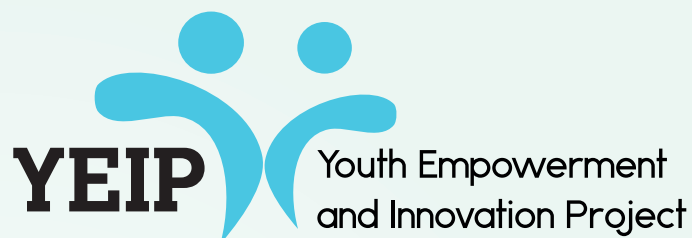




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NEW DIRECTIONS IN PREVENTING VIOLENT YOUTH RADICALISATION: COMPARATIVE AND SUMMARY FINDINGS FROM THE YOUTH EMPOWERMENT AND INNOVATION PROJECT (YEIP)

EDITOR: DR. THEO GAVRIELIDES



WWW.YEIP.ORG

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Haji, Iman is the Research and Project coordinator at Khulisa. She leads on building Khulisa's research agenda. To further Khulisa's objective to influence policy and practice, Iman has co-written a chapter for the Monument Fellowship book "Curing Violence", an edited collection which explores how we can become a less violent society. She has also presented a papers at a number of international conferences including The Howard League International Conference and The British Society of Criminology annual conference. She has also presented oral evidence to a Parliamentary Select Committee on knife crime & has presented at a number of Public Policy Exchange symposiums.

With a background in criminal defence before her time with Khulisa, her work focuses on the importance of trauma-informed practice and the development of social and emotional well-being as the foundation to reducing (re)offending and improving life outcomes for people.

PART I:

THE YOUTH EMPOWERMENT AND INNOVATION PROJECT (YEIP)

ABOUT THE YEIP

Prof. Theo Gavrielides, YEIP Scientific Coordinator



Over the last few years, the terms violent radicalisation, hate crimes, xenophobia, extremism and terrorism have become central features in our political, policy and public debates, social media, academic writings and research, TV, radio, paper and online news. Indeed, much has been written and said about these terms; the beliefs and perceptions that feed them, as well as the criticism, sensitivity and controversies that surround them. It is not my intention to repeat them here.

In fact, the purpose of this book is to help move the debate forward by helping all those interested in the topic of violent youth radicalisation to see it from a new prism. It is with this hope that I applied to the European Commission (EC) to fund the [Youth Empowerment and Innovation Project \(YEIP\)](#) that has informed this publication.

YEIP was a 3-year Erasmus+ funded programme that designed a youth-led, positive policy prevention framework for tackling and preventing the marginalisation and violent radicalisation among young people in Europe. The project run between March 2017 – February 2020. It was developed in response to Erasmus+ Key Action 3 – Policy Experimentation. The Erasmus Call was directed to high level public authorities, focusing on policy. IARS agreed with the Home Office to delegate its power to the Institute, which applied on its behalf and was successful in proposing a youth-led project that would bring together one of the largest consortia of public and civil society organisations to achieve the Call’s objectives.

Led by [young people](#) and coordinated by [Dr. Theo Gavrielides](#) (Founder of [The IARS International Institute](#)), YEIP was delivered in partnership with [18 partners from seven EU countries](#) to construct and test an innovative, policy intervention model founded on the principles of restorative justice, positive psychology and the Good Lives Model (GLM).

| Type of organisation | YEIP partner within this category |
|---|---|
| 9 “Public Authorities” from 7 countries | <ol style="list-style-type: none"> 1. UK: The Home Office 2. Greece: (i) Ministry of Environment, Energy and Climate Change (i) Koinofelis Epicheirisi Ipiresion Neapolis Sykeon (Common Benefit Enterprise for Services of Neapolis Sykies) 3. Cyprus: Municipality of Engomi 4. Italy: Regione Liguria 5. Portugal: Câmara Municipal de Oliveira de Azeméis 6. Sweden: Lansstyrelsen i Kalmar län 7. Romania: (i) National Council for Combating Discrimination (ii) Ministry of Education, Research, Youth and Sports - Institutul de stiinte ale educatiei |
| 7 “Researchers” from 7 countries | <ol style="list-style-type: none"> 1. UK: The IARS International Institute 2. Greece: Kentro Merimnas Oikogeneias Paidiou 3. Cyprus: Centre for Advancement of Research and Development in Education 4. Italy: Anziani e non solo sc 5. Portugal: INOVA+ 6. Sweden: Linne Universitetet 7. Romania: Fundatia Schottener Servicii Sociale |
| 2 “Target Groups” from the UK | <ol style="list-style-type: none"> 1. Khulisa 2. Buckinghamshire New University |

Table 1: The YEIP Partnership

YEIP was implemented through the construction and field validation of tools (YEIP PREVENT model/ interventions, toolkit, training) in **4 environments** (schools, universities, prisons, online) in **the UK, Greece, Cyprus, Portugal, Sweden, Italy and Romania**.

The project was broken down into four scientific blocks. The first block involved secondary research as well as primary fieldwork with 133 participants. The second block carried out fieldwork with 380 participants. The third scientific block involved a total of 478 young people, 354 professionals and 195 policy makers. Finally, the fourth block involved 1408 young participants and 517 professionals.

In total, YEIP directly engaged with and spoke to **3540 individuals** from as young as 16 years old to 78. Arguably, this is one of the largest scientific studies on violent youth radicalisation in Europe.

It is my hope that YEIP will lay the foundations for systemic change in the way we deal with violent youth radicalisation at the national and EU levels. The ultimate objective was for the project to help implement the EU Youth Strategy's objective of preventing the factors that can lead to young people's social exclusion and radicalisation. The project was also in line with the EU's Counter-Terrorism Strategy of 2005 (revised in 2008 and 2014). I hope that this book and the results of the project help deliver these strategies.

Finally, I want to believe that the success of this youth-led project will demonstrate to European citizens the leadership and determination of EC institutions in rooting out the reasons that lead to young peoples' marginalisation and violent radicalisation, firming up in this way trust and confidence. At a time, when European solidarity is questioned, our young people can lead us in re-establishing the very values and reasons that united Europe in the first place.

YEIP'S YOUTH-LED RESEARCH METHODOLOGY

One of the most innovative features of YEIP was its ground-breaking and unique youth-led research and project methodology. This drew from the field of participatory action research, which is experimental research that focuses on the effects of the researcher's direct actions of practice within a participatory community with the goal of improving the performance quality of the community or an area of concern (Dick 2002). Within this realm, youth-led research is identified. Admittedly, the extant literature on youth-led research is scant and thus the risks considerable (Gavrielides, 2014; Gough, 2006). However, IARS has been a pioneer in this area having introduced some of the first youth led fieldwork in Europe and tested them for policy reform (see Youth in Action)¹.

In a paper published in the [Youth Voice Journal](#), a young researcher, Cass, describes the underlying principles of youth-led research and policy as "(1) addressing power imbalances; (2) valuing lived experiences; (3) respecting choice in participation; and (4) empowerment". The youth-led approach dictates that young people must be left to instigate potential solutions to a problem, one that they have indeed identified themselves, and take responsibility for developing and implementing a solution. Consequently, the youth-led method repositions young people as important stakeholders who can make unique decisions which impact on the quality of their lives, rather than simply accepting the position as passive subjects whose lives are guided by decisions made by adult 'others'.

To this end, we took the following steps, when conducting youth-led research for YEIP:

- Step 1: Relinquish power and "remove hats"
- Step 2: Reach out widely and recruit diverse groups in partnership with others
- Step 3: Empower through ad hoc and tailored accredited training that is flexible and adjustable to young people's needs as these are defined by their diverse lives
- Step 4: Facilitate discussions on current topics that need change
- Step 5: Coordinate their action research and support to write evidence based solutions through peer reviewed processes

¹ See www.youthvoicejournal.com

- Step 6: Support the evaluation, monitoring, project management and control of all previous steps through youth-led tools and a standing Youth Advisory Board
- Step 7: Reward and accredit.

The NGO partners in each participating country, recruited and trained a total of **75 young people** in order to empower them to carry out the research themselves. As a youth-led project, YEIP did not want to replicate the methods that have been used to understand violent youth radicalisation. Below you can see a breakdown of the demographics of the young people who led on the research and who continue to support the project through other activities.

The impact and scalability of the YEIP GLM-based policy measure was assessed through a semi-experimental methodology that sought to identify and evaluate the causality link between our measure and the change it aims to make for young people at risk of radicalisation and marginalisation. A combination of qualitative and quantitative research tools were used.

The scientific work of YEIP comprised of five different building blocks that were represented via different work packages (WPs) WPs. Following a thorough literature review (WP1) and the collection of stakeholders' views through youth-led research (WP2), we constructed the tools that implemented our policy measure (i.e. the YEIP Prevent model/ intervention and a toolkit). These tools were used to capacity build professionals working in our selected environments. Subsequently, field trials (WP3) were conducted in the participating countries. These piloted and evaluated the tools implementing our policy measure and were observed through a mixture of qualitative methodologies. Impact measurement was achieved through a before-after comparison. To triangulate the findings, a pan-European quantitative survey was also carried out (WP4). The research design and approach were youth-led, following the principles of participatory, youth-led action research. Below is what we originally envisaged:

First building block (WP1): It aims to “build the foundations” by analysing the current state of the art. To this end, existing knowledge in the selected case study countries will be assessed both in terms of policy, research and practice. A comparative analysis between the case studies and a cross European review will also be conducted alongside a stakeholder mapping. Following this, our experimentation protocol will be finalised.

Second building block (WP2): This will have two aims. First, to test the underlying hypothesis of the GLM-based YEIP policy measure. Second, to construct the tools that will implement YEIP's policy measure (i.e. the YEIP PREVENT model/ intervention and toolkit). Both goals will be achieved by carrying out youth-led primary research in four environments: schools, universities, Youth Offending Institutions and online.

Third building block (WP3): This will have two aims. First, to test the YEIP GLM-based policy intervention by conducting field trials following capacity building of professionals using the tools constructed under building blocks 1 and 2. They will be conducted in the country case studies within the four selected environments. Second, to identify and evaluate a causality link between YEIP's policy measure and tools, and the change that has occurred in our target groups within selected environments. The findings will determine the logic behind the change (counterfactual analysis). A quasi-experimental method will be used by relying on assumptions that will help us justify the claim that the comparison group is similar to the treatment group. To this end, we will carry out before-after comparisons using the same population which undertook the YEIP intervention within a 6-month period.

Fourth Building block (WP4): This will aim to triangulate our findings through a quantitative methodology that will counteract the weaknesses found in qualitative methods. Two online surveys will be designed and disseminated across Europe throughout the lifetime of WP2 and 3.

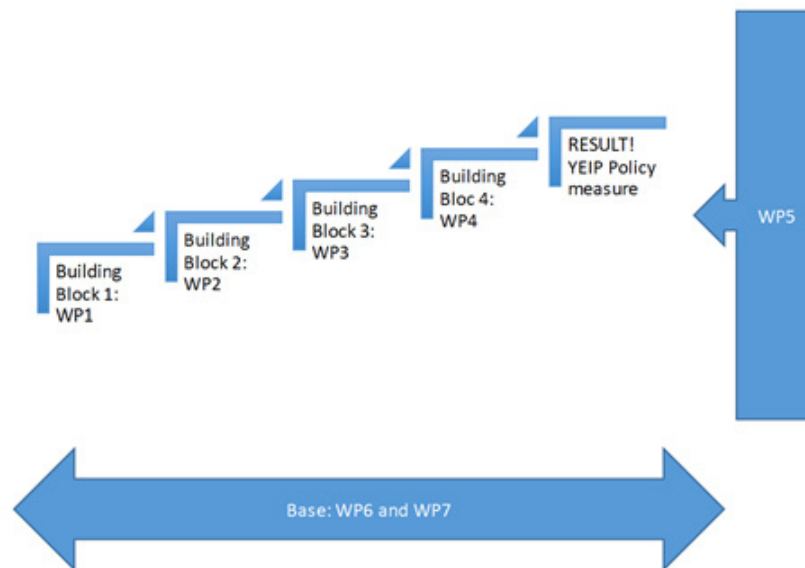


Figure 1: The YEIP Building Blocks

BACKGROUND & IMPETUS

YEIP was created in response to a current social need to have more effective youth policies that can enhance young people's social inclusion and minimize the risk of radicalization with greater 'buy in' from youth themselves.

To this end, YEIP constructed and tested an innovative policy intervention, which generated a set of actions that will help address this need at the local, national and European levels. This measure is founded upon restorative justice and the Good Lives Model (GLM), which assumes that we are goal-influenced and all seek certain 'goods' in our lives, not 'material', but qualitative, all likely to increase or improve our psychological well-being (Ward, Mann and Gannon 2007).

Through the use of multi-disciplinary tools, we constructed tools that tested and implemented this measure at the local, national and EU wide level. The ultimate objective is for the project to help address the Erasmus KA3 objectives (especially PT7) as these are aligned with the EU Youth Strategy's objective of preventing the factors that can lead to young people's social exclusion and radicalisation.

Existing approaches are constructed within the Risk Need Responsivity (RNR) model for prevention. Developed in the 1980s by Andrews, Bonta and Hope (1990), RNR's focus is on reducing and managing risk as well as on studying the process of relapse. Pathology-focused research and intervention have consequently been developed as tools for RNR based approaches to rehabilitation.

According to Maruna (2006) and Gavrielides and Piers (2013; 2015), RNR is now challenged at practical, policy and financial levels. They argued that concentrating on criminogenic needs to reduce risk factors are not a sufficient condition when it comes to young people. McAdams (1994; 2006) argues that integration and relatedness for young people are crucial in encouraging desistance from violence and radicalisation. Politicians and the public also seem to agree with the extant literature. For instance, the UK Justice Secretary said that prison often turns out to be "a costly and ineffectual approach that fails to turn criminals into law-abiding citizens" (Travis 2010).

YEIP aimed to turn the RNR approach on its head. Instead of "managing" young people as "risks", our policy measure focused on promoting the talents and strengths of vulnerable young people and through this approach help develop positive identities. The extant literature has defined these as being "the internal organisation of a coherent sense of self" (Dean 2014). The GLM operates in both a holistic and constructive

manner in considering how young people at risk might identify and work towards a way of living that is likely to involve the goods we seek in life, as well as a positive way of living that does not involve or need crime (Scottish Prison Service 2011).

In this process, the argument is that the model works towards a positive, growth-oriented change in life where an offender works on the development of the values, skills and resources towards life based on human goods that is a necessary counter-balance of managing risk alone (Ward, Mann and Gannon 2007: 92), i.e. risk is managed as well as seeking to develop positive life alternatives.

This approach is aligned with the underlying philosophy of 2014 EC report on youth workers, which asks for a more coordinated effort in supporting young people with fewer opportunities by tapping into their talents and not by further marginalising them.

This ebook brings together the work that we have done over the last 3 years. It draws some important conclusions that make me ask: what will it take for society to finally raise the mirror of responsibility and look well into its reflection? Every time I look into this mirror, I see nothing but myself and a thousand other fellow citizens. We are the real architects of the social fabric that generates the extremist ideologies, which then gradually corrupt universal values such as tolerance and the respect of life, dignity and brotherhood. The extremist ideology that leads those young men, men and women, to act inhumane is not an alien virus of unknown origin. It is a product of our way of living.

YEIP'S EVALUATION & RESEARCH ETHICS

Internal evaluations

From the outset, the YEIP partnership was very serious about evaluating its own work and delivering the intended outcomes. Therefore, an entire Work Package was dedicated to "Evaluation and Quality Control" running throughout the project period. As a user-led organisation, IARS put together a plan that was aligned with YEIP's youth-led and user-led philosophy, while maintaining high academic standards.

In particular, an Evaluation Plan was developed along with A Theory of Change, indicating clear building blocks and targets. Specific internal and external evaluation tools were utilized to assess project results, namely:

- The [Academic and Ethics Board](#) comprised of 22 international experts.
- The [Youth Advisory Board](#) comprised of 8 young people from diverse backgrounds trained to scrutinise, monitor and evaluate all IARS projects.
- The [Women's Advisory Board](#) comprised of marginalised women.
- The Buckinghamshire New University Ethics Committee comprised of high profile academics.

External Evaluations

It was important that in addition to its own internal evaluation methods, YEIP engaged with external evaluation routes. To this end:

- YEIP is registered with the EU funded IMPACT project and Evaluation Toolkit
- IARS commissioned an external evaluation looking at the project's methodology, outputs, outcomes, results and impact and advising on sustainability. Following an open call and a tendering process, the Centre for Social Innovation (CSI) was successful and their independent findings are included as a separate chapter in this book.

Ethics review and human rights

An Ethics Committee was formed to ensure that the consortium follows the ethical principles and practices of the work plan as well human rights as these are protected under the European Convention on Human Rights. The Ethics Committee also examined and responded to ethical queries that arose during the course of the research and review research ethics applications when primary research involved vulnerable individuals. It was also responsible for monitoring and assessing the societal impact of the research, and provide initial findings for management reports. At the national level, the Research Partners involved their own national

Research Ethics committees and followed the principles for research ethics approval as these are defined by their national legislation and standards.

Theory of Change

A Theory of Change (ToC) Model was constructed for this project using the building blocks required to bring about our long-term goal. Through regular monitoring of this model, the partnership had the context for considering the connections between the project mission, strategies and actual outcomes, whilst creating links between who is being served, the strategies or activities that are being implemented, and the desired outcomes. Our ToC is a “pathway of change” representation of the projects progress and can be seen below:

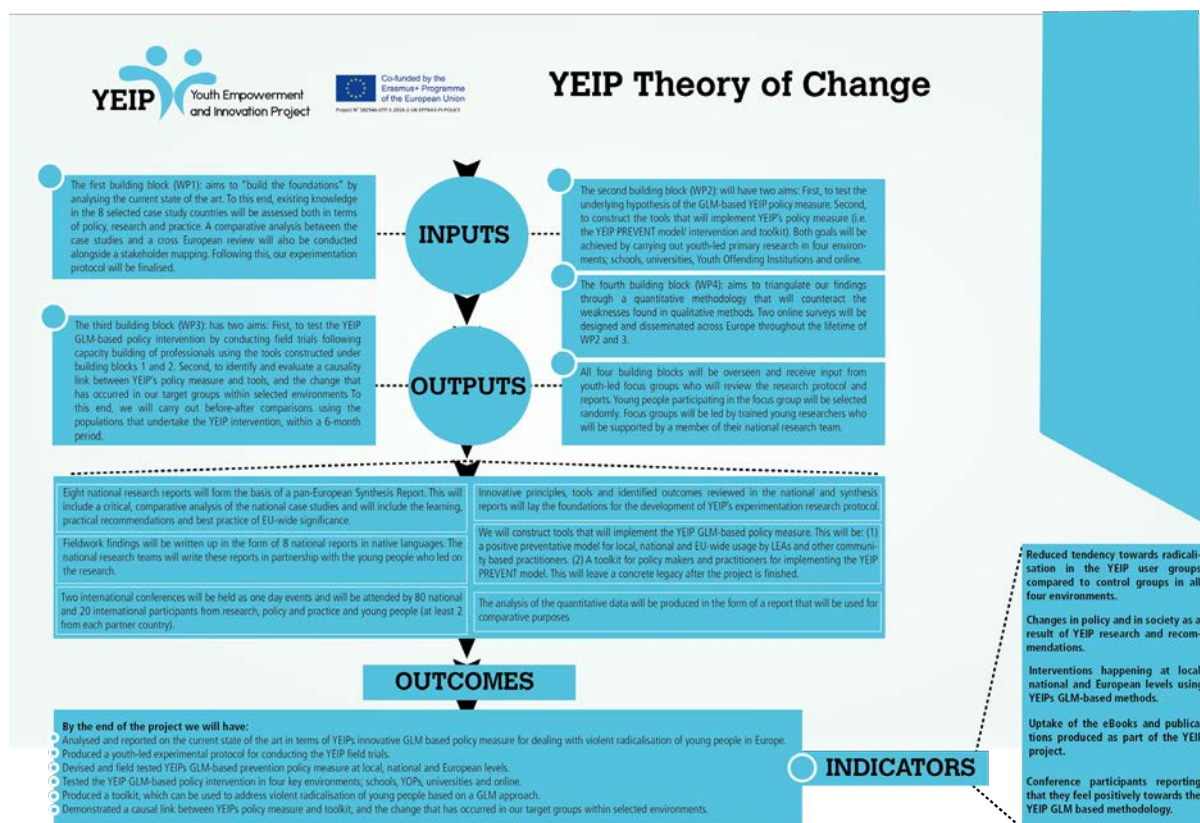


Figure 2: YEIP Theory of Change

ACKNOWLEDGEMENTS

I will conclude this introduction by giving my gratitude to the authors of the chapters and their young research teams for their diligence and patience. I am grateful to the young people and the professionals who attended the various seminars that allowed us to collect the original data that was needed for this e-book as well as the organisations and individuals who helped our partners. I am particularly grateful to my team at the IARS International Institute, as well as Rita Seneca for designing this e-book and indeed all the YEIP material and publications. Finally, special thanks go to our funder the European Commission and the Erasmus Plus programme.



YEIP partners, London 2017 © IARS

INTRODUCTION

*David Ruah, member of the
Radicalisation Awareness Network
(Communication & Narratives Group)*

Extremist violence is on the rise in Europe, and this is no longer a mere local problem confined to the different nation-states, although it is neither an exclusive sign of the 21st century. The ideological extremist nature that leads to terrorist violence is rooted in our ancient psychology, such as our animal desire for social and political power. In this sense, we will always have problems connected to radicalisation from time to time, and we will always have to minimize them, but radicalisation as a social phenomenon is dependent on contextual variables that shape it, causing extremist movements to adopt new strategies. What, then, are the contemporary strategies and trends of the new extremist movements?

If, on the one hand, we have Islamist-related radicalisation and far right-related radicalisation, both share mutual characteristics that attract a growing number of followers for each one in a reciprocal power cycle. First, both consist of a nonlinear social process that is associated with psychological or social vulnerability as a trigger of the process. Such vulnerabilities may be characterized as a sense of existential demand coupled with a political scepticism that considers elites corrupt and ineffective, but there may also be other factors such as financial needs and unemployment, or even discrimination, and xenophobia. These vulnerabilities underlie the radicalisation process and, if not properly addressed, can progress, especially in cases where the vulnerable individual contacts other already radicalized vulnerable individuals. The next phase then consists of creating social networks that exploit feelings of social injustice in a solid extremist ideology, such a stage does not necessarily predict violence but may materialize minor offences in the context of organized militancy. The online world plays an important role in accelerating the process of networking because allows extremist groups to become online militias that disseminate illegal hate speech.

After the militancy phase, the vulnerable individual then becomes an extremist, but in a robust cognitive view, through which the individual comes to claim a set of immutable beliefs that undermine freedom of belief, such as hatred of a minority, not tolerating other perspectives and denying the possibility of debate. Finally, the last stage of this radicalisation process when, eventually, the individual becomes a terrorist in which he or she commits acts of violence against civilians in order to achieve political goals. This last stage is not necessary in order to someone be considered a radical, but it is for a radical to be considered a terrorist.

On the other hand, when we are referring to radicalisation, we are referring to new contemporary strategies, such as (1) the operational decentralization of terrorist cells, (2) the existence of self-processes of radicalisation, (3) the problem of hate language ambiguity and (4) the online world as a catalyst for radicalisation. All the mentioned features are shared by both extremist violence movements associated with Islamist views and the far right, as well as others. The characteristics of operational decentralization and the existence of radicalisation self-processes lead us to characterize the contemporary threat of radicalisation as transnational in concept, but also in its own operationalization. Therefore, if Europe wants to combat and prevent radicalisation effectively, it must take into account its transnational threat, which in turn implies the existence of radical processes in several European countries but also their contextualization to national realities: certainly, problems with Islamic radicalisation in France will not be answered in the same way as problems with violent neo-Nazi groups in Germany.

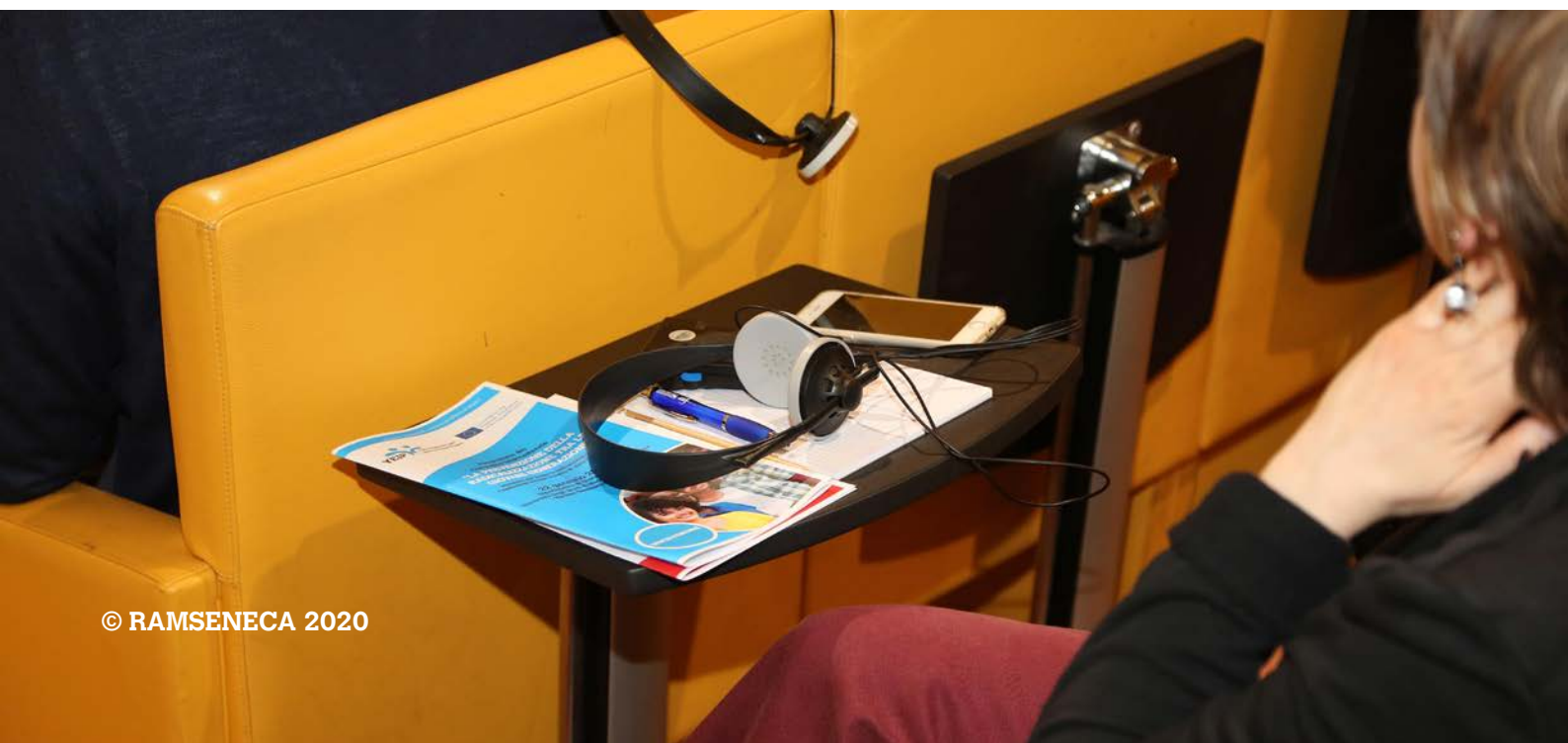
The Youth Empowerment and Innovation Project (YEIP) aims to respond to this fragmentary identity of radicalisation in Europe through the plural formation of its own consortium comprising 18 partners located in 7 European countries, namely the United Kingdom as consortium's leader, Greece, Cyprus, Italy, Portugal, Sweden, and Romania. A study of radicalisation in such many countries has a sufficiently representative sample of what European radicalisation is as a concept which is a social representation of the sum of its constituent parts. This study intends to build and test a model of political intervention based on the principles of restorative justice, positive psychology and the Good Lives Model, structured on the basis of 5 scientific work-packages and based on the youth-led methodology that leads the project in all its parts. One of the

cross-sectional conclusions inferred by the reader when reading the project's books is that Europe does not have an international legal definition of radicalisation, but various working national definitions of radicalisation empirically inferred throughout the project. Another conclusion that we can infer is that in some countries, participants referred to specific forms of radicalisation connected to criminal phenomena, what can be relatable to the so-called nexus between terrorism and crime. For instance, according to the project's participants, in countries such as Italy, radicalisation is related to Mafia. On the other hand, in Portugal, there are no signals of radicalization but there are other relatable criminal problems such as cyberbullying and online hate speech. In the same country, there are a lot of initiatives to counter marginalization leading to organized crime, even though there are no initiatives directly related to radicalisation leading to terrorism.

Furthermore, the YEIP project cycle insightfully infers that radicalisation is related to social and psychological manipulation and that the hearts of young people are the most vulnerable in this regard. Because young people are the main target and victims of radicalisation, they are characterized by still believing and claiming ideals and fighting for them. However, if nobody involves them in the civic and political participation of society, how can they distinguish the right ideals from mere demagogic and extremist manipulation? We need to actively involve young people in research, policy and practice related to the prevention of radicalisation leading to terrorism (PVE).

The Security Council Resolution 2250 on Youth, Peace, and Security recognizes the importance of engaging young women and men in modelling and sustaining security and peace initiatives. UNSCR 2250 calls on the Member-States to include young people in their institutions and mechanisms to prevent violent conflict, including the prevention of radicalisation processes. YEIP follows Resolution 2250 stated by the United Nations when creating a transnational project that is not only peer-participatory but youth-led, particularly when involving youth in developing policy-oriented research. And this is a characteristic that makes the project unique, as many projects affirm youth participation, but few materialize it in more than merely symbolic functions.

Nevertheless, we should still address the question: why should projects, such as the YEIP, decide to involve young people in the world of the prevention of violent extremism? In the first place, because young people have peer-to-peer access to networks that include vulnerable young people, but also because most of the time already have developed counter and alternative narratives, as well as resilience to violent extremism and other forms of violent conflict. Counter and alternative narratives are highly important to challenge online hate speech and online propaganda, and youngsters are innovative, creative and used to work with social media. Finally, they understand the way young people look at the world and what will grab their attention. For all these reasons, yes, we should actively involve young people in the world of PVE, and YEIP truly is an innovative project in doing that.



PART II:

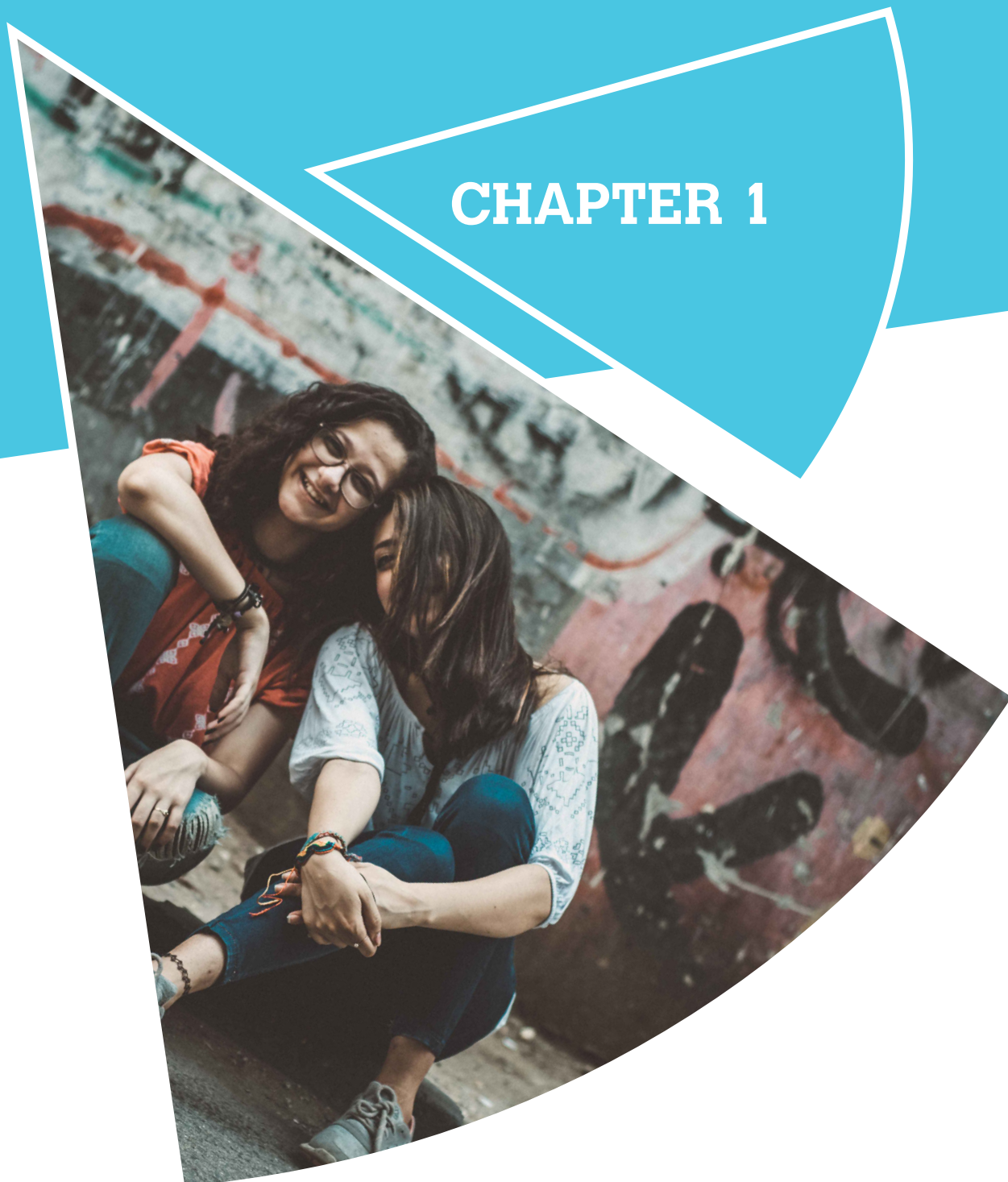
VIOLENT YOUTH RADICALISATION IN SEVEN EUROPEAN COUNTRIES

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VIOLENT YOUTH RADICALISATION IN ROMANIA: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 1





ABSTRACT

This chapter provides an overview of the learnings and practical results of *YEIP* in Romania. The document sheds light on the situation of violent youth radicalisation in Romania from both a legal and policy prevention view. It also reveals the views of young students and migrants on marginalisation and violent radicalisation and their opinion on prevention tools to address these issues. Furthermore, the chapter presents the testing results of the *YEIP* Prevent Model through field trials carried out in Romanian schools and universities, following the capacity building of selected professionals in the selected environments regarding the improvement of wellbeing and resilience in education. Moreover, it provides insights on the dissemination of the *YEIP* model among Romanian and other EU policy makers. The concludes with critical reflections and recommendations base on the project findings, as well as their implications at the national and EU levels.

