DRIVE
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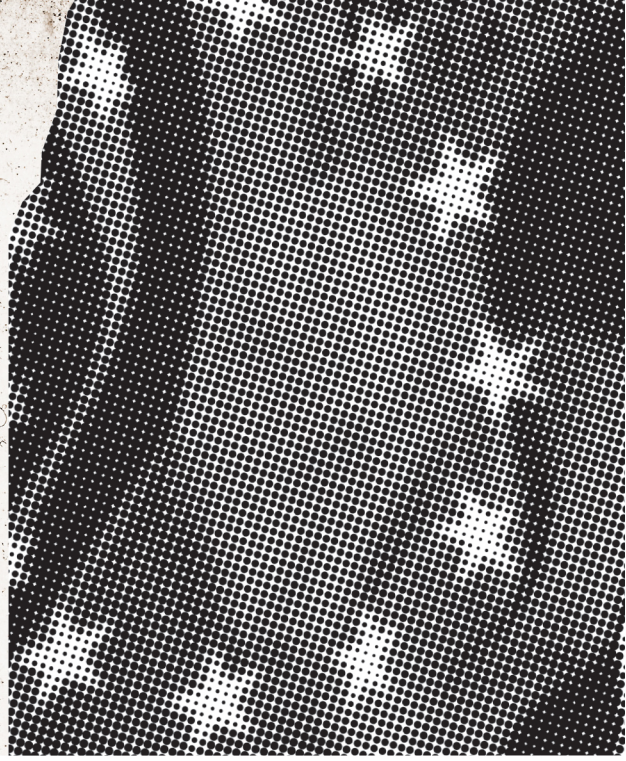

TRAINING ACTIVITIES: HELPING THE NETWORK TO UNDERSTAND PRACTICES AND NEEDS. FOCAL POINTS AND SUGGESTIONS

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1. Governing complexity. Policies, actors, methods. Countering Violent Extremism, Deradicalization and Disengagement. Looking at the borders

Introduction

The following pages will focus on criticalities and opportunities present in training activities for stakeholders in the field *of Disengagement and Rehabilitation and Reintegration (DRR) of Foreign Fighters*.

The work includes:

- a brief review on the more general phenomenon of Countering Violent Extremism (CVE), and the implications for practices linking the phenomena of Deradicalization and Disengagement. The great difference among ongoing programmes and projects in the field of CVE as regard to methods and outcomes leads to say that the possibility to use a homogeneous body of theory and practices is still too far. The need of practitioners, operators, and policy makers to
    - improve knowledge and acquire some new technical skills.
    - carry out more efficiently deradicalization and disengagement interventions through the selection and transfer of best practises remains, at least, an ever-growing concern nowadays. As highlighted by the intervention carried out in the last two decades training is one of the crucial factors that makes difference. The lack of common vision still ensues to how the phenomenon[1] is to be defined by those who study and research on it and those closer to its more practical implications.

To follow

- An in-depth analysis of the main issues concerning the most relevant training experiences in the field (problems and solutions adopted during practices in recent years).
- An accurate listing of lessons learnt and their implications on future training experiences. In this case, the focus was on highlighting the difficulties of implementing training activities in the specific *Disengagement, Rehabilitation and Reintegration of Foreign Terrorist Fighters* from the lessons learnt about the phenomenon and its implications.
- A clear methodology on identifying and transferring good practices among different (national or local) contexts;
- A correlation scheme between good practice and training, and
- Final summarising suggestions.

In addition to references to relevant literature, in some cases the bibliography refers to most relevant Handbooks and Guidelines in use and to some evaluations practices on policies aimed at specific targets (extreme poverty, homelessness, victims of trafficking, early school leavers).

[1] Koehler D. and Verena Fiebig V. (2019), Knowing What to Do: Academic and Practitioner Understanding of How to Counter Violent Radicalization, *Perspective on Terrorism*, vol, 13 Issue 3

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Their value lies in referring to targets that are victims of a strong *social stigma* that conditions their opportunities for social and labour market inclusion.

Rationale

CVE general approach

CVE is "an approach intended to preclude individuals from engaging in, or materially supporting, ideologically motivated violence"[2] and based on "non-coercive attempts to reduce involvement in terrorism."[3] "CVE" is now widely used in international and national counterterrorism strategies and policies, despite the initial criticism of being a "catch-all category that risk being lacking precision and focus."[4]

It can be argued that the focus of the debate lies in defining more precisely intervention models which are aimed at prevention activities. They can be divided as such:

- primary - understanding of phenomena and community resilience.
- secondary - reduction of the risk of consolidation within the community.
- tertiary - radicalisation factors - interventions geared towards deradicalization and disengagement of individuals.

On the one hand this puts in evidence how practices tend to differ on a case-by-case basis, on the other, this suggests not to abandon the idea that the holistic approach[5] as to be considered the preferred one.

Crossing between multidimensional, complex, and overlapping theories and expectations on intervention outcomes represents the most relevant area of work and the greatest challenge, also for training.[6]

For instance, looking at the term 'deradicalization' and its most concurrent concept 'disengagement', it can be observed how those are frequently used combined and often interchangeably.

This can be considered a persistent limitation in developing differentiations and innovations in practices.

The most accredited definitions suggest key differences between deradicalization, and disengagement lie in the weight of ideological and psychological factors that are linked to personality and beliefs.

