



Catalogue of Best Practices

English Version

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“VET Teachers and Trainers Contra Radicalisation”

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E-C-C Verein für interdisziplinäre Bildung und Beratung
Education – Culture – Citizenship
2112 Würnitz, Kreuttal 6, Austria



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Introduction

Vocational schools, secondary schools and vocational training institutions are often confronted with learners coming from different social, cultural or racial backgrounds. Due to the refugee situation, we can expect even more inhomogeneity in the years to come in schools and especially in vocational education. Under these circumstances, it happens often that frictions arise that are born out of prejudice, low self-esteem and latent xenophobia. When such problems emerge, and difficulties escalate, and when young people do not see positive perspectives, a critical minority, but in rising numbers, is attracted by extremist ideologies, such as Neo-Nazi groups or the jihadist movement of the “Islamic State”.

Teachers and trainers – also called “first-liners” – need therefore new skills and competences to be better prepared to deal with intercultural tensions between diverse groups of learners and detect, at an early stage, indicators of radicalisation among their learners. However, many of them have had their vocational education years ago, and many of them are completely or partially un-prepared to the changes in the way in which our society is organized and which conceptual aspects of radicalisation pose a threat.

The following pages contain the short description of all programmes, initiatives and methods that have been identified and collected in the year 2018 during the lifespan of this project. More detailed descriptions and more information can be obtained on the database: <https://www.vetcontra.eu/best-practice/>. Finally, the Catalogue contains also an overview of the situation concerning youth and radicalisation in the countries of the partnership.

Description of identified programmes, initiatives and methods

Austria

BanHate

“BanHate” is a mobile app against hate postings, which has been published by the antidiscrimination centre Steiermark. It is an application software that makes the rapid and unbureaucratic reporting of hate postings possible. To log in to “BanHate”, users have to register themselves once via their mail address or via Facebook. The app works on both Android and iOS operating systems.

Counselling Extremism

The Austrian wide hotline helps with a multi-professional team with consulting experience. It is the first point of contact for people seeking help in the counselling centre in five languages (German, Turkish, English, Arabic and Persian). In addition to the hotline, there is an advisory body of a mobile team whose employees are trained for crisis intervention. A 10-minute video explains in easy language the various situations of vulnerable young people and how they can be helped.

DERAT

DERAD is an initiative for social cohesion, prevention and dialogue, organised as initiative and network of people who work at universities, colleges and in other social organizations. DERAD is responsible as an NGO for the care of detainees in the area of extremism prevention, as well as for the after-care of persons who have been convicted. DERAD organises also workshops, lectures, and further education packages for pupils, teachers and social educators.

DeZett – Violence prevention

DeZett organises self-assertion trainings with the goal of helping boys to feel their own needs self-confidently and to make appropriate use of them. Between the two poles to provoke and to be passive, one has to learn to perceive and to assess oneself and the other person.

EUISA – European Union of independent students and academics

EUISA is a European Organisation based in Austria and Germany, with the same goals and activities based on social cohesion, mutual understanding, intercultural and interreligious dialogue, Muslim Jewish dialogue and social cohesion, prevention and de-radicalisation. EUISA’s practitioners conduct prevention and de-radicalisation work within schools, youth clubs, pedagogues, police officers, churches, mosques and the community voluntarily.

KiJA – Children and youth ombudsman

The Children and Youth Ombudsman of Austria (KiJA Kinder- und Jugendanwaltschaften Österreichs) has regional offices which exist in each of the nine provinces (Länder) of Austria. Children, young people or adults can contact KiJA free, as long as the issue concerns children's and youth's rights and other matters of rights issues. KiJA solves conflicts, represents its clients and offers help in uneasy situations.

KJA – Network for deradicalization and prevention

The network which was founded in 2014 deals intensively with the topics of extremism, radicalization and devaluation. The aim is to combat any form of group-related depreciation ideologies and antidemocratic attitudes. It also wants to protect young people from stigma and general suspicion.

The network is based on four cornerstones:

1. Exchange and cooperation
2. Expertise
3. Professionalization
4. Consultation and support

School psychology

The school psychology platform is a project from the Ministry of Education It offers help, advice and counselling of every school psychological kind for pupils, students and young population as well as for teachers and adults working with the aforementioned groups.

Youth Counselling

“Jugendberatung” – Youth Counselling: an internet portal which is listing specialists in youth psychiatry, psychology, social work with the youth as well as particularly special pedagogues, healing educators, mediators, coaches etc.

A search mode/searching machine helps to find the specialist needed, on the professional field one is looking for. One can set the filters according to the selected criteria, not the geographical position, but also required languages, gender, age, diplomas and many different relevant details like area of expertise, work methods, special qualifications of the professional counsellors.

Youth crime prevention

The Austrian Ministry of Interior has developed five projects to prevent violence, youth criminality, cyber bullying, drugs and addiction, etc. among youth, and by extension in the whole society. These educational programmes are addressed to the youth and children. They are organised by request of

the school headmaster and it offer prevention and awareness raising among young people at Austrian schools.

Zara anti-racism counselling

ZARA – Civil courage and anti-racism work was founded in 1999 with the aim of promoting civil courage and a racist-free society in Austria as well as combating all forms of racism. The anti-racism work is based on three pillars: counselling, prevention and public awareness.

Every year, up to 1,000 victims and witnesses of racism receive legal support in the counselling centre. The counselling is free of charge, the counselling team consists of legal and socially trained consultants.

Czech Republic

Fair Play

FAIR PLAY – Students for Equality: Educational program focused on human rights and prevention of discrimination, racism and extremism.

Selected schools are offered free educational and training activities that enhance students' ability to perceive social problems through human rights, enable them to confront their prejudices and lead them to organize their own student events. The project is intended for high schools, who want to focus on these topics and want to support their students in specific human rights activities. Cross-cutting themes in the project: personality and social education, education in thinking in European and global contexts and multicultural education.

Human Rights Website

The aim of this website is to support the integration of human rights topics into teaching. Teachers will find a variety of materials, information, methodologies and videos about various human rights areas. The idea is to make the web a comprehensive tool, where teachers can find specific materials for lessons, ideas on how to work with them, basic and expanding information on human rights, and the opportunity to share their experiences.

There are developed methodologies based on concrete cases of human rights violations. Stories are subordinated to individual articles of the Universal Declaration of Human Rights and supplemented by text and video materials. Teachers will also find information on human rights, Amnesty International, human rights documents, and short films for use in teaching.

Inclusive school

The Inclusive School is an information portal focused on inclusion of foreign pupils into the Czech educational system.

There is the information on Foreigners in the School, which is intended mainly for school directors, but it can also be useful for class teachers, foreigners' coordinators, educational counsellors, or prevention methodologists. You will learn how the integration of foreigners into the Czech education system works at the level of the state, schools and other organizations.

Another part, Foreigner in the class, is intended for teachers of elementary and secondary schools, but will also briefly introduce you to the principles of working with pupils with a different mother tongue and their practical application in specific subjects. In this section of the site you will also find many inspirational teaching materials or integration tips. There is also a calendar with an overview of courses on multicultural and inclusive education.