Keywords: radicalisation, prevention, YEIP prevent model, young people, migrants.

INTRODUCTION AND BACKGROUND

Drawing on the EU Youth Strategy, the European Agenda for Security, and the Erasmus+ Inclusion and Diversity Strategy, *The Youth Empowerment and Innovation Project (YEIP)* aimed to design a youth-led, positive policy prevention framework (YEIP PREVENT model) for tackling and preventing the marginalisation and violent radicalisation among young people in Europe based on the meaningful contribution of restorative justice, positive psychology and the Good Lives Model.

The three-year project was led by the IARS International Institute (United Kingdom) in partnership with 20 partners including public authorities, research bodies and NGOs from the UK, Italy, Greece, Portugal, Cyprus, and Romania. In Romania, it was implemented by the Schottener Foundation in collaboration with the National Council of Combating Discrimination and The Institute of Education Sciences.

The relevance of the YEIP prevent model in Romania was considerable considering the dearth of work exploring marginalisation and violent radicalisation of young people and GLM-based prevention at the local and national levels. Existing policies and strategies to prevent marginalization of young people were developed in response to the main EU programmatic documents and mainly focused on the issues of school drop-out, unemployment, and poverty. Before the YEIP model, there were no tools put in place to prevent violent youth radicalisation and marginalisation among young students and migrants, through the use of the principles of positive psychology, Good Lives Model and restorative justice.

METHODOLOGY

YEIP comprises of four different scientific building blocks that are represented via different work packages (WP).

METHODOLOGY USED FOR WP 1- BUILDING THE FOUNDATIONS

The research in Romania was carried out by one researcher and two young volunteers from the Schottener Foundation during May – October 2017. It involved both secondary research and user feedback in the form of primary analysis. First, data was collected by examining existent legislation, relevant policies and strategies, academic and grey literature on the issue of youth violent radicalisation in Romania and existing prevention programmes. Second, the findings were refined following the presentation of the research during a one-day seminar with 22 participants, including 14 high school students (5 migrants and 9 Romanians) and 8 professionals from the research, public and NGOs sector. The national project partners, provided input and feedback in all stages of the research.

METHODOLOGY USED FOR WP 2: BUILDING AND TESTING THE YEIP TOOLS

WP 2 involved fieldwork research that was carried out by 16 young researchers in high-schools and universities in Romania and Poland during April –June 2018. Based on an initial training in qualitative youth-led research methods designed by IARS, the young researchers conducted 3 focus groups with 38 peers and 33 semi-structured interviews. In total 71 young people in Romania and Poland were involved, including 16 with migrant background. The aim to collect their views on violent radicalisation and to inform the development of prevention tools for radicalisation based on the meaningful contribution of restorative justice, positive psychology and the Good Lives Model. The data collected was analysed based on seven elements that formed the basis of the YEIP preventive tool: Radicalisation, Identity and Belonging, Values and Self-concept, Challenging extremist messages, Stigma and Marginalisation, Community and Environment, and Life Aspirations and Goals.

Eventually, two sets of tools were developed as part of the YEIP Prevent Model: 1) face-to-face training material with professionals in different selected environments and 2) a policy toolkit with policy makers.

Table 1. WP2 demographics of the school and university samples in Romania and Poland

| | Focus groups | Interviews | Total |
|------------------------------------|--|---------------------|-------|
| Number | 2 focus groups with total of 31 young people (Romanian and Polish) | 24 | 55 |
| Age | 15-23 | 17-23 | |
| Gender | Male 17 Female 14 | Male 8 Female 16 | |
| Native/non-native (not obligatory) | 29 Native 2 non-native | All native | |
| Total | 31 | 24 | 55 |

Table 2. WP2 demographics of the migrant youth sample in Romania

| | Focus groups | Interviews | Total |
|-------------------|--|---|-------|
| Number | One focus group with 7 young migrants | 9 | 16 |
| Age | 17-22 | 17-22 | |
| Gender | 5 male 2 female | 5 male 4 female | |
| Native/non-native | Non- native (Syrian, Iraq, Afghanistan; Eritrea) | Non- native (Syrian, Iraq, Afghanistan) | |
| Total | 7 | 9 | 16 |

METHODOLOGY USED FOR WP3: FIELD TRIALS

Before the field trials, the Romanian researchers carried out training sessions of selected professionals working in the field of education (high-schools and university) and migrant integration in March 2019. Three trainings were organised with 45 participants from schools and the University of Bucharest and 19 professionals working in the field of migrant integration. Considering the limited availability of the professionals to participate in the training outside office hours, it was decided to run three 6-hour workshops in March 2019. The training was CPD accredited through IARS, and participants received certificates of attendance.

Furthermore, 24 policy makers, including public officials, legal counsellors and other bureaucrats active in the field of migration and integration, but also social workers and professionals working with young people participated in the training.

To evaluate training acquisition, all participants were asked to fill out pre and post-intervention questionnaires. Testing the implementation of the YEIP tools was done through field trials with 63 students and young people working with professionals in the selected environments, during March-July 2019. They were organised with the help of 5 young volunteers. The young people and professionals working with them were split into two groups from the selected environments: an intervention group (including trained professionals and young people working with them) and a control group (including professionals who have not participated in the training and young people working with them). The aim was to identify and evaluate a causality link between YEIP's Prevent Model and the change that has occurred in the target groups within the selected Romanian environments. For young people, two evaluation instruments were used before and after the intervention: The Psychological Well-Being Scales (Ryff and Keyes, 1995) and the Brief Resilience Scale (Smith, Dalen, Wiggins, Toolwey, Christopher, and Bernard, 2008).

In order to carry out the fieldwork, ethics approval was obtained from the president of the Schottener Foundation. In Romania, there is no official body responsible for ethical regulation of research carried out by NGOs in different disciplines, including social sciences. For collecting data from both young students and migrants, ethical approval was given on the condition that the focus groups and the interviews would not be voice or video-recorded. As a result, the sessions took longer than envisioned as the young researchers had to take detailed notes of the answers, including quotes.

Table 3. Intervention and control samples for WP3

| | | Intervention group | Control group |
|---------------------------------|---------------|--------------------|---------------|
| High School environment | Teachers | 13 | 8 |
| | Students | 17 | 7 |
| University environment | Professionals | 13 | 9 |
| | Students | 10 | 7 |
| Migrant Integration environment | Professionals | 12 | 7 |
| | Young people | 12 | 10 |

FINDINGS

The findings of YEIP in Romania are presented thematically, for each WP.

FINDINGS FROM WP 1- BUILDING THE FOUNDATIONS

In Romania, there is a dearth of work exploring marginalisation and radicalisation of young people and GLM-based prevention at the local and national levels. Also, there is no agreed definition on radicalisation, the leading factors or methods to prevent it.

Policies to prevent risk factors that lead to marginalization of young people have been developed in response to the European Agenda on Security, EU Youth Strategy, Education and training 2020 and the Erasmus+ Inclusion and Diversity Strategy. These are aimed at preventing youth marginalisation, social exclusion and radicalisation, by addressing the issues of low education participation, unemployment and poverty. However, action plans were not finalized and no impact studies are yet available on the proposed measures. Consequently, the state of implementation of these documents cannot be assessed.

GLM interventions and practices in Romania have been very feebly developed in the justice system and the NGO sector. The continuity of these programmes is strongly dependent on various funded programmes and their continuity is uncertain.

Considering the user's feedback along with the findings in the secondary sources there is a need to develop tools for the prevention of radicalization adapted to the country's profile for professionals active in the education and social inclusion fields. Detecting youth at risk of marginalization and radicalisation is clearly not an easy task. Educational strategies to support prevention efforts are dependent on the educators' abilities to identify personal challenges of young learners as they struggle with issues of well-being, identity and meaning and are tempted to adopt radical views in search for meaningful answers. Creating easily accessible online tools for professionals to motivate, support and equip professionals with appropriate skills and tools

to understand their own biases and further engage in combating radical narratives at the level of individual students based on the Good- Lives Model philosophy.

It can also be helpful to connect teachers with other concerned professionals in the community – from the justice, social and child protection sectors as well as families in view of providing learners with relevant and timely assistance on the full range of issues that they may be struggling with.

Additionally, there is a need to develop and implement a set of support measures for socially disadvantaged and marginalized groups in parallel with prevention initiatives, in partnership with all relevant local and national authorities.

Following a discussion on all findings and concluding on the rising trend of youth marginalisation and segregation, the participants at the seminar validated the research results.

Regarding the model of radicalization prevention according to the GLM model developed within the project, the participants recommended:

- the need to develop a tool devoted to policy makers for a clear action plan
- developing bottom-up tools to prevent radicalization adapted to the country profile for professionals working in the field of education and social inclusion both in the public and non-governmental sectors. In their view, online tools that can be used mainly for an indefinite period without being limited by the duration of the funding are useful.

Participants also stressed the need to develop and implement in partnership with all the relevant stakeholders specific support measures for socially disadvantaged and marginalized groups in parallel with Good- Lives Model prevention initiatives.

FINDINGS FROM WP 2: BUILDING AND TESTING THE YEIP TOOLS

The fieldwork carried out to inform the development of the YEIP prevent model revealed several recommendations presented below.

At the national and EU levels:

- Build young people's knowledge and ability to discern violent from non-violent radicalisation and understand that radicalisation can occur for both good and bad causes.
- Prevent tools for teachers and parents: awareness trainings and e-learning tools to help them identify potentially vulnerable young people and know when an intervention may be necessary and how to support them. Development of practical tools on internet filtering systems for parents and school teachers to prevent or block young people's access to unsuitable material.

At the national level:

- Create a space for dialogue in schools where young students can freely express their concerns, frustrations, fears and learn how to build their strengths based on the GLM model and develop the necessary skills to manage violent ideas or behaviour.
- Improve the existent curriculum on civic education in Romania (and Poland) with reflective sessions on identity development, the risk of marginalisation, radicalisation and offer specific methods to apply the GLM to violent behaviour.
- Introduce new criteria for school evaluations in relation to the spiritual, moral and social and cultural development of students, in addition to behaviour and safety. Introduce an example of assessment form. This would help mapping out schools and communities at risk at the national level. Based on this assessment, tailored intervention could be determined.

FINDINGS FROM WP3: FIELD TRIALS

To carry out the testing of YEIP toolkit for professionals the methodology consisted of two stages: capacity building of education professionals based on the YEIP toolkit and conducting observed and unobserved field trials with education professionals, students, and migrants.

To test the toolkit for policymakers a training was organised with professionals active in the field of education, social work, psychology, legal counsellors but also bureaucrats active in the field of migration and integration and other professionals working with young people at risk of drop out and marginalisation.

Prior to the trainings, participants were provided with a pre-intervention questionnaire in order to assess their knowledge on violent radicalisation of young people in Romania. At the end of the intervention period, the participants were asked to fill out post intervention questionnaires in order to assess the change that has occurred in the target groups within selected environments.

Based on the pre-assessment questionnaires of school professionals in high-schools and those working in the field of migration included in the intervention group, the majority of them were Romanian nationals (and 8 of different nationality) had no specialization in radicalisation and limited to no knowledge about violent radicalisation in Romania or at their workplace.

Based on the pre-assessment questionnaires, participants had limited knowledge on radicalisation, 76% scoring 1 and 24% scoring 3 on a scale from 1(low) to 10(high). Their knowledge about prevention of youth radicalisation was similar. Post intervention results showed that participants had increased their knowledge on radicalisation and prevention methods with 84% scoring 8 and 16% scoring 9 on the same scales.

All stated that they did not know if young people were involved in these actions more than adults. Post-assessment results revealed that teachers in both groups had not changed their perception about the incidence of radicalisation at their workplace. However, their perception about the incidence or diffusion of the phenomenon in Romania slightly changed as teachers in the experimental group were able to recognize some actions as being the result of violent radicalisation. Also, their perception on age as a risk factor for the involvement young people in carrying out violent actions changed. In the control group, no major changes were registered.

All participants considered that decreasing the conditions leading to marginalisation of certain groups, providing better education opportunities to young people and focus on prevention are key elements to be considered when addressing the phenomenon. Similarly, they believed that personal ties, poor economic conditions certain environments such as prison and gangs as well as marginalisation are key triggers for violent marginalisation.

Regarding the necessary actions to be taken in case of radicalised young people who did not commit violent actions, before the training participants believed that empowerment (46%), listening to their ideas and values (61%), trying to find a balance where possible (61%), provision of teaching and training on the core values on which our society relies (84%), finding solutions based on deterrence (84%) are important.

In the case of young people who committed violent actions, 76% of the participants selected focus on integration activities, listening to their reasons why they committed those actions and provide tailored solutions (84%) and imprisonment (73%). Major changes in their answers were recorded regarding the actions to be taken in case of young people who committed violent actions. After the training, the majority (84%) believed that integration, listening to the reasons why they committed those actions and providing tailored solutions and focus on integrating them into society by giving them community activities is very important. Only 23% still believed that imprisonment is a good solution down from 76% before the intervention.

Concerning the YEIP toolkit, pre- intervention assessment revealed limited to no knowledge on the topics of Restorative Justice, Positive Psychology and the Good Lives Model in both groups. In the case of the exper-

imental groups, post intervention results showed an increase of knowledge in the concepts and also usage of the models in their work. Overall, (78% of participants) believed that the YEIP toolkit can be efficient and evaluated as being good and very good.

The assessment of the students and young people who participated in the field trials using the well-being scale and resilience scale revealed a several differences between the intervention and control groups. The assessment of the young participants from the experimental groups revealed slightly higher scores in autonomy, personal growth, positive relations, and self-acceptance. Post intervention assessments revealed that students in the control group lower scores in self-acceptance, positive relations and with minor variations on the dimensions of purpose of life, autonomy, personal growth and environmental mastery.

The assessment of students and young migrants in the control group revealed no significant changes on the two scales.

In the case of university professionals, the pre-assessment questionnaires revealed that three had participated in events related to radicalisation, but did not specialise in the topic. Similar to school professionals, they had limited knowledge about violent radicalisation in Romania and none at their workplace. Post intervention results showed that participants had increased their knowledge on radicalisation and prevention methods with 69% scoring 8 and 30% scoring 9 on the same scales. However, they had not changed their perception about the incidence of radicalisation at their workplace. Their perception on age as a risk factor for the involvement young people in carrying out violent actions changed. In the control group no major changes were registered.

Regarding their assumptions leading to violent youth radicalisation, all participants believed that personal ties, marginalisation, poor economic conditions and certain environments (prison, gangs) are contributing factors.

Regarding their assumptions leading to violent youth radicalisation, no major changes were recorded after the trials. Participants believed that personal ties (PRE: 69%; POST: 76%), marginalisation (PRE: 92%; POST: 92%), poor economic conditions (PRE:61% ; POST:69%), and certain environments (prison, gangs) (PRE: 69% ; POST: 76%), are contributing factors.

Concerning the YEIP toolkit, the pre- intervention assessment revealed familiarity with the topics of Restorative Justice, Positive Psychology and the Good Lives Model in both groups. In the case of the experimental group, post intervention results showed slight increase of knowledge in the concepts and also usage of the models in their work. Regarding the changes occurred in their work as a result of the YEIP training and toolkit, an increase of 8% was observed among professionals in the experimental group who mentioned that they have changed approaches in their work.

Their knowledge about prevention of youth radicalisation revealed that all techniques were considered useful. Participants also stressed the usefulness of a handbook on violent youth radicalisation.

No changes in their answers were recorded regarding the involvement of young people in their work. Both groups considered equally important their involvement as advisors or as part of the decision-making processes.

Overall, 84% believed that the YEIP toolkit can be very efficient (and 16% efficient) and evaluated as being a very good resource.

The assessment of the answers of students in the intervention group vs. those in the control group based on the well-being scale and resilience scale revealed small changes regarding self-acceptance and a small decrease in resilience occurred in the case of the students included in the control group.

In the case of policy makers, the identification of participants was carried out by the Foundation and 24 attended the event. Following limited involvement from the public authorities, decision was made to involve public officials, legal counsellors and other bureaucrats active in the field of migration and integration but also social workers and professionals working with young people. The existent debate on amendments to the migrant integration legislation in Romania created a window of opportunity for sharing the YEIP policy toolkit. Prior and after the training, participants were provided with pre/post intervention questionnaires.

Similar to the findings in the other environments, training participants had limited knowledge about violent radicalisation in Romania or at their workplace or about prevention initiatives. Post-assessment results revealed that they maintained their opinion about lack of incidence of the phenomenon at their workplace. However, their perception about the existence of the phenomenon in Romania slightly changed as they were able to label some actions as being the result of violent radicalisation. Also, their perception on age as a risk factor for the involvement young people in carrying out violent actions changed.

Regarding the main triggers for violent radicalisation, before and after the training policymakers believed that a combination of social factors such as poor economic conditions, certain environments such as prison and gangs as well as marginalisation are key elements. During discussions, participants also mentioned mental conditions as a contributing factor as well. Same answers were provided in the post intervention assessments. They also considered that promoting integration (90%), decreasing the conditions leading to marginalisation of certain groups (81%), providing better education opportunities to young people (81%), and focus on prevention (70%) were perceived as key elements for the prevention of the phenomenon.

Regarding the YEIP toolkit, the pre- intervention assessment revealed that participants had some knowledge about Positive Psychology but limited awareness on the topics of Restorative Justice, and the Good Lives Model. After the training, their knowledge on the core topics of the YEIP model improved significantly. Regarding the changes occurred in their work as a result of the YEIP training and toolkit, 18% of policymakers mentioned that they have changed approaches in their work and applied the principles of positive psychology. This is the case of integration officials who have made it mandatory for all integration professionals working in the Integration Centres throughout the country to use the education program on cultural orientation implemented in Bucharest based on the principles of positive psychology.

Regarding necessary actions to be taken in the case radicalised young people who committed violent actions, 20% believed that imprisonment was a solution before the training, besides other measures. The number decreased to 12,5% after the training. Regarding the involvement of young people in their work, a change occurred in the participants perception after the training as 25% more mentioned they would focus more on their role in their decision-making processes but their opinion about including offenders did not change much.

Overall, the majority of them believed that the YEIP toolkit can be efficient and evaluated as being good and very good, and perceived it was a very positive tool to be used to address the topic of violent radicalisation.

THE ROMANIAN PUBLIC AUTHORITY AND YEIP

The national public authorities project partners, namely the National Council on Combating Discrimination and Institute of Educational Sciences provided input and feedback in all stages of the research in WP1 and WP 2. However, shortly after the beginning of the project the Institute decided to limit its involvement in the project following the decision of the Ministry of Education to deprive them of necessary co-funding sources.

Nevertheless, experts from the Institute had a significant contribution to the project, providing guidance for the development of WP3 and facilitating access to education professionals. As mentioned above, for the or-

ganisation of the training with policy makers in WP 3 the International Organisation for Migration in Romania had a significant contribution.

In addition, IOM facilitated the dissemination of the YEIP model during two international meetings organised in Bucharest. The first meeting was organised on March 26, 2019. It targeted 36 professionals working with young people across Europe, including social workers and experts involved in local migration policies. The event was organised in collaboration with University of Sibiu and Reset Association as part of an Erasmus + training programme.

The second presentation was delivered on May 22, 2019 as part of a network meeting of the EU Frank project and targeted 26 government professionals and policy makers working in the field of resettlement and migrant integration in Sweden, Belgium, Romania, the Netherlands, Italy, Ireland, Portugal, Norway, Slovenia. In addition, representatives of EASO, UNHCR, IOM and ICMC were also present.

SUMMARY AND CONCLUSIONS FROM ROMANIA

Violent radicalisation among young people is not treated or seen as a reality in Romania. Evidence from the field trials revealed that the overwhelming majority of professionals who participated in this study had limited knowledge of the phenomenon in general, and the methods or existing practices to prevent it.

Although, there is a clear limitation in using the principles of positive psychology and the GLM model in the school environment, the majority of professionals perceived the YEIP toolkit as a useful tool to impact attitudes and behaviours of young people not only in relation to radicalisation, improve knowledge on the topic and bring about positive change among young people inside and outside the classroom setting. In addition, considering the perceived change regarding wellbeing and resilience among young people who participated in the study, it is clear that the role of education and migrant integration professionals is very important. This outcome leads to the conclusion that national authorities should take an active role in increasing knowledge about this reality and available tools among professionals, especially those in rural areas or disadvantaged communities who have less exposure to training opportunities.

In the case of young migrants who participated in the study, and who had direct exposure to violence and radicalisation in their country of origin, the usefulness of these tools is clearly mirrored in the changes in their wellbeing. This outcome leads to the conclusion that training integration professionals working with young people who are not enrolled in school on applying the principles of positive psychology and the GLM in their work is of paramount importance.

Considering the limited findings in the academic environment, it is important that resources are made available to carry out more research on the topic of violent youth radicalisation and emerging trends. Since no clear change was recorded in the students participating in the study in using the two scales complemented with students' opinions, it can be inferred that younger students could benefit more of the YEIP tools. However, considering their positive perception on the available tools, it can be concluded that training opportunities for this category should be enhanced.

Regarding the contribution of the EU to support policy and action change at the national level, it can be concluded that more funding programmes should be made available to schools in rural and marginalised areas, including those populated with migrant populations. Considering the competition for funding and difficulty in developing successful applications for unexperienced schools, funding schemes should make mandatory the inclusion of these type of schools in project calls for proposals.

In addition, more training opportunities and exchange visits should be promoted on the topic of prevention

of violent radicalisation in order to increase the knowledge of professionals on the radicalisation realities and emerging realities but also on prevention programmes in other countries.

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VIOLENT YOUTH RADICALISATION IN THE UK: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 2





LOOKING AT THE ISSUE IN UK SCHOOLS

ABSTRACT

In the UK, the YEIP project was completed in four fields of interest, namely; schools, prisons, universities and online. The IARS International Institute delivered the project in schools, and our partners, Khulisa and Buckinghamshire New University, implemented the YEIP project in prisons and universities respectively. This report summarises the key findings from the three work packages in the selected environments and provides recommendations on national and European levels.

The first of these work packages, WP1, consisted of a literature review of the existing state of the art for dealing with violent radicalisation in the UK and the use of positive approaches such as the Good Lives model (GLM) and restorative justice in current practice. Among the chief findings were that there needed to be a clearer definition of radicalisation, a review of current practices using primary data should be carried out, and that this research should be youth-led and youth-reviewed.

WP2 built on this to develop new tools that could be used in schools, universities and prisons. This was done through carrying out fieldwork in the three environments. Central to this was the use of innovative youth-led research with young people themselves taking the role of researchers. WP2 had two aims. Firstly, to test the underlying hypothesis of the YEIP policy measure through qualitative and quantitative research. Secondly, to construct the tools that will implement YEIP's policy measure (i.e. the YEIP PREVENT model/ intervention and toolkit). Some of the key findings included that young people had very different views on their own circumstances and prospects. However, they all agreed that education, relocation, or having more control over their future were some of the key solutions to their problems.

WP3 sought to test the toolkit developed in the field trials through capacity building of professionals working in the selected environments in the UK. The key findings from the training included that professionals felt more secure in their knowledge of radicalisation and preventing violent youth radicalisation and they reported increased confidence in working with young people who may be at the risk of radicalisation. Among the main findings were the professionals' increased capacity and confidence in their knowledge and ability to work with marginalised young people. Similarly, the target group of young people considered themselves significantly more resilient in comparison to their peers.

An important aspect of the work undertaken was an innovative focus on participatory youth-led research. This was done through a number of ways. In WP1 a youth-led focus group took place in the UK facilitated by trained young professionals and coordinated by IARS. In WP2 primary research was carried out schools by teams of young researchers recruited and trained by IARS. Finally, WP1-3 and their findings were subject to review by the IARS Youth Advisory Board, comprised of young volunteers aged 15 – 25 from different backgrounds and circumstances, as well as the Women's Advisory Board.

Keywords: schools, youth radicalisation, the UK, young people, youth-led

INTRODUCTION

Current UK law requires that social services, public bodies and other individuals in positions of trust would safeguard against the development of terrorist activity within their youth organisations. As a result, these organisations now have a duty to understand Prevent, the current model of anti-radicalisation, and to spot the signs of someone who might be preyed upon and recruited by terrorist organisations. There is a school of thought that deems this extant policy ineffective. Having evolved from a time of conflict in Northern Ireland, the legislation has covered over 40 years of terrorism, at each stage facing a slightly different form of extremist. This strategy is broadly founded on risk-based theories however academics are now exploring the merits of a positive model that sits firmly in the “pre-criminal” sphere.

This chapter was written in the context of the YEIP project that aims to prevent violent youth radicalisation through developing new tools built on the principles of Positive Psychology, Restorative Justice and the Good Lives Model, as implemented by IARS in the UK. It focuses on research conducted for three work packages (WPs) on youth radicalisation:

In the UK, the YEIP project was completed in four fields of interest, namely; schools, prisons, universities and online. The IARS International Institute delivered the project in schools, and our partners Khulisa and Buckinghamshire New University implemented the YEIP project in prisons and universities respectively. This chapter summarises the key findings from the three work packages in the selected environments and provides recommendations on national and European levels.

An important aspect of the work undertaken was an innovative focus on participatory youth-led research. This was done through a number of ways. In WP1 a youth-led focus group took place in the UK facilitated by trained young professionals and coordinated by IARS. In WP2 primary research was carried out schools by teams of young researchers recruited and trained by IARS. Finally, WP1-3 and their findings were subject to review by the IARS Youth Advisory Board, comprised of young volunteers aged 15 – 25 from different backgrounds and circumstances, as well as the Women's Advisory Board.

WP 1- BUILDING THE FOUNDATIONS

The first phase of the project primarily consisted of a literature review of the existing state of the art concerning violent youth radicalisation. The methods and theoretical foundations of existing UK legislative interventions and supporting documents were reviewed with reflection on the EU Youth Strategy, European Agenda for Security and ET 2020 Framework. Extant academic and grey literature on the benefits of the GLM were considered regarding four selected environments where radicalisation may occur: schools, universities, youth offending institutions and online, with IARS undertaking the review of schools. In addition, a primary research was carried out through a youth-led focus group.

As a result, a mixed-methodology extracted a wealth of primary and secondary data from a range of sources as displayed in the table below:

Table 1. Sources of data used in WP1

| | |
|--------------------------------|--|
| Secondary Research | <p>A) Secondary data from leading researchers, academics and pathologists</p> <p>B) Secondary data analysis of legislation and legislative guidelines</p> <p>C) Secondary Data from government departments & government agencies through publications</p> <p>D) Secondary data from newspapers, blogs and social commentators</p> <p>E) Primary data from Policy Makers and the Ministry of Justice and Home Office, including Hansard Debates</p> |
| Primary and Secondary Research | Stakeholder mapping analysis |
| Primary Research | Primary data from youth-led focus group on national research |

WP 2: BUILDING AND TESTING THE YEIP TOOLS

A combination of qualitative and quantitative methods of data collection were used at the second stage of the research. The qualitative research took place in three environments (schools, universities and Youth Offender Institutions). A flexible research design, which allowed scope for adjustments in response to research needs, was adopted. Fieldwork was carried out mostly by young researchers using two qualitative research methodologies: semi-structured in-depth interviews and focus groups. The second stage of this work package included a quantitative survey, which was disseminated online. The survey consisted of four sections including questions about the sample's demographics, their internet usage, their personal experiences and how and where radical violent views manifest themselves. In total, the survey received 221 responses from a wide variety of young people.

An innovative youth-led methodology was utilised where young people were brought in and trained to undertake the research. Eight young researchers (all researchers were female, including seven university students who were aged between 18-24 and one school student, aged between 16-17) were trained, and two further young researchers contributed to one focus group (trained by the young researcher). Fieldwork was carried out mostly by young researchers using two qualitative research methodologies: semi-structured in-depth interviews and focus groups.

The young people who were selected for the focus groups were self-selected, with the caveat that students at the Huntingdon School were given an incentive to participate in the project (through their extra-curricular reward system at the school) and as a result many of them did not participate in the optional individual

interviews afterwards.

Table 2. Demographic breakdown of school participants in WP2

| | Focus groups | Interviews | Total |
|-------------------|--|------------|-------|
| Number | Two focus groups with total of 24 students | 14 | 38 |
| Age | 9: under 16 6: 16 – 17 8: 18 – 24 | | |
| Gender | 11 Female 13 Male | | |
| Native/non-native | 7 Native 17 Non-Native | | |
| Total | 24 | 14 | |

WP3: FIELD TRIALS

IARS carried out the research for WP3 in two main stages. In the first stage IARS carried out the training with two groups of educational professionals from two different schools. The first training was on the 1st of April 2019 and the second one took place on the 15th of April. The first training took place in Maidstone Skills and Community Centre in Kent. The training was delivered in a multi-academy for vocational education and community participation that aims to help individuals develop skills for life while providing a valuable local resource to be accessed by all. The second training was carried out with teachers from the sister branch of the same multi-academy, and the training was delivered in Canada Water Library in South East London. In total 25 professionals benefitted from the YEIP training in the educational environment in the UK. Before and after the training the professionals were asked to fill in a pre and post evaluation forms, which aimed to assess the impact of the training.

Following the training sessions, the professionals were instructed on the YEIP PREVENT intervention, which then was implemented in field trials. Afterwards resilience surveys were administered to students whose teachers received the training and to a control group who did not benefit from the training. The aim of the experiment was to identify the difference between the target and control group.

The fieldwork phase and the dissemination of the well-being surveys reached 59 young people. The target group included 30 young people drawn from the Maidstone Skills and Community Centre and its sister branch, whereas the control group consisted of 29 randomly selected young people. The following two surveys were used to measure well-being: the Psychological Well-Being Scales (Ryff & Keyes 1995) and the Brief Resilience Scale (Smith, Dalen, Wiggins, Toolwey, Christopher, & Bernard 2008).

Table 3. Breakdown of survey responses by young people in WP3

| Sample | BRS Survey | Ryff's Survey | Total |
|---------|------------|---------------|-------|
| Target | 30 | 13 | 43 |
| Control | 30 | 13 | 42 |
| | | | 85 |

For the second stage of WP3 a toolkit was developed for policy makers structured in a similar manner to the professionals' training. In order to disseminate the toolkit, potential professionals from the policy field were identified and approached through targeted emails and phone calls.

During our stakeholder mapping, IARS identified over 80 individuals who were then inquired to participate. For those who expressed interest, the pre evaluation survey was emailed followed by the toolkit and the post evaluation form. The pre evaluation questionnaire was filled in by 18 individuals, whereas the post evaluation form received 11 responses.

WP1 – BUILDING THE FOUNDATIONS

In schools currently, the state of the art is the use of the Prevent programme. In the UK, this programme is built into The Counter-Terrorism and Security Act 2015, which has created a legal duty to “have regard to” and “understanding of” the Prevent Scheme. As a result, young people are referred for showing signs of potential radicalisation through existing safeguarding procedures. The chapter notes how this programme has developed a stigma and a culture of over-zealous referrals (Select Committee 2017).

Safeguarding is a complex and difficult world to navigate and Prevent is simply another arm to that responsibility that is placed on institutions. It requires a lot of information sharing and often this is unsuccessful. The singling out of young people as “at risk” is furthering the creation of communities considered to be difficult (Sim 1993). The British Values curriculum aims to create a positive element in education, which teaches acceptance and tolerance, but there are fears that the government has too much interest and control in this.

The youth-led focus group saw 10 young people from different areas of London come together to discuss the research. The themes extracted from the young people, on the national research were in particular:

- 1) Lack of, and importance of the definition of Radicalisation
- 2) Importance of equal opportunity and positive intervention

WP 2: BUILDING AND TESTING THE YEIP TOOLS

From the research conducted in this phase several key findings can be identified with respect to the young researchers. Young people, who were trained as researchers, responded well to the training, and took an active, leading role in the project fieldwork throughout this work package.

The data from the fieldwork revealed several key findings with regards to the young participants. For instance, participants from each environment had very different views on their own circumstances and prospects. Participants from a diverse ethnic background were also much more likely to have multiple strong influences on their lives, such as faith, family, community and friends, whereas white British participants only cited their family as their biggest influencer. Furthermore, white British participants answered questions in an academic and theory-based form, focusing on the hypothetical scenarios, whereas participants, who were exposed to a more diverse city such as London, were more individualistic in their answers.

The data also suggested that young people were very likely to engage with strangers and form relationships online through gaming and streaming. Furthermore, there was a high level of engagement in discussions around gender, feminism and radical beliefs regarding gender in both school environments. In terms of violent radicalisation, most young people understood what constitutes as radical thinking and they were aware of interventions in school. All participants agreed that education, relocation, or having more control over their future were some of the key solutions to their problems. As a result, the majority of participants had plans to go to university or had some idea of what type of profession they would like to have.

