Exit Programs in Multiagency Mode: Key Figures

2. **Mentor**, 1 of 4

In most European countries, people responsible for crimes have no access to mentoring services, not even minors.

In situations of risk, such as radicalisation, relying on a trusted person can gain special relevance, especially in the case of youth belonging to minorities who find it difficult to recognise the authorities in charge of their process in the Justice System.

This is where a mentor comes into play as a liaison figure between the youth, their community, and the security services.

Exit Programs in Multiagency Mode: Key Figures

2. Mentor, 2 of 4

Personal characteristics

- Common background with the individual

Knowledge and experience

- Understands radicalisation processes;
- Knows how a radicalisation environment functions;
- Understands processes of recruitment/grooming;
- Expert on radicalisation ideology;
- Certified as a counsellor;
- Theological expertise.

Attitude

- Believes in the possibility of personal change;
- Listens and observes well, keen on details;
- Behaves credibly;
- Non-judgemental;
- Patient;
- Curious.

Skills

- Ability to motivate/stimulate personal change;
- Ability to encourage critical thinking;
- Good conversation techniques;
- Ability to make people responsible for their own progress/success;
- Capability of involving the family and various social networks of the participant;
- Ability to cause other professional networks for help.

Exit Programs in Multiagency Mode: Key Figures

2.   Mentor, 3 of 4

Formers as Mentors

The experience of individuals who have undergone violent radicalisation is considered valuable in different programs and their contribution in deradicalisation programmes aimed at young people can be significant.

Disappointed ex-members of terrorist organizations have greater credibility than other outsiders when it comes to demystifying the jihadist story and interrupting radicalisation processes. The voice of the deserters erodes and challenges the image of unity and determination that terrorist organizations wish to convey, as well as influencing their contradictions and hypocrisies.

However, the motivation of formers to make a difference in deradicalisation programmes must be evaluated carefully since not all of them can be effecting in telling 'the alternative story'.

Exit Programs in Multiagency Mode: Key Figures

2.   Mentor, 4 of 4

A Study Case: the Aarhus Model

The individual citizen is always assigned a mentor whose job is to provide support throughout the various exit measures provided.

Basically, the mentor's task is to supervise and provide the support needed to enable the individual's inclusion in society. In addition, the mentor is part of a specialised mentor corps meeting monthly with the mentor consultants. All mentors must complete an educational programme before being assigned a mentee. The mentor processes are therefore closely followed by the mentor consultant who provides monthly status reports on the exit process to the task force.

The Aarhus team relies on a group of ten well-educated mentors employed by the Municipality of Aarhus, guided by a team of four mentoring coordinators.

In order to form a broadly composed group who can meet the often different individual profiles and specific needs of the targeted persons, these mentors have been recruited with regard to age, gender, ethnic background, formal education and experience, first-hand knowledge of different cultural and social milieus, as well as political and religious knowledge.

Mentoring constitutes an essential element in the Aarhus Model

1. The mentor plays a significant role in the specific deradicalisation process by pointing to the pitfalls, the personal and societal dangers, the illegality as well as the misdirectedness of the particular activism.

2. The mentor helps to find paths of inclusion regarding the activities and tasks in the daily life of the mentee (family, work, education, leisure time).

3. The role of the mentor is to be a well-informed, keen and empathic sparring partner, with whom the mentee can discuss questions and challenges of daily life as well as the ultimate concerns of existential, political and religious questions of life.

Exit Programs in Multiagency Mode: Key Figures

3. Family, 1 of 7

- Families (and friends— the associate gatekeepers—) seem to be ideally positioned for spotting radicalisation early and assisting in intervention methods.
- Experts, literature, and security services are unclear about the role of parents in radicalisation/ deradicalisation (*Bouzar 2015, 2017; Sikkens et al. 2017; Koehler 2017; Marsden 2016*).
- Direct versus indirect effects: parents' effects may not be direct in deradicalising (less strength than other factors: a new life partner, a peer or self-maturation and human agency, […]); but there might be indirect and latent influences, like contributing to prosocial behaviour, emotional support.
- Impact of family circumstances and problems (socioeconomic, emotional, unstructured families, substance abus, […]) also unclear. Some VERLT youth (Violent Extremists Leading to Terrorism) come from families with problems – a majority, still not the whole lot.
- For the involvement of families, a reintegration approach (*Marsden 2016, Bouzar 2015, 2017; McEvoy and Shirlow 2009*) looks more suitable than traditional deradicalisation/disengagement strategy, since more holistic and contextualising perspectives help widen the network of social relations involved.
- It is too soon for having comparable strategies across European programs; yet, so far in most European countries, the focus is heavily on security-oriented detection with the stress on creating reporting channels, rather than on intensive deradicalisation counselling or reintegration of convicted extremists.
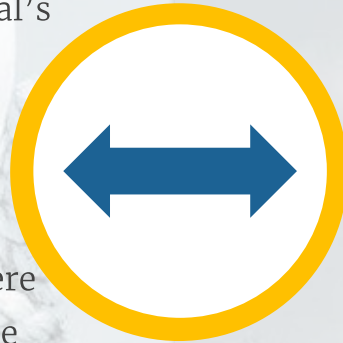
3.   Family, 2 of 7