In IUSTITIA: Me and Them is Us

The organization In IUSTITIA has developed the learning material ME AND THEM IS US. IDEAS FOR MULTICULTURAL EDUCATION: PREJUDICES, STEREOTYPES, HATE VIOLENCE AND ACTIVE WITNESS. The publication will answer the following questions: How do prejudices occur? What is Hate Violence? How does an active witness behave?

In the theoretical part, the publication explains the concepts of prejudice, stereotype, hate violence and the effect of the onlookers. Teachers will be offered new methods and will be suggested how to work with the classroom to prevent prejudice, hatred or bullying. In the practical part, there are didactical activities, including the worksheets, which can be used for the areas of multicultural education.

If you are interested in the learning material, you can order it by email to coordinator@in-ius.cz. an electronic version is available, too (<http://www.in-ius.cz/dwn/ja-a-oni-jsme-my/ja-a-oni-jsme-my-mkv.pdf>).

Multicultural centre in Prague

The Multicultural Centre in Prague addresses issues related to the coexistence of people from different cultures in the Czech Republic. They strive for a society based on respect for human rights, political equality and the reduction of social inequalities. They offer many educational, cultural and informational activities, such as:

Together against racism: the fight against anti-gypsy myths, hate speech, and the change of public discourse on the Roma. There are available methodological manuals for intercultural workshops at secondary schools at: <http://spolecneprotirasismu.mkc.cz/>

I as a Stereotypist: an intercultural seminar focused on stereotypes, prevention of racism and xenophobia. We offer a seminar for two target groups: students or teachers.

World School: Supporting Czech schools in their interest in global issues, incorporating global themes into teaching, and efforts to influence the local events in the spirit of “think globally, act locally”.

People on the move – Lidé v pohybu

The “People on the Move” page provides inspiration for work on refugee and migration issues for Scout troops, as well as for pedagogues and methodological support for dealing with controversial themes.

The opening of controversial themes and the exploration of different angles of view involves working with emotions, attitudes and values, identifying and validating information, and the relationships between them. We therefore offer following ideas on what it means to manage programs on controversial issues.

Web offers activities from different areas: Justice and Equality, Diversity, Thinking in Context, Critical Thinking, and Troubleshooting The entire methodology is available here: http://lidevpohybu.eu/wp-content/uploads/2016/04/Lide_v_pohybu_web.pdf.

Prevention of risk behaviour

Centre for social services in Prague, Department of Prague Centre for Primary prevention is a professional methodological workplace focused on the primary prevention of risk behaviour in the city of Prague. They provide methodological support, consultations, supervision and training in various areas of risk behaviour at schools.

They provide an overview of methodologies regarding racism and xenophobia with links for downloadable publications. These include Political Radicalism and Youth – a publication that was created as a result of the project “The Current Situation in the Area of the Extremist Movements in the Czech Republic”. Multipolis is a methodical guide for educators on multicultural education developed by SCIO as part of the MULTIPOLIS project. The origin of Roma – Gypsy label: Extensive information text for teachers on the origin and use of Roma – Gypsy label.

Variants

The program Variants is created and run by the NGO “People in need”. Our vision is to work towards an inclusive society and schools that are open to everyone and that guide students towards global responsibility and respect to others. We want schools to bring up open, tolerant and active citizens who are able to critically evaluate information and influence what is happening in their surroundings. The values that drive our work are respect, responsibility, freedom, partnership and a belief in every person’s potential.

We provide informational and methodological support, educational courses, didactic materials, professional consultation and assistance to schools and teachers in the field of inclusive education, intercultural education and education for global development. We also promote systemic changes in these areas, which should aid the overall education system in being inclusive and able to better react to the challenges of the modern world.

You can do it if you want

This music program, which is aimed at Prevention of risk behaviour has been going on successfully since 2011, when it was created with support of the Government Commissioner for Human Rights Monika Šimůnková.

Radoslav “Gipsy” Banga shares his personal story and his experiences with pupils and students and motivates them to pursue an active and meaningful life without violence, drug abuse, xenophobia, racism, intolerance, aggression, criminality and other variants of risky behaviour. It is approximately a 2-hour program full of original songs, which enhance the atmosphere and add complement the individual themes. Radoslav Banga, also known under the pseudonym of Gipsy, is a rapper, musician, singer and lyricist of Roma origin.

Netherlands

“bondgenoten” – Allies

“Allies” is an approach developed by the Dutch Police to build trust between the police, the municipality and communities. Representatives from the police, the municipality and the local communities meet five times a year. The representatives from the community are not professionals, but mainly citizens that are active within their local community. The participants have dinner together, discuss topics related to local security, such as radicalization, polarization, nuisance and poverty, and agree on concrete actions to be taken together.

BOUNCE – resilience tools

BOUNCE is a preventive program that combats violent radicalization at an early stage. BOUNCE helps to strengthen the resilience of (vulnerable) youth in terms of radical influences and raises awareness of their social environment. BOUNCE consists of three tools. “BOUNCEyoung” is aimed at (vulnerable) youth, “BOUNCEalong” on parents and first-line workers and “BOUNCEup” on future trainers. The tools are ideally used in combination with each other. The program is based on scientific research. It has been tested and validated.

Dare to be grey

The “Dare to be grey” campaign focuses on countering polarization by giving a voice to the grey middle. The initiators believe that the extreme voices in the social debate are especially audible, bringing into consideration the diversity of opinions, nuances and identities. The campaign encourages people with a balanced opinion to express themselves.

Dare to be grey facilitates an online platform against polarization, found on various social media channels. In addition, we regularly organize events, we are developing a school program and the magazine GRIJS will be published soon.

Education for teacher in Islamic organisation to strengthen the pedagogical and didactic climate in these organizations.

The approach is preventive. The main objective is to strengthen voluntary teachers in their pedagogical and didactic competencies. With this the approach aims to strengthen the pedagogical and didactic climate in Islamic volunteer organizations. And wants to contribute to the positive identity of these children as Dutch citizens by paying attention to the subjects ‘standards and values of the democratic state of law’, ‘polarization and radicalization’ and ‘creating awareness’.

Fort of democracy

With the continuous exhibition “Fort of Democracy”, youth are actively challenged to explore and strengthen their democratic skills and attitudes. In the exhibition knowledge and insight are interrogated through various tasks. The exhibition deals with topics related to the relationship between a democratic state and radicalism. The assignments let the young people think about radical statements and compare them with their own opinion. The exhibition aims to provide insight into the possibilities and boundaries of democracy and radicalism. The exhibition is mainly aimed at young people, but is also very suitable for adults. (Tuinier & Visser, 2009).

RADAR ADVIES: Commercial organisation for advice and training on radicalisation

Radar Advies (Radar Advise) is a bureau for social questions and with expertise in radicalization and the prevention of radicalization. By advice, training and research Radar Advies hopes to help government and organisations to pick up radicalisation in early stages by supporting cooperation in teams of professionals. Therefore, Radar Advies not only works with municipalities and the government, but also with agents, welfare workers, teachers, social workers and youth workers to signal and combat radicalization early on.

