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YOUTH VIOLENT RADICALISATION
Preventive strategies and community-based practices in Europe

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Introduction to PROVA Project

PROVA Project is an Erasmus+ European funded project aimed at preventing the radicalisation of juvenile offenders in prison and probation.

It lasted two years from December 2016 to November 2018 and involved four different countries with six partners and several supporting institutions.

It was addressed to professionals of the juvenile justice system, stakeholders committed to inclusion policies, minors/young-adults under criminal proceedings and university students.

After the definition of target groups, contents and partners’ roles, have been carried out Implementation of Training, Workshops and Guidelines. The training, carried out with participatory methods, was addressed to professionals, to improve their competences, team-building capabilities, empowerment, and specific skills in preventing conflicts.

Stakeholders have been involved in the use of urban spaces for fostering youth aggregation. Workshops introduced activities for youth under criminal proceedings, involving university students, aimed at re-imagining urban spaces, including the inner spaces of juvenile detention institutions, to make them open to intercultural dialogue.

General Objective

PROVA Project is a European funded project was preventing violent radicalisation and promoting inclusion and democratic values.

Specific Objectives

- Improving social and civic competences;
- Fostering knowledge and ownership of democratic values;
- Supporting educators in facing intergroup conflicts;
- Preventing radicalisation in juvenile prisons.

The partnership analysed the phenomenon through a Common Atlas, a qualitative inquiry and a Methodological Plan for collecting existing good practices (WP1).
Upscaling strategy

PROVA Project through its Work Packages (WP) implemented:

- *Training* for helping professionals in handling conflicts (WP3);
- *Meetings with stakeholders* to discuss and foster EU inclusive policies (WP3);
- *Workshops* for improving social/civic competences and promoting democratic values in minors under criminal proceedings and university students (WP4);
- *Public events and Scientific Conferences* to communicate/disseminate the project at local, national and international level (WP8).

Methodology

Innovative/participatory methods as the *narrative approach*, *theatre performances*, *applied-drama* and *space manipulation*, have been chosen to increase participants’ awareness, social competences and sense of belonging to a common context (WP7). The Participatory Evaluation (WP7) assessed the impact of all these activities.

Outputs and Outcomes

Project outputs/outcomes such as the *EU Guidelines for good practices* to improve EU networks and build common strategies for EU inclusive policies, are available on the website [https://www.provaproject.org](https://www.provaproject.org). The *Good Practices Platform*: an international network of organisations/institutions to disseminate the best experiences (WP9) is available at [https://prevention-of-violent-radicalisation-platform.eu/prova.html](https://prevention-of-violent-radicalisation-platform.eu/prova.html).

Partners

- *University of Florence. Education and Psychology Department* - Florence, Italy
- *LabCom* - Florence, Italy
- *Giovanni Michelucci Foundation* - Fiesole, Italy
- *aufBruch* - Berlin, Germany
- *Psiterra Association* - Iasi, Romania
- *University of Barcelona. Social Psychology and Quantitative Psychology Department* - Barcelona, Spain-Catalonia
- *Fundacio Bosch I Gimpera* - Barcelona, Spain-Catalonia

Important Associates were:

- *Centro di Giustizia Minorile di Firenze* - Florence, Italy
- *Jugendstrafanstalt Berlin* - Berlin, Germany
- *“Alexandru Ioan Cuza” University of Iasi* - Iasi, Romania
- *Observatory of the Penal System and Human Rights* - Barcelona, Spain-Catalonia
**Target groups**
- Professionals
- Minors/young adults under criminal proceedings
- University students

**Stakeholders**
- Persons in charge of Juvenile Justice System
- Policymakers
- Religions Ministers
- Ombudsmen.

The contribution of PROVA to EU policies consists of strengthening the EU network and creating Guidelines based on empowering interventions, innovative methods, and promotion of urban environments as spaces for inclusion.

The partnership during the international meeting in Berlin, Germany - March, 2018
1.1 - 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.

1.2 - 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.
1.3 - How

1.3.1 - 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 Association

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-CATALONIA - University of 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.

1.3.2 - 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-Catalonia, 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-Catalonia)
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.

1.3.3 - 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...
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).

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.
1.4 - What - Outcomes

1.4.1 - Results of Self evaluation

1.4.1.1 - Quantitative analysis of the professionals' evaluation on the attended training

![Figure n.1 - Quantitative analysis](image)

Professionals' perceptions (mean of all the countries)

from 1 = not at all, to 3 = completely

1.4.1.2 - 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”

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Multidisciplinarity</th>
<th>Innovation</th>
<th>Reflection</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Theoretical and practical knowledge</td>
<td>- Multidisciplinarity of studies about radicalisation process</td>
<td>- Different points of view of the issue</td>
<td>- Awareness</td>
<td>- Innovative methods</td>
</tr>
<tr>
<td>- Difference between violence and aggression</td>
<td>- Broadening the vision of radicalisation and the factors influencing it.</td>
<td>- Critical thinking about stereotypes</td>
<td>- Critical thinking and intervention</td>
<td>- Cultural skills</td>
</tr>
<tr>
<td>- Concepts of strengths and resilience (related to radicalisation process)</td>
<td></td>
<td>- New insights</td>
<td>- Self-critical reflection of professional practice</td>
<td>- Communication strategies</td>
</tr>
<tr>
<td>- Specificities of adolescence</td>
<td></td>
<td>- New forms of intervention</td>
<td>- Importance of cooperation and co-working</td>
<td>- Teamwork</td>
</tr>
<tr>
<td>- Young people vulnerability</td>
<td></td>
<td></td>
<td></td>
<td>- Conflict management</td>
</tr>
<tr>
<td>- Lack of a defined profile of radicalised youth</td>
<td></td>
<td></td>
<td></td>
<td>- Better strategies for interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Working with aggressiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Working with imprisoned persons</td>
</tr>
</tbody>
</table>

![Figure n.2](image)
B. “My contribution”

<table>
<thead>
<tr>
<th>Participation</th>
<th>Sharing experiences</th>
<th>Listening attitude</th>
<th>Openness</th>
<th>Practical work</th>
</tr>
</thead>
</table>
| - Active involvement
- Active discussion
Group work | - Exchanging information
- Sharing professional experiences and competences
- Sharing personal reflections | - Listening to remarkable speakers
- Actively listening
- Growing interest in understanding radicalisation | - Knowledge and criticism
- Contextualisation of the radicalisation
- Avoiding biases and clichés
- Self-disclosure of participants | - Experience in the juvenile penitentiary centre
- Activities related to theatrical laboratory |

Figure n.3

C. “Observations”

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
</table>
| - Expertise of teachers
- Reflexivity and increase of knowledge
- Importance of the difference between radicalisation and terrorism
- Interactive and dynamic training
- Intercultural training
- New skills
- Personal and professional development
- Satisfaction, interest, involvement
- “Very proud to be part of the project and the group”
- “Making theatre is a good learning environment” | - High number of topics (with risk of redundancy)
- Need of more time for groups
- “Need to explore practical cases with which to contrast or apply the information learned” |

Figure n.4

D. “Suggested improvements”

<table>
<thead>
<tr>
<th>Training features</th>
<th>Organisation</th>
</tr>
</thead>
</table>
| - More interactive sessions
- More discussion among participants
- More intervention strategies
- Not only for specific professionals, and focused also to other kind of violence, including cultural violence
- “Framing of the problem and identification of interesting factors” | - Shorter lessons
- Focus on main topics
- Held not only in the main town
- Request for having more teaching materials before and after all the lessons |

Figure n.5

1.4.1.3 - 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 Figure n. 6 is shown the synthesis of the contents emerged in the countries’ results.