Parental Influence in Radicalisation Dynamics

Radicalisation

- No direct link between the individual's extreme ideas and the position of the family
- Family climate indirectly offers a fertile ground for radicalisation
- Functioning families did not interfere in the radicalisation process because they did not recognize the signals

Deradicalisation

- Parents role very weak or irrelevant
- Some influence at play: counterarguments, support for change
- Mobilizing family members may make disengagement easier

(Cristina Caparesi, Overview Of Disengagement Deradicalisation Process – Presentation at the Rasmorad P&P Project, Bucarest 12 December 2017)

3.   Family, 3 of 7

Practical Implications For Parents

- Parents need to know about different ideologies and have the tools to respond to them;
- If parents don't answer to their adolescents children, they will search for answers by themselves;
- Empower parents to take on their children's moral quest, so they can provide necessary support, control and provide counterarguments and show alternatives;
- The involvement of parents could consist of listening, talking to their children, educating them, helping them to find their ways towards a meaningful life.

(Cristina Caparesi, Overview Of Disengagement Deradicalisation Process – Presentation at the Rasmorad P&P Project, Bucarest 12 December 2017)

3.   Family, 4 of 7

Targeted Programmes: Are there Any?

The lack of programs (until recently) dedicated to support families (and friends) to strengthen their natural counter-force to radicalisation is surprising (Koeheler 2017).

Parents usually did not ask for help to confront the radicalisation, possibly because they feared it would worsen the situation, or because they were ashamed of the situation.

Families tend to be left out.

> " *What can parents do? You don't share anything with them [parents], you don't talk to them, you don't tell them what you're doing, so you keep them out very consciously.*
>
> *Your life is outside, in the mosque, with people on the Internet, so she [mother] has no insight into those matters and so she doesn't know.*
>
> *She only realizes it when you get caught for what you've done.*

–quote from Sikkens et al. 2017

3. **Family**, 5 of 7

What Families Need to Play an Active Role

- Clear information about whom and where to turn for support;
- Knowledge about different radicalisation processes (extreme right/left, football hooliganism, animal campaigners...), to understand parallel developments and avoiding stigmatization;
- Clarify concepts and definitions – what's VERLT and what is not;
- Ideology and theological arguments, tools to know how to respond to their children's radicalisation
- Tools for strategic strengthening of positive, pro-social relationships (change of activities, recovering pre-radicalisation activities, sport, leisure, arts, civic engagement..);
- Develop capacities "to hear" their children and take them seriously, having counterarguments, alternative perspectives;
- Support groups for parents;
- Consider financial assistance for families dealing with post-release situations.

3.   Family, 6 of 7

Working with Families: Key Elements in a Multiagency Environment for Families Involved in the Process, 1 of 2

- Multiple contact channels;
- Nationwide hotlines, helplines, providing anonymous first line counselling on a "free of charge" and "in case of need" basis;
- Visible and known places where parents can phone/go to get different sort of information from prevention to reintegration (e.g. Danish Infohouses);
- Short and effective chains of communication;
- Multiple-language free services, and clear guarantees of anonymity;
- Strengthening the family as a counterforce against radicalisation in an equal partnership with support providers rather than using families as a source of information and intelligence for the authorities;
- Thorough protection of the privacy of families, as long as possible;
- Consider family as a social unit; and, at the same time, take into due account any internal family dynamics.

(Koehler 2017, Sikkens et al. 2017 – follows over)

3. Family, 7 of 7

Working with Families: Key Elements in a Multiagency Environment for Families Involved in the Process, 2 of 2

- Clear and transparent procedures. Accountability and visibility of working standards. Detailed data protection and privacy procedures;

- Access to self-help or mutual-aid groups;

- Multimodal and flexible interventions that give different weights to normative commitments, affective commitment, continuance commitment (*Dalgaard-Nielsen 2013*);

- Some families prefer to contact government actors, others would rather go to NGOs, specially Muslim NGOs.