RADICX – instrument to detect the ‘state of radicalisation’ from youth

Radix is an intervention-tool that helps to get a better picture when there are concerns about a young person. With this tool it is possible to make a first estimation if the young person is possibly

radicalizing and to get a first impression on other worrying developments. The instrument shows the risk- and support-factors around a young person and gives tips how to further handle the youngster. The tool is supported by a publication on the background of radicalisation and a description on how to use the tool.

“Rijksopleidingsinstituut Tegengaan Radicalisering Dienst Justitiële Inrichtingen” The Dutch Governmental Institute Against Radicalization (ROR)

The Dutch Governmental Institute Against Radicalization (ROR) disseminates knowledge, insight and skills in the field of radicalization and the fight against jihadism. They do this by providing training for professionals in government and semi-government, who can encounter these themes in their daily work. The ROR is a collaboration between the National Coordinator of Terrorism and Security and the Training Institute DJI (Legal Services Department). This combines substantive knowledge on (preventing) radicalisation with training expertise in the area of safety and behaviour. Our courses have a strong educational base and are based on in-depth current knowledge. They are given by skilled and experienced trainers.

The Dutch Crime Prevention and Security Centre (CCV)

The Dutch Crime Prevention and Security Centre (CCV) helps (governmental) organisations in facing the challenge of addressing youth issues in their (work) community. The CCV is working on a safe and liveable Netherlands. Youth and Safety is the focus of our expertise in the Youth theme. We provide knowledge, tools, information material, tailor-made and training / workshops. On their website you will find extensive information about 14 different topics, such as youth groups, youth, as well as youth and radicalization. On the website they provide practical tools, such as database approaching youth groups and matrix early warning

The Power of Fathers

The “Power of Fathers” consists of several meetings aimed at education and paternity. For the meetings, different methods are used, including “stem table conversation”. During the meetings, fathers talk about fatherhood, the development of their children, your role as father and the relationship with your children. In the meetings the Fathers receive educational skills, are strengthened in their fatherhood and increase their social network. These meeting aim to contributing to the positive development of children, strengthening the positive father – child relationship and a better integration of the families in the Dutch society.

Slovakia

Discussion platform

“Komunita.progresivne.sk” is a platform, where the members can openly discuss, inspire themselves, suggest topics and prepare solutions to make Slovakia better. The portal can then advocate and support these suggestions.

One of the aims of the platform is to interconnect people with a common interest. For example, there is a discussion running on the topic: How to stop extremism, racism and hatred with the help of schools?

Don't hate

“NEHEJTUJ.sk” is a multimedia project designed for Slovak primary and secondary schools, but also for other public and private institutions working with children and youth. The outcome of the project is a methodological guide and double DVD with selection of films of Slovak and foreign production on the theme of intolerance. These can be ordered for free.

Education for Tolerance

With the Internet Without Hate campaign, the Slovak Republic joined the No Hate speech movement organized by the Council of Europe. In the campaign, three publications have been published to help teachers and the public to fight internet hatred and human rights violations.

- The publication “I’m not a racist, but ...” is a reaction to public anti-Romani discourse, often fed by a lack of knowledge of important data and links about the Roma minority.
- The publication “Cyberhate – Internet hatred” is a brief guide to the issue of hatred propaganda on the internet, directed especially towards racial, ethnic, sexual and religious minorities. It is primarily intended for civic subjects at secondary schools.
- The publication “Immigration in Europe and Slovakia: Numbers, Facts, Contexts” focuses on immigrants, multiculturalism and immigration in general.

Educational program for teachers

Since September 2017, there is available an educational program “Development of competences of the teaching staff in the field of prevention of extremism” for the teachers of ethics, civics and history. The aim of the training program is to provide pedagogical staff with extensive information on cultures, cohabitation, communication, tolerance and intolerance. It will also address the issue of extremism and the prevention of its manifestations.

eSlovakia – RYTMUS

08.02.2016 Bratislava – eSlovensko launched series of the screening of the movie “RYTMUS – a dream from the block” and motivational lectures for youth across the country. The main theme is not to become a target of a hate speech on the web. In addition to experts, the main character of the movie, rapper Rytmus attended the lectures. He is a Roma boy raised in a non-Roma family and he became very famous as a rapper.

We talk to them through the powerful story of a famous person, so the lecture has a great impact on young people. We let them take example from real people who face hatred on the internet, so that the young people can learn how to fight it.

If a school is interested in a free screening of the film “RYTMUS – a dream from the block”, they can email us at: marketing@eslovensko.sk. The survey confirmed our findings that the film can be very effective in preventing extremism and anti-Gypsyism among the young in Slovakia.

Handbook for teachers

The Research Institute of Child Psychology and Pathopsychology together with the Ministry of Education, Science, Research and Sport of the Slovak Republic and in cooperation with the UNESCO Education and Training Section have developed and implemented a project to provide practical advice when and how to discuss with pupils and students about violent extremism and radicalization, to help teachers create a climate in the classroom that is inclusive and conducive to a respectful dialogue, open discussion and critical thinking. The project included a Guide for Teachers on Prevention of Violent Extremism through Education issued by UNESCO.

Not indifferent

Students of the Catholic University in Ruzomberok are fighting against extremism. With the “Not Indifferent” project, they want to change the thinking of young people, so that they do not judge others because of their differences. They have set up a Facebook group with the aim to encourage people who are against extremism. The organizing team is leading a campaign to target people who are not active in confronting the problem of extremism due to fear or indifference.

PDCS – Partners for Democratic Change

PDCS = Partners for Democratic Change. They organize trainings, write publications in different fields: Conflict prevention and resolution, Civil society development, Citizen participation, Participatory education etc. Some of their publications:

- Tolerance education through games: Instructions for role playing, simulations and case studies for trainers

- Conflict resolution in a development context: practical steps showing how to react to inter-ethnic, cultural and civilizational conflicts in our multicultural divided world.
- Value clashes through games: How can the individuals and groups coexist in a society, when we hold different values? How to deal with the minority views, with difference, with otherness?

Psychology through experience

Psychology through experience is an electronic methodical guide. The second edition of the guide includes more than 900 pages and 696 megabytes of guidelines, activities and worksheets for over 180 lessons in psychology, social-psychological training and related subjects processed in thematic experiential blocks.

Some topics are:

National and ethnic diversity, Religious diversity, Cultural diversity, Gender diversity, Economic diversity, Diversity of lifestyles in the various subcultures, Personality and its diversity, Conflicts, aggression, bullying.

Responsible

The project zodpovedne.sk started in 2007 and is focused on safe and responsible usage of internet, mobile phones and new technologies. They are running several websites, which support the fight against radicalisation.

- The webpage “Zodpovedne.sk” offers an overview about the topic of extremism and radicalisation. It suggests examples, questions for the kids, tips for the parents and games for the classroom.
- “NEHEJTUJ.sk” is a multimedia project designed for Slovak primary and secondary schools. They created a methodological guide and double DVD with selection of films on the theme of intolerance. Nehejtuj.sk also launched series of the screening of the movie “RYTMUS – a dream from the block” and motivational lectures for youth across the country. The main theme is not to become a target of a hate speech on the web, also to prevent extremism and anti-Gypsyism.
- “NoProblemos.sk” is a series of comics about three friends, who are talking about topics of cultural tolerance.

