



Participation

Handbook of methodologies for addressing radicalisation & polarisation through social inclusion Deliverable D6.6

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Summary of the Project

The overarching objective of **PARTICIPATION** is to identify future perspectives and trends of polarisation, extremism and radicalisation as well as the social composition of the group at risk in Europe by a participatory and provisional methodological strategy, that permits to co-create with social actors, stakeholders and policy-makers effective strategies for prevention. So, the specific objectives of **PARTICIPATION** are:

1. **Multidimensional modeling to understand current and future trends of extremism, polarisation and radicalisation:** to develop a holistic multidimensional model based on participatory fieldwork and mixed-method approaches, in order to better understand the different drivers of violent radical ideologies, how these are organized in different pathways and, complementary to that, which mechanisms, factors and strategies contribute to support non-radical attitudes and behaviours, nowadays and in the future.

Sub-objective (a): targets: analysing and discussing, using a strategy based on the principles of action research involving young people in different parts of Europe, the socio-psychological mechanisms, such as social marginalization, alienation and polarization, that lead to radicalisation, with a special focus on gender, sexuality and regional differences.

These objectives will be achieved by milestones M2 ("requirement of analysis and methodologies") [month 6], and by M6 ("Models on radicalisation and extremism") [month 35].

2. **Communication dynamics:** to develop an analysis of extremism, polarisation and radicalisation on-line dynamics by ICT tools (as semantic analysis) and to co-create with the involvement of civil society strategies to contrast and preventing these phenomena. This goal will be achieved by milestone M3 ("Communication analysis") [month 9] and D.4.5. ("Analysing different communication strategies against extremism and radicalisation") [month 25], D.4.6. ("Projecting counter-narrative campaigns involving young people") [month 33], D.4.7 ("Methodological tools for evaluating counter-narrative campaigns and validation") [month 35].

3. **Co-creation:** field-work to analyse and to generate with the involvement of the social actors in different social spheres, strategies of contrasting polarisation, extremism and radicalisation. Thus, the research processes supporting the achievement of the following sub-objectives:

Sub-objective (b): Resilience: developing communicative tools, education approaches and community-based strategies, with the involvement and cooperation of practitioners, stakeholders and young people (with particular attention to gender balance), in order to improve the resilience of the communities and people at risk.

Sub-objective (c): Empowerment: to improve the awareness of young people and communities as well as the society at a whole, toward the risks of extremism, hate discourses and radical ideologies,

contrasting the processes of marginalization, self-marginalization and alienation of ethnic, religious, gender and sexualities minorities.

4. **Tools:** to develop methodologies and policies recommendations for improving the action of policy-makers also on the basis of the previous field-work.

Sub-objective (d): Methodologies for supporting decision-makers: to realize databases and a systematic set of indexes and early-warnings, based on previous holistic multidimensional model and fieldworks as well as a testing phase on its practical usability involving decision-makers, in order to support them in decisions, improving effectiveness and social acceptability.

Sub-objective (e): Policies recommendations: developing a set of policies recommendations with the participation of stakeholders, policy-makers and targets, in order to optimize strategies and interventions against extremism, hate cultures and radicalisation, at micro, meso and macro-level of the governance process.

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Executive summary

This deliverable serves as a comprehensive resource, addressing the intricate challenges of radicalisation and polarisation within European societies. In an era where social cohesion is paramount, it offers a strategic guide for policymakers, practitioners, and stakeholders, enabling them to comprehend, prevent, and combat radicalisation while nurturing social inclusion.

The aim of this report is to present a diverse array of methodologies meticulously tailored to tackle these issues and promote social inclusion at various levels. It introduces innovative methodologies, empowering policymakers and practitioners to swiftly identify and engage at-risk groups. These approaches support holistic situation analyses, early detection, and sector-specific scenarios, ultimately enhancing the capacity to design interventions that foster social inclusion and mitigate the risks associated with radicalisation and polarisation.

In summary, this report is an indispensable resource for navigating the complex landscape of radicalisation in European societies. It equips stakeholders with the requisite tools, knowledge, and strategies to nurture social cohesion and safeguard security.

1 Introduction

This deliverable provides a comprehensive overview of the methodologies that the project proposes to address the complex problems of radicalisation and polarisation in European societies. By describing a diverse range of methodologies and insights, this deliverable strives to be an organized handbook of methodologies specifically tailored to combat radicalisation and promote social inclusion at different levels. The methodologies covered have been split into four main categories:

- **Methodologies for Prevention:** These methodologies are centred on proactive measures to prevent radicalisation and polarisation.
- **Methodologies for Risk Assessment:** This section focuses on tools and processes for assessing risk associated with radicalisation and extremism.
- **Methodologies for Understanding Perspectives:** This category includes methodologies that foster the understanding of the perspectives of individuals involved in or affected by radicalisation.
- **Methodologies for Interventions:** This segment delves into methodologies designed to intervene effectively in situations of radicalisation, extremism, or polarisation.

The rest of the document is organized as follows. Section 2 offers insights into the methodology that has been followed for collecting and organizing methodologies that address radicalisation and polarization through social inclusion. Section 3 provides an extensive examination of the various methodologies adopted to prevent and combat radicalisation. Each methodology is presented comprehensively, featuring a detailed description of different aspects such as its objectives, key findings, strengths, weaknesses, and implications for future implementation. Section 4 delves into an in-depth analysis of the methodologies presented in this deliverable. This analysis comprises a series of figures that provide valuable insights into the distribution of these methodologies by country, environment, year, goal, target, end users, and PASTEL categories. Finally, Section 5 offers a synthesis of the key takeaways from this deliverable.

This report presents a set of innovative methodologies for designing interventions and policies to counter radicalisation and polarisation through social inclusion at different levels. Such methodologies are specifically tailored to increase the capacity of policy-makers and practitioners to quickly identify and reach at-risk groups, by supporting holistic situation analyses, early detection, and sector scenarios.

The content of this document has been integrated in the Prevention Tools Dataset as described in D6.7. Users can access the methodologies of this document using the web interface of the Prevention Tools Dataset¹.

¹ Available at: <https://www.firstlinepractitioners.com/prevention-tool-database>

49 Prevention Tools found

Type

- ☐ Methodology
- ☐ Dataset

Target Groups

- ☐ Students
- ☐ Extremists
- ☐ Offenders
- ☐ Prisoners
- ☐ Individuals
- ☐ Society
- ☐ Experts
- ☐ Social media users

End Users

- ☐ Criminal justice system
- ☐ Social services
- ☐ Healthcare services
- ☐ Professional educators
- ☐ Community services
- ☐ Teachers
- ☐ Local institutions
- ☐ Policy makers
- ☐ Researchers
- ☐ Prison Staff
- ☐ LEAs



VERA-2R

Environment: Mostly prisons
End Users: Criminal Justice Practitioners
Target Groups: Extremists, Offenders



FreqShift

Environment: Mostly prisons
End Users: Social Service Providers, Healthcare Professional, Criminal Justice, Practitioners, Teachers
Target Groups: Offenders, Individuals at risk of radicalisation



Dialogue Under Pressure' training

Environment: Schools, especially secondary ones.
End Users: Teachers
Target Groups: Students



Dialogue as a citizen's instrument

Environment: Schools, especially secondary ones.
End Users: Teachers

Figure 1: Prevention Tools Database

2 Methodology

The purpose of this section is to describe the methodology that has been followed for collecting and organizing methodologies that address radicalisation and polarization through social inclusion.

The main objective of this task was to find new methodological tools for situation analysis and early detection of radicalization, polarization, and alienation. A situation analysis consists of a systematic collection and study of all the data, study findings and other contextual information useful to identify and understand the specific issues to be addressed – in this case, radicalisation. It examines the political, social, legal context, as well as various relevant issues that might contribute to influence (directly or indirectly) the issue and establishes the vision for new PCVE programs. The goal was therefore to identify a number of valuable methodologies that might support situation analysis in various environments and become a useful guide to conduct early detection in various fields.

The research on this issue was composed of two phases:

- Definition and creation of a PESTEL model useful to frame and categorise various types of methodologies and carry out a situation analysis;
- Research and analysis of the methodologies and datasets - both created within and outside the PARTICIPATION project - that can support accurate situation analyses.

In the first phase, partners worked together to create a PESTEL model for situation analysis. The final goal was identifying all the factors that should be considered, analysed, and assessed before developing PCVE measures. In order to do so, partners reviewed PARTICIPATION deliverables identifying potential conducive drivers of radicalisation and extremism - first and foremost, the 2.1 deliverable "Far-right, far-left, separatism and religious extremism. A comparative desk research on drivers". Consequently, the PESTEL model considered political, economic, social, technological, environmental, and law-related elements, and a new PESTEL model for risk assessment was elaborated (see Figure 1).

On the basis of this model, partners started analysing methodologies and datasets useful to support the situation analysis. Three types of methodologies were included: methodologies that were used throughout the PARTICIPATION project; those analysed during the project; and those suggested during focus groups, interviews, and social labs. Moreover, partners were asked to identify and extract the following features of each methodology or dataset:

- Methodology/dataset used or suggested
- Year of study/ Implementation (if present)
- Country of first implementation (if present)
- Environment tackled (schools, prisons, civil society, political environment)
- Objective
- Study population/ Target group
- Referring PESTEL cluster

- Key findings
- Implication for future implementation.

In addition to this, partners agreed to include not only methodologies and datasets from PARTICIPATION, but to also include any other relevant methodology or dataset that might effectively support the situation analysis and risk assessment. In this case, the analysis followed the same pattern mentioned above. The overall number of methodologies and datasets that were included in the analysis hence became part of a database.