(Koehler 2017, Sikkens et al. 2017 – followed from previous slide)

4. **Community**, 1 of 3

There is no doubt that any intervention aimed at social reintegration of people at risk (including radicalised individuals) can only be carried out through the involvement of the reference Community – a key player in terms of both prevention and reintegration strategies.

Prevention/reintegration networks in turn represent the outcome of continued efforts in terms of dialogue, trust, active citizenship, and "positive engagement" with the communities and those components thereof that can cooperate in interventions targeting radicalised youth on Probation. Primary prevention poses major challenges resulting from the variety of the players involved, the risks of stigma, the need to protect individual rights, the definition of cooperation procedures. Even though all the above elements have been singled out, they are yet to be clearly coded.

4.   **Community**, 2 of 3

Prior to the reintegration of radicalised individuals into the community,
it is imperative to provide information and advice tailored to the needs
of community members who may have doubts or concerns about radicalisation.

This includes providing advice to local deradicalisation best practices, helping citizens
recognize signs of extremism, establishing relationships among top professionals
to promote better interventions, and inviting young people and parents to become aware of extremism.

Having a conscious and informed population can reduce the probability of radicalisation, discrimination and
promote social cohesion.

These principles are in themselves protective factors for the integration of the radicalised youth,
as well as for the community itself.

4. Community, 3 of 3

The reference Community is a key player in VERLT interventions.
This is a basic assumption when considering Justice as a precise responsibilty
of the Community.

The theoretical assumptions of Community justice, in fact, places the emphasis
precisely on the relocation within the community of the "healing" processes of the trauma caused by the crime, without
removing the management of such processes from the community - or without taking them away from it.

In fact, Community justice postulates the involvement of community members playing an active role in the solution of the
problem, rather than delegating the solution exclusively to the Public Services.

This idea of Community underlies a concept of justice as a community function, deeply rooted in the community itself, not
relegated in places of punishment.

An idea of justice based on the values of proximity, and diffuse – and shared *– responsibility.*

5. Immigrants' Associations, 1 of 2

Probation services and **justice systems** are struggling to meet the needs of foreign citizens that is providing real listening to their needs and offering concrete opportunities for re-integration.

There is an urgent need for *prevention and intervention strategies* designed to **target vulnerable persons** and **multi-problematic cases** by networking and strengthening the role of immigrants' associations and communities in carrying out interventions.

Islamic communities, Mosques and the associations managing them still play a very marginal role in the prevention and intervention justice systems, despite the fact that the proportion of non-EU citizens in the justice system is significant.

The intervention system in Probation is culturally homogeneous to a relevant extent. Society is not. Different community stakeholders are capable of handling cultural and religious diversity in the Probation system, and bring in new skills and capacities.

Moderate Islamic communities show a greater awareness of the scenario and appear more capable of applying deradicalisation strategies on violent extremists than most central figures in the Probation System. Moderate Islam willing to help in most cases.

There is no West against Islam: Muslim Communities are fighting radicalisation from within.

What specific strategies should be designed so that they can become real partners in the fight against radicalisation?

5. Immigrants' Associations, 2 of 2

For the social workers in charge of VERLT cases, it is very difficult to interpret the somewhat opaque cultural and religious backgrounds of individuals already within the judicial system; this leads to

- Underestimating the needs of the person (e.g. exercise of the right to worship and respect for religious prescriptions);
- Reinforcing the perception by young people in the justice system of being discriminated;
- Untapped intervention opportunities. e.g. active involvement in the reintegration process of the cultural/religious community they belong to;

- Potentially underestimating signals of radicalisation:

" 	*Social workers do not know where and what to look at.*

6.   Cultural and Linguistic Mediators

Mediation has a direct role in solving problems, proposing solutions, governing phenomena, enhancing the resources of a multi-ethnic and multicultural society.

Cultural and linguistic mediators have a leading role in:

- Providing information regarding the criminal system useful for the fulfillment of the criminal measure to which the individual is subject to and the related requirements;
- Promoting the proper and correct expression of needs;
- Promoting the relationship between different cultural affiliations and foster the overcoming of forms of stigmatization of members of other groups;
- Facilitating connection between figures involved in the intervention network (e.g. case manager <-> Imam);
- Providing support in the reintegration process by facilitating the contact between the offender and the agencies supporting the reintegration process and by providing information to clarify procedures, objectives, expected results;
- Supporting the intervention team in decoding and contextualizing expressed ideas/positions and behaviors of the individual;
- Helping the team distinguish normal behavior (prayer, fasting, reading the Koran) from radical behavior (non-mingling with non-Muslims, hostile attitudes based on religion).
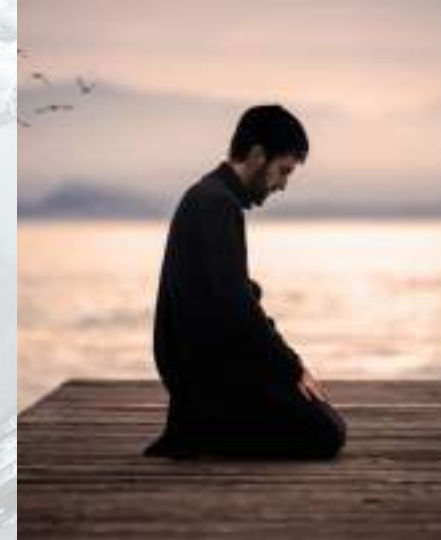
7.   Imams, 1 of 3

Violent extremism has occurred throughout the world, throughout history and in the name of many different groups, causes and ideologies.

Currently, the self styled IS, Al-Qaida and allied groups mainly appeal to political and religious issues, instrumentalising the message of the Qur'an.

From this standpoint, **deradicalisation programmes that seek to correct misconceptions and misconceptions of Islamic scriptures, arguments and values are considered important components of many deradicalisation programmes**.

Religious practice has been proposed to **promote the rehabilitation of many offenders** and support abandonment, as well as to **promote the development of religious identity, enabling a positive self-image and overcoming imprisonment and reintegration.**

7.   Imams, 2 of 3

Imams provide counselling services to their communities on different aspects: from religion to solving conflicts between the cultural and normative prescriptions of Islam and the rules applied in host countries (e.g. divorce). Indeed, a study conducted in the United States revealed that imams are recognised by Muslims as community counsellors, offering relief for religious and spiritual concerns and family problems, social needs and psychiatric symptoms as well. It should also be noted that since September 11 the help of Imams has been increasingly sought after due to discrimination situations. This study is the first to describe and quantify the multiple roles of mental health counseling of the Muslim clergy in the United States. However, most imams do not have any formal counseling training that can help them effectively meet the multidimensional needs of their communities. In addition, Muslim communities are made up of a broad ethnic diversity that demonstrates the need for mental health professionals to be sensitive to these cultural and religious backgrounds of different Muslims.

(*Abu-Ras, Gheith & Cournos, 2008*)

In Spain, the Saladino Project plans the collaboration of imams in the process of deradicalisation of inmates. Nevertheless, after the attacks in Catalonia, the need emerged for proper selection criteria for Imams, since the leader of the attacks was himself an active Imam inspite of his criminal record.

Italy's Ministry of Interior certifies Imams for prison work, to guarantee the right to worship while keeping dangerous forms of proselytism under control.

7. Imams, 3 of 3

Shared values and goals – along with personal involvement – are fundamental elements, valuable assets to propose an alternative narrative to jihadi radicalisation.

The involvement of the social and religious reference figures of the Islamic community is a key factor, as partial or total acceptance of violent discourse can only be countered by figures with a high degree of credibility, authority and authenticity.

Imams, and the Muslim community in general, as European citizens with full rights also have the duty and obligation to inform and denounce radicalised individuals who engage in recruitment, indoctrination or collaboration with jihadist groups. In fact, they must be the first line of defence against the permanent establishment of groups or individuals with operational capacity in the West.

The alternative narrative must defend and promote the religious and cultural values of Islam by encouraging mutual dialogue and exchange.

8.   Police, 1 of 3

The Norwegian Police Security Service (PST) sought to intervene with already radicalised youth – or at risk of jihadist radicalisation, based on the model adopted with the far right groups during the year 2000. However, the PST was unable to prevent the entry of young people into extremist groups or prevent them from traveling to Syria.

Among other factors, it is probably easier for the police to establish some degree of trust and understanding in their relations with young ethnic Norwegians than with young Muslims with immigrant backgrounds who often have a poorer relationship with the police and less confidence and closer ties with social institutions.

Therefore, some elements of the community may have better constitutions to succeed with this measure, especially religious leaders or elders respected by the minority community, or people who have an extremist past (formers).

Thus, the role of police in community contexts should be guided by the building of trustworthy relationships in the community, and its elements should be aiming for:

- Knowing the communities and their specificities, increasing their intercultural sensitivity;
- Knowledge and dissemination of human rights;
- Involve majority communities in integration, facing hate crime, discrimination and racial or ethnic profiling.