Trust but verify

The organisation “Human rights” in Slovakia has created a publication “Trust but verify”, which aims to fight extremism on internet via knowledgeability. On the social media, there is a dangerous trend of interconnection between alternative and far-right websites and organizations. This makes extreme content not only more sophisticated and difficult to identify but also affects much larger sections of

the population. This is particularly dangerous to young people, who are still shaping their opinions and are searching for alternatives during the global economic crisis.

This publication helps via informal education to create capacity for recognition of extremist content, manipulation of alternative media and the ability to verify information in the online area, thereby preventing radicalization and extremism of youth.

We are here at home, too

International Organization for Migration (IOM) published a set of educational materials on migration: a documentary film, didactic material, a presentation and an information poster. The educational materials serve as a wide-range presentation tool to the introduction of migration and migrants to the public. It should help especially teachers and lecturers when introducing migration into multicultural education at all levels of formal education and into trainings in intercultural skills of professionals working with migrants.

The materials are freely available on the IOM website, the film “We’re here at home” is freely available on the IOM YouTube site.

Slovenia

Active for a tolerant society: Guidelines for more successful integration

The main purpose of the publication is to create guidelines for local communities for more constructive coping with current migration trends. In the beginning of the publication the system of integration of persons with the status of international protection in Slovenia is presented. In the following chapters follow mostly to the state critical views of experienced representatives of NGOs, who work with refugee and migrants on daily bases. The third part presents the experiences with the integration and practical recommendations for local communities on how to approach the integration of migrants.

EDUCA: Educate for diversity

EDUCA is an example of a cross-border project that promotes intercultural values in multi-ethnic societies through education. For that purpose, research, and university institutions and schools, which have bilingual educational programs, develop learning materials. The project was co-financed with the resources of the European Regional Development Fund and from both national funds.

Guidelines for implementation of program “successful integration of immigrant children”

Manual “Successful integration of immigrant children into education and learning (UVOP)” was created under the project “Developing interculturalism as a form of coexistence” which was partly financed by the European Social Fund and partly by Ministry of Education, Science and Sport. It includes both: professional contributions, which discuss about interculturality as a new educational paradigm and concrete ideas for activities that can contribute to better social and linguistic integration of immigrant’s pupils into Slovenian educational system.

Help for refugees

The Governmental office for Communication has set up a special website with all relevant information on current government activities related to refugees available for citizens and first-liners. Aim of the website is to prevent the spread of hatred, which based on intimidation and misrepresentation and to contribute to effective institutional services and tolerant society.

Institute for Development of Inclusive Society (IRVD)

IRVD acquires and develops knowledge about the meaning and values of an inclusive society – society for all. Through education, training, awareness and advocacy, information and counselling services, this knowledge is spread across an inclusive public space and transmitted to citizens and legal entities. It also encourages vulnerable groups to overcome the causes of exclusion. It supports them to be able to participate independently and equally in social processes and management of public affairs, access public services and public financial resources, thus actively influencing the improvement of their social position and the realization of the sense of life in the social community.

Intercultural competences in education of adults

The scientific monography consists of four chapters written by experts working in the field of migration studies, legal protection and adult education. In it, authors write about multiculturalism, creation of stereotypes through language, challenges of legal protection and intercultural pedagogic. In the last chapter are described four two-day courses for intercultural competencies for adult educators. Monography provides a wider picture of integration and explains why education, which based on intercultural dialogue, is important for new generations.

Project YCARe

YCARe (Youth Counselling Against Radicalization) is a unique international project aimed at supporting youth counsellors in preventing and combatting radicalization. Eight countries participate in the project, Austria, Germany, Greece, Ireland, Slovak Republic, Slovenia, Spain and The Netherlands.

They collect guidelines and best practices. In recent years several national and international projects have been set up to exchange and disseminate knowledge and best practices. YCARE's added value stems from the feedback that is collected among the youth counsellors who use the tools.

A teaching environment is created in which best practices and guidelines can be improved. The idea is that young workers may eventually be better equipped if countries learn from one another. The project YCARE is now carried out with funding from the Erasmus+ programme.

Spain

FRIDA - Guidelines for the prevention and detection of racism, xenophobia and other forms of intolerance in the classroom

These Guidelines are the result of the work developed in the FRIDA Project (Training for the prevention and detection of racism, xenophobia and other forms of intolerance in the classroom), whose objective has been to raise awareness and provide teachers and educational managers, with tool for the prevention, detection and response to incidents of racism, xenophobia and other forms of intolerance. In fact, it is in the school stage when coexistence with different people begins and what is learned in the classroom will be crucial for future behaviour. It is at this time when young people learn to value diversity from an enrichment perspective and not as an obstacle.

Guidance on Youth radicalisation

Through this training activity, educational practitioners working with young people will be able to obtain information about youth violent radicalisation and know what actions can be taken to prevent it. They will also have access to specific didactic materials on radicalisation issue and other supporting resources, and to an interactive space to exchange knowledge and experiences with other professionals through a permanent forum. As more young people are going through a process of radicalisation that leads them towards violent extremism ideals, it is fundamental to provide tools to professionals working in the field of Youth to cope with this phenomenon.

Islamic religion course to prevent radicalisation

The Muslim students of compulsory secondary education (ESO) and high school degree (Bachillerato) will study in the Spanish colleges to reject radicalism and prevent terrorist violence during the Muslim religion class. The Islamic Commission of Spain (CIE) has already prepared 12 textbooks for the delivery of these new contents. This is reflected in the new curriculum for Secondary Education and Baccalaureate designed by the CIE and approved by the Directorate General for Territorial Evaluation and Cooperation of the Ministry of Education, Culture and Sport.

The notification was sent to the colleges in March 2016 and has been implemented for the first time during the 2016-2017 academic course.

I Transversal Plan for Coexistence and Prevention of Violent Radicalisation in the City of Malaga 2017-2020

This Plan responds to the commitment of the City of Malaga to contribute to the National Security Strategy and Fight against Violent Radicalisation, having been chosen Malaga by the Ministry of Home Affairs as a pilot city for the implementation of the National Strategic Plan to Combat Violent Radicalisation. Its implementation will be done in collaboration with the Centre for Intelligence against Terrorism and Organized Crime (CITCO) and the University of Malaga.

The objective of this 1st Plan is to “Raise awareness and build an active and resilient citizenship that favours social cohesion, improves coexistence, respects religious and worship freedom and avoids marginalisation and violent radicalisation”.

“MUS-E®” Programme: Social and Educational inclusion through the Arts

The MUS-E® Programme promotes coexistence by developing the capacities of children and young people in social difficulty as well as the recognition of cultural diversity.

The purpose of the Programme is to work from the Arts, in the school environment, as a tool that favours the social, educational and cultural integration of students and their families, thus improving their performance in the classroom. Emphasis is placed on the importance of dialogue and interaction as well as the development of creativity and imagination in educational practice for the improvement of learning in school and work in values.

