



# Erasmus+ Project

Prevention of violent Radicalisation and  
Of Violent Actions in intergroup relations



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## REPORT WP3 A3.1

# Training for Professionals



UNIVERSITÀ  
DEGLI STUDI  
FIRENZE  
SCIFOPSI  
SOCIETÀ DI FORMAZIONE  
PSICOLOGICA



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This project has been funded with support from the European Commission.

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## WP3 A3.1

### Training for professionals

Data collection and drafting of the collective reports

UNIFI – University of Florence  
Patrizia Meringolo, PROVA Project coordinator  
Nicolina Bosco  
Cristina Cecchini  
Elisa Guidi

LABCOM  
Camillo Donati

MICHELUCCI FOUNDATION  
Alessandro Masetti



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## WP3 A3.1

### TRAINING for professionals

#### AIMS

The activity A3.1 of PROVA PROJECT WP3 is aimed at improving knowledge and competences of participants about radicalisation, the team-building capabilities, the empowering activities, and the skills in planning interventions for preventing and mediating conflicts for minors and young adults under criminal proceedings.

The expected results were:

- increasing and consolidating knowledge and skills of the professionals;
- increasing the collaboration and the empowerment of the professionals;
- preventing the risk of forms of radicalisation through a new way to use urban spaces for fostering youth aggregations.

#### WHO AND WHEN

**Duration (all the countries):** from October 2017 until February 2018 (except for Germany from August 2017 to October 2017)

**No. of participants (all the countries):** from 24 to 39, including educators, social workers, psychologists, sociologists and other professionals coming from Juvenile Justice Services, from NGOs, from educational institutions, and volunteers. In Germany – due to the specific characteristics of the partner – there were also actors, artists, drama educators, street workers, translator (Refugee Service Organisation), and other specific technical professionals

**No. of meetings (all the countries):** 12 – 16 meetings (in Germany 20), merged in 6-8 thematic sessions

**Average no. participants/meeting (all the countries):** from 10 to 24 participants for each session.

#### HOW

##### 1. THEMES

**ITALY (University of Florence, in collaboration with Giovanni Michelucci Foundation)**

1. **PREVENTION OF VIOLENT RADICALISATION**

*Images, stereotypes and fears about violent radicalisation. Possible preventive actions;  
From stereotypes to prejudices: orientalism and westernism*

2. **RADICALISATION AND MASS MEDIA**

*The role of social and mass media in the violent radicalisation phenomenon;  
Human Virtual Dynamics: from deindividuation to radicalisation*

3. **AWARENESS AND CRITICALITIES ABOUT PROFESSIONALS THAT WORK WITH MINORS UNDER CRIMINAL PROCEEDINGS**

*SWOT analysis: an instrument to evaluate interventions in the juvenile justice system;  
Communication style and relationships with “fragile” users: skills and strategies for professionals*

4. **ATTITUDES, BEHAVIOURS AND EMOTIONS OF ADOLESCENTS**

*Complex society and adolescence changes;*

*Networking resources and skills for professionals to face changes in adolescence*

5. **SOCIAL NETWORKS AND URBAN SPACES**

*Networking and partnerships in marginalised contexts;*

*Deconstruction and modelling of spaces*

6. **COMMUNITY EMPOWERMENT AND PARTICIPATORY EVALUATION**

*Group evaluation strategies through the community empowerment dimensions: a practical experience;*

*Empowerment and the competent community.*

**ROMANIA (Psiterra)**

1. **TEAM BUILDING CAPABILITIES**

*Good communication skills with beneficiaries: strategies to develop, improve and consolidate;*

*Teamwork skills: being an effective group member*

2. **COPING WITH VIOLENT CONFLICTS**

*Skills in preventing, mediating and dissolution of conflicts;*

*Anger management in the workplace*

3. **EMPOWERING ACTIVITIES – PERSONAL DEVELOPMENT**

*Coping with stress at work: signs, symptoms and main causes;*

*Coping with stress at work: identifying and acknowledging effective practices and strategies*

