

## Report Inclusion & Diversity Colleague Support Group: “Youth work against violent radicalisation”

14<sup>th</sup> - 16<sup>th</sup> of November 2018, Bonn, Germany

### Introduction

The meeting “Youth work against violent radicalisation” had the following objectives:

- To discuss and share anti-radicalization initiatives in different countries
- To reflect on the role of youth work and the programme in addressing youth radicalization
- To gain knowledge on resources developed in the framework of the E+ and beyond, in order to create better understanding and know how.
- To create and exchange ideas on how to develop network activities which would better support development of the youth workers competences in this field.

To reach its objectives, the meeting was planned for two days and a half. The program was a mixture between theoretical inputs, space for sharing experience and sharing good practices and experiential exercises.

### Content

In the current document, more information is available regarding:

1. **Clarification of terms** - a chapter that speaks about the definition of terms used in the process of preventing violent radicalisation
2. **Theoretical concepts** - some theory used in preventing violent radicalisation. Mainly the concepts are from the expert involved in the meeting, Mr. Werner Prinzjakowitsch and the theory from the Reference Framework of Competences for Democratic Culture, Reference Framework of Competences for Democratic Culture, Volume 3, developed by Council of Europe.
3. **Main recommendation** - for persons involved in the youth work, and institutions supporting youth work, to take in consideration when working in preventing violent radicalisation.
4. **Resources** - a list of relevant resources to be used in prevention of violent radicalisation. It includes publications and studies, websites & tools & online resources and project examples supported by the different National Agencies.

## 1. Clarification of terms

Working against radicalisation that leads to violence, requires a deep understanding of the process. In order to have a clear understanding, it is important to know the concepts.

Some of the concepts used in the work against radicalisation that leads to violence, are:

- **Radicalisation** - a radical is someone who advocates for fundamental and far-reaching change or restructuring of a social or political system.
- **Extremist** - from a human rights perspective the term may be defined as any position that deviates to a highly significant extent from the mainstream norms within a society, adopts highly unconventional beliefs that are odds with those of mainstreaming society. As such if the behaviour does not harm the human rights of the other or does not aim to introduce non-democratic social or political change, then the position should be respected.
- **Violent extremism** - is an extremist position that endorses, advocates or uses violence. Violent extremism must be opposed and prevented in any democratic society.
- **Terrorism** - is a more complex phenomenon than violent extremism, it is a special type of violent extremism that has the goal of generating terror in order to pursue political goals. It inspires fear, dread, anxiety or terror in a population.
- **Resilience** - refers to the situation where individuals develop normally or function effectively, even though they have experienced significantly disadvantaged or adverse conditions.
- **PCVE** is the most often used term and stands for **Preventing and Countering Violent Extremism**.

## 2. Theoretical concepts

**Radicalisation is a process.** Researchers have found that there is no common pathway that all radicalised individuals take towards embracing violent extremism or terrorism. There is no single psychological profile and no single set of demographic characteristics that are shared by all individuals who make the transition into violent extremism. Radicalisation is not necessarily a straightforward linear process. Moreover, not all the individuals who eventually adopt a violent extremist or terrorist perspective may consider committing violent acts themselves. Based on the Austrian PCVE Strategy, radicalisation is the **process of individual, cognitive and behaviour-based adaptation to a political, religious or any other ideological world view aiming at fundamental changes into society.**

- “Radicalisation” does not inevitably mean that violence is used!
- In democracy “radicalisation” is not necessarily criminally relevant. Historically “radical” persons/ideas later often got mainstream, e.g. women’s rights activists 100 years ago.