National Plan for Coexistence and Improvement of Safety in educational centres and their environments

The National Plan for Coexistence and Improvement of Safety in educational centres and their environments aims to raise awareness among children about the security issues that may affect them most, including the risks associated with the use of new technologies related to possible exposure to the methods of recruitment that are using violent extremisms, as well as racist and xenophobic behaviour, etc ...

Programme “EL PATIO. Educational centres as community resources”

A specific problem, violence, and a particular population sector such as Youth, are grounds for launching a comprehensive intervention based on the generation of participatory processes, combining the local with the regional level and the individual with the community.

The initiative “EL PATIO” is a socio-educational process, open, flexible, comprehensive and participatory, with a preventive and awareness raising character, drawing from youngsters and taking the street and the educational centres as main areas of work to generate dynamics of community transformation on the basis of encounter, relationship and participation.

Project “Campus de Paz” Plan of Prevention of Radicalisation among Young people from Ceuta and Melilla

The emotional education project “Campus de Paz”, launched in mid-2012 by the Foundation for Victims of Terrorism (Fundación de Víctimas del Terrorismo) and the SEK educational institution (institución educativa SEK), has the main objective of addressing the emotional management of minors by incorporating comprehensive support to parents and/or legal guardians via an Emotional Intelligence Programme (EI).

Currently, it is developing a new action in collaboration with the University Camilo José Cela, called Plan of Prevention of Radicalisation, to stop an increasing rate of radicalisation among young population from Ceuta and Melilla. Initially, it is intended to act in the precarious neighbourhoods of El Príncipe (Ceuta) and La Cañada (Melilla), which is where they have detected a greater risk of jihadist recruitment.

School for Families

The School of Families Web gate is an initiative of the Regional Government of Andalusia that brings the school and the processes of training and learning closer to the family environment. It is an open communication channel specifically aimed at families, but also at AMPAs (fathers and mothers students’ associations), educators, counsellors and other educational professionals, establishing a common guide for the purpose of training and educating better students and, above all, better people.

Strategic Plan for Coexistence at School

During the 2015-2016 academic year, the Strategic Plan for Coexistence at School was developed through a participatory process coordinated by the Ministry of Education Culture and Sport, through the National Centre for Innovation and Educational Research. For this reason, a Technical Advisory Committee has been created, composed by representatives of the Autonomous communities and the Autonomous cities of Ceuta and Melilla, as well as other government agencies.

This Plan is articulated around seven priorities that are related to the prevention of all types of harassment and school violence. Its structure also includes eight lines of action with objectives and measures to be applied in each one of them.

The “Buentrato” Project

The Project “Buentrato”, initiated in Peru by the ANAR Foundation in schools from Lima, aims to make adolescents active agents in the promotion, prevention and defence of equality, coexistence in classrooms and the fight against gender-based violence. This is achieved through the empowerment of a small group of students supported by ANAR, who is responsible for training their peers in good treatment and help resolve some conflicts held by some students.

Web page on School Coexistence of the Ministry of Education, Culture and Sports of the Spanish Government

This website of the Ministry of Education, Culture and Sport (MECD) is a guidance tool with numerous resources for educational centres, teachers, students and families. Among other resources, it is possible to consult the current regulations of national and regional scope, publications, materials, protocols of action, seminars, calls of proposal, awards and school coexistence plans.

Other countries

The centre for prevention of radicalization leading to violence (Canada)

The Centre for the prevention of radicalization leading to violence (CPRLV) aims to serve as a platform to support families and individuals concerned by potential radicalization situations, and to prevent the worsening of the latter symptoms, when they occur. CPRLV comes as an initiative of the City of Montreal, wishing to set up an organization, dedicated specifically to preventing issues of violent radicalization and their expressions.

The Aarhus anti-radicalisation effort – also known as „Hug a Jihadi“ or „Aarhus Model“ (Denmark)

Religious radicalisation has become an international problem. But instead of cracking down on returning Syria volunteers or radicalised young adults, the officials of the Danish city “Aarhus” have implemented a successful dialogue based anti-radicalisation effort that attracts great attention and interest abroad and is nicknamed “Aarhus Model” or “Hug a Jihadi Programme” in the media. A documentary on the “Aarhus Model” has been aired by the Australian award-winning documentary series “[Dateline](#)”.

The work to prevent radicalisation and discrimination is collaboration between East Jutland Police and Aarhus Municipality and works with understanding and knowing how to handle the concepts of radicalisation, extremism, terrorism and discrimination.

The intercultural cities program (France)

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. The programme proposes a set of analytical and practical tools to help local stakeholders through the various stages of the process.

“Demystify extremism!” – Preventive educational work with young people (Germany)

The model project “Demystify extremism!” is an answer to the growing need to use preventative political education in order to address the phenomenon of religious extremism. The goal is to provide education about extremism and recruitment strategies as well as to develop strategies for youth when signs of radicalisation arise in peer groups. Other objectives are to demystify the phenomenon of jihadism and to increase the ability of young people to distance themselves from extremism.

Student competition in political education (Germany)

This student competition is the largest German-language competition for political education and since 1971 a “classic” in the educational landscape, which enriches the education of political topics in school. To this end, the competition offers project proposals developed by professional colleagues on current and explosive topics for grades 4 to 12. The tasks are clearly structured, which facilitates instruction and planning, but also open enough for your own design possibilities. For a first impression just take a look at the tasks for 2017. Information about the competition can be found on the homepage of the Federal Centre for Civic Education.

The German Association of Martial Arts Schools against Violent Extremism (Germany)

The German Association of Martial Arts Schools against Violent Extremism (Deutscher Verband der Kampfsportschulen gegen Extremismus DVKE) is a unique and first of its kind initiative of the German Institute on Radicalization and De-Radicalization Studies (GIRDS) in Germany. The DVKE is a network of committed martial arts schools in (currently) German speaking countries working against violent radicalization and extremism of every sort. Hence, the DVKE is worldwide the first network of martial arts schools which introduces counter-radicalization into the daily training school routine. They aim to train their members to spot violent radicalization processes as early as possible and to be able to react adequately. Ideally, DVKE mentors are able to act as strong partners for other more specialized CVE and deradicalization programs.

RA-PROF – Radicalisation Profiling (Switzerland)

Radicalization Profiling is a method developed by the Swiss Centre for Violence, which makes it possible to detect and react to radicalization tendencies in the right and in the Islamist spectrum at an early stage. If a teacher, a police officer, a social worker or other responsible person determines

that a person may be radicalized, that person will turn to the competent licensed RA-PROF department.

Mothers for Life Network (various countries)

“Mothers for Life” is a unique global network of parents who have experienced violent jihadist radicalization in their own families. In most cases, the parents in the network have seen their sons and daughters leaving for Syria and Iraq and in many cases never to return. Sometimes other family members have radicalized as well.

Currently 12 countries are represented in our network: Canada, The United States of America, Germany, Denmark, Belgium, The Netherlands, Sweden, France, Norway, Great Britain, Tunisia and Italy.