4. **SKILLS IN PLANNING INTERVENTIONS**

*SWOT analysis: an instrument to evaluate interventions;*

*Using narrative approach in building interventions with beneficiaries*

5. **EMPOWERING ACTIVITIES – PROFESSIONAL DEVELOPMENT**

*Narrative practices and skills in developing preferred alternative identity and personal account. Session 1 and Session 2.*

6. **COMMUNITY EMPOWERMENT**

*Applying Community Empowerment Scale;*

*Using narrative Community Empowerment practices.*

**GERMANY (AufBruch)**

1. **ACTIVITIES**

*Theatre workshop with various professionals (actors, social workers, mediators, citizens) and prisoners;*

*Biographical journey through different social systems with radical tendencies / “Rotter” by Thomas Brasch.*

2. **CONTENTS:**

*team building activities; social skills, cultural skills; development of tools for handling with imprisoned persons; anti-violence training, role playing experiences; skills to create synergies with local social partners; integration work; conflict management; skills for planning interventions.*

3. **WORK APPROACH**

*Resocialization, deradicalisation, integration, improvement of labour market capacity, direct contact and direct cooperation with target group members.*

*Acquisition of relevant professional and work experience.*

*Joint work of imprisoned persons and people from other social spaces, working together with participants of different cultural and religious character.*

## **SPAIN-CATALUNYA (Universitat de Barcelona)**

### **1. PERCEPTIONS / IMAGINARY ABOUT THE PHENOMENON OF VIOLENT RADICALISATION.**

*Joint construction of the group's imaginary about what violent radicalisation is, and how it affects them in their day-to-day work.*

### **2. FACTORS OF VIOLENT RADICALISATION.**

*Construction of a grid of factors ordered by areas (social, cultural, economic and institutional) that gathers the knowledge of the group.*

### **3. INTRODUCTION TO THE PROCESSES OF VIOLENT RADICALISATION.**

*Difference between aggressiveness, aggression and violence; concept of tolerance to uncertainty;*

### **4. VIOLENT RADICALISATION AND THE PHENOMENON OF JIHADIST TERRORISM.**

*Situate the phenomenon of violent radicalisation in the processes of jihadist terrorism.*

*Recruitment process; factors that reduce recruitment risk.*

### **5. CAPTURE PROCESSES AND VULNERABILITY FACTORS.**

*Processes of recruitment, as well as the vulnerability factors of people who become violently radicalised.*

### **6. IDEOLOGY, IDENTITY AND VIOLENT RADICALISATION**

*Extremist ideologies and the conformation of the identity in the processes of violent radicalisation.*

### **7. VIOLENT RADICALISATION, YOUTH AND JUDICIAL MEASURES.**

*Interrelation between youth, as a time of vulnerability, the transit through judicial measures and violent radicalisation. Multidisciplinary analysis.*

### **8. GOOD (AND BAD) PRACTICES IN PREVENTIVE KEY**

*Practices for the prevention of violent radicalisation, exchanging the knowledge generated by the research group with that of frontline professionals participating in the training.*

## **2. METHODS (IN THE TRAINING)**

The methods used during the training included:

1. Lectures with keynote speakers
2. **Dynamic and interactive presentation**, presentation of media contents (e.g., videos) and discussion
3. **Work in small groups** about topics related to the theme of each meeting. In Spain-Catalunya, small groups of 3 persons worked about 3 questions related to the processes of violent radicalisation
4. **Participatory meetings** focused on the participants' professional roles
5. Use of **visual and narrative techniques** (i.e., Photolanguage and Storytelling, in Italy and in Romania)
6. Construction of a **grid of factors** influencing violent radicalisation (Spain-Catalunya)
7. Specific methods (i.e. for Germany): **Theatre workshop** with various professionals (actors, social workers, mediators, citizens and prisoners), elaboration of a complete professional theatre event.

