



Erasmus+ Project

Prevention of violent Radicalisation and
Of Violent Actions in intergroup relations



Erasmus+



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REPORT WP4 A4.1

Workshops for minors and young adults under criminal proceedings



UNIVERSITÀ
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WP4. A4.1
WORKSHOPS
for minors and young adults
under criminal proceedings

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WP4. A4.1

WORKSHOPS for minors and young adults under criminal proceedings

AIMS

The first activity of PROVA Project WP4 was aimed at carrying out a peer experience, based on positive relationships and intercultural dialogue, among minors/young adults under criminal proceedings and university students, by means of re-imagining public spaces in the town, including those in the Juvenile Prisons, to make them more suitable for living together and less exposed to conflicts and violent radicalization.

WHO AND WHEN

Duration of the workshops (all the countries): from June 2017 to June 2018

No. of meetings: 8 meetings for each workshop (in Germany 20 meetings)

No. of participants attending workshops: 26 minors/young adults (Italy), 30 (Romania), 22 (Spain-Catalunya), 65 (Germany); and 7 university students and/or volunteers (Italy), 18 (Romania), 5 in Spain - Catalunya).

Average no./session (all the countries): from 8 to 17 participants per session.

HOW

1. TOPICS

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

- 1° MEETING
A lived space: the story about our places (Prison); The community in the town (External facilities)
- 2° MEETING
Re-imagining our spaces (Prison); Photos taken in the community (External Facilities)
- 3° MEETING
The real space: our perception of the environment (Prison); Minors/young adults' reflections about the space (External Facilities)
- 4° MEETING
Metric survey: collective measurement of our space (Prison); Sharing photos and emotions about the environment (External Facilities)
- 5° MEETING
The space we wish: shared ideas of our lived space (Prison and External Facilities)
- 6° MEETING
The space we imagined (Prison and External Facilities)
- 7° MEETING
The best space we could imagine (Prison and External Facilities)
- 8° MEETING
The new re-imagined space (Prison and External Facilities).

ROMANIA (Psiterra)

- 1° MEETING
General topic: Violent conflicts' reduction and dissolution
Specific topics: Violent and aggressive behaviours: definition, effects, impact and strategies to manage and have a control over them
- 2° MEETING
General topic: Violent conflicts' reduction and dissolution II
Specific topics: Violent conflicts: definition, effects and management
- 3° MEETING
General topic: Cooperation and communication skills
Specific topics: Anger management. Space and anger. Strategies to cope with anger in that particular space
- 4° MEETING
General topic: Cooperation and communication skills II
Specific topics: How to be assertive: exercising effective communication and cooperation skills
- 5° MEETING
General topic: Alternative identity development
Specific topics: Narrative practices and skills in developing preferred alternative identity
- 6° MEETING
General topic: Alternative identity development II
Specific topics: Rendering visible the preferred story of life
- 7° MEETING
General topic: Civic engagement
Specific topics: Civic engagement: definition, practices. Using narrative community practice, "Tree of Life"
- 8° MEETING
General topic: Space management
Specific topics: Internal and external space management. A narrative inquiry. Meanings of a safety place.

GERMANY (AufBruch)

1. *Activities performed*
Theatre workshop, Dance-workshop, Video-workshop, Writing-workshop
2. *Contents*
Team building, voice training, body workout, trust exercises, conflict management
Anti-aggression training, interactive training, role playing, choreographic training, writing exercises, plot development
Social skills, cultural skills, role playing, writing exercises
Trust exercises, interactive training, video-shooting, preparation of presentation
3. *Work approach used during the workshops*
Re-socialization, deradicalisation, integration, improvement of entrepreneurial capacities, direct contact and cooperation with target group members
Acquisition of relevant professional and work experience
Joint work of imprisoned persons and other people. Working together with participants of different cultural and religious background

SPAIN-CATALUNYA (Universitat de Barcelona)

