET GROUP	Immigrants
APPROACH	Coaching
PRACTICES/ ACTIVITIES	▪ Delivery of the Viennese passport and the vouchers of the city of Vienna for German courses in the amount of 300,- Euro. ▪ Clarification of the necessary first steps. ▪ Help in finding a suitable German course. ▪ Explanation of the voucher system and the information modules. ▪ Information about counselling services (entry into professional life, revalidation of diplomas, etc.). ▪ Clarification of the first basic questions (school enrolment, enrolment of children of compulsory school age, etc.). ▪ Miscellaneous issues [47].
RESULTS	▪ Best Practice Certificate at the European Public Sector Award (German) - 2017 ▪ Austrian Integration Award (German) - 2010

Table 2. START WIEN - AUSTRIA

3.1.2. Prevention

3.1.2.1. Prevent strategies

▣ **Austrian Strategy for the Prevention and Countering of Violent Extremism and Deradicalisation** [48]

▣ **Extremism Information Centre** (Beratungsstelle Extremismus) [49]

3.1.2.2. Prevent practices and experiences

VIENNESE NETWORK FOR DERADICALISATION AND PREVENTION

TYPE	Network
SUMMARY	In 2014, the city administration of Vienna founded the Network for Deradicalisation and Prevention **to tackle radicalisation trends amongst children and young adults in Austria's capital**. Institutionalised at the Vienna Children's and Young Persons' Representative, the network comprises experts and representatives from several municipality departments, open youth work, schools as well as the city parliament [50]. The network's objective is to **protect children, and young adults from extremist tendencies, but also from stigmatization and general suspicions thereof (e.g. in the case of migrant populations)** [51]**.**
GEOGRAPHICAL AREA	Vienna, Austria
ORGANISATION	City Administration of Vienna
TARGET GROUP	Children and young adults

APPROACH	Awareness raising and continuing training Multi-agency
PRACTICES/ ACTIVITIES	Different practices are carried out depending on the level to which they refer. ▪ **School** (Guidelines of deradicalisation, strengthening the role of educational psychology, anti-violence trainings) ▪ **Integration** (trainings and workshops for all actors involved, networking platforms for the Afghan and Chechen communities) ▪ **Other educational institutions** (workshops and trainings for practitioners of open youth care as well as nursery school teachers) ▪ **International institutions** (Funding of scientific research and civil-societal engagement campaigns) ▪ **Working with returned foreign fighters** (continuing education for officials from the justice department, police, family and juvenile court assistance, Psychiatry, etc.) [52]
RESULTS	By 2018, more than 6000 participants working with children and young people have been trained.

Table 3. Viennese Network for Deradicalisation and Prevention – AUSTRIA

NOT IN GOD´S NAME

TYPE	**Initiative**
SUMMARY	Emerged in 2015 as a non-profit organization whose idea is based on the use of positive role models from the field of sports as 'testimonials' against violence and radicalisation. Their main contact group is Muslims with a migrant background [53].
GEOGRAPHICAL AREA	Vienna, Austria
ORGANISATION	Not in God Name (NIGN) is a Viennese non-profit organisation that aims to combat radicalisation, promote tolerance and prevent propaganda reports from reaching vulnerable young people across Europe.
TARGET GROUP	Young
APPROACH	Educational activities (role-model-approach)
PRACTICES/ ACTIVITIES	▪ **Schools:** talks ▪ **Sport training:** 45 minutes workshop on topics such as democracy and tolerance, participants train together under the instruction of the martial arts stars ▪ **Proactive street work**: One night a week, 1-2 NIGN testimonials/martial artists go to hot spots (shisha halls, parks, youth centers, etc.) where young people are placed to proactively talk about their needs in their native language and explain to them that with violence or the connection to the YES they will not have a better life and their problems will not diminish.

Table 4. Not in God's Name – AUSTRIA

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ADVICE CENTRE ON EXTREMISM, NATIONWIDE NETWORK FOR OPEN YOUTH WORK (Beratungsstelle Extremismus, Bundesweites Netzwerk offene Jugendarbeit (bOJA))

TYPE	**Consulting facility** of the Austrian Network for Open Youth Work [54]
SUMMARY	The extremism information center is a **nationwide point of contact**. It offers **help**, if relatives, social workers, teachers or any other person are worried, that someone might have joined an extremist group. It offers also **information and advice concerning questions on extremism** (politically or religiously motivated extremism such as right-wing extremism or jihadism) and face-to-face counselling, expertise as well as workshops and lectures.
GEOGRAPHICAL AREA	Austria
ORGANISATION	Austrian Network for Open Youth Work (bOJA) Consultant: Nedžad Moćević (FHS)
TARGET GROUP	Everybody, who is confronted with extremism (family members, friends, teachers, social workers, …)
APPROACH	Resource oriented and solution-oriented approach, inclusion of the personal and family network
PRACTICES/ ACTIVITIES	▪ Personal counselling (in Vienna) ▪ Telephone hotline ▪ Resource oriented and solution-oriented counselling ▪ Anonymous contacting ▪ Online counselling ▪ Workshops for practitioners
RESULTS	▪ Counselling publications. ▪ 4.000 consultations between 2014 and 2019. ▪ 11.000 workshop participants between 2014 and 2019 [55].

Table 5. Beratungsstelle Extremismus, Bundesweites Netzwerk offene Jugendarbeit (bOJA) – AUSTRIA

3.2. 🇧🇪 BELGIUM

3.2.1. Migration

3.2.1.1. Context and policies

▤ **Foreign Law** (2016) [56]. It covers all foreigners, including refugees. A 1 June 2016 amendment limited the legal stay of recognised refugees to an initial 5 years.
▤ **Integration Law:**
   o **Decree of 7 June 2013. Flemish Integration Policy** [57].
   o Decree of 28 April 2016 of the Walloon Social Action and Health Code, which contains the civic integration policy (2016)
▤ **Impulse Fund for Migration Policy (FIPI).** It aims at funding public or private initiatives for improving migrant population's participation. It funds projects

seeking to promote the social integration of people of foreign origin, prevent discrimination and promote intercultural dialogue, with particular attention to newcomers and women [58].
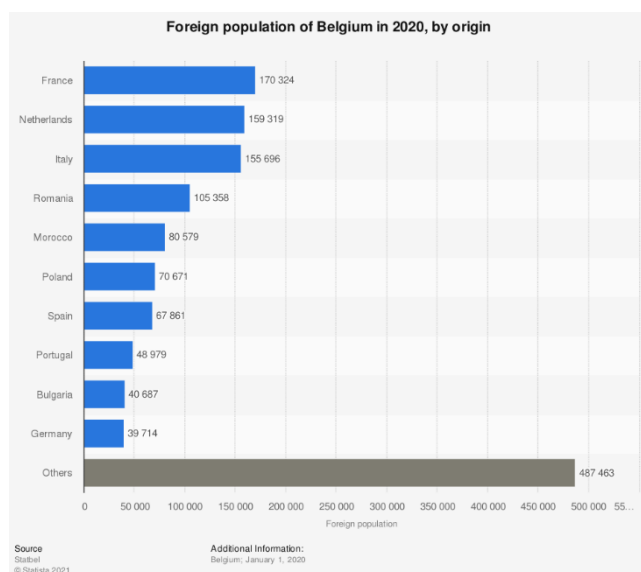
Figure 18. Foreign population of Belgium in 2020, by origin [59]

3.2.1.2. Migration practices and experiences

AGENTSCHAP INTEGRATIE EN INBURGERING (AGENCY FOR INTEGRATION AND CIVIC INTEGRATION)

TYPE	Agency
SUMMARY	The agency aims at allowing people of foreign origins to fully participate in society. They cooperate with local authorities, organisations and citizens to deal with challenges related to migration [60] . It includes BON, the Brussels Reception Office), as well as the two local Agencies for Integration and Civic Integration of the cities of Gent (IN-Gent) and Antwerp (Atlas).
GEOGRAPHICAL AREA	Flanders (except for the cities of Antwerp and Ghent)
ORGANISATION	Agentshap Integratie & Inburgering
TARGET GROUP	Immigrants
APPROACH	Multi-agency
PRACTICES/ ACTIVITIES	▪ Integration support for local authorities and organisations ▪ Civic integration and social orientation ▪ Language learning

Table 6. Agentschap integratie en inburgering - BELGIUM

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CENTRES RÉGIONAUX D'INTÉGRATION (REGIONAL INTEGRATION CENTRES OR CRI)	

TYPE	**Agency**
SUMMARY	DISCRI aims at encouraging integration of people of foreign origin. They support other organisation based in the municipalities and the eight regional integration centres in a technical, logistic and pedagogic manner [60] . In charge of the development of a Local Integration Plan for their respective territories
GEOGRAPHICAL AREA	Wallonia
ORGANISATION	Walloon Government
TARGET GROUP	Immigrants
APPROACH	Integration programme.

PRACTICES/ ACTIVITIES	▪ **Welcome module:** it consists – as a minimum - of information on the rights and duties of people residing in Belgium; a social assessment (to identify – inter alia - the needs of the newcomer); and assistance with administrative procedures. This module is provided in the Regional Integration Centres.
	▪ On the basis of the **needs identified during the social assessment**, the newcomers conclude a mandatory agreement ("convention d'accueil") with the competent Regional Integration Centre (for a maximum of 18 months). The agreement foresees individual follow-up and the following modules, which are provided by external partners:
	  ○ **Civic participation course**, which includes information about life in Belgium, housing, health, employment, etc. (minimum 20h – with an increase foreseen to 60h, see below). The civic participation course is provided by different partners of the Regional Integration Centres. The content and methodology of the course is determined by the Coordination Committee.
	  ○ According to the needs of the newcomer, a **French language course** (minimum 120h – with an increase foreseen to 400h, see below) is provided. Following a completion of the course, a validation of competences test is organized (but the result has no impact on the issuance of the certificate).
	  ○ According to the needs of the newcomer, **orientation towards the relevant socio-professional insertion scheme** following an individual socio-professional assessment (minimum 4h) is provided [61].

Table 7. Centres régionaux d'intégration - BELGIUM

@level2work	

TYPE	**Project**
SUMMARY	Highly skilled newcomers often have difficulties finding a job, and if they do find a job, it is often not adapted to their skills level. At

	the same time, many employers have difficulties finding skilled employees. Through the project @level2work, the different actors involved are collaborating in order to coordinate their actions and centralize the information available to highly skilled foreign-language speaking newcomers. It was introduced mid-2016 for a duration of 2 years.
GEOGRAPHICAL AREA	Brussels and Flanders
ORGANISATION	Regional Public Employment Services of Flanders and Brussels (VDAB and Actiris); the Flemish Agencies for Integration and Civic Integration; education establishments and employers. The university KULeuvenHIVA provides scientific support, assistance and carries out the evaluation [61].
TARGET GROUP	Highly skilled foreign-language speaking newcomers
APPROACH	Tailor-made to specific group of third country nationals (e.g. programmes/ plans/contracts containing different elements of labour market integration for e.g. women, vulnerable persons) [61].
PRACTICES/ ACTIVITIES	8 "testing grounds" (in the different Flemish provinces and Brussels) and about 50 concrete actions were implemented. There are **3 main clusters** of actions: ▪ Integrated approach to work. This includes assistance via a "one-stop shop". This "one-stop shop is composed of two elements: (i) The "testing ground" in Antwerp developed a portal website that centralizes information related to employment, entrepreneurship, integration, etc. (ii) face-to-face information and assistance through a physical "counter". ▪ Reinforcing skills and competences (e.g. languages, recognition of qualifications, etc.). ▪ Involving employers (e.g. through mentoring projects, job-hunting, offering internships, etc.) [61].

Table 8. @level2work - BELGIUM

AcOrJob (Regional Integration Centre of Charleroi)

TYPE	**Programme and systematic measure**
SUMMARY	The project forms part of the 2014-2020 planning of the Regional Integration Centre of Charleroi. **Vulnerable groups** have difficulties accessing the labour market in the Walloon Region. Foreign nationals (and people of foreign origin) also face several additional difficulties, such as insufficient knowledge of the language; procedure for the recognition and validation of competences; discrimination; social environment; mobility, etc. The AcOrJob project was thus set up to facilitate the access of the target group to the labour market [61].
GEOGRAPHICAL AREA	Charleroi
ORGANISATION	Regional Integration Centre of Charleroi
TARGET GROUP	All foreign nationals (i.e. third-country nationals and EU citizens); as well as people of foreign origin (i.e. Belgian nationals with at least one parent with a foreign nationality – including a nationality of an EU Member State) [61].

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APPROACH	Provision of information and counselling.
PRACTICES/ ACTIVITIES	Activities (depending on the needs of the participant) ▪ Orientation towards the specialized services on socio-professional insertion; ▪ Collaboration with "Technofur TIC" to remotely coach participants in their job search via an IT platform (access and support via the Regional Integration Centre) ▪ Regular presence of a public writer to meet the administrative needs of the participants; ▪ Initiation course of French focused on the workplace (technical); ▪ Administrative support to the participants regarding the documents needed in the ▪ framework of their job search; ▪ Link with the "migrant platforms" of the Walloon Public Employment Service [61].

Table 9. AcOrJob - BELGIUM

3.2.2. Prevention

3.2.2.1. Prevent strategies

▤ **OCAM's** (l'Organe de Coopération pour l'Analyse de la Menace) "Plan R" (Plan Radicalism)

▤ **Community Policing Preventing Radicalisation and Terrorism** (CoPPRa)

▤ **Stratégie fédérale belge contre la radicalisation violente**

▤ **Actieplan ter preventie van radicaliseringsprocessen die kunnen leiden tot extremisme en terrorisme**

3.2.2.2. Practices and experiences

LOCAL STRATEGY FOR THE PREVENTION OF RADICALISATION LIÈGE

TYPE	**Strategy** [62]
SUMMARY	**Objectives** ▪ Preventing radicalisation ▪ Raising awareness among the general public and organising educational actions for ▪ Young people ▪ Training the front-line stakeholders ▪ Accompanying radicalised youths and their family ▪ Exchanging information and coordinating
GEOGRAPHICAL AREA	Liège, Belgium
ORGANISATION	Liège City Council
TARGET GROUP	Local population / Local workers and municipal officers (in the areas of education, social work, multiculturalism) / Youths at risk

	of radicalisation ("vulnerable") or radicalised / Families faced with a process of radicalisation.
APPROACH	Activities designed and carried out within the framework of this policy.
PRACTICES/ ACTIVITIES	▪ **Educational prevention** This type of action seeks to strengthen the resilience of youths to radicalisation through educational interventions in schools, neighbourhood halls, sports clubs, etc. The objectives are to develop young people's critical judgement, to educate them on citizenship and to strengthen their self-esteem.
	▪ **Raising awareness among the general public** This aspect of the strategy seeks to raise awareness among the general public about peaceful coexistence, tolerance, dialogue and civic-mindedness. This includes public debates, the showing of films on radicalisation, and public interventions by people who are directly concerned or affected by this issue, such as mothers whose children have travelled to Syria.
	▪ **Training local workers and municipal officers** Training sessions are organised for frontline stakeholders such as street workers or other social workers who intervene in Liege's neighbourhoods and with young people. The themes tackled during the training are: problem definition, psycho-social process, at-risk groups and vulnerable youngsters, management of sensitive information, and "vigilance criteria". The theoretical content of the training is developed together with the University of Liege. The Liege Regional Centre for the Integration of Foreign People or People of Foreign Origin (*Centre régional d'intégration des personnes étrangères ou d'origine étrangère de Liège, CRIPEL*), an intercultural organisation, collaborates in informing the public about this training.
	▪ **Psychological and social support to radicalised youths** This aspect of the strategy focuses on working directly with young people and offering them and their family individual support. Youngsters must volunteer to be part of this scheme. The municipality works closely with the Faculty of Psychology of the University of Liege to develop a support path for these youths, with the aim of reversing the radicalisation process and enabling disengagement and social inclusion.
	▪ **Exchange of information and coordination.** The city of Liege takes part in several exchange schemes, both at national and international level. Liege is part of the national cities' coordination of the national Strategic Plan for Prevention and Security, including the R Plan.

Table 10. Local strategy for the prevention of radicalisation Liège – BELGIUM

> ## ACTION PLAN FOR THE PREVENTION OF RADICALISATION PROCESSES THAT CAN LEAD TO EXTREMISM AND TERRORISM

TYPE	**Action plan** [63]
SUMMARY	This document constitutes a strategic framework for dealing with radicalisation and identifies some key action areas and measures and aims to respond to the locally need of support in this matter.

GEOGRAPHICAL AREA	Flandes, Belgium
ORGANISATION	Government of Flanders
TARGET GROUP	Various.
APPROACH	Creation of a framework document on integral security in relation to the processes of radicalization in which local administrations must fully assume their leadership role in dealing with the processes of radicalization. Local administrations have the task of reacting to this in an appropriate manner and making optimal use of the instruments at their disposal.
PRACTICES/ ACTIVITIES	The **areas of action** and **measures** defined in the above-mentioned plan include those relating to young people and migrants incorporating identity crises.
	"5. We provide support to first-line employees (care providers, teachers, youth workers, VDAB consultants, imams, etc.) with regard to acquiring knowledge and skills, through education, expertise development and making good practices accessible. "
	Action 5.1 We will support first-line workers in dealing with radicalisation in young people through a project subsidy to the non-profitmaking organisation Motief.
	Motief offers a tailormade four-day training package for teachers, youth workers and welfare workers on identity development in Muslim youngsters. Through this training, Motief more specifically aims to extend first-line workers' room for manoeuvre by increasing insight into the ideological identity development of youngsters, by learning to detect and respond to signals of radicalisation in youngsters and by developing an emancipatory approach which encourages youngsters' self-development and critical citizenship.
	*Action 5.5 The 'Agentschap I&I' (*agency for integration and civic integration) will give priority to supplying its expertise on interculturalism to local actors in the municipalities facing radicalisation problems.
	The Agency for Integration and Civic Integration will supply its expertise on diversity and intercultural competences to local actors in the municipalities facing radicalisation problems, when there is demand for it is (peer-to-peer pathways, interculturalisation pathways, training on intercultural communication, training on identity development in youngsters with a migration background, ...)
	9. We reinforce organisations that can support young people in their search for an identity of their own.
	Many civil society organisations, youth and sports movements, community development initiatives, self-organisations or mosque associations can contribute in a positive manner to the search of young people for an identity of their own. After all, they are often most tuned in to the social world of the young people.
	Action 9.1 We will support projects which focus on the prevention of radicalisation.
	The *'Agentschap voor Binnenlands Bestuur'* (Agency for Local and Provincial Government) launches a call for the introduction of projects which focus on the prevention of radicalisation and on the development of a positive identity and which reinforce youngsters' and young adults' position in society and increase

their social involvement (e.g. mosque associations, youth or sports organisations, self-organisations ...)." [63]

Table 11. Action plan for the prevention of radicalisation processes that can lead to extremism and terrorism – BELGIUM

'THE PLAN FOR WARMTH AND SAFETY' AND THE SECOND WAVE PROJECT - VILVOORDE

TYPE	**Plan** (2013) [64] The Second wave project run from 2013 to 2016 [65]

SUMMARY	This plan was born as the city's response to the more than 30 inhabitants who travelled to Syria and Iraq during 2013-2014.
	In this sense, the plan is articulated on 3 levels:
	▪ Societal:
	  o Prevention before radicalisation;
	  o Resilience-building and community building;
	  o Information campaigns, awareness-raising;
	  o Capacity-building and training of youngsters, teachers, parents etc.;
	  o Intercultural and inter-religious dialogue.
	▪ Curative:
	  o In cases with evidence of radicalisation, individual help is provided for radicalised youths and their environment;
	  o Reintegration and rehabilitation programmes for returning foreign terrorist fighters.
	▪ Responsive
	  o Law enforcement (a joint Flemish and Federal responsibility).

GEOGRAPHICAL AREA	Vilvoorde municipality in the Flemish province of Flemish Brabant
ORGANISATION	Government Education Ministry and Government Social & Youth Affairs Ministry
TARGET GROUP	Youngsters at risk of radicalisation Local police
APPROACH	Monthly meetings between the police and youngster
PRACTICES/ ACTIVITIES	1. Training sessions for the local police on radicalisation and on what motivates youngsters to follow this path. 2. Bilateral meetings between the city and youngsters and between the city and the local police to address the tensions between youngsters and local police. 3. Meetings organised by the mayor between the city, youngsters and the local police. 4. The actual Second Wave project.
RESULTS	▪ Delivery of training sessions to the local police on radicalisation and individual confrontation ▪ Monthly debates ▪ Very good representation of youngsters ▪ Community outreach ▪ Strong support from the mayor

Table 12. 'The plan for warmth and safety' and the Second Wave project. Vilvoorde – BELGIUM

<div style="text-align:center">**RADIX TOOL**</div>

TYPE	Tool
SUMMARY	The Radix Tool Antwerp was developed by the City of Antwerp and is meant to guide debates between different partners. The instrument allows to list an individual's vulnerabilities and strengths as well as the structural factors that can lead to (violent) radicalisation. This in turn can be used to decide how to further the work with an individual and on what areas of life the intervention should focus on. The instrument thus ensures that all partners speak the same language, but also aims to build a relationship of trust between all the partners. The objective of the Radix tool does is not to estimate the security risk posed by an individual, but rather to develop an individualised approach whereby the individual receives the help they need [66].
GEOGRAPHICAL AREA	City of Antwerp, Belgium
ORGANISATION	City of Antwerp together with partners from the welfare sector, police and public prosecutor's office
TARGET GROUP	Diverse
APPROACH	Shared framework to cooperate with all partners and to support front-line practitioners when they feel something is wrong.
PRACTICES/ ACTIVITIES	The instrument serves to support front-line practitioners when they feel something is wrong: it helps to map different aspects of the life of a person in a structured way, for instance during a conversation. Such an instrument helps counsellors to look for various factors, to identify what information is still lacking, in which domains someone possibly needs support and what type of partner should be engaged [67].

Table 13. Radix tool – BELGIUM

3.2.2.3.   Other activities of interest

SAVE BELGIUM. 2013 - Present

Collaborating partners: Schaerbeek1030, Fédération Wallonie-Bruxelles, Centre de la prevention de la radicalisation menant à la violence, Maison de Quartier Saint Antoine, Fondation Roi Baudoin, Mothers for Life.

This Belgian association serves as a tool to **raise awareness against violent radicalization** through the direct involvement of the families concerned by this phenomenon and directly exposed to a young person's approach to violent extremism.

This is an educational approach, at the request of schools and institutes interested in addressing violent radicalization with the impact of actors affected by it. It also serves as a platform for accompanying new families with doubts about the possible radicalisation of their child and offers advice on how to act with the child or with the authorities if the young person has already left Belgian territory.

Among its most important characteristics, it is worth mentioning:

- Serving as a link between parents and the radicalized youth for monitoring and prevention.

- Positioning as a key player in the fight against violent radicalisation and interlocutor with the Belgian authorities

- Involvement in the search for activities (seminars, training) aimed at promoting understanding of the phenomenon and the search for solutions adapted to each case.

- Acting as a collaborative network between different organizations [68].

"JE SUIS AHMED, LÈONIE, CHARLIE, OF NIET". 2016-2017

Association MARKS

This is a storytelling campaign based on the projection of digital stories of young Brussels people from sensitive areas. This initiative, "I am Ahmed, Lèonie, Charlie or nothing", was extended in the Brussels neighbourhoods of Molenbeek and Scharbeek, two of the geographical points in Belgium most vulnerable to the expansion of violent discourse.

The initiative was aimed at building a counter-narrative based on bringing together the stories, in video format, of the inhabitants of Molenbeek and Scharbeek to whom, as a result of the terrorist attacks that hit Europe in 2015, public opinion was sketching an image prone to the emergence of Islamophobia or other representations of hatred and intolerance.

It was structured in 3 factors:

1. The involvement of young people from disadvantaged geographical areas.

2. The use of new technologies as the main ally.

3. Dissemination of results on digital platforms for the propagation of tolerance-based discourse [69].

Kit to dismantle conspiracy theories. BePax. 2017

The initiative Kit constitutes a useful tool of free use for teachers during and as a guide of theoretical notions on existing and successful forms of manipulation among the young public.

The BePax kit compiles examples of arguments that have penetrated society and the steps to be taken to demystify the mistrust that exists between institutions and media with young people. In this way, it encourages young people to learn to be critical and avoid extremism.

In addition, the BePax association also promotes and collaborates with seminars from an educational perspective and with a prevention approach for educators to put these exercises into practice [69] [70].

3.3. 🇨🇾 CYPRUS

3.3.1. Migration

3.3.1.1. Context and policy

📄 **National Action Plan on the Integration of Third-Country Nationals 2020-2022** [71]

3.3.1.2. Practices and experiences

BUILDING STRUCTURES FOR INTERCULTURAL INTEGRATION IN CYPRUS

TYPE	Project
SUMMARY	The project will support the Republic of Cyprus in implementing its National Action Plan on the Integration of Third-Country Nationals 2020-2022, by empowering local authorities, NGOs, and migrant organisations to be part of the integration process. It will use the Intercultural Cities[4] conceptual, analytical and policymaking tools to address the challenges of migrant integration, in particular related to building trust, fostering community cohesion and managing diversity as a resource. The project will build upon significant and positive changes which have resulted from the implementation of the Intercultural Cities programme in Limassol since 2010, such as the creation of an Intercultural Council and the city's first Intercultural Strategy. Funded by the European Union, via its Structural Reform Support Programme, in co-operation with the European Commission's DG Structural Reform Support. From 2021 to 2023 [72].
GEOGRAPHICAL AREA	Cyprus
ORGANISATION	▪ Ammochostos (Paralimni) and Nicosia - a consortium comprising the Center for Social Cohesion, Development and Care (CODECA) and the Center for the Advancement of Research & Development in Educational Technology (CARDET); ▪ Larnaka - Citizens in Power; ▪ Limassol - St Catherine's AGAPI; ▪ Paphos - Cross Culture International Foundation Cyprus (CCIF).
TARGET GROUP	Local authorities and officials, NGOs, public organisations and agencies (welfare, employment, education, culture, sport, safety, urbanism etc.), migrant groups and organisations, professionals and private organisations.

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[4]*The Intercultural cities programme (ICC) supports cities in reviewing their policies through an intercultural lens and developing comprehensive intercultural strategies to help them manage diversity positively and realise the diversity advantage https://www.coe.int/en/web/interculturalcities*

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APPROACH	Plan implementation
PRACTICES/ ACTIVITIES	■ Conducting an overview and assessment of integration policies and community cohesion/social integration in each region. ■ Developing an Intercultural Strategy outlining the vision, goals, and actions of each of the regional networks and the central authorities. ■ Developing a methodological tool for monitoring regional integration activities and a prototype tool (Social Trust Barometer) for monitoring cohesion/social integration in regional and national communities. ■ Designing a multi-level coordination mechanism on integration policies for the Republic of Cyprus.

Table 14. Building structures for intercultural integration in Cyprus - CYPRUS

GEIA XARA

TYPE	**Project**
SUMMARY	The Geia Xara project offered Greek language classes and mediation services in schools in Cyprus. The project sought to equip children aged 6 - 12 years old, as well as unaccompanied minors, with basic language skills and an understanding of the particularities of their host community. Funded by the Migration and Asylum Fund for the Integration of the Republic of Cyprus. From 2019 to 2022 [73].
GEOGRAPHICAL AREA	Cyprus
ORGANISATION	CARDET, Frederick University, INNOVADE, the Pedagogical Institute of Cyprus and the Department of Primary Education of the Ministry of Education, Culture, Youth and Sport
TARGET GROUP	Migrant children, schools, educators, migrant parents, educational services and institutions, third country nationals.
APPROACH	Learning programme
PRACTICES/ ACTIVITIES	■ Interactive learning experience ■ Online educational games[5]
RESULTS	■ 47 classes around Cyprus, offering Greek language teaching at four different levels: Basic A1 and A2, and Intermediate B1 and B2; ■ 500 students from third countries, of whom 450 completed the programme by attending over 60% of lessons offered; ■ 386 children passed their exams and received a certificate; ■ 20 parents of migrant background were trained and are lending ongoing support to 70 schools.

Table 15. Geia Xara- CYPRUS

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[5] *https://www.geiaxara.eu/en/language-games*

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3.4. 🇨🇿 CZECH REPUBLIC

3.4.1. Migration

3.4.1.1. Context and policy

📄 **Document plan for the implementation of its 2021 integration policy** [74].
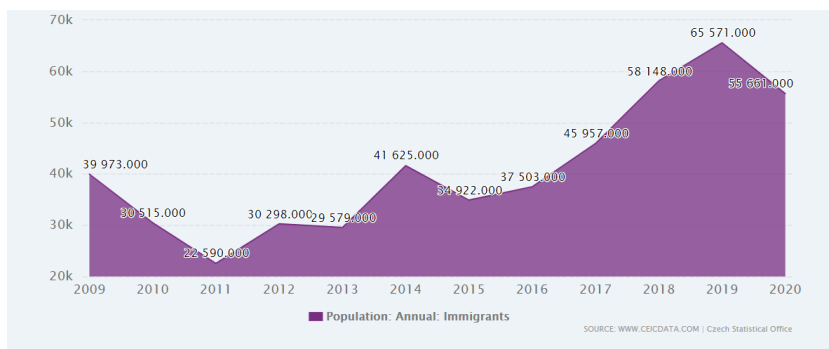
Figure 19. Czech Republic Population: Annual: Immigrants from 1992 to 2020 [75]

3.4.1.2. Practices and experiences

RODINA ODVEDLE (THE FAMILY NEXT DOOR)

TYPE	Project
SUMMARY	Project Next Door Family is an innovative way to integrate migrants into the Czech society. Every year, an informal lunch takes place between Czech families and families of immigrants living in the in Czech Republic, directly at their home place.
	As traditionally, on the last Sunday of November, families of foreigners from third countries will meet Czech families in the form of a common lunch, always in the household of one of the families who will take the role of a host. The aim of these meetings is to bring Czech families closer to the families of foreigners, thus helping to integrate foreigners into our society and at the same time help Czech families to meet people living with us. Czech families and families of foreigners legally living in Czech Republic can apply for the project (due to funding). The term family also includes a couple who considers themselves as a family (they don't have to be married). The project is intended for foreigners from third countries (outside the EU). Mixed marriages where one of the partners is an EU citizen cannot participate in the project. Registered families will be paired based on age, hobbies, interests, language and, of course, the city of residence, simply so that the members of both families have enough common topics to talk to. This makes the relationship more likely to continue successfully in the future. At each lunch there is an assistant who will personally contact both families and give them information about the other family and about the

	meeting. If necessary, the assistant should help break the initial barriers and shame at the meeting. The aim of the project is to improve relations between the majority society and foreigners, to build a multicultural society and to understand different cultures [76] [77].
GEOGRAPHICAL AREA	Czech Republic
ORGANISATION	City Council of Prague (donor), European Fund for the Integration of third-country nationals, Ministry of Labour and Social Affair
TARGET GROUP	Immigrants
APPROACH	Integration assistance
PRACTICES/ ACTIVITIES	Common lunch. Registered families will be paired based on age, hobbies, interests, language and, of course, the city of residence, simply so that the members of both families have enough common topics to talk to. This makes the relationship more likely to continue successfully in the future [76].