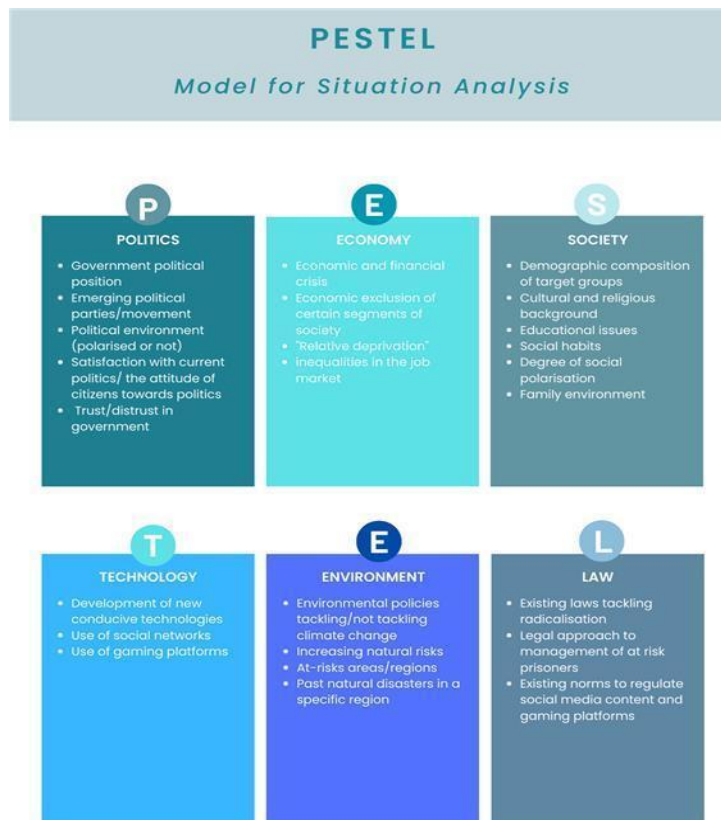


Figure 2. PESTEL model for situation analysis

3 Methodologies

This section serves as a comprehensive compendium of effective approaches to address the intricate challenges of radicalization, extremism, and polarization. It offers a detailed exploration of the diverse methodologies that are instrumental in our mission to counter these complex societal issues. These methodologies are strategically crafted to address a range of objectives. From proactive prevention strategies to nuanced understanding and practical interventions, each methodology plays a crucial role in fostering a more resilient and informed communities.

3.1 Methodologies for Prevention

This subsection explores a diverse array of proactive prevention methodologies, specifically designed to pre-emptively safeguard individuals, communities, and societies from the clutches of extremism.

These methodologies serve as a critical cornerstone in building resilience and awareness. Ranging from assessment tools like "VERA-2R" for identifying extremist behavior likelihood to engaging card games like "TilFactor" that encourage discussions on serious issues, each methodology offers a unique and targeted approach to prevent and reduce the risk of extremism. Furthermore, resources such as "Educate Against Hate Trusted Resources" and "Oxford Guide to Safeguarding" provide government-backed guidance and trusted collections of resources to assist educators and families in safeguarding against radicalization.

The following tables provide detailed insights into these prevention methodologies, their Objectives, key findings, strengths, and weaknesses. These resources aim to equip educators, professionals, and communities with the tools and knowledge necessary to create a safer and more resilient environment, paving the way for a future free from the influence of radicalization and extremism.

Methodology	VERA-2R
Year study	2009 ongoing
Country	Born in Canada, now spread
Environment tackled	Mostly prisons
Objective	To assess the likelihood of violent extremist behaviour in order to manage the risk
Purpose	Risk assessment; Prevention
Study population / Target groups	Terrorism related offenders and extremist individuals
End users	Criminal justice system
Referring PASTEL cluster	Environment; Society
Key findings	The various indicators provided by VERA-2R explore the different factors/elements that can foster violent action
Strengths	Detailed
Weaknesses	Missing indicators on identity and context

Links	D6.1. Methodologies and tools for risk assessment on radicalization and violent extremism (D6.1)
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Table 1: Methodology VERA-2R

Methodology	GLM
Year study	2002 ongoing
Country	New Zeland/UK
Environment tackled	Mostly prisons, but some scholars suggested using it in other environments (e.g., in the educational ones)
Objective	To prevent and reduce violent behaviour, or reducing risk of reoffending
Purpose	Prevention; Interventions
Study population / Target groups	Primarily, offenders who exercised violence. In terms of prevention, all individuals who are at-risk to commit violence.
End users	Social services, Healthcare services, Criminal justice system, Professional educators Community services
Referring PASTEL cluster	Society; Law
Key findings	The GLM aimed at promoting and building the offender's personal goals and strengths, and simultaneously reducing and managing his or her risk for future offending. At the core of this model, it is present the idea that all human beings live their lives according to a prioritised set of primary human goods (experiences, states of being, and activities sought for their own sake). These increase the individuals' sense of fulfilment and happiness.

Table 2: Methodology GLM

Methodology	PARTICIPATION Simulations
Environment tackled	Schools
Objective	Prevention
Study population / Target groups	Students
End users	Teachers
Referring PASTEL cluster	Society
Links	D5.2. Training and education needs analysis report

Table 3: Methodology PARTICIPATION Simulations

Methodology	PARTICIPATION Prevention Methodology at School
Type	Method

Year study	2023
Country	Europe
Environment tackled	Schools
Objective	Focused on inclusive teaching
Purpose	Intervention; Prevention
Study population / Target groups	Students
End users	Teachers, professional educators
Referring PASTEL cluster	Society
Key findings	Practical information that teachers and educators should take care in case of concern and recommended pedagogical approaches.
Strengths	Practical approach based on an integrated whole-school approach.
Weaknesses	New method that should be further evaluated.
Links	D3.5. Religious communities: analyzing and discussing religious polarization and extremism

Table 4: Methodology PARTICIPATION Prevention Methodology at School

Methodology	The Information Tower Game
Type	Tool/game
Year study	2020
Country	Italy
Environment tackled	Schools
Objective	Gaming Activity to help students to recognize fake news
Purpose	Interventions; Prevention
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Gaming activity to approach a contemporary issue such as Fake news. It can also be used in classroom environments by dividing the classroom into small groups.
Strengths	Games have highlighted benefits in engaging students
Weaknesses	Available only in Italian
Links	https://theinformationtower.skuola.net/

Table 5: Methodology The Information Tower Game

Methodology	TilFactor Game
Type	Tool/game
Year study	2013
Country	United States
Environment tackled	Schools

Objective	Card games about serious issues, such as the impact of the anti-vaccination movements and avoiding social stereotype
Purpose	Interventions; Prevention
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Gaming activity based on cards to encourage discussion about serious topics and explore the decisions
Strengths	Games have highlighted benefits in engaging students
Weaknesses	Available only for Apple's phones and tablets.
Links	https://tiltfactor.org/game/pox/

Table 6: Methodology TilFactor Game

Methodology	Corona Quest Game
Type	Tool/game
Year study	2020
Country	Switzerland
Environment tackled	Schools
Objective	CoronaQuest is an online card game. Students battle against coronavirus itself using protective actions and the support of people around them. The game reminds them about actions they can take to stay safe in real life as well as public health and social measures.
Purpose	Interventions; Prevention
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Game inspired by the game Hearthstone developed by the Department of Education and Training, Youth and Culture of the Canton of Vaud (Switzerland).
Strengths	Games have highlighted benefits in engaging students. The game aims to inform students about the protective measures and actions that will make their return to school less stressful and safer.
Weaknesses	Available in English, French, Italian, German, Spanish. Very focused on the needs after the COVID pandemic.
Links	https://coronaquest.game/about

Table 7: Methodology Corona Quest Game

Methodology	Educate Against Hate Trusted Resources
Type	Method
Year study	2023
Country	United Kingdom
Environment tackled	Schools, Families
Objective	Government advice and trusted resources to help safeguard students from radicalization and build resilience.
Purpose	Prevention; Risk Assessment
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Trusted resources to help safeguard students from all types of extremism.
Strengths	Trusted collection of resources for teachers and families, that can be filtered by topic (Hate crime, refugees, ...) and pedagogical goal (e-learning, classroom).
Weaknesses	Limited filtering options to find resources. Available in English.
Links	https://www.educateagainsthate.com/

Table 8: Methodology Educate Against Hate Trusted Resources

Methodology	Oxford Guide to Safeguarding: radicalisation and extremism
Type	Method
Year study	2018
Country	United Kingdom
Environment tackled	Schools
Objective	Guide for introducing teachers in the problem of radicalization and prevention techniques.
Purpose	Prevention; Interventions
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Quick guide for an introduction on prevention techniques.
Strengths	Attractive design.
Weaknesses	Limited scope and focused on UK values.
Links	https://cdn.oxfordowl.co.uk/2018/10/15/08/16/48/235/bp_safeguarding.pdf

Table 9: Methodology Oxford Guide to Safeguarding: radicalisation and extremism

Methodology	RAN Multimedia Resources
Type	Method

Year study	2023
Country	Europe
Environment tackled	Schools
Objective	Videos, Webinars, Podcasts and Publications on countering radicalization
Purpose	Prevention; Interventions
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Extensive multimedia collection of resources on countering radicalization
Strengths	Trusted collection of multimedia resources.
Weaknesses	Limited filtering options to find resources and most of them are available only in English.
Links	https://home-affairs.ec.europa.eu/networks/radicalisation-awareness-network-ran/ran-media_en

Table 10: Methodology RAN Multimedia Resources

Methodology	UN Secondary Education Videos for Understanding Terrorism and Violent Extremism
Type	Method
Year study	2020
Country	World
Environment tackled	Schools
Objective	Video for understanding violent extremisms targeted at secondary schools
Purpose	Prevention; Understanding Perspectives
Study population / Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Video for understanding violent extremism and classroom activities.
Strengths	Simple resource to be used by teachers.
Weaknesses	Only available in English.

Table 11: Methodology UN Secondary Education Videos for Understanding Terrorism and Violent Extremism

3.2 Methodologies for Risk Assessment

This section presents a comprehensive array of methodologies designed for risk assessment related to radicalization and extremism, each offering unique approaches and strategies. These methodologies play a crucial role in identifying potential risks, providing an understanding of an individual's susceptibility to radicalization, and offering insights into early intervention strategies. By

evaluating a wide range of risk factors, these tools aim to assist various stakeholders, including prison staff, healthcare services, and local authorities, in assessing and mitigating the threat posed by radicalization. Additionally, these methodologies provide opportunities for fostering deeper insights into the radicalization process and tailored interventions to counter its influence. Whether focused on prisoners, individuals in the general population, or convicted terrorism-related offenders, these risk assessment tools offer diverse approaches to address the complex challenge of radicalization.