**Conditions<sup>1</sup>** - the researchers have found many conditions that can lead to radicalisation. These conditions may be divided into **two main types**:

- Predisposing conditions
- Enabling conditions

It is to mention that different subsets of conditions operate in the case of different individuals, **no single condition by itself is likely to lead to radicalisation.**

### **Predisposing conditions**

- **Problematic family background** - relationship conflict, domestic violence, parental substance abuse, parental mental illness or abusive parenting...
- **Estrangement from other people or from society** - alienation from peers, sense of isolation, lacking a sense of belonging to any social groups, loneliness...
- **Difficulties with personal identity** - they do not have a clear and secure sense of themselves, are not sure about how they should describe themselves, what is their real interest, or what their future ambitions should be.
- **Simplistic thinking style** - these individuals prefer single and simple answers to complex questions. They use over simplistic approach “**us vs. them**” when thinking about social groups and other people are readily seen as friends or enemies. They use generalisation and ignore exceptions and alternatives.
- **Lack of exposure to positive role models and alternative points of view** - persons not exposed to analyses, reflection or dialogue about values, attitudes or social issues in their family or at school .
- **Racism and discrimination** - when his/her group is continually subjected to racism, discrimination and hostility or when an individual has frequently experienced personal harassment, victimisation or attacked due to their race, ethnicity or religion they might be prone to radicalisation.
- **Deprivation and marginalisation** - unemployment can lead to economic deprivation, blocked social mobility, limited socio-economic opportunities, exclusion and marginalisation.
- **Grievances and injustices** - indignation, outrage and anger about other injustice can also motivate the process.
- **Disillusionment with politicians and conventional politics** - the mainstream politics is frequently viewed as dominated by the elite who are remote from the everyday concerns and lives of the citizens.
- **Disillusionment with democratic forms of citizen participation** - they might feel that the institutional channels through which their point of view can be

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<sup>1</sup> REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE, REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE, Volume 3 - Guidance for implementation, <https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>

expressed are ineffective and they are unable to have any meaningful influence on public policy. The feeling of powerless.

### Enabling conditions

- **Exposure to violent extremist ideology** through a social group that provides a sense of community and belonging - association with like-minded persons can provide bonds of friendship and a feeling of peer-acceptance.
- **Exposure to violent extremist ideology through the internet or written materials** - an individual will be receptive to the ideology encountered on the internet or in the written material if it helps them to make sense to their grievances. It is used the frame “us vs. them”.
- **Exposure to violent extremist ideology that satisfies other basic psychological needs of the individual** - for the ones uncertain about their identity, violent extremist or terrorist ideology can provide them a clear psychological focus and sense of purpose. The ideology provide them also the sense of control and empowerment and sense of self-esteem.
- **Expose to violent extremist ideology that stimulates a moral, religious or political awakening** - if the ideology present it as moral or sacred duty to take up arms in defence of a victimised people with whom the individual identify, or in some cases is the intensification of an existing religious commitment, or a shift from no religion to extreme beliefs.
- **Expose to violent extremist propaganda that offers a sense of adventure, excitement and heroism** - especially the young men who are in the process to discover their masculinity are target by this messages. Terrorist propaganda are promoting their training camps in a manner that seems like outdoor adventure activities

But it is to remember that a single piece of propaganda might simultaneously offer the spectator a sense of belonging, a purpose and empowerment, self-esteem, the idea of adventure excitement and heroism. In the same time the individual are rarely radicalised though one single predisposing or enabling condition on its own. Instead **radicalisation is more often a consequences of a combination of several conditions that interlock in different and complex ways**. However the individuals can be equipped with internal resources that confer resilience to this conditions.

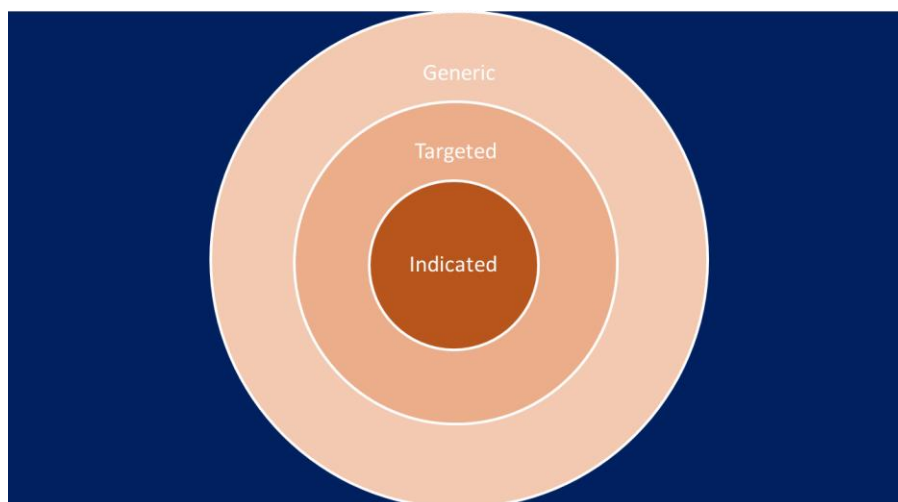
### How to develop resilience to radicalisation?