Table 16. Rodina odvedle (the family next door) - CZECH REPUBLIC

PROGRAM NA PODPORU UCITELU PRACUJICICH SE ZAHRANICNIMI ZAKY (PROGRAMME TO SUPPORT TEACHERS WORKING WITH FOREIGN PUPILS)

TYPE	**Programme**
SUMMARY	This project provides a complex **set of measures to improve the competences of teachers and public servants in integrating foreign pupils** into the Czech educational system. The project started in 2013 [76].
GEOGRAPHICAL AREA	Czech Republic
ORGANISATION	European Integration Fund, Czech Ministry of Education, Youth and Sports, Own resources
TARGET GROUP	Teachers, public servants, foreign pupils
APPROACH	Methodological, educational and organisational materials a
PRACTICES/ ACTIVITIES	The project is composed of several interconnected workstreams, such as accredited seminars and follow-up methodological support for teachers, courses for public servants and a website for teachers. The workstreams aim to achieve a synergistic effect that increases the quality of inclusion of newly arrived pupils [76].
RESULTS	1. The project created the website Inkluzivni skola (Inclusive school), which registered more than 107,000 visits by October 2016. 2. Development of 6 accredited interactive seminars: 4 for elementary school teachers (Introduction to inclusion of foreigner pupils, Czech as a foreign language, Principles of working with pupils with a different mother tongue, Pedagogical assistant for working with foreign pupils) and 2 for pre-school teachers (Introduction to the inclusion of foreign pupils, Language support for children with different mother tongues). 3. Creation of a network of regional multipliers (8 multipliers). 4. Development of the educational programme for teaching Czech as a second language. 5. Provision of methodological support to pre-school and elementary school teachers: As of January 2018, the project has provided 165 support interventions via phone/email and

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	25 interventions in person. The project also provided additional supportive activities such as social work and interpretation.
	6. Development of methodology for teaching Czech as a second language for pre-school pedagogues.
	7. Seminars for university students (158 seminars at 5 universities with 190 participants).
	8. Development of working groups for networking key regional integration actors: 5 meetings of the working group members in Prague. The results of the meetings were presented at a conference on the education of children with a different mother tongue held in Prague.
	9. Seminar for public servants on the integration of foreign pupils into the Czech educational system (held in Prague with 15 participants) [76].

Table 17. Program na podporu ucitelu pracujicich se zahranicnimi zaky (programme to support teachers working with foreign pupils) - CZECH REPUBLIC

DŮM NÁRODNOSTNÍCH MENŠIN (HOUSE OF NATIONAL MINORITIES)

TYPE	**Institution**
SUMMARY	The House of National Minorities is an institution where the 11 officially approved national minorities have office-space for their civic associations. Administratively this institution is organized under the Centre of Social Services which is a municipal department. It is a place of cooperation and meeting of national minorities with one another, within their own community and with the major society. Furthermore, it is a place where civic associations of foreigners can promote their work. The programme started in 2007 [76].
GEOGRAPHICAL AREA	Czech Republic
ORGANISATION	National minorities, Advisory Board on National Minorities, Czech Government
TARGET GROUP	Adults, children and youth of minorities
APPROACH	Programme
PRACTICES/ ACTIVITIES	▪ Visits to the exhibitions of artists that take place in the exhibition halls of the House of National Minorities. ▪ The viewing of films in the social hall, which has a capacity of 98 seats. ▪ Meetings and club evenings with representatives of national minority civic associations. ▪ Selected cultural programs produced in the House of National Minorities, conferences, meetings and seminars dealing with the issue of national minorities. ▪ Cultural programs for primary and secondary schools (theatrical performances, educational concerts, lectures, and screenings). ▪ Language courses. ▪ The mediation of contacts and information. ▪ The opportunity to utilize the social hall, exhibition halls, refreshment facilities ("cafe"), conference rooms, and library [76].

Table 18. Dům národnostních menšin (House of National Minorities) - CZECH REPUBLIC

WEBOVÝ PORTAL: INKLUZIVNÍ ŠKOLA (WEB PORTAL: INCLUSIVE SCHOOL)

TYPE	**Information website**
SUMMARY	Inclusive school is an information web portal, focusing primarily on the issues of education of foreign pupils and their integration in the Czech schools. It is a multi-axis support methodological tool providing the experience for teachers working with foreign pupils. Started in 2009. Website: www.inkluzivniskola.cz
GEOGRAPHICAL AREA	Czech Republic
ORGANISATION	Ministry of Education, European Integration Fund
TARGET GROUP	Foreign pupils
APPROACH	Tools and resources
PRACTICES/ ACTIVITIES	Resources and inspirations as practical examples.
RESULTS	▪ March - December 2010: 19 815 unique visitors of the web portal (28 095 visits, 2 100 visits of more than 15 minutes.) ▪ January - June 2011: 18 988 unique visitors of the web portal (26 797 visits, 8% of the visits of more than 15 minutes.) ▪ Since 2009: 280 elementary school teachers took part in the seminars. ▪ Since 2010: 80 kindergarten teachers took part in the seminars. ▪ 2010: Web portal got two prices as the most promising activity in the field of integration of foreigners in 2010 [76]

Table 19. Webový portal: Inkluzivní škola (Web portal: Inclusive School) - CZECH REPUBLIC

InBáze COMMUNITY CENTRE

TYPE	**Community Centre**
SUMMARY	*InBáze*[6] is an independent community centre for migrants and Czech nationals located in the capital city Prague. The structure is made of several departments, all aiming at fostering the integration of migrants in the Czech Republic: the employment office provides guidance for job search, the legal department offers consulting services while the community department helps with social or family matters. The Centre's activities are facilitated by a multilingual team of intercultural workers for Arabic, Mongolian, Vietnamese, Russian, English and French speaking persons. The project started in 2006 [78].
GEOGRAPHICAL AREA	Prague
ORGANISATION	InBáze community centre
TARGET GROUP	Migrants
APPROACH	Services for inclusion
PRACTICES/ ACTIVITIES	The Community Centre offers several services - from psychotherapy to social consulting - which are available to

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[6] https://inbaze.cz/

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	minorities. These consulting activities by experts are supported by InBáze "dictionaries" which facilitates the intercultural work as they offer short descriptions of each service (family, job, social and civil law, Czech administration, health system, educational institutions, housing, crisis intervention, etc.) to migrants in seven linguistic versions. In addition to this core offer, specific programmes are tailored for different target groups [78].

Table 20. InBáze Community Centre) - CZECH REPUBLIC

3.5.   🇩🇰 DENMARK

3.5.1. Migration

3.5.1.1.   Context and policy

▤ **Integration Act (No. 474 of 1998)** to integrate foreigners in Denmark [79].
▤ **Paradigm Shift (2019).** This temporary law is moving the focus from integration to return in respect to refugees. The overall goal is now to send refugees back to their home countries as soon as conditions allow for it. The word 'integration' has been replaced with 'self-support and return' [80].
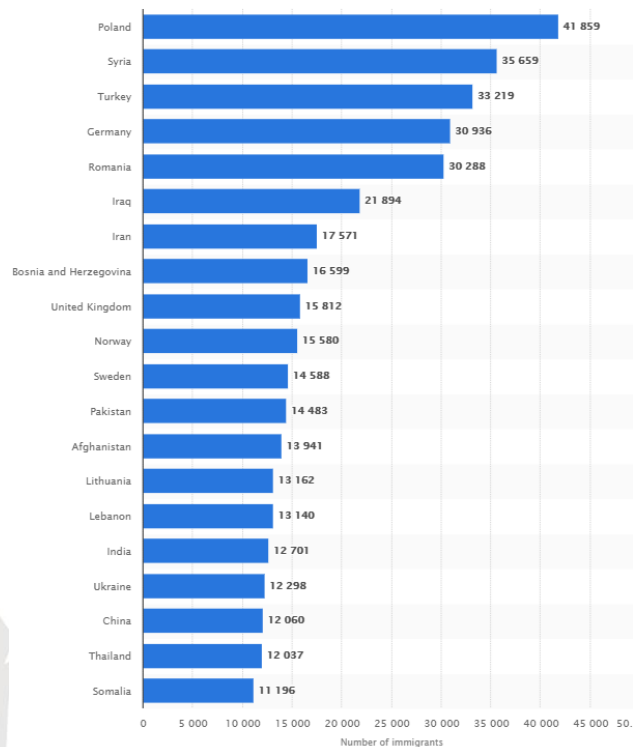
Figure 20. Number of immigrants living in Denmark in 2021, by country of origin [81]

3.5.1.2. Practices and experiences

WORKINDENMARK	

TYPE	Initiative
SUMMARY	Service towards both Danish companies and the labour immigrants. The scheme includes: 1. an internet portal on recruitment[7]; 2. a job and CV bank in English and 3. three service centres (Copenhagen, Aarhus and Odense) that focus on helping companies finding highly qualified employees in sectors where there is a shortage of labour [82].
GEOGRAPHICAL AREA	Denmark
ORGANISATION	National public employment
TARGET GROUP	Immigrants
APPROACH	Service
LINK	https://www.workindenmark.dk/

Table 21. Workindenmark - DENMARK

Brug for alle unge (We all need youngsters. WANY)	

TYPE	Initiative
SUMMARY	Work and education are important for successful integration of young ethnic minorities into the economic and social life in Denmark. We Need All Youngsters (WNAY) aims to increase the number of young people that complete a youth education program. WNAY will have its primary focus on developing methods for improving the educational guidance and counselling that is conducted by youth guidance centers located in all parts of Denmark [82] [83].
GEOGRAPHICAL AREA	Denmark
ORGANISATION	Ministry of Integration (2003)	Ministry of Education (2011)
TARGET GROUP	Youth with the involvement of different actors
APPROACH	Holistic approach to education (social, personal, educational capacities)
PRACTICES/ ACTIVITIES	▪ Role models ▪ Youth-to-youth Methods ▪ Home Work Cafes ▪ Parents networks ▪ Competence development ▪ Social entrepreneurship ▪ Education counselling ▪ Motivation [82]

Table 22. Brug for alle unge (We all need youngsters) – DENMARK

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[7] *www.workindenmark.dk*

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AARHUS INTEGRATION POLICY	
TYPE	**Integration Policy** (2007)
SUMMARY	The overall goal of the policy is; "to strengthen the cohesion of the Aarhus society and to ensure that everyone - irrespective of ethnic and cultural background - participate as active citizens with respect for fundamental democratic values. Ethnic minorities shall in reality have the same opportunities, rights and duties as other citizens of Aarhus" The goal with the new policy is to spread the responsibility for integration to the local communities. Show that integration is not a limited task, but something everyone should take part in [84].
GEOGRAPHICAL AREA	Municipality of Aarhus
ORGANISATION	Municipality of Aarhus
TARGET GROUP	Citizens of Aarhus municipality, but in particular citizens with an ethnic minority background
APPROACH	Differentiated services
PRACTICES/ ACTIVITIES	The policy is based on three transversal central elements; 1. Mainstreaming of the integration policy into all other policy areas, 2. involvement of citizens in every essential decision affecting the citizens and 3. differentiated services according to the different needs of the citizens. The Policy focuses on **four areas**: Citizenship and antidiscrimination; Education; Employment and Settlement [84].

Table 23. Aarhus Integration Policy - DENMARK

3.5.2. Prevention

3.5.2.1.   Prevent strategies

▤ **Action Plan on Prevention of Radicalisation and Extremism 2015-2018** [85]

▤ **National Action Plan on preventing and countering extremism and radicalisation** (*Forebyggelse bekæmpelse af ekstremisme og radikalisering - national handlingsplan*) [86]

3.5.2.2.   Practices and experiences

AN ACTION PLAN TO PREVENT EXTREMIST VIEWS AND RADICALISATION AMONG YOUNG PEOPLE	
TYPE	**Plan** [87] [88]
SUMMARY	The action plan has two overall objectives: 1. Society is equipped to identify and handle specific problems involving extremism in time.

	2. Society is maintained and developed as a democratic society with freedom, responsibility, equality and individual opportunities.
GEOGRAPHICAL AREA	Denmark
ORGANISATION	Government of Denmark. January 2009
TARGET GROUP	Young people
APPROACH	Initiatives
PRACTICES/ ACTIVITIES	The plan is composed of 22 specific initiatives divided into 7 focus areas: 1. Direct contact with the young people 2. Inclusion based on rights and obligations 3. Dialogue and information 4. Democratic cohesion 5. Efforts in vulnerable residential areas 6. Special initiatives in prisons 7. Knowledge, co-operation and partnerships. Of all these initiatives, we can highlight some initiatives focused on identity crises. ▪ **Initiative 1: Special interventions towards young people who are already in a process of radicalisation** - Mentoring schemes focusing on young people and identity issues. ▪ **Initiative 5: Role models and campaign** activities - Role models: The various role model schemes under the campaign Need for All Youngsters and in municipalities, associations etc. should be strengthened and given further qualifications enabling them to discuss issues such as identity, civic citizenship, democracy and extremism with the young people. ▪ **Initiative 11: Civic citizenship through civic centres** - In order to strengthen young people's development of identity, sense of belonging, responsibility, civic citizenship and democratic competencies, the Government wishes to promote the establishment of civic centre's creating a framework for education, enlightenment and possibilities for meeting and discussing culture in a variety of forms.
RESULTS	A first evaluation of this plan was carried out in 2011 and it was determined that 50% of the actions had already been carried out [89].

Table 24. Action plan to prevent extremist views and radicalisation among young people – DENMARK

AARHUS MODEL

TYPE	**Programme** [90]
SUMMARY	The Aarhus model comprises two programmes: early prevention and exit processes. The prevention programme aims to prevent further violent radicalization of youngsters who do not yet represent any danger or security risk but may become dangerous if their radicalization process continues in a violent direction [91].
GEOGRAPHICAL AREA	Aarhus, Denmark
ORGANISATION	East Jutland Police, SSP Aarhus and Aarhus Municipality
TARGET GROUP	Youngs
APPROACH	Interdisciplinary Multi-agency Inclusion

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PRACTICES/ ACTIVITIES	**The infohouse**: centre at which citizens or public officials can flag troubling behaviour from a citizen, as well as a base from which surveys and risk assessments can be carried out, family networks can be built, and one-on-one mentoring support programs can take place. **Mentoring:** ten well-educated mentors and four mentoring coordinators play a significant role in the de-radicalization process. **Workshop**: two-hour workshops in schools and high schools. **Parent Network:** parents' network for the parents of right-wing radicalized youth and Muslim jihadists, in which the staff facilitators of the Aarhus Method team aim to equip parents with parental skills in relation to the specific problems of having a child who is radicalized by violence, as well as to train parents to be resource persons in a united effort against radicalization and de-radicalization. **Dialogues** (specially with the Muslim communities): open dialogue with different Muslim communities, organizations and mosques in with regard to preventing violent radicalization of their young members **Exit Programme:** The purpose of the exit programme is to help men and women who wish to abandon the violent trajectories and find their way back into society and be included in daily social life. **Education and Supervision of Staff:** training for instructor and facilitators. Radicalization processes, risk factors, conflict management and coaching, and, Life Psychology (specially to help to train mentees in the development of fundamental life skills, including topics of group processes, *identity formation in youth*, and cultural psychology) are the key topics of the training.
RESULT	Success story: https://www.jutlandstation.dk/aarhus-answer-to-radicalisation-a-success-story/

Table 25. Aarhus model – DENMARK

DANISH SECURITY AND INTELLIGENCE SERVICE IN DIALOGUE WITH IMAMS IN DENMARK

TYPE	**Initiative** [92]
SUMMARY	Since 2004 and as part of PET's multi-facetted approach to the prevention and combating of terrorism, there has been an ongoing dialogue with a number of representatives from ethnic minorities and imams. Based on own experience and experience from abroad, PET plans to further develop this dialogue by extending the circle of dialogue partners to include additional representatives from Muslim communities in Denmark who may exert influence in their local communities. The objective is to strengthen the "disagreeing dialogue" by entering into dialogue with individuals who represent controversial views. Often, it is precisely these individuals who have the best chance of influencing the attitudes of the young people who are in a process of radicalisation, in a non-violent direction. This initiative (Initiative 8) has been included in the mentioned *Action plan to prevent extremist views and radicalisation among young people in Denmark* [87].

GEOGRAPHICAL AREA	Denmark
ORGANISATION	Danish Security and Intelligence Service (PET)
TARGET GROUP	Young
APPROACH	Dialogue
PRACTICES/ ACTIVITIES	Dialogues with groups representing ethnic minorities. **Key principles:** 1. Human equality and elements such as active listening, language that deescalates conflicts etc. as having a central role; 2. Emphasis on the fact that it is a very small minority group amongst Muslims in Denmark that is involved in violent radicalisation; 3. Clarity that in the opinion of the Service, members of Muslim communities are not considered as a part of the problem but a part of the solution; 4. The controversial subjects being debated in Danish society must not be ignored but be part of the agendas of these dialogue meetings; 5. Employees at the Danish Security and Intelligence Services' Preventive Security Department participate in meetings and social activities arranged by the members of the dialogue groups.
RESULT	The results of the work carried out by the Service traditionally have not been made known or brought to the knowledge of the public.

Table 26. Danish Security and Intelligence Service in dialogue with Imams in Denmark – DENMARK

3.6. ✛ FINLAND

3.6.1. Migration

3.6.1.1. Context and policies

📄 **Government resolution on the future of migration 2020 strategy** [93]
📄 **Government Integration Programme for 2020–2023**
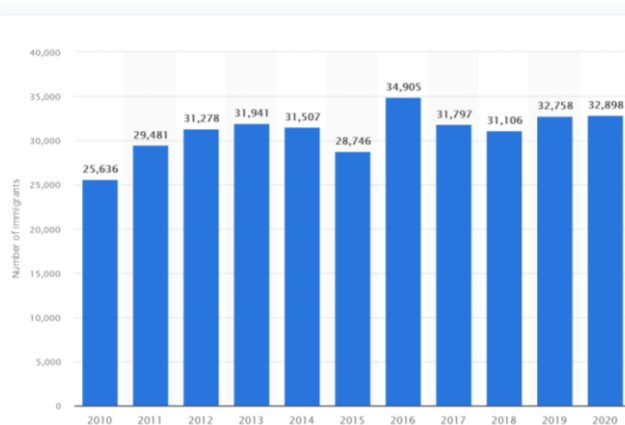
Figure 21. Immigration to Finland from 2010 to 2020 [94]

3.6.1.2. *Migrant practices and experiences*

INTEGRATION OF IMMIGRANTS – PIRKANMAA REGION

TYPE	**Several services**
SUMMARY	The city of Tampere operates an **information service** for immigrants (Maahanmuuttajainfo Mainio) which is an open service providing advice and guidance in 16 different languages. Tampere has also established **Talent Tampere** –network which seeks to promote the matching of local employers and international experts and to streamline and simplify and coordinate the existing services for matchmaking. The network is operated by Tredea (Tampere Region Economic Development Agency), which runs four main programmes, aimed at increasing the attractiveness of the Tampere region in the eyes of investors, skilled workers, innovators, and tourists. Tredea is focusing especially on the fields of mechanical engineering and automation, ICT and life sciences. In addition, the **TE-services** (regional employment agency) have launched a new recruitment service called "Jobs for Immigrants" in Pirkanmaa area [95].
GEOGRAPHICAL AREA	Pirkanmaa region
ORGANISATION	The Pirkanmaa Regional Centre for Economic Development, Transport and the Environment; TE-services (regional employment offi ce); Tredea. Tampere Region Economic Development Agency (owned by Tampere and seven surrounding municipalities: Kangasala, Lempäälä, Nokia, Orivesi, Pirkkala, Vesilahti and Ylöjärvi); Immigrant Info Service organised by the city of Tampere, and third sector actors and NGOs [95].
TARGET GROUP	Migrants
APPROACH	Holistic

Table 27. Integration of immigrants in Pirkanmaa region - FINLAND

INTEGRATION AND EMPLOYMENT AMONG IMMIGRANTS IN PUNKALAIDUN

TYPE	**Strategy**
SUMMARY	Since the early 2010's, the municipality of Punkalaidun has assumed a more strategic approach towards integration, emphasising the role of foreign refugees and immigrants for the development and well-being of this rural town and its economy [95]. The 'Punkalaidun approach' has received awards for integration, including the ETNO award from the Finnish Ministry of Justice for the advancement of good ethnic relations in Finland [96]
GEOGRAPHICAL AREA	Municipality of Punkalaidun
ORGANISATION	Municipality of Punkalaidun
TARGET GROUP	Immigrants
APPROACH	Welcoming activities

ACTIVITIES	Skiing, barn dances, homework assistance and football coaching [96]

Table 28. Integration and employment among immigrants in Punkalaidun- FINLAND

3.6.2. Prevention

3.6.2.1.   Prevent strategies

▤ **National Action Plan for the Prevention of violent radicalization and extremism** (2019-2023) [97] [98]

▤ **National Counter-Terrorism Strategy 2018-2021** [99]

3.6.2.2.   Other activities of interest

Monik ry (multicultural NGO). 2011

Monik is a multicultural NGO founded in Helsinki in the year 2011 by young adults with a migrant background.

The two main objectives of the organization are:

1. To improve integration of migrants

2. To serve as communication between different members of Finnish society.

 The organization offers services and activities that seek to increase employment such as career coaching and counselling, training such as language and IT courses, and leisure time activities such as sports. The aim of these activities is to clarify and improve migrants' access to public services as well as to prevent marginalization. Monik offers employees, who encounter migrant customers in their work, training that seeks to decrease the chance of misunderstandings and conflicts during the encounters. The organization also disseminates good practices, ideas, and suggestions based on its work [100].

3.7.   🇫🇷 FRANCE

3.7.1. Migration

3.7.1.1.   Context and policies

▤ **Stratégie nationale pour l'accueil et l'intégration des personnes réfugiées**. 2018 [101].
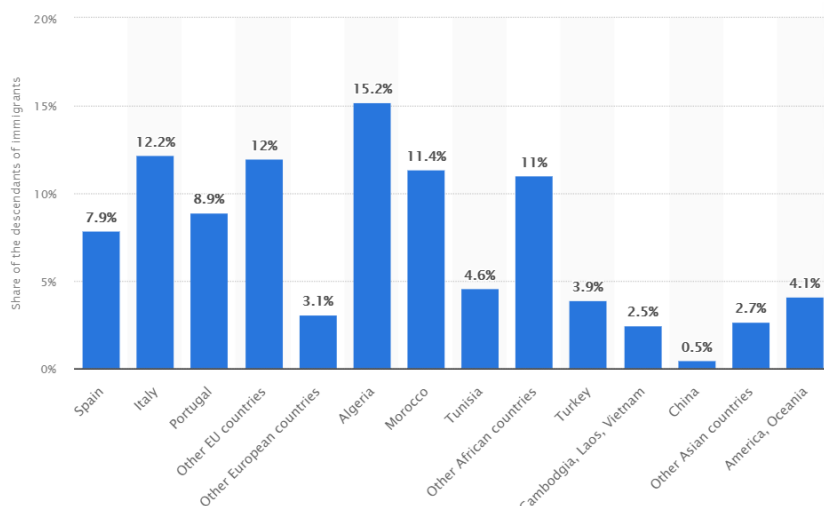
Figure 22. Percentage of people of immigrant parentage in France in 2015, by migration background [102]

3.7.1.2. Migration practices and experiences

SUPPORTED ACCOMMODATION SCHEME

TYPE	**Plan.** Accommodation and support for people from squats and shanty towns
SUMMARY	The first censuses carried out in 2014, which highlighted the presence of around 1,400 Roma in Toulouse, led the City Council and the Prefecture to initiate a plan to reduce the main shanty towns from 2015. This plan has enabled the construction of a method for evacuating occupied sites under calm conditions and taking into account the people concerned with solutions adapted to their situation.[8]
GEOGRAPHICAL AREA	Toulouse – France
ORGANISATION	Toulouse City Council (municipal level)
TARGET GROUP	Families with children, single men and couples
APPROACH	Different activities
PRACTICES/ ACTIVITIES	▪ Any dismantling implemented requires the conjunction of three elements: obtaining an eviction order, immediately securing the released plot and taking into account the evicted public. The people occupying the shanty towns are first subjected to a social assessment in order to prepare an accommodation offer adapted to their family composition. ▪ Initiated in the form of an integration village in Grynfogel, the accommodation and integration scheme for people in precarious situations following the dismantling of squats and shanty towns has favoured, since 2015, the model of dispersed flats in the Toulouse area and to a lesser extent in Metropolitan France. ▪ Since 2015, Toulouse City Council and the Prefecture have set up a squat monitoring unit which meets regularly. These

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[8] *According to the report Civil Society Monitoring on the Implementation of the National Roma Integration Strategy in France, it has been observed that no children are able to enter and follow a mainstream curriculum without external support. [176]*

	meetings, coupled with information collected by the SIAO, have highlighted new waves of arrivals of non-EU migrants in Toulouse over the last two to three years. These new arrivals and the conditions in which they settle highlight the lack of solutions in the national reception system for asylum seekers, in an extremely tense context for emergency accommodation.
	▪ The City of Toulouse, with its experience in slum clearance, intends to continue its commitment to these people, in addition to the actions of the State. Through its **slum clearance policy**, the city of Toulouse has 150 housing units which have accommodated more than 1100 Bulgarian and Romanian intra-community residents. The fluidity of this system means that it can now be adapted to the local situation by accommodating migrants who are beneficiaries of international protection and are integrated into a professional integration project. Some of this accommodation will come from the opening of the supported accommodation scheme previously deployed for European nationals, and in which the town hall has begun to receive refugees.
	▪ The City will implement, manage and coordinate the overall **social support** (access to rights, health, taking into account particular vulnerabilities linked to the asylum process, children's schooling, literacy, social and cultural integration as citizens, access to housing).
	▪ The **opening** of this support system **to non-EU citizens** would be primarily aimed at families with **children and isolated young people aged 18-25,** with priority given to social and professional integration.

Table 29.Plan. Accommodation and support for people from squats and shanty towns. TOULOUSE - FRANCE

MELTING POTES

TYPE	**Programme** [103]
SUMMARY	Whether in the media, in their daily lives or in political discourse, Roma are frequently victims of violence and various forms of discrimination (difficulties in accessing health care, schooling, employment, housing, etc.). This discrimination is most often the result of an almost total and systematic ignorance of the rights of these populations. The Roma themselves are often unaware that they have access to the same rights as any other person. Objectives: **1.** To change perceptions of the Roma and combat discrimination against them **2.** To promote the inclusion of Roma in society **3.** To discover the territory through concrete solidarity actions
GEOGRAPHICAL AREA	France
ORGANISATION	Unis-Cité
TARGET GROUP	Romanies
APPROACH	Integration

PRACTICES/ ACTIVITIES	▪ Organisation and running of **French lessons** by French-speaking volunteers for allophone / Roma volunteers ▪ Organisation of **workshops** to combat discrimination and prejudice (e.g. photo exhibition, play, etc.) ▪ Actions with Roma communities to **raise awareness** and provide guidance to people living in squats, shanty towns, social hotels or requisitioned premises on health, schooling, access to the law, etc. ▪ **Various actions** with associations / communities in the general interest

Table 30.Melting Potes – FRANCE

DIME - Promoting Migrants' Social and Professional Inclusion in Europe

TYPE	**Project**
SUMMARY	The aim of the project is to improve the availability of education and training for the migrants is one of the cornerstones to favour their **integration and promote social cohesion**. ▪ Develop a skills reference framework of formal and non-formal skills required for the inclusion of migrants ▪ Develop and implement modules, methods and interactive pedagogical tools centred on learning processes, transversality and a set of processes meant to facilitate their socio-cultural and economic integration. [76] [104]. ERAMUS+. Project duration: 2015-208
GEOGRAPHICAL AREA	France, Italy, Greece, Spain
ORGANISATION	AIFRISSS (FR), CIOFS / FP Puglia (IT), EDRA (GR), University of Huelva (ES), University of Jaen (ES), INSUP (FR)
TARGET GROUP	Migrant public: Youth and adults (+ 18 years old), from outside the EU (non-EU), legally residing in the territory regardless of their status (refugee, economic migrant) since less than 2 years
APPROACH	Education and training
PRACTICES/ ACTIVITIES	▪ An analysis of reception and inclusion policies for migrants. ▪ An analysis of existing training practices and the identification of good practices. ▪ The formalising of the framework of formal and non-formal competences. The building of training modules. ▪ The testing of these modules with migrants. ▪ The experimentation feedback and formalising of training modules. ▪ The dissemination of results via a dedicated website [76].
RESULTS	1. Breaking the social isolation in which, the precariousness of their situation has often locked them up 2. Removing the barriers to socio-professional integration (health, housing, cultural, linguistic...) 3. Bringing participants closer to local actors, social and associative organisations 4. Considering getting closer to the work environment by identifying the formal and non- formal skills acquired and those to be developed for sustainable integration in 5. the host country [76].

Table 31.DIME - FRANCE

3.7.2.Prevention

3.7.2.1.   Prevent strategies

📄 **Plan de lutte contre la radicalisation violente et les filières terroristes** (2014)

📄 **Plan d'action contre la radicalisation et le terrorisme** (PART, May 2016)

📄 **Plan national de prévention de la radicalisation** ("Prevenir pour protéger", February 2018)

📄 **Plan national de lutte contre le racisme et l'antisémitisme** (March 2018)

📄 Plan d'action contre le terrorisme (PACT, juillet 2018)

3.7.2.2.   Practices and experiences

> REGIONAL PLAN FOR THE PREVENTION OF RADICALIZATION AND THE REGIONAL CHARTER OF SECULARISM AND VALUES OF THE REPUBLIC. (Plan régional de prévention de la radicalisation et la charte régionale de la laïcité et des valeurs de la République)

TYPE	**Plan** (2018) [105]
SUMMARY	**Objective**: to prevent radicalisation and defend secularism. In this context, it wished to act specifically towards high schools. The phenomena of radicalization appear more frequently **among young people in search of identity** and can be reinforced by family or school breakdowns. Furthermore, the Region will also give its privileged support to projects that aim to defend republican values, the principle of secularism and the prevention of radicalization.
GEOGRAPHICAL AREA	Hauts-de-France Region, France
ORGANISATION	Regional Council
TARGET GROUP	Diverse and young people
APPROACH	Multi-actor
PRACTICES/ ACTIVITIES	**Schools**: training actions will be developed for the staff, allowing them to detect any sign of radicalization and to be able to make reports. **Projects**: In 2020, the Hauts-de-France region launched a call for projects aimed at secondary school students to promote the values of the Republic and prevent radicalisation phenomena. The objectives are: ▪ Protecting minds against radicalization by creating awareness about the defence of the values of the Republic, ▪ Develop critical thinking and republican discourse in various registers (including historical, cultural, humorous, artistic, etc.) carried out by different stakeholders (intellectuals, sportsmen, associations, etc.) To work in all transversely and complementary with the educational community.

Table 32. Regional plan for the prevention of radicalization and the regional charter of secularism and values of the Republic – FRANCE

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3.7.2.3. Other activities of interest

Activities in the city of Nice

▪ Youth ateliers for the development of critical and enlightened spirit and empowerment (ALTER EGEAUX).

▪ A theatre play "*Catarina Segurana*" about parts of the history of Nice with the aim to strengthen integration in the region (LA SEMEUSE).

▪ An activity that should help young people to foster competences and democratic values (Université populaire de la jeunesse). Out of this, two projects will be created: Memory Exhibition and theatre debate (supported by the NGO GALICE).