The tables presented here delve into the specifics of each risk assessment methodology, highlighting their Objectives, key findings, strengths, and potential weaknesses. They empower professionals with the means to gauge the likelihood of extremist behavior and manage risks effectively, thereby contributing to a safer and more resilient society.

Methodology		RRAP - RADICALISATION RISK ASSESSMENT IN PRISONS TOOLSET
Year study		2015-2018 R2PRIS project, the tool is continuously updated
Country		EU
Environment tackled		Prisons
Objective		A multi-level radicalisation prevention approach comprising three risk assessment tools, it targets all types of extremism. The toolset focuses on signalling risk and vulnerability in the general population rather than in charged or convicted terrorist offenders.
Purpose		Risk assesment; Interventions
Study population / Target groups		Prisoners
End users		Prison staff
Referring PASTEL cluster		Political, Economical, Society
Key findings		The RRAP methodology comprises three assessment levels, including individual, inter-individual/group, and prison environment levels. It utilizes three specific measures: the "Helicopter View" for contextual factors, "Frontline Behavioural Observation Guidelines" for staff awareness, and the "Individual Radicalisation Screening" for in-depth risk assessment across various dimensions.
Strengths		The tool was adapted to the specific legal and cultural context of the countries involved in the project. The assessment of inmates using adapted instruments that cover the risk factors that have been adapted to assess the radicalisation risk of inmates.
Weaknesses		The potential for harm is considerable if the instrument is used incorrectly, or if the user is not

	familiar with the theoretical and empirical literature pertaining to radicalisation. This instrument can only be used by certified professionals that received the necessary theoretical and practical training and therefore are fully aware of the application realm, strengths and weaknesses of this instrument.
Links	http://www.r2pris.org/rrap-radicalisation-risk-assessment-in-prisons-toolset.html

Table 12: Methodology RRAP

Methodology	Individual Radicalisation Screening RWE add-on assessment sheet
Year study	Ongoing
Country	EU
Environment tackled	Prisons
Objective	A set of right-wing-centred dimensions, indicators, and protective items that compose an addition to the IRS tool developed under the R2PRIS project.
Purpose	Risk assesment
Study population / Target groups	Prisoners
End users	Prison staff
Referring PASTEL cluster	Political, Economical, Society,
Key findings	Provides the opportunity for the development of individual evaluations with regard to the different dimensions, which would reveal whether inmates are likely to be going through certain stages of the radicalisation process. Among other criteria, this add-on sheet considers a variety of factors, including the specific challenges in dealing with domestic violent right-wing extremists.
Strengths	It focus on both risk factors and protective factors

Table 13: Methodology Individual Radicalisation Screening RWE add-on assessment sheet

Methodology	ERG22+
Country	UK
Environment tackled	Prisons
Objective	To inform prioportionate risk management; increase understanding and confidence amongst front line-staff and decision-makers and facilitate effective and targeted intervettions.
Purpose	Risk assesment; Interventions
Study population / Target groups	Individuals that are convicted for terrorismrelated offnses.

End users	Prison staff
Referring PASTEL cluster	Society
Key findings	The purpose of the tool is for professionals to comment on offender risk and needs through an assessment of their engagement to an extremist group, cause or ideology their intentions and their capabilities.
Weaknesses	It requires both much information and it can take a long time to complete a single assessment, thus making the use of it resourceintensive.
Links	https://www.icct.nl/sites/default/files/2023-01/Special-Edition-1-4.pdf

Table 14: Methodology ERG22+

Methodology	SQAT
Country	USA
Environment tackled	Prisons
Objective	SQAT is a self-questionnaire and is designed to measure detainees' degree of radicalisation, or adherence to violent extremism. SQAT can also provide insight in the impact of deradicalisation programs (by re-assessing over time).
Purpose	Risk assesment; Understanding perspectives
Study population / Target groups	Prisoners
End users	Prison staff
Referring PASTEL cluster	Society
Key findings	The questionnaire consists of 66 items spread across three scales: 'needs'; 'narrative'; and 'network' (the 3N-approach). The individuals under assessment have to respond to these items by marking a Likert scale with appropriate labels that indicate the extent to which they agree with a statement, or their degree of endorsement of the statement. The point scale of SQAT is ranging from rarely or never (1) to very often (7). The scores for the questions are then translated into an overall risk level for an individual and provide insight on the level of risk posed by the given individual.
Strengths	It requires neither much time nor information on account of the professional.
Weaknesses	The selfquestionnaire methodology is more at risk of 'socially desirable' answers by the inmates filling them out.

Links	https://www.icct.nl/sites/default/files/2023-01/Special-Edition-1-4.pdf https://www.rma.scot/wp-content/uploads/2022/12/Extremism-Risk-Guidelines-ERG22.pdf
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Table 15: Methodology SQAT

Methodology	IR46
Year study	2016-ongoing
Country	Netherlands
Environment tackled	All environments
Objective	Recognise signals of Islamist radicalisation at an early stage.
Purpose	Risk assesment
Study population / Target groups	Individuals in the general population who manifest signs of radicalisation.
End users	LEAs Helathcare services
Referring PASTEL cluster	Society
Weaknesses	It requires both much information and it can take a long time to complete a single assessment, thus making the use of it resourceintensive.
Links	https://www.icct.nl/sites/default/files/2023-01/Special-Edition-1-4.pdf

Table 16: Methodology IR46

Methodology	VAF
Country	UK
Environment tackled	All environments
Objective	To asses whether individuals need suport to safeguard them from the risk of being targeted by terrorists and radicalisers.
Purpose	Risk assesment; Inverventions
Study population / Target groups	Individuals in the general population who manifest signs of radicalisation.
End users	Local authorities Professional educators Helathcare services
Referring PASTEL cluster	Society
Key findings	The VAF consists of 22 factors - across three dimensions: engagement, intent and capability – “that may cause an individual (a) to engage with a terrorist group, (b) to develop the intent to cause

	harm and (c) to develop the capability to cause harm”.
Weaknesses	It requires both much information and it can take a long time to complete a single assessment, thus making the use of it resourceintensive
Links	https://www.icct.nl/sites/default/files/2023-01/Special-Edition-1-4.pdf

Table 17: Methodology VAF

3.3 Methodologies for Understanding Perspectives

In this subsection, we explore a range of diverse methodologies aimed at understanding perspectives, particularly in the context of societal dynamics and radicalization. These methodologies offer valuable insights into the cognitive and emotional aspects of individuals, shedding light on their attitudes, beliefs, and reactions, which play a pivotal role in the radicalization process.

Each methodology discussed is tailored to meet specific objectives, from enhancing local government decisions and activities to gauging shifts in sentiments and understanding attachment to opinions. Additionally, they are designed for various end users, including scientists, local authorities, and healthcare services, and often intersect with the broader PASTEL cluster of societal perspectives. These methodologies not only help us grasp the dynamics of perspectives within society but also offer a basis for informed decision-making, intervention strategies, and proactive responses to potential radicalization challenges.

The tables presented here introduce various techniques, from dialogue-based approaches in citizen engagement to advanced sentiment analysis models. These methodologies are employed across different settings, including society at large, youth, and online environments, to grasp the evolving perspectives and sentiments of individuals.

Methodology	Dialogue Under Pressure training
Year study	2017-2020
Country	The Netherlands
Environment tackled	Schools, especially secondary ones.
Objective	Methodology focused on inviting young people to share their opinions, while also being able to provide limits, when offensive or discriminatory comments are made, and at the same time, inviting these young people to discuss the issues at stake, allows them to be heard, and start thinking about other viewpoints and perspectives.
Purpose	Understanding perspectives; Prevention
Study population / Target groups	Students
End users	Teachers
Referring PASTEL cluster	Society
Key findings	Themes that are considered: polarisation,

	inclusion and diversity, radicalisation, gender and sexual diversity, subversion and juvenile delinquency. Collaboration between schools and the governmental training institute on countering radicalisation (Rijksopleidings-instituut tegengaan Radicalisering, ROR). This latter offers specific expertise to front-line practitioners to understand, recognise and deal with at-risk individuals towards (violent) extremism. Model that offer skills to teachers to also involve those students who are not used or reluctant to share their views ('the silent middle').
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Table 18: Methodology “Dialogue Under Pressure” training

Methodology	“Interdisciplinary action group”
Environment tackled	Local communities
Objective	Points out the differences in perspectives and knowledge.
Purpose	Understanding perspectives; Prevention
Study population / Target groups	Students, the community as a whole
End users	Students, the community as a whole
Referring PASTEL cluster	Society
Key findings	Learning about diverse perspectives is conducive to generating ideas for solutions to many difficulties

Table 19: Methodology “Interdisciplinary action group”

Methodology	Intensive prevention and workshops
Environment tackled	Schools
Objective	Raise awareness regarding preventive measures for personal vulnerabilities among young people
Purpose	Understanding perspectives; Prevention
Study population / Target groups	Students
End users	Teachers
Referring PASTEL cluster	Society

Table 20: Methodology Intensive prevention and workshops

Methodology	Case studies
Environment tackled	Schools
Purpose	Understanding perspectives; Prevention
Study population / Target groups	Students
End users	Teachers
Referring PASTEL cluster	Society
Links	D5.2. Training and education needs analysis report

Table 21: Methodology Case studies

Methodology	Dialogue as a citizen's instrument
Country	Sweden
Environment tackled	Society at large
Objective	Support efforts to strengthen citizen support for local government decisions and activities. The citizen should become an active participant in the development of the local community. The democratic system needs to become more predictable and consistent.
Purpose	Understanding perspectives
Study population / Target groups	Citizens/whole population
Referring PASTEL cluster	Society
Links	http://symbiocitykenya.org/wp-content/uploads/2018/01/SALAR-Citizen-Dialogue-in-Local-Gov.pdf

Table 22: Methodology "Dialogue as a citizen's instrument"

Methodology	Dialogue Under Pressure' training
Year study	2017-2020
Country	The Netherlands and elsewhere in Europe
Environment tackled	Youth, schools
Objective	Inviting young people to share their opinions, while it also able maintains limits when offensive or discriminatory comments are made. Invites young people to discuss the issues at stake. Allows them to be heard and start thinking about other viewpoints and perspectives.
Purpose	Understanding perspectives
Study population / Target groups	Youth, students, school population
End users	Students
Referring PASTEL cluster	Society
Key findings	Increased ability to formulate balanced arguments/thoughts/opinions faced with sensitive topics; more awareness of different positions, more awareness of polarization

Strengths	Increased capacity to discern, increased resilience in conversations about sensitive topics
Weaknesses	Tendency for avoiding core issues (politics, ideology), tendency to personalize approach by personal experience/practice.