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[2] Williams, M. J. 2017. Prosocial behaviour following immortality priming: experimental tests of factors with implications for CVE interventions. *Behavioural Sciences of Terrorism and Political Aggression* 9 (3): 153-190. p. 153

[3] Harris-Hogan, S., K. Barrelle, and A. Zammit. 2015. What is countering violent extremism? Exploring CVE policy and practice in Australia. *Behavioural Sciences of Terrorism and Political Aggression* 8 (1): 6-24. p. 6

[4] Heydemann, S. 2014. Countering violent extremism as a field of practice. United States Institute of Peace *Insights* 1 (Spring 2014): 1, 9-11. p. 1

[5] The idea that holistic approaches to CVE and deradicalization are more effective than single-focus interventions has found some support in literature and is also reflected in the diversity of methods used in CVE and deradicalization work. Barrelle, K. 2015. Pro-integration: disengagement from and life after extremism. *Behavioural Sciences of Terrorism and Political Aggression* 7 (2): 129-142; Koehler, D. 2016. *Understanding Deradicalization. Methods, Tools and Programs for Countering Violent Extremism*. Oxon/New York: Routledge.

[6] Koehler, who argued that preventing recidivism is just one necessary (and later) part of possible interventions, which should primarily reduce individual physical and psychological commitment to an extremist group and ideology. See Koehler 2016 cit.

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Horgan and Braddock[7] define deradicalization as:

> *the social and psychological process whereby an individual's commitment to, and involvement in, violent radicalization is reduced to the extent that they are no longer at risk of involvement and engagement in violent activity. De-radicalization may also refer to any initiative that seeks to achieve a reduction of risk of re-offending through addressing of specific and relevant disengagement issues.*

and disengagement as:

> *the process whereby an individual experiences a change in role or function that is usually associated with a reduction of violent participation. It may not necessarily involve leaving the movement but is most frequently associated with significant temporary or permanent role change. Additionally, while disengagement may stem from role change, that role change may be influenced by psychological factors such as disillusionment, burnout or the failure to meet expectations that had influenced initial involvement. This may lead a member to seek a different role within the movemen*t.

Braddock[8] also emphasises that deradicalization is a 'psychological process through which an individual abandons his extremist ideology and is theoretically disempowered from a view of danger and terrorism'. Furthermore, while it has been argued that disengagement would be more feasible and realistic some scholars[9] pointed out that to reduce recidivism among extremist criminals, it is necessary to address "the beliefs and attitudes that drive violent behaviour". Not addressing these underlying beliefs and attitudes, as well as the individual's psychological pull factors, could increase the likelihood of a failed exit process and the risk of re-radicalisation[10].

Deradicalization has been widely used to describe both the process of exiting an extremist environment and the practical activity carried out through programmes. Prevention and intervention-oriented tools are used to achieve effects at all levels such as:

- preventing further radicalisation,
- decreasing physical and psychological commitment to the radical environment and patterns of thought or ideology,
- preventing a return to violence and extremism, increasing resilience to extremist ideologies or groups, and
- assisting in the construction of a new self-sustained life and identity.

Since radicalisation is a context-bound phenomenon 'par excellence'[11], countering it is also path-dependence and context-bound, which means that 'deradicalization should not be

[7] Horgan, J. G. and K. Braddock. 2010. Rehabilitating the Terrorists? Challenges in Assessing the Effectiveness of De-radicalization Programs. *Terrorism and Political Violence* 22 (2): 267-291. p. 253

[8] Braddock, K. 2014. The talking cure? Communication and psychological impact in prison de-radicalisation programmes. In *Prisons, Terrorism and Extremism: Critical Issues in Management, Radicalisation and Reform*, ed. Andrew Silke, 60-74. London: Routledge. p. 60

[9] Koehler, D. 2016 cit.

[10] Rabasa, A., S. L. Pettyjohn, J. J. Ghez, and C. Boucek. 2010. Deradicalizing Islamist Extremists. Santa Monica

[11] Reinares, F. R., A. Tore Bjørgo, D. D. Porta, R. Coolsaet, F. Khosrokhavar, G. De Vries. 2008. *Radicalisation Processes Leading to Acts of Terrorism*.

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regarded as a psychological return to some pre-radicalised state'[12] but as a development of a new identity.

According to this view, the tasks that fall to training are enormous.

The literature on CVE and deradicalization has so far not dealt extensively with the issue of staff training. Even if a systematic analysis on training strategies is not always available at national or local levels the urgency and the relevance of training are constantly recall.

In 2013, the "*Rome Memorandum on Good Practices for Rehabilitation and Reintegration of Violent Extremist Offenders*" pointed out that the quality of any rehabilitation programme for violent extremists in prison depends, among other factors, on the level of training received by the personnel[13].

Besides, the European Union's Radicalization Awareness Network (RAN) has also addressed the issue of training of practitioners, which is seen as "indispensable in any effort to prevent and counter radicalisation"[14].

For example, the RAN conference on this topic[15], and based on "trainers' experience of what works and what does not work in deradicalization and disengagement pathways."[16], provided us with relevant key suggestions for the implementation of training programmes, such as: how to select trainers, how to make the programme more engaging, or how to include training into national strategies.

It has also stressed both the necessity and absence of evaluative practices. Their lack has not allowed for sufficient confidence in the selection of practices (the results of which are still often unknown) to highlight the most useful, relevant, and effective training topics.

Training practitioners has also been considered integral to the quality of both rehabilitation programs for ordinary offenders[17] and deradicalization programs at large[18].

