



# **Collection of good practices for the European Network of Corrections Training Centres (EPTA)**

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

# 1 Introduction

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

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

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

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

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

- **Lessons learnt:** Explain what were the key lessons drawn from the process (setting up the practice, implementation and follow-up), what changed/improved over time due to monitoring or evaluation;
- **Monitoring and evaluation:** Provide an account of how the functioning of the practice is being monitored (as an ongoing practice), and how its success was measured against initial targets/expectations;
- **Transferability:** describe whether the practice can be implemented in other regions or countries and what are the critical elements for users to keep in mind who might want to use the practice elsewhere;
- **Start of the practice:** Indicate when the practice started;
- **Sustainability and continuity:** describe whether the continuity of the training depends on funding, commitment of specific persons, political/policy choice;
- **Contact details:** indicate the person responsible for coordinating the practice and relevant details (phone, e-mail).

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

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

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

## Guidance template

Name of the training practice	Explanation
<b>Geographical scope</b>	In which country/countries or region(s) with the country is the training practice currently applied?
<b>Key features of the training practice</b>	<p>Briefly describe the key elements of the training practice in order for an outsider to understand what it is about, without going into too many details.</p> <p>Please also include the following elements:</p> <ul style="list-style-type: none"> <li>• Describe the <b>problem that was addressed</b> by the training</li> <li>• Describe who <b>delivers the training</b> (internal staff, external training provider)</li> <li>• Describe the <b>duration of the training practice/module</b></li> <li>• Describe the <b>resources (human/financial/equipment/IT/other) needed for running or setting up the training practice.</b></li> </ul>
<b>Methodology used</b>	<p>What are the key underlying principles of the relevant discipline (i.e. is it set in sociology, pedagogy, psychology, economics) of the training practice?</p> <p>What elements of radicalisation does it focus on? (signs of radicalisation, information sharing frameworks, cultural mediation)</p>
<b>Relation to initiatives/theory</b>	Does the training practice related come from an existing theory or another existing training? If not, was it developed from scratch?
<b>Target audience/beneficiaries</b>	Who is the training intended for (prison guards, management staff, inmates)?
<b>Training outputs</b>	What are the main training outputs? Is it online course module, face-to-face training, distance learning course, course book, guidelines, handbook, application, video?
<b>Lessons learnt</b>	What were the key lessons learnt when setting up and running this training practice? What went well? What went less well? How has the training been improved since it was first delivered?
<b>Monitoring and evaluation</b>	<p>Who monitors the success of the training practice? How is this being monitored in terms of how the target group uses this in their day-to-day work?</p> <p>Has the training practice been evaluated internally or externally, such as after a first course cycle, or after the first year? How was it evaluated (survey, evaluation form by participants, evaluation by the management, external evaluator)? What were the main findings on the effectiveness and relevance of the training? Was there any resistance from trainees to participate? Where the intended results achieved?</p>
<b>Transferability</b>	Is the training practice suitable for other countries or for other sectors than penitentiary training? Are there any obstacles that prevent it being useful for others?
<b>Start of the training practice (year)</b>	When was the training practice first implemented?

<b>Sustainability and continuity</b>	If the training practice is still ongoing, does its continuation depend on internal (ministry) or external funding? If the training practice stopped, why could it not be continued?
<b>Contact details</b>	Who can be contacted for more information about the training practice?

## Empty training practice template

Name of the training practice	Explanation
<b>Geographical scope</b>	The Czech Republic
<b>Key features of the training practice</b>	<p>The provider is The Police Academy of the Czech Republic in Prague in cooperation with Prison Service of the <b>Czech Republic</b>. The trainers represent the Police Academy, the Prison Service, the Police - National Centre against Organized Crime, Program: Identification of the manifestation of extremism and radicalization in Czech prisons.</p> <p>Module 1 (see the template of 2017) still organized (50 participants in each group, minimum of 4 groups in 2020) .</p> <p>Module 2 will be implemented in 2020 (30 participants in each group, minimum 2 groups in 2020)</p>
<b>Methodology used</b>	Case analysis in the frame of criminal law and psychology
<b>Relation to initiatives/theory</b>	
<b>Target audience/beneficiaries</b>	Prison prevention and complaint officers, educators, pedagogues, custodians, guards, prison security staff = prison staff in direct contact with inmates. Generally those who have completed Module 1
<b>Training outputs</b>	A preparation of handbook with symbols, description of manifestations of extremism inside prisons
<b>Lessons learnt</b>	To recognize possible problems connected to extremists inside prisons
<b>Monitoring and evaluation</b>	<p>Attendees are more able to identify incidences of violent extremism in prisons, they are more sensitive to the first signs of a radicalisation process, and they know who the contact persons are if they have concerns about inmates etc.</p> <p>A challenge has been attention spans as the educational blocks are relatively long. Certain topics have to be explained in depth as many participants have no prior knowledge.</p> <p>The course has an evaluation component that includes a questionnaire. The questionnaire is focused not only on the evaluation of the course itself, but also the lecturers and the course material. The course is evaluated internally after each session (as of June 2017 it had been evaluated seven times).</p> <p>The most important findings are the demand for further increasing knowledge about extremism and radicalisation, and the importance of highlighting experiences from other countries. The need for a handbook as an analytical tool for use inside prisons has also become clear.</p> <p>By August 2018, 11 courses have been delivered with over 450 participants. The feedback from the participants and the management of Prison Service is solely positive. Participants evaluated the course as very professional and useful with the practical impact.</p>

<b>Transferability</b>	Information about this training is shared internationally.
<b>Start of the training practice (year)</b>	Module 1 – in 2016, Module 2 – in 2020. Over 500 attendants (out of them 433 prison practitioners) since 2016.
<b>Sustainability and continuity</b>	Only limited financial resources are required to run the course. The main costs are accommodation for participants, subsistence and transfers between Prague and respective prisons. The course requires a projector, microphone, speakers, a PC, and course material.
<b>Contact details</b>	Ondřej Kolář, guarantee of the programme, one of the authors, lecturer <a href="mailto:OKolar@vez.sve.justice.cz">OKolar@vez.sve.justice.cz</a>