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- High qualified professionals in the justice and prevention sector</td>
<td>- Difficulties in institutional environment: justice system’ resistance to change</td>
</tr>
<tr>
<td>- Competences and resources (in juvenile prisons), and links among them</td>
<td>- Lack of human resources and overworking employees, especially in the integration and resocialization. Main task of the prison is “security”, not integration</td>
</tr>
<tr>
<td>- Creative experiences able to identify the skills of the juvenile offender</td>
<td>- Lack of links between juvenile and adult prisons, between inside and outside prisons, and between internal and external justice areas</td>
</tr>
<tr>
<td>- Artistic language as a connecting tool in the integration process</td>
<td>- Lack of standard documents in justice systems institutions, complicated procedures and insufficient coordination among organizations</td>
</tr>
<tr>
<td>- Well defined institutional tasks</td>
<td>- Different laws in the different countries</td>
</tr>
<tr>
<td>- Institutional networks</td>
<td>- Marginalized familiar, educational and social environments.</td>
</tr>
<tr>
<td>- Previous collaboration and participation in joint projects</td>
<td></td>
</tr>
</tbody>
</table>

**Internal**

**OPPORTUNITIES**

- More clear and simple procedures and protocols in justice system institutions
- “Doing what’s really matter: more time to work with beneficiaries, less time for filling documents”
- NGO’s, schools and community representatives willing to be involved
- Valuable partnerships and networks
- Community participation in preventive programmes, since prevention is less expensive than intervention
- Artistic and cultural cooperation in education, communities, public spaces, justice sector
- Political sensitiveness
- European funding programmes

**THREATS**

- Implementation of changes can take time
- New job tasks for employees
- Low civic commitment and political sensitiveness
- Difficulties in reaching local network’ resources
- Authorities’ lack of interest
- Ambivalent legislative stipulations
- Lack (or reduction) of local and national funds and of professional resources

**External**

**Figure n.6**

1.4.1.4 - **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.
**First dimension: Problem assessment capacities.**
Capacity to assess and manage problems affecting the whole community

**Shared definition:**
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 (Level 3 of 5 in the Laverack Scale).

**Reasons of the choice:**
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.

**Proposals:**
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.

---

**Second dimension: Programme management.**
Ability to identify and manage the actions to achieve the objectives related to a specific proposal.

**Shared definition:**
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 (Level 3 of 5 in the Laverack Scale).

**Reasons of the choice:**
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.

**Proposals:**
Carry out specific trainings on project management competences.

---

**Third dimension: Ability to “ask why”.**
Development of a critical consciousness, capability to trace out both causes and not working solutions, and what changes can be undertaken to solve them.

**Shared definition:**
Community staff has the ability to self-analyse and improve efforts over time. This leads toward collective change (Level 5 of 5 in the Laverack Scale).

**Reasons of this choice:**
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.

**Proposals:**
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:

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

<table>
<thead>
<tr>
<th>Relationship with outside agents</th>
<th>- Learning and implementing efficient intervention programmes;</th>
<th>- Acknowledging the need to collaborate with and external expert;</th>
<th>- Inviting external experts experienced in violent conflicts issues;</th>
<th>- Logistics and human resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Monitoring and evaluating community programmes;</td>
<td>- Getting funds for experts</td>
<td>- Active participation in formal and informal sessions;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Community empowerment to address the issues</td>
<td></td>
<td>- Creating an evaluation and monitoring commission;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Well defined tasks</td>
<td></td>
</tr>
</tbody>
</table>

1.4.1.5 - 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 - Theatre Performance**

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-CATALONIA - Patterns**

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**

<table>
<thead>
<tr>
<th>Factors involved in radicalisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dependency of the mosque</td>
</tr>
<tr>
<td>- Need of belonging</td>
</tr>
<tr>
<td>- Violence / family breakdown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Profile of the young person:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Antecedents by violence</td>
</tr>
<tr>
<td>- Toxicomania / mental health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures or actions carried out in justice system:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coordination between professionals</td>
</tr>
<tr>
<td>- Programmes legislated as COVI (for violent behaviour) and the DEVI (for violent crimes, inside prison)</td>
</tr>
<tr>
<td>- Cognitive-behavioural sessions to correct the inappropriate behaviour of some young people</td>
</tr>
<tr>
<td>- Acquisition of psychosocial skills by professionals in contact with convicted youth.</td>
</tr>
</tbody>
</table>

The second pattern from Spain-Catalonia 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)**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Social</th>
<th>Cultural</th>
<th>Economic</th>
<th>Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>It depends on us</td>
<td>- Low self-esteem</td>
<td>- Lack of expectations - Lack of identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It depends on other actors</td>
<td>- Deficient family and environment - Low parental skills - Lack of integration - Need for belonging - Personal vulnerabilities - Captors / leaders</td>
<td>- Low socio-cultural level - Education - Dependence on religion and family - Lack of protection network - Magnification of the phenomenon</td>
<td>- Low socioeconomic family level</td>
<td>- Childcare policies (supervised) - Acceptance policies that have not yet achieved integration - Lack of definitions that he is a sect</td>
</tr>
<tr>
<td>Out of control</td>
<td>- Sectarian organizations - Social exclusion - Social Networks</td>
<td>- Uprooting - Cultural elements</td>
<td>- Unequal impact of globalization - Poverty - Relational environment (neighbourhoods)</td>
<td>- “Administrative limbo”</td>
</tr>
</tbody>
</table>
1.5 - 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.

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).

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.

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.

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.
References
Chapter 2
Participatory meetings with Stakeholders

2.1 - Aims

The activity A3.2 of PROVA PROJECT WP3 was aimed at having impact on the local policies, particularly on the organisation of urban areas that are at risk of marginalisation, through a participatory process of re-imagination of these spaces. The participatory meetings with stakeholders focused on a reflection about the rising of different forms of violent radicalisation in risky urban area, in order to develop possible prevention and de-radicalisation actions.

The expected results were:
- increasing the participation of policy makers, local authorities and representatives in contrasting violent radicalisation of young people;
- increasing the awareness about the importance of revitalizing urban spaces for a suitable collective use;
- increasing the competence to work in synergy with all local social actors.

2.2 - Who and When

Duration (all the countries)
from February 2018 until May 2018
(except for Germany, which scheduled all meetings on October 2017).

No. of participants attending the meetings (all the countries)
Italy: 31; Romania: 36; Spain-Catalunia: 29; Germany: 24
Professionals, 70 Stakeholders/audience.