A multicultural society (United Kingdom)

The topic of these materials is related with the themes of immigration and emigration, demographics and ethnicity. They are specifically related with the different ethnic minorities that make up the population of the UK but can be adapted to other countries’ realities. There are a range of reading and discussion tasks, which enable students to reflect on their own culture and the minorities within it. This can be a sensitive subject as it deals also with religion to some extent, so it is important to be sensitive to people’s feelings and try not to promote one’s own opinions, but to listen to those of the students.

Educate Against Hate (United Kingdom)

The purpose of this website is to provide practical advice and support to help all individuals with an interest in keeping children safe from the dangers of extremism. This site has been created by the Department for Education and the Home Office and is fully endorsed by the groups listed below.

As children grow and become more independent, it is not unusual for them to take risks, explore new things and push boundaries. Teenage years are often a time when young people will be searching for answers to questions about identity, faith and belonging, as well as looking for adventure and excitement.

Stand up! (United Kingdom)

Stand Up! Education Against Discrimination empowers young people in mainstream schools to learn about and act against discrimination, racism, antisemitism and anti-Muslim hatred, whilst developing their social responsibility in the community.

Strong Cities Network (United Kingdom)

The Strong Cities Network is the first ever global network of mayors, policymakers and practitioners united in building social cohesion and resilience to counter violent extremism in all its forms.

The network connects cities, towns and regions around the world to share their local best practice on an international scale and collaborate at the subnational level to prevent violent extremism and the conditions in which extremism and radicalisation can take hold in communities.

The programme aims:

- To assess the base knowledge of students around issues of discrimination, antisemitism and anti-Muslim hatred in the framework of protected characteristics
- To use definitions, historical events and current examples of hate crime to enhance students' baseline knowledge
- To educate and provide practical strategies (such as reporting) to counter different categories of hate crime by using current CST and Tell Mama research and incident reports that relate to young people

For students to gain a more comprehensive understanding and feel empowered towards their civic responsibility in society

Overview about the current situation of the specific project environment in the partners' countries

Austria

Youth situation and youth policies

According to last statistics, the Austrian youth makes up 11,9% from of total population of 8,6 million inhabitants. The definition of youth in Austria varies. Austria's youth strategy targets 14-24 year olds, while the youth promotion act defines youth as those under 30 years old.

Austria follows the youth policy of the EU from 2009 and agreed to the overall objectives of European cooperation in the youth field. This includes the following main fields of action:

- Education and training;
- Employment and entrepreneurship;
- Health and well-being;
- Participation;
- Voluntary activities;
- Social inclusion;
- Youth and the world;
- Creativity and culture.

The main law dealing with youth is the "youth protection law" and it is valid throughout Austria, however in nine modified versions for each federal state of the country. This law/these laws include measures, actions and other procedures that guarantee the general protection of minors. Variations between the federal states are inter alia in regulations the times when minors are allowed to go out alone and in other slight nuances.

The central theme that youth is not allowed to stay in places which could endanger their healthy development or sanity (e.g. being exposed to prostitution, gambling, alcohol, tobacco, confrontation with violence live or just on screen etc.) remain everywhere throughout Austria the same.

There are two ministries whose main activities concern youth and children:

- Federal Ministry of Families and of Youth of the Republic of Austria
- Austrian Federal Ministry of Education and Women Affairs

Austrian youth is represented by Austrian Federal Youth which is the statutory advocacy of the children and adolescents in whole Austria.

Extremism and radicalisation in Austria

Youth radicalisation has been a topic in Austria indeed. Again, and again it is mentioned and passionately discussed, several newspapers and other mass media report about this issue. With a broad mixture of nationalities and cultures living in Austria nowadays, there are observable tendencies of occasional tensions. There are several factors influencing the eventual formation of radicalisation. Several organisations, movements and initiatives are preventing and/or fighting its emergence, with more or less success and publicity.

These main types of radical views and behaviours might be distinguished as mainstream radicalisation in Austria:

- Muslim radicalisation/Islamic extremism
- Right-wing extremism/neo-Nazism/antisemitism

Sociologists and other experts have found out that radicalisation does not necessarily have a lot to do with religious or ideological beliefs itself but might be only a demonstration of insufficient recognition which is perceived solely from the subject itself, not from their surroundings.

Anyway, as crucial factors favour the emergence of radicalisation, we may identify and name among other these aspects:

- Disorientation of any kind, either on family, personal, professional or interpersonal level
- Pressure from society, media, peers or older comrades etc.
- Life crisis (death of a family member, parents' divorce, hopelessness...)

This does not mean that everyone between the age of 14 and 24 who is going through hard and tough times must become radicalised. Only that under certain circumstances some factors act as a sort of catalyst for already established high risk individuals.

Research also shows that children and youth left on their own, without appropriate guidance and structure they need, may incline to explore areas and get involved in activities (real or virtual) which are absolutely inappropriate for their age and mental state in general, and which can have a long-lasting destructive impact on their further development.

Muslim radicalisation

The most discussed type of radicalisation in Austria recently represents the Muslim radicalisation. A very sad example are the two Austrian girls who disappeared and voluntarily travelled to Syria to join the IS. In this tragical case, the recruitment happened via Internet and the two girls had been successfully persuaded to fight and sacrifice their lives for Jihad.

According to the Austrian Federal Office for the Protection of the Constitution and Counterterrorism, there have been around 250 persons in 2016 who confessed to Jihad in Syria or Iraq and left the country of Austria for one of these two destinations or for both. The majority of these people come allegedly from an environment whose perception of violence and war might be somehow different from those in dictionaries and encyclopaedias.

The recruitment takes place not only on the Internet like it was with two girls but everywhere where young people meet; in streets, through clubs, in fitness centres and other places.

The radicalisation might even begin in kindergarten or nursery; in Vienna alone, there are 150 Muslim institutions for children. The pedagogical personnel and other staff sometimes hardly speak German and thus kids can learn it neither. Such institutions facilitate the formation of a parallel society which can lead to irreparable damage for Austria's future generations. Also, it gives great opportunity for right-winged political parties (moderate or stronger) and their populist politicians in election campaigns.

At the same time, there is an organised Muslim youth association which tries to support, to motivate and help young people with Muslim background living in Austria to cope with islamophobia, to fully integrate them into the society, to prevent them from radicalisation and most of all to rectify the warped image their religion and its members have in the minds of the public.

Netherlands

Current Dutch youth Policy

This overview will start with a brief description of services and provisions for the youth in the Netherlands. Next, we will introduce the current Reform of Dutch youth policy and we will give a brief explanation what is expected of these reforms.

Services and provisions

The Dutch youth care and welfare system consists of: universal services, preventive services and specialized services.

Universal services: e.g. youth work, child care and schools. These services aim to facilitate the normal development of children and to prevent small problems of children and families turning into severe problems. Municipalities aim to strengthen these universal services in order to enable professionals to adequately solve small problems in children's upbringing and to detect more severe problems. Municipalities in The Netherlands also aim to stimulate the cooperation between the different universal services.

Preventive services or primary youth care services: e.g. child health care, general social work, parenting support and in many local municipalities, also within the Youth and Family Centres. These preventive services aim to detect problems at an early stage, to intervene at an early stage, to coordinate support and to refer children and families to the specialized youth care services. The municipalities are responsible for preventive youth policy.