### 3. INSTRUMENTS FOR EVALUATION

During the implementation of the training, partners received from **LabCom** the instruments proposed for self-evaluation (Questionnaire *ad hoc* for collecting quantitative and qualitative data, SWOT analysis and Community Empowerment Scale). Such instruments have been proposed to the partnership, but their use was not compulsory (except for the Questionnaire).

Partners were allowed to **customize the evaluation** on the basis of their features, and to design specific instruments according to their different experience.

The proposed instruments for self-evaluation were:

**A. Self-evaluation questionnaire** (Ebener et al., 2017):

The Self-evaluation questionnaire includes 4 areas and was employed to explore the participants' perception about a) interest and involvement about the topic, b) the acquired knowledge, c) the individual contribution to the discussion and d) possible suggestions.

Two indicators were applied to assess the first area: the usefulness of the topics proposed during the meetings, and their satisfaction about the activities. A 3-point Likert scale ranging from 1 (not at all) to 3 (very much) was used to evaluate them. On the other hand, the acquired knowledge, the individual contribution to the discussion and possible suggestions were explored through open-ended questions. Particularly, the "Suggestions" area was split into 2 items (i.e., possible observations; possible suggestions).

**B. SWOT Analysis** (Helms & Nixon, 2010; Kagan, Burton, Duckett, Lawthom & Siddiquee, 2011):

The SWOT Analysis, as a participatory evaluation instrument, was used to assess and analyse the relevant problems and objectives referred to the violent radicalisation in the participants' opinion. Through the SWOT matrix, participants were asked to identify Strengths and Weaknesses perceived in their organisation, and Opportunities and Threats (as internal positive resources and external negative resources) perceived in their work. Moreover, the SWOT Analysis was also used to define a micro-objective in the participants' work environment, and plan strategies for its achievement.

**C. Community Empowerment Scale** (Laverack, 2004; Laverack & Labonté, 2008):

The Community Empowerment Scale was applied to explore the participants' perception about the community of the professionals and volunteers involved in the management of the juvenile justice services. This instrument explores nine domains of the community capacity. Participants were asked to express their perceptions by using five possible levels related to: 1) Community participation; 2) Problem assessment; 3) Local leadership; 4) Organisational structures; 5) Resource mobilisation; 6) Links with other; 7) Ability to "ask why"; 8) Programme management; 9) Role of the outside agents.