This did not help the selection of contents and models, which put in evidence different areas and objectives of intervention significantly [19].

Therefore, it should be noted how the effectiveness of the interventions arise above all from the positive integration between research, theories, and practices among those in contact with the recipients,

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[12] Braddock, K. 2014. The talking cure? Communication and psychological impact in prison de-radicalisation programmes. In Prisons, Terrorism and Extremism: Critical Issues in Management, Radicalisation and Reform, ed. Andrew Silke, 60-74. London: Routledge. p. 62

[13] GCTF. 2013. *Rome Memorandum on Good Practices for Rehabilitation and Reintegration of Violent Extremist Offenders*

[14] RAN. 2017. *RAN Handbook on CVE/PVE training programmes. Guidance for trainers and policymakers*

[15] *ibidem*

[16] *ibidem*

[17] A. Duriez, Carrie Sullivan, Edward J. Latessa & Lori Brusman Lovins *The Evolution of Correctional Program Assessment in the Age of Evidence-Based Practices*
https://dcfs.nv.gov/uploadedFiles/dcfsnvgov/content/Programs/JJ_Oversight_Commission/CPC_Development_Article_Duriez_Sullivan_Latessa_Lovins_2017(1).pdf (accessed 28 May 2022)

[18] Koehler, D. 2017. Structural quality standards for work to intervene with and counter violent extremism. https://www.cidob.org/content/download/67478/2055302/file/91-98_DANIEL+KOEHLER.PDF (accessed 28 May 2022)

[19] E.g., Baruch, B.; T. Ling, R. Warnes, and J. Hofman. 2018. Evaluation in an emerging field: Developing a measurement framework for the field of counter-violent-extremism. *Evaluation* 24 (4): 475-495. Cherney, A. 2018. Evaluating interventions to disengage extremist offenders: a study of the proactive integrated support model (PRISM); for a review on CVE program evaluations see, Feddes, A. R. and M. Gallucci. 2015. A Literature Review on Methodology used in Evaluating Effects of Preventive and De-radicalisation Interventions. *JD Journal for Deradicalization* Winter 16 (5): 1-27.

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Namely, the knowledge of subcultural and ideological structures in use in extremist environments is essential. Not only it is important to recognise visual signs (such as, codes and symbols, clothing and brand, specific language, activities) of adherence to extremist environments and ideologies to assess the risk and level of radicalization of the individual[20], but it also necessary to deeply understand its specific relationship with singular and collective dynamics involved.

The above considerations allow us to argue that content and methods of training must be observed through the assumption on these basic issues:

- the reliance the initiatives on the context and the need to operate in a fully path-dependent and multi-agency perspective.
- the customisation of interventions (case-by-case) which can lead to significant variability between the expertise of involved actors (operators, researchers, practitioners);
- the preference for disengagement activities, since the outcome of de-radicalisation practices is too uncertain, and the skills needed at the beginning and during the engagement process need to be more specific.
- The plurality of actors and visions makes the analysis as well as the expectations on the outcome a negotiation path that cannot be taken for granted

The lack of comparative studies on the flow of the experiences able to distinguish (often for safety reasons) most of such programmes has to be highly take into account.

Some authors[21]report that the perceived effectiveness of programs is greater for those focused on levels that are pragmatical, ideological and affective.

However, questions such as which methods are more useful and why, when, and how are they effectively used, have not so far been evaluated.

Only brief summaries, mostly descriptive of “what has been done” and “what is considered success among operators” could be found. Koehler carried out a systematic review of methods[22]. According to his review of programs all around the world, available methods usually include:

- ideological and theological deconstruction of extremist worldviews,
- integration into social work,
- psychological / psychiatric counselling or treatment,
- educational tools (for example, vocational training or promotion of critical thinking skills and basic knowledge), and
- creative arts and sports.

[20] According to Herrington and Roberts (2012), the term *risk assessment “refers to any process involving the systematic gathering and interpretation of information pertaining to an individual to predict the likelihood that the individual will engage in the behaviour of concern in the future*

[21] Rabasa, A., S. L. Pettyjohn, J. J. Gheg, and C. Boucek. 2010. *Deradicalizing Islamist Extremists*. Santa Monica https://www.rand.org/content/dam/rand/pubs/monographs/2010/RAND_MG1053.pdf (accessed 22 May 2022)

[22] Koehler, D. (2016) cit

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The expected outcome of each tool (under these five categories) and their purposes in most cases appears, at least, mostly speculative and a little bit far from evidence-based conclusions.

Summarizing, a clear differentiation of practices has been limited by the overlap between the concepts of deradicalization and rehabilitation and, consequently, on what must be suggested to trainers.

An exhaustive list of interest in the most recent training experiences is the following:[23].

Practitioners should be trained in:

- basic legal knowledge (e.g., criminal justice system, criminal procedures, probation system)
- knowledge of the ideological and subcultural issues of the different demonstration of extremism behaviours to be targeted.
- pull factors in radicalisation and deradicalization processes identified in the research.
- psychological processes of radicalization and deradicalization at the individual and collective levels.
- collective / group psychology and dynamics, fused identities.
- identifying and handling mental health issues, such as trauma or personality disorders.
- case management tools such as intake procedures, risk-need-assessment, and threat analysis.
- communication strategies, argumentation techniques, de-escalation methods, rhetoric.
- counselling methods, for example, systemic counselling addressing the multi-causality of entry and exit processes.
- statutory and non-statutory educational, social, and psychological services.
- knowledge of the potential impact of creative arts and sports.
- assessment and provision of pragmatic support (e.g., vocational education, addiction treatment).
- methods to help increase the subject's sense of recognition, significance, and individual identity.
- support for the family and pro-social network (stabilisation of an affective environment).