Table 23: Methodology Dialogue Under Pressure' training

Methodology	SIMilarity-based sentiment projectiON (SIMON) model
Type	Machine learning
Year study	2021
Country	Online/varia
Environment tackled	Social
Objective	A resource that directly encodes sentimental knowledge, applying statistics to encode sentiments in text. Determine the similarities with other domain names and consequently similarity of empathy and feeling. Identify patterns of radicalization
Purpose	Understanding perspectives
Study population / Target groups	General population, users of online communication/environments
End users	Scientists
Referring PASTEL cluster	Society
Key findings	Supports data mining on the web Supports a better evaluation of data sets
Strengths	Sentiment analysis, emotion analysis
Weaknesses	Limited capacity to contextualize

Table 24: Methodology SIMilarity-based sentiment projectiON (SIMON) model

Methodology	FreqShift
Type	Sentiment analysis
Country	Online varia
Environment tackled	Online/youth
Objective	Sentiment Analysis and domain-adapted lexicon to select the words that have a higher shift value. Understanding the level of satisfaction/dissatisfaction expressed in a text. Gauges shifts in sentiments and also group attachment to an opinion
Purpose	Understanding perspectives
Study population / Target groups	Online
End users	Scientists
Referring PASTEL cluster	Society

Key findings	Natural language processing (NLP) provides a way of detecting radicalization
Strengths	Detecting and classifying extremist content that could lead people to adopt these ideologies.
Weaknesses	Does not understand neutrality Does not take into account intensity

Table 25: Methodology FreqShift

Methodology	Interdisciplinary Action Group
Environment tackled	Local communities
Objective	Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population.
Purpose	Understanding perspectives; Prevention
Strengths	Focus groups offer a quick data collection method with unique group dynamics that capture teasing, arguing, and non-verbal behaviors, distinct to this setting. They are inclusive, encouraging participation from marginalized groups, and facilitating discussions on stigmatized or counter-cultural topics due to the mutual support participants feel. Additionally, focus groups yield critical comments, valuable for enhancing products or services, and can validate findings from quantitative research, providing a deeper understanding beyond statistics.
Weaknesses	Action groups may mask dissenting individual perspectives within the majority due to behavioral and cultural norms or a conformity bias. Confidentiality is compromised in group settings. They are most applicable when the population shares common experiences or concerns, yet they lack the depth of insights compared to in-depth interviews. The data represents a range of views, not their prevalence, and the facilitator significantly influences group dynamics and explored issues. Data analysis can be time-consuming due to the quantity of information generated.
Links	https://scholars.unh.edu/cgi/viewcontent.cgi?article=2486&context=extension

Table 26: Interdisciplinary action group (such as a community group)

Methodology	Experiential workshops
Type	Participatory/group
Environment tackled	Society
Objective	Emphasizes the personal experience of participants and learning by doing. Focused on a specific topic and program and using participatory methods such as feed-back, role playing and model situations to respond to find new solutions. To deepen and consolidate knowledge of those who are already experienced.
Purpose	Understanding perspectives
Study population / Target groups	All
End users	Experts
Referring PASTEL cluster	Society
Key findings	Simulation environments are effective and stimulating
Strengths	Simulation, focused discussion and conversation
Weaknesses	Low on new context/broadening perspectives.
Links	https://academic.oup.com/book/9781/chapter-abstract/156986649?redirectedFrom=fulltext

Table 27: Experiential workshops

3.4 Methodologies for Interventions

This section describes the methodologies for interventions. This segment delves into methodologies designed to intervene effectively in situations of radicalisation, extremism, or polarisation. In today's dynamic and interconnected world, understanding and countering the root causes of radicalization and extremism is of paramount importance. Therefore, this segment delves into an array of meticulously crafted methodologies aimed at intervening purposefully in these challenging scenarios.

These methodologies encompass a diverse range of innovative tools, games, and resources, as well as practical strategies to safeguard individuals, communities, and societies against the detrimental impacts of radicalization and extremism. Each methodology is a testament to our commitment to fostering informed perspectives, nurturing resilience, and promoting understanding in the face of complex societal challenges.

The interventions detailed in this section represent a collective effort to combat radicalization, extremism, and polarization by equipping students, teachers, and professionals with the knowledge,

resources, and guidance needed to navigate these intricate issues. These methodologies play a crucial role in promoting peace, tolerance, and unity while addressing the issues that may threaten them.

The following tables present each methodology along with their specific objectives, strengths, and areas of application, enabling a comprehensive understanding of how they contribute to the broader mission of countering radicalization and extremism. Additionally, we'll provide insights into potential challenges or limitations associated with these methodologies, as transparency is essential in our collective pursuit of effective interventions.

Methodology	Social Labs
Environment tackled	Local communities
Objective	Diagnose the state of work on radicalization prevention, collectively and in different contexts. To address complex social challenges (e.g. poverty; sustainability; aging; or radicalization) in a real-life environment within which social experiments can be carried out.
Purpose	Interventions; Understanding perspectives
Study population / Target groups	Community as a whole
End users	Local institutions, Policy makers
Referring PASTEL cluster	Politics, Economy, Society, Technology, Environment, Law
Key findings	Social labs take a complex societal problem (like radicalization), connect people who are affected by this problem in various ways (i.e. adults, children, religious leaders, community leaders, policy makers, etc.), and do so in a safe experimental learning space. Within social labs, participants co-create pilot actions (i.e. a dialogue, exhibition, tour, or game) which they then try out within their relevant contexts. The discussion and diagnosis phase of Social lab allows for identification of current practices and existing policies and diagnosing the key challenges through open discussion focus groups and/or workshops.
Strengths	It is an ongoing, iterative process; address systemic root causes; brings together end-users and practitioners.
Links	D3.2. Methodological handbook for Social Labs

Table 28: Methodology SocialLabs

Methodology	National Violence Reduction Unit (NVRU)
Year Study	2018
Country	Ireland
Environment tackled	Prisons
Objective	To remove the most significantly disruptive, challenging, and dangerous prisoners from ordinary location. Manage these prisoners within small and highly supervised units
Purpose	Interventions
Study population / Target groups	Prisoners, prison staff, Society
End users	prison staff
Referring PASTEL cluster	Society
Key findings	Upon completion of individual programs and following a constant and proven reduction in risk (which resulted in a gradual reduction of enhanced supervision), NVRU prisoners can then return to appropriate locations in other prisons.
Strengths	Created with an emphasis on safety and intense psychological intervention, the unit enables staff working in the NVRU to consistently reinforce that prisoners take full responsibility for their actions and ensure that they are treated with respect for their human dignity.
Links	https://www.gov.ie/en/press-release/4823ad-minister-flanagan-opens-new-violence-reduction-unit-in-midlands-pris/

Table 29: Methodology National Violence Reduction Unit (NVRU)

Methodology	CONSCIOUS
Year Study	2018
Country	Italy
Environment tackled	Prisons
Objective	To ensure desistance but also to enable growth, redemption, and transformation.
Purpose	Interventions

Study population / Target groups	Detainees condemned for sex crimes of all forms, prison staff, society
End users	Prison staff
Referring PASTEL cluster	Society
Key findings	At the end of the program, a change is reached thanks to the planning of a possible different life, through the development of appropriate social abilities and the experience of new significant relations. Represents a benchmark experience to improve measures addressing extremist or former terrorist detainees in different ways. The continuous engagement of local health authorities in the treatment of specific types of detainees may significantly improve the disengagement process of former terrorists as well as of those showing first signs of radicalization.
Strengths	Represents a benchmark experience to improve measures addressing extremist or former terrorist detainees in different ways. The continuous engagement of local health authorities in the treatment of specific types of detainees may significantly improve the disengagement process of former terrorists as well as of those showing first signs of radicalization.

Table 30: Methodology CONSCIOUS

Methodology	Entré
Country	Sweden
Environment tackled	Prisons
Objective	Minimizing the risk of future exposure to violent extremist ideas and decreasing dysfunctional interpretation in high-risk situations. Changing or managing emotions associated with high-risk situations. Expand the behavior repertoire and make alternative, pro-social behaviors available to individuals undergoing the program.
Purpose	Interventions
Study population / Target groups	Violent extremist offender
End users	Prison staff
Referring PASTEL cluster	Society
Weaknesses	It heavily relies on the trained personnel and accurate assessment of risks and needs, as in other systems.
Links	https://www.cep-probation.org/treatment-of-violent-extremist-offenders-in-sweden-the-entre-programme/

Table 31: Methodology Entré

Methodology		Radar
Country		Australia
Environment tackled		All environments
Objective		To identify high-risk individuals who would benefit from programs designed to prevent radicalization
Purpose		Interventions; Risk assessment
Study population / Target groups		Individuals in the general population who manifest signs of radicalization
End users		LEAs, Social services
Referring cluster	PASTEL	Society
Key findings		A protocol designed to systematically document all aspects of a person and his or her environment. It functions as a basis to structure information to aid decision-making. The protocol consists of two assessments: an initial screening that determines whether an individual is potentially suitable to participate in a program, followed by (in case of a positive answer) an in-depth risk and needs assessment to determine whether an intervention is appropriate and to design a case management plan. Radar is used to identify specific individuals who would benefit from programs designed to reduce the risk or mitigate the impact of radicalization, as opposed to trying to predict the likelihood of low base rate violent actions. It assesses five areas of an individual's life: social relations, coping, identity, ideology, and criminal action orientation.
Other literature/document informing		The Practitioner's Guide to the Galaxy - A Comparison of Risk Assessment Tools for Violent Extremism Authors: Liesbeth van der Heide, Marieke van der Zwan, and Maarten van Leyenhorst

Table 32: Methodology Radar

Methodology		TRAP-18
Year Study		2016-ongoing
Country		UK/USA
Environment tackled		Prisons
Objective		Structured professional judgment to assess individuals that might engage in terrorism. However, it does not predict, rather it warns which individual should receive priority attention.
Purpose		Interventions

Study population / Target groups	Prisoners
End users	Healthcare services, Intelligence, LEAs, Criminal justice system
Referring cluster	PASTEL Society
Key findings	TRAP-18 consists of eight proximal warning behaviors and ten distal characteristics. All the proximal warning behaviors are dynamic and based on patterns of behavior, whilst several of the distal characteristics (e.g. history of mental disorder) are static risk factors. Although protective factors are not explicitly included, the absence of certain indicators (proximal warning behaviors and distal characteristics) are protective. Further, the narrative questions ask about the presence of protective factors in individual cases.
Strengths	It provides a clinical understanding that may inform risk assessment and intervention. As a tool, it also has the potential to contribute to the prioritization of cases in a pre-crime scenario, as well as formulation, reformulation, and ongoing risk management in a post-crime situation. Moreover, it can be applied to different forms of terrorism - jihadists, right-wing extremists, and single-issue attacks.
Implications for future implementation	Need for adequate preparation and training of practitioners using this tool
Links	Link , Link

Table 33: Methodology TRAP-18

Methodology	UNESCO. A Teacher's Guide on the Prevention of Violent Extremism.
Type	Method
Year of Implementation	Study/ 2016
Environment tackled	Schools
Objective	Focused on inclusive teaching.
Purpose	Interventions; Understanding perspectives
Study Population/Target groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Practical guidelines to manage classroom discussions and key messages to deliver.