## WHAT – OUTCOMES

### 4. RESULTS OF SELF EVALUATION

#### 4.1. QUANTITATIVE ANALYSIS OF THE PROFESSIONALS' EVALUATION ON THE ATTENDED TRAINING

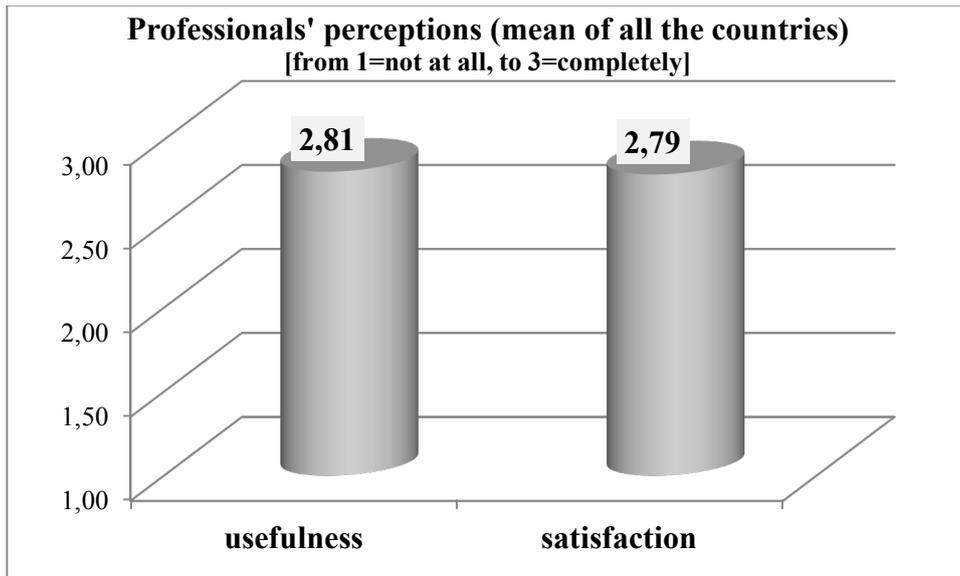


Figure 1. Quantitative analysis

## 4.2. QUALITATIVE ANALYSIS OF PROFESSIONALS' EVALUATION

In this section of the report, we synthesize the qualitative analysis of the answers related to the evaluation of the training.

We proposed two questions (A "What I learnt", and B "My contribution"), and then we requested Observations (C) and Suggested Improvements (D).

In the following Figures (nn. 2, 3, 4 and 5) the themes and the sub-themes are shown.

### A. "What I learnt"

Knowledge	Multidisciplinarity	Innovation	Reflection	Methods
<ul style="list-style-type: none"> <li>• Theoretical and practical knowledge</li> <li>• Difference between violence and aggression</li> <li>• Concepts of strengths and resilience (related to radicalisation process)</li> <li>• Specificities of adolescence</li> <li>• Young people vulnerability</li> <li>• Lack of a defined profile of radicalised youth</li> </ul>	<ul style="list-style-type: none"> <li>• Multidisciplinarity of studies about radicalisation process</li> <li>• Broadening the vision of radicalisation and the factors influencing it</li> </ul>	<ul style="list-style-type: none"> <li>• Different points of view of the issue</li> <li>• New insights</li> <li>• New forms of intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Critical thinking about stereotypes</li> <li>• Self-critical reflection of professional practice</li> <li>• Importance of cooperation and co-working</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative methods</li> <li>• Cultural skills</li> <li>• Communication strategies</li> <li>• Teamwork</li> <li>• Conflict management</li> <li>• Better strategies for interventions</li> <li>• Working with aggressiveness</li> <li>• Working with imprisoned persons</li> </ul>

Figure n. 2

### B. "My contribution"

Participation	Sharing experiences	Listening attitude	Openness	Practical work
<ul style="list-style-type: none"> <li>• Active involvement</li> <li>• Active discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Exchanging information</li> <li>• Sharing professional experiences and competences</li> <li>• Sharing personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to remarkable speakers</li> <li>• Actively listening</li> <li>• Growing interest in understanding radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and criticism</li> <li>• Contextualisation of the radicalisation</li> <li>• Avoiding biases and clichés</li> <li>• Self-disclosure of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in the juvenile penitentiary centre</li> <li>• Activities related to theatrical laboratory</li> </ul>

Figure n. 3

**C. "Observations"**

Positive	Negative
<ul style="list-style-type: none"> <li>• Expertise of teachers</li> <li>• Reflexivity and increase of knowledge</li> <li>• Importance of the difference between radicalisation and terrorism</li> <li>• Interactive and dynamic training</li> <li>• Intercultural training</li> <li>• New skills</li> <li>• Personal and professional development</li> <li>• Satisfaction, interest, involvement</li> <li>• <i>"Very proud to be part of the project and the group"</i></li> <li>• <i>"Making theatre is a good learning environment"</i></li> <li>• Making networking</li> </ul>	<ul style="list-style-type: none"> <li>• High number of topics (with risk of redundancy)</li> <li>• Need of more time for groups</li> <li>• <i>"Need to explore practical cases with which to contrast or apply the information learned"</i></li> </ul>