Stakeholders involved were: minors’ supervising judges, directors of Prisoners’ Treatment Office, assistant coordinators of prison officers, representatives of the university facility for students in detention, representatives of Restorative Justice Office, educators/teachers/social workers (working with Juvenile Justice System), psychologist–psychotherapists, pedagogical coordinators, ombudsmen, municipal councillors, presidents of association and cooperatives, managers of social

1) In Italy, the total number of attendees was 31 (as indicated), the target was 23 persons (as indicated in the Italian report).

2) Since Germany organised theatrical performances with audience during the meeting, numbers of participants may be different (greater) from other countries.
cooperatives, managers of the immigration office, directors of the Department of Educational System, heads office of Juvenile Justice System, school counsellors, university and high school professors, heads of departments, sociologists, inspectors, stakeholders coming from: the Senate Department for Justice, Consumer Protection and Anti-discrimination, the Senate Department for Education and the Senate Department fur Culture and Europe.

**No. of meetings (all the countries)**
Three participatory meetings (except for Germany, which organised ten interactive presentations of the results of the WP3 Training with open discussions with stakeholders and public audience).

**Average no. participants/meeting (all the countries)**
from 10 to 25 per meeting (for Germany, 70 stakeholders/public audience).

**2.3 - How**

**2.3.1 - Themes**

**ITALY - Giovanni Michelucci Foundation**, in collaboration with **University of Florence** and **LabCom**
“Using the fear in local policies”
“How to use urban spaces for fostering inclusion”
“Networking and actions in marginalised contexts”

**ROMANIA - Psiterra Association**
“Networking and actions in marginalised contexts”
“Sports, motion and healthy lifestyle in prevention of violent conflicts”
“Local policies in approaching violent behaviours”

**GERMANY - aufBruch**
“Capacities of integration in social processes”
“Methods to avoid the process of deculturisation in prisons”
“How to involve marginalised groups in cultural projects”
“Social skills developed by cultural projects”
“Structures of radicalisation”
“Networking and actions in marginalized contents”
“Patterns of radicalisation”
“To develop skills to create synergies with local social partners”
“How to use urban spaces to foster inclusion”
“Development of tools for working with imprisoned persons”

**SPAIN-CATALONIA - University of Barcelona**
“Perceptions about the phenomenon of youth violent radicalisation and professional day-to-day situations”
“Meeting with the collaboration professional expert in violent radicalisation”
“Discussion about good practices for de-radicalisation”
2.3.2 - Methods

The methods used during the participatory meetings included:
- **World Café technique**, an “interactive technique” that allows participants to generate new ideas on different themes, in order to achieve a final convergence on some aspects. **Specific questions** have been proposed for facilitating the discussion in the small groups. **Reflections** have been asked for drawing up the future **Guidelines**
- **Roundtable** facilitated using narrative approach. The facilitation (particularly in Romania) 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).
- **Discussion** and open dialogue
- **Flow chart** and joint construction of a grid of factors
- Interactive **Role Plays** with audience and Participants (Forum Theatre, Germany)
- Participation in a **Theatre workshop** with different professionals and inmates (Germany).

2.4 - What - Outcomes

2.4.1 - Synthesis of findings

In this section, we summarise the findings, divided by country and grouped according to the main emerged **themes**.

**ITALY**

1. PERCEIVED FEAR AND POLICIES

| POOR INFORMATION | A better knowledge has to be provided to citizens, who have poor and often manipulated information about migrants and migrations. They are worried for (presumed) prevailing migrants’ rights in access to public housing, work, and services (problems that are rising from other causes than migration). As a consequence, they are asking for **securitarian** policies. We have to avoid competition in the field of human rights, by acknowledging both migrants and poor Italian families. It is necessary to improve relationships starting from families with longer settlements in our country, promoting projects and activities, being preliminarily in touch with migrants’ communities. |
| MIGRANTS’ FEAR | Migrants are also afraid: they need regularisation, they have fear for the future and perceive loneliness. It would be necessary to improve welcome and listening to their difficult situations. A crucial point is education for migrant youth, so to give them suitable alternatives and effective instruments for inclusion. |
| POLICIES | There is an “**Institutions’ loneliness**”, which requires to build social networks. Moreover, the importance of “**opening the doors**” of institutions (including juvenile prisons) has been underlined. The Partnership between public authorities and the NGOs (associations and voluntary organisations) is essential to well-addressed public choices. Nevertheless, the NGOs may be insufficient for such complex interventions. Stakeholders need to be more involved in planning policies and interventions for social inclusion, in particular for the new generations potentially exposed to violent radicalisation. |
### 2. TRAININGS

| ENPOWERMENT | It is important to plan *empowering trainings* among professionals, educators, and police officers on one hand, and *empowering interventions* with minors and families on the other hand, in order to cope with exclusion and lack of opportunities and positive relationships. This is an aim common to social and educational institutions and to the juvenile justice system. |
| CULTURAL COMPETENCE | Training for professionals need to increase knowledge about cultural and social differences (or vulnerability) of young generations, and to improve the ability to support them in the development of their social identity. |
| SHARED TRAININGS | Rethinking the training: a training protocol may be useful. Improvement of shared trainings among different services. Methods: defining goals, fostering cooperative learning and teamwork. Social budget and social impact evaluation are compulsory, in times when the cuts on budgets are above all on the monitoring. |

### 3. SPACES

| TOWNS | Towns are the scenarios where the main changes in the socio-demographic and economic structure occur, and where the inequalities in income emerge with more clearness. Generally, inhabitants live “one next to others” and not “with others”, in mono-cultural isles that favour contrasts. For this reason, the promotion of inclusion – where differences have a dialogue in a common project of cohabitation – may positively impact on urban life. |
| GOOD PRACTICES | Municipal Authorities, who are more careful towards social cohesion, have planned local actions against socio-cultural discrimination, and synergies among local representatives, migrants’ associations, and NGOs, actively involved in a consultation process. They have fostered, in particular: Living lab experiences, for promoting participation, inclusion and entrepreneurial activities, in order to increase the sense of community among citizens in the neighbourhoods. Workshops with stakeholders, where inhabitants are involved for possible proposals in restoring urban – private and public – places. |
| INDICATIONS FOR REDEVELOPING SPACES | The emerging proposals concern: Rediscovering and reactivating public spaces, as the squares and the urban places for meeting together, and also relational places, as political, religious and social groups involved in inclusion. Paying attention to both social and detention spaces, which need to be qualified, because unsuitable spaces may prevent the community development, shared values, and membership. |
4. NETWORKS

| INSTITUTIONS’ NETWORKING | An important issue concerns the networking among institutions, institutions and citizens, and institutions and Third Sector (recommended also by the principal European agency, the RAN-Radicalisation Awareness Network) in order to build local partnerships able to face societal crisis and violence. Steady networks - as structural best practices and not only in emergency time - seem to be the main pathway towards cultural change, to create or consolidate a local (national and international) partnership for sharing ideas on possible strategies and for developing effective preventive projects (based on good practices) to deal with violent radicalisation. Working in emergency situations prevents the reflection and the planning of long-term solutions (e.g. re-inclusion of detainees). |

| MAIN ISSUES | Lack of “protocols” as operational procedures (as a way to follow common methods in interventions), even though this may turn them more rigid without caring subjective aspects. Existence of unaware networks to be improved (making networks aware), or informal networks – even though lasting – to be strengthened. There is a lack of coordination and synergies in exploiting resources and in reaching new ones. Making more competent and open the networks: it is a “craft made” activity that requires a daily and continuous commitment. The network has to be “small” and “real”, “If there is a network, I feel the weight as less oppressive”. |

| STRATEGIES | Urging for building new networks by providing incentives for participation, and supporting existing networks, as a way also to increase capacities of Third Sector, in times of crisis of public resources, enhancing the specificities of NGOs and voluntary organisations (avoiding the risk of benefits’ system). Improve community building. |