- **De-glamorisation of violent extremist and terrorism** - by taking away its mystique and by explaining what is really like to be a member of a violent extremist group. Knowledge is not enough. The individuals also need to critically reflect on how involvement in violent extreme groups would fundamentally change their life and the life of the ones near them.
- **Deconstruction of violent extremist narratives and the provision of counter-narratives**- counter narrative needs to employ forceful counter-arguments against violence and if appropriate provide rigorous theoretical refutation of violent ideology.

- **Training in the use of a more complex thinking style** - to be successful the training needs to be non-prescriptive, it should allow individuals to develop their own independent thinking, to be open towards and to explore a wide range of views.
- **Education on the identification and deconstruction of propaganda** - the deconstruction of the propaganda requires skills in accessing and evaluating other independent sources of information, especially sources that provide alternative narratives to those that are provided by the propaganda.
- **Education in digital literacy** - is vital to enable the individuals to engage not only with the literal meaning of the material from the internet, but also with the communicative purpose of those materials. Also they need to discover fake news and to recognise the grooming techniques
- **Education in the use of democratic means for expression of political views** means to learn how to examine and explore complex social and political issues, how to use non-violent democratic means for the expression of political views, frustration and grievance, and how to organise politically and take action in order to improve the society.

Young people are not always aware of the full range of options that can be used to express their views to those in power. All of this develop competences of individuals so that they have the capacity to protect themselves.

DG EAC describes the classical **three level concept of prevention** in the paper “The contribution of youth work to preventing marginalisation and violent radicalisation: A practical toolbox for youth workers & Recommendations for policy makers’, 2017” (details see there)<sup>2</sup>:



**Youth Work** needs to follow certain principles concerning radicalisation and extremism:

1. **Create an open, but also safe and constructive environment** for dispute and discussion.

<sup>2</sup> The Preventive Role of Open Youth Work in Radicalisation and Extremism, Werner Prinzjakowitsch [w.prinzjakowitsch@jugendzentren.at](mailto:w.prinzjakowitsch@jugendzentren.at) - Association of Viennese Youth Centres/RAN YF&C

2. **Know the world of youth** (living environment, the social, economic and cultural conditions of youth).
3. You need **professional knowledge on issues which are important for youth:**
  - E.g. the role of religion in general.
  - In radicalisation specifically.
  - There is no other choice than to deal with youngsters themes and this might include religion as well.
  - There is no need for deep, but SOLID knowledge.
  - Sometimes it makes sense to consult and involve an expert (e.g. on religious or political topics).
4. **Judge on behaviour, not on person**
  - Professional relationship on a volunteer basis can only work with a mutual appreciation of the involved persons.
  - Misbehaviour of the person must be in the focus of criticism and not the person itself.
  - Violence, glorification of violence, racism, no matter whether of verbal or physical have to be addressed.
5. **Set clear borders still respecting the person**
  - Borders in behaviour and expression (verbal, written, ...)
  - Explained coherently and not appearing randomly.
  - Violation has to be addressed immediately and in an appropriate way.
  - Sanction may occur.
  - It is challenging the quality of the relationship, still important.
  - There is significant importance of clear boundaries specifically for persons searching for orientation.
  - It is a sign of taking those youngsters seriously.
6. Have an **own clear and arguable political position**
  - Your own, maybe different, political opinion exists anyway.
  - Develop your own standpoint on topics important for youngsters and also clearly express it.
  - Open Youth Work acts as a part of the education system in terms of Human Rights Education.
  - Equality of all human beings is a counter narrative to all ideologies (and religions) of inequality.
  - It is challenging because it requires the full authenticity of the youth worker.
  - Not possible to promote standpoints which one personally does not support.
7. **Time and Continuity**
  - Go for programs and structure instead of projects.
  - Prevention (and also de-radicalisation) needs time and continuity.
  - Observe the ongoing process and formulate proper (intermediate) outcomes.
  - Regularly reflect and evaluate.
  - Adjust your strategy if necessary.