▪ Theatre with students to show the fragility of adolescence (Compagnie MIRANDA) [106]**.**

Les Complots du before grand journal. Canal +. 2013-2015

This initiative made forty videos available on the *Youtube* platform. Through one of its maximum audience programs, Before du Grand Journal, this initiative urged the construction of a counter-narrative conceived from humour and with the intention of making a dent in its audience.

The main merit of this initiative lies in the extreme difficulty of finding formats in traditional media that actively and exclusively involve themselves in the prevention of radicalisation by dismantling one of the axes that make it feasible in European societies: complotism.

Les Complots du Before du Grand Journal was able to exploit in a limited time (1-2 minutes) the loudspeaker that it is for the preventive cause to find a space in a prime-time television program [69].

STOPDJIHADISME.COM. 2015-2018 and Toujours le choix. 2016

Stopjihadisme.com was a national prevention programme launched after the first wave of attacks in France in 2015, which became a citizen's guide to prevention against radicalisation and a tool for detection, action and intervention on religious radicalisation.

The campaign TOUJOURS LE CHOIX ("You always have a choice"), also launched by the French government in 2016, is an interactive game aimed at young people that uses communication exploited by Daesh on platforms to explain in a playful and pedagogical way the outcome that adherence to Jihadist ideology can have in a young person's life [107] [108].

ON TE MANIPULE (You're being manipulated). 2016

3.8. 🇩🇪 GERMANY

3.8.1. Migration

3.8.1.1. Context and policies

📄 **Skilled Immigration Act** (Fachkräftezuwanderungsgesetz) (2019)
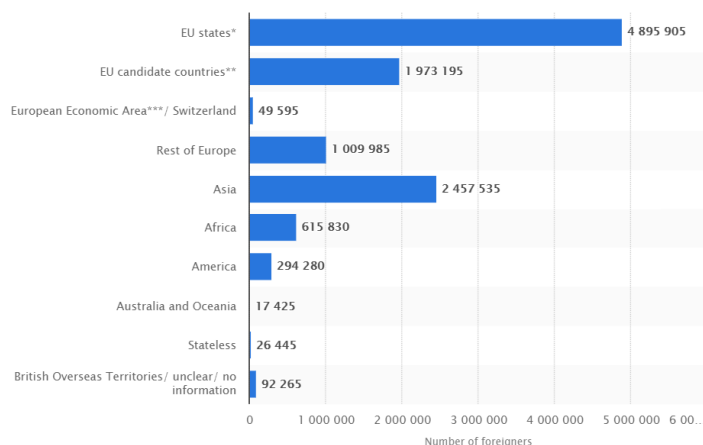
Figure 23. Number of foreigners in Germany in 2020, by region of origin [109]

3.8.1.2. Migration practices and experiences

INTEGRATION THROUGH SPORT

TYPE	Programme
SUMMARY	This programme aims to increase the **participation of migrants in sport clubs** in Germany through, both, the promotion of sport clubs that especially attract migrants and the creation of easier access to those clubs, primarily for people with an immigrant background. The involved port clubs should follow the following criteria: ▪ Develop appropriate demand-oriented measures to implement the programme goals and directs them via e.g. easy access, target group oriented offers for the inclusion of target groups (outreach/follow-up programmes, reduced membership fees, etc.); regular club programmes of non-sporting activities (e.g. educational programmes, consultation); creation of participation possibilities for target groups, involvement in executive and decision-making positions, etc. ▪ Accept the definition of inclusion and its aims and orients itself towards the target groups of the programme. ▪ Willingness to cooperate with the programme (participation in further training, intercultural openness, public relations work, and growth of competence

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	In 2001 the programme was expanded to cater to the migrant target group in order to reflect the current immigration situation [110] [76].
GEOGRAPHICAL AREA	Germany
ORGANISATION	Federal Ministry of the Interior and the Federal Office for Migration and Refugees
TARGET GROUP	Immigrants
APPROACH	Inclusion
PRACTICES/ ACTIVITIES	Awareness-raising of trainers, training supervisors and managers of sports organisations for cultural differences / extension of intercultural competences / transfer of experiences in daily activities of sports clubs / integration of family members of target groups [111].
RESULTS	Good practice guide

Table 33. Integration through sport - GERMANY

THE KICKING GIRLS

TYPE	**Project**
SUMMARY	This project involves various schools in urban quarters with high proportions of migrant youth. The schools, in cooperation with nearby cooperation clubs, provide so-called girl's working groups (Arbeitsgemeinschaften) in the school and the coaches are mostly female members of the club involved. The girls acquire the basics of football and develop an enjoyment of the game in a "protected environment". Separate girls' football breaks in the school playground and class and school tournaments encourage the girls to join in. In this way, through the girls' football working groups, it is possible to reach, inspire and involve girls with a migrant background. The parents accept the participation of their daughters in the football working group because the school a familiar place is for them [110] [76].
GEOGRAPHICAL AREA	Germany
ORGANISATION	Federal Foreign Office, Federal Ministry of the Interior, Building and Community, DFB-KULTURSTIFTUNG[9]
TARGET GROUP	Girls
APPROACH	Inclusion
PRACTICES/ ACTIVITIES	Training

Table 34. The Kicking Girls – GERMANY

FLUECHTLINGSDIALOGE (DIALOGUES WITH REFUGEES)

TYPE	**Project**
SUMMARY	The project promotes the dialogue between refugees and natives through the organization of events. Municipalities and local authorities to promote discussions in neighbourhood about an inclusive, social and cultural coexistence. The main goals are to **empower integration of refugees and to empower the community.**

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[9] *http://www.discoverfootball.de/projekte/discover-football-festivals/festival-2021/maedchen-camp/*

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	Since April 2016, 54 dialogues were organized about many integration topics, and in particular: language and education, job, housing, involvement in the community, safety. The website[10] is an important reference point for mayors, administrators, politicians and volunteers concerned by the managing of refugees. **The website reports good practices and experiences**, examples and practical tools to help the integration of refugees. The dialogues are useful to all community to define a better integration path**.**
GEOGRAPHICAL AREA	Led in the municipality of Friedrichshafen
ORGANISATION	-
TARGET GROUP	Immigrants
APPROACH	Participatory
PRACTICES/ ACTIVITIES	▪ Dialogs in different format: world café, workshop, Breakfast of Friedrichshafener, focus groups. ▪ Webiste ▪ Tools and best practices published in the website
RESULTS	From 2016, about 50 municipalities are involved in the development of dialogues. From April 2016 to January 2018, 27 events have been organized. 2100 people have been involved in the project and 86% of involved people declare that dialogue was a "good" or "very good" experience.

Table 35. Fluechtlingsdialoge (Dialogues with refugees) – GERMANY

VON FLÜCHTLINGEN ZU BÜRGERN (FROM REFUGEES TO CITIZENS)

TYPE	**Strategy**
SUMMARY	The German city of Altena has been involved in the reception of refugees and asylum seekers, implementing a range of initiatives to facilitate their rapid social integration. The distinctive feature of this is the leading role played by civil society, with the support of the is supported by the City Council. This "city strategy" is summarised in the motto "From refugees to citizens" (Von Flüchtlingen zu Bürgern), which focuses on **early and intensive companionship**. As a rule, the immigrant arrives at the Integration Office, an autonomous body where he or she is helped with accommodation, which is in standardised housing rather than in reception centres. From there they are referred to Stellwerk, the local voluntary agency, which assigns them a mentor (Kümmerer), who provides information and advice in the area they need (language learning, recognition of diplomas and professional training, administrative formalities, schooling of minors). Finally, the immigrant is encouraged to participate in the many recreational and cultural activities organised by both the Integration Office and Stellwerk, some of which are specifically designed to help with integration. The strategy started in 2015 [112].
GEOGRAPHICAL AREA	Altena
ORGANISATION	Altena city council
TARGET GROUP	Immigrants

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[10] *https://www.fluechtlingsdialoge.de/de/startseite*

APPROACH	Integration
PRACTICES/ ACTIVITIES	▪ Housing ▪ Language courses ▪ International coffee ▪ Social assistance ▪ …. [113]

Table 36. Von Flüchtlingen zu Bürgern - GERMANY

3.8.2. Prevention

3.8.2.1. Prevent strategies

🗎 **Strategie der Bundesregierung zur Extremismusprävention und Demokratieförderung** (Federal Government's Strategy on Preventing Extremism and Promoting Democracy) [114]

🗎 **Involvement of federal states policy makers in prevent strategies**

3.8.2.2. Practices and experiences

WEGWEISER (*SINGPOST*) - PREVENTION PROGRAMME AGAINST VIOLENT SALAFISM

TYPE	**Prevention programme** [115]
SUMMARY	Its aim is to prevent possible processes of radicalization in adolescents and teenagers from the outset. An essential element of the programme is concrete on-site counselling. It is open to family members and others who recognize problems and identify changes in young people. By talking to people in the vicinity, it is possible to reach those affected from the beginning. In addition to advising and accompanying the young people affected, Wegweiser incorporates the social environment into its work.
GEOGRAPHICAL AREA	Bochum, Bonn, Dinslaken/Kreis Wesel, Dortmund, Düsseldorf, and Duisburg and the Land of Wuppertal/Bergisches. This scheme is now being expanded.
ORGANISATION	Ministry of Interior
TARGET GROUP	Adolescents and teenagers
APPROACH	Helpdesk with a holistic approach.
PRACTICES/ ACTIVITIES	▪ Applicants for advice receive advice and support from local contact points. ▪ Personal "signals" (consultants) offer specific and individual help with the support of local network partners. ▪ Wegweiser respects religious beliefs, but not violence to achieve extremist goals.

Table 37. Wegweiser (Singpost) - GERMANY

KITAB

TYPE	**Advice center - KITAB[11]**. Advisory services for parents, relatives and those affected through Islamic issues. kitab is part of a nationwide initiative called 'Security Partnership: Working Together with Muslims for Security' [116].
SUMMARY	The offer of the specialist and advisory centre *kitab* is aimed at parents and relatives of young people and young adults who are interested in religious-extremist currents and those affected, as well as education specialists, institutions and other actors in the social sphere who are not sure about such perceptions. The employees can offer technical assistance and advice on how to deal with the situation, as well as for questions and uncertainties. Young people and young adults who are caught up in the ideological spell of extremist Islamism and especially Salafism need a social environment in which they can fall to create another Distance from extremist attitudes in order to develop.
GEOGRAPHICAL AREA	Bremen, Germany
ORGANISATION	VAJA Bremen / Counselling network kitab
TARGET GROUP	Adolescents and young adults
APPROACH	Advice
PRACTICES/ ACTIVITIES	Training module. Five short films are used in schools and youth services.

Table 38. KITAB – GERMANY

AUGSBURG'S NETWORK FOR THE PREVENTION OF SALAFISM (Augsburger Netzwerk zur Prävention von Salafismus)

TYPE	**Network** [117] [118] [119]
SUMMARY	The Local Prevention Council (LPC) connects Augsburg's practitioners on prevention. Its objective is to prevent crime but also to enhance the sense of safety in public spaces for Augsburg's citizens and visitors. The Mayor of Augsburg, Dr Kurt Gribl, chairs its steering committee. Currently, 10 working groups tackle issues such as graffiti, substance abuse and civic courage — and one of these working groups is **Augsburg's network for the prevention of radicalisation**.
	The aim of the "Bavarian Network for the Prevention and De-radicalisation of Salafism" is to offer prevention and de-radicalisation measures as widely as possible and to network the various actors on the site. The local level is of great importance because here a large number of actors can be reached, sensitised and networked. This ensures that advisory services throughout the country are known locally and can be used specifically in the work at the site.
	The executive board of the LPC is located at the Office for Local Prevention in the municipality.
GEOGRAPHICAL AREA	Augsburg, Bavaria, Germany
ORGANISATION	Local Prevention Council Augsburg

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[11] *Kitab' is a word of Arabic origin and is used in many languages for the word 'book'.*

TARGET GROUP	Schools (teachers, students and social workers) / Youth and street workers / Social workers Health care services / Other front-line workers / Police / Parents / Peer groups / Migrant organisations / Religious communities
APPROACH	The main objectives of the Augsburg network are to raise awareness on radicalisation processes, prevent radicalisation and support the Violence Prevention Network which is tasked by the State of Bavaria with working with individuals on deradicalization, at the local level.
PRACTICES/ ACTIVITIES	Local stakeholders receive training sessions on the following topics: "youth cultures and educational work on Islam, Islamophobia and Islamism", "Salafism and Jihadism", and "approaches on prevention". The municipality of Augsburg produced a "prevention package" for local schools.
RESULTS	The training sessions and workshops have enabled stakeholders to gain knowledge about the radicalisation phenomenon, the differences among the various youth cultures, and the difference between radicalisation and typical youth behaviour. They also know who to contact if they have questions about this issue, or suspicions about an individual showing signs of being radicalised.

Table 39. Augsburg's network for the prevention of Salafism – GERMANY

TEACH2REACH

TYPE	**Project** [120]
SUMMARY	Its goal is to provide education about extremism and recruitment strategies as well as to develop potential courses of action for young people and specialised staff when signs of radicalisation arise. Other objectives are to demystify the phenomenon of jihadism and to increase the ability of young people to distance themselves from extremism. Pedagogic objectives: 1. Expanding knowledge of inter-religiousness, identity and religiously motivated extremism. 2. Raising awareness of the recruitment strategies of extremist and the stigmatisation of groups 3. Enabling positioning in a pluralistic society 4. Strengthening action strategies for dealing with recruitment attempts and religious extremism. The project "Teach2Reach" is part of the Berlin State Programme for the Prevention of Radicalisation (*Berliner Landesprogramm Radikalisierungsprävention*).
GEOGRAPHICAL AREA	Germany
ORGANISATION	It is financed by the Berlin State Commission against Violence.
TARGET GROUP	Pupils from grade nine to upper secondary and beyond as well as youth welfare institutions
APPROACH	Process-oriented.
PRACTICES/ ACTIVITIES	Among the many activities offered are: ▪ Inter-religious competence

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- Workshop on the topics of Islam and religiously motivated extremism
- Demystify extremism. Education about and dealing with religiously motivated extremism.
- The middle East workshops
- Dealing with extremism and fundamentalism in schools and youth welfare institutions.

Table 40. TEACH2REACH– GERMANY

Streusalz

TYPE	Open youth work
SUMMARY	"Streusalz" is district-related, **mobile youth work in the City of Salzburg**. The goal is to pick up young people between the ages of 13 and 21 all year round where they spend their free time. The task is to organize this time together with them in a meaningful way, to **solve conflicts** of any kind and also to mediate between different interests. The recreational activities with the young adolescents are very diverse and range from graffiti workshops, street soccer, slacklining, street dance to climbing in the high ropes course. In total, there are **seven associations working for the project Streusalz** in the City of Salzburg, who regularly network and also set up joint activities. Through the installation and exchange in a steering group, in which the youth police, the youth office, the youth coordinator of the City of Salzburg, the garden office and the colleagues from BIVAK are represented, the quality assurance of the project is also optimally guaranteed.
GEOGRAPHICAL AREA	City of Salzburg, Germany
ORGANISATION	City of Salzburg, together with various private associations
TARGET GROUP	Youths from 13 to 21
APPROACH	Outreaching youth work, cooperation with youth centers, spatial approach
PRACTICES/ ACTIVITIES	- Cultural and sports activities with youths - Social work, relationship work - Conflict mediation - Scientific accompaniment by Citizens Agora / PRACTICIES.
RESULTS	Constant contacts and activities with youths, living in the neighbourhoods and who are otherwise difficult to reach, Sports tournaments, cultural and arts workshops.

Table 41. Streusalz – GERMANY

3.8.2.3. Other activities of interest

TRAINING CYCLE "The Imams, Ambassadors of Democracy". 2013

Düsseldorf Police Prefecture, German-Muslim Mosque Foundation, Centre for Political Education of the Land.

Through this specific initiative, police officers trained 44 imams in May 2013, providing them with advice so that their role as interlocutors in the religious sphere would allow

them to embody religious authority among their believers without neglecting the transmission of democratic values.

As an added value, the main actors in prevention are the representatives of the Muslim faith, who must undoubtedly be at the forefront of the fight against violent extremism.

The initiative was devised by three imams in search of a response to their concern about the increasingly common expression of radical interpretations of Islam among their community's younger parishioners [69].

HAYAT. Germany. 2011- Present

Federal Office for Migration and Refugees.

Hayat's proposal is centred on offering psychological assistance and advice to the families of radicalised individuals at different levels: the way to proceed, the information to be transmitted to the intelligence services, or, in the case of those who continue to be in contact with their children in one of the theatres of operations, the learning of basic concepts in the Islamist language to refute arguments or encourage the destruction of these during these communications.

The experts who initiated this project in 2011 conceived it as a team of interlocutors capable of providing assistance to each and every one of the actors involved in the radicalization of a young person [69].

3.8.2.4. Materials and tools

▪ Guide to preventing Salafist ideologization in Schools and youth centers [12].

3.9. 🇬🇷 GREECE

3.9.1. Migration

3.9.1.1. Context and policies

- **Immigration and Social Integration Code and other provisions** (Law 4251/2014)
- **Creation of the Directorate of Social Integration** (Law 4375/2016 (ΦΕΚ 51A))
- **Reform of procedures for deportation and return of third-country nationals**, attraction of investors and digital nomads, issuance of residence permits and procedures for granting international protection, provisions of the Ministry of Immigration and Citizenship and other urgent provisions (4825/2021 Law).
- Improvement of migration legislation, amendment of provisions of laws and other provisions (Law 4686/2020).

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[12] *http://www.ufuq.de/Preventing_radicalisation.pdf*

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3.9.1.2. Practices and experiences

Teachers Empowered	

TYPE	**Programme** [121]
SUMMARY	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. 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 [122].
GEOGRAPHICAL AREA	Athens, Greece (2009) and other EU countries.
ORGANISATION	Processwork Hub (Greece) [13]
TARGET GROUP	Educators/academics
APPROACH	Training for first line practitioners Community engagement/empowerment
PRACTICES/ ACTIVITIES	Practical exercises. Programs are financed individually by participants or schools.

Table 42. Teachers empowered– GREECE

INTERCULTURAL TRAINING PROGRAM AGAINST DISCRIMINATION ON NATIONALITY, GENDER & SKIN COLOR	

TYPE	**Training Program**
SUMMARY	A set of trainings for first line practitioners for the empowerment of civil servants when dealing with third-countries citizens. It has been also focused on raising awareness about racism and discrimination when dealing with vulnerable people.
GEOGRAPHICAL AREA	Athens, Greece
ORGANISATION	KEMEA (Center for Security Studies)
TARGET GROUP	Law enforcement officers First responders / practitioners
APPROACH	Awareness raising and continuing training
PRACTICES/ ACTIVITIES	**Training activities** on: ▪ various cultures in the community. ▪ the effects of diversity on community relations and how best to deal with other cultures. ▪ the ramifications of demographic and sociological changes for law enforcement.

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[13] *Network of professionals involved in adult education, psychotherapy, community work, conflict resolution training and facilitation*

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	▪ the influence of perceptions, cultures, and prejudices on behavior. ▪ public and private agencies that provide assistance to members of the community with special needs, such as immigrants. ▪ reducing citizen complaints and lawsuits, negative publicity, and liability. ▪ officer safety skills. ▪ conflict resolution techniques. ▪ how cross-cultural knowledge and skills contribute to "real police work.
RESULTS	Raise awareness about racism and discrimination when dealing with vulnerable people as this kind of behavior by civil servants, could lead to radicalization.

Table 43. Intercultural training program against discrimination on nationality, gender & skin color – GREECE

3.9.2. Prevention

3.9.2.1. Practices and experiences

INTERNATIONAL NETWORK FOR THE STUDY OF EXTREMISM AND TERRORISM

TYPE	Network
SUMMARY	Newly created institute for the study of radicalization, extremism and terrorism within the Ministry of Citizen Protection.
GEOGRAPHICAL AREA	Greece
ORGANISATION	KEMEA (Center for Security Studies) – Hellenic Ministry of Citizen Protection
TARGET GROUP	Researchers, Community, Authorities, General pubic
APPROACH	Awareness raising and continuing training
PRACTICES/ ACTIVITIES	▪ The systematization of existing knowledge for these phenomena both in Greece and Europe by creating a pool of sources (database), where relevant academic publications are collected. ▪ Conducting innovative research on new trends and types of phenomena, using quantitative, qualitative methods and the analysis of big data. ▪ The creation of an Observatory of Political Violence, which assesses the evolution of these phenomena through scientific indicators. ▪ Design and implementation of special training actions. ▪ Raising awareness through dissemination activities. ▪ Cooperation with research centers and universities in Greece and abroad, in order to create research synergies that promote the comparative study of extremism and terrorism.
RESULTS	The study of radicalization with focus on research.

Table 44. International network for the study of extremism and terrorism – GREECE

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RACIST VIOLENCE RECORDING NETWORK

TYPE	**Network**
SUMMARY	The RVRN works on the systematic recording of racist acts of violence. It is about reporting for cyberbullying, hate speech and hate crime in Greece.
GEOGRAPHICAL AREA	Greece
ORGANISATION	An initiative of the Greek National Commission for Human Rights (GNCHR) and the Office of the United Nations High Commissioner for Refugees in Greece (UNHCR). The Network consists of organizations that provide medical, social, legal services and/or come into direct contact with victims of racist violence or other violent attacks motivated by hate or prejudice, and finally, of organizations created by the groups that usually constitute the target of racist violence.
TARGET GROUP	Law enforcement officers First responders / practitioners Community General Public Researchers
APPROACH	Awareness raising and continuing training
PRACTICES/ ACTIVITIES	▪ It uses a unified methodology and a common Racist Incident Recording Form in order to obtain clear and complete indications of the racist violence in Greece. ▪ The Network contributes to the dissemination of legislation against racism and racist crime through its participation in seminars, training, and public debates and specialized bodies of the State. ▪ The Network publishes annual reports on the Racist Violence Recording. ▪ The Network organizes and participates in training programs for civil society and relevant institutions on issues related to identifying, recording and tackling hate crimes.
RESULTS	Tackling social polarization and delivering alternative narratives against discrimination and racism

Table 45. Racist Violence Recording Network – GREECE

OFFICE FOR SUPPORT OF TERROR VICTIMS

TYPE	**Independent Office**
SUMMARY	A set of trainings for first line practitioners for the empowerment of civil servants when dealing with third-countries citizens. It has been also focused on raising awareness about racism and discrimination when dealing with vulnerable people.
GEOGRAPHICAL AREA	Athens, Greece
ORGANISATION	Ministry of Citizen Protection
TARGET GROUP	All
APPROACH	Awareness raising
PRACTICES/ ACTIVITIES	The Office is responsible for:

	▪ The **information and provision** of any kind of assistance to victims of terrorist attacks and their relatives, facilitating communication with competent public and private services. ▪ The **support to the first responders** in case of a terrorist attack with multiple victims, in accordance with the crisis management plan and in collaboration with the competent services of the Hellenic Police. ▪ **Informing the victims and their relatives** for memorial events held in Greece and abroad and facilitating their participation in them. ▪ The **participation**, in cooperation with other public bodies, in the planning, the organization and the implementation of memorial events for terror victims. ▪ **Networking and cooperation** with relevant services and offices in the European Union and other States and international organizations as well.
RESULTS	The Office offers alternative narratives regarding the notion of victimhood of terrorism, aiming to make the community resilient and create empathy to the general public and the youth.

Table 46. Office for Support of Terror Victims – GREECE

DIRECTORATE FOR VIOLENCE PREVENTION

TYPE	**Independent public service**
SUMMARY	It is about a newly created Directorate within the Ministry of Citizen Protection with ultimate aim **to prevent violence in different forms and especially radicalization leading to violent extremism, racist violence, domestic violence and youngsters' violence**. This Directorate also grounds on the basis of a multi-agency cooperation that unofficially exists so far and deals with detection of radicalization.
GEOGRAPHICAL AREA	Athens, Greece
ORGANISATION	Ministry of Citizen Protection
TARGET GROUP	Law Enforcement Officers First Line Practitioners Youth General Public
APPROACH	Prevention plan, Multi-agency cooperation
PRACTICES/ ACTIVITIES	The Directorate is responsible for: ▪ The development of the National Strategy for the Prevention of Violence, drawing up special action plans and defining objectives and specific actions, as well as the monitoring of its implementation, in cooperation with the other competent bodies. ▪ The development, adaptation and utilization of special risk assessment tools, concerning the protection of particularly vulnerable people and social groups from various forms of violence, with the aim of timely intervention and preventive action. ▪ The testing and evaluation of innovative and technological tools for violence prevention. ▪ The design and implementation of actions in order to support and empower individuals and groups vulnerable to violence.

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	▪ The development of collaborations and synergies at local, national and international level on issues of violence prevention.
RESULTS	Immediate duties are the prevention of radicalization.

Table 47. Directorate for Violence Prevention– GREECE

NATIONAL OBSERVATORY AGAINST RACISM AND XENOPHOBIA

TYPE	**Observatory**
SUMMARY	In charge of recording incidents of racism and xenophobia to strengthen human rights.
GEOGRAPHICAL AREA	Greece
ORGANISATION	Hellenic League for Human Rights
TARGET GROUP	General public
APPROACH	Awareness raising, research, prevention initiatives
PRACTICES/ ACTIVITIES	▪ Cooperation with the UNHCR (Office in Athens) for undertaking pilot court cases (strategic litigation) for asylum seekers and victims of racist violence. ▪ Appealing to the European Court of Human Rights in cases with critical interest (see Shipwreck case to Pharmakonisi in collaboration with GCR, Group for the rights of refugees & Immigrants ecc). ▪ Cooperation with the UNHCR for issuing the Yearbook Law Immigration and Refugees. ▪ Associate partner in the European network Migrant Integration Policy Index, which is coordinated by the Migration Policy Group and the British Council. ▪ Since June 2011, the League in consortia with the European Center for Constitutional Law, participates in the program: Data collection and research services on fundamental rights issues (Fundamental Rights Agency of the EU (FRA). ▪ Undertaking regular public interventions with press releases, press conferences, documentation texts, memos legislative proposals and reports.
RESULTS	Undertaking activities in the domain of dissemination, advocacy and development of principles that reckon to men rights and freedoms, integrated to social structures.

Table 48. National Observatory against Racism and Xenophobia– GREECE

OBSERVATORY FOR THE PREVENTION OF BULLYING AND VIOLENCE IN SCHOOLS

TYPE	**Observatory**
SUMMARY	The Observatory is created by the Greek Ministry of Education & Religious Affairs to prevent and deal with school violence and aims to design and implement actions for the prevention of school violence and bullying.
GEOGRAPHICAL AREA	Greece
ORGANISATION	Ministry of Education & Religious Affairs
TARGET GROUP	Educators First line practitioners Youth

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	Parents, Community General public authorities
APPROACH	Awareness raising and prevention
PRACTICES/ ACTIVITIES	▪ Health education and student awareness actions. ▪ Operation of a mobile intervention unit, in collaboration with the Society for Child and Adolescent Psychosocial Health (EPSYPE). ▪ Operation of a support telephone line for teachers, in collaboration with EPSYPE. ▪ Online counseling platform for teachers and teenagers. ▪ Epidemiological research to detect and monitor antisocial behaviors at school. ▪ Pan-Hellenic campaign against school violence and bullying in cooperation with the European Parliament. ▪ Teacher training program. ▪ Awareness and training program for parents, through lifelong learning and the operation of Parents' Schools.
RESULTS	Prevention of school violence. Recording of incidents and raise awareness. It is an indirect but though key measure on the prevention of radicalization in schools.

Table 49. Observatory for the prevention of Bullying and Violence in Schools – GREECE

ACTIONS OF CULTURE AND EDUCATION

TYPE	**Training programme**
SUMMARY	This programme addresses Prison and Probation Interventions and Exit Strategies aiming to tackle with radicalization with prison by covering educational needs and by delivering alternative narratives with the ultimate aim to prepare prisoners for being integrated and have competences when they return to society. On the other hand, community engagement/empowerment is being enhanced as these initiatives are taking place with the actual participation of organizations such as municipalities, NGOs etc.
GEOGRAPHICAL AREA	Greece
ORGANISATION	Greek General Secretariat for Crime Policy, Hellenic Ministry of Citizen Protection
TARGET GROUP	Prisoners Community
APPROACH	Awareness raising and continuing training
PRACTICES/ ACTIVITIES	▪ Vocational training programs ▪ Sports activities ▪ Experiential learning activities on anger management and conflict resolution
RESULTS	Help prisoners on rehabilitation but also to disengagement and deradicalization.

Table 50. Actions of Culture and Education – GREECE

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LET´S START – SPORT AGAINST RADICALIZATION

TYPE	**Project** [123]
SUMMARY	The aim of the project is to increase information on the fight against radicalisation at local and national level in Greece and to support local authorities, organisations, schools and sports clubs working with young people in order to work together and create a network to tackle fanaticism and radicalisation and combat hate speech among young people.
GEOGRAPHICAL AREA	City of Thessaloniki and Larissa, Greece
ORGANISATION	Lifelong Learning Centre KAINOTOMIA
TARGET GROUP	Local community Youth First line practitioners
APPROACH	Awareness raising and continuous training
PRACTICES/ ACTIVITIES	The project works on three levels: firstly, to teach young people to recognise the reasons that lead to radicalisation; secondly, to build a network of cooperation with key players in dealing with young people; and thirdly, to work directly with young people. and the promotion through sport of various festivals and local activities that will take place in the two cities, Thessaloniki and Larissa.
RESULTS	Teach the value of athletics as a measure to prevent radicalization.

Table 51. Let´s start – Sport against radicalization – GREECE

EDUC8: EUROPEAN PROGRAM FOR THE PREVENTION OF RELIGIOUS RADICALIZATION AND POLARIZATION

TYPE	**Educational program**
SUMMARY	EDU-8 is an interdisciplinary multicultural program-aimed at preventing the religious radicalization and political-religious polarization of Europe's youth, through religious education in secondary schools and out-of-school setting.
GEOGRAPHICAL AREA	City of Thessaloniki & Volos, Greece
ORGANISATION	Aristotle University of Thessaloniki and Volos Academy for Theological Studies
TARGET GROUP	First line practitioners Secondary school students
APPROACH	Awareness raising and prevention
PRACTICES/ ACTIVITIES	The program was implemented in selected secondary schools from European countries, where students, belonging to different religious traditions, coexist, as well as in prison schools of minors and social work places. **Actions:** ▪ By the encounter of the young people with the religious traditions and beliefs of others (Christianity, Judaism, Islam). ▪ By the deeper acquaintance of the young people with their own faith. This acquaintance will be facilitated by theologians

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	and the use of teaching material prepared by experts of the diverse religious traditions.
	▪ By in-class discussions between members of the diverse religious groups.
	▪ By seeking common areas of communication, interests and actions and by rejecting violence of religious origin.
RESULTS	The educational program aims at acquainting and creating friendly bonds between students, regardless of their religious beliefs and traditions, so that participants don't get use to the religious radicalization that lead to hatred, racism, fascism and terrorism.