(RAN ,2016; Bjørgo, T., & Gjelsvik, I. M. ,2015)

8.   Police, 2 of 3

Protecting the public from terrorism has become a major, highly scrutinized and challenging task for the police. States have the obligation to both prevent terrorism in order to protect human rights and to uphold and respect human rights for all while countering terrorism. As the police play a central role in countering terrorism, it is particularly crucial that the police be held accountable for their actions to ensure legitimacy, confidence, trust and support from the public.

The traditional counterterrorism work of law enforcement and intelligence agencies needs to be supplemented with prevention efforts to address conditions that are conductive to the spread of terrorism, disrupt terrorist radicalisation and stem recruitment. Counter terrorism, and in particular countering violent extremism and radicalisation that lead to terrorism, requires a multidisciplinary approach and, therefore, the co-ordinated efforts of a broad range of public authorities beyond the security and criminal justice sectors, each within their own remit. The support of society as a whole is critical to successfully countering terrorism.
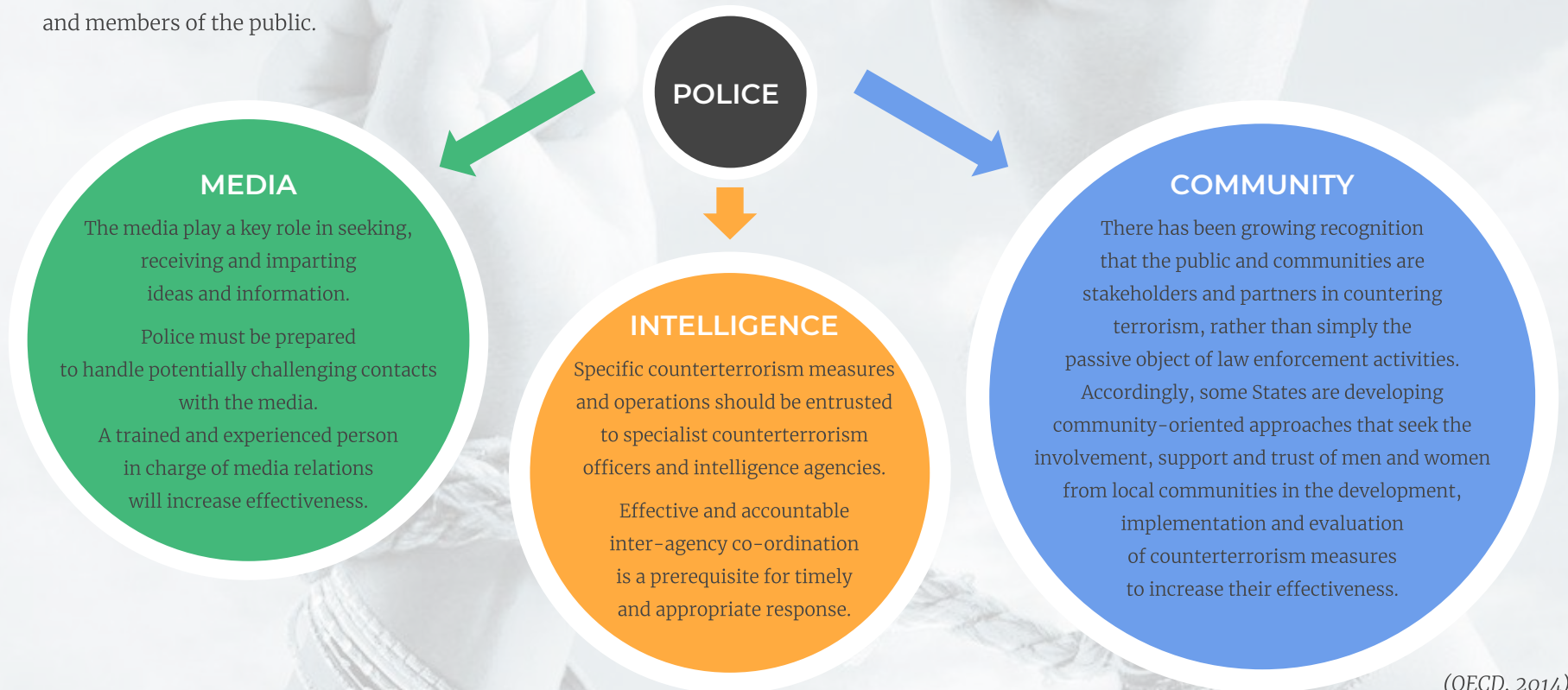
(OECD, 2014)

A MULTIAGENCY APPROACH
DERADICALISATION OF INDIVIDUALS ON PROBATION

The State needs to seek the support of civil society, the media, the private sector, and the business community to successfully counter terrorism. Countering terrorism is, therefore, a shared responsibility and requires the joint involvement and co-operation of the police, other public authorities and members of the public.