5. INFORMATION AND COMMUNICATION

| NARRATIVES | Media and communication, that need more balance in the usage of specific words and more attention in speaking about violent radicalisation phenomena, reducing the risk of social warning. |

| LACK OF INFORMATION | Lack of information and communication in institutions and among different “knots”. It is necessary to create permeability also in total institutions. |

| “GOOD NEWS” | “Good news VS fake news”: increasing communication enable better solutions to problems. |
1. NETWORKING AND ACTIONS IN MARGINALISED CONTEXTS

<table>
<thead>
<tr>
<th><strong>HUMAN RIGHTS</strong></th>
<th>A priority of inviting NGOs in human rights to explore the extent in which Penitentiaries manages to respect human rights.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NETWORKING WITH COMMUNITY PUBLIC AND PRIVATE ORGANIZATIONS</strong></td>
<td>Networking with community public and private organizations would permit future community and professional sensitization and awareness campaigns regarding the use and the effects of stereotyping, personal, and professional labelling. Such a campaign would increase the awareness on the personal and professional responsibility with regard to persons affected by violence and being in investigation or sentenced as a result of their acts. Important targets are the potential employers and the professionals involved in reintegration and vocational training and counselling of the inmates or former detainees.</td>
</tr>
</tbody>
</table>
| **STEREOTYPES ABOUT PENITENTIARY SYSTEM AND DETAINEES** | - The general public and media are continuously exposed to presentation of Penitentiary staff as “warden” only, which does not describe properly the various new staff positions and specializations as well as their different professional roles, especially those referring to the education and reintegration team members. This is related to the recent changes in the justice field, which redefined professional statutes and consequently, professional identities in penitentiary and probation systems.  
- The penitentiary work is under the media and public pressure of the need to improve prison conditions and, at the same time, of being accused of creating “better conditions” than some areas in poor communities in Romania, generating a “cycle of dependence” where some inmates “commit illegal activities to return to prison due to the severe poverty, - and lack of opportunities in their communities”.  
- “Detainees’ responsibility”, when they are in a continuous positioning “against”.  
- A high level of mistrust, which is chronic and sometimes acute in prison, whereas “responsibility” and higher levels of “trust” appear a result of respectful interactions. |
| **“TENSION” BETWEEN PENITENTIARY WORKERS** | The “tension” is reported between penitentiary workers, among various specializations – educators, psychologists, prison officer (with direct contact with the detainees) and persons who work in the administration (with no direct contact with the inmates). It is “a tension that is spreading to everybody”. In this climate some inmates “profit”, that is, have demands or abuse their rights or use violence or negligence destroying or abusing the facilities there are offered. |
| **MORE TRUST IN WOMEN STAFF** | Inmates have “more trust” in women staff and explain this with the perceived flexibility of women and their ability to identify the inmates’ “profiles” and needs. The main description of staff’s role is “offering services” and “being custodians” with the connotation of “caring for the needs of the inmates”. |
| **DEVELOPMENT AND FUNCTIONING OF INTERNAL NETWORKING** | Another important factor in prevention of violence is the development and functioning of internal networking and coordination between different prisons’ functions and professionals – between services and between professionals -. The policies in the field are changing quite often with effects in staff mobility and transfers, with a high variability of the workloads and a mix of newcomers in the profession and departure of the seniors and experienced staff (due to pension age or to vertical mobility, advancement in career). As a result, it is fundamental to get to know various colleagues and their function and tasks. |
| **NEED FOR WORKSHOPS, ROUNDTABLES AND PROFESSIONAL/COMMUNITY MEETINGS** | - Workshops, roundtables and professional/ community meetings (as those performed in PROVA Project) are unique, offering for the first time opportunities to interact in both formal and informal ways with different professionals, and exchanging perspectives and professional tools and practices. This contributes to a better coordination and to the development of an elevated sense of professional identity for everyone and for others, reciprocally.  
- Such professional and community events facilitate the centrality of two key professional qualities for penitentiary staff: capacity to acquire knowledge about each other (staff and detainees) and tolerance (which are preconditions for interactions that develop trust) to confront the most pervasive attitudes, avoidance, suspicion and mistrust. |
2. SPORTS AND HEALTHY LIFESTYLE IN PREVENTION OF VIOLENT CONFLICTS

| SPORTS AS SELF-DEVELOPMENT ACTIVITY | - Tension, conflict even violence that may manifest in high stake competitions between athletes and their trainers or coaches were considered as an effect of the pressure to win or to obtain records or qualification to certain levels. These pressures were deemed to have opposite effects on the main values of healthy and balanced lives that physical activity and sports purports.  
- The importance of clarifying the distinction between agonic traits in sports and violence in sports; sports use force and competition with report to a higher end, not to the destruction of the other participants. In this sense through sports there is a cultural and moral exercise, participation in sports is educational and contributes to self-development, knowing yourself, and to socialization skills.  
- Being active, practicing sports, engaging with a healthy lifestyle “domesticates” aggression and violence, cultivates constructive ways to express stress, tension, frustration and conflict. The immersion in the digital world and the digital identities seem often to marginalize the other ways of expression and interaction, the other identities, excluding bodily engagement with oneself and others, and nature. As a countering force, promoting physical activity, sports and a healthy lifestyle is inviting people to have self-control and discipline in choosing the appropriate ways to express themselves.  
- Engagement with sports activity provides opportunity to become responsible though, at times, there is a risk of becoming over-responsible (due to pressures from internalized conceptions, relations, discourses, or cultural forces). |
| ROLE OF SCHOOL COUNSELLORS AND TEACHERS | School counsellors are perceived as warden, instead of acknowledging, their professional role in preventing difficulties and improving school life and relationships. The teacher is perceived in this last case as a development agent from a “mastery” of various skills towards virtuous “rules of engagement” or expression, against monotony, frustration, conflict or violence. |

3. LOCAL POLICIES IN APPROACHING VIOLENT BEHAVIORS

| PREVENTING VIOLENCE AT SCHOOL | Local policies stipulates that every school should have a Violence Prevention Commission, but it is not enough Preventing violence, conflicts and aggression by organizing prevention activities in schools and implementing awareness campaigns Using university students as an important volunteering resource Universities, schools and justice system institutions should have a network for preventing violence radicalisation and conflicts NGOs should be more present in schools |
| INVOLVING THE COMMUNITY | Local policies are perceived as too rigid and bureaucratic. They should involve more local communities in projects that would raise community awareness on violent behaviours. Community and NGOs' involvement in helping families with difficulties. Creating more friendly urban spaces in some neighbourhoods, increasing civic engagement. |
GERMANY