Strengths	Practical approach for teachers and educators
Weaknesses	It should be complemented with other approaches.
Referring project	PARTICIPATION
Links	https://en.unesco.org/sites/default/files/lala_0.pdf

Table 34: Methodology UNESCO. A Teacher's Guide on the Prevention of Violent Extremism

Methodology		LSA Quick-Prep Activities for Inclusive Teaching
Type		Method
Year	Study/	2023
Implementation		
Country		United States
Environment tackled		Schools
Objective		Activities that can be easily incorporated in existing courses or lessons for building connections between students as they consider their identities.
Purpose		Interventions; Understanding perspectives
Study Population/Target groups		Students
End users		Teachers, Professional educators
Referring cluster	PASTEL	Society
Key findings		Simple techniques that can be easily used by teachers. They usually include setting the tone for individual learning and classroom engagement, as well as building connections between students as they consider their identities.
Strengths		Catalogue of simple techniques that can be selected by teachers according to their needs and can be easily implemented.
Weaknesses		Focused on inclusive teaching.
Referring project		PARTICIPATION
Links		https://sites.lsa.umich.edu/inclusive-teaching/activity-main-page/easy-activities/

Table 35: Methodology LSA Quick-Prep Activities for Inclusive Teaching

Methodology		LSA Icebreaker Activities
Type		Method
Year	Study/	2023
Implementation		
Country		United States
Environment tackled		Schools
Objective		Icebreaker activities are inclusive in that they allow students to bring themselves and their identities into the classroom, setting the tone for mutual learning, connection, and respect.
Purpose		Interventions; Understanding perspectives
Study Population/Target groups		Students
End users		Teachers, Professional educators
Referring cluster	PASTEL	Society
Key findings		Simple icebreaking techniques that allow students to bring their identity into the classroom and learn in group with respect.
Strengths		Catalogue of simple techniques that can be selected by teachers according to their needs and can be easily implemented.
Weaknesses		Focused on inclusive teaching.
Referring project		PARTICIPATION
Links		https://sites.lsa.umich.edu/inclusive-teaching/activity-main-page/ice-breakers/

Table 36: Methodology LSA Icebreaker Activities

Methodology		LSA Self-reflection
Type		Method
Year	Study/	2023
Implementation		
Country		United States
Environment tackled		Schools
Objective		Activities prompt students to consider their relationships to social identity, structural oppression, and intergroup dialogue.
Purpose		Interventions; Understanding perspectives
Study Population/Target groups		Students
End users		Teachers, Professional educators

Referring cluster	PASTEL	Society
Key findings	Reflective activities to process questions individually and with sufficient depth.	
Strengths	Catalogue of simple techniques that can be selected by teachers according to their needs and can be easily implemented.	
Weaknesses	Focused on inclusive teaching.	
Referring project	PARTICIPATION	
Links	https://sites.lsa.umich.edu/inclusive-teaching/activity-main-page/self-reflection/	

Table 37: Methodology LSA Self-reflection

Methodology		PeoplePower Game
Type	Tool / game	
Year	Study/ Implementation	2015
Country	United States	
Environment tackled	Schools	
Objective	A video game based on the series in collaboration with one of the leaders of Serbia's Otpor! Movement. PBS designed the game to teach nonviolent methods for waging conflict using player-built scenarios.	
Purpose	Interventions; Understanding perspectives	
Study Population/Target groups	Students	
End users	Teachers, Professional educators	
Referring cluster	PASTEL	Society
Key findings	Game to learn about civil resistance and nonviolent strategies.	
Strengths	Games have highlighted benefits in engaging students. The game can be extended by users who can post new scenarios and adapt it to their needs.	
Weaknesses	Available only for Windows and MAC computers.	
Referring project	PARTICIPATION	
Links	https://peoplepowergame.com/	

Table 38: Methodology PeoplePower Game

Methodology		PeaceMaker Game
Type		Tool / game
Year	Study/	2007
Implementation		
Country		United States
Environment tackled		Schools
Objective		A video game to promote peace.' It focuses on the Israeli-Palestine conflict. In this government simulator, players need to represent one of the sides and make social, political and military decisions. The positive and negative consequences of these decisions teach the players about a vastly complex situation
Purpose		Interventions; Understanding perspectives
Study Population/Target groups		Students
End users		Teachers, Professional educators
Referring cluster	PASTEL	Society
Key findings		Game inspired in the Israeli-Palestinian conflict whose goal is to bring the peace to the region.
Strengths		Games have highlighted benefits in engaging students. The game is based on a real problem and combines video and images.
Weaknesses		Available in English, Hebrew and Arabic. It can be executed in phones and tablets (Android, iOS and KindleFire) and computers (Mac). Being based on a current conflict it could be rejected due to students or teachers identity.
Referring project		PARTICIPATION
Links		http://www.peacemakergame.com/

Table 39: Methodology PeaceMaker Game

Methodology		Decount Game
Type		Tool / game
Year	Study/	2022
Implementation		
Country		European Union
Environment tackled		Schools

Objective	DECOUNT is a game that rolls out four radicalisation stories; the main characters, two male and two female, navigate these jihadi and right-wing extremist stories towards several possible endings which depend on their decisions. The game immerses the player into a gradually evolving extremist environment on social media and in real life; it also presents opportunities to exit extremism through interactions with significant others such as friends and family.
Purpose	Understanding perspectives; Interventions
Study Population/Target groups	Students
End users	Teachers, Professional educators
Referring cluster	PASTEL Society
Key findings	Game whose aim is understanding radicalization interactively. It provides radicalization situations and users can observe the consequences of their decisions.
Strengths	Games have highlighted benefits in engaging students. Based on catching stories that cover Jihadists and right-wing extremism.
Weaknesses	Available in German and English. Focused on students under the age of 16.
Referring project	PARTICIPATION
Links	https://www.extremismus.info/decounten

Table 40: Methodology Decount Game

Methodology	Viteco 3D Simulation Game
Type	Tool / game
Year Implementation	Study/ 2023
Country	Italy
Environment tackled	Schools
Objective	Viteco has been developed by VITECO for the University of Eastern Piedmont (UEP), REAction S. G. simulates the professional skills of nurses and social workers, focusing on the health needs of the individual and the community.
Purpose	Understanding perspectives

Study Population/Target groups	Students
End users	Teachers, Professional educators
Referring cluster	PASTEL Society
Key findings	Game for understanding challenges of health professionals.
Strengths	Games have highlighted benefits in engaging students. The game helps students to understand health needs.
Weaknesses	Available in Italian and English. Focused on health scenarios without a specific focus on radicalization.
Referring project	PARTICIPATION
Link	https://www.vitecolearning.eu/games/3d-simulation/desktop/index.html

Table 41: Viteco 3D Simulation Game

Methodology	Educate Against Hate Trusted Resources	
Type	Method	
Year	Study/ Implementation	2023
Country	United Kingdom	
Environment tackled	Schools, Families	
Objective	Government advice and trusted resources to help safeguard students from radicalization and build resilience.	
Purpose	Prevention; Risk assessment	
Study Population/Target groups	Students	
End users	Teachers, Professional educators	
Referring cluster	PASTEL	Society
Key findings	Trusted resources to help safeguard students from all types of extremisms.	
Strengths	Trusted collection of resources for teachers and families that can be filtered by topic (Hate crime, refugees, etc.) and pedagogical goal (e-learning, classroom).	
Weaknesses	Limited filtering options to find resources. Available in English.	

Referring project	PARTICIPATION
Link	https://www.educateagainsthate.com/

Table 42: Methodology Educate Against Hate Trusted Resources

Methodology		Preventing and Countering Violent Extremism in Malaysia
Type		Method
Year Study/ Implementation		2022
Country		Malaysia
Environment tackled		Schools, Community
Objective		Techniques for community engagement and countering violent extremism.
Purpose		Interventions; Understanding perspectives
Study groups	Population/Target	Students
End users		Teachers, Professional educators
Referring PASTEL cluster		Society
Key findings		Techniques and recommendations to sustain community engagements in PCVE.
Strengths		Interesting resource for community engagement techniques.
Weaknesses		Focused on Malaysia.
Referring project		PARTICIPATION
Link		Link

Table 43: Methodology Preventing and Countering Violent Extremism in Malaysia

Methodology		UN Secondary Education Videos for Understanding Terrorism and Violent Extremism
Type		Method
Year Implementation	Study/	2020
Country		World
Environment tackled		Schools
Objective		Video for understanding violent extremisms targeted at secondary schools.