2. Lesson learnt and the implications for training

The great number of activities carried out, mostly customised, prompted us to create a tool to read practices on common themes, lessons learnt and their possible implications on training. A very large and complex picture emerges, that can be intended as a tool to be used as a problem-solving platform promoted on a day-to-day basis.

The most relevant issues are highlighted in the table. They also inform of the complexity to improve the availability of a common vocabulary.

[23] Koehler D. and Verena Fiebig V. (2019), Knowing What to Do: Academic and Practitioner Understanding of How to Counter Violent Radicalization, *Perspective on Terrorism*, vol, 13 Issue 3

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Relevant processes (literature)	Lesson learnt	Implications for training
Training for frontline professionals	Promote a better understanding of radicalisation processes, since they are still unable to suggest warning signs or effective ways to intervene Have a common vocabulary in use Be familiar with techniques and methodologies for assessing the recipient's degree of radicalisation Give common meanings to phenomena and processes one deals with, daily Improve relational and diagnostic skills Training has • focus on the individual behaviour and vision of frontline professionals • prioritise an interactive and highly practical approach • make extensive use of case studies in training activities	Identify skills to feel comfortable in different contexts (relationships, vision, expectations) Understand skills and knowledge most useful among the others (needed) for those who work along the “front line” Highlight and select which personal behaviours and skills better support the effectiveness of the intervention Re-prioritise. *Personnel who work in the front-line must be the most expert.* The main programme outcome depends largely on them. Select and assess the differences of target groups Put in evidence timeframe of short- and long-term duration of interventions Identify and train peer educators within the field of investigation / rehabilitation and prison chain Stimulate curiosity and remove cultural closures as training tools Compare the different theories in use by actors

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	Lesson learnt	Implications for training
Exit strategies **De-radicalisation programmes to reintegrate violent extremists**	Exit strategies implemented show that the term 'deradicalization' most often sets too ambitious to define sustainable expectations De-radicalisation or disengagement can be understood as the end of violent behaviour even if not necessarily to the denial of pre-existing ideological beliefs Depending on the stage of radicalisation, different levels of prevention can be defined: primary (of society at large), secondary (personalised early intervention, work on vulnerable groups), prevention (on radicalised individuals). Some intervention become crucial for individual's behavioural change: social relationships, overcoming psychological problems, identity, ideology, relationships, and personal disappointments, and future personal commitments. The effective choice of cultural, religious, linguistic, and professional mediators is crucial. Interventions are not easy to compare because of their personalized character and their path-dependence profile	**Training must stimulate participants to**: Learning to define sustainable objectives of individual pathways Learning through assessment techniques and theoretical and direct knowledge of the biographical background how to formulate short, medium, and long-term hypotheses of help Learning to stabilise different forms of collaboration with all those involved in defining the disengagement programme Define a system of responsibility for the individual phases of the process Define the phases of the process at an early stage and the critical points of the transitions between one phase and another Always define the timeline of interventions Learn to recognise the different signs of change Jointly define monitoring tools Clearly outline the pathways to engage other stakeholders (family, religious leaders, community institutions) Learning to quickly recognise the themes and behaviours on which trusting relationships are built

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Disengagement programmes to at least dissuade	It is essential to quickly establish a common vocabulary to define pathways in a more general matrix of rehabilitation strategies Improve sustainable relationships (i.e., in the prison system) without mixing up plans between operators and prisoners (making commitments, giving guarantees) The main concerns / problems for radicalised individuals are practical (housing problems, no job, etc.). Support and assistance to those will help to establish trust and confidence between the parties	Support in a personalised manner the rehabilitation workers in closest contact with the recipients Keep in mind that participation in programmes is on a voluntary basis. This makes it difficult to determine whether a positive result is proof that the process works or whether it is the result of the participant's strong will to change. Educational cooperation between different professionals allows for a richer perspective when working together with the same goals.

Lesson learnt	Implications for training
Consensus is needed on understanding the problem and how to respond to it Achieve consensus on community intervention strategies Encourage sharing about which actors should be involved and why. The multi-agency approach is fundamental. There is no limit to the number of actors involved.	**Training must stimulate participants to:** Reflect upon the main factors and behaviours characterising a given community Identify organisations that can participate in the multi-agency process by involving their leaders in the definition of the intervention strategies Involve extensively the main representatives of the community

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Action to improve the Community	Lead actors at the community level may be NGOs, municipalities, or professionals from other bodies (e.g., community police officers, mental health workers or child protection workers, if needed). Interaction between different specialists, local administration as well as actors within the civil society is vital. The identification of case managers can ease the relationship with the community and its representatives	Promote the dissemination of information with the preliminary objective of bringing the community one step closer to sharing the problem Remove obstacles of a cultural "bottlenecks" by encouraging discussions and listening of relevant members of the community Guide training to define the content of alliances between the different actors A fiduciary approach which should be typical of community exchanges must look for subjects and representatives to be properly implemented within the training action. Promote sustainability over time of community action. Core themes are the following: • The long-term timing of social and work placement • The mix between integration opportunities and community social security • Individual rights vs community social integration