POLICE

MEDIA

The media play a key role in seeking, receiving and imparting ideas and information.

Police must be prepared to handle potentially challenging contacts with the media. A trained and experienced person in charge of media relations will increase effectiveness.

INTELLIGENCE

Specific counterterrorism measures and operations should be entrusted to specialist counterterrorism officers and intelligence agencies.

Effective and accountable inter-agency co-ordination is a prerequisite for timely and appropriate response.

COMMUNITY

There has been growing recognition that the public and communities are stakeholders and partners in countering terrorism, rather than simply the passive object of law enforcement activities. Accordingly, some States are developing community-oriented approaches that seek the involvement, support and trust of men and women from local communities in the development, implementation and evaluation of counterterrorism measures to increase their effectiveness.

(OECD, 2014)

9. Victims

It is important to remember that, in most cases, the context for the reintegration of the young offender is where the victim/s of the crimes are.

Particularly, in terrorism-related crimes, secondary and tertiary victimization extends to the large community and includes offenses against the public order, social harmony, the main challenge being the rejection of the aggressor in the community and potential retaliations for the damage caused by the offender/s.

In many cases, the offenders' families must also be considered as victims, not only because of the loss or imprisonment of a family member, but also because of the fear of social rejection by the community.

In relation to direct victims, especially in terrorist crimes, they are used by terrorists as generators of a message that psychologically influences society creating a climate of fear and anxiety. However, it is necessary to empower and help the victims to transform their losses and suffering into a constructive force to prevent violent extremism by providing forums and spaces in which they can share their experiences. So, the testimony of victims of violent actions can be a useful tool for deradicalisation, presenting the human consequences of extremism. Their experiences have the effect of diminishing prestige in the life of self-styled combatants, by highlighting the most unacceptable aspect that violent narrative seeks to hide. The survivors represent the human consequences of violent extremist acts, denying the status of heroes attributed to offenders by extremist rhetoric.

10.   Formers, 1 of 2

Formers are ex-combatants and / or ex-members of radical groups, who are no longer part of these for several reasons. Adding formers to a multiagency team is a practice that has been used in a number of projects (such as the Against Violent Extremism – AVE network). Although challenging due to ethical and legal obstacles, formers guarantee profound knowledge about the techniques, strategies and training of different radical groups, as well as, most of the time, share ideological and cultural similarities with radicalised youth.

In order to minimize any risk in their involvement –thus making sure that they are ready and going completely out of their past as radicals – steps must be taken to ensure security. It is not a question of being skeptical of individual capacity to change, but rather of ensuring their continued involvement in the reintegration of radicalised youth. Some of the measures taken by the projects go through supervision and debriefing, checks and evaluations, as well as receiving psychological support and ongoing direct training as professionals.

It should be noted that although this practice is advisable and positive, many countries lack the legal and political framework for integrating trainers, and are only prepared to punish them for their crimes. Many of the so-called formers are meant to restructure their lives, but they know that their past can condition them for the rest of their time.

Disclaimer: Bansky's "Rage, flower thrower" is here used merely to symbolise the positive evolutions of "formers", from offenders to full-fledged community members. It has no reference whatsoever to the Israeli - Palestinian conflict.

10. Formers, 2 of 2

It is important to assess how trainers want to participate and the degree of exposure with which they feel comfortable, making them feel secure with their involvement. Depending on their role in the multi-agency team, for example, as active participants with youth or part of a panel of advisors, they may have different levels of qualification and formal education.

Having been in the same position as the target audience, it increases the credibility and legitimacy of trainers in addressing sensitive issues related to radicalisation and violent extremism, they can also serve as role models to show how different ways of life and participation in society are possible and deconstructing. the discourse of radical ideologies, such as the clarification of certain religious texts.

Trainers can help the multi-agency team by understanding the norm, mechanisms, habits, and environment in which radicalisation occurs, especially when sharing past ideologies and backgrounds, and can also offer advice on developing interventions or policies, as you know how actions or measures can be received by the radicalised youth.

As leaving extremist movements and activities is very challenging and, at times, threatening, trainers should be received with acceptance and support. The testimonies of the formers have come to be presented as a powerful tool as real life experiences.

Disclaimer: Bansky's "Rage, flower thrower" is here used merely to symbolise the positive evolutions of "formers", from offenders to full-fledged community members. It has no reference whatsoever to the Israeli - Palestinian conflict.