### 3. Main recommendations:

**Make use of what you know and what is there!**

**On methodology:**

- Adaption of methods you have - take what exists: human rights education, anti violence trainings, intercultural learning.
- Awareness trainings for youth worker on the topics are important.
- (Self)Reflection of your own values are key.
- Take care of language you use.
- Do address the topic (extremism) indirectly, the real need for the youngsters for sure is somewhere else. **Important topics** usually are:
  - Polarisation in Society
  - Youth Participation
  - Both Spiritual and Practical Topics
  - Taboo Topics (Sexuality, Religion, Politics)

**New and important might be:**

- Multi agency cooperation - also with Police and Intel-Services.
- Digital (e-) Youthwork.
- Use of „Formers“ in specific activities.

## 4. Resources

### 1. Publications and studies

- ❖ **Research "Youth Work against Violent Radicalisation"** - this study presents ways in which youth work prevents radicalisation leading to violence and inspiring youth work practices. SALTO EuroMed, SALTO EECA and SALTO SEE Resource Centres, the National Agencies of Erasmus+: Youth in Action of Germany, the United Kingdom, France, Italy, the Netherlands, Norway and Poland, and European Union and Council of Europe Youth Partnership have come together to research and showcase positive ways and initiatives in which youth violent radicalisation can be addressed and prevented, and 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.  
<https://pjp-eu.coe.int/documents/1017981/7110668/YW-against-radicalisation-web.pdf/90a7569d-182d-0b0c-ce5d-9a0fe111ec91>
- ❖ **Young people and extremism: a resource pack for youth workers.** Published by SALTO Cultural Diversity  
<https://www.salto-youth.net/downloads/4-17-3477/SALTO%20extremism%20pack.pdf>
- ❖ **Young people and extremism: a resource pack for youth workers. Additional material,** by Deborah Erwin. Published by SALTO Cultural Diversity  
<https://www.salto-youth.net/downloads/4-17-3567/SALTO%20Cultural%20Diversity%20Youth%20and%20Extremism-Additional%20Materials.pdf>
- ❖ **LIAISONS - Manual for the prevention of violent extremism through youth information** -by ERYICA (in FR & EN):  
[https://gallery.mailchimp.com/a2468edf0523c30d228f64786/files/b520e89d-bb0e-4ef1-bd8b-a183a1a66ab8/Liaisons\\_English\\_ONLINE.pdf](https://gallery.mailchimp.com/a2468edf0523c30d228f64786/files/b520e89d-bb0e-4ef1-bd8b-a183a1a66ab8/Liaisons_English_ONLINE.pdf)
- ❖ **RAN ISSUE PAPER - The role of non - formal education in P/CVE,** by Werner Prinzjakowitsch  
[https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation\\_awareness\\_network/about-ran/ran-yf-and-c/docs/role\\_of\\_non-formal\\_education\\_in\\_pcve\\_112018\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-yf-and-c/docs/role_of_non-formal_education_in_pcve_112018_en.pdf)
- ❖ **The root causes of violent extremism** - Ranstorp, M. Radicalisation Awareness Network, Centre of Excellence, 2016  
[https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation\\_awareness\\_network/ran-papers/docs/issue\\_paper\\_root-causes\\_jan2016\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/issue_paper_root-causes_jan2016_en.pdf)
- ❖ **The role of youth work in the prevention of radicalisation and violent extremism.** RAN ex post paper, December 2017.  
[https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation\\_awareness\\_network/about-ran/ran-yf-and-](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-yf-and-)



[c/docs/ran\\_yf\\_c\\_role\\_youth\\_work\\_prevention\\_radicalisation\\_violent\\_extremism\\_06-07\\_12\\_2017\\_en.pdf](#)