	Lessons learnt	Implications for training
	The role of families in the radicalisation process has become central in debates on prevention countering violent extremism. Many believe that one of the keys to stopping the process at an early stage lies behind the door of the family home.	**Training must stimulate participants to:** Correctly delineate the different contributions that families can make in relation to the pathway Initiate within case studies a specific reflection on family

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Support and participation of families	A distinction should be made between the intentions of families and their actual behaviour. Families can be the key to creating safety nets and helping its members abandon extremist movement and specific mindset	Explain and highlight the relationships between the family and the community Consider family when designing pathways that regard the sustainability over time of the interventions

	Lesson Learnt	Implications for training
	The multi-agency approach focuses on the creation of counter-violent extremism (CVE) and disengagement and rehabilitation infrastructures, which provide people at risk with support at an early stage from different authorities and organisations at different levels. This requires a multi-partner approach in which relevant actors have capacity, knowledge, and capabilities to identify and support people at risk. Professionals working in organisations where individuals at risk might be identified should: • know each other. • be able to share concerns and information to develop a combined approach to support their recipients The multi-agency approach is a system in which information can be shared to:	**Training must stimulate participants to:** The multi-agency approach entails that a high level of specific training to counter radicalization and promote rehabilitation must be provided to all the actors involved. The consequence is that access must be guaranteed to a given toolkit that provides a framework for assessing and responding to the needs of people at risk. An in-depth knowledge of tasks and responsibilities is crucial. It helps the needed awareness in all transition phases of the pathway (from detention, to rehabilitation, to social and work integration). It supports all pivotal phases and the transfer of responsibilities from one kind of network to another (e.g., prison workers vs. social workers vs. socio-working placement operators). The "organisational cultures" of these different chains of skill and knowledge should be put in evidence. Namely, the relationship between

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The multi-agency approach[24]	• identify and deal with vulnerable and at-risk individuals • achieve a more optimal level of sharing • enhance the effectiveness of joint decision-making and coordinated interventions. About the identification network, the main pathways suggested are the following • Early identification of vulnerable individuals at risk • The assessment of the character and the extent of risk vulnerabilities • The development of effective matrixes of interventions to protect all individuals at risk in the process of recruitment among extremist factions • The promotion of early information sharing through efficient coordination of efforts. A multi-agency approach should be applied at all stages, from radicalisation to deradicalization and disengagement during/after a prison sentence All actors dealing with a (potential) violent extremist should have access to pertinent information and resources to enable intervention and appropriate follow-up.	the vision of the problem and the theories of actors supporting it even more so. Such theories are usually responsible for the discontinuity between different phases of the intervention (e.g., loss of confidence in the success of the process, mistrust in the recipient's intentions to exit the terrorist environment, ineffectiveness of the reception processes promoted within the community, etc.). Redundancy of common skills and sharing of knowledge are the way out of the risk of not sharing the pathway, phases and results that should characterize it. The setting of shared trainings among all actor's favour exchange and avoid the risk of a slight self-referentiality of the service Thematic definition and common training areas, although approached according to the different perspective of participants, could help overcome methodological and practical conflicts and favour the construction of a common vocabulary. Reconstruct the recipient's point of view observed from the standpoint of the different professional "cultures" Outline areas of collaboration in multi-agency spaces

[24] The aim of a multi-agency approach is to share knowledge and expertise in DDR and CVE programme in a more coordinated, effective, and managed manner. It can also be an effective tool to address and develop highly individualised pathways and agreeing on the most appropriate course of action to support individuals and contribute to problem-solving

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Some useful remarks to be considered by trainers[25]

Why collaboration?

Although the most effective action is believed to be multi-agency and multilevel centred, the opacity of boundaries between territorial bodies authority and their roles must be considered.

Pay attention to :

- **strong differentiation** among national regulations**.**
- **the "path dependency" issues** of each specific context (history of the phenomenon, local cultures, previous sectoral experiences, organisational forms of the judicial/repressive and social level).

Why personalisation?

If personalisation/customization of the intervention is essential crucial differentiations should be considered.

They are the following:

- **phenomena issues** and the individual's degree of dangerousness and risk of relapse (*how to assess*).
- **risk assessment tools in use** that are partly similar and partly different among local and national contexts (*who are they*). This generates difficulties in finding a unique and valid model of action.
- **the definition of an effective disengagement pathway in prison** (*doing better for what*). The presence of strong differentiations also on the detention modalities should not be forgotten and these feeds different visions of the actors (mainly prison personnel) on the helping processes.