The data from the quantitative survey identified several key findings from young people’s Internet usage, experiences related to discrimination and messages that express violent radical views. When asked about the respondents’ Internet usage, they listed Instagram, Snapchat and Twitter as the main platforms they use, and on average their usage varied from one to three hours a day. Internet was mainly used for interaction with other people and for entertainment, such as watching movies and listening to music.

In relation to discrimination, 65 per cent felt that they had been treated unfairly due to who they are. The

main reasons for discrimination were physical appearance (50 %), personality (43%), gender (43 %) and sexual orientation (39%). Over 60 per cent of respondents would go online to distract themselves from the discrimination they have experienced, and 42 per cent would talk to their friends and family online.

When asked if respondents had seen radical violent messages online, over 61 per cent claimed they had. 72 per cent of respondents reported that the content related to religion, race and ethnicity (67 %) and politics and sexual orientation (62 %). Over half of the respondents claimed to report radical violent messages when they see one online, and they felt that the main reasons for posting such content were to gain a reaction, to spread a message they believe in or to be part of a group. When asked how Internet should be used to tackle online youth radicalisation, the main tactics included to automatically target and delete radical posts and websites, provide accessible support and counter act the messages with positive information.

WP3: FIELD TRIALS

From the research conducted in the third phase of research, several key findings can be identified with respect to professionals, young people and policy makers.

Findings from Professionals

The training had little impact on existing beliefs regarding the present state of violent radicalisation, as over 95 per cent of participants agreed that violent youth radicalisation is a reality in the UK pre and post training. After receiving the training, there was an increase of 13 per cent in those participants who believed that youth radicalisation is increasing in the UK. Consequently, there was a 50 per cent decrease in those that disagreed that youth radicalisation is increasing in the UK post training.

When asked what participants considered as effective countering measures for violent youth radicalisation, 20 per cent of participants identified promoting social inclusion among different cultures and providing better education for young people as effective measures prior the training, whereas after receiving the training over 70 per cent of participants saw these as the most effective counter measures for violent youth radicalisation.

Most participants had basic or limited understanding/ knowledge of radicalisation (scores between 2-6) as opposed to post training (between 5-9). This limited knowledge also showed in their pre training understanding of how to prevent violent youth radicalisation. Before the training, participants scored their knowledge on prevention between 1-8, whereas after the training, these values ranged from 2-10. Therefore, this signifies that regardless of their non-specialisation in violent youth radicalisation, their knowledge on the topic area and its prevention had increased post training. Overall, the training did result in a significant increase in the confidence of professionals in their knowledge and ability to work with marginalised young people.

Findings from Young People

Students whose teachers had undertaken the training regarded themselves as significantly more resilient in comparison to those young people who did not directly or indirectly benefit from the training. 90 per cent from the target group strongly agreed that they tend to bounce back quickly after hard times in comparison to their peers with only 50 per cent strongly agreeing with the statement. The majority of the target group chose to agree and strongly agree, whereas the control group seemed more divided in their answers and had the most occurrences in agree and disagree. This would indicate that young people in the target group had greater improvements in their tendency to bounce back from tough situations than those in the control group.

When asked if young people had hard time making it through stressful situations, 76 per cent of the target group disagreed with the statement in comparison to the control group in which 43 per cent disagreed. Furthermore, 70% of those in the target group disagreed with the statement that it takes them a long time to recover from setbacks. The control group on the other hand, had a majority of individuals who disagreed with this statement, which would indicate that they find it tough to get over setbacks in their lives. In light of these findings, the results from the well-being surveys would indicate that young people whose teachers had undertaken the training considered themselves significantly more resilient in comparison to their peers. As

a result, the YEIP Prevention Model has had a positive impact on the young people who directly benefitted from the training.

Findings from Policy Makers

After receiving the toolkit policymakers were significantly more likely to regard violent youth radicalisation as being a reality in the UK and unanimously agreed that it is increasing with a 76 per cent increase between pre and post. Furthermore, participants regarded themselves as being much more informed when it comes to radicalisation and prevention after receiving the toolkit. Prior receiving the toolkit the average knowledge levels for both radicalisation and prevention were significantly low at 4, whereas after receiving the toolkit, the averages were significantly higher at 8 for both radicalisation and prevention. This indicates a 50 per cent increase in knowledge after receiving the toolkit.

After receiving the toolkit, policymakers who had limited knowledge and experience with RJ/PP/GLM were overwhelmingly in favour of utilising these, with a majority saying they would and the rest being open to it. In conclusion, having accessed the toolkit has made the policymakers more knowledgeable of violent youth radicalisation and how it can be prevented. This finding is supported due to participants' willingness to employ RJ/PP/GLM approaches in order to tackle violent youth radicalisation, and, as all participants were open to include young people in decision-making processes and to work as part of a team.

THE UK PUBLIC AUTHORITY AND YEIP

At the application stage, the Home Office delegated its power to the IARS International Institute in order to submit the YEIP proposal as the coordinator/ main applicant. As the lead national public authority on matters of security and radicalisation, the Home Office was kept up to date with all project development and a representative/ civil servant attended the kick off meeting with the EC – Erasmus team alongside representatives from IARS. It is important to note that the inception of the project was a joint effort of young people at IARS and the Home Office. Several meetings took place while a considerable email communication was carried out before refining both Stage 1 and Stage 2 of the application. It is also worth pointing out that the Home Office has been committed to working alongside the other public authorities and Ministries to ensure adequate project follow-up and sustainability.

The Home Office maintained a steering role alongside IARS youth-led management structure in order to ensure full consistency between the higher political goals at national and EU levels, and the specific objectives of YEIP.

As the responsible public authority for the UK, the Ministry has worked with other partners. It has also worked with the Researchers in the UK and in the partnership to refine the YEIP policy measure to be tested. Towards the end of the project and following two changes in the Home Secretary it became extremely difficult to continue engaging with the Department.

CONCLUSIONS AND RECOMMENDATIONS

(a) National level

Overall, there are a number of recommendations for UK policy regarding violent youth radicalisation. Firstly, there needs to be a stronger definition of violent radicalisation. What both GLM and RNR approaches to prevention rely on is a definition. There is not a defined characteristic of young people online that are susceptible to radicalisation. There is barely a definition for radicalisation itself. Whatever model of prevention is proposed, the definition of what it targets and whom it focuses on, should be clear.

Secondly, racial issues and bullying in schools should be addressed and more emphasis should be placed on

specific forms of bullying, including discrimination based on gender, and sexual orientation. Racial issues could be addressed by increasing critical discussions on race and multiculturalism, which are inserted into their historical context and by discussing positive means to overcome social divisions. Bullying could be addressed by teaching young people diversity and to appreciate qualities in other people and in themselves. Internet could be used positively to allow young people to distract themselves from the discrimination they have experienced and to get support from their friends and family online.

Thirdly, the Good Lives Matter model could, if successfully implemented, allow for a greater wealth of opportunities for young people. It is imperative that there is research and trials done to determine what the effects may be on the levels of young people being radicalised in the UK.

Fourthly, there is a need to promote critical debates on the topic of radicalisation in schools, raising awareness about its various manifestations, of the role played by cultural stereotyping and marginalisation and of social media.

Finally, there is a need to design practical guidance tailored to individuals and environments that equip young people with the ability to identify personal goals, personal qualities, skills and passions and provide adequate guidance and support on how to achieve those.

(b) EU level

In addition, there are a number of recommendations for EU bodies:

Firstly, it is necessary to reduce hierarchical division between young people and adults. As such, young people should be more actively included in the decision-making processes and a greater understanding of the role of young people in society as active citizens should be grasped.

Secondly, to broaden the scope and reach of interventions that reinforce the idea of young people as partners and problem-solvers with the capabilities and duties to take active roles in combating marginalisation and radicalisation; not as objects of interventions or as problems to be solved.

Thirdly, more comprehensive frameworks for tackling violent youth radicalisation online should be implemented. For detecting and countering violent radical messages and content online, better tools for reporting suspicious content for the public should be developed. In addition, easily accessible online support for young people should be provided, and violent and radical messages and content should be counter acted with positive information on platforms such as Instagram, Snapchat and Twitter.

Fourthly, encourage the use of peer-to-peer youth-led debates that bring together young people from different backgrounds to share their experiences, coping mechanisms, critical thoughts and to learn from each other. This may increase engagement, sense of ownership and have a positive impact on young people's sense of worth.

Finally, it is necessary to invest in European policies that offer tailored opportunities for individuals to develop their interests and goals and to provide adequate guidance and support on how to achieve them.

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LOOKING AT THE ISSUE IN UK UNIVERSITIES

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ABSTRACT

In 2006 in the UK, the introduction of the Prevent Agenda sought to prevent violent radicalisation by taking steps to prevent it early on. In 2015, the Counter-Terrorism and Security Act included Universities under section 26(1) and imposed a legal duty on universities to “have due regard to the need to prevent people for being drawn into terrorism” (Counter-Terrorism and Security Act, 2015). It is in this context that it was vitally important to look at alternative strategies in combatting violent radicalisation. Bucks New University acted as a partner in YEIP helping to design the Research Protocol and by delivering work packages 2 and 3. Work Package 2 sought to test the hypothesis of the YEIP policy measure within Bucks New University through qualitative research involving one focus group and 6 interviews conducted with university students to understand their views and experiences around issues of violent radicalisation, identity and wellbeing. The results demonstrated a significant difference in the opinions of white British students and those from other ethnic or immigrant backgrounds. The aim of the focus group and face to face interviews conducted in the UK university was to complement the data collected in other target institutions collected in the UK and in the other countries participating in this project. Work Package 3 sought to deliver training to university staff involved with young university students to create awareness of *Positive Psychology* and the *Good Lives Model* as alternative strategies to counter violent radicalisation. The findings indicated that out of the staff who were trained, a significant number were more open to using Positive Psychology and the Good Lives Model as tools to counter violent radicalisation. Students who had contact with staff who were trained using the YEIP training package showed a slightly higher result

in their well being scores as compared to a control group of students who did not interact with staff who did the training. While the results with professionals were encouraging, the positive result of impact on students was only marginal indicating perhaps the need for revising the training modules to increase their applicability.

Keywords: Universities, Violent radicalisation, Positive Psychology, Good Lives Model

INTRODUCTION

The PREVENT agenda to counter violent radicalisation in the UK was created in 2006 and this was reviewed in 2011. The new Prevent Strategy published by the government in the UK in June 2011 stated the following objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- and work with sectors and institutions where there are risks of radicalisation which we need to address.

Although the new Prevent Strategy was an improvement on the former Prevent agenda it still focuses on the ideological challenge of terrorism and violent radicalization. Prevent still therefore has a punitive to ring to its objectives. In 2015, the Counter-Terrorism and Security Act included Universities under section 26(1) and imposed a legal duty on universities to “have due regard to the need to prevent people for being drawn into terrorism (Counter-Terrorism and Security Act, 2015). The new legal duty required Higher Education to put in place specific policies to stop extremists radicalising students, tackle gender segregation at events and support students at risk of violent radicalisation.

In this scenario, there is a need to promote a radically different way of tackling violent radicalization and particularly violent radicalization of young people. The Justice Initiative report (2016), entitled Eroding Trust says: “The current Prevent strategy suffers from multiple, mutually reinforcing structural flaws, the foreseeable consequence of which is a serious risk of human rights violations. These violations include, most obviously, violations of the right against discrimination, as well the right to freedom of expression, among other rights. Prevent’s structural flaws include the targeting of ‘pre-criminality’, ‘non-violent extremism’, and opposition to ‘British values’. Furthermore, Prevent’s targeting of non-violent extremism and ‘indicators’ of risk of being drawn into terrorism lack a scientific basis. Indeed, the claim that non-violent extremism – including ‘radical’ or religious ideology – is the precursor to terrorism has been widely discredited by the British government itself, as well as numerous reputable scholars.”

It is in this context that the Youth Empowerment and Innovation Project that seeks to propose new ways of dealing with youth violent radicalization using the principles of restorative justice, the theoretical underpinnings of positive psychology and an intervention strategy using the Good Lives Model is particularly significant.

Buckinghamshire New University is a partner in this project because it is an environment that government supposes young people could be prone to violent radicalization. The aim of the project was to develop new tools incorporating principles of Good lives Model, Restorative justice and Positive Psychology to combat violent youth radicalization.

WP 1: BUILDING THE FOUNDATIONS

The first work package of the project sought to understand the current state of play in the various participating countries around the areas of investigation being considered by the project. Bucks New University was not involved in this phase of the project but the national reports provided a holistic picture of the state of play to allow for the project to decide the way forward. However, IARS carried out this part for Bucks New University.

On 17th September 2015, Tom Whitehead, Security Editor of the Telegraph reported David Cameron (the then Prime Minister of the UK) exposed some of Britain's leading universities as havens for Islamist fanatics as he announced a new "legal duty for colleges to stop extremists targeting students and a legal duty to protect impressionable young minds." The Prime Minister named and shamed the universities that regularly give platforms to hate preachers who are determined to undermine British values. Within the project, Buckinghamshire New University represents the environment of young people in a university setting who could be potential targets for violent radicalization.

WP 2: BUILDING AND TESTING YEIP TOOLS

The second phase of the project focused on engaging with the young people in Schools and University environment in gathering their views about youth radicalization. Based on the data collected from the young people, training tools were devised for professionals working with young people in various settings – youth offending institution schools and universities.

It was envisaged that the following aims would be achieved by carrying out primary research in four environments: schools, universities, Youth Offending Institutions and online. (YEIP, Research protocol document, 2018)

- *To test the underlying hypothesis of the YEIP policy measure through qualitative and quantitative research.*
- *To construct the tools that will implement Youth Empowerment and Innovation Project (YEIP's) policy measure (i.e. the YEIP PREVENT model/ intervention and toolkit).*

METHODOLOGY USED FOR WP2

A qualitative research design was assessed as being the most appropriate, as it provided the researchers an opportunity to investigate participants in-depth understanding of their perspective and experiences which is personal, sensitive and complex (*Ritchie and Lewis, 2014*). The purpose was to also uncover beliefs, thoughts and insight into complex relations around the area being studied.

A mixed method of semi structured interview and focus group was selected as the primary data collection tool to access knowledge and to enable flexible in-depth exploration of the construction and negotiation of meanings (*Cohen, et al 2007*).

The aim was to gather young people's understanding on radicalisation and how do they perceive one can combat radicalisation. The data collected focused on the core areas of : Radicalisation, Identity and Belonging, Values and Self-concept, Challenging extremist messages, Stigma and Marginalisation, Community and Environment, and Life Aspirations and Goals.

One focus group and six interviews were conducted. The focus group and interviews followed the seven core areas of questioning but as it was a semi-structured format (*Arksey & Knight 1999*) it allowed the interviewers to ensure that key topics were covered while also having flexibility to discuss issues that participants introduced independently.

Table 1. Demographic table

| | Focus groups | Interviews | Total |
|------------------------------------|---|---|-------|
| Number | Focus groups with total of 6 young people | 6 | 12 |
| Age | 19 to 29 | 19 to 29 | |
| Gender | Male 1 Female 5 | Male 1 Female 5 | |
| Native/non-native (not obligatory) | 3 White British 1 British/Portuguese 1 British/Ethiopian 1 British/Pakistani | 3 White British 1 British/Portuguese 1 British/Ethiopian 1 British/Pakistani | |
| Total | 6 | 6 | 12 |

The analysis of the data followed the core areas of questioning which would facilitate cross referencing of findings across the countries and target groups covered by this study.

Summary Results from WP 2

Themes arising from WP2 phase were around engaging young people in decision making, creating educational institutions a safe and guided place for meaningful and open discussion and debate on issues around radicalisation.

Table 2. Based on the analysis from WP2 stage training material was developed for professionals who are engaged with young people in different environments – youth offending institution, school and Universities.

| | |
|--------------------------------------|--|
| Youth Radicalisation: Key Findings | |
| Participants | University students: Main themes |
| Definition | <p><i>For White British participants radicalization meant Islamic radicalization</i></p> <p><i>Mixed Heritage participants defined radicalization as an ideology</i></p> |
| Identity and Belonging | <p><i>Identity stem from value and upbringing</i></p> <p><i>Participants from mixed heritage and immigrant backgrounds the question of identity and belongingness was more complex</i></p> |
| Values, Self-concept and Self-esteem | <p><i>Family upbringing</i></p> <p><i>Happy when spending time with family and friends</i></p> <p><i>White British participants felt more in control of their lives and choices than those from mixed heritage</i></p> |

| | |
|--|--|
| Recognizing and challenging extremist messages | <i>Most felt violence is legitimate for self defense Perception that young people were drawn to radicalisation was due to social media and glamorization of radicalisation</i> |
| Unfair treatment, stigma and marginalisation | <i>The White British participants did not receive any bullying or unfair treatment but immigrant participants had experienced unfair treatment Various coping mechanisms to deal with problems included personal reflection or talking to a family or friend</i> |
| Community/Environment | <i>All participants confirmed that they enjoyed studying at university and felt able to participate in university life All participants felt safe in their community</i> |
| Life Aspirations and Goals | <i>Dream job would be one where they could make a difference to society All participants agreed that they had the means and support to achieve their goals</i> |

WP3: FIELD TRIALS

METHODOLOGY

The YEIP training modules were piloted with a group of 3 professionals so we could gauge its effectiveness in an environment of university Lecturers. Following the pilot training in January 2019 minor adaptations were made to the content of the session to ensure relevance to the University Lecturers audience.

Two further training sessions for 16 university lecturers were conducted in February 2019. The participating professionals were administered pre and post training questionnaires to assess the effectiveness of the training.

SUMMARY FINDINGS OF DATA FROM WP3

Almost three quarters (73%) reported having changed their work practice because of the intervention, and all participants said they were considering changing their practice in future. There was a decrease in believing in solutions based on deterrents, for both youth at risk of committing violent actions and for those who commit them. Rather, there was an increase in participants' believing the importance of listening to the reason youth give as to why they had committed violent actions as well an increase in the belief that young people should be included in solutions. Participants felt that youth should be empowered in problem solving

There was also an increase in knowledge and understanding of Restorative Justice, Positive Psychology and the Good Lives Models amongst professionals who undertook the training and an increase in the predisposition and use of these tools

The data demonstrated that the training was effective in helping professionals engage more positively with young people using the Good Lives Model, Positive Psychology and Restorative Justice.

Students who were taught by and had engaged with professionals who had undergone training on using Positive Psychology and Good Lives Model showed slight increase in the well-being questionnaires as compared to the students who had not had contact with professionals who undertook training.

CONCLUSION AND RECOMMENDATIONS

More structures are needed within institutions to help institutions in society to engage more effectively with providing a voice for young people in society and particular those at risk of violent radicalisation.

Government should engage more with various institutions working with young people and indeed with young people themselves in designing policies to counter violent radicalisation and ensure avoidance of a top-down approach.

Government policy to include Positive Psychology, Good Lives Model and principles of Restorative Justice as useful tools to combat violent youth radicalisation rather than punitive methods which further breed suspicion and anger.

Making it as a national priority by investing in training for staff working in sectors engaged with young people (like schools, universities and young offenders) in using the Good lives Model and Positive psychology as a tool in combating violent radicalisation amongst young people.

Providing opportunities for young people in formal (schools and universities) and informal (community) settings to participate in the activities that will enable them to feel empowered as well as help them build self identity and promote wellbeing.

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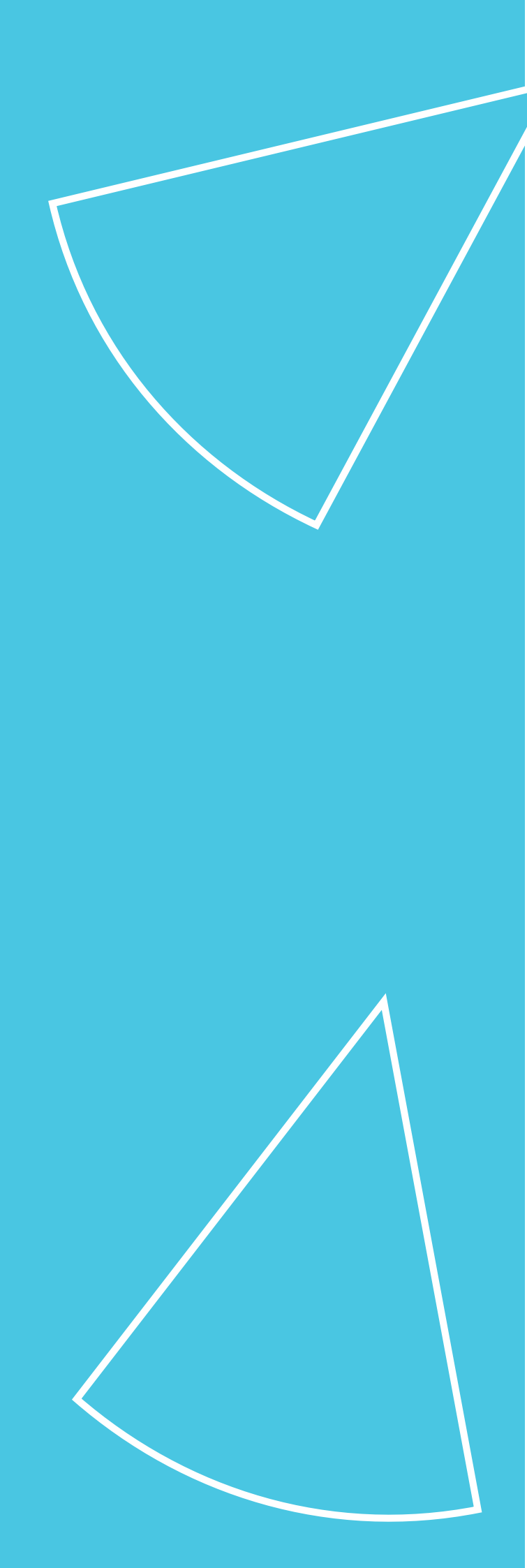
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LOOKING AT THE ISSUE IN UK YOUTH OFFENDING INSTITUTIONS/ CRIMINAL JUSTICE SYSTEM

RESEARCHER: IMAN HAJI

ABSTRACT

Following the successes of various ad hoc UK projects that were associated with adopting Restorative Practice, Positive Psychology and the Good Lives Model in offender rehabilitation, the Youth Empowerment and Innovation Project (YEIP) has sought to extend the use of these principles to design a policy measure to enhance young people's inclusion and minimise the risk of violent radicalisation. Khulisa was selected as one of the environments where the YEIP Policy Measure would be piloted.

Analysing the implementation of the YEIP research findings in the English criminal justice system, this chapter has a specific focus on the 3rd work package of the project during which 43 professionals were trained in the YEIP methodology. The impact of this training was then analysed over the course of 4 months using unobserved (evaluations analysing professionals' knowledge of and attitudes to radicalisation and youth involvement) and observed trials (evaluations analysing the wellbeing of prisoners working with professionals trained in the YEIP methodology). The results and recommendations from the YEIP Policy Measure in youth offending institutions are presented in this summary chapter.

Keywords: violent radicalisation, restorative justice, criminal justice, youth offending institutions, prevention, youth-led

Whitehead,T (2015); *British universities that give the floor to extremist speakers are named and shamed*. The Telegraph, 17th Sept, 2015 Accessed 25th November 2019: <https://www.telegraph.co.uk/education/universityeducation/11870429/British-universities-that-give-the-floor-to-extremist-speakers-are-named-and-shamed.html>

INTRODUCTION

The prevailing theory of offender rehabilitation in many countries is the Risk-Need-Responsivity model (RNR).¹ The RNR model outlines three general principles for effective rehabilitation based on: risk, need and responsivity.² It holds that programme intensity should be matched to offender risk level and target criminogenic needs in a manner that suits offender learning style and abilities. In this paradigm, meeting needs classified as non-criminogenic and non-essential to risk management are treated according to the discretion of the authorities processing a person through the criminal justice system.³

Despite its popularity the RNR approach has also faced a lot of criticism. A principle criticism is that it adopts a 'pin cushion' model of treatment, viewing offenders as disembodied bearers of risk. In this metaphor, each risk factor constitutes a pin and treatment focuses on removing each risk factor rather than adopting an integrated, holistic approach.⁴ Detractors suggest this primary focus on risk and the development of "avoidant goals,"⁵ and means RNR fails to recognise the centrality of human agency and motivation which ultimately impacts responsivity.

The Youth Empowerment and Innovation Project has sought to add to the increasing challenge to the RNR approach in criminal justice⁶ by calling for a different approach to tackling violent radicalisation. Adopting asset-based concepts such as: The Good Lives Model (GLM) - based on the belief individuals commit criminal offences because they lack the ability to realise valued outcomes As such, the most effective method of engagement is through exploration and promotion of these primary goods by equipping offenders with the internal (i.e. attitudes and values) and external conditions (skills, resources and opportunities) needed to live a positive life.⁷

Positive Psychology a strength-based theory which focuses on the "conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions."⁸

Restorative Justice - a practice which in not only trying to repair harm caused to victims, is interested in exploring and restoring harms experienced by offenders, a principle which "requires us to address the root causes of crime."⁹ In short, "the goal of restorative justice is to provide an experience of healing for all concerned."¹⁰

Khulisa's involvement in this project has been a natural progression of our previous work with the project convenors, the Independent Academic Research Students International Institute (IARS). In 2015 the RJ4All International Institute conducted an impact evaluation of Khulisa's flagship '*Silence the Violence*' (STV) pro-

¹ See: Biechtel, K., Lowenkamp, C.T., Latessa, E., "Assessing the Risk of Re-Offending for Juvenile Offenders Using the Youth Level of Service/Case Management Inventory" Vol.45(3)(4) (2007) Journal of Offender Rehabilitation pp85-109

² Andrews, D. A., Bonta, J., & Hoge, R. D. "Classification for effective rehabilitation: Rediscovering psychology" (1990) Vol.17 Criminal Justice and Behavior, pp19-52

³ Ward, T., Mann, R.E., Gannon, T.A., "The Good Lives Model of Offender Rehabilitation: Clinical Implications"(2007) Vol.12 Aggression and Violent Behavior pp87-101

⁴ Ward et al. *ibid*, page 4

⁵ *Ibid* at page 181

⁶ See for example Ward et al., *Ibid*

⁷ Whitehead, P.R., Ward, T., and Collie, R.M., "Time for a Change: Applying the Good Lives Model of Rehabilitation to a High-Risk Violent Offender" (2007) Vol.51 (5) International Journal of Offender Therapy and Comparative Criminology p580

⁸ Gable, S. L., & Haidt, J. (2005). What (and Why) is Positive Psychology? *Review of General Psychology*, 9(2), 103–110.

⁹ Zehr, H., *The Little Book of Restorative Justice* [New York: Skyhorse Publishing, 2014]

¹⁰ *Ibid*

gramme in prison.¹¹

Through intensive and trauma-informed group work, aligned to GLM, including creative facilitation (art, drama, and storytelling) and other experiential techniques (restorative circles, reflective practice), the programme encourages participants to explore their thought processes (thoughts, feelings, body sensations and unmet needs). Delivered through intensive support over the course of 6 weeks, by therapeutically trained facilitators, STV helps participants acknowledge their behavioural challenges. It provides tools to help develop emotional literacy and emotional resilience; enhancing confidence, self-worth and self-belief to help participants envisage a safe, healthy and crime-free life. The research conducted into the impact of *"Silence the Violence"* found that only 7% of STV participants reoffend compared to 31% recidivism rate amongst the control group.¹²

The success of the STV programme, added to existing literature on the practical examples of how a GLM aligned approach can add value to the justice system & served as a foundation to the thinking behind the YEIP project.

WP1: BUILDING THE FOUNDATIONS

The first work package of the project consisted of research on the use of justice measures which adopt the GLM, positive psychology and restorative justice to prevent and/or reduce the violent radicalisation of young people in Europe. Khulisa was not involved in this part of the project as our involvement in the YEIP project is different to that of many of the partners in this project.

Each country in this project has an organisation leading the research. In the UK, this was IARS. Khulisa's role in the project was to be a target group whose role is to support the delivery of this project in the criminal justice system focusing on putting the YEIP Policy measure.

While all the other partners in this project focus on evaluating the impact of the YEIP toolkit in schools and universities, Khulisa's involvement was unique in that we are the only partner selected to test the toolkit in the criminal justice system.

In testing the toolkit in the criminal justice system YEIP challenges what Pisoui and Ahmed term "the false exceptionalism of radicalisation,"¹³ or the idea that radicalisation has entirely separate drivers from general crime. At foundation level, we know that like (re)offending, violent radicalisation is at once a cause, effect and indicator of social exclusion.¹⁴ It's linked to many accentuating factors that contribute to social exclusion like a lack of access (e.g. to social mobility, education, health services, housing) a lack of fair recognition (due to discrimination, hostility, stigmatisation and segregation) and other personal intensifiers (like a negative lifestyle, poor mental health, low levels of engagement with education and a subjective sense of exclusion from 'mainstream society').¹⁵

With this as a context, and given the success of GLM, positive psychology and restorative justice in offender rehabilitation it follows that YEIP is correct in extending the use of these theories to the conversation on how we can reduce violent radicalisation.

¹¹ See <https://www.theogavrielides.com/product-page/evaluating-social-action-for-rehabilitation>

¹² See: Gavrielides, T., Ntziadima, A., Goueti, I., "Evaluating Social Action for Rehabilitation: Khulisa Rehabilitation Social Programmes" [2015] Restorative Justice for All <http://www.khulisa.co.uk/wp-content/uploads/images/RJ4All-Cabinet-Office-RSAF-Evaluation-Exec-Summary-2015.pdf>

¹³ Pisoui, D., and Ahmed, A., "Radicalisation Research – Gap Analysis" (2016) RAN Centre of Excellence

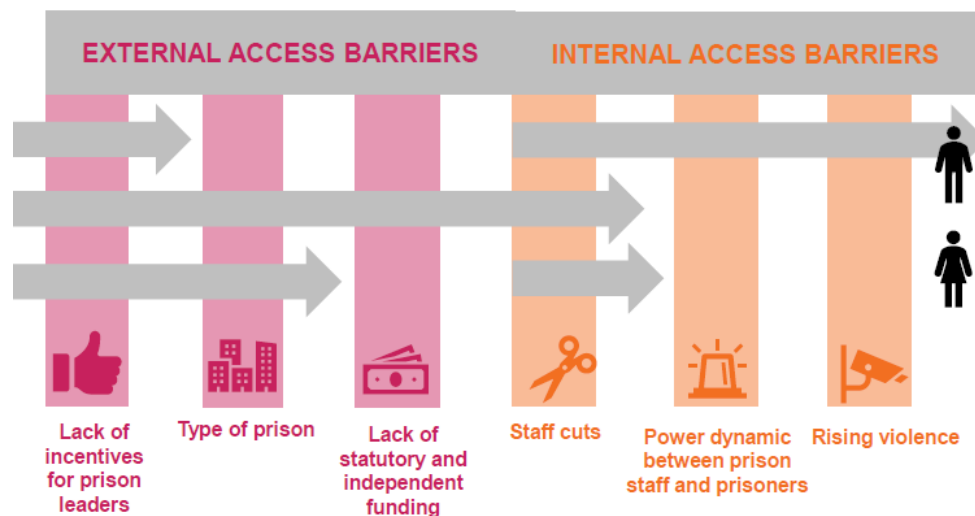
¹⁴ See for example: Murray, J., "The Cycle of Punishment: Social Exclusion of Prisoners and Their Children" [2007] Vol.17 Criminology and Criminal Justice pp55-81

¹⁵ Peace, R., "Social Exclusion: A Concept In Need of Definition?" Issue 16 (2001) Social Policy Journal of New Zealand

WP2: BUILDING AND TESTING THE YEIP TOOLS

The second work package of the project gave the research partners the opportunity to empower young people to gather their views on not only violent youth radicalisation but the recommendations they believe were needed to be done at policy and practitioner level to tackle radicalisation. The findings of this phase of the research were then used to design the YEIP policy measure and its Prevent Toolkit for practitioners and policy makers.

Given rising levels of violence & cuts to prison budgets, among other factors, charities face a double access when trying to reach people in prison:¹⁶



Khulisa made efforts to arrange focus groups for WP2 at a number of prisons. Unfortunately, given the short time period available for this work package and the current situation in the UK prison system, Khulisa was unable to arrange a prison for the fieldwork. We consulted UK project convenor, IARS, about an alternative but similar environment - a Pupil Referral Unit (PRU), with similar demographics to the young people in prison.

Given the nature of both prison and PRU environments, for safeguarding reasons, Khulisa were not assigned young researchers and so our team tailored questions and activities to garner research for the focus groups and interviews on a specified date. Unfortunately, the PRU were forced to reschedule the fieldwork twice. We were unable to schedule focus groups with adequate interviewee numbers. The environment and complex needs of the children mean resourcing and time-tabling are constantly changing and children's attendance is not guaranteed. The timing was also in conflict with exam season and summer holidays, which exacerbated the problem. Khulisa maintained contact with IARS at all times to communicate the difficulties faced during this period and worked closely with the school on contingencies which would allow us to conduct the fieldwork. Unfortunately however, Khulisa was unable to conduct the fieldwork in the time allotted for WP2.