- ❖ **The contribution of youth work to preventing marginalisation and violent radicalisation. A practical toolbox for youth workers & recommendations for policy makers:** results of the expert group set up under the European Union Work Plan for Youth for 2016-2018. Directorate-General for Education, Youth, Sport and Culture, European Commission, 2017. <https://publications.europa.eu/en/publication-detail/-/publication/0ad09926-a8b1-11e7-837e-01aa75ed71a1/language-en>
- ❖ **Reference Framework of Competences for Democratic Culture, Council of Europe, Volume 3 Guidance for implementation.**  
<https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>
- ❖ **STEPS - Survival Toolkit for EDC in Post-factual Societies, DARE BLUE LINES** publication, 2018  
[http://dare-network.eu/wp-content/uploads/2018/11/DARE-BLUE-LINES\\_STEPS.pdf](http://dare-network.eu/wp-content/uploads/2018/11/DARE-BLUE-LINES_STEPS.pdf)
- ❖ **The Erasmus + Youth Empowerment and Innovation Project (YEIP)**, whose aim is to create new tools for the prevention of youth radicalisation, based on the principles of positive psychology. The volumes “Young, marginalised but not radicalised: A comparative study of positive approaches to youth radicalisation” and “Youth Radicalisation, Restorative Justice and the Good Lives Model: Comparative learnings from seven countries”, downloadable for free from the project website: [www.yeip.org](http://www.yeip.org)
- ❖ **Violence Prevention Network publications**  
<http://www.violence-prevention-network.de/en/publications>
- ❖ **Value the Difference - Preventing Youth Radicalisation - Theory & Practice of the European Youth Work, booklet:** the outcome of two Erasmus+ training courses carried out to make a leap in quality for the EU network of youth workers as well as youth organisations, and youth centres in regard to the prevention of youth radicalisation.  
<http://toolbox.salto-youth.net/2289>
- ❖ **The OCCI Counterspeech Handbook:** <http://www.strategicdialogue.org/wp-content/uploads/2016/06/OCCI-Counterspeech-Information-Pack-English.pdf>
- ❖ **The Flemish good practices on prevention of the violent radicalization, report 2017** (in NL):  
[http://www.flandersineu.be/sites/default/files/atoms/files/20180604\\_RZ\\_nl\\_final.pdf](http://www.flandersineu.be/sites/default/files/atoms/files/20180604_RZ_nl_final.pdf)
- ❖ **Youth Work against Violent Radicalisation International Conference Report, Malta, 28 - 30 November 2017, by Martino Pillitteri**  
<http://youthcommunityresilience.eu/wp-content/uploads/2018/11/Report-Malta-Salto-OK.pdf>

- ❖ **Pillars of peace: understanding the key attitudes and institutions that underpin peaceful societies**, The Institute for Economics and Peace (IEP).  
<http://www.gpplatform.ch/sites/default/files/Pillars%20of%20Peace%20Report%20%20IEP.pdf>

## 2. Websites & tools & online resources

- ❖ **RAN Video Holding difficult conversations - youth work:** When tackling radicalisation and extremism, first-line practitioners sometimes need to have very difficult conversations. What should you say in a challenging situation? What should you not say? Which techniques may help? What do practitioners from the RAN network recommend?  
<https://youtu.be/SM1q-CjSI3Y>
- ❖ **Former Neo-Nazi Skinhead is Now Trying to Stop Modern Age Hate Groups.** A video that speaks about Christian Picciolini. He admits his neo-Nazi past was horrific. Now he's dedicated his life to helping transition people from that culture of hate to one of acceptance and love.  
<https://www.youtube.com/watch?v=03fHvuzgfnM>
- ❖ **Terrorists in Belgium: Former Altar Boy Turned ISIS Supporter Shares His Story.** A video about terrorists in Molenbeek and the story of a young man that joined ISIS and now was willing to share his story.  
<https://www.youtube.com/watch?v=Yz8jpGmhHZ4>
- ❖ **How young people join violent extremist groups - and how to stop them** by Erin Marie Saltman. A video of 11:38 minutes that speaks about the mechanism behind joining an extremist group.  
<https://www.youtube.com/watch?v=HY71088saG4>
- ❖ **Jordan youth to prevent violent radicalisation.** A video of 3:14 minutes speaking about steps to take in preventing violent radicalisation. Taking in account Jordan experience.  
<https://www.youtube.com/watch?v=Y0aK48sPQ8k>
- ❖ **This is your brain on terrorism.** A video of 7:38 minutes that speaks about what happens with us if we consume all the media coverage that comes after a terrorist attack.  
<https://www.youtube.com/watch?v=7ZohjYKGGJM>
- ❖ **Pyramid of Hate theory.** A short video of 1:47 minutes that presents that theory of the Pyramid of Hate and how hate can evolve in using violence.  
<https://www.youtube.com/watch?v=rSIISVdEK6s>