[25] As regards to Guidelines see: European Commission (2019), *Practical Guideline for Policymakers and Practitioners Regarding Evaluations In Tertiary Prevention In The Field Of Islamist Extremism*, Bruxelles; European Committee On Crime Problems (CDPC) (2016), Council Of Europe Handbook For Prison And Probation Services Regarding Radicalisation And Violent Extremism, Strasbourg; ICCT (2014), The Practitioner's Guide to the Galaxy - A Comparison of Risk Assessment Tools for Violent Extremism; Koehler D (2016), *Understanding Deradicalization. Methods, Tools and Programs for Countering Violent Extremism*. Oxon/New York: Routledge; McGuckin J. (2017), *Prison Management Booklet*, Council of Europe; RAN. (2017) *RAN Handbook on CVE/PVE training programmes. Guidance for trainers and policymakers;* United Nations Office on Drugs and Crime (201&), *Handbook on the Management of Violent Extremist Prisoners and the Prevention of Radicalization to Violence in Prisons*, NY
As regards to some evaluation and good practices experience with different target in re-entering labour market see: Pellegrini F. (2012), *Access to Employment - Italy Country Report*, European Evaluation Network, DG Employment, Social Affairs & Inclusion, Bruxelles; Pellegrini F. (2008), "L'immigrazione in Italia tra vecchi problemi e nuove opportunità", in *Intercultura. Riflessioni e buone pratiche,* di Cacco B. (a cura di), FrancoAngeli, Milano; Pellegrini F. (2007), *Some Evaluation Issues, in* AA.VV., Improving Social Intervention Systems for Victims of Trafficking, Noktus, Poland; Pellegrini F. *(2004) Progetto Agevol Agevolatori per l'inserimento lavorativo dei soggetti svantaggiati* IT-S-MDL-299 Rapporto Finale di Valutazione Roma ; Pellegrini F*. (2004) Progetto Strada Recupero socio-lavorativo per le donne oggetto di tratta:* IT - S - MDL – 084. Rapporto finale di Monitoraggio e Valutazione, Pisa; Pellegrini. F. (2005) Analisi valutativa delle politiche di inclusione sociale. *Rapporto di aggiornamento specialistico della valutazione intermedia,* Napoli; Pellegrini F. (ed)*, (2000), Il Servizio di Pronto Intervento Sociale. Analisi valutativa*, Roma, Synnos; Castelli V. e Pellegrini F. (2008), *Le Buone Pratiche di inserimento lavorativo dei soggetti fragili, Progetto Equal S.T.A.R.,* Az.3 IT - S2 – MdL 841 As. 1 Mis 1.1, Roma,

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- **existence or non-existence of a gender approach**. It tends to be overcome over time by focusing on the case-by-case approach that does not necessarily want women to be victims of male choices.

Critical process lies between assessment practices and detention issues, and this recommends a significant training effort (and effects) on the first phase of detention/intervention in which the conditions of the effectiveness tend to become sustainable over time or not.

The focus should be on detention models (path dependency) and linked to:

- ideological reasons and strongly ideologized views of the problem,
- beliefs about the phenomenon and the possibility/credibility of treatment,
- priority given to disengagement (and rehabilitation),
- how detention and punishment work
- legal practitioners' point of view on appropriateness/justice of punishment, credibility of reintegration processes, etc.
- gender vision on problem and practices
- strong differentiation due to the presence of minors that define specific drifts on care, mothers' rights to care, relationship model with children improved, exit paths, etc.
- differences also remain significant between organisational models and collaboration patterns (see Country Reports), which complicate the more precise definition of who does what as well as the technical dimension of procedures and exit strategies

Where training can play a key role

Meet the person

- **Analysing and comparison of intervention strategies** in prison.
- **Clarifying the opacity of decision-making processes on the timing and ways of release** (how to recognize the effectiveness of rehabilitation and what are the proofs of the persistence of risks).

That is, **how the customised pathway is defined and works**.

The rehabilitation pathways in and out of prison i.e., Pay attention to difference of the professional chain's visions

They can be identified in:

1) **The 'judicial and law enforcement' chain**: There are very significant differences within it (in the way it is organised). The exchange of practices and information may have value but may not be effective due to strong differences between the visions and organizational pathways (services and responsibilities) of the various actors.

2) **The social-rehabilitation chain**: it follows its own logics (quite indifferent to the type of "client") in relation to which training only performs a work of "unveiling" and highlighting the

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specific behaviour of that recipient. He/she may be perceived, case by case, as a terrorist rather than a loser or disabled or discriminated person.

These chains have different perspectives, organisational pathways of intervention and, above all, different skills, and a clear intervention methodology already in use. The issue of personalization is a clear issue in charge to public social workers and/or humanitarian or social organisations. It is rather far from the risk assessment model used by the operators of the justice and/or repressive chain.

The development of practices and their success entrusts to training the role of creating cognitive, relational, and behavioural bridges between these two chains. Building a common background on phenomenon and the individuals is mandatory.

Furthermore, it should be considered that overcoming the gap on the strong differences in the tools in use, to grant to the individual "to act and think" should be one of the objectives of working together.

Actually, it is perceived:

- **dangerous for the repressive chain**
- **a priority for the social chain.**

The effectiveness of the outcomes lies in the chaining between two different strategies and their effectiveness depends on the success of each of them

Strategy n. 1. Punishment and release from prison

Strategy n. 2 Personal and social rehabilitation

Some considerations on effectiveness may help clarify the problems.

Elements of the effectiveness of **1**) lie in appropriateness, personalisation, overcoming stigma, targeted use of investigation and control tools, promotion of a context of trust and vision about future (into the relationship with the inmate entering the pathway).

It can be therefore pointed out:

- **Investing in skills useful for support the motivation** to leave one *life model* and enter another.
- **Giving resources to the multi-professional dimension of the intervention**. The paradox consists in working on the cognitive and *emotional territories* of those who are least used to it. It can refer to prison personnel's existing skill and vision, on the one hand, and the isolation and/or segregation of recipients on the other (terrorists are often segregated or, at best, isolated)

Elements of effectiveness of **2**): lie in the credibility of the tools used, the tutorship from trainers, the sustainability over time of practices, the effectiveness of autonomy-based pathways, the progressively overcoming social stigma.

Good practices on aid processes should be sought from entrepreneurs and civil society, too.