“Methods to avoid the process of deculturisation in prisons”
Key words emerging from World Café

- Losing social contacts
- Losing job
- Losing flat
- Only together with criminal persons
- Prison is just the enemy
- Prison gives the possibility to take part in new projects. New ways are opening.
- Participation is voluntary. You must accept the rules. Getting respect for the work. Very proud to be part of the project.
- A new view of persons and environments. Contact with “free” people (trainers, artists)

Prison

Total Institution

- Lot of time
- No free space
- All is limited
- No development

Prison

Active discussion. Active listening

Practical work:
- Acting, language skills
- Role play
- Chorus work
- Teamwork, responsibility
- Time management
- Cooperation, Coworking
- Personal skills
- Job skills

Making Theatre is a good learning environment

INMATE

“How to use urban spaces to foster inclusion”
Key words emerging from World Café

- Necessary to acknowledge basic human rights (work, housing)(in prisons, refugees...)
- Using unexploited spaces and resources for projects of integration
- Making success visible
- Sharing knowledge
- Critical and positive thinking
- Life together with respect and tolerance
- Need of Funds for projects aimed at integration
- Guidelines for using urban spaces
- Political culture
- Radical tendencies in all historical periods with strong differences

Resources

Civic engagement

Political power

Capacities

Practical Skills they trained through cultural projects:
- Acting
- Role play
- Chorus work
- Singing
- Teamwork in multicultural groups
- Planning of cultural interventions
- Intercultural skills

Value for the society:
- Cultural Value
- Communication / Understanding
- Events, Fun, Wellbeing
- Reducing Crime
- Prevention is cheaper than reaction
<table>
<thead>
<tr>
<th><strong>SPAIN-CATALONIA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIOLENT RADICALISATION IN YOUNG PEOPLE</strong></td>
</tr>
</tbody>
</table>
| - Young people/Adolescents vulnerable: there is greater vulnerability to radicalisation in adolescents and young people since they are in a constant process of evolution, maturation, self-exploration and identity formation. So there is more propensity to associate with radicalised groups.  
- Concept of young migrant/citizen for the media: it is perceived that there is a certain social labelling that can be seen reflected in the mass media, as well as in the general population. This phenomenon goes through attributing criminal characteristics to migrant people from other countries, forging stereotypes of "young-emigrant-delinquent". That is why we reflect on social responsibility in the process of radicalisation. |
| **MIGRATION AND VIOLENT RADICALISATION** |
| - Migration processes exist throughout the world: in Spain, there is a larger process of agglutination of immigrant groups in certain urban areas than in other countries. The existence of nuclei with the highest density of migrated population seems to suggest a greater focus of conflict in comparison with other countries.  
- Migration is related to the radicalisation process: on the one hand, the welcome to the society through activities that encourage the feeling of group, family or networks of support, supposes inclusive facilitators. However, the non-acceptance by the native group can generate frustration, and this frustration, coupled with the lack of identity and the lack of a facilitating and integrating environment, can degenerate into processes of radicalisation. |
| **IDENTITY DEVELOPMENT AND VIOLENT RADICALISATION** |
| - Group identity: the person builds "what is" around us, legitimates and configures the whole identity, entering into a dichotomy of good (us) and evil (they, everything that does not belong to us). This “us” can be built on the basis of a religious, political, racial, nationalist, and even sports discourse.  
- Formation of identity in young immigrants: the stage of greater change in a person is adolescence and early youth, so that young immigrants are involved in an identical crossroads, since “they are neither here nor there” In this case, two identities fighting - the one of origin and the host - coexists in the young person.  
- Difference between first and second-generation young people: it is understood that there are integrating differences in young people who have come to the country accompanied by their parents, or those who have already been born here and are of the second generation. In this last case, they are in a conflict, since their parents have already integrated within the dynamics of the host country, so the degree of dissociation between host culture and origin is even greater. |
| **DEVELOPMENT AND CHARACTERISTICS OF VIOLENT RADICALISATION PROCESSES** |
| - Radicalisation is a dynamic and complex phenomenon and is difficult to detect. This creates uncertainty when it comes to intervening in the phenomenon.  
- Process of radicalisation susceptible to reductionism: the phenomenon of radicalisation encompasses multiple collectives, although it tends to relate mainly to the group of radical Islamist youth. In Catalonia, the majority of cases of violent radicalisation have been for issues related to Latin bands.  
- Integrated people are also radicalised: violent radicalisation and Islamism is not inherent. Many cases are autochthonous young people who derive their ideology from fanatic behaviours.  
- There is no a radicalised person profile nor radicalised adolescent's profile: the coexistence of factors as diverse as context, companies and idiosyncrasy, makes impossible to establish a generalizable profile of distinctive features or identifiable behaviours. |
| **EDUCATIONAL AND LEGAL RESPONSE TO VIOLENT RADICALISATION** |
| - Inadequate response in prisons: It is understood that prisons are good places to work on radicalisation, where young people are located with clearly defined regulations. However, the answers offered by professional teams have limited resources, and, in many cases, they are inadequate.  
- Lack of tools to tackle radicalisation: We understand limited global knowledge regarding issues of radicalisation. Resources are overwhelmed by the complexity of the phenomenon and often few tools are available to intervene.  
- Importance of the role played by the environment and the social context within the process of radicalisation. |
| **INTERVENTION STRATEGIES** |
| - Promote the construction of an identity that goes beyond the labels, both personal, group and social.  
- Work on the stigma related to immigration and crime.  
- Help people focus on what we have in common, accepting the differences as positive |
2.5 - Conclusions, Observations, Recommendations in a European perspective

The suggestions coming from stakeholders' meetings of all Countries represent valuable remarks for drawing up the **Guidelines for best practices**, in order to systematize the existing positive experiences, and to plan new inclusive and preventive interventions.

According to the themes emerged from the findings, we developed the following Table in order to organise suggestions coming from stakeholders at European level, and to rethink of them afterwards for choosing **priorities**:

<table>
<thead>
<tr>
<th>INCLUSIVE CULTURE</th>
<th>PUBLIC SPACES</th>
<th>NETWORKS AND PARTNERSHIPS</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve social cohesion and knowledge, in order to share and overcome the feelings of fear. Inclusion by means of activities fostering group membership, social support, networking. Promoting a social identity beyond the individual and social labels.</td>
<td>Restore and remodel negative environments (including total institutions).</td>
<td>Increase the partnerships among public Authorities and NGOs, especially at the local level. Universities, schools and justice system institutions should have a network for preventing violence radicalisation and conflicts; NGOs should be more present in schools. - University students as an important volunteering resource.</td>
<td>Create a counter-narrative, against the political manipulation of information.</td>
</tr>
<tr>
<td>Spread in the school a different and inclusive culture, for migrants and for future citizens.</td>
<td>Rediscover and reactivating public spaces.</td>
<td>Improve unaware networks (making them aware), and strengthened informal networks.</td>
<td>“Telling successful histories”. “Good news” to counteract “fake news”.</td>
</tr>
<tr>
<td>Promote a culture of the “otherness”, so to “integrate ourselves with migrants rather than migrants with us”, through facilitators/mediators (teachers, volunteers, social workers, psychologists, “role models” in the local communities).</td>
<td>Creating more friendly urban spaces in some neighbourhoods, increasing civic engagement.</td>
<td>Foster shared training (and methods) among services.</td>
<td>Reflect on social responsibility to face stereotypes of “young-emigrant-delinquent” forged by mass media.</td>
</tr>
<tr>
<td>Justice system needs enlightenment and training in intercultural integration work.</td>
<td>Using unexploited spaces and resources for projects of integration. Sports and exercise as promotion of self-development and relational skills. (Romania).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Networking allows professionals to value good practices that they are already doing, empowering them and building more complete and effective interventions. Need of multidisciplinary analysis and coordination in preventing radicalisation. Importance of workshops and professional/community meetings to interact with different professionals, exchanging points of view, tools and practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive cooperation in intercultural groups creates new networks and synergies. Cultural integration and participation reduces radicalisation tendencies. Theatre may be an important learning opportunity (Germany).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Living lab” experiences, for promoting participation and inclusion. Workshops with stakeholders, involving inhabitants in restoring urban – private and public – spaces.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking with public and private organizations may foster communities’ and professionals’ sensitization, promoting awareness and preventing stereotyping and labelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**References**
Chapter 3
Workshops for minors and young adults under criminal proceedings

3.1 - Aims
The activity A4.1 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.

3.2 - 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-Catalonia), 65 (Germany); and 7 university students and/or volunteers (Italy), 18 (Romania), 5 (Spain - Catalánia).

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

3.3 - How

3.3.1 - Topics
ITALY - University of Florence
in collaboration with Giovanni Michelucci Foundation

1st MEETING
A lived space: the story about our places (Prison);
The community in the town (External facilities).
2nd MEETING
Re-imagining our spaces (Prison); Photos taken in the community (External Facilities).

3rd MEETING
The real space: our perception of the environment (Prison); Minors/young adults’ reflections about the space (External Facilities).

4th MEETING
Metric survey: collective measurement of our space (Prison); Sharing photos and emotions about the environment (External Facilities).

5th MEETING
The space we wish: shared ideas of our lived space (Prison and External Facilities).

6th MEETING
The space we imagined (Prison and External Facilities).

7th MEETING
The best space we could imagine (Prison and External Facilities).

8th MEETING
The new re-imagined space (Prison and External Facilities).

**ROMANIA - Psiterra Association**

1st 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.

2nd MEETING
General topic: Violent conflicts' reduction and dissolution
Specific topics: Violent conflicts: definition, effects and management.

3rd MEETING
General topic: Cooperation and communication skills
Specific topics: Anger management. Space and anger. Strategies to cope with anger in that particular space.

4th MEETING
General topic: Cooperation and communication skills.
Specific topics: How to be assertive: exercising effective communication and cooperation skills.

5th MEETING
General topic: Alternative identity development.
Specific topics: Narrative practices and skills in developing preferred alternative identity.
6th MEETING
General topic: Alternative identity development.
Specific topics: Rendering visible the preferred story of life.

7th MEETING
General topic: Civic engagement.
Specific topics: Civic engagement: definition, practices. Using narrative community practice, “Tree of Life”.

8th MEETING
General topic: Space management.
Specific topics: Internal and external space management. A narrative inquiry. Meanings of a safety place.

GERMANY - aufBruch

ACTIVITIES PERFORMED
Theatre workshop, Dance-workshop, Video-workshop, Writing-workshop.

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.

WORK APPROACH USED DURING THE WORKSHOP
Re-socialization, de-radicalisation, 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 - CATALUNIA - University of Barcelona

1st 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

2nd MEETING
General topic: Drawing positive life stories.
Specific topics: Participants’ identities and positive life histories.

3rd 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.
4th MEETING
General topic: Resilience as a positive asset.
Specific topics: The use of resilience as an asset, coping strategies through drama games.

5th MEETING
General topic: Dramatization of protection factors.
Specific topics: Dramatization of protective factors against radicalization, personal tools towards psychological empowerment.

6th MEETING
General topic: Critical Thinking.
Specific topics: Internal Locus of control, critical vision, tolerance to uncertainty and frustration.

7th 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.

8th 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”.

3.3.2 - 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.

3.3.3 - 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-Catalonia) 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.

3.4 - What - Outcomes

3.4.1 - Results of Self-Evaluation Questionnaires

3.4.1.1 - Quantitative analysis (Italy, Romania) of the minors/young adults’ evaluation of the attended workshops

Minors/young adults perceptions about the workshop (mean)
[Likert scale from 1 (Not at All) to 4 (Very Much)]

![Quantitative analysis](image)

3.4.1.2 - 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 8, 9 and 10) summarize the themes and sub-themes emerged about:
1) learning,
2) participants’ contributions and
3) observations.
### What I learnt

<table>
<thead>
<tr>
<th>THEMES</th>
<th>SUB-THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW KNOWLEDGE</td>
<td>- Theoretical and practical knowledge</td>
</tr>
<tr>
<td></td>
<td>- Re-imagination and planning spaces; “I learnt how to draw a plan on scale” (Italy)</td>
</tr>
<tr>
<td>LANGUAGE SKILLS</td>
<td>- Improvement of a foreign language</td>
</tr>
<tr>
<td>SOCIO-RELATIONAL SKILLS</td>
<td>- Intergroup relations: working in a team, listening, mutual understanding</td>
</tr>
<tr>
<td></td>
<td>- Satisfaction in group working processes</td>
</tr>
<tr>
<td></td>
<td>- Reducing stereotypes</td>
</tr>
<tr>
<td>SELF-CRITICAL REFLECTION/</td>
<td>POSITIVE SELF-EVALUATION: “I’m proud, that my text is in a book now” (Germany)</td>
</tr>
<tr>
<td>AWARENESS ABOUT THE SELF AND</td>
<td>AWARENESS ABOUT SELF AND OWN SKILLS</td>
</tr>
<tr>
<td>THE WORKSHOP</td>
<td>- Reflection on own wishes: “Important life lessons” (Romania)</td>
</tr>
<tr>
<td></td>
<td>- Future orientation: “You learn that things can always be changed” (Spain)</td>
</tr>
</tbody>
</table>

*Figure n.8*

### My contribution

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

*Figure n.9*

### Observations

<table>
<thead>
<tr>
<th>THEME</th>
<th>SUB-THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMENTS AND OBSERVATIONS</td>
<td>- Positive evaluation of the workshops</td>
</tr>
<tr>
<td></td>
<td>- Development of life skills</td>
</tr>
<tr>
<td></td>
<td>- New interpersonal relations: “Making new friends” (Romania)</td>
</tr>
<tr>
<td></td>
<td>- Improving new perspectives</td>
</tr>
<tr>
<td></td>
<td>- Getting positive emotions and thoughts from others</td>
</tr>
<tr>
<td></td>
<td>- A way to “break the routine” (Spain)</td>
</tr>
<tr>
<td></td>
<td>- Satisfaction perceived: “It was a pleasant activity” (Italy)</td>
</tr>
</tbody>
</table>

*Figure n.10*
3.4.2 - Findings emerging from the University students' diaries

University students' diaries were collected in Italy, Romania and Spain-Catalonia. The following figures (Fig 11, 12, 13, 14, 15) show the emerged contents.