(ISD, 2016; Hedaya, 2017; RAN, 2016; RAN, 2017b)

11. Schools, 1 of 4

As mentioned, the life journeys of radicalised persons who travel as foreign fighters (people who were not born and raised as Muslims) to fight with jihadist groups, in many cases show people who have not been able to cope with their lives, who failed at school and did not make it into the job market.

This is a description that seems increasingly present in the lives of radicalised young people, young people with or without Muslim heritage.

Schools play a central role in ensuring that young people – irrespectively of their socio-economic, religious or ethnic backgrounds – are included in the social and civic life.

Education has a key role in promoting values shared throughout the EU and fostering a culture of dialogue, mutual understanding and social cohesion.

11. Schools, 2 of 4

The first project to prevent radicalization in the educational field is PREVENT, in the United Kingdom. Its objectives are to respond to the ideological challenge of terrorism, to ensure that people do not initiate radicalisation processes and to work with sectors and institutions where there is a risk of radicalisation. (Prevent Strategy, 2011). However, it has been widely criticised for the disproportionate impact its application has had on the Muslim community.

More than 75% of those investigated were suspected of being related to Islamist extremism (less than 5% of the population of the United Kingdom is Muslim)

e.g. In 2016, Rahmaan Mohammadi (17 years old) was investigated by the police after being targeted by his teachers for expressing his opinion about the Palestinian conflict and for wanting to organize a fundraising campaign in favour of the Palestinian population affected by the Israeli occupation. View: https://www.youtube.com/watch?v=UrZBFCYUMsU

In 2016, A Procedure for the Detection of Islamic radicalization (PRODERAI) – Educational Community was implemented in Catalonia. Inspired by PREVENT, its main objective is the prevention, detection and intervention in possible processes of radicalisation in educational centers. Therefore, training and some indicators were provided to principals and teachers. However, it has been criticised for understanding that police functions are attributed to teachers by the non-participation of the Muslim community in its creation and by promoting the criminalization of adolescence and the stigmatization of young people who profess the Muslim religion upon which the focus of suspicion falls.

11.   Schools, 3 of 4

Risk Factors

- Scarce teacher training in intercultural education and violent extremism;
- Scarce knowledge of Muslim's religion and culture;
- Stigma on Muslim students (violation of the principle of non-discrimination);
- Low aspirations and discouragement by teachers grounded in assumptions and stereotypes about students based on their ethnic and cultural backgrounds;
- Relationship of suspicion and distrust between teachers and students (affecting the students' rights to freedom of thought and expression);
- The ethnocentric nature of some school texts;
- Adverse impact of segregation on their children's education and prospects.

11. Schools, 4 of 4

Best Practices

- Intercultural and inclusive education;
- Schools with an increasingly high degree of ethnic diversity;
- Teacher training on intercultural educational practice;
- Application of programmes to all types of violent extremism, including – but not limited to – Muslim extremism;
- Maintaining a continuous connection with current affairs, to encourage political debate and the critical spirit of the students, which allows them to identify violent extremist messages both in real life and online;
- Ensuring that teachers are available for dialogue even when it comes to renegotiating personal values and discussing extreme positions;
- Developing counter-narrative to deconstruct radical thinking based on religion and political ideology;
- Encouraging students to have an inclusive and respectful attitude towards different religions, promoting opportunity for exchange with a peer to peer approach;
- Encouraging dialogue between families and schools so that the specific needs of the young person can more effectively be taken into account.

12.   Mental Health Care, 1 of 2

Psychiatry and Pedopsychiatry

The importance of the health system, namely mental health, in the monitoring
of the social re-integration of young people who are in free conditions, is related
to the guarantee of the psychological stability of the individual.

The reintegration process is dense with emotions and new situations, which
can challenge the individual's capacity to adapt to this new circumstance.

Especially young people who have been detained are facing a new challenge: to deal
with a society that has rules different from those of imprisonment.

The support of psychiatry can be fundamental in situations of return of the foreign fighters,
where there are symptoms of psychological distress that can be oriented
and worked through, avoiding or reducing the risk of post traumatic stress disorder development.

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12. Mental Health Care, 2 of 2

Role of phycologists and psychiatrists in the multiagency team

To assess – from a psychological standpoint – the patterns of behaviour that the targeted person follows and the presence of narcissistic disorders, depressive forms, social isolation, etc. as conditions associated with radicalization choices.

To evaluate the pertinence of the intervention programs in view of the highlighted disorders.

To perform psychiatric and criminological evaluations of the risk that the individual may engage in violent behavior/violent action, especially in the case of persons with alternative measures to detention.

To perform evaluations of the possible contribution to the deradicalisation programme of family members and other reference figures based on the quality and type of relationships that the subject experiences.