Table 52. EDUC8: European Program for the Prevention of Religious Radicalization and Polarization–GREECE

ANTIGONE - INFORMATION AND DOCUMENTATION CENTER ON RACISM, ECOLOGY, PEACE AND NON VIOLENCE

TYPE	**Information Center**
SUMMARY	ANTIGONE develops activities on **anti-racism and non-discrimination, human rights, social ecology, peace and nonviolent conflict resolution**. The aim of the organisation is the promotion of equal opportunities for all without any discrimination - e.g. on the basis of sex, race, national origin, social/economic/educational status, disability, age, religion etc. Through its activities that are based on solidarity and active participation, ANTIGONE targets to awareness raising and sensitization of the society on issues of non-discrimination, human rights, ecology, non-violence and interculturality.
GEOGRAPHICAL AREA	City of Thessaloniki, Greece
ORGANISATION	NGO
TARGET GROUP	Local community organizations NGOs General public
APPROACH	Awareness raising and prevention
PRACTICES/ ACTIVITIES	▪ Human Rights Education for Sustainability of Multicultural Communities. ▪ TRYAR: Training of Roma Youth on Antigypsyism and human Rights. ▪ Sharing Knowledge, Handling Controversy in schools of Greece, North Macedonia and Bulgaria (SKHC). ▪ Building relationships and integration by developing local groups and enhancing solidarity. ▪ Real Expressive Artistic Learning (REAL). ▪ Managing Issues of Controversy by human Rights education.
RESULTS	Awareness raising and sensitization of the society on issues of non-discrimination, human rights, ecology, non-violence and interculturality.

Table 53. ANTIGONE - Information and Documentation Center on Racism, Ecology, Peace and Non Violence – GREECE

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OBSERVATORY AGAINST FASCIST VIOLENCE AND RACISM

TYPE	Observatory
SUMMARY	It is an initiative of people in the city of Thessaloniki that declares: "The objective of the Observatory will not be simply to record the incidents. In particular, we will strive to defend and safeguard the rule of law, together with all the progressive bodies of the city and citizens who are active and show solidarity to the **ordinary or non-victims of these attacks**. Creating a network of cooperation with all relevant institutions will also help to address these phenomena more effectively".
GEOGRAPHICAL AREA	City of Thessaloniki, Greece
ORGANISATION	Civil Society Initiative
TARGET GROUP	General public Authorities Local community organizations
APPROACH	Awareness raising and prevention
PRACTICES/ ACTIVITIES	▪ Informing all citizens about threats to their rights and freedoms ▪ Cooperation with local stakeholders ▪ Recording of fascist violence incidents
RESULTS	Tackle social polarization and deliver alternative narratives against discrimination and racism.

Table 54. Observatory against fascist violence and racism– GREECE

RACIST CRIMES WATCH

TYPE	Observatory
SUMMARY	This initiative has to do with the recording of cases of **racist crimes** (racist profiling, racist speech, racist desecrations & vandalisms, racist discrimination and racist violence) and filing criminal complaint reports to the Prosecutors for Racist Crimes who almost always launch criminal investigations with ultimate scope to discourage and prevent discrimination.
GEOGRAPHICAL AREA	Greece
ORGANISATION	Greek Helsinki Monitor (GHM)
TARGET GROUP	General public Authorities
APPROACH	Awareness raising and prevention
PRACTICES/ ACTIVITIES	Activities / methods: Surveys traditional, electronic, on line, and social media to spot potential racist crimes; in few cases racist crimes are directly reported to GHM and become public after complaints were failed.
RESULTS	Tackle social polarization and deliver alternative narratives against discrimination and racism. It helped overcome the underreporting and highlight the absence of an effective complaint's mechanism that led to very few cases reaching the trail stage and even fewer ending with irrevocable convictions.

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Table 55. Racist Crimes Watch– GREECE

EUROPE DIRECT TRAININGS ON CRIMINOLOGICAL AND PSYCHOLOGICAL APPROACHES OF RADICALIZATION

TYPE	**Training program**
SUMMARY	Training for first line practitioners aiming at multi-agency approach.
GEOGRAPHICAL AREA	City of Komotini, Greece
ORGANISATION	Europe Direct of Komotini, Greece
TARGET GROUP	Law enforcement officers First line practitioners
APPROACH	Awareness raising and continuing training
PRACTICES/ ACTIVITIES	▪ Understanding the radicalization process ▪ Identifying the risk factors of radicalization ▪ Identifying the protective factors of radicalization ▪ Identifying the vulnerabilities
RESULTS	Train first line practitioners to detect signs of radicalization.

Table 56. Europe Direct trainings on criminological and psychological approaches of radicalization– GREECE

CYBERKID

TYPE	**Application**
SUMMARY	Initiative of the Ministry of Citizen Protection and the Hellenic Police Headquarters, which was launched by the Cyber Crime Division, sponsored by the mobile phone, landline and internet services company "WIND HELLAS", as part of an information and **awareness campaign about Internet safety**, addressed to children up to 18 years old and to their parents.
GEOGRAPHICAL AREA	Greece
ORGANISATION	Hellenic Police, Ministry of Citizen Protection
TARGET GROUP	Parents Teachers/Educators Youth/pupils
APPROACH	Awareness raising
PRACTICES/ ACTIVITIES	Cyberkid aims to help the public become familiar with the new technologies and more specifically with the Internet. The main purpose of creating Cyberkid is to promote the positive aspects of the Internet, such as having access to useful information and entertainment. Another purpose is to inform of the possible dangers hiding on the Internet. Parents may visit Cyberkid with their children, entertain themselves and get information about secure Internet browsing.
RESULTS	Promote safety for minors accessing the web.

Table 57. "Cyberkid" application – GREECE

3.9.2.2. Other activities of interest

Raising awareness among local actors. Alexandroupoli.

The city of Alexandroupoli has become a point of entry for refugees and migrants who wish to reach other European cities. These arrivals combined with the economic crisis had led to a rise in xenophobia and extremist anti-migrant movements. The city has therefore recognised the necessity of working with professionals and young people in order to alleviate the negative impact of extremist discourses at a local level, by enabling them to better understand the phenomenon and become more resilient. Awareness-raising sessions were organised within the municipal departments as well as in schools. A methodology for an educational approach through preventive actions targeting young people and citizens has been developed [124].

3.10.   ITALY

3.10.1.   Migration

3.10.1.1. Context and policy

- **Consolidated Immigration Act**. It also covers all the policies created by the Italian government.
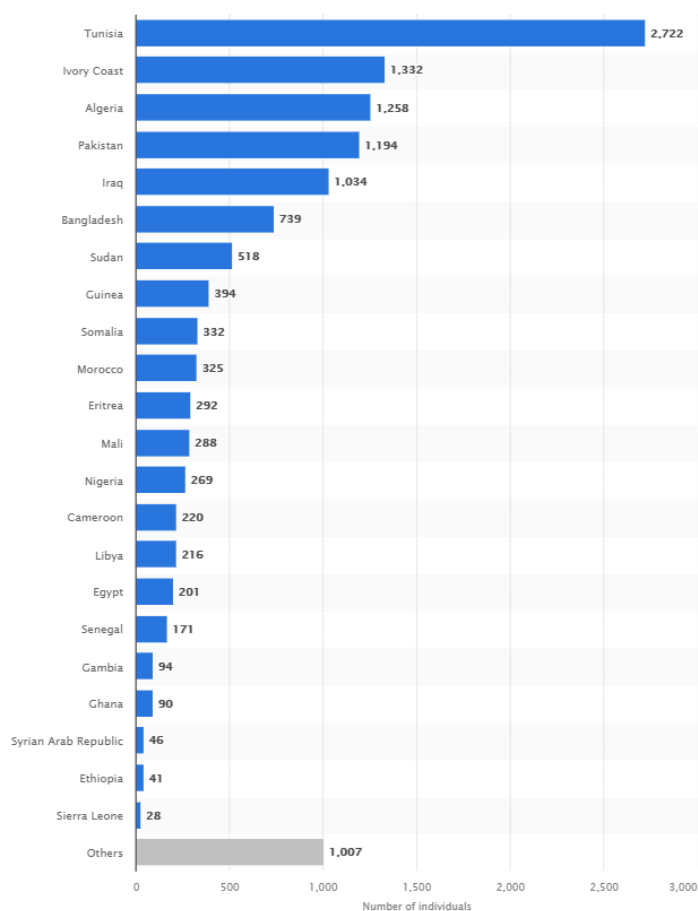
Figure 24. Number of immigrants arrived in Italy between 2019 and 2020, by nationality [125]

3.10.1.2. Migrant practices and experience

NARRATIONS FROM MUSEUM TO MUSEUM

TYPE	Initiative
SUMMARY	*Narrations from Museum to Museum* is an arts project where participants create artwork on the basis of their interpretation of existing ones; a process that enables multifaceted perspectives and cultural discoveries. The goal of the project is also to **stimulate a positive process of integration, a sense of belonging and self-esteem, as well as to encourage curiosity for the common cultural heritage**. The challenges are numerous: continuity, given that there is a rotation between groups of migrants, and the very situation participants are in: teenager migrants living without parents nor families, are however the most important ones. This initiative started in 2012 [126].
GEOGRAPHICAL AREA	Rome
ORGANISATION	MAXXI, Museo nazionale delle arti del XXI secolo, in partnership with NGO CivicoZero and Spiral Foundation Onlus (Refugee Scart)
TARGET GROUP	Children and families, but also young refugees and migrants
APPROACH	Framework
PRACTICES/ ACTIVITIES	▪ **4 Exhibitions.** ▪ **Publications.** Griot (the storyteller) are publications written by young refugees in Italian, French, English, Albanian, Arabic, Farsi, Pashto (Afghanistan and Pakistan) and Tigrinya (Eritrea and Ethiopia) to tell stories about their lives, countries of origin, journeys to Italy and difficulties faced in Rome. They are accessible for free here. ▪ **10 meetings and readings** in the public schools of Rome to promote migrant integration which attract around 30 attendees on average each time. ▪ **Artwork and objects sold** in the MAXXI bookshop and created by refugees which have managed to recycle over 10 tons of plastic in the past 3 years [126].

Table 58. Narrations from Museum to Museum- ITALY

REFUGEE ScART

TYPE	Project
SUMMARY	'Refugee ScART' (scarto means scrap in Italian) is a humanitarian aid project founded by the Spiral Foundation Onlus in the summer of 2011 and was involved in the Belgrade 2017 European Athletics Indoor Championships The main goal is to benefit a group of refugees who arrived in Italy in search of protection by facilitating opportunities and paths to regain one's dignity. Through 'Refugee ScART,' refugees no longer experience a condition of isolation and anonymity: they become part of a group acquiring a **sense of belonging, identity, self-esteem and**

	pride that encourages the integration process. Above all, refugees are able to generate an income. The entire proceeds from sales go directly to the refugees [127].
GEOGRAPHICAL AREA	Rome
ORGANISATION	Atletika Ltd. and Spiral Foundation Onlus from Rome
TARGET GROUP	Refugees
APPROACH	Humanitarian
PRACTICES/ ACTIVITIES	▪ Workshop

Table 59. Refugee ScART- ITALY

CANTIERI METICCI THE REFUGEE THEATRE COMPANY

TYPE	**Project**
SUMMARY	The initial aim in setting up the theatre group was to create a space in which to discuss and re-frame traditional artistic forms of expression, reflecting the complex challenges that arise from encounters with other cultures and visions of the world. Central to this new artistic project was the desire to reflect the increasing heterogeneity of local and global society through the active involvement of migrants and refugees, by giving voice to their languages and personal stories. This solidified into a direct goal of developing new (inter)cultural practices [128]. This project started in 2013.
GEOGRAPHICAL AREA	Bologna
ORGANISATION	Cantieri Meticci
TARGET GROUP	Italian citizens and migrants
APPROACH	Intercultural
PRACTICES/ ACTIVITIES	▪ Theatre **workshops**. The participants in these workshops created new theatre pieces by taking inspiration from their own stories and experiences. ▪ These theatre workshops facilitated the development of a core **'working group'** of actors (over 50 people from different countries including Afghanistan, Belgium, Cameroon, China, Cote d'Ivoire, Ghana, Iran, Morocco, Nigeria, Pakistan, RDC, Russia, Sierra Leone, Syria and Somalia), which evolved into what is now known as Cantieri Meticci. ▪ The group has since recruited many new members and has maintained many of its core members, ensuring stability and continuity. ▪ It 2013 it registered formally as an association named Cantieri Meticci, and since then the numbers of **activities** available and regular participants have soared. ▪ More recently, the range of activities has multiplied through the creation of Quartieri Teatrali (Neighbourhood Theatres), which aim to stimulate intercultural dialogue and foster inter-group relations at neighbourhood level. These theatres run workshops that target students, teenagers, unaccompanied minors and elderly people. ▪ Workshops are delivered in **refugee reception centres** in the urban area of Bologna which focus on acting and

	dramaturgy techniques. These workshops were aimed at providing participants with the tools and knowledge to express and share, through artistic language and practice, their own feelings and life histories [128].
RESULTS	▪ The organisation has produced a series of **theatre pieces**, some of which have received national and international recognition and prizes. All these pieces were constructed around such themes as encounters with 'the other', **feelings of loss, experiences of being uprooted and intercultural challenges** (eg. with cohabitation and communication). ▪ Company members have participated in **transnational European projects and networks**, while maintaining their local roots through the setting up of several workshops at neighbourhood level (in refugee reception centres, schools and other public spaces). ▪ Participants' confidence levels have notably improved as a result of involvement with the company, as well as their language and creative skills and their abilities to form relationships with people of different cultural backgrounds [128].

Table 60. Cantieri Meticci: The Refugee Theatre Company- ITALY

CICSENE

TYPE	Housing programme
SUMMARY	The CICSENE mediates between home owners and disadvantaged groups who do not have easy access to housing. Providing different services, ranging from legal advice to matching and intermediation, it supports both people who own a home and vulnerable people who often face obstacles in accessing housing. Among its beneficiaries, 70% are migrants. Ongoing since 2003 [129].
GEOGRAPHICAL AREA	Turin
ORGANISATION	Promoted by the Ministry of Interior's Department for civil liberties and immigration
TARGET GROUP	General public
APPROACH	Services
PRACTICES/ ACTIVITIES	▪ Sourcing potential tenants; ▪ Preliminary interview with potential tenants to assess solvency; ▪ Activating and supporting vulnerable people in their search for rental accommodation and finding a suitable housing solution through local networks; ▪ Matching existing support; ▪ Supporting tenants who are not able to provide sufficient guarantees to home owners, by signing a mutual agreement called a "piano mutualistico salva affitti" in order to provide support to tenants and guarantees to home owners; ▪ During the contract period, providing intermediation and consultancy on housing problems [129].

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Table 61. CICSENE – ITALY

REDESIGN OUR CITY

TYPE	Project
SUMMARY	The main purpose of the project was to share a reflection on how a city can be welcoming starting from different points of view, becoming contaminated and finding a meeting point starting from very different life experiences At presence of educators, teachers and a representative of the Municipality, students and migrants discussed on the themes of migrations and social inclusion. Using a multidiscipline approach, the participants tried to design and to define the characteristics of a welcoming community/city. In particular, the participants were divided in small groups composed by students, migrants and educators of Spra Project. Each group discussed starting from a question: "Imagine you are a person (Italian or foreigners) that arrive in Treviso without any point of reference. What do you need to feel comfortable?" At the end, each group shared its project to the other group. Thanks to the team support, all the participants had jointly decided the essential services that a community needs to be a welcoming place for every citizen. The project involved 42 middle class students and 8 beneficiaries of local Sprar Project [76].
GEOGRAPHICAL AREA	Silea, Province of Treviso
ORGANISATION	Ministry for the Interior through the National Fund for Asylum Policy and Services.
TARGET GROUP	Migrants, school, private social sector, public Institutions and local community.
APPROACH	Multidisciplinary
PRACTICES/ ACTIVITIES	The Care Services comprise of: ▪ accommodation in a small house; ▪ supply of food vouchers for board; ▪ orientation in relation to local services; ▪ support of a linguistic mediator; ▪ assistance in procedures to access social, health and educational services (L2 Italian language courses for adults, enrolment in school for minors). The Integration Sevices comprise of: ▪ orientation in relation to employment; ▪ enrolment in training courses; ▪ professional re-training; ▪ support in looking for a job and a home [130].

Table 62. Redesign our city - ITALY

APERTURA DI CORRIDOI UMANITARI (OPENING OF HUMANITARIAN CORRIDORS)

TYPE	Project
SUMMARY	The project has opened corridors to Italy from Lebanon (from Morocco and Ethiopia) with the arrival in Italy of many thousands of asylum seekers, mostly Syrian.

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	It represented the example of a "Best Practice "with a rapid reduction of immigration related problems - a legal and safe access route and an alternative to the methodologies used in Europe, concerning immigrants for humanitarian reasons and for associated reasons, which have often been faced with unrealistic improvisations, lack of coordination and inconclusiveness in the interventions, with treatments often inhuman and with signatures of appeals and controversies but with no results. The project started in Italy in December 2015 and renewed in 2017. *Similar initiatives "Opening of humanitarian corridors" have been activated by similar Associations in France, Belgium and Andorra* [76].
GEOGRAPHICAL AREA	Italy
ORGANISATION	Agreement between the Community of Sant'Egidio, the Federation of Evangelical Churches in Italy (FCEI), the Waldensian Table and the Italian Government.
TARGET GROUP	Refugees
APPROACH	Inclusion
PRACTICES/ ACTIVITIES	Avoiding the journeys of refugees with the boats of death in the Mediterranean, countering the business of smugglers and traffickers of people, granting a legal entry on the Italian territory with a humanitarian visa, with subsequent submission of the asylum application [76].
RESULTS	The positive results achieved, despite the well-known difficulties of the dramatic problems of emigration, have favoured the acceleration of the process of integration of assisted immigrants and also of having found the support and the consent of public opinion and of having often silenced xenophobic minorities in the host country [76].

Table 63. Opening of humanitarian corridors - ITALY

### 3.10.2.	Prevent

#### 3.10.2.1.	Prevent strategies

📄 **Draft Law on the Prevention of Radicalization** (draft law no. 355, 2016)

3.10.2.2. Practices and experiences

> **GEAR. GLOBAL EDUCATION AND ACTIVE RESPONSE FOR THE PROTECTION OF HUMAN RIGHTS, INCLUSION AND DEMOCRATIC VALUES IN INTERCULTURAL**

TYPE	**Project** [131] [132]
SUMMARY	The goal of the GEAR project is to contribute to intercultural understanding through cooperation of CSOs (Civil Society Organisations) with formal education systems, teachers and students and encourage the exchange, improvement and up-scaling of the existing best practices of global, civic and intercultural learning among schools at the local, regional,

	national and transnational levels. **Its general objective is to prevent violent radicalisation and to promote democratic values, fundamental rights, intercultural understanding and active citizenship.** The project is proposing to build on the existing programs for social inclusion and civic/intercultural education of youth and teachers implemented by the project partners, programs developed both by schools and CSOs. Some of these individual programs have a long tradition of implementation at national levels in each country, but they will be enhanced and upgraded in accordance with the actual needs and expanded transnationally, as well as enabling a transnational exchange of existing successful practices among partners and teachers in different countries.
GEOGRAPHICAL AREA	Croatia, Italy, Macedonia, Slovenia, Spain
ORGANISATION	GONG, Mirovni inštitut – Peace Institute, GSI Italia, Cives foundation, Nansen Dialogue Centre Osijek, Nansen Dialogue Centre Skopje, School of Economics and Tourism Daruvar, Elementary schools Siniša Glavašević, Dalj Elementary School, Municipal Secondary Vocational School Gostivar, Municipal Primary School Liria
TARGET GROUP	Youth and teachers
APPROACH	Education and training
PRACTICES/ ACTIVITIES	▪ **Education/training of teachers and educators** - 5 (one per partner country) national-level education/training sessions for 20 teachers and educators and a transnational 3-day exchange and education/training for teachers and educators ▪ **Trainings for Youth Promoters of Tolerance and Inter culturalism** – 5 (one per partner country) training sessions for Youth Promoters of Tolerance and Interculturalism and a transnational 2-day exchange and education/training for Youth Promoters of Tolerance and Inter culturalism ▪ **School intercultural and inclusion projects** – inclusion projects developed by schools included in the project (e.g. solidarity actions/protection of human rights actions, prepared in local communities) ▪ **National and transnational networking and exchange of good practices** – school exchange visits among the partner schools, establishment of an International network of intercultural inclusive schools, conferences and panel debates that focus on the topics of democratic values, fundamental rights, intercultural understanding and active citizenship ▪ **Quality assurance and upgrading education/training modules** – a comparative analysis of existing best practice examples for education/training of intercultural understanding in different countries, that will be used for the curriculum development in each country (to upgrade existing programs) as well as for the transnational curriculum development
RESULTS	▪ National training for 20 teachers and educators; ▪ 3-day transnational exchange for teachers and educators in Italy; ▪ National training for youth ambassadors;

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	▪ 2-day transnational exchange for youth ambassadors in Croatia; ▪ Creation of the video for the presentation of the project activities; ▪ Creation of the web site; ▪ School exchange visits; ▪ Conferences and round tables; ▪ Final conference in Spain; ▪ Creation of GEAR Curriculum [133]; ▪ Dissemination of the project results.

Table 64. GEAR - ITALY

'RISCRIVERE LA MIA STORIA – REWRITING MY STORY'

TYPE	**Practice** under the project FAIR [134] [135]
SUMMARY	Prison settings play a powerful role in the recruitment and radicalisation of persons to violent extremism. Youth are at stage in life where they try to find their place in the world. When youth are in conflict with the law, it becomes even more challenging to build an identity that can embrace values of positive citizenship. Often, negative personal grievances can easily resonate with the narrative of violent extremism, increasing the chances that an individual will embrace such ideologies. The practice aims to allow for greater self-awareness among youth in conflict with the law and for them to re-elaborate their personal narratives and grievances. This is done in order to tackle some of the pull factors (such as sense of victimisation, disfranchisement and lack of belonging) that could lead youth to join extremist ideologies.
GEOGRAPHICAL AREA	Turin and Firenze, Italy
ORGANISATION	Fondazione Nuovo Villaggio del Fanciullo
TARGET GROUP	Youth, pupils, students Prison, probation, judicial practitioners
APPROACH	Intervention

PRACTICES/ ACTIVITIES	▪ **Encounter with Ms Valeria Collina**, mother of Youssef Zaghba, a young Italian-Moroccan man involved in the 2017 London Bridge terrorist attack. During the encounter, Ms Collina shares her story and her son's journey to radicalisation to violent extremism, his failed attempt to join ISIS in order to stimulates empathic listening, deep reflection, and a moment of confrontation on the process of radicalisation.
	▪ A series of **10 sessions of 2 hours each**: Practitioners encouraged a selected group of youth in conflict with the law to reflect on their own values and how they identify themselves as well as their main goals and dreams upon release from prison. The sessions covered the following exercises:
	   o Use one word to describe yourself.
	   o List your top 10 values, pick the 5 most important ones and describe why they are important to you.
	   o Reflection and discussion on how to live in line with personal values and why that is important.
	   o List 10 adjectives that describe you and which of these make you unique.

	o What is your life's greatest dream and life goals and how can you reach them? Who are the safe persons who can support you? o For important values such as Family, Friends, Health, Education and Work: what are the things you would like to see change and what proactive steps can you take in the near future towards these changes? o Vision board/collage: As sessions proceeded, youth were given magazines and newspapers from which they had to cut images that represent their core values, their adjectives, their dreams and other things that are important to them. They were then asked to make a vision board/collage of these images and be able to use the vision board as a tool to narrate themselves. o Music and writings: Other youth who felt they had other artistic inclinations such as writing and art were encouraged to use those as well. ▪ **Final session:** During the final session, youth had the opportunity to self-narrate, this time rewriting new endings to their stories. A meeting was organised with Ms Collina and youth from civil society organisations. Youth showcased their artistic work and elaborated on these new narratives in a context of mutual listening, free of judgment and prejudice.
RESULTS	▪ Out of the five juveniles that started in the Juvenile detection centre of Turin, three completed the intervention. ▪ Out of the seven juveniles that started in the Juvenile detection centre of Firenze, four completed the intervention.

Table 65. 'Riscrivere la mia storia – Rewriting my story' - ITALY

MEMORIA FUTURA (FUTURE MEMORY)

TYPE	**Training** [122]
SUMMARY	Training module for the educational system to raise awareness of extremist violence and promote active citizenship among youngsters.
GEOGRAPHICAL AREA	Italy, Piedmont region
ORGANISATION	AIVITER
TARGET GROUP	Youth/pupils/students Educators/academics Victims of terrorism
APPROACH	Educating young people Delivering alternative narratives
PRACTICES/ ACTIVITIES	1. Propaedeutic activity with the teachers 2. Two introducing lessons to the student on the topics 3. The students work in group for three months on a selected topic with the aim to prepare a deliverable, expression of their activities and thinking 4. Discussion and evaluation of the deliverables by each students working group 5. Presentation of the deliverables in a public event in the occasion of the Italian Remembrance Day of Victims of

	Terrorism: all students and teachers are rewarded by Aiviter and the best works are disseminated on line

Table 66. Memoria Futura - ITALY

3.11. 🇱🇺 LUXEMBOURG

3.11.1.   Migration

3.11.1.1. Context and policies

📄 **National Action Plan on Integration** (PAN Integration) (2018)
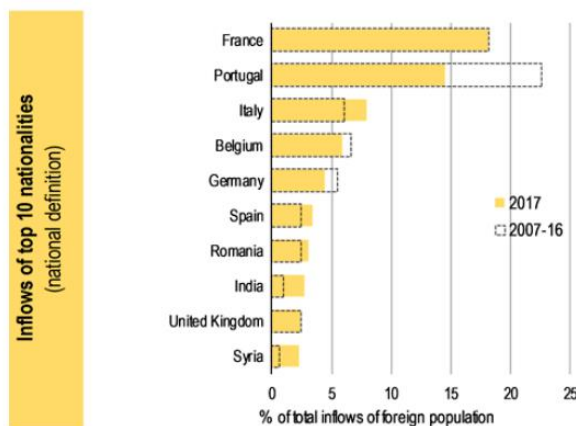
Figure 25. Percentage of inflows of foreign population [136]

3.11.1.2. Practices and experiences

RESPECT.LU

TYPE	Project
SUMMARY	**Hate speech** has become a major problem in society today. Debates on current political and societal issues are increasingly held on the internet and social networks. These exchanges and discussions are polarising, whereas they should remain objective and not increase hostilities. Although freedom of expression is a fundamental value of our societies, it is regularly overstepped. The trend is clearly increasing: in Luxembourg, the police investigated more than 50 cases in this context in 2019 compared to 20 in 2018. Elements of "Hate-Speech" that can be prosecuted are: It must be an incitement to hatred or violence, concerning a natural or legal person, a group or a community, who are discriminated against because of one or more elements and this incitement to hatred or violence must be concretised by words, texts, etc. The present project is inspired by an Austrian programme of the non-profit organisation "Neustart", which has developed an **adapted intervention offer as a rational and socially constructive response** to this problem.

	The aim of the project is **to make a contribution to counteracting further fragmentation of society and thereby contribute to greater integration of different groups in society** [137].
GEOGRAPHICAL AREA	Luxembourg
ORGANISATION	Ministère de la Famille, de l'Intégration et à la Grande Région
TARGET GROUP	Anyone who has drawn the attention of the legal authorities and/or other institutions to publications classified as "incitement to hatred" [137].
APPROACH	Intervention
PRACTICES/ ACTIVITIES	▪ Conceptualisation and implementation of a pilot phase based on the Austrian model; ▪ Implementation of the project based on the experiences gained in the pilot phase. A six-month operational cycle with different group modules and individual sessions: media skills, discrimination, confrontation/transformation of the crime, communication skills, freedom of expression, change of perspective (meeting with a representative of the attacked group). The aim of the cycle is to provoke a questioning of the author of the hate speech, on the one hand with regard to his or her attitude, and on the other hand with regard to the content of his or her writing in a socially constructive approach [137] [138].

Table 67. Respect.lu- LUXEMBOURG

3.12. 🇳🇴 NORWAY

3.12.1. *Migration*

3.12.1.1. Context and policies

📄 **Integration through education and competence** (2019-2022)
📄 **Competence Strategy for the Municipal Child Welfare Services** (2018-24)
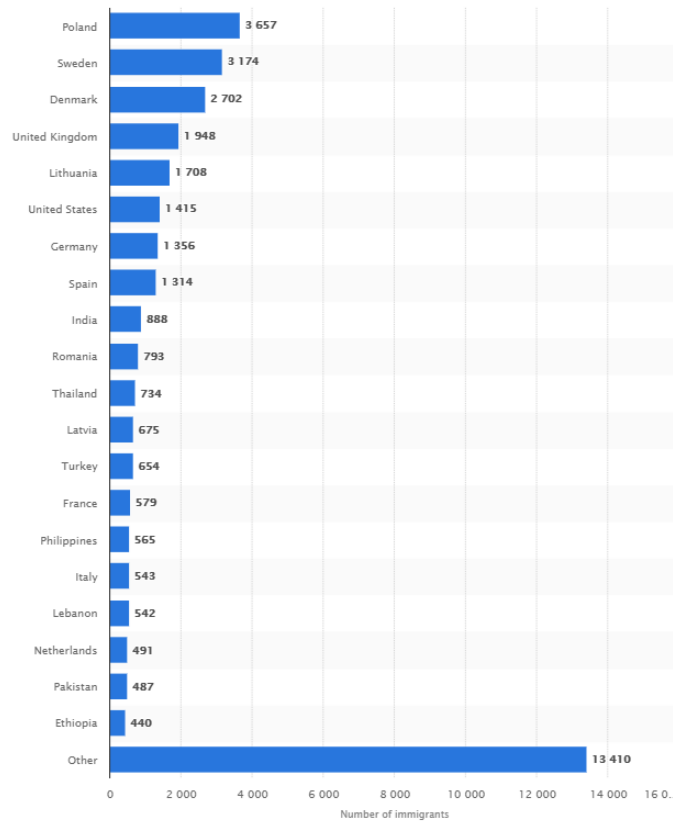
Figure 26. Number of immigrants to Norway in 2020, by countries of origin [139]

3.12.1.1. Practices and experiences

TILFLYTTING OG REKRUTTERING FRA UTLANDET (Migration and recruitment from abroad)

TYPE	Project
SUMMARY	The project intends to attract new citizens to the county to mitigate the long terms effect of outmigration in Nordland county. In 2011 Nordland experienced for the first time a small population growth due to immigration and today the labour market in Nordland is dependent on workers coming from other countries. Beside the focus on attracting workers the in-migration project also support a holistic inclusion of the migrants already arrived in Nordland County. This includes supporting civil society organisations working with integration in the municipalities. It has become clear that everything happening outside work is of high importance for people wanting to reside on a long-term basis. By being included in the local community through engagement in e.g. the sports association gives a sense of belonging in a different way than having a regular work. Nordland county sport association have a funding programme where local sport associations can apply for financial support to make sports activities aimed at integrating newly arrived migrants. An introduction to sport associations and leisure time activities in Norway is also part of the introductory programme for refugees.