- 1° MEETING
General topic: Presentation of the workshop, operating rules and start getting to know each other
Specific topics: Respect to oneself, respect towards others, collaboration, mutual knowledge, cooperation skills games
- 2° MEETING
General topic: Drawing positive life stories
Specific topics: Participants' identities and positive life histories
- 3° MEETING
General topic: The role of aggression and violence in the construction of identity
Specific topics: Concept of aggressiveness, concept of violence, construction of identity, feelings of fear and anger
- 4° MEETING
General topic: Resilience as a positive asset
Specific topics: The use of resilience as an asset, coping strategies through drama games.
- 5° MEETING
General topic: Dramatization of protection factors
Specific topics: Dramatization of protective factors against radicalization, personal tools towards psychological empowerment
- 6 MEETING
General topic: Critical Thinking
Specific topics: Internal Locus of control, critical vision, tolerance to uncertainty and frustration
- 7 MEETING
General topic: "What do I propose" and "What can I get it"
Specific topics: Awareness about skills and abilities, projection of future, wishes and projects
- 8 MEETING
General topic: Reflections, evaluation and closure
Specific topics: Reflection on who I am inside and outside, feasible life goals, personal change, "from thinking to action".

2. METHODS USED DURING THE WORKSHOPS

- 1.** Participatory and empowering methods and work in small groups to promote relationship among group members and to re-imagine spaces
- 2.** "Tree of Life" narrative practice (German, 2013; Lock, 2016; Ncube, 2006), participatory conversational practices, theoretical presentations, practical exercises
- 3.** Life storytelling tools, drama games and social theatre tools
- 4.** Theatrical methods (Germany): movement, choreographic-training, self-reflection, developing transferable scenes, public presentations.

3. INSTRUMENTS FOR EVALUATION

During the implementation of the workshops, the followed instruments were used:

1. *Self-evaluation ad hoc questionnaire*, aimed at exploring the participants' perception about the workshops. Quantitative data about 1) the interest and 2) the satisfaction about the workshops were collected using a 4-point Likert scale. Qualitative data about 1) learning, 2) participants' contribution and 3) observations were collected using open-ended questions.

2. *University students' diaries* were collected (Italy, Romania and Spain-Catalunya) to foster critical reflection about the experience, and to expose it in a narrative way.

3. *Observational grids about conflicts and civic participation* (Italy and Romania) were filled by professionals to explore 1) conflicting attitudes 2) behaviours and 3) negative and positive communication during the workshops through a 5-point Likert scale. Minors/young adults' participation and civic engagement were explored using a 4-point Likert scale.