- ❖ **Triangle of violence** - A video of 2:05 minutes that presents the evolution of violence. The video is in Arabic with English subtitled.  
<https://www.youtube.com/watch?v=DgWREDdWOjE>
- ❖ **Escalation of violence** - A video of 1:54 minutes that presents the evolution of conflict. The video is in Arabic with English subtitled.  
<https://www.youtube.com/watch?v=gUGm-UjZQF0>
- ❖ **How to deconstruct an argument?** - A video of 2:54 minutes that speaks about critical thinking.  
<https://www.facebook.com/2ThinkCritically/videos/605189586529922/UzpfSTE3NTIwNDg5MDE2OTI5NjA6MjE4MDAzMDU3ODg5NDc4OA>
- ❖ **Youth Work Against Violent Radicalisation**, project website with information and resources.  
<http://youthcommunityresilience.eu/>
- ❖ **Radicalisation Awareness Network - RAN Network**. A website with more information about the activities of the network and its resources.  
[http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation\\_awareness\\_network/index\\_en.htm](http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/index_en.htm)
- ❖ A website with **multi-media education resource for teachers and social workers** centred on compelling films of ‘formers and survivors’ of extremism.  
<http://extremedialogue.org/>
- ❖ “**Online Civil Courage Initiative (OCCI)**”, launched in Germany in January 2016, builds on ISD’s existing partnership with Facebook to develop new understanding and responses to the challenge of hate speech and violent extremism on social media.  
<https://www.facebook.com/onlinecivildcourage>
- ❖ **PETYRE Toolkit** - collection of the key concepts related to youth extremism and radicalization, measures and non-formal education activities and methods, aiming at tackling this phenomenon: <http://toolbox.salto-youth.net/2223>
- ❖ **FAST** is a UK based organisation providing support to vulnerable families and individuals whose lives have been affected by the trauma of losing loved ones to hateful ideologies and groups.  
<https://familiesmatter.org.uk/>
- ❖ **The International Centre for Counter-Terrorism - The Hague (ICCT)** is an independent think and do tank providing multidisciplinary policy advice and practical, solution-oriented implementation support on prevention and the rule of law, two vital pillars of effective counter-terrorism.  
<https://icct.nl/>

### 3. Project examples

Countries involved	Title	Type of a project (KA, youth exchange, TC...)	Short summary (please describe in few lines what this project is about)
Estonian NA (leading partner), German NA, Austrian NA, Belgian FL NA, Slovak NA, Croatian and Latvian NA	<b>Youth for Human Rights</b>	Erasmus+ programme Key Action 3 and is part of the <a href="#">Consortium of social inclusion projects</a> tackling radicalisation.	<p>The aim of the is to foster social inclusion through making use of the full potential of youth work and of human rights education (HRE) in the context of youth work and young people’s non-formal learning.</p> <p>It wishes to increase of the overall understanding and knowledge on HRE in the field of youth and to make HRE visible because we believe that youth work should be based on and stem from culture of human rights.</p> <p><a href="https://noored.ee/human-rights-education/">https://noored.ee/human-rights-education/</a></p>
Croatia, Slovenia, United Kingdom and Italy	<b>Start the Change - embracing difference through intercultural education and volunteering</b>	Erasmus+ Key Action: Support for policy reform Action Type: Social inclusion through education, training and youth  580204-EPP-1-2016-1-HR-EPPKA3-IPI-SOC-IN	<p>Project focuses on developing and nurturing the opposite values and capacities: psychological thriving, emotional development and self-regulation, civic competences, positive attitudes towards differences as well as multi-perspective understanding of the world. Project is aiming at creating cooperation between various groups (disadvantaged, majority, minority, community), and enriching this contact with innovative ideas for volunteering, mutual aid, understanding, and creativity.</p> <p><b>Overall objective:</b> Preventing violent radicalization and promoting democratic values, fundamental rights, intercultural understanding and active citizenship.</p> <p><a href="https://startthechange.net/">https://startthechange.net/</a></p>
Coordinator: Ministry of Justice of the Republic of Finland  Partners: Centre for Peace Studies (HR),	<b>Against Hate</b>	Project is supported by the Rights, Equality and Citizenship (REC)	The project aims to work on the topic of hate crimes and hate speech in society. Activities include improving the system of recording and monitoring, raising the capacity of the police, prosecution and courts as trefoil most