	From 2017-2021 [96] [95]
GEOGRAPHICAL AREA	Nordland county
ORGANISATION	Nordland county
TARGET GROUP	Migrants
APPROACH	Integration
PRACTICES/ ACTIVITIES	Sports

Table 68. Migration and recruitment from abroad – NORWAY

HERØY - VOLUNTEER

TYPE	
SUMMARY	In Herøy municipality they have a volunteer organisation working with providing language training and other social activities to migrants in the municipality. It is financed 60 pct. of the national government and 40 pct. locally. The leader of the volunteer organisation has a broad outreach to many of the newly arrived migrants in the municipality and work towards creating social cohesion between the Norwegians and the migrants living in the same municipality through different activities such as language café, cultural evenings etc [96] [95].
GEOGRAPHICAL AREA	Herøy municipality
ORGANISATION	Herøy municipality, nacional goverment
TARGET GROUP	Migrants
APPROACH	Mentoring. Integration
PRACTICES/ ACTIVITIES	Language café Cultural evenings

Table 69. Herøy - Volunteer– NORWAY

3.12.2.   Prevention

3.12.2.1. Prevent strategies

📄 **Action Plan against Radicalisation and Violent Extremism** [140]

3.12.2.2. Practices and experiences

DEMBRA - Democratic preparedness against racism and anti-Semitism

TYPE	**Programme** [141] [142]
SUMMARY	Dembra is a programme for schools for the prevention of racism, group-based hostility and antidemocratic attitudes. At dembra.no you will find teaching materials and background information for these topics. The pages can also be used for implementing prevention initiatives at the school.
GEOGRAPHICAL AREA	Norway

ORGANISATION	Centre for Studies of the Holocaust and Religious Minorities, the European Wergeland Centre, and the Department of Teacher Education and School Research at the University of Oslo. The Rafto Foundation and the Falstad Centre organise Dembra programmes in Hordaland and Trøndelag respectively. Dembra is funded by the Norwegian Directorate for Education and Training.
TARGET GROUP	School staff.
APPROACH	Professional development amongst teachers, school leaders and other school staff. Based on the school's own circumstances.
PRACTICES/ ACTIVITIES	**Three seminars** on conceptual, theoretical and historical frameworks to the challenge that are combined with hands-on training exercises for inspiring learning inside and outside the classroom.

Table 70. DEMBRA – NORWAY

3.12.2.3. Other activities of interest

Toolbox of radicalisation and De-radicalisation and Wiki-Prevent

Norwegian authorities and academics.
The main objective is to disseminate information on counter-radicalisation, de-radicalisation and crime prevention to police, practitioners and local community actors.

The toolbox split into five different sections:

1. inter-disciplinary cooperation
2. prevention
3. triggers
4. intervention
5. de-radicalisation.

Wiki-prevent is an innovative online platform that functions as an online encyclopaedia and a platform for learning [143]**.**

3.13.   🇳🇱 THE NETHERLANDS

3.13.1.   Migration

3.13.1.1. Context and policies

📄 **Law on integration** (*Wet inburgering)*
📄 **Dutch Civic Integration Act** (Nieuwe Wet inburgering) (2022)

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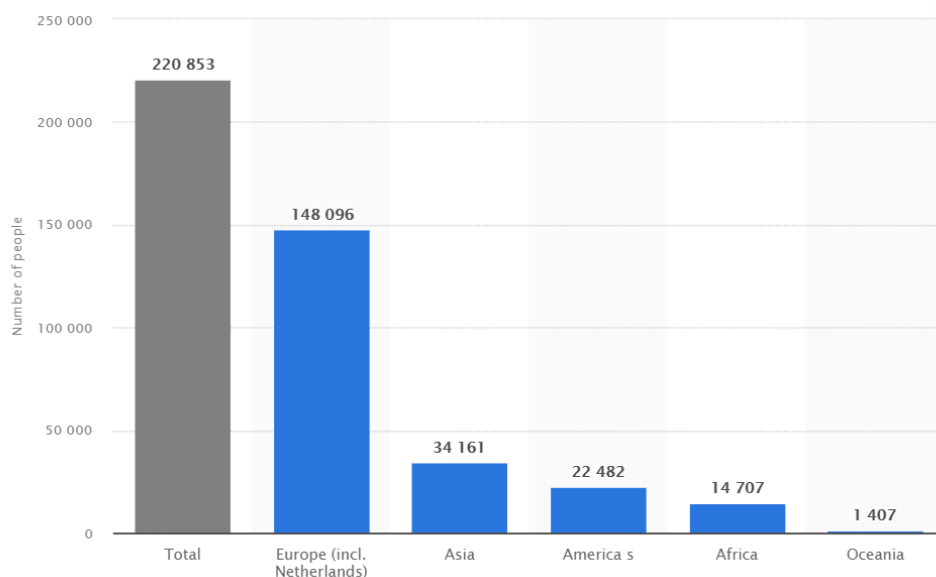
Figure 27. Number of immigrants to the Netherlands in 2020, by continent of origin [144]

3.13.1.2. Practices and experiences

AMSTERDAMSE AANPAK STATUSHOUDERS

TYPE	Project
SUMMARY	Amsterdamse Aanpak is a project from the municipality of Amsterdam where there is an intensive accompaniment to status holders who just got connected to the municipality. The pilot started in 2016 and from 2018 is embedded in the municipality [76] [145].
GEOGRAPHICAL AREA	Amsterdam
ORGANISATION	Municipality of Amsterdam
TARGET GROUP	Status holders
APPROACH	Facilitation
PRACTICES/ ACTIVITIES	▪ A group of case managers with a caseload of maximum 50 persons what provides a lot of personal contact between client and case manager. ▪ The team of case managers is young and multicultural, a great part of it has a migration background itself. It provides more recognisable situation and gains more trust of the status holders. ▪ There is also a group of job-seekers. They are active in the labour market searching for possible jobs for the clients [76]..
RESULTS	Beside of the individual impact the project had for status holders. The city of Amsterdam made an agreement with different companies in different sectors. Those companies agreed to supply suitable jobs, internships and training possibilities for status holders. Thereby in mind that the language level and personal situation is not the same as Dutch people [76].

Table 71. Amsterdamse Aanpak Statushouders – THE NETHERLANDS

LOhuizen	
TYPE	**Project**
SUMMARY	LOhuizen is a housing project in Amsterdam where young status holders and young Dutch people live together. The project started in 2018 [76].
GEOGRAPHICAL AREA	Amsterdam
ORGANISATION	Municipality of Amsterdam
TARGET GROUP	Young status holders.
APPROACH	Inclusion
PRACTICES/ ACTIVITIES	▪ All inhabitants are between 18 and 27 years old ▪ All inhabitants have their own flat, varying in area from 18 to 28 square metres. ▪ The building is run by them; there is a team of inhabitants responsible for electrical, cleaning and safety issues. ▪ There is one shared space available where inhabitants can program their own activities, together with the neighbourhood. This to improve the social coherence.

Table 72. LOhuizen– THE NETHERLANDS

3.13.2. Prevention

3.13.2.1. Preventing strategies

▤ **The comprehensive Action Plan to combat jihadism** (2014)

▤ **National action plan for a global approach to tackle Jihadism** (2014)

▤ **Prevention of radicalisation and extremism.** Action Plan. (2014) [146]

▤ **National Counterterrorism Strategy for 2016-2020** (Procure information, Prevent attacks, Protect people and property, Prepare for an attack, Pursue terrorists)

3.13.2.2. Practices and experiences

DIAMANT	
TYPE	**Method** [147]
SUMMARY	In early 2016, the Knowledge Platform for Integration and Society described thirteen practical examples that were developed and implemented in the Netherlands to prevent the radicalization of young Muslims. Six of these interventions have now been strengthened and transferred, so that other organisations or municipalities can also use them. One such intervention is DIAMANT by the Intercultural Participation and Integration Foundation (SIPI). **This is one of the existing methods for strengthening young people's identity.**

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	This method helps young Muslims who are at greater risk of criminal behaviour or radicalisation due to identity conflicts. The Diamond Method aims to increase young people's self-confidence and goal orientation, to teach them how to deal with dual identities and intercultural conflicts and to bring or keep them in touch with Dutch society. The training strengthens the identity and resilience of young people in Dutch society. Training strengthens young people's identity and resilience.
GEOGRAPHICAL AREA	The municipality of Amsterdam, the region of Amsterdam-Amstelland, the region of Zaanstad-Waterland, the region of Gooi and Vechtstreek, the region of Amersfoort and the municipalities of Almere and Dronten, The Netherlands
ORGANISATION	Stichting Interculturele Participatie en Integratie (SIPI)
TARGET GROUP	Young people (12-24 years old)
APPROACH	Method
PRACTICES/ ACTIVITIES	The training is conducted by certified Diamond coaches with pedagogical backgrounds who have followed a two-year course. The skills are taught in four parts over three months. The first part contains Turning Point training in which young people work on developing their identity and accepting people who think differently from them. Turning Point makes them stronger and more self-aware. During the second part of Diamant, young people work on independent thinking and decision making. In one task they come into contact with dissidents, among other things. The third part focuses on dealing with conflict. The young people learn about intercultural conflict management and practice conflict skills
RESULTS	DIAMANT exists since 2010 and has been implemented from a voluntary and forced context in the municipalities of Amsterdam, The Hague, Rotterdam, Dronten, Zeist, Culemborg and Almere, among others. More than 500 young people have already been trained with the DIAMANT method. The method was scientifically investigated in 2013 within the EU project SAFIRE. This is a research project on 'designation and responses to radicalisation'. This research shows that intervention has a positive effect on young people's self-confidence and trust in others, focus, empathy and participation. A large number of participants have training, jobs or internships and a wider network after the training. Young people have a positive social identity and identification. This method counters social isolation and eliminates feelings of relative deprivation (this is the subjective dissatisfaction caused by comparing their own position with the situation of others). Finally, there has been an increase in the number of participants who indicated that they could handle intercultural conflicts well after the training.

Table 73. DIAMANT - THE NETHERLANDS

MELD - RADICALISATION CONTACT AND ADVISORY POINT (en Adviespunt Radicalisering)

TYPE	**Practice** [148] [149] [150]
SUMMARY	The purpose of the Radicalisation Contact and Advisory Point (MAR) is to provide support for volunteers and professionals regarding both general questions about radicalisation and specific questions about individual cases.

GEOGRAPHICAL AREA	Several cities (Rotterdam, Maastricht, Amsterdam, Enschede, Vijfheerenlanden ..), The Netherlands
ORGANISATION	Multi-agency
TARGET GROUP	Municipal front-line professionals / Youngsters / Other institutions concerned by the issue of radicalisation and in need of information
APPROACH	The purpose of the Radicalisation Contact and Advisory Point (MAR) is to provide support for volunteers and professionals regarding both general questions about radicalisation and specific questions about individual cases.
PRACTICES/ ACTIVITIES	Support and advice through a group of experts.

Table 74. MELD - THE NETHERLANDS

APPROACH TO RADICALIZATION, EXTREMISM AND POLARIZATION 2018-2022 (Aanpak radicalisering, extremisme en polarisatie 2018-2022)

TYPE	**Approach** [151]
SUMMARY	In the Netherlands, and therefore also in Rotterdam, there are sometimes tensions between population groups, radicalisation of individuals and groups and even threats of extremism and terrorist violence. Together with numerous organisations and partners in the city, Rotterdam wants to combat polarisation and radicalisation in Rotterdam society and to combat (potentially) ideological violent behaviour.
GEOGRAPHICAL AREA	Rotterdam, The Netherlands
ORGANISATION	Rotterdam City Council
TARGET GROUP	Diverse.
APPROACH	Three approaches are distinguished: **1.** To prevent polarization. **2.** To prevent the Rotterdammers from becoming radicalised. **3.** To fight extremism.
PRACTICES/ ACTIVITIES	There are four pillars within the 2018-2022 approach, each with different activities. **1.** Depolarization and reduction of tensions in society **2.** To increase the resistance of (vulnerable) groups in Rotterdam against radicalization, extremism and polarization **3.** Promoting the expertise of professionals and volunteers. Not only do they learn to recognize polarization, radicalization and extremism, there are also training courses on what you can do yourself **4.** Person-oriented approach aimed at de-radicalizing people and stopping radical behaviour (disconnection). In this regard, they make available training and information courses.

Table 75. Approach to radicalization, extremism and polarization 2018-2022 - THE NETHERLANDS

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ACTION PLAN SLOTERVAART COUNTERING RADICALISATION (Actieplan Slotervaart Het tegengaan van radicalisering

TYPE	**Plan** [152] [153]
SUMMARY	The municipality of Slotervaart has sought to develop a preventative response with the key objectives of stimulating reflection on radicalism and its consequences and preventing youth from becoming involved in radical groups. A
GEOGRAPHICAL AREA	Slotervaart (neighborhood), Amsterdam
ORGANISATION	Municipality of Slotervaart
TARGET GROUP	Young
APPROACH	In its preventive approach, the district wants to focus on young people (Muslims) who are susceptible to radical ideas. The timely detection and identification of radical views makes influencing and counteracting these views even more promising. Slotervaart's Action Plan for Combating Radicalisation extensively addresses the background to the issue and explains the situation at Slotervaart. It then discusses the objectives, principles and measures to implement the proposed new approach.
PRACTICES/ ACTIVITIES	The measures included in the action plan focus on raising awareness among young people and their parents, developing skills to increase resilience and offering targeted support to parents. The measures also target important intermediaries, for example, supporting mosques and imams in dealing with radicalised young people and counteracting radicalisation. The other measures relate to the facilitation of various activities in educational and youth facilities and the promotion of interaction between the population and philosophical groups. **Key measures:** ▪ Raising consciousness amongst (Muslim) youth and their social environment of the dangers of radicalisation processes; ▪ Facilitating a development of competences which improves the resilience of youth and their parents against radicalisation; • Supporting parents in raising youth; ▪ Supporting Mosques and Imams in coping with radicalising youth and countering radicalism; ▪ Ensuring an effective alert and response network to respond to dynamics of radicalisation; ▪ Facilitating the collaboration between public schools and youth provision; ▪ Promoting interaction between different groups of people and religions.

Table 76. Action plan Slotervaart countering radicalisation – THE NETHERLANDS

RADICX	
TYPE	**Method**
SUMMARY	RADICX is a set of guidelines developed in the Netherlands for teachers and school staff to recognise signs of radicalisation at an early stage.
GEOGRAPHICAL AREA	The Netherlands.
ORGANISATION	-
TARGET GROUP	Teachers, school psychologists, other school personnel as stakeholders involved. School pupils, youth at risk of becoming radicalised
APPROACH	Risk Assessment and monitoring tool. Operational.
PRACTICES/ ACTIVITIES	Radicx comprises six steps during which concerns related to four domains (behaviour, contacts, cultural/religious expressions and political/ideological expressions) are raised, inventorised and discussed by school professionals and a suitable action is agreed upon. Radicx is part of an approach to identifying and assessing warning signs integrated into a guide explaining the process radicalisation, relevant factors and indicators [154].

Table 77. RADICX – THE NETHERLANDS

3.13.2.3. Materials and tools

▪ KIS – Kenninsplatform Integratie & Samenleving [155]

3.14. 🔲 POLAND

3.14.1. Migration

▤ **Strategy for Responsible Development** (SRD) (2017)
▤ **Law on Social Assistance**. Chapter 5.

Immigration to Poland from 2000 to 2020*
(in 1000s)
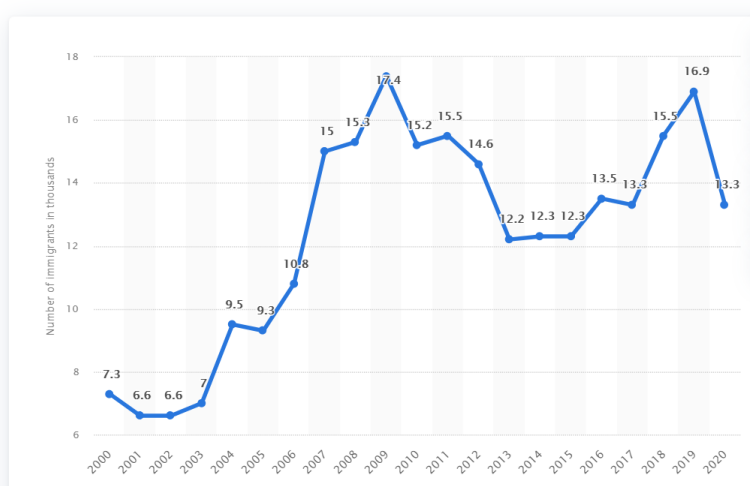
Figure 28. Immigration to Poland from 2000 to 2020 [156]

3.14.1.1. Practices and experiences

ASYSTENTKI MIĘDZYKULTUROWE W SZKOLACH (INTERCULTURAL ASSISTANTS AT SCHOOLS)

TYPE	**Assistance**
SUMMARY	There is a group of intercultural assistants working at Warsaw's schools. Initially, they were only employed by NGOs (the first male and female assistants were employed in 2010 by the Association for Legal Intervention, later also by the Foundation for the Development of Social Diversity and the Vox Humana Foundation). Nowadays, such assistants are sometimes employed by schools (e.g. Primary School No. 58 in Warsaw's Targowek or the school in Mrokow, located near Wolka Kosowska, not far from Warsaw, where a large group of immigrants work, mainly from Vietnam and China) Assistants who support schools, children and parents in mutual communication by improvoving communication and understanding between the school, migrant parents and pupils. [76].
GEOGRAPHICAL AREA	Warsaw area
ORGANISATION	NGOs, employers at schools
TARGET GROUP	Foreign pupils
APPROACH	Assistance
PRACTICES/ ACTIVITIES	Depending on the needs, assistants can spend their time at one or more schools. The PMF's preferred working method is for assistants to hold a regular on-duty position at one or two schools (2 days a week each), as well as an off-duty day when the assistant is at the disposal of other schools which have reported such a need [76].

Table 78. Asystentki międzykulturowe w szkolach - POLAND

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TYPE	Method
SUMMARY	This working method is used in a country where presence of a foreign child is rare and pupils don't have a wide experience of cultural diversity. The dolls are a substitute for the presence of a person from another culture. They symbolize a guest - at the same time, they create space to "practise" openness to real people. The Foundation's trainers work with preschoolers, children under 10 years of age, using a method that allows them to "visit" different countries of the world where refugees and migrants come from in a fun way, to talk about these countries in the language of children, to arouse interest in cultural diversity among these children, but also to provide difficult information: about the fact that in some countries it is dangerous, children are at risk and need help. Started in 2008 [76].
GEOGRAPHICAL AREA	Regional
ORGANISATION	The Polish Migration Forum Foundation and co-financed by Warsaw Municipality.
TARGET GROUP	Preschoolers, children under 10 years of age
APPROACH	Lessons
PRACTICES/ ACTIVITIES	▪ Intercultural Fairy Tales (fairy tales written in the style of therapeutic tales that tell the story of the day when a foreign child starts the Polish first grade; material for parents and teachers to read to children at school or at home); ▪ A Treasury of Knowledge (stories about the countries of origin of - lesson plans (proposals for classes held using the set); ▪ colouring books; ▪ memory games; ▪ cardboard puppets to play the theatre; ▪ a board game [76].

Table 79. Cały swiat w naszej klasie: nauka o uchodzcach dla 5-latkow – POLAND

ŚWIETLICA INTEGRACYJNA (INTEGRATION CLUB)

TYPE	Activities
SUMMARY	The trainers at the Foundation for Freedom have been running classes at the common room of the centre for asylum-seekers in Targowek in Warsaw for several years (the centre is intended for single mothers with children). The classes are held regularly, 3 times a week for 4 hours. The work conducted at the common room has a multilevel impact on the residents of the centre. First of all, it occupies children and offers them various activities. Secondly, it gives their mothers some time for themselves. Thirdly, it teaches children pro-social behaviours and helps them cope with trauma. Fourthly, various excursions and outings are

	organised as part of the activities, which put children and young people in unexpected roles. The project started in 2015 [76].
GEOGRAPHICAL AREA	Regional
ORGANISATION	Non-governmental organization, Foundation for Freedom, and Office for Foreigners (responsible for centre for asylum-seekers maintenance).
TARGET GROUP	Single mothers with children (refugee status)
APPROACH	
PRACTICES/ ACTIVITIES	▪ Clasess ▪ Visits to various cultural institutions and sports and recreation centres

Table 80. Świetlica integracyjna - POLAND

> **ZARZĄDZANIE INTEGRACJA IMIGRANTÓW W WYMIARZE LOKALNYM: PRZYKŁAD GDAŃSKA (MANAGING THE INTEGRATION OF MIGRANTS WITH A LOCAL DIMENSION: THE EXAMPLE OF GDAŃSK)**

TYPE	Tool
SUMMARY	In 2015, in response to the heated discussion on the place of migrants in society in Poland, the Mayor of Gdańsk Pawet Adamowicz established the first interdisciplinary and intersectoral immigrant integration model team in Poland. Its aim was to develop a Model of Immigrant Integration for Gdansk, which would direct and standardize the dispersed services provided by the city to foreigners, taking into account their perspective and needs, as well as increase the civic activity of migrants who chose Gdansk as their new home. The Immigrant Integration Model preparatory work was developed by a team consisting of officials, activists and foreigners themselves. It was composed of more than 140 people representing over 80 different entities. A group of over 20 immigrants, new residents of Gdansk, from various countries, also took part in the works. The Immigrant Integration Model was adopted by way of a resolution of the City Council in June 2016 [76].
GEOGRAPHICAL AREA	Gdansk (Regional)
ORGANISATION	Gdansk Municipality, public Offices and other entities involved in implementation of Immigrant Integration Model, migrants participating in the Council of Immigrants.
TARGET GROUP	Immigrant
APPROACH	Systemic management of integration on a local level.
PRACTICES/ ACTIVITIES	Targeted areas of the tool: Education, Culture, Housing, Social Welfare, Labour, Abuse, Local Communities and Health. Among all the activities that took place, some of the most interesting ones are mentioned below: ▪ Packages for school education ▪ Implementation of a pilot system for integration of immigrants into local communities. ▪ Diagnosis and monitoring of abuse and discrimination against immigrants in Gdansk.

	▪ Preparation of a psychological care team for immigrants and refugees. ▪ Community housing with support for refugees [76].. ▪ …

Table 81. Zarządzanie integracja imigrantów w wymiarze lokalnym: przykład Gdańska - POLAND

3.14.2. Prevention

3.14.2.1. Practices and experiences

TRAINING FOR STAFF OF PRIMARY AND SECONDARY SCHOOLS

TYPE	Project
SUMMARY	In response to the process of radicalisation and violent extremism that threatens public security, IBS has created an innovative approach that provides vital support for one of the main actors in prevention and countering radicalisation — the school community. Work with schools offers a great basis for further working with the entire local community (parents, local police, local government officials, social and street workers, etc.) forming a future multi-agency local collaboration task force [157].
GEOGRAPHICAL AREA	Poland
ORGANISATION	Institute of Social Safety (IBS)
TARGET GROUP	Educators / Academics
APPROACH	Multi-agency
PRACTICES/ ACTIVITIES	Training, counselling, legal assistance and developing a multi-agency approach.
RESULTS	For the last four years, IBS has trained staff at 80 primary and secondary schools across Poland: approximately 2 000 head teachers, teachers and administrative staff in total who work with approximately 22 000 students. 98 % of the trained school staff believe that the content provided by IBS is relevant for their work, and 90 % of teachers declare the training has helped them understand the phenomenon of radicalisation and detect some of its signs in schools [157].

Table 82. Training for staff of primary and secondary schools - POLAND

3.15. 🇵🇹 PORTUGAL

3.15.1.1. Context and policies

▤ **Portuguese Aliens Act** (2007) and amendments Law 102/2017.
▤ **Strategic Plan for Migration** 2015-2020 [158]
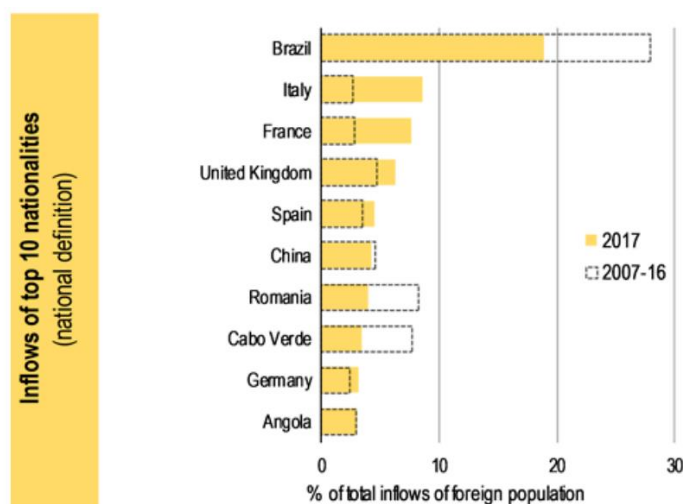
Figure 29. Percentage of total inflows of foreign population. Portugal [159]

3.15.1.2. Practices and experiences

MUNICIPAL AND INTERCULTURAL MEDIATORS PROJECT

TYPE	Project
SUMMARY	Through this project the Municipality of Braga works to orient local initiatives towards all local communities, contributing to a better integration of residents, non-segregation and non-discrimination. **The project aims to:** ■ provide conditions for effective inclusion of third country national (TCN) and Roma communities in Braga, through activities that strengthen a sense of identity and belonging; ■ conduct mediation practice *with* rather than simply *for* local communities: the project is conducted in a way that integrates **everyone** from **all local communities** in a fair and egalitarian way; ■ reach approximately a third of municipality residents, specifically TCNs and Roma citizens; ■ **encourage autonomy among participants** in order to ensure future sustainability of the project and permanence of connections formed; ■ **deepen intercultural dialogue** between different local communities by celebrating difference, through positive management of diversity and conflict [160]. The project started in 2019.
GEOGRAPHICAL AREA	Braga
ORGANISATION	Municipality of Braga
TARGET GROUP	TCN and Roma citizens living in the municipality of Braga. The largest communities of TCN are Brazilians, Angolans, Cape Verdeans and Chinese.
APPROACH	Multidisciplinar

PRACTICES/ ACTIVITIES	▪ Initial 'getting to know each other' activities, such as a welcome presentation by the Municipal and Intercultural Mediation Project and Team; ▪ Social activities employing the non-formal education methodology of "design thinking"; ▪ Intercultural Municipal Mediation workshops; ▪ Experience sharing, at meetings between TCN, Roma and local native communities; ▪ Gastronomy, cinema, photography, 'gardens of the world' and 'celebrating diversity'-themed sessions to encourage sharing of cultural traditions and interests; ▪ Outdoor group excursions; ▪ Professional training on entering the labour market; ▪ Training sessions on accessing the most requested public services, and the right to do so [160].
RESULTS	▪ In 2019 alone, more than 1000 people living in Braga were involved in the project's activities; ▪ The introductory 'getting to know each other' activities successfully involved public and private entities from both the national and local spheres, specifically the entities that are most requested by TCN and Roma citizens: the Foreigners and Borders Office, legal entities, social security representatives, Municipality of Braga councillors, local public companies in areas such as housing, water supply, school groups, civil parish councils and so on; ▪ After handling the mediation of 16 community conflicts in 2019, the municipal and intercultural mediation team has received numerous other mediation and support requests from citizens who truly value its work [160].

Table 83. Municipal and Intercultural Mediators project – PORTUGAL

GROWING TOGETHER (PORTUGAL)

TYPE	Project
SUMMARY	This practice is part on an international project involving municipalities in Portugal (Odemira), Spain (Ajuntament de Lleida) and Italy (Comune di Follonica) that aims to contribute to **the integration of adult immigrants and their children into a dynamic, intercultural society** where they are actively involved in the educational process of their children [161]. The project focuses on non-formal education of migrant adults who have children attending local schools in the municipalities involved in the project, with a focus on increasing migrant parents' participation in schools and in the community. Funded by the KA2 Strategic Partnerships as part of the Erasmus+ Programme From 2016 to 2018 [162].
GEOGRAPHICAL AREA	Odemira (Portugal)
ORGANISATION	Câmara Municipal de Odemira (Odemira City Council)
TARGET GROUP	Migrant adults with children enrolled in local schools.
APPROACH	Integration
PRACTICES/ ACTIVITIES	Workshops topics: **1.** Language Lab – Developing vocabulary and language skills.

| | 2. Local Services – Empowering migrants to use available services and resources.
3. Interculturality – Developing understanding of interculturality and valuing diversity by sharing experiences and cultural habits.
4. School Support – Involving parents in schools and encouraging active participation as volunteers in school activities.
5. Reading and Leisure – Cultural activities with active participation of migrants sharing aspects of their own cultures.
6. Participation – Presenting life stories of migrant leaders at school; involving families in the neighbourhood and community life.
7. Citizens' Projects – Promoting active participation and effective integration of the migrant community in solving local problems and needs. Creation of projects to be carried out by participating migrants [162]. |

Table 84. Growing together – PORTUGAL

3.16. 🇸🇮 SLOVENIA

3.16.1.1. Context and policies

📄 **Strategy on Migration** (2019) [163]
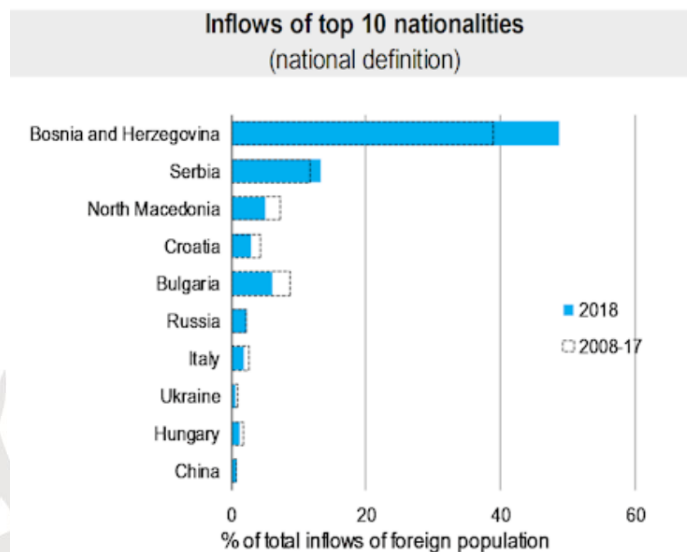
Figure 30. Percentage of inflows of foreign population [164]

3.16.1.2. *Practices and experiences*

PandPas (Pre and Post – Arrival Schemes) project

TYPE	Project
SUMMARY	The PandPAS project focused on post-arrival support for the **integration of persons in need of international protection and** aims at producing tools for the pre departure activities and pilot experiences for the inclusion and the active participation of migrants in the social within the hosting territories [165]. The project focused on refugees who had arrived in the 2015 - 2016 period, since they represented the most numerous - and by far the most vulnerable - migrant group in Slovenia. These individuals (mainly from Syria, Afghanistan, Iran, Iraq and Pakistan) were in need of as much assistance as possible. The project aimed to increase refugees' **empowerment**; capacity-build for host institutions and communities; improve **social cohesion and solidarity**; reduce xenophobia and radicalisation. A further expected impact was that the project would contribute to the **improvement of policies and practices** across Europe. Project funded by the AMIF programme. From 2017 to 2019 [166].
GEOGRAPHICAL AREA	Ljubljana and Maribor
ORGANISATION	Slovenian Migration Institute, Research Centre of the Slovenian Academy of Sciences and Arts
TARGET GROUP	Refugees, asylum seekers, local communities, researchers, cultural mediators
APPROACH	The project had its foundations in Italian, Croatian and Slovenian regions where big or medium migrant "hubs" are located. It adopted the Portuguese approach of "widespread welcoming and integration", and used learnings from the Cypriot experience in social entrepreneurship for the inclusion of third-country nationals [166]
PRACTICES/ ACTIVITIES	- A collection of **10 pre-tested good practices**; **Local Action Plans** through the active involvement of refugees and of all social and institutional actors. - A **social research** on the perception, the needs and the expectations of refugees and asylum seekers; - A **permanent forum** of local European communities engaged in promoting the inclusion of refugees and asylum seekers; - A **docu-video** for legal and conscious migration in Europe, based on the stories directly narrated by refugees and based on their experience [165].
RESULTS	The PandPAS project managed to mobilise local communities in Ljubljana and Maribor, and organised over 25 events with other actors in the field of asylum seeker and refugee inclusion. Through this, strong networks of solidarity were built, which are still in place today. Municipalities, schools, employment services, NGOs, music schools, libraries, sports associations and many

	other actors became better aware of and involved in the inclusion of migrants [166].

