Collection of good practices

for the European Network of Corrections Training Centres (EPTA)

Organised by the European Organisation of Prison and Correctional Services (EuroPris) and the Radicalisation Awareness Network Centre of Excellence (RAN CoE)

1 Introduction

The Radicalisation Awareness Network Centre of Excellence (RAN CoE) has been running an active collection of good practices in the prevention and countering of radicalisation and, as of October 2016, has over 100 practices from around the EU (referred to as 'RAN Collection'.

The **rationale** behind developing an overview of innovative practices often is the identification of relevant approaches that can serve to **inspire** policymakers and practitioners elsewhere. So-called 'good practices' therefore do not serve as a blueprint that can be applied elsewhere, but rather to **encourage discussion** and **analysis** among potential users and beneficiaries elsewhere. They can also have the function of **bringing together** policymakers, practitioners, beneficiaries and other users that face similar challenges.

The aim of this specific proposal is to collect information about training practices in the area of radicalisation within penitentiary institutions. We specifically seek innovative training practices or innovative elements within training practices. We are currently not looking for practices other than (elements of) training. While certain trainings offered are not necessarily innovative, and probably exist in many Member States (basic training on the phenomenon of radicalisation among prison staff), it could be that specific elements or tools used in the training are, however, of interest (such as the use of certain training methods, such as video technology, or because of the duration of the training).

Key to mapping practices in a guide or handbook is that the **most important elements** are **identified**, **described, analysed** and **explained**. It is suggested to use the following elements:

- **Geographical scope:** set out in which Member State and (if applicable) specific locality the practice is functioning;
- **Key features of the practice**: a brief portrayal of what the practice is about;
- **Methodology used**: setting out the methodology that forms the basis of the practice;
- **Relation to other initiatives/theory:** Describe to what extent the practice is similar to other initiatives or can be linked to a specific theoretical approach;
- **Target audience/beneficiaries**: highlight who has benefited from or participated in the approach/practice;
- **Training outputs**: explain the outputs of the practice, i.e. has it led to training modules, guidelines, handbooks, communication campaigns, etc.

- **Lessons learnt**: Explain what were the key lessons drawn from the process (setting up the practice, implementation and follow-up), what changed/improved over time due to monitoring or evaluation;

- **Monitoring and evaluation**: Provide an account of how the functioning of the practice is being monitored (as an ongoing practice), and how its success was measured against initial targets/expectations;

- **Transferability:** describe whether the practice can be implemented in other regions or countries and what are the critical elements for users to keep in mind who might want to use the practice elsewhere;

- **Start of the practice**: Indicate when the practice started;

- **Sustainability and continuity**: describe whether the continuity of the training depends on funding, commitment of specific persons, political/policy choice;

- **Contact details**: indicate the person responsible for coordinating the practice and relevant details (phone, e-mail).

While at first glance this might appear to involve a significant amount of information, in reality a training practice guide is merely a **brief overview** of key elements that help to ensure its basic features can be understood by a wider audience not directly familiar with the training practice. A training practice guide/handbook does not aim to provide a complete, comprehensive picture of the existing practice. The reason is that a short practice guide allows people to **leaf through** and **compare**, while excessive detail could make a guide uninviting and difficult to digest.

In addition, an overview of training practices is, above all, a practical tool and an **iterative process**. A practice is often subject to change and requires regular updating to ensure that information is still **accurate** and **credible**. This could be a yearly or six-monthly process where information is reviewed and updated.

For **proposing** and **approving** a training practice, it should be reviewed before submission, after which it will be reviewed by a small team from RAN, EuroPris and EPTA members. This process should ensure that **entries are complete** and that their descriptions are of **high standard**.