<p>Human Rights House Zagreb (HR), GONG (HR), Victims Support Association (FI)</p>		<p>Programme of the European Union</p>	<p>important actors in the fight against these phenomena.</p> <p>By the end of 2019, through the implementation of activities will connect with other important actors in this topic and on the national and international levels.</p> <p><a href="http://www.kucaljudskihprava.hr/2018/05/14/projekt-protiv-mrznje/">http://www.kucaljudskihprava.hr/2018/05/14/projekt-protiv-mrznje/</a></p>
<p>Coordinator: Udruga gluhih i nagluhih Nova Gradiška,</p> <p>Partners: Zavod Mladinska Mreza MaMa (SI), Asociatia pentru mediu si educatie non formala Remedi (RO), PlanBe, Plan it Be it (CY), Baltic Regional fund (LV), AC Amics de la Biblioteca de la Fonteta (ES), Connect (IT)</p>	<p><b>Youth for Inclusion, inclusion for youth</b></p>	<p>Erasmus+ KA1 Mobility of Youth Workers</p> <p>2016-3-HR01-KA105-034784</p>	<p>The Y4I14Y training course aimed to explore a different approach to the topic of inclusion by providing a space to exchange practices, opinions and new ideas. The program offered a creative learning space for the participants focusing on inclusion as a tool to prevent radicalization of youth, providing both theoretical and practical knowledge on the topic while using an experiential learning and participant-centered approach.</p> <p><a href="https://www.facebook.com/Y4I14Y/">https://www.facebook.com/Y4I14Y/</a>; <a href="http://www.ugng.hr">http://www.ugng.hr</a></p>
<p>Coordinator: Platypus</p> <p>Partners: Frie Filmere (NO), Dirilis (TR), Associação Sójovem das Saibreiras (PT)</p>	<p><b>Building Bridges: Active Youth Participation in Refugee Integration</b></p>	<p>Erasmus+, KA1 Youth Exchange</p> <p>2017-2-HR01-KA105-035527</p>	<p>The goal of this youth exchange is to make young people active participants in the process of integration of refugees, migrants and asylum seekers. During the youth exchange young people will learn about obstacles the refugees face in their attempts to integrate, arising out of cultural differences and other factors. Also, young people will look for and analyze case studies of successful integration projects in their countries. In the end, they will create plan for how to be more involved in resolving the refugee crisis through new projects, which will be implemented by young people with the support of the partner organizations.</p>
<p>Coordinator: Croatian Red Cross - City Branch Zupanja (HR)</p> <p>Partners: PRONI Centar for youth development Brcko</p>	<p><b>Migration vs. Integration</b></p>	<p>Erasmus+, KA1 Mobility of Youth Workers + Youth Exchange</p>	<p>The project addresses the topic of EU citizenship and the fundamental values of the EU, i.e. respect for diversity, intercultural and interreligious dialogue, freedom, tolerance and human rights, focusing on seeking</p>