Table 85. PandPas (Pre and Post – Arrival Schemes) project - SLOVENIA

MINT PROJECT - SLOVENIA

TYPE	**Project**
SUMMARY	Through the Europe-wide MINT project, Slovene Philanthropy and other project partners worked to **empower refugee and migrant children** - who are particularly vulnerable to social exclusion - as well as European youth to engage in new integration activities (see 3.19.8 MINT). From 2019-2021 [167].
GEOGRAPHICAL AREA	Slovenia
ORGANISATION	Terre des hommes Hungary, Terre des hommes Romania, Ocalenie Foundation, Organization for Aid to Refugees, Slovene Philanthropy[14]
TARGET GROUP	Children and youth affected by migration; EU youth; Migrant host communities; Local and national authorities; NGOs and IOs; EU agencies.
APPROACH	Methodological framework
PRACTICES/ ACTIVITIES	**Mentoring**, **online language and cultural introduction courses**, and **child-led awareness raising and advocacy**, based on their own lived experiences and the huge benefits that migrants can bring to host societies. The **mentoring courses** involved a process with several steps: the recruiting of children and youth affected by migration; the recruitment and training of local volunteers; the matching of mentees with mentors; the organisation of regular individual meetings and group activities. Key output focuses included the creation of a **methodological framework** [168] for mentoring, complemented with child-led awareness raising and advocacy guidelines, child-friendly e-learning integration tools and national and international advocacy events supported by child-led video material.
RESULTS	▪ 2 cycles of **mentoring programmes** in two different cities, with 37 children and 35 volunteer mentors involved; ▪ Production of a short, child-friendly **documentary** explaining national cultural, social and historical background of Slovenia[15]. ▪ Implementation of **online and offline Slovene language courses**; ▪ **Child-led awareness raising and advocacy** activities including two events with local peers and teachers, and the production of two videos (1 and 2) on migrant children's integration experiences and challenges, the work of their mentors and the changes that need to take place to better facilitate their integration into society; ▪ A **national conference** wherein the MINT project, its results and messages from its participating children were presented

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[14] *https://www.filantropija.org/2021/02/15/aktivnosti-v-okviru-projekta-mint-januar-2021/*
[15] *https://youtu.be/ALIeYuhO3Rw*

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	(attendees included participants, representatives of different ministries, schools, NGOs, IOs and other interested parties). [167].

Table 86. MINT Project - SLOVENIA

FACES OF MIGRATION

TYPE	Radio broadcast
SUMMARY	From Monday 1 March to Saturday 10 April 2021, a series of radio game shows and talks on the topic of migration were broadcast on Radio Slovenia's First and Third programmes[16].
GEOGRAPHICAL AREA	Slovenia
ORGANISATION	Radio Slovenia
TARGET GROUP	General public
APPROACH	Radio campaign
PRACTICES/ ACTIVITIES	Broadcasts: ■ 1 March: Dr. Veronika Bajt on nationalism, patriotism, xenophobia and Islamophobia; ■ 8 March: Dr. Mirjam Milharčič Hladnik on the sociological aspects of migration; ■ 15 March: Dr. Urška Strle on the historical perspective of war in light of migration, especially after the Second World War; ■ 22 March: Suzana Tratnik on migration in search of identity, and concealment and disclosure of sexual orientation; ■ 29 March: Nataša Posel, long-time director of Amnesty International in Slovenia, on power relations in the world and responsibility in modern imperialism; ■ 29 March: Max Zimani on the balance of power in the world and responsibility in modern imperialism; ■ 5 April: Boštjan Videmšek on the refugee crisis in Europe and related hypocrisy.

Table 87. Faces on migration – SLOVENIA

MEDKULTURNOST (The Challenges of Intercultural Coexistence)

TYPE	Project
SUMMARY	The main goal of the project is to help develop the values of interculturalism and improve the professional competences of education managers and professionals for a more successful integration of immigrant children into the Slovenian educational system. As such, the project seeks to ensure that professionals working with immigrant children, teachers working on the project and professionals in educational institutions undergo appropriate training to facilitate their integration. Co-financed by the European Union under the European Social Fund and the Ministry of Education, Science and Sport of the Republic of Slovenia From 2016 to 2021 [169].

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[16] *https://www.rtvslo.si/rtv/za-medije/sporocila-za-javnost/obrazi-migracij/570656*

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GEOGRAPHICAL AREA	Ljubljana
ORGANISATION	ISA institute, Osnovna Sola Koper
TARGET GROUP	▪ Immigrant children, students, parents and families. ▪ All levels of staff in the Slovenian school system (kindergarten employees, school staff). ▪ Non-immigrant children, students, parents and families. ▪ Local communities. ▪ General public. ▪ NGOs. ▪ Experts and decision-makers.
APPROACH	Training
PRACTICES/ ACTIVITIES	▪ Implementation of **training sessions for teachers and other school staff**. Special focus is given to the training of 15 teachers who work fulltime in the network of 90 schools and kindergartens and perform the SIMS Programme 'Facing the Challenges of Intercultural Coexistence' which is available in English and Slovene. ▪ Conducting different **activities with immigrant children and their families** and working with teachers and school staff to ensure proper support to immigrant children and their families [169].
RESULTS	▪ At least 6,000 professionals will be involved in trainings during the project. ▪ At least 4,500 immigrant children will be involved in activities during the project. ▪ 15 teachers (e.g. multipliers) will be carrying out the project activities. ▪ Preparation of the Preposition of the Programme for successful integration of immigrant children into the Slovene educational system at preschool, primary and secondary school levels. ▪ Two interdepartmental consultations (events for 100+ participants). ▪ A final conference. ▪ An interactive website: www.medkulturnost.si ▪ A report about the results and the project evaluation [169].

Table 88. MEDKULTURNOST - SLOVENIA

LE Z DRUGIMI SMO (ONLY (WITH) OTHERS ARE WE)

TYPE	**Project**
SUMMARY	'Only (with) others are we' (Le z drugimi smo) offers free training seminars for education professionals on topics related to tolerance and diversity in the educational context. The aim of the project is to **strengthen teachers and education professionals' social and civic competences with respect to integration, diversity, tolerance and other** importance elements of building an inclusive educational environment [170] [171]. From 2016 to 2021.

GEOGRAPHICAL AREA	Slovenia
ORGANISATION	Slovenian Migration Institute (ZRC SAZU) and the Educational Research Institute
TARGET GROUP	Teachers and education professionals
APPROACH	Training
PRACTICES/ ACTIVITIES	The project offers five different seminars. Each seminar is a 16-hour programme, divided into 7 or 8 thematic sections (lectures or workshops). Expert teams travel across Slovenia to conduct the seminars, which are organised for groups at the local, regional and national levels: ▪ National training at the ZRC SAZU (Scientific Research Centre of the Slovenian Academy of Sciences and Arts), held twice a year ▪ Regional training at various educational establishments, held at least once a year in each of the 12 statistical regions of Slovenia ▪ Local level training for teaching staff at preschools, primary schools and secondary schools across Slovenia. The seminar topics are: ▪ **Living diversity: immigrant inclusion, Slovene language and multicultural dialogue -** Promotion of previous projects, good practices; system support and individual programme; Slovene language as a second language; inclusive education; stereotypes and prejudices; intercultural dialogue; intercultural education (intercultural integration model); personal experience of an immigrant. ▪ **Zero tolerance for violence: challenges and issues -** Inconsistencies of zero tolerance; hate speech and freedom of expression; violence in the media; structural violence; legal aspects of violence in education and family; domestic violence; socialisation of aggression and peer violence. ▪ **Respectful communication and conflict management -** Respectful communication in education; managing collaborative interaction in class; impact of conflict on individual development and interpersonal relations; strategies for resolving conflict; classroom climate and school culture; creating an inclusive learning environment; partnership with families; cooperation with the local community. ▪ **The challenges of modern society and school -** Human rights and cultural differences; equal opportunities in education; solidarity and volunteering; children and youth as active citizens; social inclusion and healthy lifestyle; mental health of children and youth; managing stress and mental distress in education practice; identification and prevention of internet addiction ▪ **Intercultural relations and integration-** Basic migration concepts; Slovenes as emigrants and minorities; women and children in migration; policies of inclusion and exclusion; interculturalism; minorities; presentations from representatives of the Hungarian/Italian minority groups; diversity in respect and cooperation [171].

RESULTS	The project has trained more than 6,200 expert workers and leaders in the field of education with the aim of training 10,000 professionals in the education field by September 2021 [171].

Table 89. Only (with) others are we - SLOVENIA

Inter-Kul-Tur-Istra

TYPE	**Project**

SUMMARY	The project Inter-Kul-Tur-Istra strives to valorise the multiethnic cultural heritage of the Slovenian Istra territory.
	 The objectives of *Inter-Kul-Tur-Istra* are to:
	 ▪ enhance the employability of participants in the field of culture and their integration into the society through the valorisation of multiethnic cultural heritage, creativity and identity. Participants are therefore trained to develop:
	    ○ key competences for the cultural sector: multimedia, project management, new media communication, teamwork, etc.;
	    ○ a sustainable cultural and creative tourism, which highlights and preserves the diversity of the area, and the dialogue between cultures as a positive element;
	 ▪ raise awareness on the multicultural identity of the Slovenian Istria, as well as its heterogeneous cultural heritage.
	 Co-funded by the European union through the European Social Fund (www.eu-skladi.si) and by the Republic of Slovenia
	 From 2016 to 2017 [172] [173]

GEOGRAPHICAL AREA	Istria region (Ankaran, Izola, Piran and Koper Municipality)
ORGANISATION	Kulturno izobraževalno društvo PiNA, Association for Culture and Education PiNA, several ethnic minority associations,
TARGET GROUP	General
APPROACH	Awareness raising activities
PRACTICES/ ACTIVITIES	The **Training is** designed in collaboration with the Tourist Association Portorož, which grants licenses for tourist guides, to allow participants to easily obtain the required license, if needed. It consists of 136 hours of practical lectures and 12 hours of workshops dedicated to managerial, technical and administrative skills: ▪ During practical lectures, participants will get to learn about existing tourist facilities, study the untapped potential of a multicultural Slovenian Istria and present new touristic products in order to redefine the tourism landscape of Slovenian Istria. ▪ Workshops are substantially in line with the programme of the National Vocational Qualifications and cover camera, images and audio edition, image and sound installation, tourist animation, etc [144].
RESULTS	A **multilingual tour guide** and a **product catalogue** produced in 2017 and in the final phase of the training implementation, presented to travel agencies which will be encouraged to develop appropriate packages for tourists. Some stakeholders in the tourism sector have shown the willingness to engage with qualified participants after the end of the training to cover the Balkan tourist market (from former Yugoslavia) and Italy.

| | A cross-border extension of the project is also envisaged with Croatia and Italy [144]. |

Table 90. Inter-Kul-Tur-Istra- SLOVENIA

3.17. 🇪🇸 SPAIN

3.17.1. Migration

3.17.1.1. Context and policies

📄 **Strategic Plan for Citizenship and Integration** 2011-2014[17].
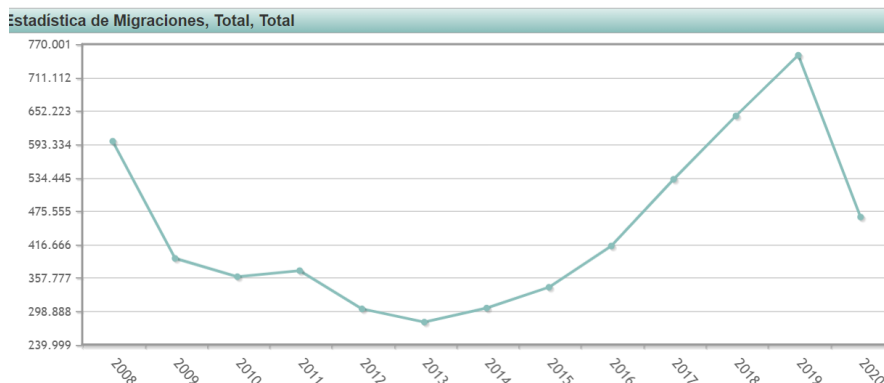
Figure 31. Immigration flow from abroad per year [174]

3.17.1.2. Migration practices and experiences

MUNICIPAL EDUCATIONAL PROGRAMS. MALAGA CITY COUNCIL

TYPE	Programme [175]
SUMMARY	The Municipal Education Programmes of the Education Area are a set of activities and educational proposals that the Malaga City Council offers to the city's schools (Infant, Primary, Secondary and Permanent Education Centres) as complementary activities that provide the teachers with a set of didactic proposals to work with the students. This municipal offer is developed throughout the course.
GEOGRAPHICAL AREA	Málaga, Spain
ORGANISATION	Malaga city Council
TARGET GROUP	Children and Youth
APPROACH:	Specific activities to be carried out jointly with schools.
PRACTICES/ ACTIVITIES	Among the educational activities included in the programme, two of them can be mentioned: ▪ **Route of three culture**

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[17] *This plan has been updated until 2019 and new plan is currently being worked on. In order to carry out their integration policies, almost all the Autonomous Communities have "integration plans" or migration "management plans" which are management plans for migration, updated every two or four years, with varying frequency.*

	About 300 students between 8 and 12 years old participate in this activity in which the objective is to live a journey through the history of Malaga through the coexistence of Muslim, Jewish and Christian cultures, a model that worked for many years until the fifteenth century, giving rise to a completely new era. From the idea of showing the roots of our city, with a tremendous illusion, we have managed to make a cultural visit without precedent in Malaga, where culture, education, entertainment and humour are combined.
	▪ **Workshops on equality and diversity**
	The general objective of these workshops is to promote mutual respect, inclusion, tolerance and communication among school children by working on education in equality and acceptance of diversity.
	▪ **Educate on the respect** - 2019/2020
	This activity has two fundamental axes:
	1. emotions and
	2. conflict management.
	In addition, as main objectives:
	1. To work on the prevention of racist and xenophobic behaviour.
	2. To encourage coexistence and promote the resolution of conflicts through dialogue, understanding and protagonism of people.

Table 91. Municipal educational programs. Malaga city council – SPAIN

ANDALUCINE JUVENIL- CEAR

TYPE	Activity [176]
SUMMARY	ANDALUCINE JUVENIL CEAR is a youth film festival that was born with the idea of raising awareness among the young Andalusian population about the reality of migration, diversity and other social issues. The general objective is to raise awareness among minors, adolescents and young people in our Autonomous Community about migration, diversity, gender equality and social inclusion.
GEOGRAPHICAL AREA	Malaga, Spain
ORGANISATION	CEAR[18], UNAOC[19]
TARGET GROUP	Children, teenagers and young people (9-25years)
APPROACH:	Encourage creativity, reflection and empathy by addressing diversity.
PRACTICES/ ACTIVITIES	Mini-videos of less than 5 minutes made with the mobile phone, with the idea of creating a product that can be reproduced many times, for example, through a YouTube channel, Vimeo ... and so will the multiplier effect on the young community in different countries.

Table 92. Andalucine Juvenil - CEAR – SPAIN

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[18] *Spanish Refugee Aid Commission*
[19] *United Nations Alliance of Civilizations*

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IMMIGRATION PLAN OF THE COMMUNITY OF MADRID 2019-2021

TYPE	**Plan** [177] [178]
SUMMARY	The main objective of the Immigration Plan of the Community of Madrid 2019-2021 is to ensure that foreigners no longer require extraordinary support and can develop in society under conditions of full equality and is part of the Social Inclusion Strategy of the Community of Madrid 2016-2021, which proposes transversal and coordinated social policies to take advantage of resources and achieve social cohesion.
GEOGRAPHICAL AREA	Community of Madrid, Spain
ORGANISATION	Social policy and family counselling and led by the Directorate General for Social Services and Social Integration. Community of Madrid.
TARGET GROUP	Population of foreign origin resident in the Community of Madrid.
APPROACH	Definition of policies and measures
PRACTICES/ ACTIVITIES	The Plan is composed of 5 axes and 78 measures. **Axis 1: Social inclusion policies** 1.1 Measures for the reception of the immigrant population 1.2 Measures to improve knowledge of the Spanish language and society 1.3 Measures to improve knowledge of and access to public services **Axis 2: Labour inclusion policies** 2.1 Measures to improve access to the labour market 2.2 Measures to improve the educational trajectory **Axis 3: Policies to promote convergence** 3.1 Measures targeting young people of immigrant origin. 3.2 Measures for unaccompanied foreign minors 3.3 Measures for immigrant women 3.4 Civic integration and participation policies **Axis 4: A coordinated, flexible administration committed to integration** **Axis 5: Coexistence and the fight against racism, xenophobia and other forms of intolerance** The plan establishes education as a key factor in addressing the **identity formation of young children of immigrants** in order to achieve their integration. More specifically, within axis 3 we find the following measure: *Promote the formation of support groups for young immigrants who find situations of conflict in the shaping of their identity, in the that two cultures converge, the one of origin and the one of reception.*

Table 93. Immigration plan of the Community of Madrid 2019-2021 – SPAIN

ACTION PROGRAMME OF THE BASQUE GOVERNMENT TO PROMOTE COEXISTENCE WITH THE ISLAMIC COMMUNITY

TYPE	**Programme** [179]
SUMMARY	A framework document that integrates the Basque Government's sectoral policies on international terrorism into a single unit of meaning. The aim of this document is to help guide the Basque

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	Government's Programme of Action to promote coexistence with the Basque Islamic community, to harmonise and optimise the set of public policies that have already been developed or that are considered necessary to be implemented in the future. Although the Basque Government is aware of the complexity in the detection and at the same time in the speed of the radicalization process both of young recently emigrated people and of the children of emigrants born and educated in our country, the objective of this document, in brief, is to harmonize the initiatives and projects that are developed in the areas of prevention, response and integration in a channel of shared bases and objectives.
GEOGRAPHICAL AREA	Basque Country.
ORGANISATION	Basque Country Government. 2018
TARGET GROUP	Diverse
APPROACH	Work framework. Training and education. Preventive measures.
PRACTICES/ ACTIVITIES	The programme is structured in **four axes** of intervention: 1. Social cohesion and intercultural and interreligious integration in the Basque Country; 2. Security and preventive and responsive police action; 3. Socio-educational prevention of violent radicalisation; 4. Internal and international political positioning. Within the <u>third axis</u>, we can find a **training program** for both young people and adults on interreligious and intercultural coexistence and prevention of violent radicalization under the pretext of religion, or of a xenophobic, Islamophobic, racist, or any other nature. It is a training especially designed for educational trainers, civil servants and people with educational responsibilities in the different religious denominations. In relation to education, it refers to the Plan for Educational Assistance to Immigrant Students in the Framework of the Inclusive and Intercultural School 2016-2020

Table 94. Action programme of the Basque government to promote coexistence with the Islamic community - SPAIN

INTERCULTURAL COMMUNITY INTERVENTION PROJECT (ICI)

TYPE	**Project** [112]
SUMMARY	The ICI project is implemented in 36 territories of high cultural variety in Spain and addresses the ethno-cultural diversity of the local community, as well as that brought by foreign immigration, in order to promote interaction, coexistence and social cohesion. The action, initiated in 17 territories in 2010 and extended to 36 in 2014, is deployed through 3 axes: education, health and citizen relations, prioritising work with children, youth and families.
GEOGRAPHICAL AREA	Spain
ORGANISATION	Fundación la Caixa
TARGET GROUP	Neighbours of the 36 territories, which are characterised by their great cultural diversity.
APPROACH	Framework for collaborative relationships
PRACTICES/ ACTIVITIES	Anti-discrimination and prejudice prevention strategies, open summer schools, global citizen actions that promote spaces for

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interaction and coexistence, and initiatives for inter-religious dialogue between people of different faiths.

Table 95. Intercultural Community Intervention Project (ICI) - SPAIN

ENTABAN

TYPE	**Programme**
SUMMARY	Social inclusion programme based on individualised insertion itineraries for immigrants. With each of the people who are part of the ENTABAN programme, activities aimed at job orientation, training and business prospecting are carried out. On the one hand, individual interviews are carried out where the person sets out their objectives, priorities, skills and qualities so that, with the necessary support, an individualised itinerary can be created [180].
GEOGRAPHICAL AREA	Madrid, Ceuta, Huesca, Tenerife, Fraga, Zaragoza, Córdoba, Algeciras
ORGANISATION	Fundación Cruz Blanca
TARGET GROUP	Persons of non-EU origin
APPROACH	Assistance
PRACTICES/ ACTIVITIES	Individual actions, Pre-employment workshops, Training actions.

Table 96. ENTABAN – SPAIN

DIGITAL LITERACY FOR IMMIGRANTS

TYPE	**Project**
SUMMARY	The project aims to improve **coexistence, social cohesion and community participation of migrants and citizens** in general through the use of information and communication technologies. Networking is also carried out with associations, non-profit organisations and town councils that develop ICT training, offering advice and methodological support to facilitate the appropriate implementation, state meetings to share experiences and continuous training for citizens and for the people who are the facilitators as ICT trainers, taking into account cultural diversity [181].
GEOGRAPHICAL AREA	Andalusia, Aragon, Catalonia, Castile and Leon, Valencia, La Rioja, Madrid and Navarra
ORGANISATION	Red Conecta
TARGET GROUP	Immigrants
APPROACH	Training
PRACTICES/ ACTIVITIES	Language training, digital literacy, multiculturalism and ICTs, internet safety, among others.

Table 97. Digital Literacy for Immigrants. – SPAIN

WITH A VOICE OF THEIR OWN: INTERCULTURALITY AND GENDER IN PRIMARY PRIMARY SCHOOLS

TYPE	**Project**
SUMMARY	This is a project of continuity in the field of interculturality and gender equality, which addresses both as an objective and in its

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	methodology the increase of the intercultural and co-educational approach of extracurricular nature in educational centres in Andalusia and Extremadura [181].
GEOGRAPHICAL AREA	Andalusia and Extremadura
ORGANISATION	Red Conecta
TARGET GROUP	Teachers, childrens, …
APPROACH	Training and interventions
PRACTICES/ ACTIVITIES	▪ **Teacher training.** Workshops for 20 teachers on the intercultural and coeducational approach. intercultural and co-educational approach. The workshops lasted approximately of approximately 10-12 hours. ▪ **Pedagogical interventions with pupils**. We conceive play as a tool with which tool with which children learn about other cultures and experience the richness of cultural diversity. the richness of cultural diversity. For this reason, our intervention is developed through Games of the World, a series of intercultural and co-educational dynamics and games developed in the and co-educational games developed in the recreational time with students from at least 10 schools. ▪ **Trainings with AMPAS and Mothers' and Fathers' Schools**. Workshops aimed at 10 AMPAS and/or Mothers' and Fathers' Schools on the intercultural and co-educational approach [181]..

Table 98. With a voice of their own: interculturality and gender in primary schools – SPAIN

CAMBALACHE

TYPE	Project
SUMMARY	This is a continuity project that was born in 2006, with a long experience of work. The project proposes **interventions aimed at providing personal autonomy to students of foreign origin, providing the necessary support to educational agents in the management of diversity and to families of foreign origin** for the participation and involvement in the learning process of their children, as well as favouring the construction of an intercultural society. The work proposed is carried out both in and out of school [181].
GEOGRAPHICAL AREA	Cadiz, Jerez de la Frontera, Cordoba, Huelva, Granada Jaen, Malaga, Melilla, Seville
ORGANISATION	Federación Andalucía Acoge
TARGET GROUP	Children and young people of different nationalities, ethnicities, socio-economic situations, etc. at risk of social exclusion. Immigrant families with children of school age.
APPROACH	Integration and inclusion
PRACTICES/ ACTIVITIES	The project is structured along the following lines of action: ▪ Central action aimed at young people and children of diverse socio-cultural origins, in which interventions are developed aimed at: educational reinforcement, promotion of inclusive citizenship, specific schooling difficulties, truancy, integration process, regrouping processes, support in the management of migratory mourning, etc.

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<table>
<tr><td></td><td>■ Complementary actions aimed at educational agents and families: Teaching materials, advice, methodological tools, as well as enabling channels of communication and approach to families are offered.
■ With regard to actions aimed at families: Interventions are developed aimed at: Encouraging the participation and involvement of migrant families in the education system, addressing the educational system, tackling difficulties in relation to schooling, preventive actions, etc. Preventive actions, etc [181].</td></tr>
</table>

Table 99. CAMBALACHE – SPAIN

CACE PROJECT: SOCIO-EDUCATIONAL CARE AND COMPENSATION FOR CHILDREN OF MIGRANTS

TYPE	Project
SUMMARY	The CACE project is a comprehensive project aimed at young people and children of the second generation with the objective of: **1.** Socio-educational compensation. **2.** Detect family, personal and social situations that involve a socio-educational disadvantage of young people, adolescents and children. **3.** 3.To develop a coordinated action with socio-educational entities. To raise awareness and promote a culture of education in values [181].
GEOGRAPHICAL AREA	Castilla la Mancha, Castilla y León and Community of Madrid
ORGANISATION	Federación de Centros Juveniles Valdoco
TARGET GROUP	Young people and children of the second generation
APPROACH	Educational
PRACTICES/ ACTIVITIES	School reinforcement, social skills activities, study skills workshops, personalised monitoring of cases, family school, Spanish classes for foreigners, health education activities, sports, artistic activities, activities with wide appeal, cultural outings and urban camps, among others [181].

Table 100. CACE Project: Socio-educational care and compensation for children of migrants – SPAIN

3.17.2. Prevention

3.17.2.1. Prevent strategies

🖹 **National Security Strategy** (2017-2021) [182]

🖹 **National Strategic Plan against Violent Radicalisation** (Plan estratégico nacional de lucha contra la radicalización violenta (PEN - LRCV) (2015) [183]

🖹 **National anti-terrorism strategy** (Estrategia Nacional contra el terrorismo) (2019) [184]

3.17.2.2. Practices and experiences

<div style="text-align:center">

FIRST CROSS-CUTTING PLAN FOR THE CONVIVIALITY AND PREVENTION OF VIOLENT RADICALISATION IN THE CITY OF MALAGA 2017-2020

</div>

TYPE	**Plan** [23]
SUMMARY	Following the *National Strategy Plan against Violent Radicalisation* (PEN-LCRV) Malaga City Council has been a pioneer in defining a plan for the prevention of violent radicalization. The plan has **two main objectives**. **1.** To promote interculturality and respect for the differences and beliefs. **2.** To prevent radicalisation and violent extremism in the city of Malaga In this sense, it is a complete plan structured in **9 strategic axes** with **245 actions and concrete measures** to be carried out. An important section of the plan itself is focused on training. In this sense, it defines the need to: "i*mprove training in the prevention of radicalisation, interculturality and management of the different people who are in direct contact with groups especially vulnerable to this issue".*
GEOGRAPHICAL AREA	Málaga, Spain
ORGANISATION	Malaga City Council (in collaboration with the Centre of Intelligence against Terrorism and Organized Crime (CITCO) of the Ministry of the Interior and the University of Málaga).
TARGET GROUP	All
APPROACH	Performances at three levels: Family level, individual level and group level. Multi-area and multi-agency.
PRACTICES/ ACTIVITIES	Each axis is structured as follows: **1)** presentation of the axis **2)** strategic lines of action **3)** objectives **4)** measures to be developed **5)** evaluation indicators. The whole plan is focused on the detection of radicalization from the different axes, in some cases with special emphasis on immigration. **AXIS 1** Prevention and intervention **AXIS 2** Institutional action and cooperation **AXIS 3** Awareness and training **AXIS 4** Gender equality and promotion of Muslim women in the social, cultural, health and productive spheres **AXIS 5** Social and intercultural mediation **AXIS 6** Management of conviviality, religious, diversity and multiculturalism **AXIS 7** Education and development of attitudes and skills in children and youths **AXIS 8** Strategic communication: Internet and social networking **AXIS 9** Research and analysis As it is a plan of transverse coexistence, many of the objectives are focused on the groups of immigrants, in this respect the inclusion besides defining measures for those people in risk of radicalization.

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3.17.2.3. Other activities of interest

SOMOS MÁS. 2017

This campaign is supported by the Ministry of Justice, the Ministry of the Interior (through CITCO and the Secretariat of State for Security), the Ministry of Education, Culture and Sport, the Ministry of Employment and Social Security, AWARE, the FeSP-UGT Intercultural Classroom, Google (Youtube Creators for Change initiative) and the NGO Youth and Development.

Among its objectives is to encourage, through the workshops and activities of tolerance and respect in order to provide a context conducive to the prevention of the emergence of hate speech or other phenomena capable of damaging the social fabric in the youngest strata of society (young people between 14 and 20 years of age).

The direct involvement of teachers in this initiative is key to promoting the dissemination of preventive material to the target group most sensitive to the problems. There are some of the teaching materials available to teachers interested in bringing the dialogue on the issue into their classrooms [185].

Master plan for educational centres. Valencian Community. 2017-2018

This master plan incorporates the fight against radicalization and jihadism in the talks given by the State Security Forces in the schools [186]**.**

> *"Prevention and the education of our students in values such as freedom, tolerance and respect for all types of beliefs is a key factor in fighting the barbarity of jihadist terrorism. Education and unity are our best weapons and we will promote them,"*
>
> *Government Delegate in the Valencian Community, Juan Carlos Moragues*

Violent radicalization and terrorism: Security challenges. CIFAL[20] - UNITAR. 2018

In July 2018, CIFAL Málaga organised a course on the security challenges faced by violent radicalisation and terrorism.

The objective of this course is to **analyse, from a multidisciplinary perspective, the endogenous and exogenous causes that fuel the violent radicalization that leads to terrorism**, as well as the political-normative strategies of a preventive and repressive nature adopted in a threefold area: the international (UN), the European geographical area (Council of Europe and the European Union), and the Spanish internal level, contrasting the different initiatives and existing plans with the praxis, in order to assess their effectiveness and the possibility of improvement, as well as to deepen their consequences and effects.

Content:

- International cooperation in the fight against violent radicalization and terrorism.

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[20] *International Training Centre for Authorities and Leaders*

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- The European response to the phenomenon of violent radicalization and terrorism.

- National and local dimension in the fight against violent radicalization and terrorism [187].

Workshop on preventing and countering violent extremism. CIFAL – UNITAR. 2019

The CIFAL Malaga in collaboration with the Intelligence Center for Counter-Terrorism and Organized Crime (CITCO) hosted a workshop on "Preventing and countering violent extremism" for officials from the Provincial Police in Navarra, Spain.

This workshop served as a platform to analyse *the Plan of Action to Prevent Violent Extremism* in Navarra, including the study of symbols and characteristics of Islamic extremism, prevention of radicalization from a psychosocial perspective, and extremist / jihadist communication on the internet [188].