Figure n. 4

**D. "Suggested improvements"**

Training features	Organisation
<ul style="list-style-type: none"> <li>• More interactive sessions</li> <li>• More discussion among participants</li> <li>• More intervention strategies</li> <li>• Not only for specific professionals, and focused also to other kind of violence, including cultural violence</li> <li>• <i>"Framing of the problem and identification of interesting factors"</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shorter lessons</li> <li>• Focus on main topics</li> <li>• Held not only in the main town</li> <li>• Request for having more teaching materials before and after all the lessons</li> </ul>

Figure n. 5

### 4.3 SWOT ANALYSIS

The SWOT analysis has been used by three countries (Italy, Romania, and Germany). Based on the results of WP1 Preparation, the common goal that has been proposed to the professionals was **“how to support/maintain the network with “fragile” users for the prevention of violent radicalisation and violent actions in inter-group relationships”**.

In the Figure n. 6, the synthesis of the contents emerged in the countries’ results is shown.

<b>Internal</b>	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>- High qualified professionals in the justice and prevention sector</li> <li>- Competences and resources (in juvenile prisons), and links among them</li> <li>- Creative experiences able to identify the skills of the juvenile offender</li> <li>- Artistic language as a connecting tool in the integration process</li> <li>- Well defined institutional tasks</li> <li>- Institutional networks</li> <li>- Previous collaboration and participation in joint projects</li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>- Difficulties in institutional environment: justice system’ resistance to change</li> <li>- Lack of human resources and overworking employees, especially in the integration and resocialization. Main task of the prison is “security”, not integration</li> <li>- Lack of links between juvenile and adult prisons, between inside and outside prisons, and between internal and external justice areas</li> <li>- Lack of standard documents in justice systems institutions, complicated procedures and insufficient coordination among organizations</li> <li>- Different laws in the different countries</li> <li>- Marginalized familiar, educational and social environments.</li> </ul>
	<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>- More clear and simple procedures and protocols in justice system institutions</li> <li>- <i>“Doing what’s really matter: more time to work with beneficiaries, less time for filling documents”</i></li> <li>- NGO’s, schools and community representatives willing to be involved</li> <li>- Valuable partnerships and networks</li> <li>- Community participation in preventive programmes, since prevention is less expensive than intervention</li> <li>- Artistic and cultural cooperation in education, communities, public spaces, justice sector</li> <li>- Political sensitiveness</li> <li>- European funding programmes</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>- Implementation of changes can take time</li> <li>- New job tasks for employees</li> <li>- Low civic commitment and political sensitiveness</li> <li>- Difficulties in reaching local network’ resources</li> <li>- Authorities’ lack of interest</li> <li>- Ambivalent legislative stipulations</li> <li>- Lack (or reduction) of local and national funds and of professional resources</li> </ul>
<b>External</b>		

Figure n. 6

#### 4.4. COMMUNITY EMPOWERMENT SCALE

Two countries (Italy and Romania) have used the Community Empowerment Scale (Laverack & Labonte, 2008) during their training, with a different management of the dimensions of this instrument. We report here the results.

##### ITALY

Three of the dimensions (*domains*) of the Community Empowerment Scale have been chosen by Italian participants: *Problem assessment*, *Programme management*, *Ability to “ask why”*, which were more consistent with the aims of the training and with the interests of involved professionals.