<p>(BiH), Narodno Chitalishte "Nikola Vasilev Rakitin 1890" (BG, Argonaftes (CY), Associazione Giovaninsieme (IT), Ligo Lex Legis (KOS), Foundation for the Youth of Balatonalmádi (HU), Jugend- &amp; Kulturprojekt e.V. (DE), Asociatia Tinerilor Activi Civic (RO), SYTEV - Slovak Youth for Travelling, Education and Volunteering (SK), Red Cross Sombor (RS) and Altinozu Halk Egitim Merkezi (TR).</p>		<p>016-1-HR01-KA105-021974</p>	<p>solutions for integration of refugees and migrants in EU society.</p> <p>The main objective of is to inform and raise awareness among young people and youth workers about the needs of migrants, refugees and asylum seekers to encourage their integration into European society.</p> <p><a href="http://crvenikrizzupanja.hr/">http://crvenikrizzupanja.hr/</a></p>
<p>Coordinator: SIRIUS - Centar za psiholosko savetovanje, edukaciju i istrazivanje</p> <p>Partners: To hamogelotou paidiou (EL) , Liepajas Univeristate (LV) , Fundatia Centrul Educational Spektrum (RO)</p>	<p><b>Virtual reality as a tool for countering bullying amongst youth</b></p>	<p>Erasmus+, KA2, Strategic Partnership,  2018-2-HR01-KA205-047619</p>	<p>This project is aimed at improving practices in youth work in the field of countering bullying, violence, segregation and discrimination amongst youth. This objective will be achieved by development of an innovative approach of countering bullying amongst youth that is in line with the current development of modern technologies and that uses their potential.</p> <p><a href="http://www.centar-sirius.hr">www.centar-sirius.hr</a></p>
<p>Austria, Germany, Greece, Ireland, Slovak Republic, Slovenia, Spain and The Netherlands</p>	<p><b>Youth Counselling Against Radicalisation</b></p>	<p>Project is funded under E+, but under VET</p> <p>2015-1-NL01-KA202-008861</p>	<p><a href="https://www.ycare.eu/">https://www.ycare.eu/</a> The results are available in the language of the different partners</p>
<p>Germany, Austria, France, Cyprus, Finland, Romania, Italy, Czech Republic</p>	<p><b>Harnessing the power of digital media tools to prevent the radicalisation of vulnerable youth</b></p>	<p>KA 2 Strategic Partnership, Youth</p>	<p>Professionals working with vulnerable youth need access to a range of thought provoking digital media resources to tackle radicalization and also appropriate continuous professional development training to ensure that they can both utilize the new resources provided and develop additional resources as needed. There are three strands to CONCORDIA which will combine to address the growing</p>

			<p>radicalization of disenfranchised indigenous, migrant and refugee youth throughout Europe: media development training programme, prototype materials, On-line Observatory of Best Practice.</p> <p><a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE04-KA205-013704">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE04-KA205-013704</a>;  <a href="https://www.concordia.website/">https://www.concordia.website/</a></p>
Germany, France, Tunisia	<b>Prevention of Radicalisation through Intercultural Dialogue and Exchange</b>	KA 2 Strategic Partnership, Youth	<p>The project PRIDE aims to promote international youth exchanges as a successful educational approach to prevent the violent radicalisation of young people with the aim to develop a wider scope of mobility projects for young people with fewer opportunities and thus increasing their active citizenship / democratic resilience.</p> <p><a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-DE04-KA205-016010">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-DE04-KA205-016010</a></p>
JINT, Belgium FL NA in partnership with 2 Flemish organisations PIN and Tumult	<b>Role Model Initiative 'Building bridges between young newcomers and youth work'</b>	Role Model Initiative	<p>The partners involved in the training will develop a peer-to-peer network of role models who will coach young asylum seekers and refugees in their integration into society by leading them to youth work initiatives.</p> <p>In the coming year (May 18 - June 19) the project, will include following activities:</p> <ul style="list-style-type: none"> <li>- To develop and test a set of methods to support primarily the role models, but also other crucial partners from different (youth) organisations (e.g. schools, social workers) to lead young refugees into youth work</li> <li>- To train and coach the network of role models to connect young refugees and youth work organisations</li> <li>- To inform min. 100 children and youngsters with a refugee past about youth work opportunities and to activate min. 20 of them to participate in a youth work initiative fitting their interests and needs</li> </ul>

		<ul style="list-style-type: none"> <li>- To support min. 2 youth organisations in strengthening their (intercultural) competences</li> <li>- To support min. 2 local municipalities in the development or improvement of their local policy on increasing active participation of children and youngsters with a refugee past in their community</li> <li>- To pool all tools and expertise into a training concept for a larger target group of interested youth work organisations and local municipalities</li> <li>- To disseminate the RMI outcomes</li> </ul>
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