3.18. 🇬🇧 UK

3.18.1.   Migration

3.18.1.1. Context and policies

📄 British "Temporary Integration" approach

Foreign-born population in the UK by place of birth, 2004-2019

Source: ONS Population by Country of Birth and Nationality, Table 1.1.
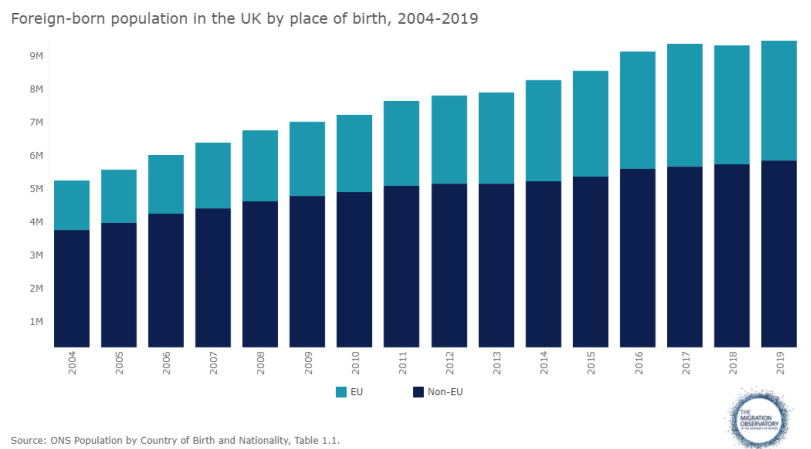
Figure 32. Foreign-born population in the UK by place of birth. 2004-2019

3.18.2.   Prevention

3.18.2.1. Prevent strategies

📄 **Counter-terrorism strategy (CONTEST) 2018** [189]

Since 2003, the United Kingdom has had a strategy known as CONTEST, aimed at combating international terrorism. The strategy is divided into four main lines: **(1) Prevent**, which set out the framework for counter-radicalisation and everything that comes before engaging in terrorist activity; **(2) Pursue**, which detailed strategies to prevent and eliminate direct threats of terrorist attacks; **(3) Protect**, which dealt more

specifically with border control, transport systems and, in general, all critical infrastructure; **(4) Prepare**, which aimed to strengthen the resilience of the UK and its population to possible terrorist attacks.

- 📄 **Prevent Duty Guidance** [190]

- 📄 **Channel Duty Guidance.** Protecting vulnerable people from being drawn into terrorism. Statutory guidance for Channel panel members and partners of local panels [191]

3.18.2.2. Practices and experiences

HOME OFFICE E-LEARNING PACKAGE (PREVENT STRATEGY)

TYPE	Training
SUMMARY	In order to assist implementation of the duty in section 26 of the Counter-Terrorism and Security Act 2015, a Government e-Learning package has been designed. It offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. The training addresses all forms of terrorism and non-violent extremism, including far-right and Islamist extremism threatening the UK [192].
GEOGRAPHICAL AREA	UK
ORGANISATION	HM Government. UK. 2015.
TARGET GROUP	Vulnerable people[21] from being radicalised to supporting terrorism or becoming terrorists themselves. School leaders.
APPROACH	Training. Interactive.
PRACTICES/ ACTIVITIES	E-learning training for a wide range of organisation: teachers, local authorities, community-based groups, youth workers, … The e-learning resource takes approximately 45 minutes to complete and involves an interactive mix of video and screen-based exercises.
Link	https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

Table 102. Home office e-learning package – UK

METACARDS

TYPE	Training programme
SUMMARY	Matrix cards have been specifically developed to help practitioners fully engage and explore key issues with young people around the "Prevent programme" [193].
GEOGRAPHICAL AREA	Oldhan area, Greater Manchester, England
ORGANISATION	Positive steps [194]

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[21] *One of the factors that can contribute to vulnerability included in the Prevent Duty Guidance is the identity confusion.*

TARGET GROUP	Young people and adults.
APPROACH	MetaCards are a set of pictorial cards founded on Neuro-Linguistic principles. Trainings with cards are done in schools, colleges and with local authority staff, including youth workers. The cards help us explore the beliefs, values and intentions, create new meanings and develop new narratives
PRACTICES/ ACTIVITIES	There are 17 cards designed to engage young people in dialogue about themselves, their community and the world. The cards use Islamic imagery to enable young people to discuss their own beliefs and values. This can help them to share the different meanings relevant to their lives [195].
FUNDED	Leonardo da Vinci Transfer of Innovation Fund
ADDITIONAL INFO	Right-wing and religious. Including religious beliefs, their ethnic and cultural identity and political beliefs, as well as young people who have been referred with concerns from schools and communities about extremism and radicalisation.

Table 103. Metacards - UK

DELTA

TYPE	**Exercise**
SUMMARY	Delta is a community multi-media exercise developed by Somali community groups for the Somali community in the United Kingdom. Delta follows Saeed, a young Somali boy who grows up in a Western society and is faced with the dilemmas of a diaspora society trying to come to terms with integration and inclusion, whilst retaining their cultural values. The exercise allows members of the Somalia diaspora to discuss the issues faced by Saeed and come up with practical solutions that can support other young people to build personal resilience against extremist ideology. The exercise also highlights the positive contribution already made by the Somali community in the UK [196].
GEOGRAPHICAL AREA	Across England Wales
ORGANISATION	UK National Counter Terrorism Policing HQ (NCTPHQ) (Formerly ACPO(TAM), strategic coordinating and liaison body of the UK police response to Prevent across all 43 police force). Since 2012 developed by ACPO(TAM)/NCTPHQ in partnership with UK Somali communities.
TARGET GROUP	Local Community Organisations/NGOs General public Youth/pupils/students
APPROACH	Community engagement/empowerment
PRACTICES/ ACTIVITIES	Training modules, DVD and linked workbooks.

Table 104. DELTA- UK

MUSLIMAH MATTERS	
TYPE	**Practice**
SUMMARY	The purpose of the workshops is to increase knowledge levels around the issues of vulnerability, foster a positive notion of **personal identity**, promote community involvement and good citizenship and establish self-sustaining women networks. The principles of the model involve the identification of a 'matriarch' figure that promotes involvement and encourages the creation of women networks. [197] [198].
GEOGRAPHICAL AREA	United Kingdom
ORGANISATION	Ealing Council, London Borough of Ealing. 2011
TARGET GROUP	Local Community Organisations/NGOs Women networked through their connection with Mosques and other faith institutions that may have informal roles in the institution or wider community.
APPROACH	Community engagement/empowerment
PRACTICES/ ACTIVITIES	Workshops focussing on the 'factors for vulnerability'.
FUNDED	EPAREX project 2011-14

Table 105. Muslimah matters – UK

3.18.2.3. Other activities of interest

The GOT Project (Getting On Together). Wales.

The main objectives of the GOT Project are:

1. To counter intolerance and extremism through independent and critical thinking.

2. To facilitate knowledge and understanding of the non-violent message of the Islamic faith.

3. To reduce prejudice and discrimination between all cultures, faiths and creeds.

4. To promote integrated and cohesive communities.

To do this, it has four different programs: **GOT Schools and Colleges** (11-19-year-old), **GOT Community**, GOT Youth & Community, and GOT 'Understanding Islam' [199].

Cypher 7 A.D 2012-2014

The goal of this initiative was to deliver counter communication among communities and youngsters through creative online content in which Islam can be understood as a force for positive personal, social and political change.

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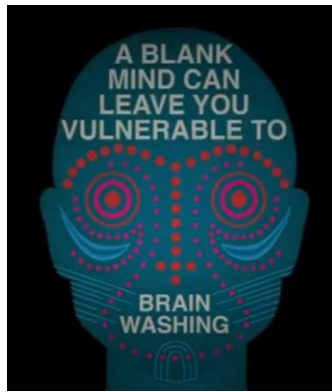
Figure 33. Cypher 7 A.D Poster Movie

The Unity Initiative. 2016

The Unity Initiative (TUI) was a specialist Interventions Consultancy with the primary aim of **dismantling reactionary absolutism, tackling violent extremism and promoting pluralism** through the use of a pioneering, legitimate and unique methodology which combines sanctioned counter-narratives, behavioural and linguistic sciences as well as providing supportive mechanisms to vulnerable individuals and communities. The Unity Initiative worked closely with London Probation Services, Prison Services and Home Office (OSCT).

Approach focused on exit strategies and training for first line practitioners with a wide target audience including prison/probation/judicial, practitioners, violent extremists and youth/pupils/students [200].

3.19. TRANS-EUROPEAN PRACTICIES FROM EUROPEAN PROJECTS

3.19.1. BOUNCE

BOUNCE – Preventing Violent Radicalisation in an early stage	
TYPE	**Package/ tools**
SUMMARY	BOUNCE is a methodological toolbox for resilience aims to train professionals from 10 pilot local authorities to use a methodological toolbox to strengthen resilience among young people and prevent them from falling into a radicalisation process.
GEOGRAPHICAL AREA	Belgium: Liège & Leuven / Germany: Augsburg & Düsseldorf France: Bordeaux & Montreuil / The Netherlands: Amsterdam & Groningen / Sweden: Malmö & Landskrona
ORGANISATION	Radar and Arktos
TARGET GROUP	Youngster
APPROACH	Broad scale on a local level
PRACTICES/ ACTIVITIES	Training and awareness-raising tools base on scientific research elaborating on different ways to enhance the resilience of youngsters against violent radicalisation. Three-day training session. Three
FOUNDED	ISF-P
ADDITIONAL INFORMATION	https://www.bounce-resilience-tools.eu/

Table 106. BOUNCE Project

3.19.2. CITIZENS AGORA

CITIZENS AGORA	
TYPE	**Tool**
SUMMARY	PRACTICIES is an EU-funded project in which more than 20 project partners are engaged in prevention and de-radicalization in European cities. It aims to better understand radicalization processes of individuals and societal conditions of anti-democratic extremism and to develop, test and evaluate measures against them. The close exchange between project partners from over 10 countries is also intended to improve international cooperation and test good practices for their applicability in different cities.

Citizens' Agora is one part of the whole project. The activities carried out in Nice, Salzburg, Toulouse and Tunisia as early prevention activities foster inclusive citizenship and realize in a more or less creative way what we called "Citizens Agora" – thus a place where opinions can be expressed and exchanged and where dialogue takes place. 10 different activities in Austria, France and Tunisia were evaluated – all of them took place on |

	the local level and were organized by institutions that participate in the project PRACTICIES

The idea of Citizens Agora in the project PRACTICIES is to install and use public social spaces for inclusive citizenship participation and citizenship education in order to prevent anti-democratic extremism and violent radicalization at an early stage [201] [202]. |
| **GEOGRAPHICAL AREA** | France (Nice, Toulouse), Austria (Salzburg), Tunisia among others |
| **ORGANISATION** | Academic institutions and city administrations or social workers. PRACTICIES project participants. |
| **TARGET GROUP** | Young people, immigrants or other
Employees in the field of social or youth work, teachers, NGOs, policy makers, associations of all kinds, politicians and an interested public. |
| **APPROACH** | Democratic dialogue, participation and inclusive citizenship.
Research (evaluation of early prevention measures against violent radicalisation) and transfer (handbook) |
| **PRACTICES/ ACTIVITIES** | Activities divided into 4 modules [201]:
Module 1: exchange of views and perspectives between different groups (possible interventions: city-dialogue, inter-generational and intercultural city walks, socio-spatial community and youth work or other).
Module 2: making visible the needs and opinions of young people (possible interventions: public speech: speaker's corner, poetry slam or other). Public space is offered to express one's opinions on different issues and/or to work in alternative settings in order to make expression easier and to overcome hurdles for participation.
Module 3: Inclusion and participation of young people in local decisions (possible interventions: training/workshops for youth participation and participation of other target groups; youth parliaments, round tables with politicians etc.).
Module 4: joint action with social and educational structures. It is about building relationships with schools and cultural centres to improve the impact of these actions by training teachers and intervening with families in schools. |
| **FUNDED** | PRACTICIES project - H2020-SEC-06-FCT-2016 |
| **ADDITIONAL INFOMMATION** | https://practicies.org/home-en-gb/ |

Table 107. Citizens AGORA – Practicies Project

3.19.3.   Newscraft

NEWSCRAFT

TYPE	**Tool – Serious game**
SUMMARY	Young people play the role of journalists in understanding how information is produced in the media according to their editorial line and what they are trying to convey and sell.
Through the PRACTICIES project it was identified that educating young people in media literacy and critical thinking is key to

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	building their resistance against radical and violent discourses [202] [203].
GEOGRAPHICAL AREA	Europe
ORGANISATION	PRACTICIES project participants.
TARGET GROUP	Young people (ages 14 -20)
APPROACH	Pedagogical kit. Educational content.
PRACTICES/ ACTIVITIES	Game. 20-30 minutes of gameplay (for one round of play)
FUNDED	PRACTICIES project - H2020-SEC-06-FCT-2016
ADDITIONAL INFORMATION	http://vertic.al/UnityProjects/NewsCraft/

Table 108. Newscraft – Practicies Project

3.19.4. *Distance - Pro*

DESISTANCE- PRO

TYPE	**Tool – Software**
SUMMARY	The Desistance PRO tool is a hetero-evaluated grid that can identify the needs of the youths the "jihadist" discourse offered to fill (and sometimes transformed it). It also offers alternative involvements from elements coming from their own radicalization trajectory, and verifies and measures their level of desistance from their level of resiliency (towards their primary needs) [202] [204].
GEOGRAPHICAL AREA	Europe
ORGANISATION	PRACTICIES project participants.
TARGET GROUP	Social workers, young people
APPROACH	Software designed to help social workers to identify individuals at risk of being radicalised and those who are already been through the radicalisation process. The software can be used to determine the needs and the best way to proceed in the radicalisation process.
PRACTICES/ ACTIVITIES	The social agent carries out an evaluation by means of a series of questions with 6 possible answers about the individual himself to which a score is assigned. Once this is done, the score allows the determination of ideals, needs and anxieties, alternatives and the necessary support for the individual to evolve.
FUNDED	PRACTICIES project - H2020-SEC-06-FCT-2016

Table 109. Desistance-Pro – Practicies Project

3.19.5. *Digital Me*

DIGITAL ME

TYPE	**Toolkit**
SUMMARY	This tool aims to provide teachers and trainers of young people with a methodology to develop a sense of identity, creativity and

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	digital literacy to reduce vulnerability to radical and extremist discourse [202].
GEOGRAPHICAL AREA	Europe
ORGANISATION	MAKS. PRACTICIES project participants.
TARGET GROUP	Teachers. Young (14-18)
APPROACH	Teacher toolkit
PRACTICES/ ACTIVITIES	Students create a 1–3-minute video with images and voice over in which they give their point of view and try to inspire empathy on this topic. These stories are shared in a Story Circle where students ask and answer questions.
RESULTS	Studies have concluded that young people are drawn to extremist and radical groups by the sense of identity, security and legitimacy they are promised.
FUNDED	PRACTICIES project - H2020-SEC-06-FCT-2016

Table 110. Digital Me – Practicies Project

3.19.6. Coppra

COPPRA

TYPE	**Manual and guidance**
SUMMARY	The **CoPPRA** (Community Policing Preventing Radicalisation & Terrorism) manual for trainers is an example of a more general and widely used tool for training and awareness raising among community police officers across the EU.[94] It was developed by the Belgian Federal Police in cooperation with police agencies from 11 EU member states. CoPPRA also provides explanations on what radicalisation is, its stages and factors, followed by indicators signifying risk, practical examples and the role of community policing in recognising these. Two sets of indicators are provided: for identifying radicalisation and for identifying preparation of terrorist acts [205] [154].
GEOGRAPHICAL AREA	Member States
ORGANISATION	CEPOL, EUROPOL, Belgian Federal Police; 15 EU Member States
TARGET GROUP	(Vulnerable) communities, where first line police officers operate
APPROACH	Operational. First line police officers are trained on different types of extremism, the process of and indicators showing possible radicalisation and preparation of terrorist attacks. The pocket guide includes a list of symbols associated with known extremist groups, which can easily be spotted by officers [154].
PRACTICES/ ACTIVITIES	Trainers' manual and pocket guide for community police; good practices collection

Table 111. COPPRA: Community Policing and the Prevention of Radicalisation

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3.19.7. REDE

REDE - RESILIENCE THROUGH EDUCATION FOR DEMOCRATIC CITIZENSHIP

TYPE	**Manual and guidance**
SUMMARY	The project Resilience Through Education for Democratic Citizenship (REDE) was selected from over 70 international submissions as one of three projects in the DISCO (Democratic and Inclusive School Culture in Operation) program of the Council of Europe and the EU Commission for funding. It **collects, discusses and improves methods** to strengthen **democratic culture, democracy and human rights education** and the skills of social and youth workers to **prevent anti-democratic extremism, conspiracy theories and hate speech**.
GEOGRAPHICAL AREA	Austria, France, Poland
ORGANISATION	FH Salzburg (Austria), Les Militants de Savoirs (France), Institute of Public Affairs (Poland), Vienna Forum for Democracy and Human Rights (Austria)
TARGET GROUP	University lecturers, trainers, social workers
APPROACH	Desktop research (curricula, study programs) and transfer (workshops, handbook)
PRACTICES/ ACTIVITIES	▪ Collection of innovative methods in study and training programs ▪ Exchange of methods in national and international workshops ▪ Workshops for trainers/lecturers (train-the-trainer) ▪ Presentation and discussion of results on conferences and in networks ▪ Handbook
RESULTS	Workshops for practitioners, workshops for lecturers/trainers, handbook (to be published in November 2021)

Table 112. REDE Project

3.19.8. MINT

MINT - Mentoring for Integration (of third country national children affected by migration)

TYPE	**Mentoring Methodological Framework**
SUMMARY	Migrant children and youth are especially vulnerable to social exclusion. MINT aimed at empowering refugee and migrant children - as well as European youth - to engage in new integration activities. By using an innovative mentoring programme, the project contributed to building more inclusive societies in Romania, Poland, the Czech Republic, and Slovenia. The project was an action learning and innovation programme, of which a contextualised, adapted, and tested mentoring model was an important output. This complex programme provided newly arrived migrant children with support, advice, and

	friendship in the form of mentors, in order to facilitate easier integration. Additionally, it contributed to the improvement of their linguistic and social skills and amplified their voices to communicate their needs (to stakeholders such as their local peers, teachers, and local and national authorities). The project helped to translate EU integration policy into concrete results at both the individual and community level, by providing early support to recently arrived children and promoting their active participation and social inclusion. At the same time, it supported MS governments, local authorities and civil society organisations engaged in the complex process of fostering integration. Co-funded by the European Union's Asylum, Migration and Integration Fund From 2019-2021 [206].
GEOGRAPHICAL AREA	Hungary, Romania, Poland, Czech Republic, Slovenia
ORGANISATION	Terre des hommes Hungary, Terre des hommes Romania, Ocalenie Foundation, Organization for Aid to Refugees, Slovene Philanthropy
TARGET GROUP	Migrant children and European youth.
APPROACH	Mentoring Methodological Framework [168]
PRACTICES/ ACTIVITIES	▪ Indoor and outdoor group activities: museum visits, trips to the countryside, art workshops and sports activities. ▪ Individual one-to-one meetings. ▪ Surveys. ▪ Free online language learning via apps. ▪ Initiatives involving migrant children and local youth mentors [206].
RESULTS	▪ 150 newly arrived TCN children were supported by 134 trained, local youth volunteer mentors over two mentoring cycles; ▪ Over 700 migrant children and adults benefitted from various language learning opportunities; ▪ 284 children and youth were empowered through actively participating in awareness-raising and advocacy activities; ▪ 1 tested 'Mentoring Methodological Framework' is now a useful resource available to any organisation willing to set up a mentoring programme with a view to ensuring the effective integration of migrant children. It is available in English, Czech, Polish, Romanian and Slovene; ▪ 2 mentoring cycles were organised in each project country, each lasting 6-9 months; ▪ 4 child-friendly videos about national and cultural specificities of the host countries are now available in English, Arabic, Czech, Polish, Russian, Slovene; ▪ 10 child- and youth-led awareness-raising videos contributed to raising awareness of the general public on the realities – be they positive or challenging - lived by migrant children and youth; ▪ 11 local events were organised to build more cohesive local communities; ▪ 4 national advocacy conferences were organised to positively influence local and national policies;

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	▪ 1 final international dissemination event was organised, for dissemination of the project results and tools. According to data collected from migrant children, their families and local youth, the mentoring programme has had **a positive impact on children's self-esteem**. Furthermore, the **improvement of language skills** seems to be a key benefit (as reported by children as well as their families) [206].

Table 113. MINT Project

3.19.9. REGIN

REGIN - Regions for Migrants and Refugees Integration

TYPE	Toolkit
SUMMARY	REGIN Project was created to mainstream migrant and refugee integration within social cohesion policies at regional level, by building a common framework to facilitate, guide and improve the performance of regions through innovative tools. REGIN aims to develop tools to help regions to collaborate across levels of government and civil society to apply more coherent integration policies. REGIN proposes an innovative toolkit for regional governments, through capacity-building[22] for key stakeholders in receiving communities and tailored training[23] for regional staff to support them in strengthening integration services. An evaluation framework developed as part of the project will be tested on targeted actions conducted in the pilot regions.
GEOGRAPHICAL AREA	Azores (PT), Campania (IT), Catalonia (ES), Murcia (ES), Puglia (IT), Skåne (SE)
ORGANISATION	CPRM, Governo dos Açores, Regione Campania, Generalitat de Catalunya, Región de Murcia, Regione Puglia, Skåne County Administrative Board, CIDOB, Instrategies, MPG in region
TARGET GROUP	Migrants
APPROACH	Integration
PRACTICES/ ACTIVITIES	▪ Capacity-building for key stakeholders in receiving communities and; ▪ Tailored training for regional staff to support them in strengthening integration services

Table 114. REGIN Project

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[22] *Stakeholders´ Capacity building Guidelines https://reginproject.eu/website/wp-content/uploads/2020/11/D4.3_CapacityBuildingGuidelines.pdf*
[23] *Video – tutorial https://reginproject.eu/resources-for-regions/regional-toolkit/training-guidelines/*

3.20.   EU PROJECTS

This section presents some European projects of interest, both in terms of integration of immigrants and prevention of radicalisation.

3.20.1.   Migration

3.20.1.1. EASYRIGHTS

The easyRights "Working Towards and Inclusive Future For All" project is working to **develop a co-creative ecosystem** in conjunction with AI technology, in which different actors belonging to local governance systems can cooperate to increase the quantity and quality of public (welfare) services available to migrants (H2020).

Bringing together **migrants, the public sector and private organisations**, easyRights will develop a platform to provide personalised, context-aware information to its users, taking into account background, demographics and language skills.

easyRights is a consortium, comprising fourteen partners from seven different countries: Austria, Denmark, Greece, Italy, Norway, Spain and the UK. The pilot platform is being developed in four of these countries [207].

Project goals:

The specific aims of the project are to **improve the personalisation and context-awareness** of existing services through the easyRights platform, to **empower the prospective beneficiaries** of existing services to secure better access to and make better use of opportunities, as well as to make **use of hackathons to enable the co-creation of service support solutions** using easyRights technology. It is expected that these solutions will facilitate the assimilation of migrants, contributing to happier and more successful lives in their new communities.

The objectives within these aims are:

1. the improvement of language skills;
2. the enhancement of communication;
3. the increased accessibility of information;
4. the development of a shared understanding;
5. the better connection of migrant support systems.

Main activities:

1. codifying and structuring project results into an innovative 'Mediation Grammar' designed to become a new international standard;
2. establishing, managing and monitoring eight 'Quadruple Helix communities' in the project pilots, tackling the simplification of eight distinct procedures (in Greece, for example, the two procedures involved are the certification of nationality and the certification of residence; in the UK the focus is on inclusion of migrants in public consultation and creating a standardised English learning system across the city);
3. the organisation of eight hackathon events (one every 12 months; two per country) in the four pilot locations of Larissa (Greece), Malaga (Spain), Birmingham (UK), and Palermo (Italy);

4. delivering personalised and contextualised ICT services to the project pilots and their participants;

5. evaluation of the policy learnings and impacts as well as their replication potential [208].

3.20.1.2. IMMERSE

Integration mapping of refugee and migrant children (H2020)

IMMERSE main goal is to define **a new generation of indicators on the integration and socio-educational inclusion of refugee and migrant children in Europe**.

IMMERSE aims to incorporate all relevant stakeholders (children and their families, researchers, NGOs, policymakers, educators or learning institutions) in the co-creation and validation of a dashboard of indicators. This will lead to data that best reflects the particular needs and expectations of the relevant stakeholders.

IMMERSE researchers will collect and monitor data related to the selected indicators from children age 6-18 years old in 6 European countries: Belgium, Germany, Greece, Ireland, Italy and Spain. IMMERSE **will develop an innovative and ICT-supported solution to carry out data collection** (onboarding platform) and data visualization and analysis (dashboard of indicators) [209].

3.20.1.3. INTEGRATED

Promoting meaningful integration of third Country National Children to Education (AMIF)

The general objective of the action is to "Strengthen the successful participation of newly arrived third-country national children in education and to contribute to the combatting of discrimination against third-country national children in the educational environment in Greece, Italy & Spain, and the EU in general".

This will be realized by:

- Raising participation in education and the rate of attainment among third-country national children/youth
- Supporting the academic performance of secondary education third-country national pupils
- Enhancing the competences of teachers, school heads and staff
- Facilitating and promoting the involvement of third-country national parents in their children's school life
- Improving the knowledge of third-country national pupils and their parents on the educations systems
- Maintaining mother tongue & culture knowledge of third-country national pupils
- Fostering exchange of experience & promote educational support model(s)
- Raising public awareness on the role of education in promoting inclusive societies.

Promoting increased attention to diversity and inclusion in policy planning in education [210].

3.20.1.4. WELCOME

WELCOME **Reception, Management and Integration of Third Country Nationals** (H2020).

WELCOME is an EU funded project which aims to **research and develop intelligent technologies for support of the reception and integration of migrants and refugees in Europe**. WELCOME will offer a personalized and psychologically and socially competent solution for both migrants and refugees and public administrations. It will develop immersive and intelligent services, in which embodied intelligent multilingual agents will act as dedicated personalized assistants of migrants and refugees in contexts of registration, orientation, language teaching, civic education, and social and societal inclusion [211].

Activities: support of migrants and refugees, language teaching, personalized embodied conversation agents, social and societal inclusion, decision support multilingual, language technologies, virtual/augmented reality, knowledge processing

3.20.2. Prevention of radicalization

3.20.2.1. IMPACT EUROPE

IMPACT Europe is developing an evaluation toolkit that draws on a state-of-the-art knowledge database on radicalisation factors, existing counter violent radicalisation interventions, and approaches to evaluating these interventions [212] (FP7)

Goals:

- Effectiveness of programmes to tackle violent radicalisation and extremism
- Evidence good practice
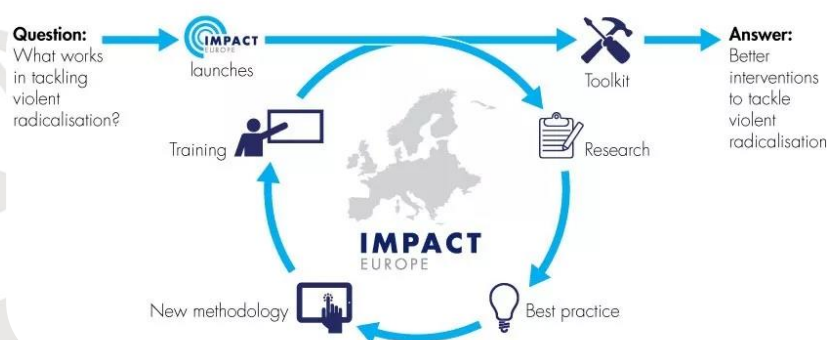- Knowledge & understanding

Figure 34. Impact Europe

Toolkit. In addition, they have developed a set of evaluation tools for professionals working in the field of combating violent extremism [213].

3.20.2.2. Youth work against violent radicalisation

Youth work against violent radicalisation (2017, Erasmus +)

Goals:

- To research and showcase positive ways and initiatives in which youth violent radicalisation can be addressed and prevented, and

- To examine how we can strengthen the role of different actors, in an attempt to compile a long-term strategy about youth work against violent radicalisation.

Toolkit: Through the project a card game has been created that represents various factors that form the perceptions and minds of young people and that could influence them in the process of their own radicalization [214] [215].

3.20.2.3. PRACTITCIES

The partnership against violent radicalisation in cities project is a European network composed by:

- National and regional institutions and cities responsible for designing and implementing policies to prevent radicalisation leading to violence.
- Academic, researchers and experts responsible for developing multidisciplinary approaches to tackle radicalisation leading to violence.
- Practitioners, stakeholders, representative of civil society, schools, families and associations with varied experiences in the fight against radicalization leading to violence.
- IT Companies specialized in the development of software that will enable both the collection of data and the production of control and narrative tools to prevent all forms of radicalization leading to violence.

This initiative was born in 2015 as a response to the need to involve professionals from different fields of knowledge (humanities, information sciences, political sciences) in the search for an effective analysis of the threat posed in Europe by the representation of any form of extremism.

Goals:

- To facilitate the exchange of know-how on intervention practices, policy recommendations and practical solutions;
- To promote global research on radicalisation;
- To develop innovative intervention Tools;
- To create a dynamic of dialogue and cooperation between social and academic actors;
- To create an urban network based on practical cooperation [216].

3.20.2.4. MINDb4ACT

Mapping, Identifying and Developing skills and opportunities in operating environments to co-create innovative, ethical and effective Actions to tackle radicalization leading to violent extremism (H2020).

To analyse the design, impact and constraints of current Countering Violent Extremism policies, the project will focus on **four dimensions**:

- Mind the problem
- Mind the strategy
- Mind the capacities
- Mind the practices

Within the project they also offer different **courses**:

- Module 1: Radicalization as relational phenomena and radicalization in prison
- Module 2: Legal Aspects of Preventive Procedures and Agency
- Module 3: Digital Forensics
- Module 4: Early Intervention and Awareness at Local Level
- Module 5: Violent radicalization, a restorative approach
- Module 6: Radicalisation in School and Online [217].

3.20.2.5. The belonging project

The Identity, Belonging and Extremism (IBE) project is a media content-based project that is delivered in schools. The project is tailored to local needs and created in consultation with students, based on their requirements. It focuses on both online (digital resilience) and offline engagement [218]. The project was launched in 2018 and operates in the UK.

The project seeks to engage students on issues encountered in the online environment using an offline medium. Although the themes are generic, they are central to understanding radicalisation and extremism.

The project targets both mindset and behaviour. The majority of extremist narratives operate on three simple modes of engagement and understanding, revolving around:

- a sense of Identity
- a sense of belonging
- a sense of loyalty / duty.

3.20.2.6. LIASE II

LIASE II **Local institutions against violent extremism II.** (H2020) [219].

The project, leaded by Efus, has strengthened the network of local authorities mobilised to prevent violent radicalisation.

Among the results, it is worth highlighting the publication of these recommendations on prevention in the local area in a guide called *Preventing and Fighting Radicalization at the Local Level* [220].

The creation of this document as the conclusions of a project of such magnitude encourages the study of these experiences and facilitates the future implementation of programmes of a similar nature, which is a success insofar as it records the conclusions of the programme, expands knowledge in this area and allows European countries to advance with a concise guide towards the joint involvement of local institutions, which are so necessary in prevention.

3.20.2.7. TRIVALENT

Terrorism pReventIon Via rAdicaLisation countEr-NarraTive, (H2020).