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Here cultural and anthropological differences open that strongly mark the possibility of talking about repeatable success stories.

Therefore, the analytical effort needed to research but also to training' is to think **defining mechanisms (social, relational, contextual, personal, cognitive) whose facilitates the success of practices.**

For example, for fragile individuals, the most frequently used pathways in social public policies to re-enter the labour market are those of self-entrepreneurship[26].

Paradoxically, they are the most complex, the least successful among those who still need public support networks and institutional trust.

Are they fallbacks because no one wants to hire a former Foreign Fighter? Perhaps an attempt can be made to answer some of these aspects and strive to find different (new?) solutions that are often an exclusive prerogative of the Community. It is internal to its own vision of the problem and remains the only acceptable one to those who work on rehabilitation.

On these questions the debate has only just begun[27]

Why a holistic approach and customisation?

There is also much agreement on these two aspects.

However, the idea of investigating outcomes and supporting evaluation practices must be reinforced. Observation of practices[28] brings us back to many differences and, very often, to the randomness of outcomes.

In other words. What made the difference there? Why did things work?

The success factors are especially trapped

- in empathy between that prison guard and that prisoner.
- in the hope of seeing a relative again,
- in the perception of the good faith of the operators with whom the detainee deals, and/or
- in the TRUST that is, in the inter-institutional trust dimension.

What has been learnt from practice in this area recommends:

- Extract successful behaviours by highlighting the point of view of the person who activated that behaviour.
- Highlighting what is reproducible (e.g., in the relationship between different actors). Trust is a value that lying on the effectiveness of relationships (which are not always reproducible everywhere and under all conditions). As it could be seen, what one can understand of good practice is pivotal.

[26] See previous footnote
[27] United States Institute of Peace (2020) Violent Extremist Disengagement and Reconciliation. A Peacebuilding Approach, *Peacework*, n.163
[28] RAN (2017) *Handbook on CVE/PVE training programmes. Guidance for trainers and policymakers*

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Lessons learnt tell us that it is preferable

- not to have interpretation gaps on behaviour. **Everyone must be competent in observation and attribution**. This facilitates intervention and reduces casuistry after extracting some consistent response factors from recipients.

- *share pathways*. I. e. what are the exit pathways? Can they be modelled? If yes, to what extent? What facilitates what hinders. What solutions. I.e., heuristic, and non-hierarchical problem approach. **No one has the truth, but everyone has experience to tell.**

Highlighting successful behaviour that can be extracted from a peer-to-peer comparison.

Groups with experienced facilitator (authoritative) peer are preferable in personalised practices: the telling of the experience and its contextual variables is the learning factor. **Each practitioner is, in his/her own way, an expert in his/her own field experience, thus a source of knowledge for himself/herself and for others.**

Unravelling and systematising behavioural observation patterns in and out of prison.

Here the most relevant limitation lies in the professional behaviours. To be successful the prison officer must:

- Be motivated,
- Be 'knowledgeable',
- Be able to read the context and the relationship profile,
- Be able to narrate and reproduce.

If this is the case, training process will have its own merits and limitations.

In social work, the availability of opportunities to build exit pathways rules. Strong cooperation between services system of enterprises (preferably social ones for obvious mission reasons) is crucial here.

3. Selecting good practices. Can training help us for…?

This chapter seeks to highlight methods to identify and reproduce good practices.

As is well known, identifying, collecting, and transferring successful practices is the most common way to foster organisational learning and create conditions for lasting change in the contexts in which these practices are implemented. Nevertheless, practices have implicit rules to adhere to and ways of discovery. To recall them here briefly could be useful.

It is a matter of selecting the best things achieved so that they can be reproduced and/or transferred elsewhere with a significant and credible hope of success.

The debate on BP has developed, mainly, on a few issues that can be recalled briefly.

The **first** one relates to the characteristics of the context in which the (good) practices are embedded.

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Although some factors/behaviours appear or are indeed transferable, it can be argued that what makes them successful in a context different from the native one is, above all, the way in which all factors combine with the other. Finding out *what* and in *what mix* constitutes the process of interest. The unpredictability of these combinations is the main question to think about. This suggest looking for those factors that are more responsible than others for the positive running of a given practice.

A well-working practice is not only good because it works well in a certain context but because it can be reproduced in other contexts the factors that make it working.

So, our questions could be:

- what are the factors (organisational, economic, social, regulatory, political, etc.) that 'make the difference' in that context?
- what are the factors that need to be isolated to identify push and pull elements in that context (with respect to effectiveness, reproducibility, and transferability)?
- which process or factor has latched onto the implementation context better than others, making it work better?
- which strategy (of reproducibility or transferability) must be developed for that practice to have success in transferring to a different implementation context?

The purpose of this activity is to give a plausible and modelled explanation of what is happening and why it is happening and, possibly, to establish strong correlations that explain and identify the cause-effect direction of the activities.

The **second** issue being debated is that of the presence of different theories of actors, i.e., different ways of seeing the 'problem' and interpreting the solutions that are offered to solve it.

Such theories can determine and condition a large part of the possible outcomes and courses of action available. During events, actors revise their point of view and give sense to their own theories about the relationship between problems and solutions. They are based on their organisational beliefs and affiliations, leading to a restructuring of their perception of what is happening and what can be considered good.

Actors' theories select use and value of available items (physical, financial, human, and institutional resources) to the point of directly affecting their use and the very results of action.