1. INDIVIDUAL ASPECTS

| CRITICAL REFLECTION ABOUT LIFE | - 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 | - 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 | - Working in the future as psychologists with minors under criminal proceedings  
| - Personal and professional skills development  
| - Increasing knowledge and competences  |
| EMOTIONS | - Positive emotions: satisfaction  
| - Negative emotions: concern for the minors’ future; ambivalent emotions towards minors under proceedings  |

Figure n.11

2. SOCIO-RELATIONAL ASPECTS

| INTERGROUP RELATIONSHIPS AMONG UNIVERSITY STUDENTS AND MINORS | 1. REDUCTION OF THE PREJUDICE  
| - Minors are “very similar to us regarding their thoughts and emotions [...] very similar regarding the recreational time (listening to the music ...)”  
| - “Very similar to the other people regarding some values and important things (i.e. love for grandparents)”  
| - 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  
| 2. ATTEMPT TO JUSTIFY THE OFFENCES  
| - “Everyone makes mistakes”  
| - “Everyone may be a victim of the society”  |
| INTRAGROUP RELATIONSHIPS AMONG UNIVERSITY STUDENTS | Group as a resource during the workshop experience, in particular for dealing with emotions  |

Figure n.12
3. SOCIETAL ASPECTS

| THE PREVENTIVE ROLE OF FAMILY AND EDUCATION | - Major roles of family and education in minors’ development
- Awareness that prevention and education are more effective than punishment |
| AWARENESS ABOUT STIGMA | - Awareness in order to avoid stigmatisation about minors under criminal proceedings
- “Be aware of how we label people, and not in a positive way” |
| AWARENESS ABOUT THE TOTAL INSTITUTION | - Professionals as resource
- The jail generates discomfort, even if only for few hours
- Negative effects: learned helplessness, stigma |
| THE PERCEIVED MINORS’ SOCIAL ENVIRONMENT | 1. PERCEPTIONS ABOUT MINORS’ FEATURES AND EMOTIONS
- 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
2. HYPOTHESIZED PSYCHOSOCIAL ANTECEDENTS
- 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;
- “Survivors to violent behaviours”
- Surrounded by violence and aggression |

Figure n.13

4. EVALUATION OF THE WORKSHOPS

| MINORS’ PARTICIPATION AND CIVIC ENGAGEMENT | - 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 |
| PERCEIVED POSITIVE EFFECTS ON MINORS | - 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 n.14

5. FUTURE ORIENTATION

| “BUILDING THEIR FUTURE” | - 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.
- “Having determination to not repeat their mothers’ and fathers’ mistakes” |
| PURPOSES IN LIFE | Attending school, getting a job, creating a family, having a normal life, being financially independent. |
| “SOCIAL REDEMPTION” | Need to be viewed as “normal people” who made some mistakes in their lives but willing to change. |

Figure n.15
3.4.3 - 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.

3.4.4 - 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 16) and participation (Figure 17), observed by professionals during the workshops.

3.4.4.1 Results coming from observational grids: Conflict

<table>
<thead>
<tr>
<th>ATTITUDES</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conflicting attitudes in group</td>
<td>1.28</td>
</tr>
<tr>
<td></td>
<td>Conflicting attitudes towards professionals</td>
<td>1.20</td>
</tr>
<tr>
<td></td>
<td>Conflicting attitudes among all participants</td>
<td>1.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conflicting behaviours in group</td>
<td>1.17</td>
</tr>
<tr>
<td></td>
<td>Conflicting behaviours towards professionals</td>
<td>1.14</td>
</tr>
<tr>
<td></td>
<td>Conflicting behaviours among all participants</td>
<td>1.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative evaluation towards the professionals of the PROVA Project</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Negative evaluation towards other professionals involved</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Positive evaluation towards the professionals of the PROVA Project</td>
<td>3.78</td>
</tr>
<tr>
<td></td>
<td>Positive evaluation towards other professionals involved</td>
<td>3.36</td>
</tr>
</tbody>
</table>

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

Figure n.16
3.4.4.2 - Participation and Civic Engagement

<table>
<thead>
<tr>
<th>PARTICIPATION AND CIVIC ENGAGEMENT</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minors and young adults' attitude towards the work carried out</td>
<td>3.14</td>
</tr>
<tr>
<td></td>
<td>Minors and young adults' attitude towards the community</td>
<td>3.38</td>
</tr>
<tr>
<td></td>
<td>Minors and young adults' attitude towards the participatory management of public spaces</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Figure n.17

3.5 - 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 Figure 18 the common European aspects are indicated.

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

*The mark + is related to the high presence of an aspect*

Figure n.18 - 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.

**References**
Chapter 4
Supervision of Minors' Workshops

4.1 - Aims
The second activity (A4.2) of PROVA Project WP4 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.

4.2 - 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 – Catalunia); 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.

4.3 - How

4.3.1 - 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.
4.3.2 - 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).

4.4 - 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.
References
Youth Violent Radicalisation
Chapter 5
EUROPEAN GUIDELINES concerning the Prevention of Violent Radicalisation and of Violent Actions in intergroup relations

5.1 - Reference Framework

A more systematic, complex and broader perspective of youth violent radicalisation should be taken into account to avoid mechanistic or simplifying readings. Therefore, it is essential to understand what means to be adolescents (and what they feel), bearing in mind the psychosocial features of the adolescence. In other words, the analysis of violent radicalisation processes should include not only individual dimensions but also the structural elements of political, economic and social nature, including the gender perspective.

There is no evidence of one universal violent radicalisation process. It is shaped by the interactions between local context and individuals. At the same time, the sole de-radicalisation and exit strategies – especially with a securitarian approach – are not a preventive strategy. The prevention is a long-term strategy based on an educational approach, social inclusion and resources development.

It is necessary to enhance empowering intervention by increasing competences, capabilities critical analysis of professionals and minors/young adults and their families to face social exclusion and to promote positive relationships.

Prevention of youth violent radicalisation should promote the implementation of:
- the multi-level interventions, considering the micro-, meso-, and macro-levels of societies;
- the multi-dimension analysis, taking into account cultural, social, economic, and political issues;
- the multi-component approach, exploring cognitive, emotional, behavioural, relationship factors.

5.2 - Training for Professionals

5.2.1 - The initiatives of training programmes for professionals should promote interchange spaces to value their experiences and knowledge with the aim to contextualise, problematize, and improve their practices. Training programmes should increase knowledge about the different cultures, religions and vulnerabilities of youth and promote skills among professionals to address youth anger and negative emotions. Training for professionals allows getting to know each other, consolidating an elevated sense of professional identity, and improving the ability to support education, competences, and development of social identity of youth by focusing on their psychosocial features and socio-economic constraints.
5.2.2. - Social, educational and justice institutions and NGOs should implement a **multi-agency approach** to prevent youth violent radicalisation. It means to share ideas, information and experiences, to increase teamwork and cooperative decision-making, and to coordinate interventions based on good practices. This collaborative effort can be achieved through shared training and methods among different services to foster social inclusion and understand signals of the violent radicalisation process.