¹⁶ See Bagwell, S., Wyld, G., and Clay, T., "How are charities accessing people in prison to deliver vital services?" (2019) <https://www.thinknpc.org/resource-hub/how-are-charities-accessing-people-in-prison-to-deliver-vital-services/>

WP3: FIELD TRIAL OF THE TRAINING MODULES AND TOOLKIT

METHODOLOGY

In the third work package of this project we realised there was a large appetite among professionals working in prisons and in the criminal justice system more broadly for training on how to tackle violent radicalisation. So we delivered training on the YEIP methodology to 43 professionals from 6 organisations working in and around the criminal justice system over the course of 3 sessions in February 2019. The participating professionals were also asked to complete pre and post training questionnaires to assess the effectiveness of the training.

| NUMBER OF PROFESSIONALS TRAINED | | |
|---------------------------------|-------------------------|----|
| AGE | 20-30 years old | 19 |
| | 30-40 years old | 12 |
| | 40-55 years old | 10 |
| | 60 or over | 2 |
| GENDER | Female | 32 |
| | I prefer not to say | 1 |
| | Male | 10 |
| ETHNICITY | Asian | 4 |
| | Black African | 3 |
| | Black Caribbean | 2 |
| | Mixed background | 2 |
| | White British | 26 |
| | Other White background | 4 |
| | Other ethnic background | 2 |

We also conducted observed trials with prisoners to test whether training professionals in YEIP's asset-based methodologies would improve the well-being and resilience of the people they work with.

| Intervention Group | | |
|--------------------|---------------|---------------------|
| Age | | Number of prisoners |
| | 29 | 2 |
| | 34 | 1 |
| | 39 | 2 |
| | 43 | 1 |
| | 46 | 2 |
| | 47 | 1 |
| | 57 | 1 |
| Ethnicity | Other | 1 |
| | White British | 9 |

| Control Group | | |
|---------------|-------------------|---|
| Age | 22 | 1 |
| | 25 | 1 |
| | 27 | 1 |
| | 33 | 2 |
| | 35 | 1 |
| | 36 | 2 |
| | 44 | 1 |
| | 58 | 1 |
| Ethnicity | Asian (Pakistani) | 2 |
| | White British | 7 |
| | White Other | 1 |

SUMMARY OF THE FINDINGS FROM WP2

Khulisa made efforts to arrange focus groups for WP2 at a number of prisons. Unfortunately, given the short time period available for this work package and the current situation in the UK prison system, Khulisa was unable to arrange a prison for the fieldwork. We consulted UK project convenor, IARS, about an alternative but similar environment - a Pupil Referral Unit (PRU), with similar demographics to the young people in prison.

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Khulisa maintained contact with IARS at all times to communicate the difficulties faced during this period and worked closely with the school on contingencies which would allow us to conduct the fieldwork. Unfortunately, however, Khulisa was unable to conduct the fieldwork in the time allotted for WP2.

Since WP2, Khulisa has focused on the quality of our partnerships with prisons as the lead indicator to drive our delivery and impact. This has meant that as a condition of our partnership with delivery partners (including schools and prisons), delivery partners must agree to pre-agreed delivery dates of programmes, ensure that staff are available to support the delivery as well as any subsequent research required for monitoring and evaluation purposes. Given the lessons learnt from WP2 we would recommend that any researchers seeking to replicate this research in prisons approach potential prisons at least 6 months in advance of the research, agree the dates of delivery well in advance and continue to cultivate a quality partnership with the prison to allow for collaborative contingency planning if things don't go according to plan.

SUMMARY OF THE FINDINGS FROM WP3

In conducting this research, we found a great need for training among professionals working in the criminal justice system on how to prevent violent youth radicalisation.

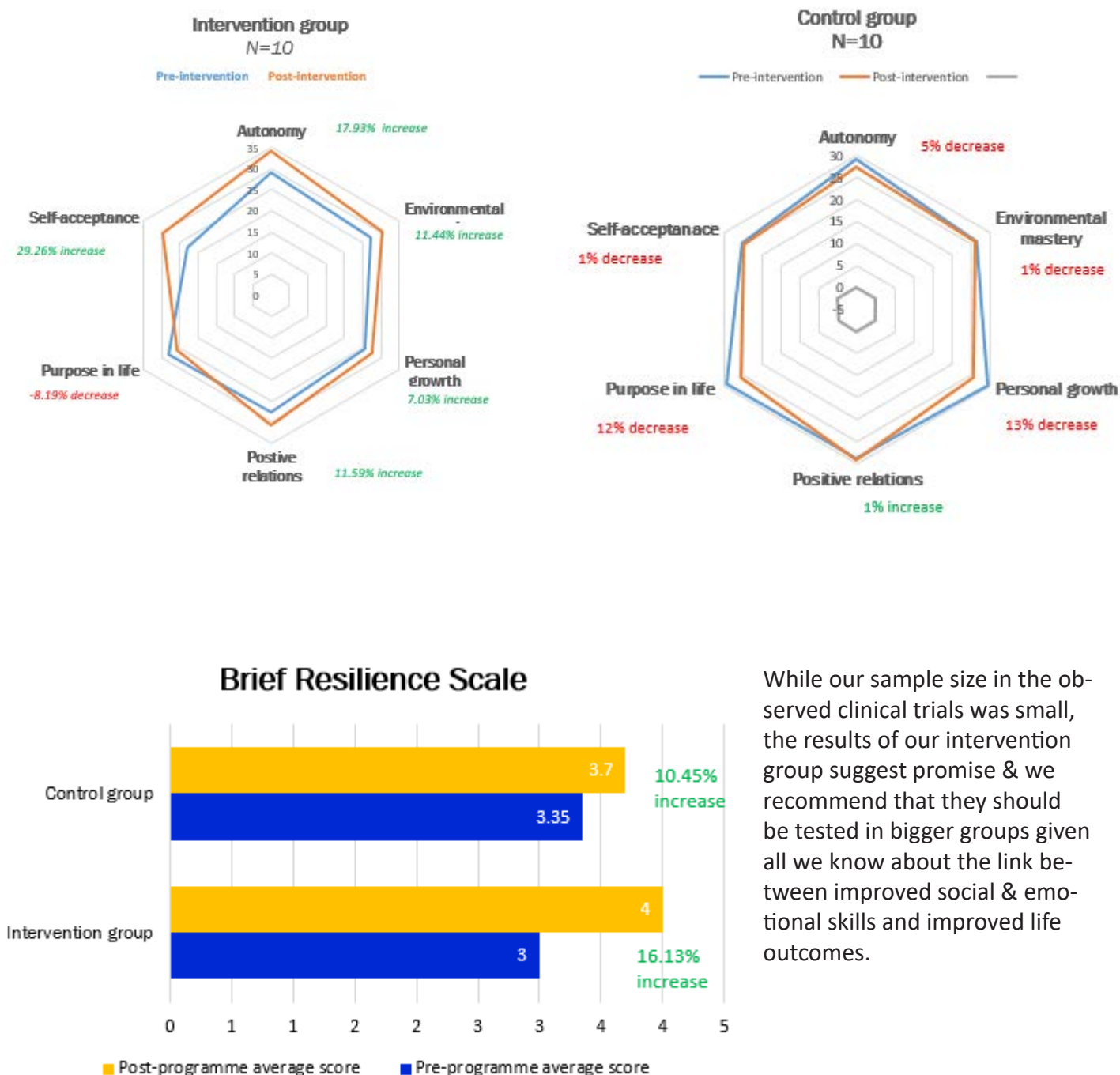
For example, before the training, some professionals were not familiar with some of the asset-based theories which underpin YEIP: 42% of professionals had either never heard of positive psychology or had heard of it but did not know much about it, 60% of professionals said the same about the Good Lives Model.

Despite this, we found that practitioners shared many of the project's underlying principles as evidenced in their responses to statements which stifled youth voice and participation. 71% of professionals disagreed with the statement that "young people should listen carefully to professionals' advice on radicalisation. As a consequence, not much importance should be given to the past" post training.

Professionals disagreed even more with the "I do not feel comfortable empowering young people too much when I have to engage in a professional relationship with them" (85% of professionals disagreed post training). We also found that professionals were more likely to agree with asset-based solutions to dealing with young people who commit violent acts which suggests some support for the YEIP's call for a shift from the RNR approach to reducing (re)offending and radicalisation towards models like restorative justice, positive

psychology and the Good Lives Model.

We also found that an increase in 5 of the 6 measures evaluated in the Ryff's Psychological well-being scale among the intervention group of prisoners compared to the control group. The same increases were also true for the evaluation, which looked at resilience.



While our sample size in the observed clinical trials was small, the results of our intervention group suggest promise & we recommend that they should be tested in bigger groups given all we know about the link between improved social & emotional skills and improved life outcomes.

SUMMARY CONCLUSIONS & RECOMMENDATIONS

- The findings of this research that focused on the piloting of YEIPs policy measure in the criminal justice system supports calls for a shift from punitive methods to reducing violent radicalisation (e.g. RNR model) to more asset based models to offender rehabilitation and the prevention of violent radicalisation based both on the findings of the research with professionals and people in prison.

- This research also highlights a critical need for training on practical ways of preventing and reducing violent radicalisation in the criminal justice system.
- With this as a context, we join the call for a whole system investment to support a dual approach to preventing and reducing violent radicalisation of young people:
 - Providing asset-based support aimed at improving the social and emotional wellbeing of young people in schools, prisons and in universities and;
 - Providing training for staff working with young people in the criminal justice system, in schools and universities on asset-based approaches to preventing violent radicalisation.

Whilst there are clear benefits with this approach, with the current lack of investment in the criminal justice system (and other areas of this research project like schools and universities), it seems likely that this type of training and support remains unavailable which exacerbates the problem of violent radicalisation still further. This is why a systemic approach that supports both professionals and young people is critical to stem the volume of young people continuing to enter the criminal justice system and struggle to rehabilitate back into society.

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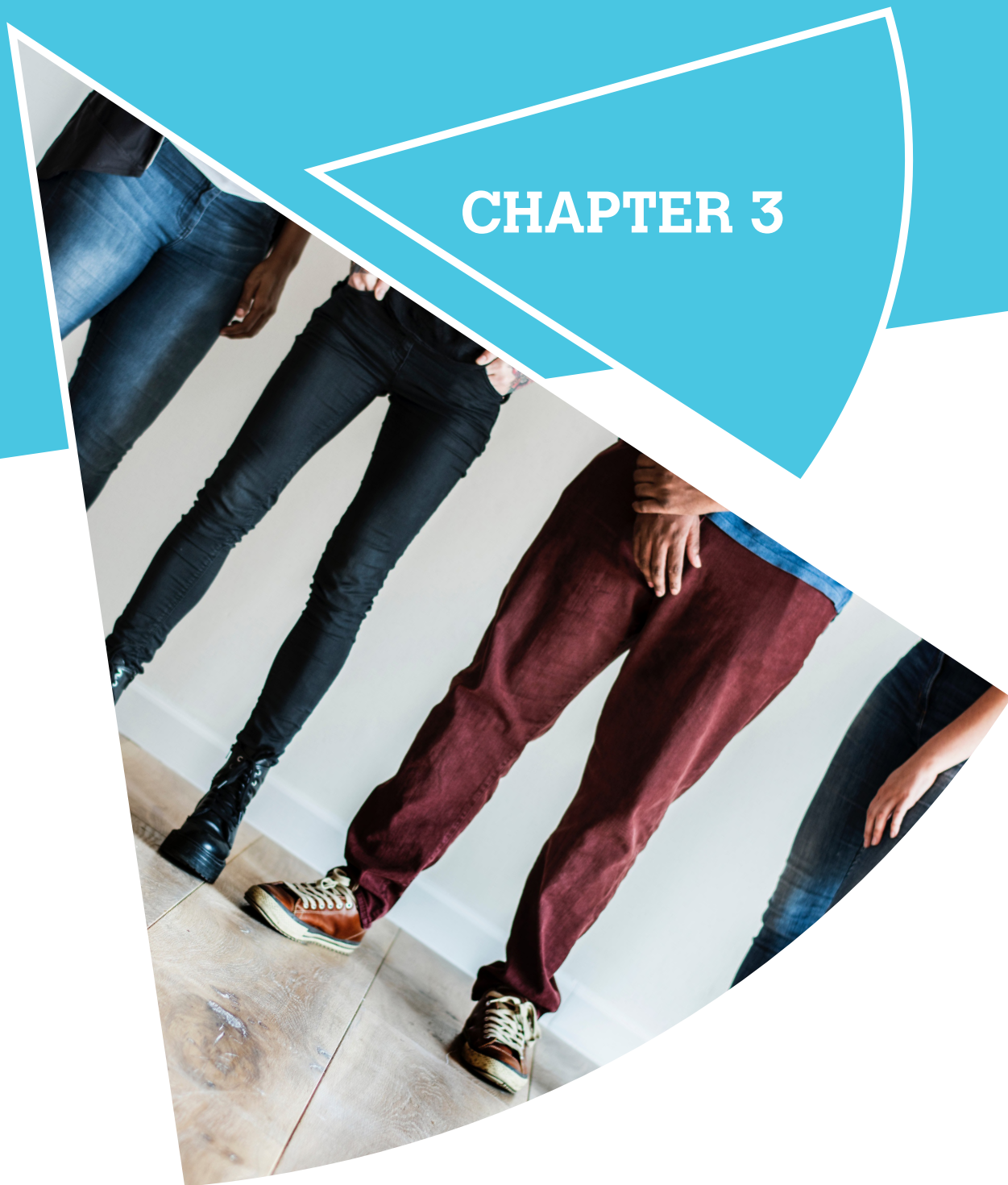
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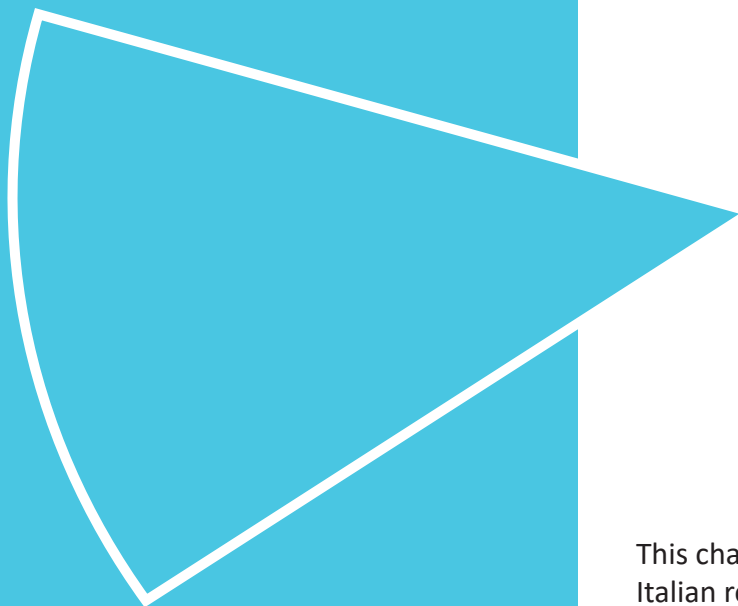
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VIOLENT YOUTH RADICALISATION IN ITALY: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 3





ABSTRACT

This chapter analyses progresses and results of the Italian research, along YEIP's three years. Furthermore, the report presents final findings from the WP3 phase of the project, aimed to experiment YEIP prevention toolkit with professionals working with young people, in the university and school context. We also reflect on the project's findings with Italian policy makers including the YEIP partner public authority. YEIP aimed to change all these stakeholders' approach towards youths, influencing their prevention strategies and practice for violent radicalisation. The objective of this chapter can be summarised as spreading suggestions and recommendations for national and EU bodies for the prevention of violent youth radicalisation, starting from the lessons learned thanks to the youth-led YEIP research.

Keywords: radicalisation, prevention, youth-led, policy makers, professionals, YEIP toolkit

INTRODUCTION

The YEIP in Italy aimed to prevent violent youth radicalisation and marginalisation, through the principles of positive psychology, Good Lives Model and restorative justice in two environments: school and university.

WP 1- BUILDING THE FOUNDATIONS

The first phase aimed to investigate the Italian context about the issue, through a literature review.

WP 2: BUILDING AND TESTING THE YEIP TOOLS

Starting from the results of WP1, the second phase aimed to “listen” the opinions of young people in schools and universities, focusing on the topic of youth violent radicalisation and marginalisation, and their prevention in order to create the training tools to prevent these phenomena.

WP3: FIELD TRIALS

The third phase focused on conducting field trials through the application of the youth-led prevention toolkit, both in school and university environments. The purpose was to enable professionals to increase their knowledge level, consciousness, wellbeing and resilience in youths that they work with. Furthermore, another aim of WP3 in Italy was to disseminate the YEIP youth-led prevention toolkit among policy makers. In Italy, this was possible thanks to the involvement of the YEIP partner Italian public authority, namely the Liguria Region, the Department of Law of University of Modena and Reggio Emilia and the CRID Interdepartmental Research Centre on Discrimination and vulnerabilities.

METHODOLOGY

WP 1- BUILDING THE FOUNDATIONS

The first phase of the project consisted of a literature review regarding the central topic within the Italian context. This has been carried out by analysing sources such as, grey literature, academic and newspaper articles, studies, essays, recordings from conferences. Information has been found through an online search of key terms in online database, both in Italian and English, and through the testimonies of people directly involved in good practices. Successively, at the end of October, findings were presented in a round table discussion to the attention of a group of 30 stakeholders: academics, researchers, school teachers, social workers, associations, volunteers, politicians and students.

WP 2: Building and testing the YEIP tools

The second phase of the YEIP project consisted in an approved fieldwork research that involved 69 young people aged 16-29, who participated in a total of 4 focus groups and 53 individual semi-structured interviews, carried on with the help of the 9 young co-researchers from March to April 2018.

WP3: Field trials

The 3rd phase aimed to test the YEIP GLM-based policy intervention by conducting field trials following capacity building of professionals using the tools previously designed in School and University, offering training sessions for teachers and policy makers between December 2018 and March 2019.

Students of the professionals who participated in the training have then been assessed before and after the training. This group of students (intervention group), was compared with a control group (i.e., high school and university students of professionals who did not receive the training, who were also assessed twice). The aim was to test whether a change occurred in the intervention groups. Selected instruments responded by participants in both the intervention and control groups were the following: the Psychological Well-Being

Scales (Ryff & Keyes 1995) and the Brief Resilience Scale (Smith, Dalen, Wiggins, Toolwey, Christopher, & Bernard 2008).

FINDINGS

WP 1- BUILDING THE FOUNDATIONS

Literature review

International studies agree that there is no universally accepted *definition of radicalisation*. Furthermore, it also emerged a difficulty in defining single *causes and factors* that led to radicalisation. It is rather a mixture of different specific elements. However, young age is identified a risk factor.

WP1 research revealed the lack of a systematic *political and legislative mechanism* aimed at social prevention of radicalisation in Italy. On the contrary, the Italian historical-cultural background has allowed to accumulate experience in the field of “crime prevention”. However, Italy is characterised by numerous national, regional and local policies and provisions for the support of integration and inclusion.

Concerning the *Good Lives Model and positive psychology*, it emerged that Italy has no experience in the use of these tools for preventing radicalisation. Regarding *restorative justice*, experiences that use the (inter-cultural) mediation as instrument of radicalisation prevention already exist. However, they could be better implemented.

FINDINGS FROM THE ROUND TABLE:

- Maintaining a broad definition of radicalisation
- Appreciation for the youth-led approach of the project;
- The need to go beyond the contrast and criminal prevention of radicalisation and to address the problem of radicalisation from the point of view of the social prevention
- Maintaining a multidisciplinary perspective in all steps of the project.
- Maintaining a positive training approach focused on communitarian conflict management, use of dialogue and teaching of respect and tolerance principles
- The need to open YEIP experimental training also to parents

WP 2: BUILDING AND TESTING THE YEIP TOOLS

Findings from the focus groups and interviews

- Fill the gap of practitioners’ knowledge about radicalisation.
- Train professionals on listening skills when working with youth.
- Promote activities to empower youth, giving them space and voice in order to encourage them to oppose to wrong messages.
- Teach the skills of respectful listening and discussion through regulated moment of dialogue and debate, mediating conflicts through restorative principles.

WP 2: BUILDING AND TESTING THE YEIP TOOLS

Adaptation of the YEIP prevention training toolkits

- The toolkit was improved by taking into consideration the suggestions received by the following group:
- Youth Advisory Board suggestion
- Roleplaying and forum theatre dedicated to bullying and mistreatment stopping have been added to the final module.
- Women's' Advisory Board suggestion
- A focus on gender has been included in the starting module on radicalisation, as well as in the final module.

FINDINGS FROM THE TRAINING WITH ITALIAN PROFESSIONALS IN UNIVERSITIES AND SCHOOLS

Schools

- 16 participants from school environment in pre and post evaluation. 11 teachers, 2 educators, 3 mediators and/or experts working with youth. Participants increased their perception of diffusion of violent youth radicalisation in their country. Also, they increased their consciousness about the age as a risk factor.
- Concerning the ways to prevent youth radicalisation participants underlined the importance of promoting active listening, an inclusive approach and a positive vision, based on promoting strengths rather than working on weaknesses.
- Concerning changes from first to second assessments of well-being and resilience among high school students of teachers who received vs. did not receive the training:
- High school students of teachers who participated in the training (i.e., the intervention group) showed a tendency towards slight improvements in most of the assessed dimensions of well-being as well as in global well-being and resilience.
- High school students of teachers who did not receive the training (i.e., the control group) instead showed slight decreases in well-being dimensions and in global well-being, and an increase in resilience that was nonetheless smaller than that of the intervention group.

Universities

- 6 participants from university environment in pre and post evaluation (professors, PhD students, trainers). Only two of the participants had a previous specialization on youth radicalisation. Following to the training, participants slightly decreased their perception of diffusion of violent youth radicalisation in their country and in their workplace and decreased their agreement about the age as a risk factor.
- Concerning changes from first to second assessments of well-being and resilience among University students of teachers who received vs. did not receive the training: both showed a significant decrease in most of the assessed dimensions of well-being as well as in global well-being. Altogether, it seems that training University-level teachers with the YEIP programme does not enhance students' well-being and resilience. This might be attributable to the small number of students (n = 6) in the intervention group, or to a much less personalised relationship between teachers and students at the University level compared to the high school level in Italy.

FINDINGS FROM YEIP'S IMPLEMENTATION WITH ITALIAN POLICY MAKERS

- participants policy makers in pre and post evaluation, all working with students in university environment (professors, PhD students, trainers). After the training, participants slightly decreased their perception of diffusion of violent youth radicalisation in their country and in their workplace and after the training participants decreased their agreement about the age as a risk factor
- In relation to the YEIP toolkit, 7 policy makers completed the online survey, the overall evaluation of the toolkit by participant is positive. The most appreciated aspects were positive psychology approach and the Good Lives

THE ROLE OF THE ITALIAN PUBLIC AUTHORITY IN YEIP

Liguria Region was the public authority that partnered with YEIP, and which led on the related actions in Italy. It is a public local authority governing on the territory of Liguria (North-West of Italy), with a population of over 1.500.000. Regional administrations in Italy have, among others, responsibilities on social services provision, vocational education and employment services.

Liguria region contributed to the YEIP project mostly ensuring exploitation and mainstreaming of project results within the Regional policies and contributing to the involvement of National policy makers and stakeholders. In this regard, the Region signed a memorandum of understanding with the Ministry of Welfare for the transferring of project results to the DG Immigration and for the dissemination through their official website “Migrants Integration Portal”.

In the framework of the project, the Region signed a Protocol with the Regional Scholastic Office in order to co-promote the YEIP training activities targeting school teachers and to allow for them the recognition of the training for CdP credits. The training was considered really useful and it will be further exploited in the framework of a Memorandum of Understanding signed among Liguria Region, Anziani e non Solo and Regional Scholastic Office (D.G.R. 899 del 29/10/2019) to ensure that YEIP results will continue to be used after the end of the project.

Other public institutions involved in the YEIP project were the Law Department of the University of Modena and Reggio Emilia (www.giurisprudenza.unimore.it) and CRID – Interdepartmental research centre on Discriminations and vulnerabilities (www.crid.unimore.it), a research centre promoted by professors from the Department of Law, the Department of Engineering and the Department of Economics. Both institutions are involved in the fight against discrimination and marginalization, alongside with the promotion of social inclusion.

The public authorities have been involved since the beginning of the project, hosting and actively collaborating to the creation, organization and realization of public events to raise awareness and knowledge about youth radicalization and they were actively involved in the research conducted during the second (WP2) and third phase (WP3) of the project. Through this collaboration, the Italian partner was allowed to present both non-formal educational and youth-led methodologies developed within the YEIP project during a University Course for future high schools’ teachers.

Thanks to the project, the CRID has collected documentation and volumes regarding the core topics of YEIP, creating a specific session inside its Documentation Centre (<http://www.crid.unimore.it/site/home/centro-documentazione.html>). Additionally, the CRID developed an in-depth analysis also through the assignments of graduation thesis by the professors of the Department of Law who are part of the research centre. Moreover, some essays are also being prepared on the themes and outcomes of the various phases of the project which will be published in scientific journals by scholars and researchers involved in various research and dissemination activities.

CONCLUSIONS AND RECOMMENDATIONS

AT THE NATIONAL LEVEL

- The level of awareness of local and national public bodies on how to prevent youth radicalisation is still low, but training opportunities and tools such as those promoted in YEIP seems to be able to have a positive impact in increasing knowledge and awareness and in promoting the adoption of new approaches.
- According to the outcomes of the piloting, it seems that teachers and educators can really make a difference in promoting well-being and resilience of youth which are protective factors against radicalisation.
- In terms of policy it is therefore advisable to:
 - Invest in the education sector, increasing opportunities especially for marginalised youth
 - Investing in training youth workers, teachers and educators to the principles of active listening, positive psychology and empowerment
 - Encouraging universities and higher education institutions to promote programmes and activities to provide counselling and social support to their students
 - Universities and research organizations should be encouraged to study the phenomenon of youth radicalisation at national level.

AT THE EU LEVEL

- European bodies can play an important role in supporting local and national policy makers in implementing the above-mentioned recommendations. Based on the results of our work, we can suggest that:
 - The European Commission, through its funding programmes, increases its support to the development of projects and programmes based on the principles of positive psychology, empowerment and inclusion of marginalised youth;
 - The European Commission continues to promote awareness and mutual learning among public authorities working with youth to improve the capacity of policy makers to understand the phenomenon of youth radicalisation and enact preventive actions at local level;
 - European level networks working in the field of prevention to radicalisation and support to marginalised groups should be supported in order to improve their actions.

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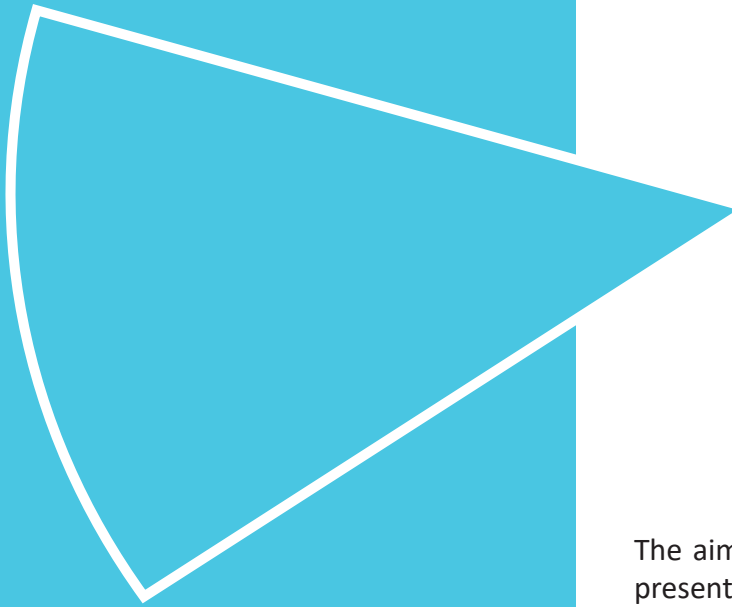
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VIOLENT YOUTH RADICALISATION IN GREECE: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 4





ABSTRACT

The aim of this chapter is to briefly and coherently present the implementation of the Youth Empowerment and Innovation Project (YEIP) in Greece between 2017 and 2019. It offers an analysis of the methodology used in the framework of YEIP's three Work Packages (WP1 – Building the foundations, WP2 – Fieldwork phase 1: Building and testing the YEIP tools, WP3 – Fieldwork phase 2: Field trials). It also describes YEIP's results in Greece, including the effect that the project had on the participants' perceptions and experiences. Moreover, it describes the participation of the YEIP partner Greek Public Authority (i.e. the Common Benefit Enterprise for Services of Neapolis-Sykees). Finally, the chapter offers a set of recommendations both at the national and the EU level concerning policies that could be adopted in order to effectively tackle the problem of violent youth radicalisation.

Keywords: Greece, radicalisation, extremism, right wing

INTRODUCTION

This chapter aims at mapping the implementation of YEIP in Greece in three different environments: schools, universities and youth offending institutions (YOIs). The study was based on primary and secondary data gathered through field research in the aforementioned three environments. The project aimed at creating a prevention framework for the marginalisation and violent radicalisation of young people in Greece and Europe. Specifically, the aim of the three-year programme is the development and pilot testing of innovative policy intervention models, based on Restorative Justice values, positive psychology and the Good Lives Model (GLM) that emphasise the notion that people search for “goods” in order to increase or improve their psychological well-being (Ward, Mann & Gannon, 2006; Gavrielides & Worth, 2014; Foresee Research group, 2016).

The implementation of the project’s research components was based on three Work Packages (WPs). Generally speaking, violent radicalisation is not a very frequent phenomenon in Greece. It includes mostly political radicalisation and hooliganism, whereas acts of religious radicalization are even more limited (Anagnostou & Skleparis, ELIAMEP 2015, 2017). As a result, there is no special legislation in Greece concerning radicalisation. However, there are specific laws for the punishment of violent radical activities, such as terrorism, hate crimes, hate speech, violent extremism and hooliganism (Ministry of Justice, Transparency and Human Rights, 2017). There are also no specific prevention policies against radicalisation of youngsters in Greece.

METHODOLOGY

WP 1- BUILDING THE FOUNDATIONS

WP1 focused on recording and analysing the state of affairs in Greece in relation with youth radicalisation. In this context, a desk research was carried out. This research was based on extensive literature review of Greek and international sources related with the subject. In order to record and analyse the current situation in Greece regarding marginalisation and youth radicalisation qualitative research was conducted. The methods used were the following:

Desk research: The secondary research based on Greek and international literature was considered necessary in order to fully understand and record the Greek situation regarding the subject at hand and identify existing policies and prevention measures for dealing with violent youth radicalisation in Greece and Europe. Furthermore, the existence of such measures based on the values of the GLM was investigated.

Field research: This included two semi-structured interviews with experts in the field of youth delinquency, marginalisation and radicalisation in order to verify information from the desk research. Three focus groups were conducted with professionals from mental health services and juvenile detention centres, young people and ex-offenders. The first consisted of seven mental health professionals who have extensive experience in working with vulnerable youth, including young offenders, and aimed at acquiring information on youth radicalisation in Greece and the opinions of experts on the GLM based measure that YEIP is attempting to create. The second focus group consisted of five professionals and three young individuals who were offenders before and were detained. The third focus group consisted of six young people and attempted to collect their views on the factors contributing to youth radicalisation in Greece and their opinions on the GLM.

WP 2: BUILDING AND TESTING THE YEIP TOOLS

In the framework of WP2, 11 young researchers with a background in sociology were recruited and attended the IARS youth-led research methods training seminar, ensuring constancy across the youth research teams of the project etc. All participants expressed their interest, as they were provided additional information and conveyed their willingness to voluntarily participate in future research. Three of them were selected to con-

tribute and conduct interviews and focus groups in the three chosen environments.

Moreover, primary youth led research was conducted, using structured interviews and focus groups in three environments: 1) Schools, 2) Universities, and 3) YOIs, in order to investigate young people's (16-29) views on radicalisation, matters of identity and inclusion. In total, six focus groups were held, two in each environment, along with 27 interviews with high school students from the city of Thessaloniki, 24 with university students from Panteion University of Social and Political Sciences and the National and Kapodistrian University of Athens and 11 with former offenders at a YOI in Athens. There was a great dropout of participants in the last environment.

WP3: FIELD TRIALS

In the framework of WP3 field trials in the same three environments as in WP2 took place: 1) Schools, 2) Universities, and 3) YOIs.

Schools: 63 students of the Fifth Professional Night High School of Thessaloniki participated in the trial. They were divided into two groups. The first group answered all questionnaires before the implementation of the tool and the second one answered the questionnaire after the implementation of YEIP toolkit. The period in between the two phases of questionnaires lasted five months (in May 2019 the first phase of questionnaires and in October 2019 the second phase of questionnaires). In the meantime, 22 secondary school teachers were trained in YEIP's tools. The training took place in Thessaloniki.

Universities: 48 university students of the Sociology Department of Panteion University of Social and Political Sciences in Athens participated in the trial. They were divided into two groups. The first group replied to all questionnaires before the implementation of the tool and the second one replied to the questionnaire after the implementation of YEIP toolkit. The period in between the two phases of questionnaires lasted two months (in May 2019 the first phase of questionnaires and in July 2019 the second phase of questionnaires). In the meantime, 15 University Professors were trained. The training took place in Athens.

YOIs: 25 detainees of Youth Offending Institutions participated in the trial and answered questionnaires in May 2019. Moreover, 23 professionals participated in the training. The training took place in Athens.

Additionally, a group of 21 policymakers participated in the implementation and testing of the YEIP toolkit. Participants were divided into two groups. The first group replied to questionnaires before the implementation of the toolkit and the second replied to questionnaires after the implementation of toolkit. The period in between the two phases of questionnaires lasted five months (in May-June 2019 the first phase of questionnaires and in October 2019 the second phase of questionnaires).

FINDINGS

The implementation of YEIP led to a number of interesting findings, the most important of which are presented below.

WP 1- BUILDING THE FOUNDATIONS

- There are no known GLM based and restorative justice prevention policies in Greece, no statistics or research on prevention programs or policies and no national strategy to tackle youth radicalisation.
- Mental health professionals criticised the authoritative model of detention for offending individuals that exists in Greece and proposed alternative ways of detention, aligned with the values of the GLM and restorative justice.
- Professionals and ex-offenders from YOIs tend to agree that models based on the values of the GLM work in the

case of juvenile detention for those who want to escape criminal behaviour.