WHAT – OUTCOMES

4. RESULTS OF SELF-EVALUATION QUESTIONNAIRES

4.1 Quantitative analysis (Italy, Romania) of the minors/young adults' evaluation of the attended workshops (Figure 1)

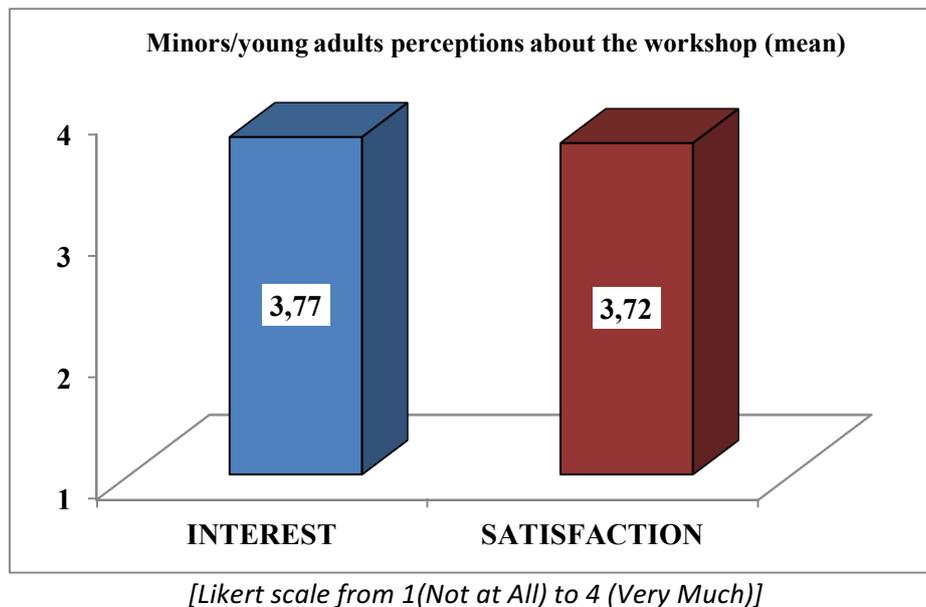


Figure 1. Quantitative analysis

4.2 Qualitative analysis of minors/young adults' evaluation (all the partners)

Minors/young adults' perceptions about their participation in the workshops were analysed. The following figures (Figure 2, 3 and 4) summarize the themes and sub-themes emerged about: 1) learning, 2) participants' contributions and 3) observations.

1. "What I learnt"

THEMES	SUB-THEMES
NEW KNOWLEDGE	- Theoretical and practical knowledge - Re-imagination and planning spaces: <i>"I learnt how to draw a plan on scale"</i> (Italy)
LANGUAGE SKILLS	- Improvement of a foreign language
SOCIO-RELATIONAL SKILLS	- Intergroup relations: working in a team, listening, mutual understanding - Satisfaction in group working processes - Reducing stereotypes
SELF-CRITICAL REFLECTION/ AWARENESS ABOUT THE SELF AND THE WORKSHOP	- Positive Self-evaluation: <i>"I'm proud, that my text is in a book now"</i> (Germany) - Awareness about Self and own skills - Reflection on own wishes: <i>"Important life lessons"</i> (Romania) - Future orientation: <i>"You learn that things can always be changed"</i> (Spain)

Figure 2

2. "My contribution"

THEMES	SUB-THEMES
PARTICIPATION	- Active involvement in the activities - Active participation in re-imagining spaces: <i>"Participating in the workshop allows me to escape from monotony and, a little bit, the walls"</i> (Spain)
TAKE CARE OF OTHERS	- Active and careful listening - Collaboration
SELF-DISCLOSURE	- Sharing personal opinions: <i>"Sharing very personal life moments"</i> (Romania) - Sharing ideas and personal experiences: <i>"[...] I wrote, I listened and I described what I like and what I do not like about this place"</i> (Italy)

Figure 3

3. "Observations"

THEME	SUB-THEMES
COMMENTS AND OBSERVATIONS	<ul style="list-style-type: none"> - Positive evaluation of the workshops - Development of life skills - New interpersonal relations: <i>"Making new friends"</i> (Romania) - Improving new perspectives - Getting positive emotions and thoughts from others - A way to <i>"break the routine"</i> (Spain) - Satisfaction perceived: <i>"It was a pleasant activity"</i> (Italy)

Figure 4

4.3 FINDINGS EMERGING FROM THE UNIVERSITY STUDENTS' DIARIES

University students' diaries were collected in Italy, Romania and Spain-Catalunya. The following figures (Fig 5, 6, 7, 8, 9) show the emerged contents.

1. INDIVIDUAL ASPECTS

CRITICAL REFLECTION ABOUT LIFE	<ul style="list-style-type: none"> ➤ Reflection about life from a new perspective ➤ People outside the Prison forget to value and enjoy the freedom ➤ Happiness means enjoying small things ➤ Gratefulness to significant others
SELF-AWARENESS AND SELF-EVALUATION	<ul style="list-style-type: none"> ➤ Positive self-evaluation ➤ Increasing of the relational skills ➤ New coping strategies ➤ Sense of responsibility ➤ Recognize and manage negative emotions (anger, violence, aggression)
SELF-AWARENESS ABOUT FUTURE PROFESSIONAL ROLE	<ul style="list-style-type: none"> ➤ Working in the future as psychologists with minors under criminal proceedings ➤ Personal and professional skills development ➤ Increasing knowledge and competences
EMOTIONS	<ul style="list-style-type: none"> ➤ Positive emotions: satisfaction ➤ Negative emotions: concern for the minors' future; ambivalent emotions towards minors under proceedings