5.3 - Innovative activities in workshops with minors and young adults under criminal proceedings

5.3.1 - **Juvenile prisons** have to become a real space for socialisation and future social integration. Their **standards have to be guaranteed in Europe**, as regard accommodation and housing condition, work, educational activities, and as regards involved professionals (prison officers, social workers, psychologists, educators). Also, spiritual well-being is an important aspect that has to be carefully taken into account. Preventive and educational work has to be founded on temporary stability, avoiding short-term projects, in order to promote socialisation, mutual respect, cognitive and emotional skills and to maintain links with informal networks of minors, if present (families, relatives, and friends).

5.3.2 - **Innovative and participatory methods** appear essential in the implementation of workshops addressed to juvenile target, in particular as narrative practices, life storytelling tools and theatrical methods (which also let dissemination and communication of the experiences within the broader community through public performances).

The **Space manipulation**, too, is an innovative way to generate interest and satisfaction, and to reduce conflicts, reaching positive relationships. This activity can increase participants’ awareness, social competences and sense of belonging in a shared environment. Consequently, educational, relational and vocational skills are promoted.

5.3.3 - **Active involvement of university students**, male and female, in peer-to-peer activities with minors and young adults under criminal proceedings, appears to be crucial to develop attitudes and behaviours towards social inclusion. Participation of university students in workshops with minors under criminal proceedings is an important strategy in developing specific skills for the prevention of violent radicalisation and conflicts. As a result, the perceptions change and the direct interactions could open a space where new aspects of both minors/young adults’ and students’ identity can rise. Participatory workshops with minors/young adults and students appear extremely useful in countering violent intergroup relations and in promoting civic engagement and mutuality, through **intercultural/interfaith dialogue**.
5.4 - Urban space as a reflection of the Society

Social exclusion is connected with spatial exclusion, which may be explored at different levels.

5.4.1 - Macro Level (general principles)

*Urban spaces need to become spaces for prevention and inclusion.* The promotion of inclusion – where differences work together in a common project of cohabitation – positively impacts urban life. Municipal Authorities should take the appropriate urban policies and plan effective local actions against socio-cultural discrimination, exclusion and spatial confinement of social groups. The improvement of social cohesion may overcome insecurity and feelings of fear of citizens and also of marginalised populations, who often are seen as a threat. It is necessary to improve the integration process, avoiding the competition on human rights, by paying attention to the perceived worries of all the citizenship. In the areas characterised by complex difficulties, Local Authorities, in synergy with local representatives, natural leaders, migrant associations, and NGOs, should foster citizens’ participation in planning and implementing interventions to improve quality of life and urban cohabitation. In particular *workshops with stakeholders* have to be promoted for engaging inhabitants in proposals for renovating urban spaces and *living lab* experiences for fostering participation and sense of community among citizens, especially young people and women. The role of women should be improved, favouring their empowerment and entrepreneurship in the community life. A partnership between Public Authorities and NGOs (associations and voluntary organisations), emphasising their strengths and specificities, is essential to influence public policies. Stakeholders should be actively engaged in interventions for social inclusion and policy planning, addressed specifically to youth potentially exposed to violent radicalisation.

5.4.2 - Meso Level (community level)

In the local communities is necessary a *networking approach* among public bodies, NGO, religious groups, social movements, to transform space through participation. *Institutions, including juvenile prisons, should “open the doors” to the community* for planning best policies. “Opening the doors” of institutions is essential in order to build social relations and to counteract “institutional isolation” and to avoid the stigmatisation of persons in prison or on probation and marginalised groups. Educational, artistic, social and cultural activities promoted and carried out by the Third Sector – together with the whole citizenship – may contribute in building an inclusive society and creating bridges between the justice system and people. *School* is a critical node of the network, in promoting awareness campaigns for the prevention of violence, conflicts and aggression, developing and implementing programmes and campaigns for the early identification of signs of violence among adolescents. Local networking with professionals in the educational system is highly relevant and needed. The school site is the main place where it is possible to spread inclusive attitudes and behaviours, promoting a culture of “Otherness”.
5.4.3 - Micro Level (individual and interpersonal level)

Public spaces for socialisation need to be rediscovered and urban spaces, including total institutions, need to be renovated.

The rediscovery and reactivation of public urban spaces as relational spaces for meeting together are strongly recommended, involving in such projects – aimed at inclusion – political, religious and other social groups. It is important to emphasise the renovation of all the public spaces, including negative ones, such as prisons because unsuitable spaces are barriers to community development, shared values, and sense of community.

Civic engagement for promoting more friendly urban spaces, cooperating in imagining, designing, and improving individual, group, and community public spaces is widely necessary, involving in this experience also the justice system. This is a way to make the hidden voices audible: for instance those of minors and young adults in prison or under proceedings. Talking about space means to treat aspects related to power and the re-exercising of autonomy, responsibility, and freedom, in preparation to living in society, after prison or probation time.

5.5 - Network and Involvement of Stakeholders

5.5.1 - Effective networks among European countries, local and national institutions, and stakeholders should be improved.

It is crucial to improving European networks able to involve local and national institutions, and local and national stakeholders, in order to share best practices and experience-based methods and tools already applied to face violent radicalisation. “Opening” the institutions of the justice system to the society is highly suggested as a first step to share a common perspective among all European countries since permeable institutions can promote an inclusive culture and communities empowerment.

Stable networks should aim to create a strong partnership with common actions in order to counteract the phenomenon of violent radicalisation, by constantly activating social actors as:

- Public authorities and institutions (at a national, regional and local level);
- Educational and universities institutions (high schools, universities and the whole educational system);
- NGOs (associations and cooperatives involved in inclusive actions);
- the whole Justice system (including ombudsmen for prisoner rights).

5.5.2 - Foster European Networks

As the European Commission has already highlighted, it is strongly recommended to foster the respect of fundamental human rights and to focus more on the integration of marginalised groups. On the other hand, while these aims are pursued, it is important to consider the peculiarities of the Juvenile justice system in every country, and its specific difficulties that could contrast the reach of European aims.

To strengthen a European network aimed to prevent violent radicalization is recommended to share a model based on common principles (as Radicalisation Awareness Network already stated) fostering a path for supporting freedom and equality of people. This consists of creating a partnership among different stakeholders and local, national and European institutions.
5.6 - Promotion of Effective Communication

5.6.1 - Communication is a crucial aspect, both inside the European network and towards the general public. It is necessary to improve effective actions, such as the Platform for best practices (developed in the Project PROVA, https://prevention-of-violent-radicalisation-platform.eu/prova.html), to maintain and develop communication among local, national and European stakeholders and public bodies. The communication among nodes should be stable and steady, based on a multi-agency approach and not only aimed at short-term actions or in emergency situations.

5.6.2 - It is also important to cooperate with professionals of the media industry to counteract the manipulation of information about violent radicalisation (as well as about many social problems related to marginalisation) and to create and spread counter-narratives, based on outcomes of the implemented interventions and best practices at European level.
Progetto EU PROVA
Prevenzione della radicalizzazione violenta e i conflitti tra gruppi