WP 2: BUILDING AND TESTING THE YEIP TOOLS

- The term “radicalisation” seems to create a problem of understanding to many young people. A great number of them are unable to define the term and in some cases they cannot even make the distinction between violent and non-violent radicalisation.
- There seems to be a general consensus that violence is not legitimate way to attain goods and achieve goals.
- There is also a general agreement that lack of education can make young people vulnerable to extremist messages.
- The sense of belonging among youngsters in Greece seems to be found in their family, friends, the community and everyday activities.
- On the contrary, there is a general dissatisfaction with government and politics amongst youngsters in Greece.
- Injustice, lack of reward and respect, devaluation, rudeness and dogmatism are some of the common traits that irritate young people in Greece. Family and friends are reported to be important for the vast majority of them, because they support and love them.

WP3: FIELD TRIALS

- Young people’s resilience scores were improved between the first and the second phase of the field trials, even though they were quite high in advance.
- In general, both high school students and university students seem to be quite optimistic about their future.
- When it comes to university teaching staff, their interaction with YEIP increased their willingness to use some of the project’s basic notions.
- One alarming finding from the young detainees’ group is that they appear to be easily influenced by those who have strong viewpoints and they do not always feel that they can explain their opinions about many subjects. Lonely people, with no trustworthy and strong relations, who admit that they have the tendency to get influenced by people with strong opinions, are more likely to enter into radical groups that promote extremism and fanaticism.
- As far as policymakers are concerned, the way they evaluated themselves concerning their knowledge on radicalisation and intervention policies did not change between the first and the second phase of the field trials.

THE GREEK PUBLIC AUTHORITY AND YEIP

The Common Benefit Enterprise for Services of Neapolis-Sykees (CBESNS) was the official YEIP partner public authority. It has been established by the Municipality of Neapolis-Sykees. Its main objectives are to design, implement, evaluate and conduct research on social policy and solidarity actions, offer active assistance in the protection of the environment, develop research and technology programs, as well as design, implement, evaluate and conduct research on education, culture and sport.

CBESNS covers the whole area of the Municipality of Neapolis-Sykees, which according to the 2011 census is inhabited by approximately 85,000 people. CBESNS offers active assistance to vulnerable populations of var-

ious kinds, without any discrimination of gender, race, nationality, religion, ethnic or cultural backgrounds. Being committed in providing innovative solutions to social problems, CBESNS was interested in participating in YEIP in order to gain experience and know-how on issues related with tackling violent radicalisation and marginalisation of young people. This interest has been further fostered by the fact that the Municipality of Neapolis-Sykees is situated in the wider urban district of Thessaloniki, Greece's second largest city, which is naturally affected by similar phenomena.

CBESNS offered comments on YEIP's toolkit. They also actively participated in the implementation of YEIP's toolkit for policymakers. According to Maria Roidi, member of CBESNS' Executive Board, "Participation in YEIP has given us the great opportunity to become acquainted with innovative tools, that place youngsters in the centre of attention. These tools will be valuable in our future planning of social policies".

CONCLUSIONS AND RECOMMENDATIONS

AT THE NATIONAL LEVEL

Based on our experience gained by the implementation of YEIP, it has become evident that the Greek educational system needs to provide much more concrete and enhanced information about the phenomenon of violent radicalisation, so that young people get more familiar with its content and the problems that related with it. Educators should be trained to recognise violent phenomena and assist in their elimination.

There is also a profound need to cultivate students' ability to think critically. Experiential seminars are concerned to be an additional method, through which students will attain skills and learn non-violent ways to demand their rights. Interventions to the mass media should also be organised, regarding the correct use of the terms and the manipulative content they promote.

Last but not least, the use of the GLM, positive psychology and restorative justice, especially in YOIs, are also thought to be important as practical means to tackle and deal with violent radicalisation.

AT THE EU LEVEL

A guide with experimental activities should be created, which will be common for all European countries and will be implemented in all school classes. Young people will thus have the opportunity to understand the phenomenon and create stronger bonds.

Facing an increasing problem of youth radicalisation, the EU should invest more on dealing with the deeper roots and the relevant causes of the problem. Finding practical solutions on issues like social marginalisation and exclusion, poverty, and discrimination will definitely have a positive effect on minimising violent radicalisation in all EU countries – and most importantly in those that are most affected by it. As a result, a wholistic approach is needed, which will relate anti-radicalisation policies with social policies in general.

The creation of an EU mechanism which will specifically focus on implementing existing and developing new anti-radicalisation policies is also considered to be beneficial. This mechanism should also be responsible for offering assistance to EU member states on relevant issues and for acting as coordinator of national policies so that they comply with the EU standards and priorities.

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VIOLENT YOUTH RADICALISATION IN CYPRUS: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 5





ABSTRACT

This chapter describes the youth-led research conducted in Cyprus as well as our findings over the 3-year project period. The mixed-methodology adopted comprised of both quantitative and qualitative research conducted by a total of 16 young researchers. The report describes the three stages implemented in Cyprus.

The research in Cyprus was implemented in two environments: a secondary school (11-15 yrs) and a Youth Migrant Centre (accommodating unaccompanied young migrants), in which a total of 103 young Cypriot students and 38 young migrants took part, respectively. As part of Phase 1, qualitative data showed that the Cypriot youth discussed the role of family, school and society, the need for personal empowerment, and the importance of open-dialogue. On the other hand, the migrant youth discussed the role of education, the importance of religion, and the need for open discussions. As part of Phase 2, there was a total of 28 secondary school educators and 10 youth migrant workers trained on the YEIP Intervention Model.

After a 4-month follow-up period, the young Cypriot students demonstrated an increase in Environmental Mastery, Personal Growth, Positive Relations and Self-Adherence in relation to the control group which shows that well-being is a factor that can be enhanced using the YEIP Intervention model. Additionally, the YEIP Intervention Model resulted in a two-fold increase in the number of professionals agreeing that youth-led solutions are missing from policy and practice of youth violent radicalisation in Cyprus. National and EU Recommendations are made on the basis of the aforementioned with support of national

and European research. As supported by the Good Lives Model, policy-makers and professionals should emphasise youth well-being as part of measures directed towards prevention of youth radicalisation. The YEIP Intervention Model resulted in a twofold increase in the number of professionals agreeing that youth-led solutions are missing from policy and practice of youth radicalisation in Cyprus. Our conclusions direct focus towards Youth-Led Radicalisation Awareness Campaigns and establishing dialogue as a form of enhancing critical thinking.

Keywords: Cyprus, Turkish invasion, radicalisation, youth, migration

INTRODUCTION

This chapter was written in the context of the YEIP project: Youth Empowerment and Innovation as implemented by CARDET in Cyprus. It focuses on research conducted for three work packages (WPs) on youth radicalization. Prior to YEIP, there had been no research conducted on violent youth radicalization in Cyprus and therefore no official statistical reports available.

According to the Cypriot national Office of Analysis and Statistics (2015), however, there have been increases in young people's racism, intolerance and hate crime, all of which are tendencies related to violent radicalisation.

The latest policy paper by the Youth for Exchange and Understanding Cyprus (YEU, 2017) regarding social solidarity found that Cyprus has the following issues:

- insufficient information & multiple sources of misinformation that recreate long-held prejudices from mass media
- non-promotion of multi-cultural education in schools
- lack of expert staff that can handle migrants' rights
- lack of education from teachers and parents
- lack of multi-cultural campaigns in schools that promote diversity and awareness

In relation to intercultural education policies, these have been largely restricted the linguistic 'needs' of young migrants. In this regard, cultural difference is perceived not as a social condition but rather as a migrant condition which refrain actions to address structural racism and inequality (Gregoriou, 2009). The European Commission against Racism and Intolerance explains that Cyprus has yet to take actions to integrate non-nationals in the community context (ECRI, 2016).

In terms of moving forward, the Cyprus Youth Organisation (2017) has highlighted that the Youth Strategy 2017-2022 will focus on offering cultural and educational opportunities and empowerment to young people so that they can reach the maximum of their potential and develop their strengths and talents. It is therefore crucial that for the Cyprus context the research takes place in environments that include both Cypriot and migrant youth (i.e. Secondary Schools and Youth Migrant centres) so as to consider the perspectives of both groups on contributing factors related to violent youth radicalisation.

YEIP aims to adopt a multi-disciplinary approach and puts forward an evidence-based, youth-led policy measure that will address the KA3 PT7. The research conducted in Cyprus was implemented in alignment with the EU Youth Strategy's objective of understanding and preventing the factors that can lead to young people's social exclusion and radicalisation.

Aligned with the project's youth-led approach, the research conducted in Cyprus for all three WPs was done using a participatory youth-led approach, following the KA3 criteria of promoting dialogue between young people and decision-makers as well as encouraging their active participation in democratic life. The objective of YEIP to be the first youth-led policy project that will raise awareness among decision makers and young people who will both strive to form the overall policy in promoting YEIP's positive intervention (Good Lives Model -Ward, Mann & Gannon, 2006) was also fulfilled through the YEIP implementation in Cyprus.

METHODOLOGY

WP1 involved carrying out research into the current state of the art regarding practice and policy on violent radicalisation in Cyprus (See '*YOUTH RADICALISATION, RESTORATIVE JUSTICE AND THE GOOD LIVES MODEL*' at <https://yeip.org/awareness-raising-material/yeip-ebooks/>). For this first phase we conducted a National Youth-Led Seminar on Youth Radicalisation in Cyprus. WP2 moved beyond the state of the art and carried out fieldwork in the selected environments of Cyprus: Secondary School and Youth Migrant Centre. This was conducted using a youth-led, participatory qualitative action research methodology. For Cyprus the two fieldwork environments were a Secondary School (ages 11-15) and an independent Youth Migrant Centre (YMC- a centre that accommodates unaccompanied young migrants aged 11-19). A quasi-experimental method was adopted to compare the control and intervention group both pre and post the YEIP Intervention. For both WP2 and WP3 extensive ethical approval was obtained from the relevant responsible organisations/ authorities. For more details please refer to the Cyprus National Chapter of WP2 (See '*YOUNG, MARGINALISED BUT NOT RADICALISED A COMPARATIVE STUDY OF POSITIVE APPROACHES TO YOUTH RADICALISATION*' at <https://yeip.org/awareness-raising-material/yeip-ebooks/>). Below are further details of each WP regarding the sample and methodology adopted.

WP 1- BUILDING THE FOUNDATIONS

A mixed-methodology approach was adopted which extracted both primary and secondary data from the following sources:

Table 1: Sources of data used in research on current state of the art for Cyprus

| | |
|--------------------|---|
| Secondary research | A) Secondary data from the Police Department of Cyprus on radicalisation. B) Secondary data from government departments & government agencies C) Primary data from Policy Makers and the Ministry of Justice and Public Order (in-depth written interview about Cyprus National Strategy on Radicalisation) |
| Secondary research | Stakeholder mapping analysis |
| Primary research | Primary data from National youth-led policy seminar on Radicalisation |

To triangulate our findings, we conducted a national youth-led policy seminar attended by representatives of the Municipality of Engomi (the Public Authority of Cyprus) as well as experts from research, policy, academia and young people. This was attended by representatives of the public authority (Engomi Municipality) and 22 research and policy experts as well as young people.

WP 2: BUILDING AND TESTING THE YEIP TOOLS

For Cyprus, the two environments that were targeted were a Secondary School and an independent Youth Migrant Centre (YMC) where two translators were present; one Arab and one French translator. As mentioned earlier it was necessary to conduct research with young migrants as research has shown that there are little efforts done to promote social inclusion of this group (Gregoriou, 2009). The fieldwork research consisted of carrying out focus groups and one-to-one interviews with young people from both selected environments. There were a total of 11 Young Researchers conducting the fieldwork research with a total of 68 young people aged 15-19 (Mean: not available; 17 female, 51 male). The demographic data for the School and YMC environments are indicated below in Tables 2 and 3.

Table 2: Demographic data for School Environment in WP2

| | Focus groups | Interviews | Total |
|-------------------|--|----------------------|-------|
| Number | Two focus groups with total of 24 students | 15 | |
| Age | 15-16 | 15-16 | |
| Gender | 11 Female 13 Male | 6 Female 9 Male | |
| Native/non-native | 22 Native 2 Greek | 13 Native 2 Greek | |
| Total | 24 | 15 | 39 |

Table 3: Demographic data for Youth Migrant Centre (YMC) in WP2

| | Focus groups | Interviews | Total |
|-------------------|--|--|-------|
| Number | Two focus groups with total of 19 Migrants | 10 | |
| Age | 16-19 | 16-19 | |
| Gender | All Male | All Male | |
| Native/non-native | Non- native (Syrian & African; Cameroon, Somalia, Congo) | Non- native (Syrian & African; Cameroon, Somalia, Congo) | |
| Total | 19 | 10 | 29 |

WP3: FIELD TRIALS

For Cyprus, the environments selected for the WP3 Field Trials were a Secondary School and a YMC. For this phase there were a total of five Young Researchers conducting the field trials. Tables 4 and 5 demonstrate the demographic data of the sample for this WP.

The following research framework was used in both environments:

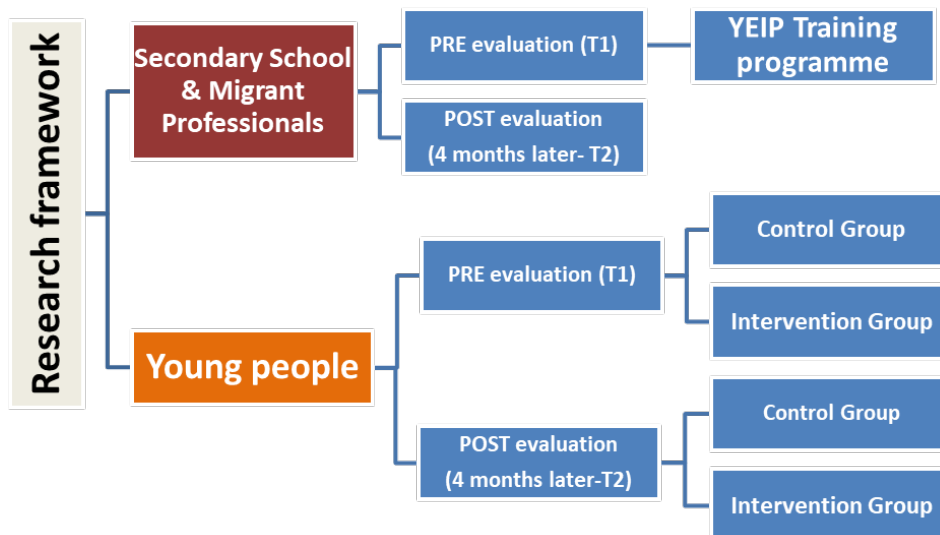


Figure 1: Research framework adopted for YEIP

Young people’s resilience and psychological well-being, as well as Secondary School and Migrant Professionals’ overall knowledge on radicalisation was measured both pre and post the YEIP Intervention. For both selected environments training was organised with the professionals so as to deliver the YEIP training programme prior to the field observations. CARDET ensured that the young researchers were actively involved as part of the training. Young researchers led parts of the training in both environments. The training involved the following schedule:

- Pre-Intervention Questionnaire
- Module 1: Introduction & Radicalisation
- Module 2: Active Listening & Participation
- Module 3: Positive Psychology & GLM
- Module 4: Discrimination
- Module 5: Comfort Zone

The materials used during the training were activities, discussions, power point materials, videos, group discussion and Q&A. At the end of the training a Professionals Training Certificate was provided to all professionals who took part. Furthermore, an additional ‘Activity Pack for Professionals’¹⁷ was prepared including the different activities that were included as part of the power point presentations. This was done in order to make it easy for professionals to access and use the YEIP activities during the intervention. The Post-Intervention Questionnaire was given to the Professionals during the follow-up at Time 2.

Table 4: Demographic data for School Environment in WP3

| | Young People | | High School Professionals | |
|--------|--------------|-------|--------------------------------------|-----|
| | T1 | T2 | T1 | T2 |
| Number | 64 | 64 | 28 | 16 |
| Age | 15-16 | 15-16 | 20 = 40-55 3 = 30-44 5 = 60-99 | N/A |
| Gender | N/A | N/A | 22 Female 6 Male | N/A |

¹⁷ To see the ‘Activity Pack for professionals’ please refer to the National report of Cyprus available in Greek.

| | | | | |
|-----------------------|------------|------------|--|-----|
| Native/ non-native | All Native | All Native | All Native (except from 1 person from Greece and 6 who did not answer this question) | N/A |
| Total | 64 | 64 | 28 | 16 |

Table 5: Demographic data for Youth Migrant Centre (YMC) in WP3

| | Young Migrants | | Migrant Professionals | |
|-----------------------|---|--|---------------------------|-----------|
| | T1 | T2 | T1 | T2 |
| Number | 9 | 6 | 10 | 5 |
| Age | 16-19 | 16-19 | 5= 20-30 5= 30-40 | N/A |
| Gender | All Male | All Male | 9 Female 1 Male | 5 Female |
| Native/ non-native | Non-native (Syrian & African; Cameroon, Somalia, Congo) | Non- native (Syrian & African; Cameroon, Somalia, Congo) | 6 Cypriot 4 Non-Native | 5 Cypriot |
| Total | 9 | 6 | 10 | 5 |

FINDINGS

WP 1- BUILDING THE FOUNDATIONS

Through WP1 it was identified that in Cyprus the National Strategy on Terrorism is centred on: (1) Education, (2) Prevention, (3) Awareness raising and (4) Countering. This strategy is yet to be implemented however, so there is still scope for implementing practices and policies in the Cypriot context. Furthermore, the two main themes extracted from the National Youth-Led seminar were:

Active and Educated Society

Experts from the academic community explained that by raising awareness and providing early education on issues such as human rights, social inclusion and community coexistence, radicalisation of youth can be addressed. In this way, young people acquire skills and knowledge to act positively for an equal society (Mattson, Hammaren, & Odenbring, 2016). This is similar to the findings of the WP2 fieldwork, where young people stressed the importance of being given the opportunity to openly discuss and become active change-makers in current societal problems.

Importance of positive psychology and the good lives model

Based on participants' discussions, radicalisation can be countered by involving young people in athletic clubs and societies, as a positive alternative to fulfilling the need of belongingness that comes through joining radical groups. Many of the core values inherent in sport, such as fair play and respect for team-mates are compatible with the principles required to reduce extremist ideologies and violent behaviour (Ehsani, Dehnavi, & Heidari, 2012).

For more details of the findings of WP1 see 'YOUTH RADICALISATION, RESTORATIVE JUSTICE AND THE GOOD LIVES MODEL' at <https://yeip.org/awareness-raising-material/yeip-ebooks/>

WP 2: BUILDING AND TESTING THE YEIP TOOLS

The main themes identified through the qualitative data analysis of WP2 are depicted in Table 6 below (for more details on the findings of WP2 see 'YOUNG, MARGINALISED BUT NOT RADICALISED A COMPARATIVE STUDY OF POSITIVE APPROACHES TO YOUTH RADICALISATION' at <https://yeip.org/awareness-raising-material/yeip-ebooks/>).

Table 6: Main themes identified in a Secondary School and Youth Migrant Centre Schools and Youth Migrant Centres (YMC)

| YOUTH RADICALISATION: KEY FINDINGS | | |
|---|---|---|
| Category | School: Main themes | YMC: Main themes |
| 1: Language and Definitions | Radicalisation: Societal and political examples | Radicalisation: Violent and non-violent attitudes |
| 2: Identity and Belonging | <i>Identity- the role of culture, family and school</i> <i>Improving the sense of 'Belongingness' for youth: The role of School, Family and Society</i> <i>Young Cypriots' needs related to personal and social empowerment</i> | <i>Mixed perceptions about having an Ethnic Identity</i> <i>Young Migrants' perception on needs: The right education and fear of God</i> |
| 3: Values, Self-concept and Self-esteem | <i>Values based on family, education and religion</i> <i>Anger driven by injustice, corruption and lack of freedom</i> <i>Mixed perceptions of control</i> | <i>Values determined by critical thought and parents</i> <i>Anger driven by discrimination, death and injustice</i> |
| 4: Recognizing and challenging extremist messages | <i>Extremist groups offer attention and recognition to vulnerable youth</i> <i>School-based practices to counter extremist messages</i> <i>Youth-led practices</i> | <i>Extremist groups offer opportunities to the vulnerable youth</i> <i>Countering those at risk of radicalisation: Governmental support and personal empowerment</i> |
| 5: Unfair treatment, stigma and marginalisation | <i>Unfair treatment from Government and stigma related to external appearance</i> <i>Unfair treatment & Prejudice against Turks</i> | <i>Defence of Ethnic origin in case of unfair treatment</i> |
| 6: Community/Environment | <i>Youth-led Recommendations</i> <i>The importance of compassion</i> | <i>The importance of family</i> |
| 7: Life Aspirations and Goals | <i>Positive reinforcement</i> <i>Job-related aspirations</i> | <i>Social integration</i> <i>Importance of religion</i> |

The Cypriot youth generally discussed the need for positive personal and social empowerment through dialogue, critical thinking and active involvement in citizenship as a way of preventing youth radicalization. On the other hand, as a way to combat the spread of radical ideologies, the migrant youth stressed the importance of social integration and stronger religious beliefs. Nikolaou (2010) emphasizes that there is a lack of recognition of migrant integration in the school environment, thus increasing the risk that young migrants will develop antisocial or violent behaviour as a result of social exclusion. Despite their differences, it seems that the general aspirations of young people relate to a more socially integrated and fulfilling lifestyle, in line with the Good Lives Model (Ward, Mann & Gannon, 2006) and the YEIP Project's overall policy-experimentation framework.

WP3: FIELD TRIALS

Tool 1: Face to face Training in schools and Youth Migrant Centre

The main results from WP3 are as follows:

Out of the Intervention group (n=27) at Time 1, 44% answered that they agreed it is hard for them to make it through stressful events, 30% disagreed while 26% remained neutral. At Time 2, out of the Intervention group 57% agreed that it is hard for them to get through stressful events, while 25% disagreed and 18% remained neutral.

Regarding the difference between Control and Intervention group at Time 1, there is a statistically significant difference regarding the extent to which participants had difficulty getting through stressful events. The control group had a significantly higher score compared to the intervention group: control group (M=3.53, 0.910) and intervention group (M=2.78, 1.188); $t(64)=2.84$ $p=0.006$. At Time 2 there is a statistically significant difference in the mean for control group (M=3.55, 0.985) and intervention group (M=2.54, 1.138); $t(55)=3.61$ $p=0.001$. This shows that the control group still had reported a significantly higher score in terms of having a hard time making it through stressful events compared to the intervention group. Young people's resilience scores were not significantly impacted by the YEIP Intervention. This could be because in Cyprus school teachers still have not been introduced to the concept of 'emotional intelligence' (including resilience to cope with difficult situations) neither as part of the School curriculum nor as a topic that they have been trained on (Pouyioutas, Solomou & Ioannou, 2008).

After the YEIP Intervention there was a significant improvement in secondary school students' psychological well-being: Environmental Mastery: $t(55)=-2.155$, $p=0.036$, Personal Growth: $t(55)=-4.225$, $p<0.001$, Positive Relations: $t(55)=-2.895$, $p=0.005$; and Self-Adherence: $t(55)=-5.928$, $p<0.001$.

Table 7: Data indicating differences on Well-being items between Control and Intervention group at T2

| Item | p-value | Mean (Std) | |
|-----------------------|---------|---------------|---------------|
| | | Control | Intervention |
| Autonomy | 0.321 | 22.76 (6.226) | 24.46 (6.630) |
| Environmental Mastery | 0.036 | 23.93 (7.010) | 27.86 (6.737) |
| Personal Growth | <0.001 | 18.93 (5.126) | 25.64 (6.657) |
| Positive Relations | 0.005 | 19.79 (7.321) | 25.71 (8.114) |
| Purpose in Life | 0.899 | 22.52 (5.616) | 27.71 (6.073) |
| Self-Adherence | <0.001 | 15.79 (5.846) | 27.25 (8.072) |

There were no increases on wellbeing for young unaccompanied migrants¹⁸. These findings show that the YEIP Intervention worked positively in terms of youth wellbeing, but a different measure is required for young migrants. The Good Lives Model which focuses on strengthening an individual's sense of fulfilment and purpose (RAN 2017) works positively in the context of enhancing wellbeing among youth but could require further adaptation to meet the specific needs of young unaccompanied migrants. The trauma of their experience and their psychological needs require a different type of intervention; one that is perhaps much more focused on overcoming the adverse impact of migration on their mental health (Chase, Rezaie, Zada, 2019).

After the YEIP Intervention there was a twofold increase (from 30% to 60%) in the percentage of Secondary School professionals' reporting that youth-led solutions are what has been missing in policy and practice of youth radicalisation in Cyprus. There was an all-rounded agreement among Secondary School and Migrant

¹⁸ Inferential statistical analysis was not possible due to the low sample size as a result of the short-term living period that the young migrants had at the Migrant Centre. The analysis conducted was descriptive on the basis of the reported averages.

professionals that they would consider changing their approach to violent youth radicalisation as a result of the information they received from YEIP. All Migrant professionals stated that positive psychology is an approach that they now apply in their work as a result of the YEIP intervention.

At Time 1 and at Time 2 professionals believe that 'marginalisation' is the most common assumption leading to violent youth radicalisation. At Time 1 this was followed by 'poor economic conditions', 'certain environments such as prisons and gangs', 'personalities'. The least common answer both at Time 1 and at Time 2 was 'none of them because radicalisation is adhering to values (political, religious and racism). Figure 2 demonstrates the values associated with each assumption based on Professionals responses at Time 1.

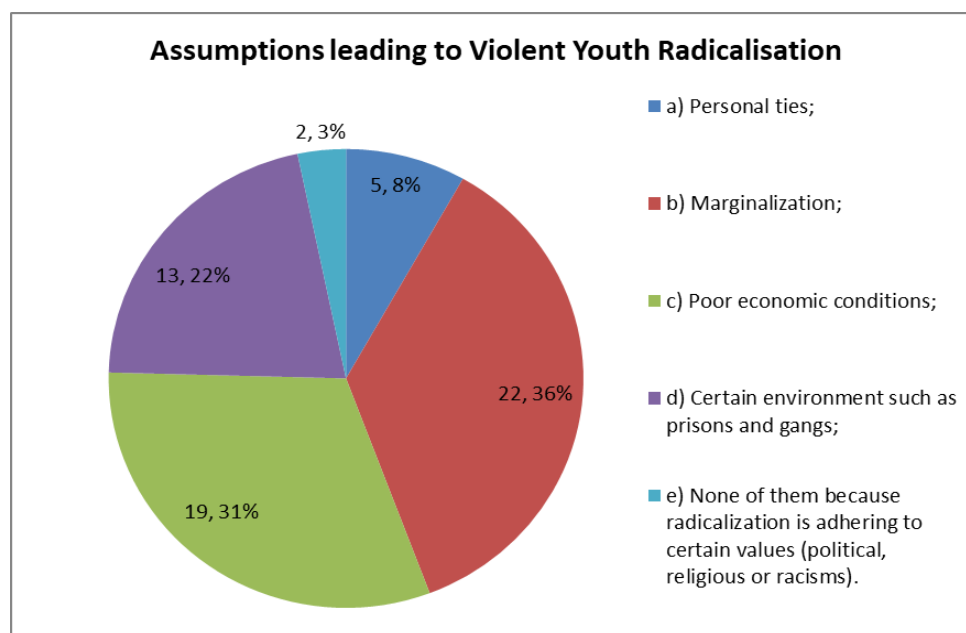


Figure 2: Secondary School Professionals assumptions leading to Violent Youth Radicalisation

Tool 2: Policy Toolkit with policy-makers

Regarding policy-makers the following has taken place:

- CARDET contacted 10 key-policy makers from the Ministry of Justice and Public Order (MJOP) via email on the 30th August 2019
- The Municipality of Egkomi arranged a Workshop on the 18th October 2019 with 22 policy-makers
- CARDET co-organised a conference on the topic Youth Radicalisation with the Ministry of Justice and Public Order on the 26th November 2019. A total of 64 participants attended.
- Online

On the 30th August 2019, the Project Manager of YEIP for CARDET sent out an email to 10 key policy-makers from the Ministry of Justice and Public Order (MJPO). The email contained the following information: 'As Coordinators of the YEIP project, CARDET would like to inform you about the Policy Toolkit of the YEIP Project regarding Youth Radicalisation. Please see attached the Policy-Brief. For more information regarding the YEIP Policy Toolkit please visit our website: <https://yeip.org/toolkit-for-policy-maker/>.' Through this email CARDET was able to arrange a direct meeting with one of the key members of the MJPO who wished to discuss the Policy Toolkit of YEIP further. Through this meeting CARDET has been able to arrange in collaboration with the MJPO a High-Level Conference to take place on 25th November 2019 focusing on YEIP project and Policy-Toolkit. At the Conference the MJPO will invite 50 members of the Ministry of Education, Culture, Sport & Youth, as well as high-level Police Officers, members from various Municipalities, Army Personnel as well as key policy-makers from the Ministry of Justice and Public Order. The Conference is set to take place on 25th November 2019. The evaluations of the Policy-Makers will be conducted at the High-Level Conference.

Face-to-face workshop

The workshop carried out on the 18th October 2019 was carried out in coordination with the Municipality of

Egkomi. The Municipality of Egkomi randomly selected 22 professionals working in the policy field in Cyprus. This included NGO representatives, members from the UNHCR, Social Welfare Services and professionals from the Municipality of Egkomi. At the Workshop the YEIP Policy Toolkit was shared in a face-to-face environment. CARDET led on preparing the presentation and relevant materials for the Workshop while Municipality of Egkomi implemented and led the Workshop.

A conference was co-organised by CARDET and the Ministry of Justice and Public Order on the topic of Youth Radicalisation in the context of the YEIP Project. At the event there were a total of 64 participants. 11 people were in the Police forces, 11 Police personnel, 3 psychologists working with youth offenders, 3 none of the above, 2 policy-makers, 2 were social workers, 1 was part of a governmental body linked to web issues, 1 part of the municipality and 1 chose 'Other'. The questionnaires were completed by 38 male and 13 females. All participants were Cypriot with the country of residence being Cyprus.

Regarding whether the participants received specialisation on radicalisation 76% reported that they hadn't while 24% reported that they had. As can be seen by the Figures 3 and 4 below, before the YEIP Intervention, half of participants responded that radicalisation is a reality in Cyprus while after the Intervention this increased to 54%.

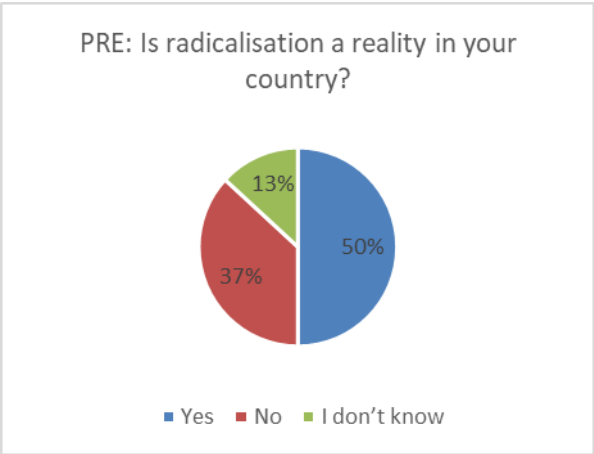


Figure 3: Responses on reality of radicalisation (PRE)

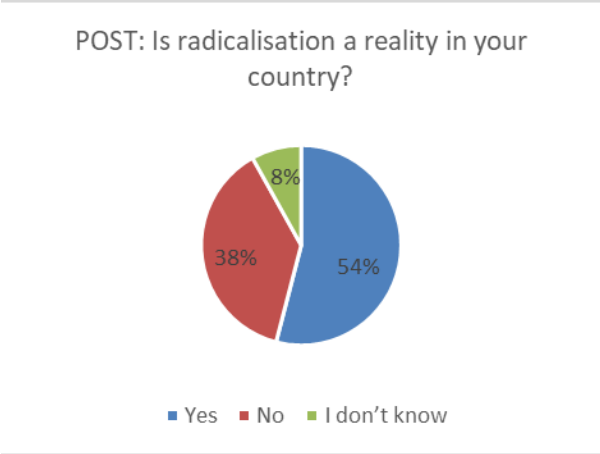


Figure 4: Responses on reality of radicalisation (POST)

The figures below depict participants responses regarding whether violent youth radicalisation is on the rise, both pre and post YEIP intervention. As can be seen the number of people agreeing that radicalisation is on the rise increased from 49% (pre) to 58% (post YEIP intervention).

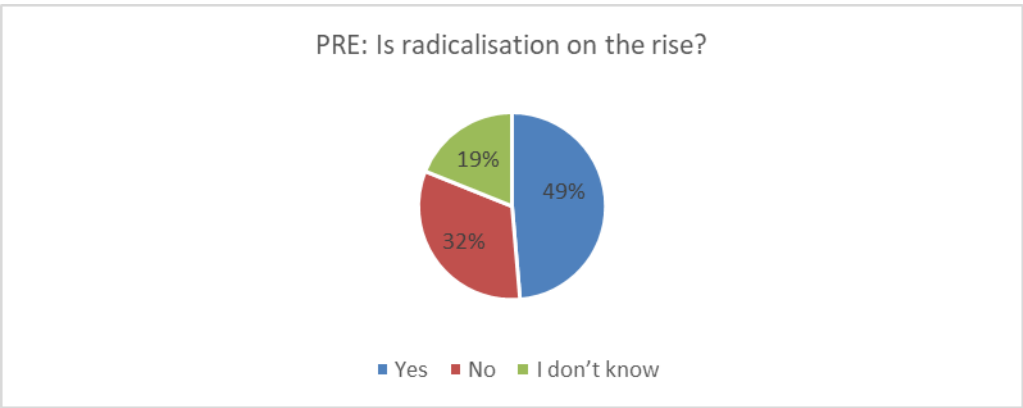


Figure 5: Responses on rise of radicalisation (PRE)

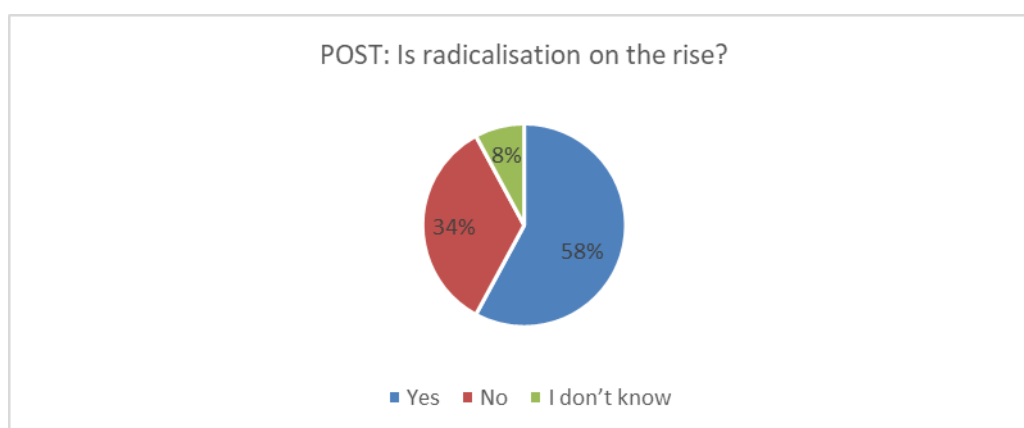


Figure 6: Responses on rise of radicalisation (POST)

Furthermore, the most common response regarding what leads to violent youth radicalisation is marginalisation, followed by poor economic conditions, then certain environments such as prisons and gangs, then due to values (political, racist, etc.) and finally due to personal ties.