<b>First dimension: Problem assessment capacities.</b> Capacity to assess and manage problems affecting the whole community
<b>Shared definition:</b> Community of the professionals has skills. Problems and priorities are identified by the community. This did not involve participation of all sectors of the community ( <b>Level 3 of 5</b> in the Laverack Scale).
<b>Reasons of the choice:</b> Awareness about problems, but lack of occasions to share and discuss issues. Need to study in-depth for preventing problems. Need to link with external networks, increasing openness to the wider community.
<b>Proposals:</b> Improve communication to allow the solutions of problems. Have a professional dedicated to the monitoring of problems and to verify the outcomes. Learn and achieve functional strategies.
<b>Second dimension: Programme management.</b> Ability to identify and manage the actions to achieve the objectives related to a specific proposal.
<b>Shared definition:</b> The programme management is led by the community of the professionals, supervised by those among them who are more experienced. Decision-making mechanisms and processes are mutually agreed. Roles and responsibilities are clearly defined. The Community has not received skills training in programme management ( <b>Level 3 of 5</b> in the Laverack Scale).
<b>Reasons of the choice:</b> Lack of training about management. Such trainings are sometimes an individual initiative. Learning by doing is seen as strength in our community. Managerial choices are shared anyway.
<b>Proposals:</b> Carry out specific trainings on project management competences.
<b>Third dimension: Ability to “ask why”.</b> Development of a critical consciousness, capability to trace out both causes and not working solutions, and what changes can be undertaken to solve them.
<b>Shared definition:</b> Community staff has the ability to self-analyse and improve efforts over time. This leads toward collective change ( <b>Level 5 of 5</b> in the Laverack Scale)
<b>Reasons of this choice:</b> There were some “reflection meetings” with all the staff, but they are organised as answer to specific problems, without scheduling their frequency. There is a collective change, but consciousness pass through some key-subjects in the organisation. There is not a managerial role; the groups of professionals need to develop skills for self-evaluation.
<b>Proposals:</b> Try to achieve a collective goal beyond the single answers to the issues. Have more times for finding better solutions about how to work together with all the community.

## ROMANIA

Romania has worked with this instrument for developing a reflection about the dimensions *Local leadership*, *Links with others*, *Programme management*, *Community participation* and *Relationship with outside agents*. Below the results:

<b>DIMENSION</b>	<b>Reason why</b>	<b>How to improve</b>	<b>Strategy</b>	<b>Resources</b>
<b><i>Local leadership</i></b>	Voice bearer of the community; Expertise in the field of the community violence; Monitoring of the justice system institutions	Closer cooperation with justice system by means of community representatives; Supporting community representatives to be involved	Meetings with community representatives; Sharing justice institutions reports with them; Legislative framework supporting dialogue with community	Logistics resources; Civic engagement; Highly qualified professionals
<b><i>Links with others</i></b>	Help the justice system institutions to achieve their objectives; Facilitating the access to the information for the beneficiaries and community; Providing a safer community	Partnerships largely promoted in mass-media; Logistics support from the community; Funding for the sustainability of the partnerships	Advisory sessions with community representatives; Working together on prevention and intervention procedures; Getting financial resources; Best practices exchanges	Partnership among community and justice system; Human resources; Civic engagement
<b><i>Programme management</i></b>	Sustainability of the programmes implemented by the community; Meet the needs of the community; Working with marginalized and discriminated people	More opportunities to get funding; Active involvement of the government; Motivate active community involvement	Development of the skills of writing and managing projects; Share the know-how of already implemented projects	Logistics and human resources; Community availability
<b><i>Community participation</i></b>	Community involvement in the projects about the violence issues; Building safer community; Intervention within the community before person interacts with justice system	Supporting volunteers; Designing educational programmes against violent conflicts; Increasing the motivation to participate in the programmes	Well defined opportunities for volunteering; Educational programmes against violent conflicts; Recruiting external trainers and experts; Development of neighbourhood centres; Getting funded	Logistics and human resources;
<b><i>Relationship with outside agents</i></b>	Learning and implementing efficient intervention programmes; Monitoring and evaluating community programmes; Community empowerment to address the issues	Acknowledging the need to collaborate with and external expert; Getting funds for experts	Inviting external experts experienced in violent conflicts issues; Active participation in formal and informal sessions; Creating an evaluation and monitoring commission; Well defined tasks	Logistics and human resources