A MULTIAGENCY APPROACH
DERADICALISATION OF INDIVIDUALS ON PROBATION

Clearing Procedure

FOR A MULTI AGENCY APPROACH OPTIONALLY APPLICABLE TO SCHOOL,
PRISON, PROBATION SCENARIOS (BY MICHAEL KIEFER)

Requirements

- A **common notion** of prevention/intervention
- **Clearly definded goals** of prevention/intervention
- A clearly outlined **target group**
- **Accepted indicators** of radicalisation
- Functioning **management/coordination**
- Adequate **qualification** of players
- Participation of **all relevant players**
- Teamstructure that allows **exchange and counselling**
- On-field **action strategy**

A MULTIAGENCY APPROACH
DERADICALISATION OF INDIVIDUALS ON PROBATION

Clearing Procedure – A Cycle

1 SIGNALS AND FIRST RESEARCH
- Review of perceived indicators
- Calling of a clearing team

2 CLEARING TEAM
- Case description
- State of information
- Identification of options and partners
- Determination of further steps

3 IN-DEPTH RESEARCH
- Illumination of the background through conversations with the affected person, family, social environment
- Report to clearing team

4 CHOICE OF MEASURES BY THE CLEARING TEAM
- Clear state of facts
- Possible measures
- Critical weighing of all possible measures
- Resolution of measures (course of intervention: psychological, social educational, religious etc.)
- Assignments to team members

5 EVALUATE AND FOLLOW UP
- Acquisition of necessary partners, networks
- Creation of a strong "WE" – an alliance of professionals, parents and all partners involved
- Announcement and implementation of the intervention strategy

6 REVIEW OF THE MEASURES
- Interim discussion on the intervention process
- Optional reversing if necessary

7 CONTINUED APPLICATION OF THE MEASURES
- Critical discussion on the intervention state and proceeding (supervision, collegial counselling)
- If necessary, involvement of additional roles

SUMMING UP

the multiagency approach:

deradicalisation of individuals on probation

HOW CAN MULTI-AGENCY EXIT STRATEGIES BE USED DURING PROBATION?

Multi-agency exit strategies during probation can be used both to support the transition from prison/detention to the community, and for individuals who are only given a community sentence.

WHAT'S THE ADDED VALUE OF A FLEXIBLE MULTIAGENCY APPROACH IN PROBATION-BASED INTERVENTIONS?

The flexibility of a multiagency approach enables probation officers to create individualised teams of professionals and community members in order to best address the youth's needs and ensure social reintegration and disengagement.

WHAT ARE THE MAIN CHALLENGES TO SUCCESS WHEN WORKING WITH RADICALISED INDIVIDUALS ON PROBATION?

Short sentences, increased risk due to exposure to radical groups, and significant diversity
(e.g., age, gender, social context) in individuals convicted of terrorism-related crimes
all increase the complexity of working with radicalised individuals on probation

WHAT ROLE CAN PROBATION PLAY IN SUPPORTING DISENGAGEMENT AND DERADICALISATION?

Probation offers a unique opportunity to work with radicalised youth in a community setting
that supports social reintegration by tapping into the power of human relations via community networks, families, friends, mentors (formers), and empowering the individual.
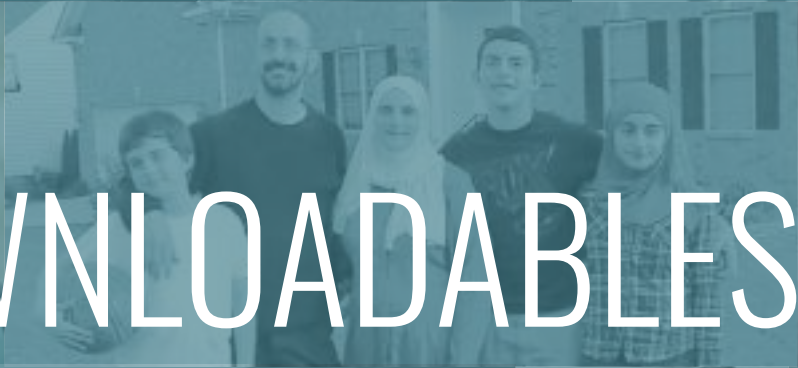
DOWNLOADABLES+ LITERATURE

a cross-section, non exhaustive set of documents

to learn more on topics dealt with in this unit

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A MULTIAGENCY APPROACH

TOOLKIT FOR A MULTIDISCIPLINARY APPROACH

Coordinated Strategies for Disengagement during Probation

9 May, 2018