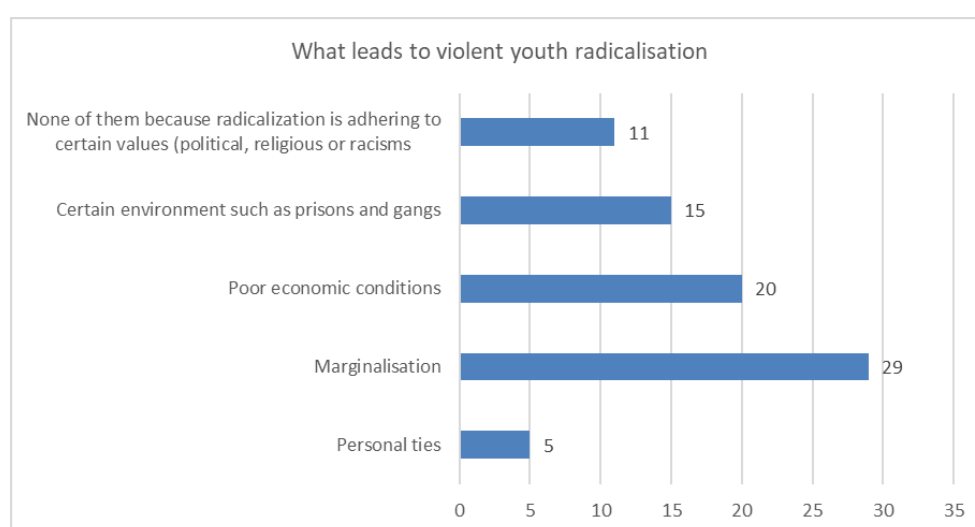


Figure 7: Responses on what leads to violent youth radicalisation

The table below shows participants' change in responses after the YEIP intervention with regards to involving youth as part of the solution processes and in policy-making. The biggest change can be seen with regards to the statement concerning whether 'young people can find their own solutions to the issue of violent radicalisation'. There was a 19% increase in the amount of participants that slightly agreed with this statement and 6% increase in the amount of participants that agreed post YEIP Intervention.

Table 8: Professionals responses on youth involvement in policies related to radicalisation

| | DISAGREE | | SLIGHTLY AGREE | | AGREE | |
|--|----------|------|----------------|------|-------|------|
| | PRE | POST | PRE | POST | PRE | POST |
| Young people can find their own solutions to the issue of violent radicalization. | 46% | 21% | 49% | 68% | 5% | 11% |
| Young people should be included in solution processes. | - | - | 13% | 16% | 87% | 84% |
| Youth led solutions is what has been missing in policy and practice of youth radicalization. | 16% | 3% | 50% | 58% | 34% | 39% |
| I would include young people in problem solving, if the YEIP project showed me how to. | 5% | - | 20% | 16% | 75% | 84% |

Finally, before the YEIP Intervention participants had an average of 5.92 in terms of their knowledge on radicalisation while this increased to 6.60 after the YEIP Intervention. Similar trends were noted with regards to participants knowledge on prevention of radicalisation whereby the average score before the YEIP Intervention was 5.84 while after this increased to 6.47.

The YEIP Intervention seemed to have been successful for the participants as 76% of participants said that they would think of changing their approach after YEIP. Finally, following YEIP and the information they received 26.79% said that they would include them both as advisor and as part of the decision process, 3% think that only adults and experienced professionals should deal with decisions related to preventing/fighting youth radicalization, 15% said yes but only as advisors so they will have a less relevant role, and 3% said that they would but include young offenders or young people who have been previously convicted.

THE CYPRIOT PUBLIC AUTHORITY AND YEIP

The Municipality of Engomi represented the Public Authority of the project in Cyprus. It is one of the largest and most progressive and pioneer local authorities in Cyprus, supporting youth integration in the local community and promoting a holistic participation of the local citizens in the day to day activities of the Municipality. The public authority has key responsibility in its caption area in developing and delivering policies under YEIP's targeted area and in particular Priority theme 7 - Reaching out: developing capacity for tackling and preventing marginalisation and violent radicalisation among young people.

For example, a major pillar of Engomi's local authorities is to tackle radicalization and marginalization of its citizens, regardless their ethnic or other backgrounds, with special focus on youth with fewer opportunities. This priority falls under the National Action Plan for Youth Employment in Cyprus (<http://www.structural-funds.org.cy/uploadfiles/e-Library/NationalActionPlan-for-YouthEmployment.pdf>) and the EUROPE 2020 - Cyprus National Reform Programme (http://ec.europa.eu/europe2020/pdf/csr2016/nrp2016_cyprus_en.pdf), which both address the on-going marginalization of the youth and their exclusion from the labour market and public decision making process.

In the last few years, Engomi's Municipality participate in a lot of European Programs in which it built its capacity in addressing particular challenges faced by the local youth, developing both practical initiatives and local community programs. Special focus is being given to marginalized youth and in the development of their employability skills as well as their skills to be integrated in the local society and labour market. Some of them are the Social Economy for Sustainable Development and Training for local social workers to support migrant youth.

The public authority has positively and largely contributed to the running and conducting of the National Youth-Led seminar which formed part of the deliverables of WP1. They have taken charge in identifying relevant stakeholders as well as youth who both led and implemented the National Seminar of WP1. The Municipality of Engomi helped gather young Researchers for the requirements of WP2. Regarding WP3 the Municipality organised and led the policy-makers event on 18th October 2019 with 22 policy-makers. Further they supported CARDET in the implementation and delivery of the WP3 Field Trials. They have consistently shared disseminated and published outputs of the YEIP project.

The Municipality of Engomi is expected to bring in the project its experiences and expertise on addressing challenges faces by youth with fewer opportunities, developed at the grass-root level and its direct interaction and work with this group of local citizens. *"For us, the experience of YEIP, and its youth-led methodology to tackle youth radicalisation is something we will take on and apply in higher-level decision-making"* Afroditi Hadjianastasi (European Affairs Officer, Municipality of Engomi).

During the next year, there is a plan from the Municipality to implement a new strong and more efficient strategy regarding violent youth radicalisation. A strong cooperation between the Youth Council of Engomi has already been established and during the next year a series of workshops will be conducted to present all the results of YEIP project. Also, the Municipality is planning through the Youth Council of Engomi to share the results of YEIP project to other EU project meetings. Finally, a press release will be launched at the end of the project by the Municipality informing the media in Cyprus and other Municipalities about the YEIP results.

CONCLUSIONS AND RECOMMENDATIONS

Based on the YEIP research in Cyprus we make the following conclusions and recommendations for national and EU bodies:

AT THE NATIONAL LEVEL:

- Establish Youth-Led Diversity Awareness Campaigns in Schools that will aim to tackle racism, prejudice and discrimination and create an environment of acceptance on cultural, religious and political heterogeneity.
- Develop and implement the practice of 'dialogue' as a tool among young people to safely explore 'difference' and learn how to think critically. Focus should be on a) social, gender & cultural diversity, b) youth marginalization and youth radicalisation, c) identity and belonging, d) religious, political, cultural and historical issues in national and EU context.
- Provide opportunities for young migrants' community integration and make the process of connecting with their family members easier and faster (also an EU recommendation listed below)
- Establish programmes that emphasize wellbeing as a way of enhancing young people's sense of life fulfilment. These should be adjusted to meet the needs of more vulnerable groups such as unaccompanied young migrants.

AT THE EU LEVEL:

- Invest in young people's spiritual, personal and academic development as these represent protective factors in the face of youth radicalisation.
- Strengthen efforts for young unaccompanied Migrants to connect with family members/relatives otherwise they remain feeling alienated in the society creating a high risk of them becoming involved with radical groups.
- Establish Youth Mentoring programmes to create widespread peer-to-peer support and guidance on topics that potentially cause radicalisation such as identity, belonging, discrimination, prejudice, racism.
- In Cyprus, the YEIP Project was a ground-breaking attempt to use the youth-led approach to better understand youth radicalization. Using the policy framework focused on GLM, we sought to understand the impact it would bring to young people at risk of radicalization and marginalization. Cypriot and migrant youth indicate the need for a) youth-led community participation, b) opportunities for dialogue to allow healthy intercultural and diversity-related issues to be shared, c) programmes aimed at improving psychological well-being through tailor-made psychological interventions. While Cyprus is still in its early stages of identifying and implementing youth radicalization practices and policies, the YEIP Project has established a sustainable path for youth-led research methodologies that

can be adopted by other stakeholders to build evidence-driven youth radicalization reform.

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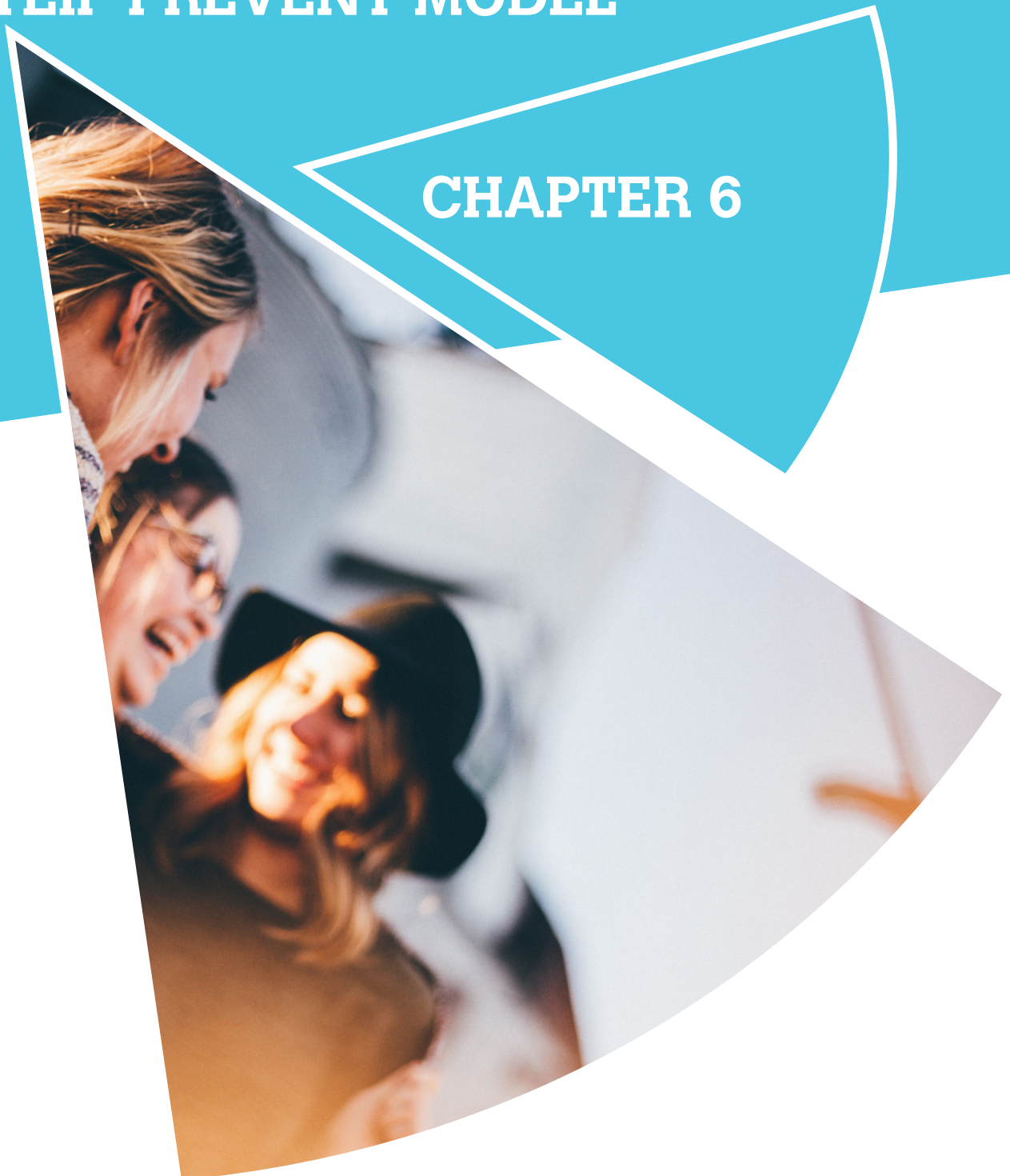
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VIOLENT YOUTH RADICALISATION IN SWEDEN: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 6





ABSTRACT

This chapter is the final output of the YEIP in Sweden, which consisted of a literature review of existing state of art and youth-led fieldwork focusing on violent youth radicalisation in schools. The Swedish research team adopted a youth-led research methodology, as it empowered young people to become researchers who then conducted semi-structured interviews with their peers. The YEIP was completed in a school environment in Sweden, namely; in secondary schools. The results indicated relatively nuanced views of radicalisation and marginalisation processes and greater focus was placed on the importance of dialogue and education. This report summarises the key findings from the three-year programme in the selected environment and provides recommendations on national and European levels from the Swedish perspective.

Keywords: Sweden, schools, teachers, radicalisation

INTRODUCTION

This chapter was written in the context of YEIP as it was implemented by Linnaeus University and Kalmar public authority in Sweden. It focuses on the work conducted for the three YEIP scientific work packages (WPs) on violent youth radicalization.

WP1: is a literature review designed to establish the existing state of the art with regards to policy related to violent youth radicalisation. The aim of this was to build the foundation for the future WPs and establish the present state of practice and policy related to violent youth radicalisation.

WP2: building on the work established in WP1 the next phase of YEIP sought to listen to the opinions of young people in four different environments (schools, universities, prisons and online). To this end, Linnaeus University conducted interviews and focus groups at secondary-level schools. Central to this was the use of innovative youth-led research with young people themselves taking the role of researchers. WP2 had two aims. Firstly, to describe secondary-school students' attitudes toward and conceptions of youth alienation and marginalisation and the risk of youth radicalisation. Secondly, to together the interviewed students' ideas about prevention and what they think they themselves, and schools, can do to promote social inclusion. The report should primarily be seen as foundational information on which to subsequently develop, within the framework of the YEIP project, suitable tools by which to counteract youth marginalisation and potential violent radicalisation. Due to extenuating circumstances the Swedish partners were unable to continue with YEIP beyond WP2.

METHODOLOGY

WP 1- BUILDING THE FOUNDATIONS

Primary and secondary research was carried out as part of WP1. With regards to secondary research, the material collected consists of national documents, articles, books and reports on violent extremism and radicalization. Adding to this, the organisers of the project have contributed with central documents regarding the state of play for positive responses such as restorative justice and Good Lives Model (GLM) based interventions. Initially, the material was read through. Subsequently, primary research was conducted in the form of a focus group. Their findings were categorized with focus on the four themes that, according to the overall YEIP project, would be formative for the report, focusing on policy, research, prevention and user feedback

WP 2: BUILDING AND TESTING THE YEIP TOOLS

Following YEIP's youth-led research methodology, junior researchers from Sweden, that is, university students, were involved and carried out interviews with grade school students at the secondary-school level. Students who participated represented a relatively wide range in terms of educational programme. They included students in both applied and academic programmes, students with a high rate of absence and young immigrants in preparatory classes. As an initial step, two group seminars were held, attended by 15 and 13 students, respectively (28 students in total). The seminars were semi-structured in that the young researchers ensured that they dealt with central themes such as fundamental values, understanding of concepts and ideas about inclusion/exclusion, marginalisation and radicalisation. A more overall theme in the discussions involved potential prevention measures. As a second step, a total of 26 individual interviews, based on a structure similar to that of the seminars, were carried out (see table 1 for stats).

| | Focus groups | Interviews | Total/Mean |
|-------------------|---------------------|--------------------------|------------|
| Number | 28 participants | 26 | 54 |
| Age | 16-19 | 16-19 | 17,5 |
| Gender | 13 female / 15 male | 7 female / 19 male | N.A |
| Native/non-native | N.A | 17 native / 9 non-native | N.A |

Research was carried out by a team of young researchers recruited by the Chairman of the Department of Social Work at Linnaeus University was contacted. These comprised of ten students aged 21-30, nine female and one male. Utilising the IARS prototype material, methodological training was carried out primarily on two occasions. On the initial occasion, a presentation was given about the project and what the young researchers' participation would entail. Fundamental epistemological assumptions regarding the qualitative method and focusing specifically on the opportunities and limitations of the interview form were also discussed. The second occasion focused more specifically on the methodological craft – the interview technique itself. The interview guide that IARS provided was translated and revised so as to suit the national context and the particular environment (schools) that was the focus of the working group in Sweden. The revision was led by the young researchers.

FINDINGS

WP 1- BUILDING THE FOUNDATIONS

Policy and politics

- In Sweden, the understanding of violent extremism can be said to be framed by a few formative political decisions.
- First, we have the adoption of an Action plan for safeguarding democracy against violent extremism.
- A second step was taken through the Government appointing a committee in 2012 for the purpose of compiling knowledge and experiences that could contribute to preventing violent extremism.
- A third step in development of the field is the establishment of a National Coordinator for safeguarding democracy against violent extremism (Kommittédirektiv 2014).
- What can be noted, based on these three measures, is that these would contribute greatly to the formation of a national knowledge- and experience-based field. In connection with the Government committee and the policies formulated for preventive work, it can also be noted that a great deal of responsibility was laid on people with occupations in which they encounter young people in their daily work. In a Swedish context, this has involved a number of complications: prevailing policy, the tasks of various government agencies, and what the framework of the law permits as regards confidentiality, for example, have proven to be partially irreconcilable (Herz 2016).

Research and extant literature

An overview of the state of the research claims that it focused primarily on extremist violence conducted in the name of Islam. Broadly speaking, it can be divided into empirically-based field studies and policy-oriented research.

First, we can note that empirical field research is quite limited. Many studies are characterized by the fact that they lack the stringency that marks scientific studies, and they show that both reasons and background factors for radicalization can vary greatly (Davolio et al. 2015). Research into radicalization have also been criticized. Kundnani (2015), for example, argued that many prevention models make a claim of being able to discover individuals who could be at risk of violent radicalisation.

If we adopt a broader view of extremism studies, we can note that there are usually significantly more empirically grounded studies of right-wing extremism. The same applies to research on violent left-wing extrem-

ism, which is why one problem with the discussion about radicalization is that above all, it came to deal with acts of violence conducted in the name of Islam and not about extremism in a broader sense.

Research on number of young people involved in violent extremism in Sweden is also unclear. Policy-oriented research suffers even more from a shortage of scientific support.

In general, this research tends to identify psychological factors, or simply personality types. These use theoretical models that often lack a solid empirical basis.

All in all, we can thus point out that there are deficiencies in existing research. One crucial problem lies in the strong connection to the policy level and to the intention to develop models and methods for predicting and preventing terrorism. It is therefore important to distinguish between the ambition to predict, and a more hermeneutic design in which the ambition lies rather in attempting to understand the various social and cultural processes that attract young people and draw them into a tendency of interests towards extreme movements, utilizing for example positive psychology in order break such a trajectory

Stakeholder's views and feedback

Broadly speaking, the current prevention work in Sweden takes place on three levels: national, municipal, and private. Some entities reflecting these levels are presented below.

National Coordinator against violent extremism

The appointment of the National Coordinator in 2014 has been significant for how preventive work was developed in Sweden. Together with other organisations, "practitioners' conferences" on preventive work have been organized. Central to this work are both the creation of meeting places among various entities, as well as the dissemination of knowledge and exchange of experiences that follow. The support line referred to in the directive for the establishment of the National Coordinator is also worth mentioning in this context. This support line would have tasked an established volunteer organization with carrying out a pilot project with a national telephone support line where family members, municipalities, and organizations can turn to for information, counselling, and support.

City of Gothenburg

The City of Gothenburg is one of the four municipalities selected to establish so called Houses of Knowledge, inspired by the Danish Aarhus model (Herz 2016). The House of Knowledge is intended to serve as a hub for municipal work, and the use of resources through bringing together different experiences and knowledge. The perspective on radicalization of young people being formed in the City of Gothenburg's preventive work is that it primarily concerns social problems that can be understood in relation to far-reaching segregation. To counter the risk of radicalization the houses of knowledge also address subjective experiences of young people, regarding their well-being, as well as their capacity and hopes for the future; thus creating a meeting place that can break social isolation, creating positive trajectories in life (Muro 2017).

Fryshuset - EXIT

EXIT Fryshuset works under private management to support people leaving extremist milieus. One important component of Fryshuset's work is built on knowledge. Through knowing and understanding the driving forces the process/path towards leaving the milieu can be staked out. One important component in the operation deals with seeing or meeting the person behind the ideology that marks the group. It is through relations that are developed over time that the individual's values can be challenged, without their being questioned as a person (cf. Gavrielides & Worth 2013). Central for Fryshuset is their GLM based model, which aims at establishing a positive life course trajectory, that does not include crime (Scottish Prison Service 2011). Other projects/entities that also pursue these types of operation are CIDES, EXPO, and the Tolerance Project, to name a few.

FINDINGS FROM FIELDWORK

Prior to publication, a draft of the text was discussed in several policy-seminars. Representatives of the university as well as the County Administrative Board (in Kalmar, Sweden) took part in these seminars, together with 8 young people as well as 18 professionals (police, municipality, school, social services). Among other things, the national report was discussed in terms of layout, key-concepts and usability. One important outcome of the seminars was the formation of three different and local reference groups of youngsters and professionals, that volunteered to partake also in the upcoming work packages for the project, and if possible in the implementation phases. Another outcome of the seminars was the identification of so called hemmasittare (NEET) and unaccompanied immigrant youth that was thought to be at risk of marginalization and potential radicalization.

WP 2: Building and testing the YEIP tools

In sum, the students demonstrate a relatively nuanced view of marginalisation and violent radicalisation processes. Correctly, these phenomena are, however, often treated as being separate – that is, the young people see no direct causal relationships between these phenomena. When the young people discuss strategies for helping individuals at risk of being drawn into violent movements, they often bring up arguments about how teachers and adults, by entering into dialogue with at-risk young people, can counteract radicalisation processes.

There is strong emphasis on what may be called “tolerance teaching” – which is about listening, creating dialogues and thus also good conditions for favourable learning processes.

THE SWEDISH PUBLIC AUTHORITY AND YEIP

Lannstryelsen i Kalmar län (the Regional Council in Kalmar County) was the official YEIP public authority partner. It manages growth and regional development issues in Kalmar County. The organisation is established by the county’s 12 municipalities and the County Council. The organisation’s target groups are public actors, trade and industry, non-profit organisations and residents of the country. The Regional Council provides arenas for networking, coordination and financial support in order to achieve concrete goals of regional development.

The public authority has key responsibilities in its caption area in developing and delivering policies under YEIP’s targeted area specifically Priority theme 7 – Reaching out: developing capacity for tackling and preventing marginalisation and violent radicalisation among young people. Its role in YEIP was to help with regional contacts relevant for the project, provide expert advice regarding implementation and to help disseminate the project results. They provided strategic leadership for the project, worked with other partners and attended key management meetings.

CONCLUSIONS AND RECOMMENDATIONS

AT THE NATIONAL LEVEL

- Aiming to influence the well-being and positive development for young people at risk of radicalization it is vital to develop GLM-based models that both can take advantage of young people’s competences and agency, counter-balancing a way of living that involve crime.
- Developing youth “meeting-places” where a tolerance perspective is promoted through dialogue, both on- and

offline.

- Expand implementation of schools' responsibility for democracy issues.
- Initiate a critical discussion to scrutinise the Swedish school system and culture with a view to revealing how norms that include and exclude people are created and maintained, for example, through language.

AT THE EU LEVEL

- *Education and teaching a culture of democracy:* Young people need to be provided with opportunities to learn about segregation, marginalisation, radicalisation and the mechanisms that create alienation. This can be facilitated through the creation of different kinds of meeting places (for example summer school camps).
- *Clarification of context and knowledge area:* Based on students' stories and in relation to the above point, we discern a need to clarify the difference between, on the one hand, a broad societal problem involving issues of young people's marginalisation and segregation, and on the other, the more specific area of knowledge that deals with young people's radicalisation and radicalisation processes.
- *Dialogue:* The interviews reveal the importance of listening to young people's stories and experiences and including them in research and education. Youth-led research also increases the possibilities of promoting empowerment, democratization processes and young people's active participation.

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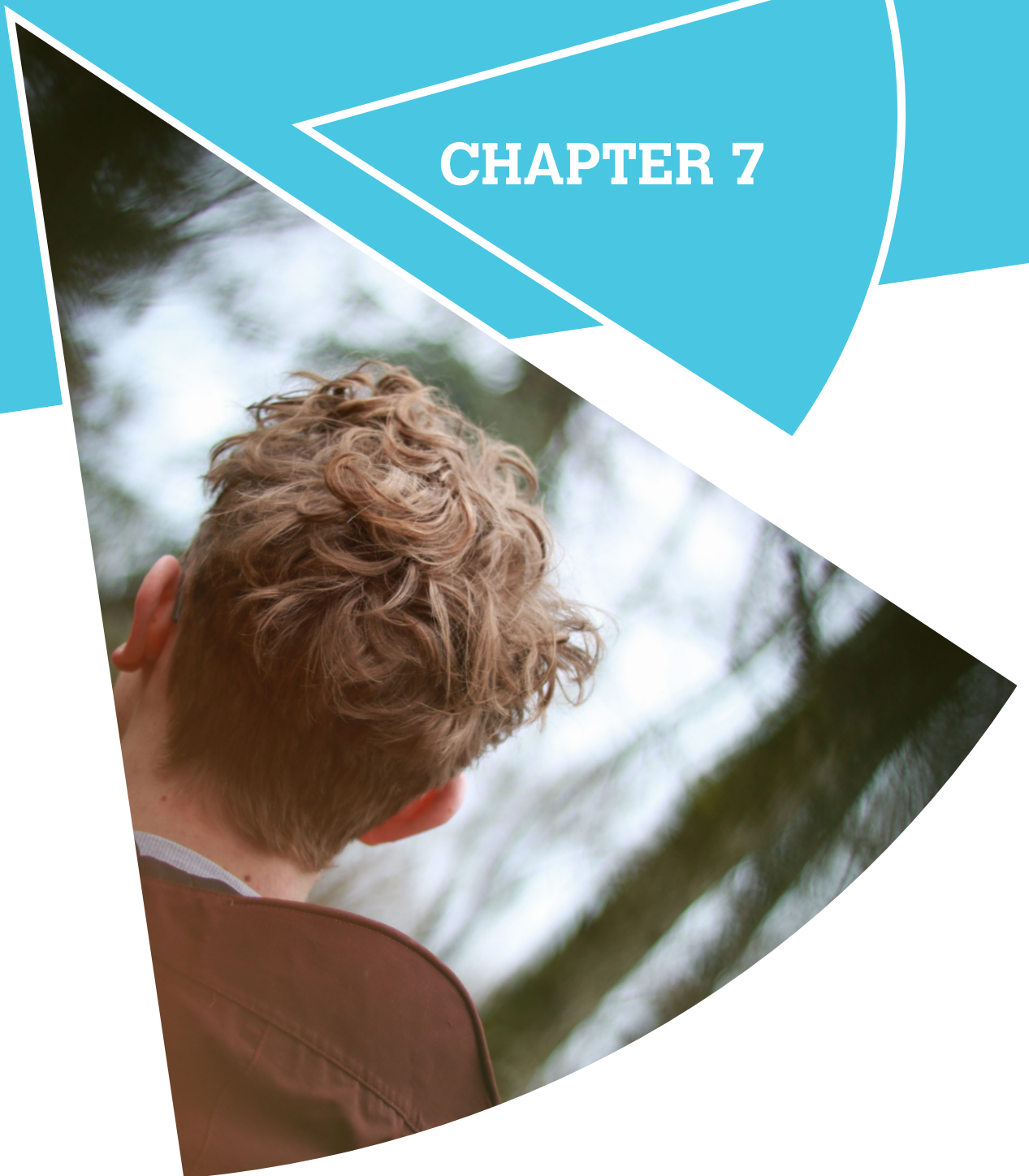
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VIOLENT YOUTH RADICALISATION IN PORTUGAL: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 7





ABSTRACT

Preventing violent radicalisation is one of the relevant challenges Europe is currently confronted with. Although much work is already being done there are gaps to fill and education, training and youth policies have a vital role to play by fostering equality, social cohesion, nurturing mutual respect and embedding fundamental values in society. YEIP project responds to the call for exploring new and innovative methods and approaches to prevent violent radicalisation. Built-on a youth-led approach, YEIP is founded upon the Good Lives Model, Restorative Justice and Positive Psychology. YEIP is structured on building blocks, i.e. groups of activities to be implemented by partners (research organisations, municipalities and NGOs) together with young people, professionals from four settings (schools, universities, youth offending institutions and online) and policymakers, in seven countries. This document reflects the activities performed in Portugal and presents the findings of i) the state-of-the-art and mapping of stakeholders, ii) the youth-led research that supported the construction of the tools for implementing YEIP's policy measure (capacity building and toolkits for professionals and policymakers), and iii) the testing of the policy measures using a semi-experimental approach with experimental and control groups and pre and post comparisons. Results tend to corroborate the causality between the YEIP's intervention and changes occurred in selected groups (namely, teachers, students and policymakers), providing evidence that supports the future use of the policy measure and respective tools, especially in school environments, addressed by YEIP's implementation at the national level.

INTRODUCTION

Composed by a transnational partnership gathering scientific partners and public authorities, YEIP's consortium is dedicated to mapping current landscapes and designing and testing innovative solutions to respond to the urgent need of developing the capacity for tackling and preventing marginalisation and violent radicalisation among young people. Using a comprehensive evidence-based approach, this project draws on existing efforts and explores new ways to prevent violent radicalisation. Aimed at offering alternative and effective interventions and resources for policymakers and professionals working with young people, YEIP is founded upon the Good Lives Model, Restorative Justice and Positive Psychology and is built-on a youth-led approach. Key innovative elements of this international initiative include moving aside from models focused on reducing and managing risks and relapses (encouraging, instead, approaches based on the promotion of talents and strengths of vulnerable young) and fostering young people's engagement in decision-making processes.

For this, YEIP is structured on building blocks (research organisations, municipalities and NGOs) together with young people, professionals from four settings (schools, universities, youth offending institutions and online) implemented by partners and policymakers, in seven countries. Its objectives, activities and results address European, national and local challenges and respond to a current social need to have more effective youth policies that can enhance young people's social inclusion and minimize the risk of violent radicalisation.

Despite having a peaceful environment, Portugal is not immune to the threat of the borderless forces of extremism, violent radicalisation and terrorism. As prevention measures (especially those designed for and with young people) are considered to play a pivotal role in creating counter-narratives that mitigate risks and promote a shared European identity and social inclusion, the experimentation of YEIP's policy measure and respective tools are considered of utmost importance for the national context. INOVA+ and the Municipality of Oliveira de Azeméis are responsible for implementing the project in Portugal, testing the potential causality between YEIP's intervention and expected changes, particularly in the school setting.

METHODOLOGY

YEIP's methodological approach was structured as a set of building blocks to generate the expected outcomes. The overall research method was based on the user led/ youth led methodology. Following a thorough literature review and stakeholders' mapping (first building block) and the collection of stakeholders' views through youth-led research (second building block), partners constructed the tools that supported the implementation of the YEIP's policy measure. Professionals working in YEIP's selected environments such as schools were involved in capacity building actions, which were organised before the field trials (third building block). Using a semi-experimental approach, these trials allowed the evaluation of the designed policy measure and related tools, assessing the impact through before-after comparison in experimental and control groups. The research process followed the principles of participatory, youth-led action research, meaning that a group of young people was selected and trained to design and perform research and intervention actions, actively participating in the construction and testing of the model. This basis was also considered for the activities linked to the testing of the resources designed for policymakers.

At the national level, the activities of the different building blocks were performed for three years, using diverse methods and involving different target groups, as follow:

| Building block | Method/Activity | Sample |
|----------------------------------|-----------------|------------------------------|
| First (building the foundations) | Focus group | 14 practitioners and experts |
| | Seminar | 26 young people |

| | | |
|--|---------------------------------------|---|
| Second (engaging young people and developing the YEIP's policy measure) | Capacity building (young researchers) | 9 young people |
| | Focus group | 13 young people |
| | Interviews | 26 young people |
| | Case study | 1 young people |
| Third (testing the potential of YEIP's policy measure and assessing the effects of the intervention) | Capacity building (professionals) | 18 teachers |
| | Capacity building (policymakers) | 10 policymakers and public servants |
| | Field trials | 29 teachers (18 experimental and 11 control) |
| | | 58 students (34 experimental and 24 control) |
| | | 10 policymakers and public servants* |

*29 additional policymakers (linked to the Municipality of Esposende) were involved in a second stage.