#### 4.5. OTHER INSTRUMENTS (AND RESULTS), proposed and used by partners

##### ITALY

###### **PHOTOLANGUAGE AND STORYTELLING:**

The Photolanguage and the Storytelling (“*Visual-Storytelling*”) techniques have been carried out in a meeting focused on difficulties in working with adolescents, as an instrument for both fostering the discussion and collecting data. Participants were asked to reflect on their professional role and their emotions in the relationship with minors. After mentioning negative emotions, they chose pictures and created a story to identify new and creative strategies to cope with the negative emotions, which can characterize their professional role. Through the production of stories, professionals became aware of effective strategies for their work, such as the ability to listen not only to minors, but also to themselves, their difficulties and ambiguities. This process may suggest creative solutions, useful in impasse situations.

##### ROMANIA

###### **NARRATIVE METHODS**

The narrative approaches and its methodologies were highly appreciated as useful expansion of professionals’ knowledge and skills, since participants were never exposed to such training until the PROVA project.

One narrative application used by Psiterra Association was *The Tree of Life* narrative practice. The aims were to engage participants in conversations that sustain vitality, hope, and action orientation in life; to create a context of honouring the desirable identities of those present in the conversations; and to be inspired and to inspire others participating in rich personal, group or community story development. The structured, gradual, narrative construction of a shareable story about desired aspects of identity, allowed the participants to become re-authors of alternative narratives about their experiences, the emerging conclusions based on their experiences, and the focus on what is rendered visible in this process as important or valuable, in their lives.

##### GERMANY

In Berlin, a professional **THEATRE PERFORMANCE** was developed with all the participants. After the training, this performance was shown 10 times with a **public audience**.

The outcome indicators were: really good critiques in the press for the performance and a strong public interest in the activity.

## **SPAIN-CATALUNYA**

The team has produced two patterns, focused on perceived meanings of radicalisation. The first of them shows the reflections on radicalisation, its impact and carried out measures:

### ***GROUP'S IMAGINARY about violent radicalisation and its impact in their day-to-day work***

<b>Factors involved in radicalisation:</b> <ul style="list-style-type: none"> <li>○ Dependency of the mosque</li> <li>○ Need of belonging</li> <li>○ Violence / family breakdown</li> </ul>
<b>Profile of the young person:</b> <ul style="list-style-type: none"> <li>○ Antecedents by violence</li> <li>○ Toxicomania / mental health</li> </ul>
<b>Measures or actions carried out in justice system:</b> <ul style="list-style-type: none"> <li>○ Coordination between professionals</li> <li>○ Programmes legislated as COVI (for violent behaviour) and the DEVI (for violent crimes, inside prison)</li> <li>○ Cognitive-behavioural sessions to correct the inappropriate behaviour of some young people</li> <li>○ Acquisition of psychosocial skills by professionals in contact with convicted youth.</li> </ul>

The second pattern from Spain-Catalunya is a grid that includes aspects explaining the perceived sources of radicalisation, by differentiating them in individual and social causes, and factors “out of control”.

Therefore a table has been drawn, for better driving the discussion and the choice of strategies for preventing and contrasting radicalisation.

### ***GRID OF FACTORS of violent radicalisation (ordered by areas)***

Factor	Social	Cultural	Economic	Institutional
It depends on us	<ul style="list-style-type: none"> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of expectations</li> <li>• Lack of identity</li> </ul>		
It depends on other actors	<ul style="list-style-type: none"> <li>• Deficient family and environment</li> <li>• Low parental skills</li> <li>• Lack of integration</li> <li>• Need for belonging</li> <li>• Personal vulnerabilities</li> <li>• Captors / leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Low socio-cultural level</li> <li>• Education</li> <li>• Dependence on religion and family</li> <li>• Lack of protection network</li> <li>• Magnification of the phenomenon</li> </ul>	<ul style="list-style-type: none"> <li>• Low socioeconomic family level</li> </ul>	<ul style="list-style-type: none"> <li>• Childcare policies (supervised)</li> <li>• Immigration policies</li> <li>• Acceptance policies that have not yet achieved integration</li> <li>• Lack of definitions that he is a sect</li> </ul>
Out of control	<ul style="list-style-type: none"> <li>• Sectarian organizations</li> <li>• Social exclusion</li> <li>• Social Networks</li> </ul>	<ul style="list-style-type: none"> <li>• Uprooting</li> <li>• Cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>• Unequal impact of globalization</li> <li>• Poverty</li> <li>• Relational environment (neighbourhoods)</li> </ul>	<ul style="list-style-type: none"> <li>• “Administrative limbo”</li> </ul>