Purpose	Prevention; Understanding perspectives
Study groups	Students
End users	Teachers, Professional educators
Referring PASTEL cluster	Society
Key findings	Video for understanding violent extremism and classroom activities.
Strengths	Simple resource to be used by teachers.
Weaknesses	Only available in English.
Referring project	UN

Table 44: Methodology UN Secondary Education Videos for Understanding Terrorism and Violent Extremism

4 Analysis

This section presents a comprehensive overview of the proposed methodologies through a series of insightful figures. These analyses shed light on the diverse facets of these methodologies, revealing trends, patterns, and correlations that can guide our understanding of their application and potential impact.

The figures in this section illuminate the landscape of these methodologies by examining them across different dimensions, such as the countries where they are employed, the specific environments they address, the years of study, the Objectives they aim to achieve, the target groups they focus on, the end users, and their alignment with the PASTEL categories. By dissecting the methodologies in this manner, we gain valuable insights into their distribution and usage, helping us identify areas of focus, emerging trends, and potential gaps in our understanding of perspectives and radicalization. This analysis is a crucial foundation for developing evidence-based strategies and initiatives in the field.

4.1 Analysis by country

This analysis offers an insight into the global distribution of the presented methodologies. This analysis provides a comprehensive perspective on the geographical origin of these methodologies, showcasing the international landscape of efforts to comprehend and mitigate the challenges posed by radicalization. The figures in this section illuminate the diversity of countries involved in developing these methodologies and underscore the global nature of the issue at hand.

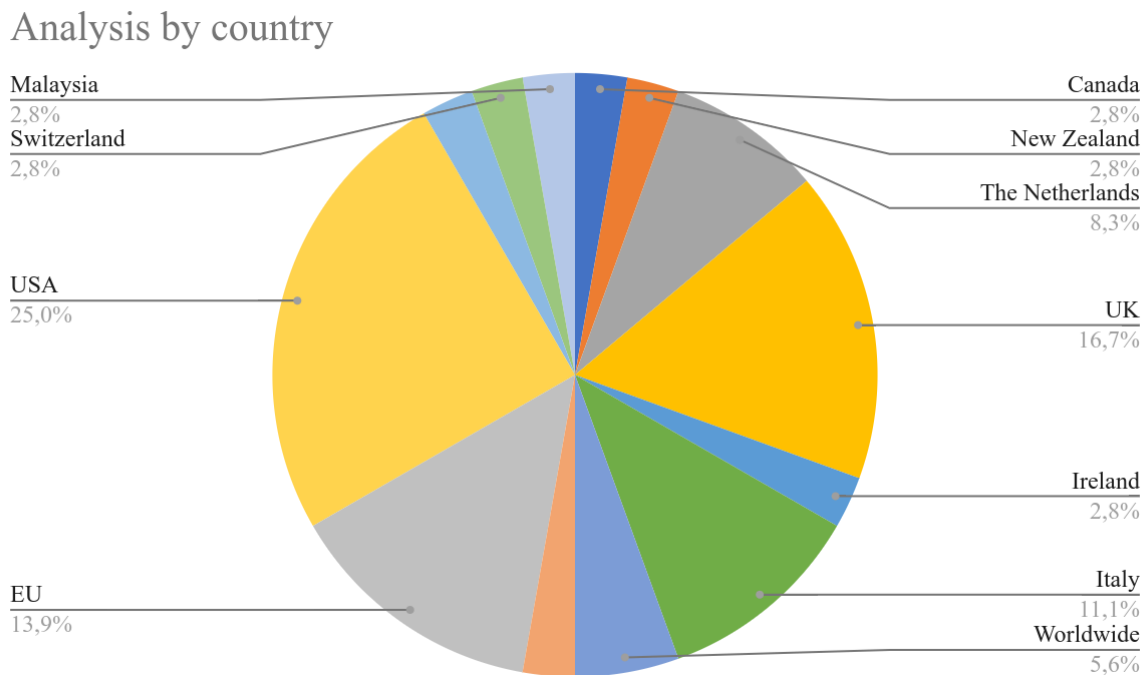


Figure 3: Analysis by country

Figures 2 and 3 offer a visual breakdown of the percentage of methodologies associated with each country. Notably, they highlight the substantial presence of methodologies developed in the United States, with 25% of the total represented. The European Union (EU) follows closely behind, contributing 13.9% of the methodologies. The United Kingdom and Italy also stand out as significant contributors, with 16.7% and 11.1% respectively. This diversity of countries involved in creating these methodologies underscores the universality of the issue and the collaborative, international efforts to address it.

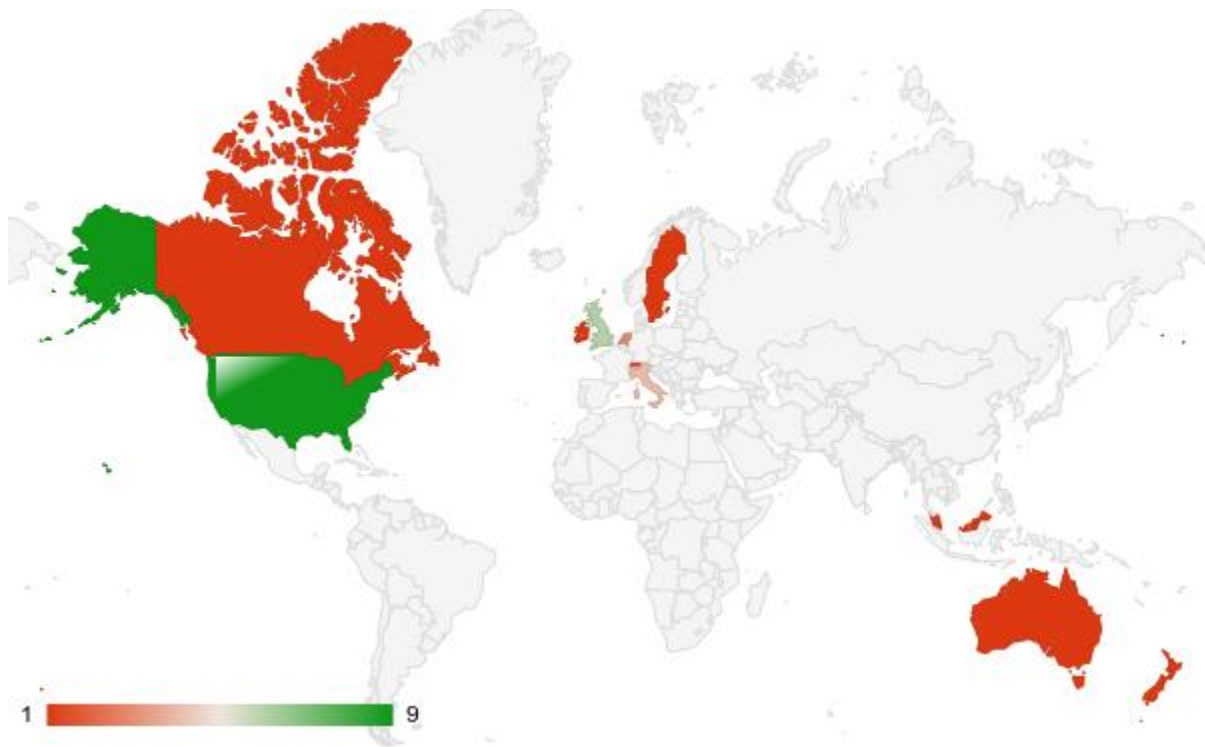


Figure 4: Number of methodologies by country

4.2 Analysis by environment

This analysis delves into the distribution of methodologies based on the various environments they are designed to address. This analysis allows us to gain insights into which societal aspects and settings have garnered more attention in the development of methodologies.

The results of this analysis reveal an interesting and diverse distribution. Schools emerge as a predominant environment, with over half of the methodologies (51.8%) focused on this setting. This dominance might be attributed to the critical role those educational institutions play in shaping young minds and fostering social cohesion. Addressing radicalization and extremist behaviors in schools is crucial to ensuring a safe and inclusive learning environment.

Prisons are another notable focus, representing 17.9% of the methodologies. Prisons often become hotspots for radicalization due to the close confinement and interaction of individuals with diverse

backgrounds. As a result, the development of methodologies aimed at addressing radicalization within the prison environment is a significant and necessary effort.

General societal perspectives are addressed by 14.3% of the methodologies, indicating that there is a broader interest in understanding and shaping societal views on radicalization and extremism. Communities (5.4%) and online environments (8.9%) also receive attention, as they serve as spaces where radicalization and extremism ideas can thrive. Families, though only 1.8%, are a critical area of focus because familial influence and dynamics play a vital role in shaping an individual's beliefs and behaviors.

Analysis by Environment

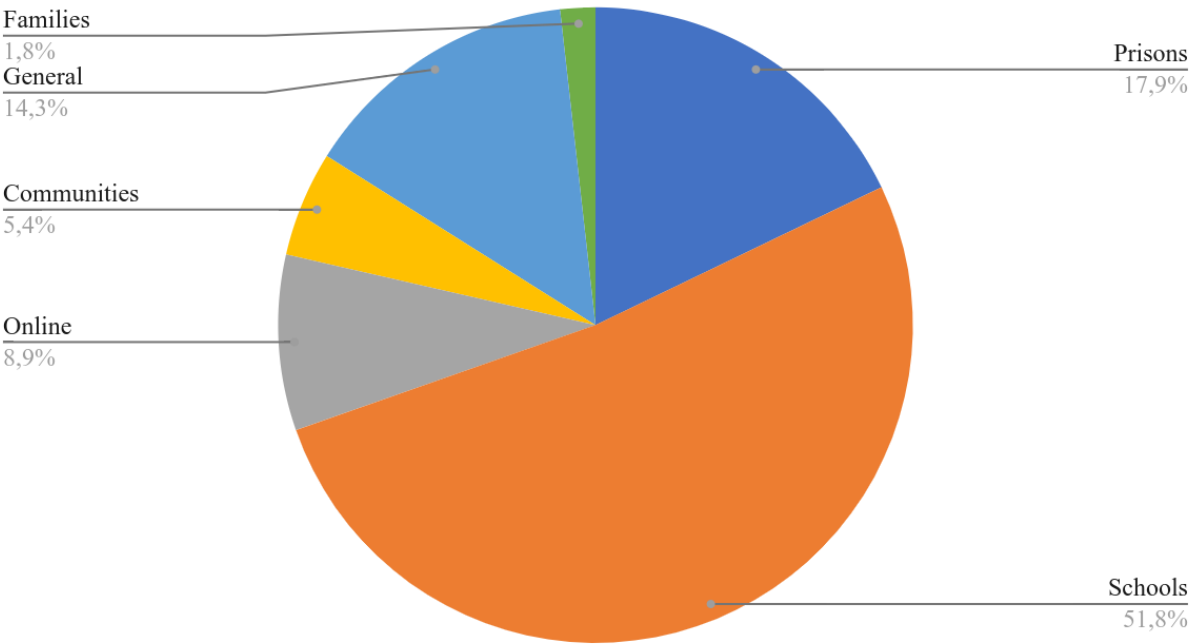


Figure 5: Analysis by environment

This analysis underscores the multi-faceted nature of the challenge of radicalization and the need for methodologies that span various societal contexts to comprehensively address and counter these issues. Each environment presents unique challenges, and the diversity of methodologies demonstrates a global effort to tackle radicalization on multiple fronts.