Table 1– Methods and samples of groups involved in the different building blocks of the YEIP project in Portugal

In the first building block, besides the extensive literature and legal framework revision, INOVA+ with the support of the Municipality of Oliveira de Azeméis organised a focus group, gathering 14 practitioners and experts working with young people at risk in Portugal, in municipalities, associations, educative centres and universities, and the research team organised a policy seminar, presented to local authorities, educational staff, but also to a group of 26 young people, aged between 16 and 18 years old.

In the second building block, the research team selected and trained nine young researchers and carried out the youth-led primary research in the school environment to construct the tools for implementing YEIP's policy measure. The Municipality invited schools to participate in the research, and they manage to develop two focus groups (engaging 13 participants), semi-structured interviews (with 26 young people) and a case study.

The implementation of the third building block in Portugal started with capacity building actions targeting the end-users of YEIP's toolkits that supported the intervention. The first group was composed of professionals working in school settings, to whom a training course with four hours of duration was delivered, covering the five modules of the toolkit built on the findings of the previous phases. Prior to the course, teachers were divided into two groups (experimental and control). Pre-assessment and post-assessment forms were deployed to both, but the intervention involved only the experimental group. The training course marked the beginning of the observed and unobserved field trials with the students from classes of the teachers grouped in the experimental and control groups. In the end, the participants completed the evaluation exercises¹⁹. The second group included policymakers and public servants identified by the Municipality of Oliveira de Azeméis. The group of 10 participants was asked to complete the pre-assessment questionnaires before the organisation of an informative session with four hours of duration. A guided visit to the toolkit and resources available online was performed and participants were encouraged to further explore the resources. After the session, the group of attendants completed the post-intervention questionnaire.

FINDINGS

¹⁹ Evaluation tools included questionnaires developed by the consortium to be deployed to professionals and policymakers and two scales to be delivered in the observed and unobserved trials (i) the Ryff's Psychological Well-Being Scales (PWB) - 42 items, organized in 6 areas, and ii) the Brief Resilience Scale (BRS) - 6 items (5 items in the case of the Portuguese version).

Findings from the implementation of the activities covered by the three building blocks of the project at a national level clearly pointed to:

- The lack of policy measures and prevention/intervention model to address the phenomena of youth violent radicalisation and marginalisation, especially in the school environment. Instead, a series of experiences are trying to address and intervene with enormous differences from country to country.
- Violent radicalisation is a phenomenon seen as of low relevance both for young people and for the public in general in Portugal and that youngsters are more concerned with situations of marginalisation and bullying.
- The need for an intervention model that creates awareness for the underlying processes of the phenomena and its risks but more importantly develop competences and skills to create a sense of belonging to more open and inclusive societies.
- Collaboration between different actors (multilevel actions that involve students, directors, teachers and school staff) as vital for improving the communication and dialogue.
- That project's youth-led methodology is a good example of an approach that should be considered in preventive tools. The results of its implementation suggested:
 - both teachers from experimental and control groups perceived their knowledge about youth radicalisation increased from the beginning to the end of the field trials;
 - an increase of knowledge and use of approaches based on Restorative Justice, Positive Psychology and the Good Lives Model among teachers from the experimental group;
 - the experimental group increased the involvement of young people as advisors or part of the work team when youth radicalisation is at stake;
 - students from observed and unobserved trials have high scores in all dimensions from the Ryff's Psychological Well-Being Scale before and after the intervention.
- An increased focus on the importance of the prevention of violent behaviours on young people, and an investment on more positive methods and in human rights and active participation from young people in work daily life.
- Also, the testing of the toolkit for policymakers involved only one group, and, as observed for teachers, results indicate a change in the participants' perceptions regarding their knowledge about youth radicalisation and its prevention, as the average scores increased 2.2 and 2.8 between the start and the conclusion of the intervention. Results also showed progress when comparing the awareness, knowledge and use of these approaches (Restorative Justice, Positive Psychology and the Good Lives Model) before and after the intervention. Changes observed were higher for Restorative Justice and the Good Lives Model.

THE PORTUGUESE PUBLIC AUTHORITY AND YEIP

The Municipality of Oliveira de Azeméis was the formal YEIP public authority partner. It is regionally and nationally known by the promotion of policy innovation, fostering close cooperation with local actors operating in diverse areas. The Municipality is pioneering in the elaboration and adaptation of new approaches and non-conventional models of youth, social care and education. This positioning is reflected in high commitment with the YEIP's approach and its expected goals. The Municipality actively participate in all the building blocks and transversal activities of the project. As the responsible public authority for Portugal, this partner ensures the consistency between regional, national and European political goals and the specific objectives of the project; adequate follow-up and sustainability of the results produced, including feeding the results back into the policy process. Its involvement included the exercise of narrowing down needs to be addressed (in alignment with policy agendas), supporting the refinement of the YEIP policy measure to be tested.

Furthermore, the public authority facilitated contacts with key actors from the school setting and their engagement in the process, and for the field trials (including the capacitation actions, the testing of the YEIP's toolkits and the reflection upon the results obtained).

By providing evidence that supports the successful implementation of the YEIP policy measure and respective tools, the project strengthens the Municipality commitment with the further use of the results. Individuals and departments involved in the process can be considered ambassadors and further contribute for the scalability of the project approach (especially the positive and youth-led components), resources (YEIP policy measures, toolkits and capacitation programmes) and results (including more informed and equipped professionals, young people leading processes and actions that are relevant for them and for their communities, and policymakers aware, interested and prepared to promote preventive and intervention strategies to combat the phenomena of violent radicalisation and the consequence of social exclusion and marginalisation).

YEIP's policy measure and prevention/intervention model and resources contributed to fulfilling the gap created by the absence of dedicated strategies in Portugal and especially in the region to address the project complex policy area.

CONCLUSIONS AND RECOMMENDATIONS

Through the active participation and engagement of young people, this project reached its goal to improve knowledge about violent radicalisation among young people, design and test an innovative policy measure (prevention/intervention model and respective tools) and provide evidence base for reforms in the fields (education, training, youth and social inclusion) related to the settings addressed by the project (namely, schools, universities, youth offending institutions and online), contributing to its youth-led approach for enhancing young people sense of belonging.

Overall, the three building blocks were implemented by INOVA+ and Municipality of Oliveira de Azeméis supported by a team of young researchers. The approach and the results achieved, which corroborate the potential of the YEIP's policy measure for reaching out and developing the capacity for tackling and preventing marginalisation and violent radicalisation among young people, contributed for the creation of favourable conditions for making this solution part of the regional and national policies linked to these phenomena. Young people, professionals working in school settings and policymakers in the fields of education, training, social inclusion and youth, involved in the project and especially in the testing phase, are more informed and better equipped with tools and guidelines about violent radicalisation and related to diversity, multiculturalism and common values that contribute for mutual understanding and sense of belonging.

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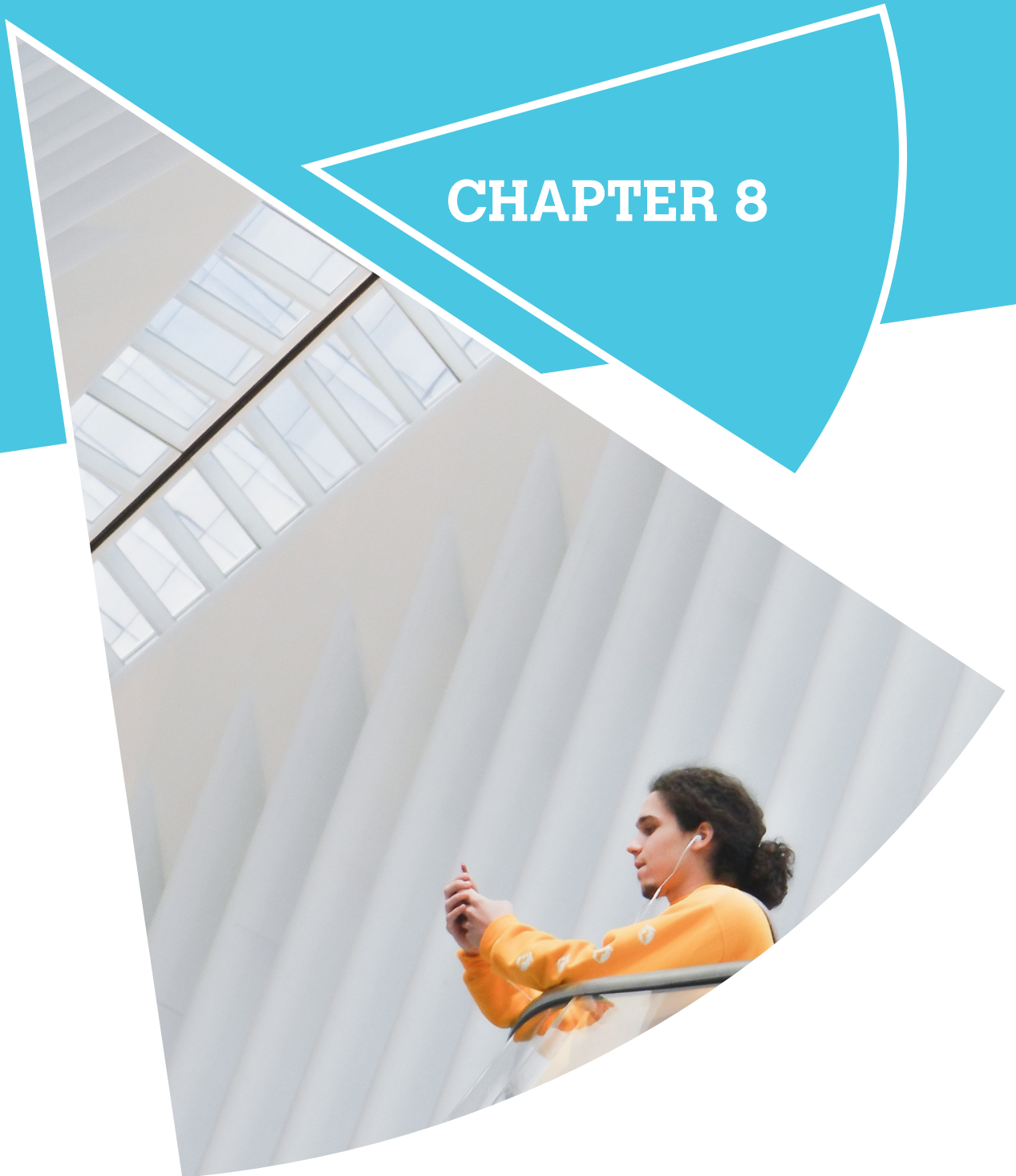
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PART III:

**VIOLENT YOUTH RADICALISATION
ONLINE AND COMPARATIVELY
ACROSS EUROPE**

VIOLENT YOUTH RADICALISATION ONLINE: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 8





ABSTRACT

This chapter presents the findings of the data collected through the YEIP online survey on youth radicalization. The survey was launched in addition to the work package 4 surveys. It was launched as part of work package 2 on 9th July 2018 and addressed young people aged 16 to 29 years old. It aimed to collect data to form the foundations for the prevention tool of the YEIP project, promoting positive approaches to tackling youth radicalisation. All partners disseminated at large among their own networks and through online settings to reach out the maximum number of potential respondents. In total 60,000 are estimated to have been reached out via the communication actions. The survey was open to from 9th July 2018 to 26th September 2018. In the end, 697 were received and the findings of this chapter are based on these answers.

Keywords: online, radicalisation, youth, young people

ANSWERS RECEIVED VS. ANSWERS VALID

The total number of received questionnaires was 697, but from these, only 606 were considered as valid, responded from individuals who were aged between 16 and 29 years old.

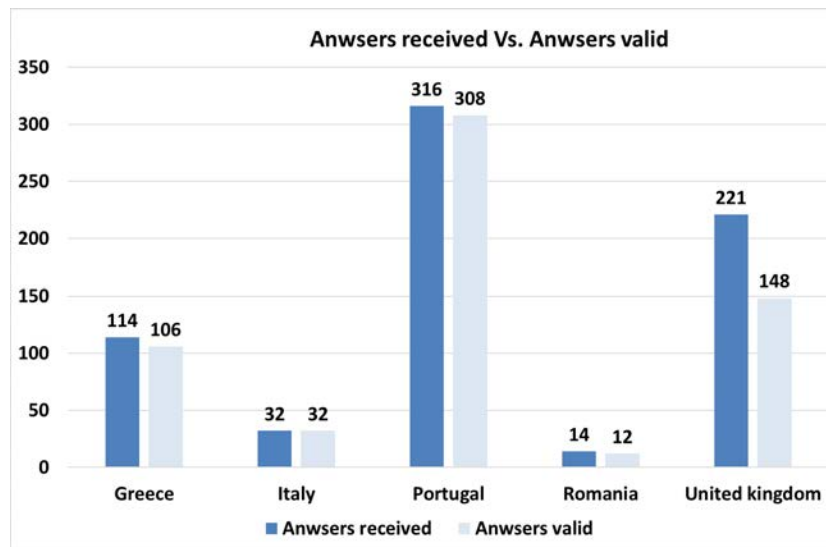


Chart 1. Answers received Vs. answers valid

SECTION 1. ABOUT YOU (Q1 TO Q6)

This first section deals with some demographic data about the survey respondents, covering age, country of residence and country of origin, feeling of belonging, gender and education level.

The age group of the respondents that is more representative is at the bottom of the sample (16 years old: 17,8%), but there is a significant group of responds which is aged between 21 and 25 years old and that represents 37,5% of the total respondents.

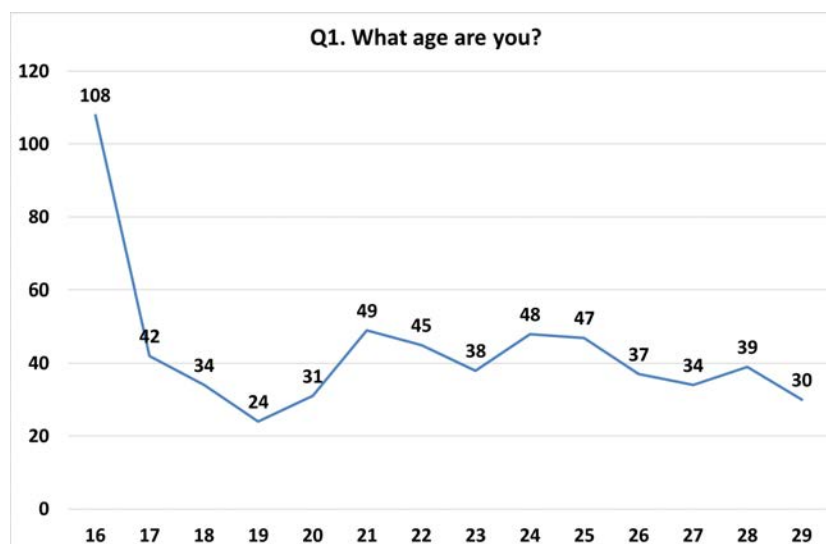


Chart 2. Age of the respondents

Most of the respondents (more than 95%) live in the consortium country members, namely, the United Kingdom, Portugal (respondents from these two countries together account to 71,3% and respondents from Portugal represent 48,7%), Italy, Greece, Romania and Cyprus. There are however a few respondents living in other 11 countries, including outside Europe.

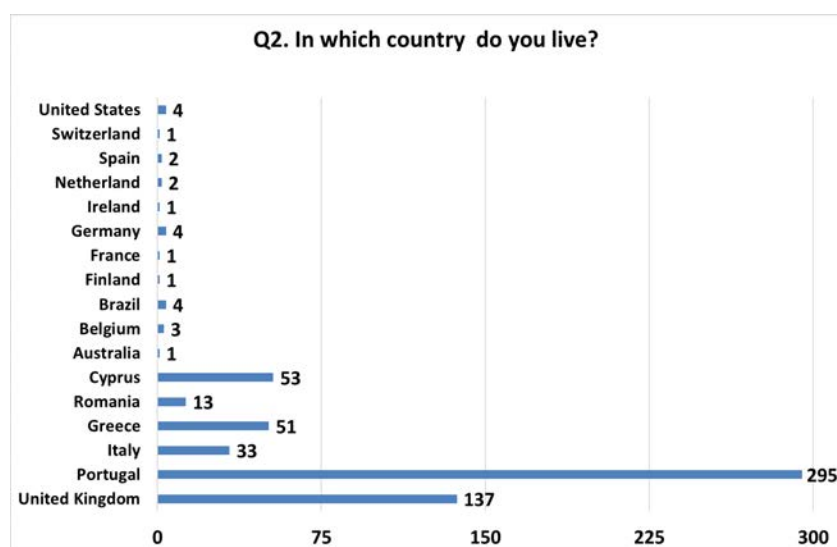


Chart 3. Country where respondents live

More than 73% of the respondents who have responded to this question (a total of 108 respondents, 17,8%, did not responded), are originally from the countries of the YEIP consortium members, while around 8% have origins in another 29 different countries. Among the counties of the YEIP consortium, Portugal and the United Kingdom remain the countries more represented between the respondents. Looking at the other 29 countries, Brazil (7 respondents), France and Republic of Ireland (4 respondents each), are the most represented.

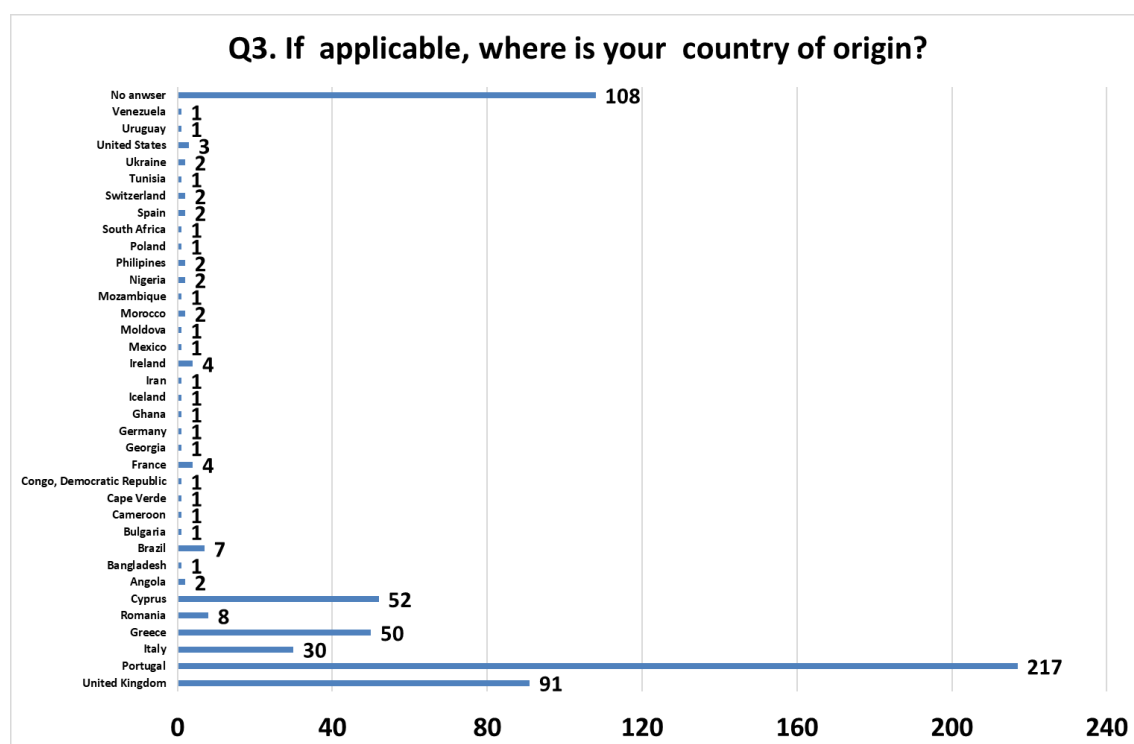


Chart 4. Respondents origin country

When asked about the feeling of belonging to the country where they live, 80% of the respondents affirmed that that they have a positive feeling, while 11,1% haven't that feeling of belonging to the country where they live. Moreover, more than 8% of them stated that they did not know how to answer, while three respondents state that they wish not to answer, and one did not answer at all.

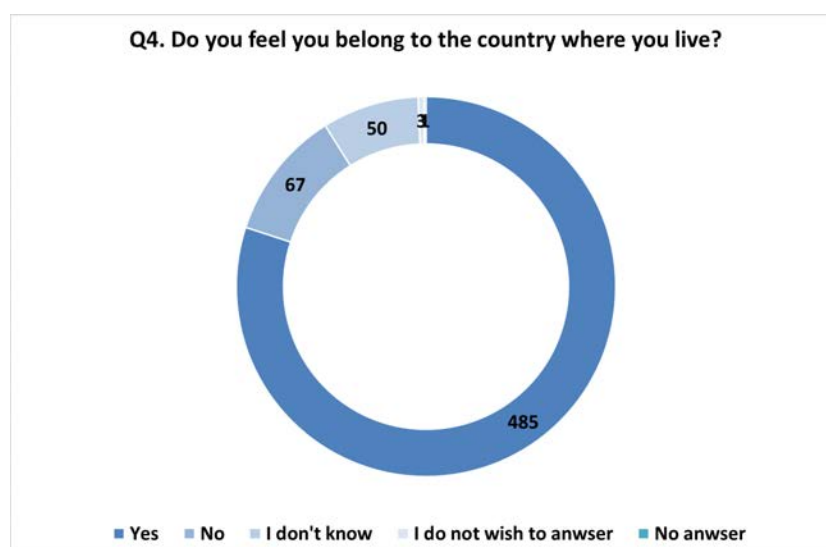


Chart 5. Feeling of belonging

Most respondents are female (70,5%) while 27,6% are of male. 1,3% of the respondents stated being of another gender than female or male, three respondents state that they wish not to answer, and one did not answer at all.

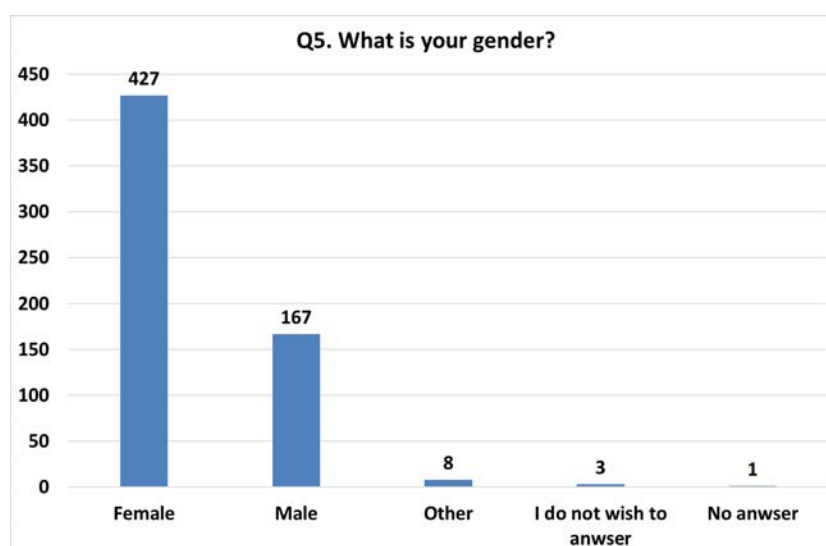


Chart 6. Respondents gender

Considering the level of education of the respondents, more than 50% have achieved or are currently working towards a university level and almost 15% a post-graduate level. The other respondents have either reached or are enrolled in the lower secondary school level (4%) or the upper secondary school level (25%), while only 2% have indicated a VET certification course. Two respondents of the survey selected the option “No education qualification”.

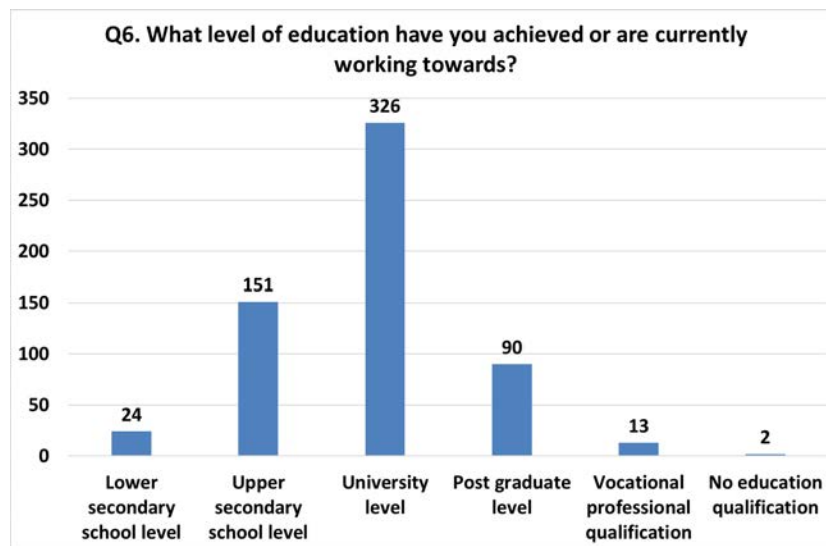


Chart 7. Respondents level of education

SECTION 2. INTERNET USE (Q7 TO Q9)

The second section focus on respondents Internet use, namely social media apps used, time spend on YouTube and on the reasons to use Internet.

When asked about the social media apps most used, respondents have shown that they use largely all the suggested apps (mostly Facebook, LinkedIn and Instagram, and less Pinterest, Snapchat or Twitter) but also other social media apps apart from those six suggested. Interesting to see that all the respondents uses at least one social media app.

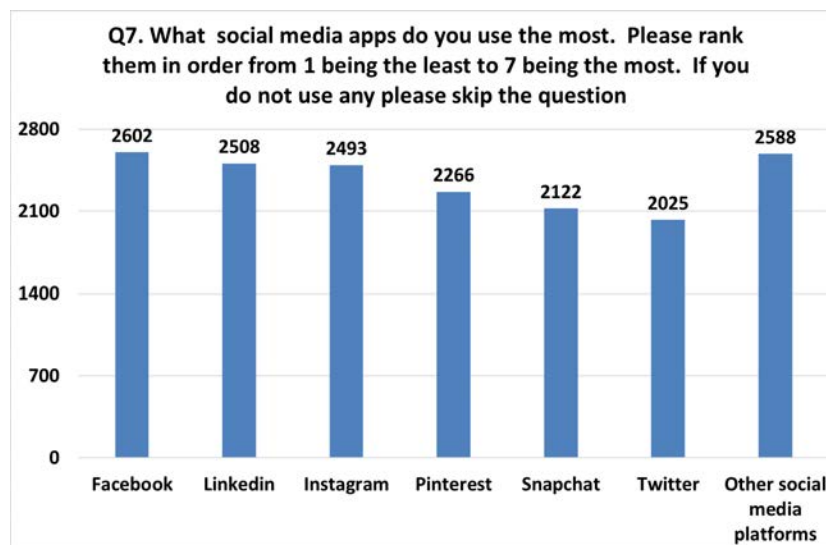


Chart 8. Most used social media apps

Note: Score is a weighted calculation where items ranked first are ranked higher than the following ranks. The score is a sum of all weighted rank counts.

Survey participants were asked directly to quantify (in hours) how much time did they spend on a specific social media app: YouTube. More than 70% of the respondents spend up to 2 hours on YouTube, but only 20% spend more than 1 hour. It is also significant that 12% of the respondents spend up to 3 hours on YouTube, 6% up to 4 hours and 4% up to 5 hours. Almost 7% of the respondents spend more than 5 hours of their time on YouTube (the maximum number of hours spend on YouTube by a respondent is 20 hours). From the total survey participants, 48 individuals haven't responded to this question.

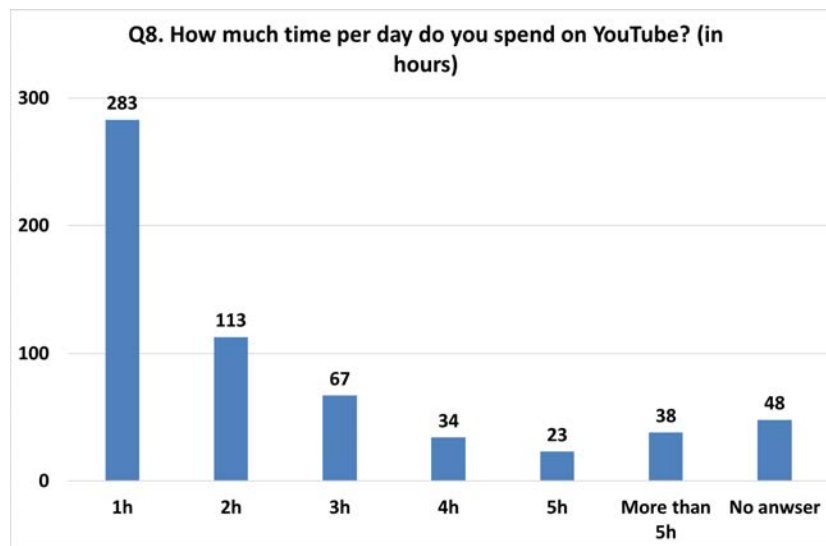


Chart 9. Time per day spend on YouTube

Entertainment (movies, series, music, sports) is the motive why respondents mostly use the Internet for (38%), but other reasons are also significant, such as to interact with others (28%) and for work/school/university purposes (19%). Only 13% of the respondents use the Internet to search information and very few use it for gaming or watch/search for pornographic material.

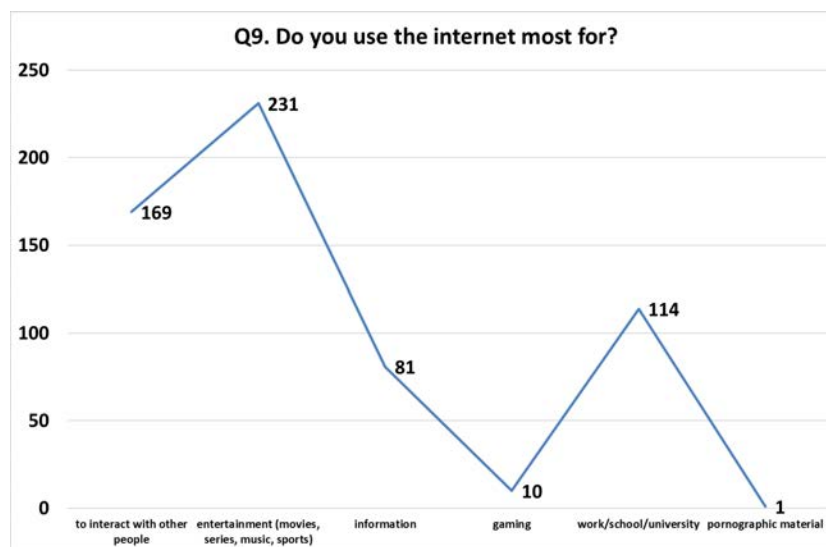


Chart 10. For what for respondents most use the Internet

SECTION 3. YOUR EXPERIENCES (Q10 TO Q12)

The third section bases in individuals experiences about having been treated unfairly and the reasons that could be behind of that unfair treatment, and if they would consider go online to seek for support.

Considering the individual experiences of the respondents, they were asked to indicate if they have ever felt that they were treated unfairly because of who they are. More than half of the respondents (56%) said yes, that they have felt unfairly treated because of who they are, while 35% said no. Out of the total respondents, almost 7% of them didn't know if they have felt unfairly treated and 1,3% of the respondents stated that they did not wish to answer. Two survey participants haven't responded to this question.

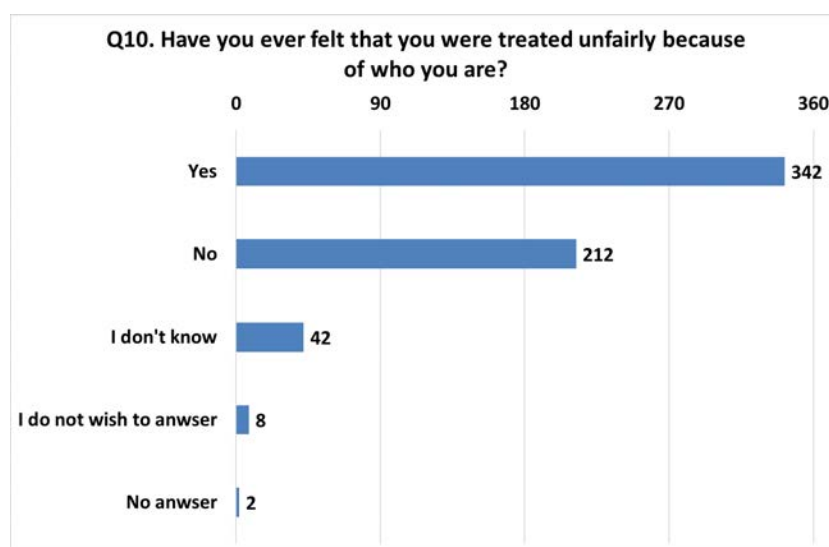


Chart 11. Sense of being treated unfair

Subsequently to the previously question, participants that have felt treated unfairly because of who they are, have indicated what the reasons were behind. Personality and physical appearance (both with more than 40%) are the reasons to have been treated unfairly most pointed out by respondents. Also, gender is indicated as a reason for unfair treatment by more than 25% of the respondents. Other reasons are also pointed out as relevant causes of unfair treatment, such as sexual orientation and individuals' political views. Disability is pointed as the motive that less times caused unfair treatment. However, 9% of the respondents have stated that there were other reasons besides the options presented, by answering "none of the above".

