



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

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

1 Introduction

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

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

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

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

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

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

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

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

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

Guidance template

Name of the training practice	Explanation
Geographical scope	In which country/countries or region(s) with the country is the training practice currently applied?
Key features of the training practice	<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"> • Describe the problem that was addressed by the training • Describe who delivers the training (internal staff, external training provider) • Describe the duration of the training practice/module • Describe the resources (human/financial/equipment/IT/other) needed for running or setting up the training practice.
Methodology used	<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>
Relation to initiatives/theory	Does the training practice related come from an existing theory or another existing training? If not, was it developed from scratch?
Target audience/beneficiaries	Who is the training intended for (prison guards, management staff, inmates)?
Training outputs	What are the main training outputs? Is it online course module, face-to-face training, distance learning course, course book, guidelines, handbook, application, video?
Lessons learnt	What were the key lessons learnt when setting up and running this training practice? What went well? What went less well? How has the training been improved since it was first delivered?
Monitoring and evaluation	<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>
Transferability	Is the training practice suitable for other countries or for other sectors than penitentiary training? Are there any obstacles that prevent it being useful for others?
Start of the training practice (year)	When was the training practice first implemented?
Sustainability and	If the training practice is still ongoing, does its continuation depend

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

Empty training practice template

Name of the training practice	Explanation
Geographical scope	Slovakia
Key features of the training practice	<p>Problems addressed and duration:</p> <ul style="list-style-type: none"> - Basic training (420 lessons): issues of terrorism, radicalization, extremism in prisons (2 lessons), - Specialized training (70 lessons): identification of signs of radicalization, terrorism, extremism in prisons, treatment of inmates showing these signs (2 lessons) - Specialized course for shift heads (108 lessons): fight against terrorism (2 lessons) <p>Delivered by: internal staff, IT</p>
Methodology used	<p>Key resources:</p> <ul style="list-style-type: none"> - National action plan on the fight against terrorism 2019 – 2022, - Concept of fight against extremism 2015 – 2019, - Symbolism used by extremist and radical groups (Handbook for identification of symbols issued by the Interior Ministry of the Slovak Republic in 2016 within the EMICVEC project) - internal regulation Order of Director General 10/2017 on Procedure of the Corps of Prison and Court Guard in addressing issues of radicalization, terrorism and extremism in prisons (based on knowledge from international conferences, consultations with the Police Force of the Slovak Republic, Czech Prison Service)
Relation to initiatives/theory	The training practice comes from the above mentioned resources
Target audience/beneficiaries	Prison officers/trainees of the Basic training, Specialized training and Specialized course for shift heads
Training outputs	Face-to-face training, ppt
Lessons learnt	In Slovakia, there are generally no major problems with radicalism and violent extremism. This is also the case of Slovak prisons. Regarding this, there is only restricted experience of prison officers with these issues and the lessons are interesting for them.
Monitoring and evaluation	<p>Monitoring on several levels.</p> <ol style="list-style-type: none"> 1) by the Training Centre: <ul style="list-style-type: none"> - inspection of classes - overall evaluation of satisfaction of the course participants 2) by the level of knowledge transfer into practice in prisons <ul style="list-style-type: none"> - application of knowledge in practice by superiors
Transferability	The training is adapted to the conditions and situation in Slovakia, thus rather not suitable for other countries.
Start of the training practice (year)	2016
Sustainability and continuity	The training is still ongoing
Contact details	Training Centre of the Corps of Prison and Court Guard – Head Lt.-

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