Fig. 5

2. SOCIO-RELATIONAL ASPECTS

INTERGROUP RELATIONSHIPS AMONG UNIVERSITY STUDENTS AND MINORS	<p>1. REDUCTION OF THE PREJUDICE</p> <ul style="list-style-type: none"> ➤ Minors are <i>"very similar to us regarding their thoughts and emotions [...] very similar regarding the recreational time (listening to the music ...)"</i> ➤ <i>"Very similar to the other people regarding some values and important things (i.e. love for grandparents)"</i> ➤ Opportunity to interact with the person and not with the label ➤ Importance to share life stories ➤ Surprising that it is not a homogenous group ➤ Avoiding judgement <p>2. ATTEMPT TO JUSTIFY THE OFFENCES</p> <ul style="list-style-type: none"> ➤ <i>"Everyone makes mistakes"</i> ➤ <i>"Everyone may be a victim of the society"</i>
INTRAGROUP RELATIONSHIPS AMONG UNIVERSITY STUDENTS	<ul style="list-style-type: none"> ➤ Group as a resource during the workshop experience, in particular for dealing with emotions

Figure 6

3. SOCIETAL ASPECTS

<p>THE PREVENTIVE ROLE OF FAMILY AND EDUCATION</p>	<ul style="list-style-type: none"> ➤ Major roles of family and education in minors’ development ➤ Awareness that prevention and education are more effective than punishment
<p>AWARENESS ABOUT STIGMA</p>	<ul style="list-style-type: none"> ➤ Awareness in order to avoid stigmatisation about minors under criminal proceedings ➤ <i>“Be aware of how we label people, and not in a positive way”</i>
<p>AWARENESS ABOUT THE TOTAL INSTITUTION</p>	<ul style="list-style-type: none"> ➤ Professionals as resource ➤ The jail generates discomfort, even if only for few hours ➤ Negative effects: learned helplessness, stigma
<p>THE PERCEIVED MINORS’ SOCIAL ENVIRONMENT</p>	<p>1. PERCEPTIONS ABOUT MINORS’ FEATURES AND EMOTIONS</p> <ul style="list-style-type: none"> ➤ Very young detainees (the same age as volunteers or students) ➤ Lack of trust in other people ➤ Having moral values, despite the status of detainees, and feeling of shame and guilt towards their loved ones <p>2. HYPOTHESIZED PSYCHOSOCIAL ANTECEDENTS</p> <ul style="list-style-type: none"> ➤ Lack of support from the family and the community ➤ Poor level of education ➤ Negative impact of social environment which made vulnerable minors and led them to undertake easier anti-social behaviours; ➤ <i>“Survivors to violent behaviours”</i> ➤ Surrounded by violence and aggression

Figure 7

4. EVALUATION OF THE WORKSHOPS

<p>MINORS’ PARTICIPATION AND CIVIC ENGAGEMENT</p>	<ul style="list-style-type: none"> ➤ Active involvement during the workshop ➤ Collaboration between minors/young adults and students ➤ Minors attitudes toward the trainers: from reluctance and hostility to respectful and more open interactions at the end of the workshop ➤ Perceived satisfaction ➤ Reflection about personal and public spaces
<p>PERCEIVED POSITIVE EFFECTS ON MINORS</p>	<ul style="list-style-type: none"> ➤ Minors acknowledged the positive influence of the workshops and of what they learnt ➤ Importance of self-development, self-knowledge and self-discover ➤ Need of more similar (and appreciated) workshops

Figure 8

5. FUTURE ORIENTATION

<p><i>“BUILDING THEIR FUTURE”</i></p>	<ul style="list-style-type: none"> ➤ Wishing to change, to know themselves better, to build a future, to have a family, to have a permanent job [...], making efforts to analyse their lives and learn from their own mistakes ➤ <i>“Having determination to not repeat their mothers’ and fathers’ mistakes”</i>
<p>PURPOSES IN LIFE</p>	<ul style="list-style-type: none"> ➤ Attending school, getting a job, creating a family, having a normal life, being financially independent
<p><i>“SOCIAL REDEMPTION”</i></p>	<ul style="list-style-type: none"> ➤ Need to be viewed as “normal people” who made some mistakes in their lives but willing to change

Figura 9

4.4 SPECIFIC INSTRUMENTS AND OUTCOMES IN GERMANY

Theatrical instruments have been used in Germany (Aufbruch) with young people in the Youth Detention Centre, Youth-Prison Berlin and Moabit-Prison Berlin.