Specialized services: e.g. the youth care services, youth mental health care services and child protection services. The provisions available should assess the needs and the situation of children and families with serious development and/or parenting problems. They also provide specialized care, coordination of care and aftercare, including intensive ambulatory support and specialized pedagogical support at home for multi-problem families, semi-residential care, residential care and foster care.

Reform of youth policy in the Netherlands

Before 2015, the Netherlands had long tradition in child and youth social services with a high standard of professional practices. The universal and preventive services were the responsibility of the local municipalities and the youth care system was under the responsibility of the 12 Dutch provinces. However, during the last twenty years many evaluations have been made. The system was seen as not functioning well enough. The five main problems are summarized as follows:

1. Imbalance in focus: There was a growing imbalance between attention to normal development of youth and attention to youth at risk. The specialized services received more funding in proportion to the universal and preventive services.
2. Fragmentation: The child and youth care system lacked transparency because of the many different services, statutory bases, responsible and funding authorities, professional associations and sector organisations.
3. The prevailing practice of referring clients: With many different services specialized, organisations cannot meet all needs of children, adolescents and their families. Therefore, clients are referred to different organisations. Often, the admission procedures are complicated and take a great amount time.
4. Increase use of care: The increased demand of specialized care every year, seems to be caused both by an improvement in detecting problems and the earlier mentioned imbalance between services, the fragmentation of the youth care system and the domination of referrals to specialist services.
5. Unmanageability: When one type of services receives funding, the demand of other types of services increases.

In order to reduce the obstacles mentioned above, a huge reform of the Dutch youth care system became necessary. Therefore, since the beginning of 2015, the Dutch youth care system has undergone a decentralization and transformation.

This decentralization means that all 393 municipalities are now responsible for the whole continuum of care for children, young people and families in need of help. The transition relates to all types of services, including mental health provisions. The municipalities now steer a wide range of services for children and families, ranging from universal and preventive services to the specialized (both voluntary and compulsory) care for children and young people between 0 and 18 years old. The transformation of care emphasizes a bigger role of the family and social networks in the care process, more prevention and a better coordination and integration of services. This should lead to more coherent, more effective, more transparent and less expensive services for children, young people and families.

The new Child and Youth Act is not executed on its own. There are three other decentralizations implemented at the same time:

- Acts in Social Support of All Citizens,
- the New Act on Income and Labour, and
- Appropriate Education.

Decentralization and transformation: implications for services and provisions

The underlying principle of the decentralizations is “one family, one plan, one coordinator”. For the relevance of this overview, only the new Child and Youth Act (2015) will be briefly discussed. The main objectives of the new Child and Youth Act is to decrease the number of children in specialized care and to increase preventive and early intervention support and to promote the use of social networks.

In summary, local municipalities are responsible for ensuring that their youth policy

- activates, restores and strengthen the own capacities of the children, youth, parents and their social environment to solve problems;
- improves the parenting capacities of parents and their social environment, so that they are able to bear responsibility for the upbringing of children and youth;
- includes prevention, early detection and early support;
- offers timely suitable care made to measure. This includes improving the safety of children and youth and out of home placements in environments that are most similar to family environments;
- contains effective and efficient cooperation regarding families.

Tackling radicalization in the Netherlands

The Dutch government has been working intensively to tackle the problem of radicalization and terrorism, since the country’s level of terrorist threat was raised in March 2013. One of the main lines of the program is the collaboration and information-exchange among the state and local

authorities (municipalities). The program focuses on both risk reduction and preventive measures in high-risk areas.

The Action Program's objectives are threefold: (1) to protect the democracy and the rule of law, (2) to fight and weaken the jihadist movement in the Netherlands, and (3) to reduce the breeding grounds for radicalization. As such the Action Program consists of five elements, which will be summarized below:

1. Preparation phase for tackling radicalization
2. Preventive approach to radicalization
3. Fighting terrorist activities
4. Terrorist threats
5. What if a terrorist attack is committed?

Municipalities and local parties play a key role in the fight against radicalization. Schools, mosques, key figures, communities, and first line workers, are most likely to be in direct contact with youngsters who are vulnerable to radical ideologies. They are able to perceive changes and communicate with the youngsters. Therefore, they can provide information and help to notice signals. There are five important domains of preparation:

1. Exploration: a lot of municipalities start an explorative research in order to assess the necessity and feasibility of a policy for fighting radicalization
2. Detection of possible signals: municipalities play a key role in the detection of possible radicalization processes, at an early stage.
3. Organizing information: municipalities are all equipped with local structures where signals of radicalization can be reported, shared and interpreted.
4. Effective networking: a good network is invaluable in the prevention of radicalization. It requires cooperation and mutual trust among all the parties involved.
5. Expertise enhancement: municipalities can make use of different types of trainings. These include counselling material for first-line workers and managers in education, youth care, social work, police, public prosecution service and judicial institutions, e-learning modules about recognizing radicalization, and security awareness modules for companies and institutions facing violent extremist threats.

Slovakia

In Slovak Republic, the phenomenon of extremism and radicalization is often interpreted as manifestations of fascism and racial abuse or racist hate ideas.

Extremism as such is not subject to racial or ethnic hatred only. Extremist or anti-social behaviour of young people (or adults) is manifested in the form of violence itself against individuals, groups,

communities and politicians as well as the active participation of young people in the prohibited events, wearing banned symbols (Antifa, Skinheads, etc.) or by setting up their own interest groups conflicting with the Constitution of the Republic and the law on the protection of human rights and freedoms.

Sympathy or membership in extremist formations does not affect only their external behaviours (clothes, hairstyle, wearing different symbols), but also affects the whole idea of the world and their way of thinking and action.

The factors that most influence the rise of extremism in Slovakia can be put in order from the factor with the greatest impact:

- Street impact
- Internet and easy access to the aggressive side
- The inability of parents to control children's leisure activities
- Inappropriate influence of the media
- Society impact
- Lack of parent's time dedicated to children
- Church influence
- School and the school environment

The causes of violence and attitude of Slovak youth to expressions of extremism: The Slovak Republic is split into two main categories of extremism: Right-wing extremism, which is presented as a mixture of ideas of Fascism, Nazism, Racism and Neo-racism, and left-wing extremism, which manifests itself mainly with kind of Anarchist, anti-globalization and radical environmental ideas.

The most serious racially oriented theories include the idea of the white supremacist over other people. Based on the survey "Right-wing extremism on the SR 2013" young respondents in Slovakia are the least tolerant to Roma population, where 39.0% presented the view that these people are less valuable than others, but on the contrary young adults showed leniency towards Asian, and black people (up to ¾ respondents have no problem with those nationalities). It is obvious that the Slovak youth is based on the fact that with Roma people are facing more frequent than with other ethnic groups. Trend of supporting extremist groups (such as politics) is based on proven research and extends support in municipalities and regions, which are located near Roma settlements, mainly in eastern Slovakia and in most municipalities in central and western Slovakia.

In Slovakia we are aware of some youth subcultures, which are characterized by elements of delinquent behaviour – an attitude which goes beyond normal behaviour, and may therefore pose a risk of violence, radical or extremist acts (crime, alcoholism, drug abuse, promiscuous sexual behaviour, political orthodoxy, vandalism, aggression, self-mutilation, etc.).