4.3 Analysis by year

This analysis offers a chronological perspective on the development and culmination of the presented methodologies. By examining the years in which these methodologies were initiated and concluded, we gain insights into the evolution and continuity of efforts in this critical field.

The results of this analysis indicate that there has been a consistent and sustained interest in developing these methodologies over the years. Methodologies were initiated in various years,

including 2007, 2009, 2010, 2013, 2015, 2017, 2018, 2020, 2021, 2022, and 2023. This distribution suggests that the work to understand and counter radicalization has been ongoing for over a decade, with new methodologies continuously emerging to address evolving challenges.

On the other side, the chart shows the years in which methodologies were concluded, and this reveals a concentration of efforts in recent years. While a few methodologies concluded in the past, there has been a notable increase in activity since 2020, with the majority concluding in 2021, 2022, and 2023. This surge in activity demonstrates a heightened focus and urgency in developing and implementing methodologies for understanding perspectives on radicalization, particularly as societies grapple with these complex issues.

The increased number of methodologies in recent years likely reflects the growing recognition of the importance of understanding and mitigating the influence of radicalization, especially in the digital age, where extremist ideas can spread rapidly. This analysis underlines the commitment of researchers, policymakers, and institutions in addressing these challenges and adapting to the ever-changing landscape of radicalization and extremism. It signifies a collective effort to stay ahead of the curve in combating the root causes and manifestations of radicalization.

Initial Year and End Year

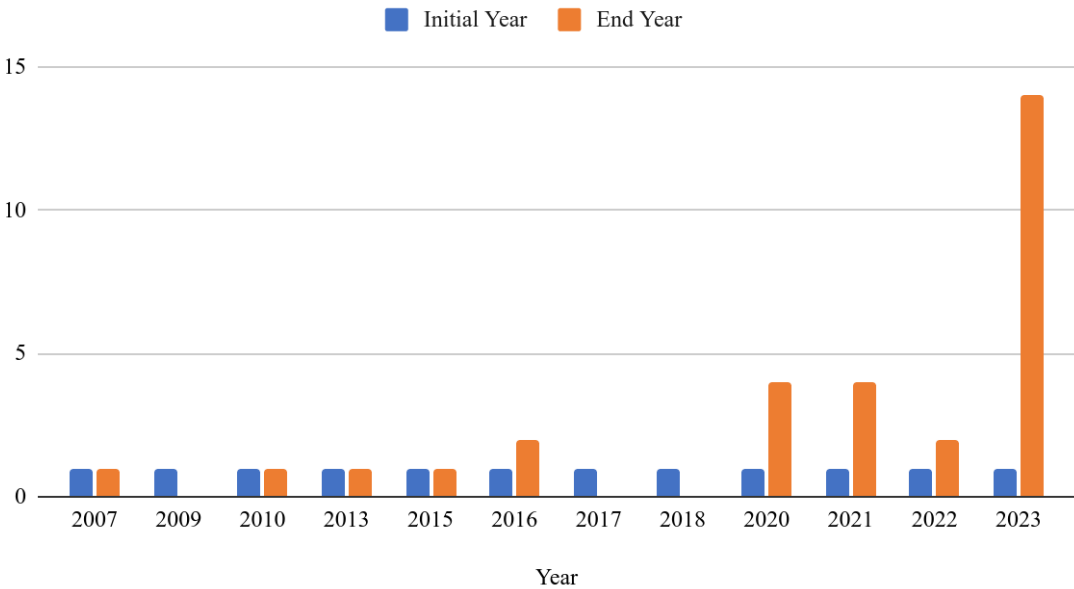


Figure 6: Analysis by year

4.4 Analysis by purpose

This analysis offers a comprehensive overview of the diverse goals associated with methodologies presented. By examining the distribution of methodologies across different objectives, we can gain valuable insights into the priorities and focus areas of those working to counteract these threats.

The results of this analysis reveal that there is a significant diversity of goals among the methodologies:

- Interventions (33.3%): A substantial portion of the methodologies are designed to facilitate interventions. This indicates a proactive approach to addressing radicalization and extremism by developing strategies and tools to counteract their influence.
- Risk Assessment (12.3%): Risk assessment methodologies are aimed at evaluating and managing the potential dangers associated with radicalization. These tools are essential for identifying individuals or communities at risk and implementing preventive measures.
- Prevention (19.3%): Prevention-focused methodologies are dedicated to hindering the progression of radicalization and extremism. These strategies aim to stop the radicalization process before it gains momentum.
- Understanding Perspectives (35.1%): The largest portion of the methodologies falls under the goal of understanding perspectives. This indicates a strong emphasis on delving into the underlying factors, motivations, and ideologies that drive radicalization. By comprehending these perspectives, it becomes possible to develop more effective interventions and prevention strategies.

Analysis by Goal (purpose)

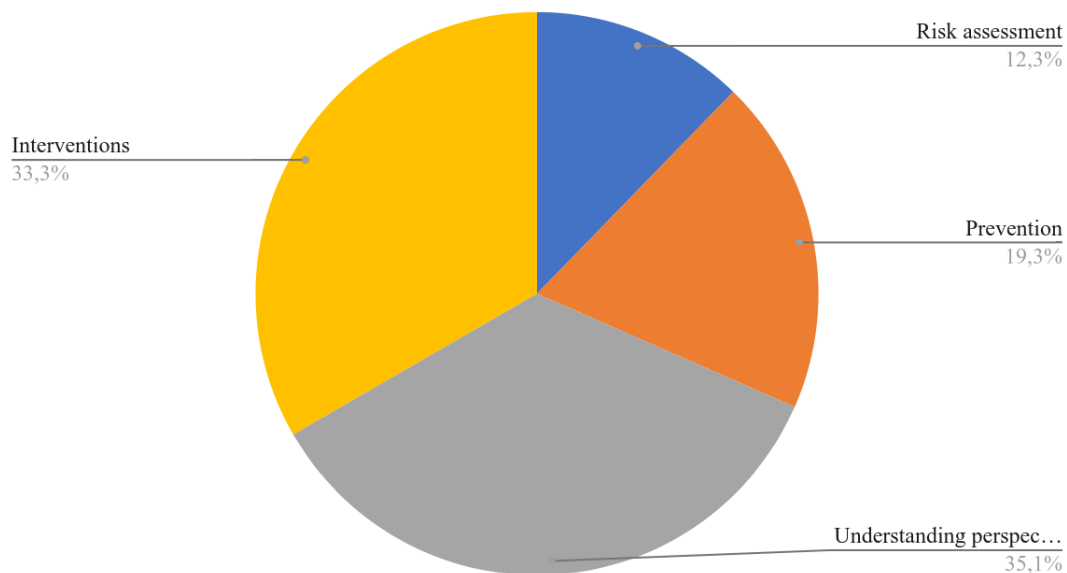


Figure 7: Analysis by purpose

The prevalence of methodologies focused on understanding perspectives is particularly noteworthy. This underscores the importance of gaining deep insights into the root causes and ideologies behind radicalization, as this knowledge serves as the foundation for comprehensive

strategies to counteract it. The diverse distribution of goals also signifies a multi-pronged approach, with efforts directed toward intervention, risk assessment, and prevention.

4.5 Analysis by target

This analysis offers a comprehensive view of the focal points and audiences of the methodologies. The analysis underscores the diversity of target groups that these methodologies cater to, demonstrating the multifaceted nature of the effort to understand and address radicalization. The target groups encompass a wide spectrum, including students, prisoners, society at large, radicals, communities, and documents. Each group presents distinct challenges and opportunities when it comes to addressing radicalization, and methodologies have been tailored to suit their unique characteristics.

The prevalence of methodologies targeting students, representing 54.7% of the total, indicates a substantial focus on educational institutions and young individuals. Addressing radicalization at this level is crucial in preventing the potential spread of extremist ideologies among the youth. Meanwhile, methodologies directed at prisoners, constituting 17% of the total, highlight the need to manage radicalization within correctional facilities and support the rehabilitation of incarcerated individuals.

Society at large, radicals, communities, and documents, each with their share of methodologies, indicate the broader scope of these strategies. The methods employed for these diverse groups emphasize the need for a holistic approach to tackle radicalization, encompassing both preventive and intervention measures.