The main results of the implemented workshops were:

- Public performance and events,
- Dance-Scenes and biographic texts, developed and transferred into a professional theatre production at the HAU-Theatre in Berlin,
- Videos,
- A printed booklet with the participants' texts.

Trainers' reports have been used as specific instruments to evaluate the workshops, showing the high motivation of the participants, the good quality of team work, and the valuable theatrical experience.

4.5 OBSERVATIONAL GRIDS FILLED BY PROFESSIONALS

The observational grids have been used in two countries (Italy and Romania).

This paragraph reports the results about conflict (Figure 10) and participation (Figure 11), observed by professionals during the workshops.

4.5.1 Results coming from observational grids: Conflict

	ITEM	MEAN
ATTITUDES	Conflicting attitudes in group	1.28
	Conflicting attitudes towards professionals	1.20
	Conflicting attitudes among all participants	1.09
BEHAVIOURS	ITEM	M
	Conflicting behaviours in group	1.17
	Conflicting behaviours towards professionals	1.14
	Conflicting behaviours among all participants	1.09
COMMUNICATION	ITEM	M
	Negative evaluation towards the professionals of the PROVA Project	1.4
	Negative evaluation towards other professionals involved	1.4
	Positive evaluation towards the professionals of the PROVA Project	3.78
	Positive evaluation towards other professionals involved	3.36

[Likert scale from 1 (minimum) to 5 (maximum)]

Figure 10

4.5.2 Participation and Civic Engagement

PARTICIPATION AND CIVIC ENGAGEMENT	ITEM	M
	Minors and young adults' attitude towards the work carried out	3.14
	Minors and young adults' attitude towards the community	3.38
	Minors and young adults' attitude towards the participatory management of public spaces	3

Likert scale from 1 (Not Interested) to 4 (Very Interested)

Figure 11

CONCLUSIONS, OBSERVATIONS, RECOMMENDATIONS IN A EUROPEAN PERSPECTIVE

Results coming from all the countries highlighted positive effects emerging from the participatory workshops with minors, showing that the experience appears positively evaluated by all the participants involved (minors/young adults, university students and professionals).

In the Figure 12 the common European aspects are indicated.

MINORS/YOUNG ADULTS	STUDENTS' DIARIES	PROFESSIONALS
Interest +++ Satisfaction +++ Positive Self-evaluation Future orientation Positive evaluation of workshops focused on space manipulation	Intergroup relations Positive Self- evaluation Emotions (and ambivalence) Self-awareness about their future professional role	Positive evaluation of the workshop +++ Participation and civic engagement +++ Few conflicts perceived +

[the mark + is related to the high presence of an aspect]

Figure 12 - Common aspects at European level

Some **common aspects at European level** emerged. In particular:

- **Minors** appreciated the **innovative and interactive activities** and the **tangible manipulation of spaces**; **students** seemed more focused on their acquired **competences**, even professional ones, and on **sharing ideas** about importance of living spaces. Prison, as a total institution, caused some ambivalent emotions in students, who acquired new effective strategies for dealing with them.
- The **change of minors' attitudes** towards the activities has been observed (in particular by Romania): from reluctance and hostility at the beginning of the workshop to respectful and more open relationships at the end of it. Minors perceived, during the experience, a different and better care, compared with other educational activities carried out in prison.
- **Professionals evaluated positively the workshop**, as a way of **reducing conflicts** and **increasing civic engagement**.
- An important aspect emerging from all the countries is that these **workshops can have a visible impact on minors' lives**. The participation in them produced positive effects, regarding, in particular, **the future orientation and new perspectives of life**.
- Thanks to their involvement in this experience, students became **aware** of the **required knowledge and competences** for working with minors under criminal proceedings or at risk.

These aspects seem to demonstrate the positive role of participatory workshops, focused on peer relationships and on space manipulation in contrasting minors' violent intergroup relations and in promoting their civic engagement and intercultural dialogue.

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