Guidance template

Name of the training practice	Explanation
Geographical scope	In which country/countries or region(s) with the country is the training practice currently applied?
Key features of the training practice	Briefly describe the key elements of the training practice in order for an outsider to understand what it is about, without going into too many details. Please also include the following elements: • Describe the **problem that was addressed** by the training • Describe who **delivers the training** (internal staff, external training provider) • Describe the **duration of the training practice/module** • Describe the **resources (human/financial/equipment/IT/other) needed for running or setting up the training practice**.
Methodology used	What are the key underlying principles of the relevant discipline (i.e. is it set in sociology, pedagogy, psychology, economics) of the training practice? What elements of radicalisation does it focus on? (signs of radicalisation, information sharing frameworks, cultural mediation)
Relation to initiatives/theory	Does the training practice related come from an existing theory or another existing training? If not, was it developed from scratch?
Target audience/beneficiaries	Who is the training intended for (prison guards, management staff, inmates)?
Training outputs	What are the main training outputs? Is it online course module, face-to-face training, distance learning course, course book, guidelines, handbook, application, video?
Lessons learnt	What were the key lessons learnt when setting up and running this training practice? What went well? What went less well? How has the training been improved since it was first delivered?
Monitoring and evaluation	Who monitors the success of the training practice? How is this being monitored in terms of how the target group uses this in their day-to-day work? Has the training practice been evaluated internally or externally, such as after a first course cycle, or after the first year? How was it evaluated (survey, evaluation form by participants, evaluation by the management, external evaluator)? What were the main findings on the effectiveness and relevance of the training? Was there any resistance from trainees to participate? Where the intended results achieved?
Transferability	Is the training practice suitable for other countries or for other sectors than penitentiary training? Are there any obstacles that prevent it being useful for others?
Start of the training practice (year)	When was the training practice first implemented?
Sustainability and	If the training practice is still ongoing, does its continuation depend

continuity	on internal (ministry) or external funding? If the training practice stopped, why could it not be continued?
Contact details	Who can be contacted for more information about the training practice?

Empty training practice template

Name of the training practice	**PILOT COURSE FOR THE SCREENING OF SUBJECTS AT RISK OF VIOLENT RADICALIZATION**
Geographical scope	The pilot course for prison and probation staff was held in 6 Italian Regions: subsequently it will be spread all over the Country
Key features of the training practice	The training practice is aimed at: 1) providing an overview of Islamic culture through lectures held by university professors; 2) increasing the staff awareness of violent extremism and proselytism signals that can be detected within prison and probation settings by using specific indicators; 3) testing the new list of indicators and the related procedures of screening of the inmates at risk of violent radicalization 4) improve the information-sharing among different prison and probation staff (penitentiary police, rehabilitation officers, social workers, etc.) by coding and renewing the procedures. The speakers were selected on account of their knowledge on the topic, among university professors and experts: an agreement between the Penitentiary Administration and the University of Oriental Studies of Naples has been signed recently, promoting common actions on the knowledge of Islamic culture related to the prison environment. For the training related to internal procedures and use of indicators the speakers were selected among the special unit of penitentiary police staff in charge with the monitoring activity or the inmates at risk of violent radicalization. The training is focused mainly on the testing of the new list of indicators of violent radicalization and on the deepen of knowledge of the Islamic culture. The pilot course for prison staff lasted 3 days of class lessons followed by 5 months of on-the-job practice; the training for probation staff lasted 3 days of class lessons.
Methodology used	The pilot course involved about 180 prison and 250 probation staff. Prison staff took a 3-days-course followed by a 5 months period of on-the-job practice within the prison they work in: the impact of the training has been assessed with regard of the effectiveness of the use of the new list of indicators and the related procedures of screening.

	Probation staff took a 3-days-course during which case studies and personal professional experiences were shared among professionals working on field.
Relation to initiatives/theory	The course has been developed within 2 EU funded projects, called RASMORAD and TRAin TRAINING.
Target audience/beneficiaries	Prison and probation staff
Training outputs	The training course will be available on a dedicated session of the website of the Ministry of Justice.
Lessons learnt	The pilot course for prison staff was addressed to 180 practitioners working in 12 different prisons (6 for adults and 6 for juveniles) and was aimed at testing a new tool during the 5 months of the on-the-job phase ended on June 2019. Since the results of the testing phase has been positively assessed, the new screening tool and the related procedures will be shortly implemented within all the prisons of the Country. The course for 250 probation staff was focused on the analysis of about 100 study-cases that have been shared in order to subsequently draft some common guidelines for the management of radicalization dynamics.
Monitoring and evaluation	The results of the training has been evaluated within the activity foreseen by the TRAin TRAINING project by an important University Research Institute which is partner in the same project.
Transferability	The training will be replicated all over the Country in order to allow all prison staff to use properly the new screening tool and procedures: its use is however related to the legal mainframe of every single Country.
Start of the training practice (year)	2018
Sustainability and continuity	The training will continue in order to train all the prison staff involved in the use of the new screening tool and related procedures; internal funds will be used.
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