



Erasmus+ Project

Prevention of violent Radicalisation and
Of Violent Actions in intergroup relations

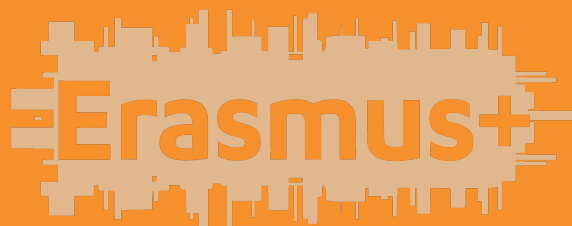


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REPORT WP4 A4.2 Supervision of minors' workshops



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Think globally - act locally.

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WP4. A4.2 SUPERVISION OF MINORS' WORKSHOPS

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WP4. A4.2

SUPERVISION OF MINORS' WORKSHOPS

AIMS

The second activity of PROVA Project WP4 (A4.2) concerned the tutoring and supervision of workshops carried out with minors/young adults. The supervision was aimed at promoting a critical reflection about the workshops, which were implemented both in Juvenile Prisons and with minors at risk (i.e. in external facilities, or on probation), to prevent violent radicalisation through the re-imagination of spaces.

WHO AND WHEN

Duration of the supervision sessions (all the countries): from July 2017 to June 2018

No. of meetings (all the countries): from 3 to 12 meetings

No. of participants attending supervision sessions: 29 (Italy); 35 (Romania); 7 (Spain – Catalunya); 56 (Germany), including: educators, social workers and other professionals coming from the Juvenile Justice Services, from NGOs, stakeholders, university students and volunteers involved in the implementation of the workshop. In Germany, artists were also engaged

Average no./session (all the countries): from 6 to 10 participants per session.

HOW

1. TOPICS

- *Monitoring, observations and reflections about the activities carried out during the workshop;*
- *Evaluation of the workshops, aspects that have worked and that have not worked, strengths and weaknesses, improvements;*
- *Strategies for prevention.*

2. METHODS USED DURING THE SUPERVISION SESSIONS

Participatory methods with group discussions have been used during all the supervision sessions, in order to facilitate the critical reflection about the workshops among all involved participants. The facilitation followed the narrative interviewing scaffolding from “landscape of action” to “landscape of identity”, from concrete and factual, to relational, positional and ethical aspects (White, 2007).

CONCLUSIONS, OBSERVATIONS, RECOMMENDATIONS IN A EUROPEAN PERSPECTIVE

The tutoring and supervision sessions carried out with professionals, university students/volunteers, and actors (in Germany) highlighted **common positive effects**.

In particular:

1) **Minors** acquired new **socio-relational skills** and became aware of them, experimented and increased their **practical skills** and re-defined themselves as **“able to”** interact with professionals and peers.

2) **University students** and **volunteers** acquired **knowledge** about the services, new **socio-relational skills** to interact with marginalised people. Moreover, **they learnt** new strategies to **cope with their emotions** and to **overcome the language barriers with minors**. They had the possibility to **interact** with a person “behind the label”, **changing their perceptions** about minors under criminal proceedings, and increased their **willingness** to work in Juvenile Justice System in their future profession.

3) **Professionals** acquired **new effective strategies to involve minors** at risk of violent radicalisation, perceived as a group in which flexibility and adaptability are needed.

They became aware of the importance of the re-imagination and manipulation of the spaces **for decreasing the marginalisation of minors** and **promoting their participation** and **active citizenship**.

Observations and recommendations emerged from all the countries

Participatory workshops, “bringing” the community inside the prisons, were evaluated as useful to promote integration for minors/young adults under criminal proceedings and at risk.

However, **networking** and **collaboration** among different partners (prison officer, professionals, social workers and other social actors), and **training** about **cultural competence** are needed to prevent violent radicalisation.

Reference

White, M. (2007). *Maps of narrative practice* (1st ed.). New York: W.W. Norton & Co.