Analysis by Target

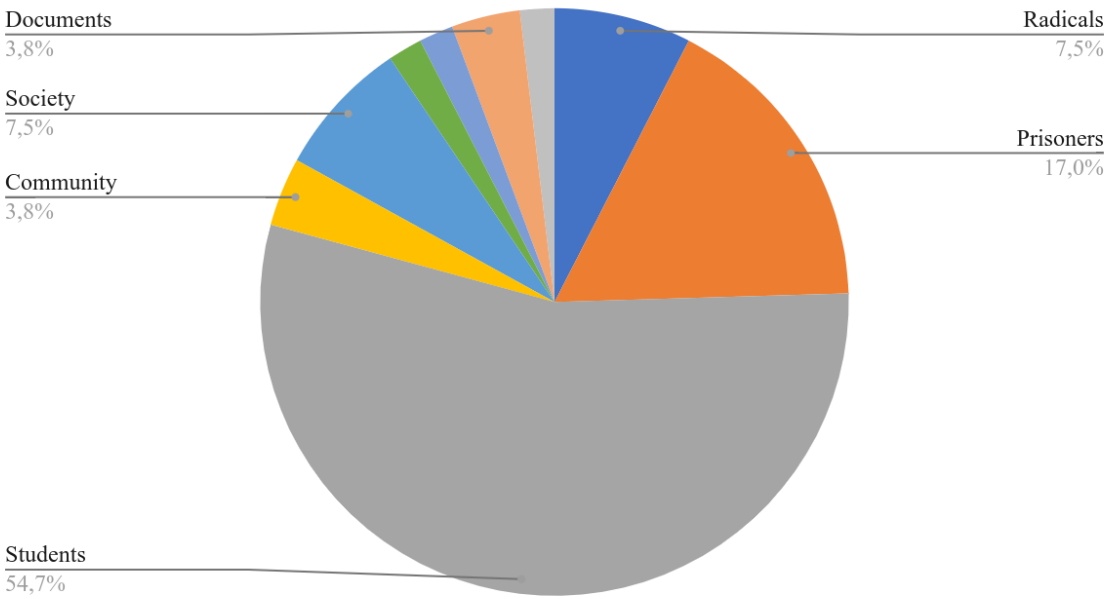


Figure 8: Analysis by target

4.6 Analysis by end users

The analysis by end users offers a comprehensive perspective on the intended beneficiaries of methodologies considered. These end users play a vital role in implementing these strategies and policies, making this analysis particularly insightful in understanding how these methodologies are put into practice and who is involved in this critical process.

The chart in Figure 8 represents the percentage of methodologies allocated to different end users and provides a snapshot of their distribution and importance in the context of countering radicalization. At the forefront, teachers constitute the most significant group, with 44.7% of methodologies tailored for their use. This significant emphasis on educators highlights the crucial role that schools and educational institutions play in preventing the spread of extremist ideologies and fostering resilience among young individuals.

Prison staff, researchers, and healthcare services each make up to 9.2% of the methodologies, reflecting their critical contributions to understanding and addressing radicalization. The involvement of prison staff indicates the specific focus on rehabilitation and intervention within correctional facilities, which is essential for mitigating the radicalization of inmates.

Healthcare services, local institutions, and the justice system, each accounting for approximately 7.9% of methodologies, represent the multi-pronged approach required to tackle radicalization comprehensively. These end users collaborate closely with healthcare, legal, and community-based efforts to address radicalization at various levels.

Analysis by End Users

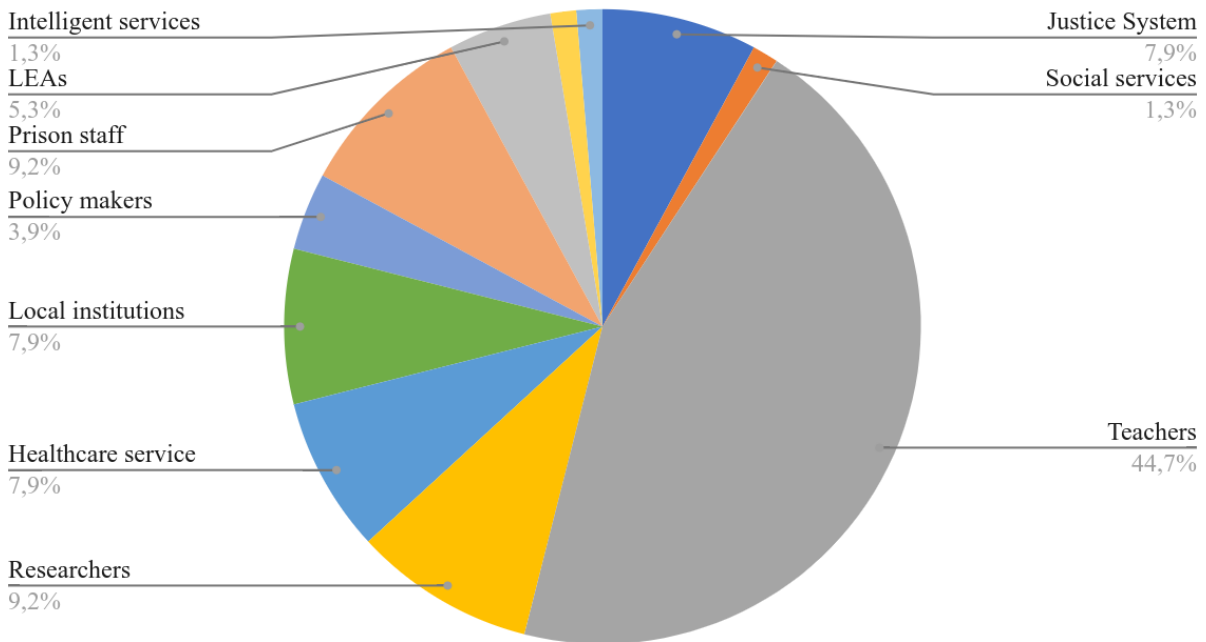


Figure 9: Analysis by end users

4.7 Analysis by PASTEL categories

This analysis offers a valuable overview of the distribution of methodologies across various PASTEL categories. PASTEL, an acronym for Politics, Economy, Society, Technology, Environment, and Law, represents a comprehensive framework for understanding the different dimensions and factors that contribute to the complex issue of radicalization. By examining how methodologies align with these categories, we gain insights into the diverse and multidisciplinary approaches employed to address radicalization effectively.

The accompanying pie chart shown in Figure 9 reveals a significant emphasis on methodologies related to the "Society" category, which constitutes a substantial majority at 69.7%. This focus on societal aspects highlights the recognition that radicalization often finds its roots in social dynamics, community interactions, and broader societal contexts. This suggests that many methodologies are tailored to understand, engage, and intervene within these social settings to counter radicalization effectively.

"Politics" and "Technology" follow with 9.1% and 6.1%, respectively, indicating a notable emphasis on the role of political factors and the influence of technology in the context of radicalization. It is evident that understanding how political forces and digital platforms contribute to the spread of extremist ideologies is a crucial aspect of the strategies employed in these methodologies. "Laws" and "Economy" each make up to 4.5% of methodologies, highlighting the importance of the legal framework and economic considerations in countering radicalization. These factors underscore the need for legal instruments and economic strategies to mitigate the appeal of extremist ideologies. Finally, the "Environment" category, with 3.0%, suggests the existence of some methodologies that examine the environmental factors that might contribute to radicalization, such as local or global conditions that create fertile ground for extremism.

Analysis by PASTEL categories

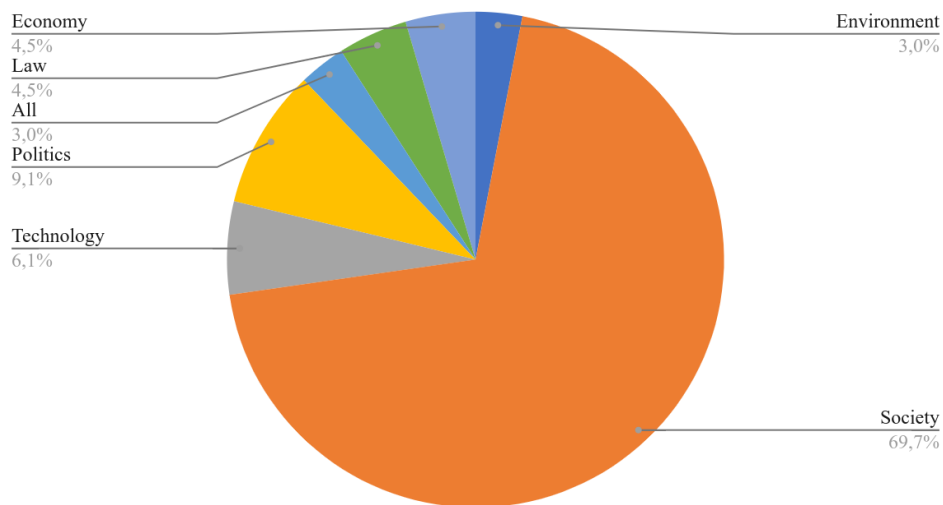


Figure 10: Analysis by PASTEL categories

5 Conclusions

This section presents the implications of the methodologies presented, and the conclusions drawn from this deliverable.

Throughout the exploration of the proposed methodologies, it becomes evident that there exists no universal, one-size-fits-all solution. The methodologies at our disposal are diverse, acknowledging the multifaceted nature of these challenges. They span a spectrum from proactive preventive measures to tools for risk assessment, a profound exploration of diverse perspectives, and strategies for effective interventions. A recurring theme that permeates these methodologies is the significance of comprehending context deeply. Radicalisation does not occur in isolation; it is intrinsically linked to the intricate tapestry of social, cultural, and political landscapes in which it takes root. Effective strategies must be firmly grounded in this contextual understanding and tailored to the unique circumstances of each situation.

Prevention remains a fundamental pillar of our endeavors, rooted in the identification of underlying causes and the promotion of social cohesion. These methodologies underscore the pivotal role of offering positive alternatives to extremist ideologies. They serve as a reminder of the importance of early detection and timely intervention in controlling the escalation of radicalisation. The methodologies for risk assessment, often perceived as reactive, also exhibit a proactive dimension. They empower stakeholders to identify potential radicalisation factors before they reach a critical stage, facilitating timely support and intervention for those at risk. Also, the ability to grasp the perspectives, motivations, and experiences of individuals touched by radicalisation emerges as central to shaping effective interventions and policies.

In the realm of crafting interventions, there is a necessity to acknowledge the importance of flexibility and customization. Each case is unique, and strategies must adapt to this diversity, incorporating cultural sensitivity and adaptability. Collaboration and knowledge sharing among stakeholders emerge as key components of collective efforts. The battle against radicalisation is a shared responsibility, necessitating active engagement from governments, civil society organizations, academia, and affected communities. Innovation and adaptability are indispensable in a dynamic landscape where radicalisation evolves alongside technological and societal shifts. Methodologies must remain agile and responsive. Besides, it is recognized that this endeavor constitutes a long-term commitment. Radicalisation and polarisation persist as enduring challenges, demanding sustained resources and unwavering dedication from all segments of society.

In conclusion, this report equips stakeholders with the tools and knowledge imperative for addressing the complexities of radicalisation and polarisation while fostering social inclusion.

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Participation



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