## CONCLUSIONS, OBSERVATIONS, RECOMMENDATIONS IN A EUROPEAN PERSPECTIVE

The partnership produced a large body of findings, which are evidence of a work in depth in preparing trainings, harmonizing both with the shared aims of the Project and with the theoretical and operational features of each partner.

Besides some specific and precious experiences carried out at local level, we may outline some **common aspects at European level**, which will be taken into account when Guidelines for best practices will be planned.

1. The first topic is related to the meanings of violent radicalisation, and the importance to detect, not simply the “symptoms” of violence, as in many *securitarian* approaches, but rather the preconditions of rage and negative emotions in marginalised minors and young adults. The radicalised minors and youth are “*easy targets*” to be influenced by political and religious ideologies, which can provide them “*an important place in their communities*”. This issue appears in the professionals’ difficulties in facing youth problems and coping with their role, and highlights the importance to increase skills and to provide innovative instruments in order to deal with minors’ emotions. The professionals are important resources to prevent the creation of new “*stairs*” (as in Moghaddam, 2009), remove the existing *stairs* and promote the “*descent*” in the radicalisation escalation. Prevention is an intensive process that needs many human resources. Preventive interventions have to be directed to: (a) variables related to the subject, (b) variables related to the context in which the problem occurs. Effective strategies are locally focused, contextualised, with a multidisciplinary approach (education, health, safety ...), based on social cohesion (including the discourses from Islam that reject radicalism).
2. The second topic is the importance to plan empowering interventions to improve the capabilities among professionals, educators, and police officers on one hand, and minors and families on the other hand, to cope with exclusion and the lack of opportunities and positive relationships. There is a high interest of professionals to re-exercise and/or to expand their knowledge and skills in areas such as preventing radicalisation of violence, with multidisciplinary and intercultural approach. Trainings are necessary to establish a basis for what is violent radicalisation, the factors that intervene and the magnitude of the phenomenon. This is an aim common to social and educational institutions and to the juvenile justice system, and may also suggest the possibility to have common trainings - specifically about violent radicalisation - to share ideas and experiences, to deal with such issue and to develop effective preventive projects based on good practices. Such trainings, conducted with participatory, practical and interactive methods, including narratives approaches and theatrical experiences, foster collaboration among professionals and increase knowledge about young vulnerability, and competences to support them in the development of their social identity.

3. The third important issue concerns the networking among institutions, so to build local partnerships that are able to face societal crisis and violence. Networking allows professionals to put value on good practices that they are already doing, empowering them and building more complete and effective interventions. Steady networks, not only in times of emergency but also as structural best practices, seem to be the main pathway towards cultural changes that may promote justice and fairness starting with the younger and more fragile citizens. It is moreover important to support civic commitment and participation in public life, to include all members of the society.
4. One of the main focus of the Project was the topic related to space manipulation. This aspect has been differently meant , i.e. as re-imagining spaces in public environments and/or in interiors of public institutions (including prisons), especially in Italy for the presence of Giovanni Michelucci Foundation; as using the space during the meetings' development; or, finally, as building a theatrical space. In some cases, specific meetings allowed professionals to reflect about the importance of space, and on how urban spaces may be a new way for fostering social integration, particularly in minors and young adults, in order to prevent marginalisation and violent radicalisation.

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