The way to implement and observe, report to others, and/or to described facts takes on great significance. It allows the competition of several theories in the same field of action.

The definition of Best Practice (BP) that it can be used as follows:

> *any real-life experience or actual solution that allows very positive effects for its target audience and at the same time improve learning, stimulates the transfer of a working idea from one part of society (territory, organisation, community) to another.*

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So how should one go about identifying a BP with relative certainty?

In every BP, one should precisely identify those few social mechanisms deemed essential (see Table below), and make it work and "good". An attempt should be made to identify, first, the necessary ingredients for that practice to work and to work (more or less) everywhere. The mapping of these elements can then feed into a broader analysis that identifies some guiding criteria.

They are as follows into the *Best Practice Analysis Tool n.1 - Distinguishing and Selecting Process*

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Best Practice Analysis Tool n.1 – Distinguishing and Selecting Process

Criteria	Keywords	A practice is good when	What are the implications for training?
The experience has been completed and has unfolded its full potential (it is possible to analyse it as a whole) The experience can propose a learning model (set of learning elements, recommendations, process, guidelines, instrumentation) to suggest similar experiments (reproducibility factor) The experience may propose an operational model (process, strategy, governance) able to drive experience to be replicated (list of transferability factors).	**Key words** relate to *how*: - customize - integrate. - promote: - flexibility. - tutorship. - mediation. - networking. - mainstream	**isolat**e the factors that make it working **investigate** the combinations at work in the native context of implementation **detect** those factors that are typical and specific to the native context and cannot be transferred **outline** a working model as a whole **analyse** mainly the tools and processes to compulsorily transfer **identifiy similarities and differences between native and target contexts to isolate distinguish factors.**	Within disengagement, social and labour reintegration paths, training aims to: - Support the growth of operators' skills - Transfer information and specific knowledge about the problem and how it works in different (national and local) contexts - Analyse the different and potential categories of recipients - Create a common vocabulary - Identify working models and pathways coming from BP - Use the findings and innovations made to create working models - Use of the most skilled practitioners - Do not fear specialisation pathways - Pay close attention to any tools in use and practice helping exchange of findings, solutions and playing a supportive role for practitioners.

The table below tries to summarise the possible relationships between Training Objectives - Existing Criticalities, - Suggested Training Action, Suggestions coming from the good practice selection process. **-** *Best Practice Analysis Tool n.2 - Relationship between Training and Best Practice A*

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Good Practice Analysis Tool n.2 - Relationship between Training and Good Practice

Training Objectives	Existing Criticalities	Suggested Training Action	Suggestions coming from the good practice selection process.
Support the growth of operators' skills	Is there a common core of competencies and skills?	Identify what everyone must be able to do, areas of redundancy and differentiation of professions and roles	What are the prevailing needs and how much they resemble each other in the different vocational chains?
Transfer information and knowledge about the problem and how it manifests itself in different contexts.	National contexts are very different. Practices are strongly linked to the characteristics of the context (path dependence)	Focus on • the elements of differentiation • the interaction on aid processes and on the different types of actor/professionals (prison laws, function of services, previous history, type of recipient, degree of interaction between stakeholders)	Are there recursive elements in the work context that facilitate work (regulatory system, prison system, service system, community help, etc.)?
Analysing the different types of recipients	Biographies push to high personalisation and do not allow generalisations and knowledge advantages	Compare experiences in different contexts of intervention to identify common factors (recursive behaviour, aid demand)	Extract the success factors and simulate their application in different contexts by verifying their potential role. *In that/this context it could work if…*
Contribute to the construction of a common vocabulary	There are different kinds of operators and stakeholders Those with the weakest analytical and methodological background are the ones most directly in contact with problems and initial limitations Each individual subset of professionals has its own vision of the problem and	Find and describe the most common visions of the different professional sectors Reduce the gap in knowledge and methodologies of all operators, especially those who represent the recipient's first encounter with the aid pathway	Extract the main differences in problem analysis and solution strategies. Extract the risks and discontinuities between the disengagement process, the social insertion pathway, and the employment pathway

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	treatment		
Identifying and selecting working models and pathways built on best practices	Each individual system has its own working path No clear models appear Individualised pathways do not allow help the final definition of BP	Outline models and prototypes (what and how works) Outline models paying attention to the different professional sectors Verify coherence within the main pathway (we are all convinced that it provides a way out of the problem)	Where it worked how the experiences met the value system of the actors and the practical solutions adopted (Working factors)
Using discoveries and innovations made to create working models	Context and personalisation reduce the value of training and collective learning	Try to find common pathways Define new pathways to improve innovations	Define the working factors and simulate their putting to work in different contexts

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4. Concluding Remarks

Themes and issues highlighted allows some final remarks.

They are the following:

- tentativeness of theories and the ambiguity of the boundaries between de-radicalisation and disengagement pathways is still **persistent**.

- determining unambiguous paths that guarantee the sure success of training practices is still **difficult**.

- Dealing with the complexity of processes and the diversity of phenomena both national (regulatory system, network of stakeholders, path dependence elements) and local (community practices, differences between fellow actors, adequacy of reintegration opportunities) is still **mandatory**

- Sharing as much as possible practices and knowledge especially coming from evaluation is still **needed**.

Evaluation practice is lacking. This seems the most significant lack of practice and research.

However, the prevalence of a path dependency legacy between “factors and actions” weakens findings and conclusions and suggests many and different approaches.

It is on this those training practices should invest in the future.

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