TRIVALENT project aims to a better understanding of **root causes of the phenomenon of violent radicalisation in Europe**, through a multidisciplinary analysis leading to a comprehensive approach, based on a firm commitment to respecting fundamental rights, promoting integration, cultural dialogue and fighting discrimination, in order to develop appropriate countermeasures, ranging from early detection methodologies to techniques of counter-narrative, involving LEAs together with academics, experts and civil society actors at local, national and European level, in collaboration also with communities of reference [221] [222].

TRIVALENT also aims to provide a toolbox for prevention.

3.20.2.8. LOUD

LOUD. Local young leader for inclusion (Erasmus+)

LOUD aims **to foster inclusive environments for young people in order to prevent them from drifting into intolerance and extremist behaviours**. It will strengthen local authorities' and young people's capacities to produce alternative narratives.

To date, 4 webinars have been held.

- Webinar 1
  - The role of alternative narratives in preventing discrimination, polarisation and radicalisation at the local level
  - What do successful alternative narrative campaigns look like?
  - Which actors should be involved and what is their role?
  - What are the benefits of this involvement and what would further collaboration look like?
- **Webinar 2**
  - How to design an alternative narrative campaign?
  - How to create messages that offer a positive alternative to discriminatory speeches?
- **Webinar 3**
  - How to create an effective campaign, reach the target audience and spread the message?
- **Webinar 4**
How to measure and evaluate an alternative narrative campaign? [223] [224]

3.20.2.9. BRIDGE

BRIDGE **Building resilience to reduce polarisation and growing extremism** (Internal Security Fund- Police, ISF-P).

The project aims to build local **actors' awareness and capacities to reduce individual and collective vulnerability to radicalisation by mitigating polarisation**. The project aims to develop local polarisation detection and management tools and assist local authorities to tackle tensions and social unrest, by promoting community-based initiatives for cooperation between different public services and private actors [225].

3.20.2.10. BRAVE

BRaVE Fair. Building Resilience Against Violent Extremism and Polarisation (H2020).

The BRaVE Fair brings together different innovative grassroots projects in the field of arts and sports-based interventions for channelling political frustration, particularly amongst youth, increasing the perception of commonalities and shared histories, and ultimately counteracting polarisation [226].

3.20.2.11. PAVE

PAVE. Preventing and Addressing Violent Extremism though Community Resilience (H2020).

PAVE aims to tackle the **global issue of radicalisation by examining its root causes and driving factor**s. Based on a participatory and inter-regional approach, PAVE aims to advance evidence-based knowledge on violent extremism in the broader Middle East and North Africa (MENA) region and the Western Balkans, and to strengthen the capacity of policy-makers and community leaders for an effective prevention strategy between the European Union and its neighbourhood.

The research endeavour will encompass empirical studies and comparative analyses in selected municipalities [227].

3.20.2.12. CONNEKT

CONNEKT. Context of Extremism in MENA and Balkan Societies (H2020).

CONNEKT aims to explore the drivers of **radicalisation and violent extremism among young people** aged from 12 to 30 in eight countries: Bosnia and Herzegovina, Bulgaria, Egypt, Jordan, Kosovo, Morocco, North Macedonia, and Tunisia.

The project will map and establish interrelationships and specific significance of seven potential drivers within three different levels of analysis [228].

3.20.2.13.   D.Rad

D.Rad. DeRadicalisation in Europe and Beyond: Detect, Resolve, Integrate (H2020)

D.Rad is a comparative study of radicalisation and polarisation in Europe and beyond. It aims to **identify the actors, networks, and wider social contexts driving radicalisation**, particularly among young people in urban and peri-urban areas. D.Rad conceptualises this through the I-GAP spectrum (injustice-grievance-alienation-polarisation) with the goal of moving towards measurable evaluations of de-radicalisation programmes.

With the possibility of capturing the trajectories of seventeen nations and several minority nations, the project will provide a unique evidence base for the comparative analysis of law and policy as nation states adapt to new security challenges. The process of mapping these varieties and their link to national contexts will be crucial in uncovering strengths and weaknesses in existing interventions. Furthermore, D.Rad accounts for the problem that processes of radicalisation often occur in circumstances that escape the control and scrutiny of traditional national frameworks of justice. The participation of AI professionals in modelling, analysing and devising solutions to online radicalisation will be central to the project's aims [229].

3.21.   EUROPEAN NETWORKS

RAN. Radicalisation Awareness Network, funded by the ISF-P (2011) [230].

The RAN is a network frontline practitioner who work daily with both those vulnerable to radicalisation and those who have already been radicalised.

In addition to finding a wide range of publications they have training for first line practitioners [231].

TERRA - A two-year Europe wide network-based prevention and learning project, funded by the European Commission, DG Home Affairs [232].

4. INTERNATIONAL

4.1. 🌐 INTERNATIONAL

4.1.1. UNESCO conference: internet and the radicalization of youth: Preventing, Acting and Living Together

Building on existing initiatives, UNESCO and the Government of Quebec organised an international conference of high-level experts entitled "*Internet and the radicalization of youth: Preventing, Acting and Living together*". During the event, researchers, experts, civil society representatives as well as government officials gathered to identify innovative and collaborative projects at the national and international level, not only to prevent but to curb youth radicalization leading to violence [233].

4.1.2. UNESCO Chair in Prevention of Radicalisation and Violent Extremism

Created in the fall of 2017, the Chair aims to act as a centre of excellence to develop, share and promote research and actions in the context of primary, secondary and tertiary prevention of violent radicalization and extremism. It ensures close cooperation among researchers and communities of practice in a comparative, multidisciplinary and north-south perspective [234].

The Chair set the following **objectives**:

- Identify, network and enhance cooperation between centres, structures of expertise and communities of practice in preventing radicalization, both in Canada and abroad;

- Provide a high level of expertise and develop innovative action research programs, as well as models based on evidence and best practices, to shape not only public policy but also radicalization and violent extremism prevention programs at the local, national and international levels;

- Support the capacity building of key stakeholders, particularly in research, in school and community settings, as well as online;

- Raise awareness, ensure visibility and transfer knowledge to the public and media.

In this sense this network includes the following **practices** and **activities**:

- Network and exchange meetings

- Annual reports

- Systematic review

- Projects

4.2. 🇨🇦 CANADA

4.2.1. Canada Centro for Community Engagement and Prevention of Violence. CANADA. 2017

The Canada Centre leads the Government of Canada's efforts to counter radicalization to violence.

Activities:

1. **Policy guidance.** Development and implementation of the National Strategy on Countering Radicalization to Violence (2018) [235].

2. **Promoting coordination and collaboration** with a range of stakeholders to build and share knowledge, and to respond to local level realities and prevent radicalization to violence.

3. **Funding, planning and coordinating research** to better understand radicalization to violence and how best to counter it, and mobilizing research to front-line individuals working to prevent radicalization to violence.

4. **Supporting interventions through the Canada Centre's Community Resilience Fund** to provide financial support to initiatives that aim to prevent radicalization to violence in Canada [236].

One of the priorities set out in the national strategy concerns the support of different interventions. In this regard, some of the initiatives carried out can be named:

4.2.2. Calgary Re-Direct

Calgary Re-Direct gives a multidisciplinary approach that provides interventions with young people who are vulnerable to violent radicalization. Calgary Re-Direct is a partnership between the City of Calgary, Community and neighbourhood Services, the Calgary Police Service, and other professional partners [237].
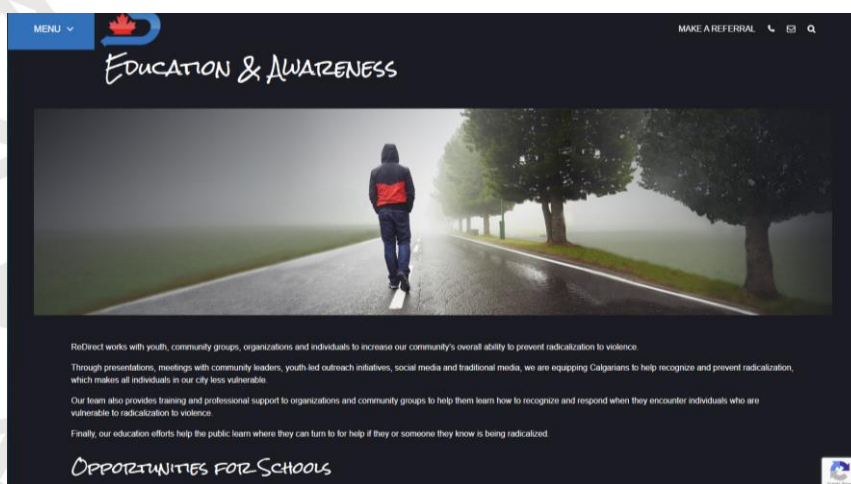

Figure 35. Calgary Re-Direct website [237]

4.2.3. Organisation for the Prevention of Violence

The **Organization for the Prevention of Violence** is an evidence-driven NGO engaged in the prevention of hate-motivated violence in Western Canada and located in Edmonton. Their current activities focus on community research, workshops, and the design of educational materials [238].

4.3. 🇦🇺 AUSTRALIA

4.3.1. Community Awareness Training (CAT) Manual. AUSTRALIA. 2018

Australian Multicultural Foundation

Geographical Area: Queensland, Western Australia, South Australia, Victoria, and New South Wales with representation from a wide range of age groups, employment and socioeconomic backgrounds.

The manual brings the knowledge, understanding and skills required for participants to be able to deliver information in the community about: recognising anti-social behaviours, including criminality, and processes that can lead to violent extremism, along with prevention strategies and where to go for support. The manual was designed following consultations with community groups, religious leaders, police and government to ensure that the contents and format remain relevant, practical and useful over time [239].

The manual is designed for Australian communities:
- to assist in building resilience;
- to increase awareness and understanding about processes of anti-social behaviours that can lead to forms of criminal activity including violent extremism using The Behavioural Indicators Model (Monash University);
- to promote an increased knowledge of strategies and activities which can help prevent individuals from engaging in anti-social behaviours that can also lead to violence.

The model is not specific to any one particular national, political, religious or ideological group and applies regardless of the ideology or motivation for radicalisation.
The training is delivered in two formats:
a)   as an information session for those people who want to increase their knowledge and understanding such as parents, friends, peers and mentors;
b)   a train the trainer session, for those who will be able to train others either formally or informally.

AMF has conducted Community Awareness Training program nationally to over 700 people in information sessions and 132 people in train the trainer sessions [240].

4.4.   🇺🇸 USA

4.4.1. Preventing terrorism

The United States through homeland security have a programme dedicated to the prevention of terrorism where programs focused on the prevention of radicalization can be found through.

- **Community Awareness Briefing (CAB). 2008 [241]**
  - o Helps others to identify "exit ramps" on a person's path to radicalization before criminal activity occurs.
  - o Use of case studies covering the spectrum of violent extremist groups to illustrate the radicalization and recruitment process, recruitment process and to identify vulnerabilities and points of intervention.
  - o Presentation on radicalization and violent extremist recruitment designed to build awareness and understanding of violent extremism and to catalyse community efforts on prevention. The CAB has been presented to law enforcement, public safety officials, and directly to communities in multiple U.S. cities over the past few years. It often serves as a catalyst for community-driven CVE projects.
- Six intervention models.
  1. Training for Members of the Public
  2. Community-Led Resilience Building
  3. Law Enforcement Training
  4. Law Enforcement-Led Youth Resilience Building
  5. Regional Prevention Planning and Implementation
  6. Intervention Capabilities

4.4.2. American Muslim Civic Leadership Institute (AMCLI). California, USA.

AMCLI is a leadership development program committed to **unlocking the talent of the rising generation of Muslim civic leaders**. Through its nine-month national fellowship and four-day regional training programs, AMCLI identifies emerging leaders and provides them with a unique space to learn and connect with other dynamic leaders both inside and outside Muslim communities. AMCLI also empowers these individuals with practical tools around leadership, community organizing, conflict resolution and storytelling, among other skillsets, to help them increase their impact [242] [243].

4.4.3. NewGround. Los Angeles, Californa, USA.

NewGround is a Muslim-Jewish Partnership for Change **empowers Jewish and Muslim Change-makers with the skills, resources, and relationships needed to improve Muslim-Jewish relations and strengthen cooperation on issues of shared concern**. Through a professional fellowship, high school leadership council, and innovative public programming, NewGround works with a broad political and religious spectrum of Muslims, Jews and the institutions [244].

A Muslim Jewish Partnership for Change was founded to address and diminish the tensions between the Muslim and Jewish communities in Los Angeles, specifically in a post-9/11 context of mutual mistrust and suspicion. More importantly, NewGround was designed to create a national model for healthy relations, productive engagement, and

social change between American Muslims and Jews. NewGround approaches conflict as natural and inevitable, yet not intractable -- no matter the history. Being stuck is a choice. Therefore, NewGround builds relationships between Muslims and Jews so that they can transform their communities through lasting partnership [242].

4.4.4. Tiyya Foundation. Los Angeles. Since 2010

The Tiyya Foundation is an award-winning 501 (c)(3) known for transforming the refugee living experience in the Greater Los Angeles & surrounding areas [245] by providing refugees of all backgrounds with the basic material, educational, and emotional support required to integrate into the communities. Tiyya uses a holistic approach to provide transitional assistance for families with the goal of **empowering refugee youth to overcome the obstacles associated with social integration** by building social support systems among refugee youth and working with parents to provide a healthy environment for their children [242].

4.4.5. "Building Community Resilience" pilot programme. Minnesota. Since 2014

The Minneapolis-St. Paul pilot program, "Building Community Resilience" was developed in partnership with the Somali Minnesotan community. It seeks to address **the community-identified root causes of radicalization** through increased opportunities and support.

Beginning in 2014, law enforcement and the U.S. Attorney's office held meetings with a broad range of community members, including: religious leaders, youth leaders, women, mothers, mental health professionals, elders, victims of recruitment and others. The purpose of these meetings was to listen to the concerns of the Somali community and discuss potential solutions to the root causes of radicalization. Meetings were also held with local partners, including the Minneapolis and St. Paul school systems, non-government and non-profit organizations, interfaith organizations and with state, county and local governments. Together, these stakeholders crafted an **action plan** that directly responds to the identified root causes and community needs. In addition, they partnered with community leaders to develop two intervention models that allow the community to respond to radicalization at its earliest stages. Simply put, this is a community-led effort to break the cycle of terrorist recruiting [246].

5. MIGRATION – IDENTIFICATION CARDS

The lack of an ID document leads to a number of impediments when carrying out tasks that for many of us are simple, such as enrolling children in school or making a bank account. With no official way to identify who they are, many unauthorized immigrants and their families are forced to navigate an extremely difficult life. Government recognized identification cards have become a symbol of inclusion because they ensure undocumented immigrants access to certain public and private services [247].

The following are some examples of initiatives that have been carried out in this direction.

5.1.   IDNYC Card. New York City

IDNYC is a **card for all New Yorkers, from all backgrounds, and from all five boroughs hat can be obtained free of charge regardless of immigration status**. IDNYC cardholders enjoy benefits and discounts offered by businesses and cultural institutions across the five boroughs.

Figure 36. Photo identification card. IDNYC [248].

It provides an accepted government-issued photo identification which is a recognized ID for interacting with the New York Police Department (NYPD), gaining access to all City building that provide services to the public, qualifying for affordable housing through NYC Housing Connect, proving identity for employment, and health benefits.

IDNYC benefits all city residents, including the most vulnerable communities - the homeless, youth, undocumented immigrants, the formerly incarcerated, and others who may have difficulty obtaining government-issued photo ID [248].

This programme was launched on 2015 with the goal to provide New York City resident with a government-issued form of identification and reached 863,464 cardholders as of 2016. Cardholders are as young as 14 and older than 100, they speak more than 150 languages, and live throughout the City [249].
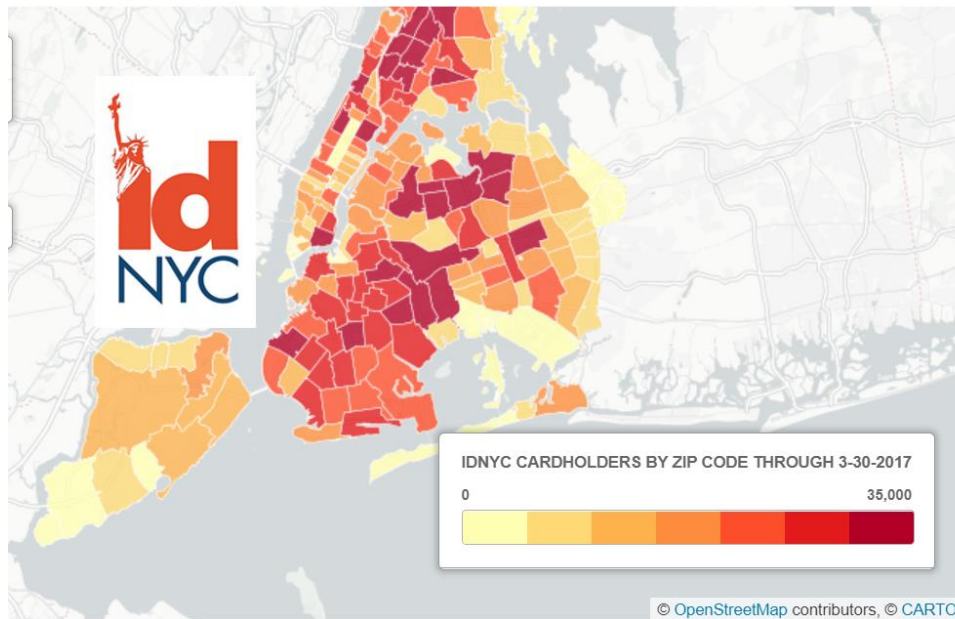
Figure 37. IDNYC cardholders by zip code through 3-30-2017 [248]

Following the evaluation of the NYMID Programme performed by Westat in 2016:

"Beyond these tangible benefits, IDNYC was described by many focus group participants to create a feeling of belonging, something that makes them feel like a "real" New Yorker. Among immigrants responding to the survey, 77 percent reported that their IDNYC card had increased their sense of belonging to the city. Immigrants participating in focus groups appreciated that, unlike carrying a passport, IDNYC conveys no information about one's country of origin and implies nothing about legal status." [249]

In addition, from the surveys conducted, a number of benefits have been achieved as of the evaluation date:

But this project was not the first-of-its kind nor the only one. The City of New Haven, Connecticut implemented this card in 2007 and since then, at least 20 municipalities has followed it [250].

Detroit, MI	Los Angeles, CA
Chicago, IL	Asbury Park, NJ
New Haven, CT	Trenton, NJ

New York City, NY	Princeton, NJ
Northfield, MN	Mercer County, NJ
Oakland, CA	Poughkeepsie, NY
San Francisco, CA	Providence, RI
Richmond, CA	Newark, NJ
Hartford, CT	Johnson County, IA

Figure 38. USA cities with Municipal ID Cards [250]

5.2. Immigration, Refugees and Citizenship Canada

Immigration, Refugees and Citizenship Canada facilitates the arrival of immigrants, provides protection to refugees, and offers programming to help newcomers settle in Canada. It also:

- grants citizenship and

- issues travel documents (such as passports) to Canadians

In this respect, one of the programmes being implemented is the **Rural and Northern Immigration Pilot** (November 2019 through December 2022) which is a community-driven program designed to spread the benefits of economic immigration to smaller communities by creating a path to permanent residence for skilled foreign workers who want to work and live in one of the participating communities [251].
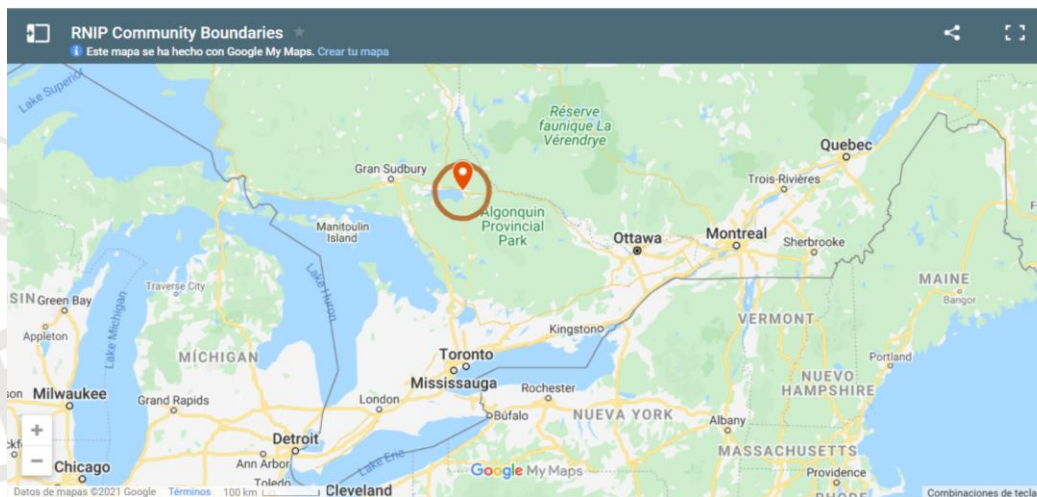

Figure 39.RNIP Community Boundaries

There are four **steps** to applying for permanent residence under this pilot.

1. Check that you meet both
    a. IRCC eligibility requirements and
    b. the community-specific requirements.
2. Find an eligible job with an employer in one of the participating communities.
3. Once you have a job offer, submit your application for recommendation to the community.
4. If a community recommends you, apply for permanent residence.

There are currently 11 communities participating in this project and each one of them also have its own:

- additional eligibility requirements:
- job search process
- community recommendation application process [251].

North Bay, ON	Sudbury, ON
Timmins, ON	Sault Ste. Marie, ON
Thunder Bay, ON	Brandon, MB
Altona/Rhineland, MB	Moose Jaw, SK
Claresholm, AB	Vernon, BC
West Kootenay (Trail, Castlegar, Rossland, Nelson), BC	

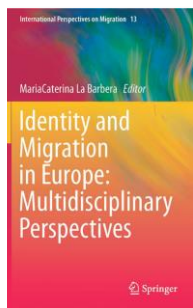*Figure 40. Participating communities [251]*

APPLICATION PROCESS

Figure 41. Application process for the Rural and Northern Immigration Pilot of North Bay community

6. SUPPORTING MATERIAL

6.1. MIGRATION

Title: Identity and Migration in Europe: Multidisciplinary Perspectives

Summary: Identity has increasingly become an important keyword in contemporary human and social sciences. Since the 1980s, research has intensively explored how meanings, expectations, and conflicts are associated with the different locationalities of individuals and groups; how individuals represent themselves using one or another element that constitutes their identity; how these elements can be categorized; and how multiple identities are compounded and negotiated when they conflict (Brubaker and Cooper 2000). The literature on this topic is so rich that it is nearly impossible to present an exhaustive overview of the different contributions in this field (Westin 2010). However, little attention has been devoted to the influence of migration on identity formation and transformation.

Link:
https://www.researchgate.net/publication/310773419_Identity_and_Migration_in_Europe_Multidisciplinary_Perpsectives

Title: Migrant Children's Integration and Education in Europe. Approaches, Methodologies and Policies.

Summary: This book reflects on a specific aspect of children's migration, namely the process of their integration into European societies.1 It focuses particularly on education as one of the most important and powerful resources promoting the participation and inclusion of migrant children into host societies.

Link:https://octaedro.com/wp-content/uploads/2021/04/9788418615375.pdf

Title: Integration of young refugees in the EU: good practices and challenges

Summary: Over 2.5 million people applied for international protection in the 28 EU Member States in 2015 and 2016. Many of those who were granted some form of protection are young people, who are likely to stay and settle in the EU. The EU Agency for Fundamental Rights interviewed some of them, as well as professionals working with them in 15 locations across six EU Member States: Austria, France, Germany, Greece, Italy and Sweden. This report presents the result of FRA's fieldwork research, focusing on young people between the ages of 16 and 24.

Link: https://fra.europa.eu/en/publication/2019/integration-young-refugees-eu-good-practices-and-challenges
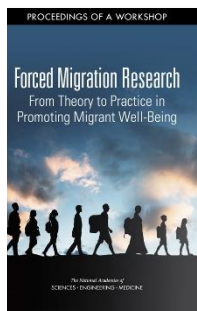
Title: Forced Migration Research. From Theory to Practice in Promoting Migrant Well-Being.

Summary: In 2018, the United Nations High Commissioner for Refugees estimated 70.8 million people could be considered forced migrants, which is nearly double their estimation just one decade ago. This includes internally displaced persons, refugees, asylum seekers, and stateless people. This drastic increase in forced migrants exacerbates the already urgent need for a systematic policy-related review of the available data and analyses on forced migration and refugee movements.

To explore the causes and impacts of forced migration and population displacement, the National Academies convened a two-day workshop on May 21-22, 2019. The workshop discussed new approaches in social demographic theory, methodology, data collection and analysis, and practice as well as applications to the community of researchers and practitioners who are concerned with better understanding and assisting forced migrant populations. This workshop brought together stakeholders and experts in demography, public health, and policy analysis to review and address some of the domestic implications of international migration and refugee flows for the United States. This publication summarizes the presentations and discussions from the workshop.

Link: https://www.nap.edu/read/25584/chapter/4

6.2. PREVENTION OF RADICALISATION
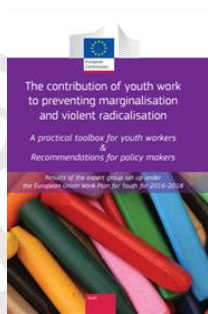
Title: *The contribution of youth work on preventing marginalisation and violent radicalisation. A practical toolbox for youth workers & Recommendations for policy makers.* European Commission. 2016-2018.

Summary: The contribution of youth work as well as non-formal and informal learning to fostering active citizenship and participation of young people in diverse and tolerant societies, preventing marginalisation and radicalisation potentially resulting in violent behaviour.

Link: *http://www.injuve.es/sites/default/files/informe_coe.pdf*

Title: *Youth work against violent radicalisation. Theory, concepts and primary prevention in practice.* European Union. Council of Europe. 2018.

Summary: The 20 practices included in this research offer different perspectives on how diverse youth work approaches and methods can shape young people's attitudes, perceptions and behaviours. These practices are grouped in five categories: peer education; online campaigns and digital media; co-operation with other stakeholders; providing opportunities; and education and training. While all the practices presented here use more than one approach in the prevention of violent radicalisation, the grouping serves to

showcase the interdisciplinary nature of the work, and a variety of approaches, activities and frameworks that youth workers use in their everyday activities. Based on these practices, and on the outcomes from the conference "*Youth work against violent radicalisation*" organised in Malta in November 2017, several findings, lessons, needs and challenges relevant for youth work have been identified.

Link: *https://pjp-eu.coe.int/documents/42128013/47261953/YW-against-radicalisation-web.pdf/90a7569d-182d-0b0c-ce5d-9a0fe111ec91*

Title: *Prevention of radicalisation and manifestations of hate at grassroots level. Guidelines for local and regional authorities.* Council of Europe 2015

Summary: On the basis of Resolution 384 (2015) [252] Guidelines for local and regional authorities on preventing radicalisation and manifestations of hate at the grassroots level, the text discusses, on the one hand, the concept of radicalisation and explores the various approaches to tackling the problem such as repression, prevention and reintegration of radicalised individuals. It presents concrete examples from local and regional levels of government in Council of Europe member States. It also engages with urban security and safety issues, recognising that security is part of fundamental rights, thereby underlining the necessity to balance the measures taken to combat radicalisation against the precepts of human rights, the rule of law and the aim to build inclusive and cohesive societies. The guidelines recommend that local and regional authorities design strategies to involve civil society in their work against extremism in all its manifestations, including hate speech, anti-Semitism and anti-Muslim sentiment and action. The local and regional authorities are asked to communicate their strategies to the general public in a balanced and responsible way, to exchange information on good practices, to support exit programs for individuals willing to leave extremism and to allocate resources to combat radicalisation. Local and regional authorities are invited to build alliances with other partners to develop co-ordination at the regional level as regards their activities on these issues.

Link: *https://rm.coe.int/168071b265*

Title: *EUROCITIES. City responses on preventing radicalisation and violent extremism: social inclusion as a tool?*. EUROCITIES. October 2016

Summary: EUROCITIES carried out a scoping exercise among its members in June 2016 to collect information on cities' actions to prevent radicalisation and violent extremism. A total of 28 cities from across Europe replied to the survey, giving details of their approaches, challenges and plans on the prevention of extremism and radicalisation at local level. The report presents the main

findings of this survey and lessons learned so far, and is illustrated by examples from cities.

Link:
*http://nws.eurocities.eu/MediaShell/media/Radicalisation%20report _Oct16_FINAL.pdf*
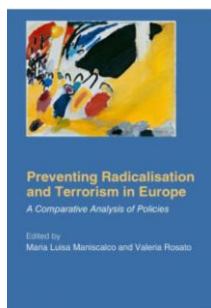
Title: Preventing Radicalisation and Terrorism in Europe. A comparative Analysis of Policies. Cambridge Scholars Publishing. 2019.

Summary: The book constitutes the outputs of the European project TRIVALENT (Terrorism prevention via radicalisation counter-narrative).

Link:
https://books.google.es/books?id=IryzDwAAQBAJ&printsec=frontc over&hl=es#v=onepage&q&f=false
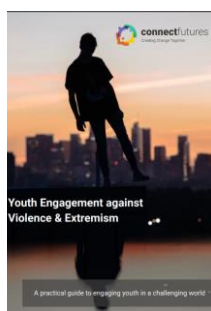
Title: Youth engagement against Violence & Extremism. A practical guide to engaging youth in challenging world. Connect futures.

Summary: These guidelines bring together through questions and answers two fundamental phases, practice-oriented thinking and action and as a resource to generate reflection, contribute ideas and support the way they work with young people.

Link:*https://www.connectfutures.org/wp-content/uploads/2020/01/eBook_-Youth-Engagement-against-Violence-Extremism.pdf*
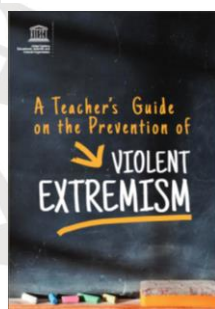
Title: A Teacher´s Guide on the Prevention of Violent Extremism. UNESCO. 2016

Summary: This guide is intended to guide teachers on techniques and approaches to provide students with learning that will increase their resistance to extremist propaganda.

Link: *https://unesdoc.unesco.org/ark:/48223/pf0000244676*

Title: Living with Controversy Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE). Training Pack for Teachers. CoE. European Union. 2015.

Summary: This pack aims to strengthen the role of education in promoting the core values of the Council of Europe – democracy, human rights and the rule of law, and the concept of education as a bulwark against social evils such as extremism and the radicalization of youth, xenophobia and discrimination, violence and hate-speech,

cifal
Malaga

loss of faith in politics and politicians and the negative effects of austerity measures.

Link: *https://rm.coe.int/16806948b6*

7. CONCLUSIONS

It is evident that there is no precise mathematics in fields involving human subjects, instead the environment and results are changeable depending on a multitude of factors. Migration flows have changed over the years and so have the reasons and needs for these movements. The result of these movements creates needs and consequences both for the people who migrate and for the countries that receive them.

Throughout the report, plans, initiatives, tools, practices and projects has been included both on migration issues, from a focus on the integration of these people, and on the prevention of radicalisation, understood in many cases as a result of a failure in the integration process according to most of the authors.

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