According to the opinion of young people, we can cite the group considered the most threatening Slovak Republic (lists "Top 5" in a comparison between 2009 and 2011):

- Neo-Nazis (promotes fascism)
- The Roma minority
- Skinheads (fighting other races often violently)
- Nationalists (the first SR / hatred e.g. the Hungarian minority and other minorities)
- Sport/Football hooligans

Mainly violation or commit offenses with elements of extremism are provided by young people in age of 14-28 years. According to experts Police Corps is the dangerous age roughly between 12 and 13 years, because individuals are more likely to imitate the older ones, respectively they are easily influenced. In year 2011, the proportion of offenders in the category of 18-25 years was 80% (from a total of 91 offenses,) where, in 2013, committed the crime of extremism in the greatest amount of people older than 25 years.

Our survey confirms the relevance of surveying the themes of violence, intolerance and widespread right-wing extremism among young people. It is important to examine the behaviour of young people in the home, social as well as school environment.

It is important to specialize the various investigations and to focus attention on the different ages of youth (youth as a whole, ages 12-14 years and 15 years or more, and so on). It also remains an important social role to help young for removing problems related to employment and thus financial security, because it is a major source of concern for the future.

Slovenia

Slovenia is a country that has a large number of immigrants from war zones of the Balkan war in Bosnia and Herzegovina since 1996/1997. Many programs incurred during that period, and in today's re-migrant crisis they confirm their usefulness, especially among young people.

Slovenia is an extremely diverse county; in culturally, socially and ethnically mixed context. After the Balkan war twenty years ago, immigrants brought as well religious diversity in the country that was before purely Catholic.

For a country with only two million inhabitants all those changes had been and still are a great challenge.

Situation of youth counselling in Slovenia

Advisory service and School counsellors

According to the latest information of the Statistical Office of the Republic of Slovenia, there are approximately 1050 counsellors employed in primary schools, schools with special education programmes, secondary schools, residence halls and other institutions in the field of education. School counselling teams exist since 1968. Actually, the counselling work is the direct result of career advising and psychological diagnostics for children as well as of counselling and educational services for children, parents and teachers. The new legislation from 1996 governing the educational system places school counselling services into all spheres of the system. Thus, the school counsellors have become an important subsystem of pedagogical professionals.

We also have counsellors as well at all levels of education, including adult education. It is important to emphasize that there is also a good cross-sectors integrative connectivity, what we in more details present in the following chapters.

School counsellors are operating on the basis of program guidelines defined by the "National Curriculum Council" operated by Institute of Education of the Republic of Slovenia.

In the field of adult education under the auspices of the Adult Education Institute exists altogether 14 counselling centres all over the country.

Parent Council

The Parent Council is a supervisory body of the institution (school) acting in compliance with its legally defined powers. It is made up of representatives of individual units. It makes its decisions independently of other bodies within a school. Its work is public and in implementing its tasks it is accountable to parents whom it represents. The Parent Council is a body representing the interest of students' parents.

The role of the Parent Council is to give proposals for extra curriculum activities; give approval to the proposal for extra curriculum activities; give the opinion on the proposal for school development programme and annual work plan; debate on the reports drawn up by the Principle on educational issues; deal with the complaints made by the parents and to give its proposals, incentives and opinions hereto; elects members of the Parent Council.

Social work and Youth

The Social Work Centre, whose founder is the Ministry of Labour, Family, Social Affairs and Equal Opportunities, operates 62 centres for social work. Either they have a team of experts from different services, a team for individual planning, or a so-called emergency team. The emergency team

members meet when the circumstances require immediate intervention (e.g. abuse, violence, infringement of rights of children and adolescents etc.).

In any case the team has to be activated in compliance with the Rules of Procedure. The team is composed of five to seven people, who are being trained to deal with particular issues. The Centre might invite experts for particular areas and individual professionals or volunteers who have a deep insight into the processes (offering assistance and current trends in particular areas) to join the team. In principal, all members of a team have equal say in the matters. However, special attention has to be paid to those issues which might cause unmanageable escalation of problems. For the work of the emergency team also applies that the assessment of resources is just as important as the assessment of problems.

In case of emergency, a team prepares a short-term contingency plan. The plan must detail all the persons involved, their tasks as well as the channels of interpersonal communication and coordination. The time limit for the contingency plan has to be set, as well as the date of the termination of the plan, when standard procedures are reinstated. The members of the team enter into a working agreement. Special schemes and reminders might also be prepared for individual persons involved. It has to be emphasised, though that the end user has a special role within the team. He/she is the one who chooses the type of assistance and the supportive network that might help him/her to overcome his/her problems. In this way all supportive bodies are involved in the team process.

The Team of Experts of the Social Work Centre represent a good platform and form a basis for social work within a community by bringing together different disciplines. Actively, they integrate family and other social networks, in order to empower individuals and to assist them in overcoming difficult situations.

Spain

Youth policies in Andalusia

There are approximately 1.8 million Andalusians between the ages of 15 and 29.

The Regional Government of Andalusia is made up of a series of Councils specific to each area. When considering radicalisation in young people, it is important to see which youth care services are available, mainly in the areas of Education, Social Protection and Justice. The main Ministries that promote, manage and coordinate policies and services directly or indirectly aimed at the welfare of children and young people are: The Ministry of Education, Culture and Sport together with the Ministry of Health, Social Services and Equality, and the Ministry of the Interior and the Ministry of Employment and Social Security and their counterparts at the Regional level.

The majority of actions at the state level are carried out at the regional-local level managed by the different public bodies:

- National Youth Institute, established in 1991, although the first youth information services were organized in 1975 in Barcelona.
- The Youth Space of the Granada City Council is a public facility of municipal ownership that has been in operation since 2007. Its purpose is to promote the meeting, information, training, leisure and free time of the young people of Granada, thus responding to an important need to have specific spaces for this group in our city. It consists of 7 rooms dedicated to the use and enjoyment of young people, either through activities organized by the Department itself, or through the transfer of spaces to various youth groups for their own activities.
The aim is to promote and offer information on youth associations, help, self-help and information for young people.
- Youth Information: the Andalusian Network of Youth Information Centres is an information system for young people, planned and coordinated by the Andalusian Youth Institute. There are 11 centres in the capital city of Granada. They attend to the specific information needs of the Andalusian youth population, in order to facilitate the solution to their problems and demands, as well as their full incorporation into social life.

Social policies and Equality

In the area of social welfare services, there are specific sections aimed at young people, as well as children and families. Its structure has community services (13 centres), where it offers generic assistance and specialized services. Specialized services are carried out by public-private institutions in their majority NGO's, and only community services are financed and publicly accountable.

Provincial Drug Dependence Service

Within these specialized services we find the Directorate General for Children and Families, which aims at promoting and coordinating resources for families. It offers a program of space to facilitate family relations, program of family treatment with minors and program of e-evaluation, diagnosis and treatment of minors, victims of sexual violence. Within this area, there are services aimed at the well-being of families and minors, and other specific services aimed at the young population.