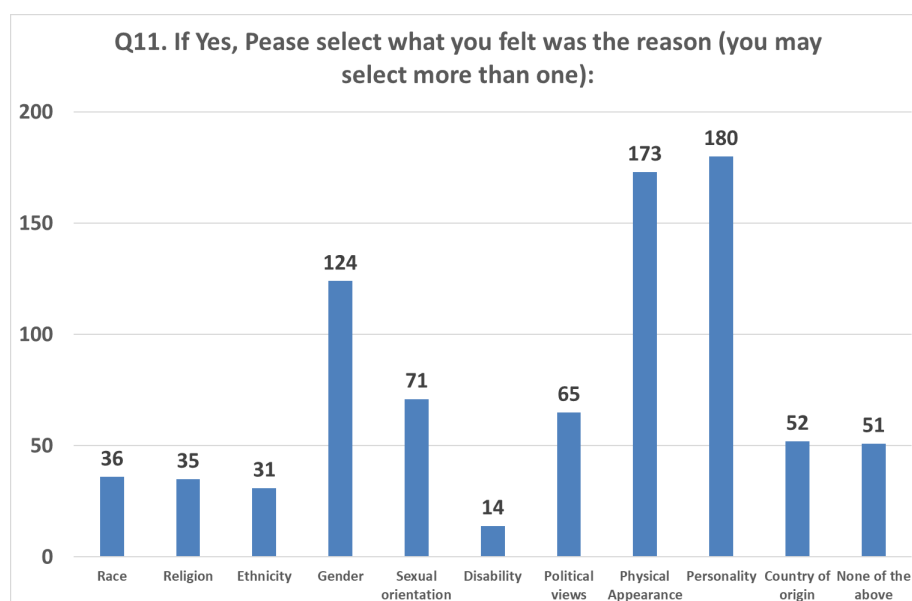


Chart 12. Reason for being treated unfairly

When or if treated unfairly, respondents were asked if they would go online to seek for any type of support. While 19% of the respondents have stated that they would never go online in these situations, almost 39% affirmed that it would be an option to find a way to distract themselves, and so almost 60% of the respondents would not search for specific support online. Differently, between 23% to 29% of the respondents would search for online guidance and support or to find ways to talk with other people in similar situations or to talk with friends or family. A very limited percentage of the respondents would consider finding a way to get revenge. Almost 10% of the respondents do not know if they would go online, do not wish to answer or choose the option "none of the above".

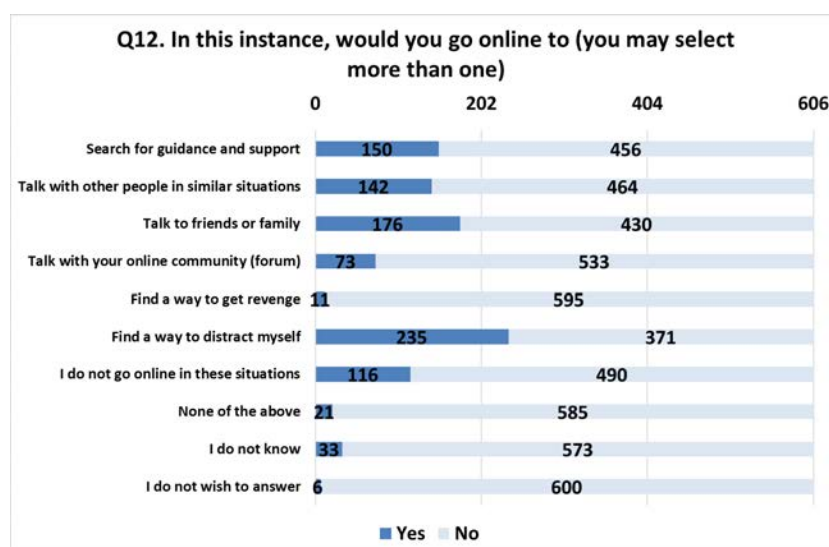


Chart 13. Online support searched by respondents

SECTION 4. MESSAGES THAT EXPRESS RADICAL VIOLENT VIEWS (Q13 TO Q18)

The final section is motivated to the online radical violent messages and its content, individuals' reactions towards those messages and where are those messages mostly seen. Finally, it focuses also on how Internet can be used to fight online youth radicalization.

More than 73% of the respondents have seen radical violent messages online, while 20% said that not have seen such messages online, and almost 7% of the respondents don't know if they have seen that type of messages online.

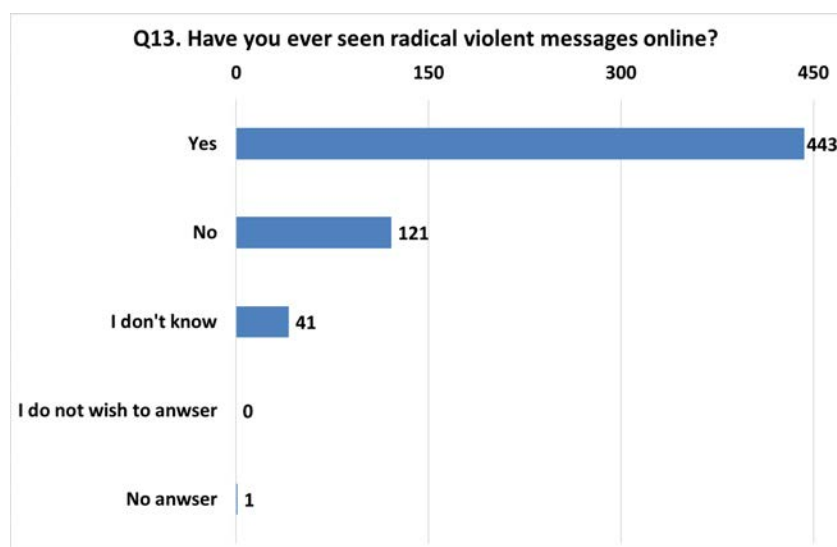


Chart 14. Radical messages online

From the respondent's experiences, violent and radical content (messages, content or pages) seen online relate to a large subject areas or topics, but mostly to race and ethnicity (64%), religion and sexual orientation (both pointed out by 62% of the respondents), politics (57%), gender related discrimination (49%) and ideology (40%). Sports is pointed as the area where it is less expected to find violent and radical content (25%). However, around 5% of the respondents have stated "none of the above" which might mean that violent and radical content can be found online in relation to other areas or topics.

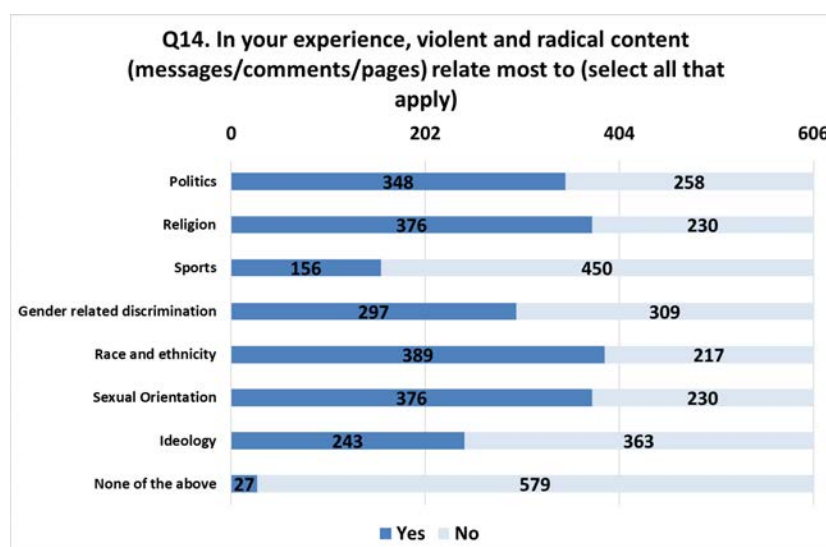


Chart 15. To what is mostly violent and radical online content related to

Respondents were asked to say how they react when they see violent and radical content online and more than 45% of them would report it, while almost 29% would ignore it. Only 8% would block that content and around 3% would comment to disagree. Interesting to see that more than 10% of the respondents would try to find out more about it and more than 6% stated that would not react in any of the suggested forms. Eight respondents haven't answered.

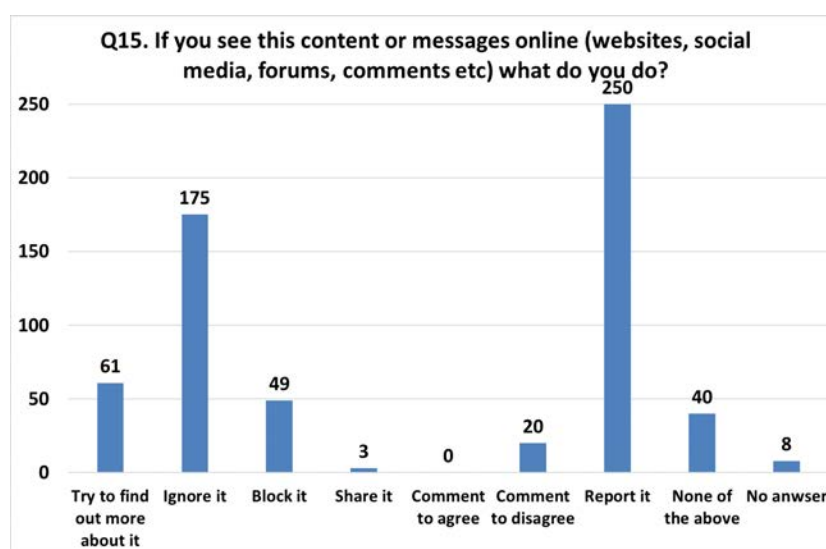


Chart 16. Reaction to online violent and radical messages

Considering the websites or apps where the violent and radical messages was seen, almost 32% of the respondents did not provided an answer and almost 1% do not remember, do not know or haven't see this type of messages. From the answers received 20 websites and apps were referred by the respondents, and Facebook is largely pointed out by more than 36% of the respondents. Instagram ranks second being referred by more than 10% of the respondents. Twitter and YouTube are also pointed out as websites or apps where violent and radical messages are seen (almost 7% and 6% respectively).

Apart from those four websites or apps news websites (in general) are indicated by 2% of the responds and an extensive list of other websites or apps is also presented by the respondents, including, for example, Reddit, Tumblr or Snapchat.

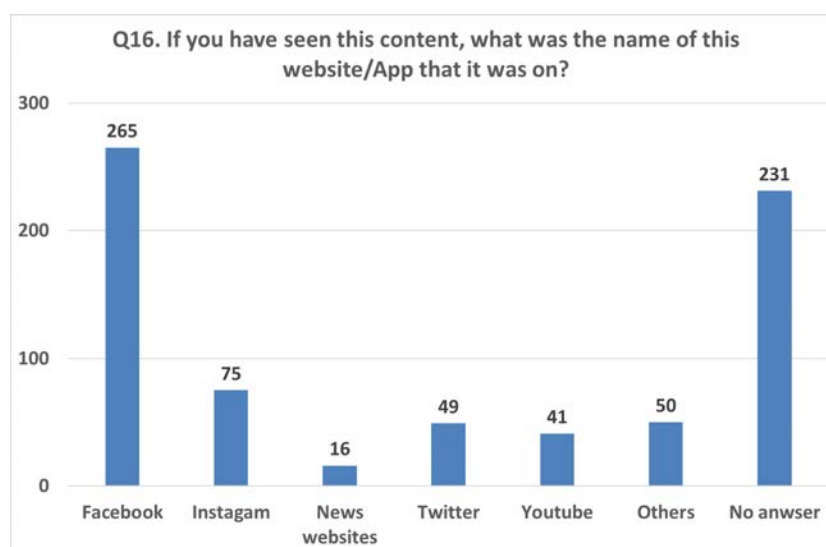


Chart 17. Where is online violent and radical messages seen?

Respondents have also provided their opinion on why people share or visit websites with violent or radical content. The reasons most pointed out as motives to share or visit those websites are to spread a message they believe in (almost 44%), as a reaction (41%) or to be part of a group (almost 38%). Other reasons include because they related to it (almost 32%) and to rebel (25%). However, almost 8% of the respondents indicated that there was no reason and more than 11% didn't know.

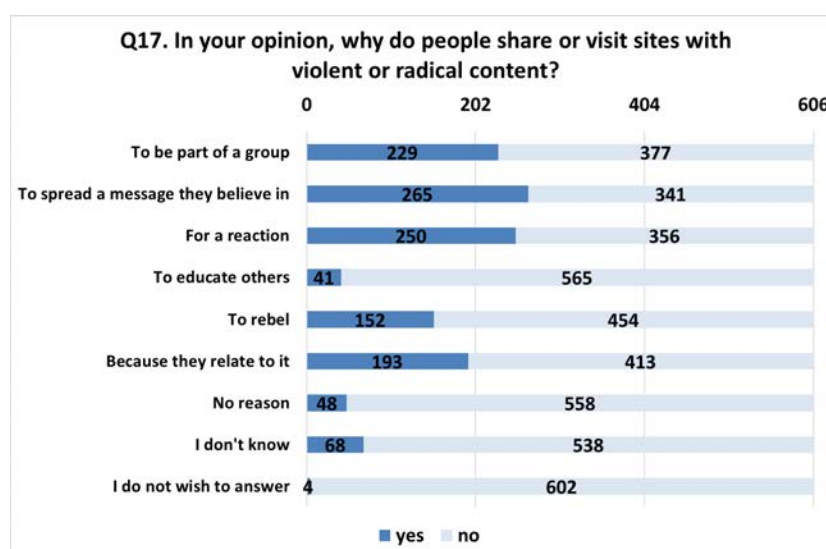


Chart 18. Reasons for people to share or visit sites with radical and violent content

Finally, respondents have given their opinion on how Internet could be used to fight online youth radicalization. Two options were considered by more than half of the respondents: providing accessible online support from youth and counteracting the messages and content with positive information. Other very relevant way indicated by almost half of the respondents include to automatically targeting and deleting radical and violent posts and websites. Using more impartial information) and establishing criminal offences for visiting radical and violent posts and websites were options pointed out by 36% and 26% of the respondents. Only 4% stated that none of the options provided would be suitable.

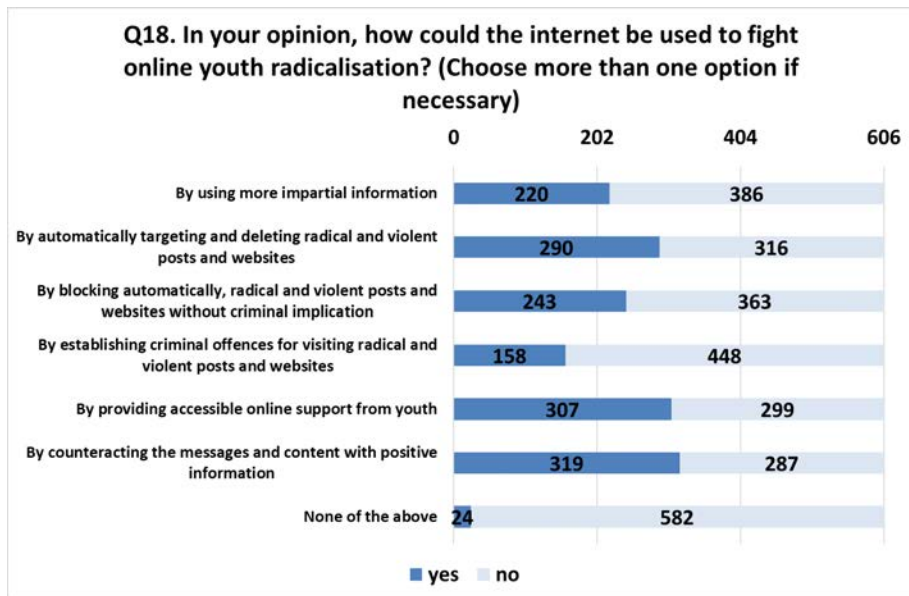
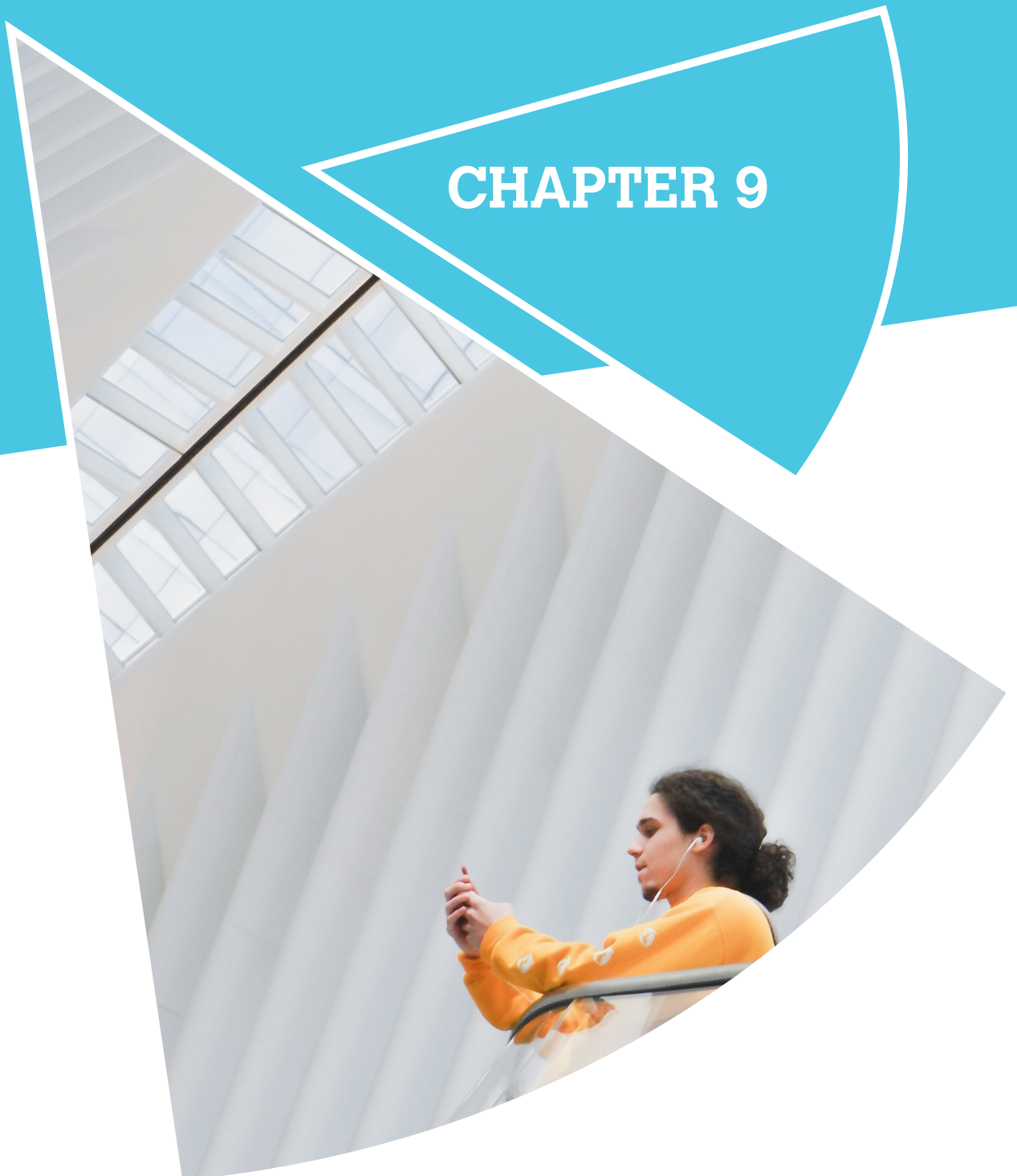


Chart 19. Use of the Internet to fight online youth radicalization

VIOLENT YOUTH RADICALISATION IN EUROPE: THE ISSUE AND THE YEIP PREVENT MODEL

CHAPTER 9





ABSTRACT

This chapter describes the research undertaken in WP4 of YEIP, which sought to provide quantitative data to balance out the qualitative focus of the previous WPs and triangulate the findings from across Europe. The chapter uses data from two surveys, for young people and professionals respectively, which were distributed online and internationally. In total 1408 young people and 517 professionals answered the surveys putting them amongst the largest scientific quantitative studies on the topic.

After providing context for the project, the chapter describes the specific methodology used in designing these surveys as well as its sampling strategy. The chapter then breaks down the findings from each of the surveys, drawing out the emerging themes, before providing a comparison between the two and providing recommendations for future policy.

Among the chief findings of this study were that both young people and professionals displayed a widespread willingness to work with each other and treat each other as equal partners; there were varying levels of knowledge regarding Restorative Justice, Positive Psychology and the Good Lives Model, with the GLM in particular being the least heard of across both professionals and young people; and that upon being informed about these concepts there was overwhelming support for applying these tools to addressing the issues surrounding violent youth radicalisation.

Keywords: online survey, young people, youth workers, radicalisation, terrorism

INTRODUCTION

This chapter presents the findings of YEIP focusing on its scientific work package 4. This sought to investigate the topic of youth violent radicalisation by analysing young people's views on the issue and by understanding how professionals who work with young people deal with it Europe wide.

WP4 was built on the work of WP2 and WP3, which conducted primary research in several environments (schools, universities, Youth Offending Institutions and online) on young people and professionals who worked with young people respectively.

The main objective of WP4 was to counteract the weaknesses in the qualitative research methodologies used in the previous WPs through a quantitative methodology that broadens the scope of the research. To that end quantitative surveys directed towards young people and professionals who work with young people were designed to build on the existing qualitative research done with these demographics. In addition, WP4 seeks to investigate the knowledge of and potential for utilising Restorative Justice, Positive Psychology and the Good Lives Model in countering violent extremism. It aims to take into consideration the existing knowledge of these topics among the target demographics as well as provide examples of these instruments in relation to youth radicalisation. Finally, building on one of the key findings from WP2, the differentiation between radicalisation and violent radicalisation, WP4 also seeks to understand whether the two target groups make a distinction between the two.

METHODOLOGY

Two online surveys were drafted by two young researchers at IARS, and then translated into Polish, Italian, Portuguese, Romanian, Spanish, Swedish and Greek for international dissemination.

Quantitative data collected through the first survey, hereafter referred to as the Youth Survey, gauged young people's (16-29) awareness level of radicalisation as a social issue and their knowledge about the risks and consequences of getting involved in such activities. This data offered an insight in the sources, resources and methods that young people make use of in search of information and safeguarding options.

The other survey, hereafter referred to as the Professional Survey, collected information from professionals (teachers, lecturers, social workers, health care professionals, and adults with a responsibility to identify and prevent radicalization) about current practices of identifying and dealing with cases where radicalisation is a factor, measuring their confidence levels in dealing with such cases as well as the level and quality of support that they receive from their public authorities.

Central to the research at YEIP is a strong focus on youth-led methodology. In addition to extensive youth-led methodological initiatives in the previous WPs, the surveys used in WP4 were created by young researchers who had been trained by IARS and the project was overseen by young researchers.

SAMPLING

In terms of responses received, 517 professionals answered the Professional Survey whilst 1408 young people answered the Youth Survey from across Europe. Arguably, these surveys represent some of the largest and most successful quantitative European studies on violent radicalisation while they are without doubt the only scientific surveys on violent youth radicalisation and GLM based prevention.

A breakdown of the responses across the different surveys languages is displayed below.

Table 1. Breakdown of the survey responses across the survey languages.

| LANGUAGE | YOUTH SURVEY | PROFESSIONAL SURVEY |
|------------|--------------|---------------------|
| English | 574 | 179 |
| Greek | 73 | 82 |
| Italian | 115 | 105 |
| Portuguese | 257 | 98 |
| Romanian | 66 | 53 |
| Swedish | 226 | 0 |
| Polish | 47 | 0 |
| Spanish | 50 | 0 |
| Total | 1408 | 517 |

The surveys utilised a non-probability opportunity sampling method whereby participants were chosen not by random chance but through targeting specific institutions. The surveys were targeted towards individuals in four different environments: Schools, Universities, Youth Offender Institutions and Online. All data was entered into a computer-based data file by utilising a spreadsheet programme Microsoft Excel.

FINDINGS

FINDINGS FROM THE “YOUTH SURVEY”

Current Practices

Overall opinion on whether young people are more likely to commit violent acts than adults was evenly divided with a mostly even split between yes and no, though with a slight lean towards yes, with around a quarter unsure. In terms of general trends, it was established that marginalisation was a significant factor across all of the surveys but not necessarily the most important one. A wide range of factors were regarded with similar levels of importance, with broader societal issues related to environments and economic conditions being placed much higher than individualistic views related to personal beliefs.

Role of the Web

There was a consensus towards viewing the internet as something that can accelerate and facilitate radicalisation, with very few disagreeing and more fully agreeing than partially agreeing in all the relevant questions. In terms of viewing the internet as a tool to that can help isolated young people who may be radicalised there was a consensus towards agreement with almost half fully agreeing with the statement and only 10% disagreeing. Regarding how people thought material that promoted radicalisation on the internet should be handled the vast majority favoured placing restrictions on it with almost half believing that it should be removed whilst a quarter favour some sort of age restriction.

Knowledge and Understanding

In general knowledge of Restorative Justice and the Good Lives Model was relatively limited whilst Positive Psychology was more widely known overall. Upon having these concepts explained to them respondents were generally very receptive to the benefits and applications of these tools regardless of their previous knowledge. There was an overwhelming consensus that communities had the power to prevent episodes of violent radicalisation which was consistently reflected across geographical lines.

Attitudes

When faced with the prospect of intervening when someone was being insulted over their religious or political beliefs over half of the respondents claimed that they would intervene, though in general they were less likely to intervene in the case of political beliefs indicating that they were seen as more acceptable to attack someone for. Likewise, when faced with the prospect of someone being insulted for physical features/hobbies/embarrassing incidents there was a much higher proportion of respondents who felt that they would

intervene, with almost half saying that they would do so unconditionally. With regards to people's views on the consequences of internet anonymity there were some very sharp regional disagreements. There was a strong consensus leaning towards young people being proactive in relation to hate speech and bullying.

What would Young People Do?

In terms of what young people felt were their main priorities in countering violent extremism and marginalisation in Europe the highest rated overall priorities were addressing economic and social causes and promoting good governance, democracy and human rights. There was no consensus on what tools could be used to benefit vulnerable young people. In terms of what people felt were their first three steps to tackling radicalisation the three highest rated options were: focusing on understanding the reasons behind radicalisation; eliminating hate speech, xenophobia and fear of others; and creating a more open society.

Young people-Professional Relationships

There was a strong consensus in favour of the view that young people could find solutions to the issues of radicalisation that was consistent across all the individual countries surveyed. There was a strong sentiment in favour of discussing matter of violent youth radicalisation with adult professionals. There was very strong support for the view that young people can positively lead discussions about the issue, which was consistently supported across the surveys, and raise awareness and raise awareness about the issue. Overall there was strong support for young people to take an active role in dealing with matters related to violent youth radicalisation and collaborate with adult professionals.

FINDINGS FROM THE “PROFESSIONALS’ SURVEY”

Current Practices

In terms of general themes that have emerged in this research we saw that whilst the extent to which violent youth radicalisation was a problem was debatable across geographical lines there was a strong sense that it was a real and growing problem at present and therefore that programs dealing with it would likely be well received. There was widespread disagreement and uncertainty over whether young people were more likely to commit violent extremist acts indicating a potential need for more education on the matter.

Confidence in dealing with Violent Radicalisation

Overall, there was a strong degree of support for empowering young people, listening to their perspectives and sharing opinions with them. There was a strong consensus toward seeing young people as being easier to influence than adults and a weariness that unsteady behaviour from young people could disrupt their ability to do their job properly. Should future projects seek to find ways to include young people as active participants in matters concerning youth radicalisation then it is likely that professionals would be willing to support it.

Radicalisation and Extremism

Overall marginalisation seems to be a considered a significant factor among professionals. As such any future programs aimed at professionals would benefit from taking into account placing an emphasis on the ways that they can go about helping marginalised young people in their care and the various ways that they can incorporate including marginalised people in their work.

Knowledge

Positive Psychology was fairly well-known, around half of those asked knew about Restorative Justice and only about 1/3 had any knowledge of the Good Lives Model. Upon being informed about what these tools entailed there was overwhelming support for implementing them in relation to youth radicalisation. There are two things that future policy can take from these findings. The first is that more effort should be put into promoting the GLM, though RJ and PP could also afford to be taught as well. The second is that there is widespread demand for being able to utilise these tools and that many professionals would be more than happy to learn to use them.

Appeal of Restorative Justice, Positive Psychology and Good Lives Model

Overall, we can see that there is very strong support for using Restorative Justice, Positive Psychology and the Good Lives Model which may well indicate that future programs utilising them will be very welcome and well received among professionals.

Relationship between Young People and Professionals

Overall there was widespread enthusiasm for including young people as partners when it comes to dealing with youth radicalisation which indicates that the youth-empowering focus of YEIP and any future projects and programs based on it will be well received by professionals.

COMPARATIVE FINDINGS BETWEEN YOUTH-PROFESSIONAL SURVEYS

Current Practices

Despite the widespread support for community engagement among young people there were mixed approaches to them from the professionals with most of them utilising community engagement for tackling radicalisation but relatively few utilising them for empowerment purposes. Future programs may wish to consider including ways for utilising communities to empower young people as well as in to tackle marginalisation, especially among socially marginalised communities given the importance that was given among young people.

Knowledge and Understanding of Restorative Justice, Positive Psychology and the Good Lives Model

There were very similar levels of initial knowledge about these tools. Upon being informed about what they entail both young people and professionals expressed a strong interest in applying these tools to addressing the issues surrounding violent youth radicalisation. One area where there was a disagreement between young people and professionals was in the use of mediation between victims and perpetrators of radicalisation with professionals being enthusiastically in favour of it whilst young people were generally sceptical when the topic was brought up.

Relationship between Young People and Professionals

Both young people and professionals displayed a widespread willingness to work with each other and treat each other as equal partners when it comes to finding solutions to the problems of youth radicalisation. As such there is likely to be a lot of enthusiastic support for future programs that place a large emphasis on youth-led solutions and encouraging cooperation between young people and professionals.

THEO GAVRIELIDES

COMPARATIVE LEARNING BETWEEN 6 COUNTRIES AND ACROSS THE EU

CHAPTER 10





ABSTRACT

This is the concluding chapter of YEIP, bringing together all the data and findings of the 3-year programme. The chapter has been divided into three parts. The first briefly describes the overall methodology of the programme, while presenting some of the project's agreed key definitions. The second part presents YEIP findings. Finally, the chapter concludes with some critical reflections for research and European policy and practice.

Overall, the chapter used data that was collected through a youth-led methodology involving 75 young researchers throughout the project and partnership. The project was broken down into four scientific blocks. The first block involved secondary research as well as primary fieldwork with 133 participants. The second block carried out fieldwork with 380 participants. The third scientific block involved a total of 478 young people, 354 professionals and 195 policy makers. Finally, the fourth block involved an impressive number of 1408 young participants and 517 professionals.

In total, YEIP directly engaged with and spoke to 3540 individuals from as young as 16 years old to 78. Arguably, this is one of the largest scientific studies on violent youth radicalisation in Europe.

INTRODUCTION

This is the comparative chapter that brings together all the findings of YEIP's primary and secondary research as well as the piloting of its Policy Measure. The work informing this chapter was carried out by all 18 partners (2017 – 2020) in seven countries and across Europe on the issue of violent youth radicalisation and preventative, innovative approaches based on positive psychology and the Good Lives Model (GLM)².

In short, this chapter and the larger framework within which it is written aims to turn the current, dominant Risk Need Responsivity (RNR) punitive model on its head. Instead of “managing” young people as “risks”, our investigation and programme focused on promoting the talents and strengths of vulnerable young people and through this approach help develop positive identities. The extant literature has defined these as being “the internal organisation of a coherent sense of self” (Dean 2014).

Throughout the project we applied a holistic and constructive approach in considering how young people at risk might identify and work towards a way of living that is likely to involve the goods we seek in life, as well as a positive way of living that does not involve or need crime (Scottish Prison Service 2011). In this process, the argument is that the GLM works towards a positive, growth-oriented change in life where an offender or a person at risk works on the development of the values, skills and resources towards life based on human goods that is a necessary counter-balance of managing risk alone (Ward, Mann and Gannon 2007: 92), i.e. risk is managed as well as seeking to develop positive life alternatives.

YEIP was developed at a critical time for Europe, when there is an urgent need for innovative and bold youth policies that can bring real change to current practices at the local, national and European levels. There can be no doubt that serious and indeed honourable efforts have been made by both regional and national bodies to ensure that our continent and home remain an open, prosperous and safe place to live and work. Let's not forget that 80% of us think that our own country and the EU are secure places to live (European Commission, 2015). At the same time, over and over again, Eurobarometer, the official survey carried out by the European Commission (EC), records that security is the top concern for Europeans. What we also think as Europeans is that the measures that have been introduced to fight insecurity have compromised our fundamental rights and freedoms.

Of course, radicalisation, violent extremism and foreign terrorist fighters are not the only reasons that cause Europeans' feeling of insecurity. Key reasons that have been quoted include the financial crisis, war and conflicts on the EU's doorstep. But aren't these additional reasons the triggers a vicious circle of marginalisation, especially of society groups that are at risk of being radicalised and pushed into a corner?

YEIP'S RESEARCH METHODOLOGY

One of the key reasons that make YEIP innovative and different from other EU funded initiatives on radicalisation is its research and project methodology. Given that the focus of the project was on generating solutions for young people, I thought that the most appropriate research methodology would be one based on user-led principles. Thus, our overall research methodology drew from the field of participatory action research, which is experimental research that focuses on the effects of the researcher's direct actions of practice within a participatory community with the goal of improving the performance quality of the community or an area of concern (Dick 2002). Within this realm, youth-led research was identified.

From the outset, the seven research partners were given a clear steer as to what their central research objectives and youth-led methodology were going to be. A detailed Research Guide and a separate document with Editorial Guidelines were produced. The shared research tasks were aligned with YEIP's overall objectives. Subsequently, a Research Experimentation Protocol was produced coordinating all research steps. Given the various differences in the participant countries, I also thought that it was important that the seven

² For more information on YEIP and to access the edited collection www.yeip.org

national research teams were left with a relative freedom to adjust their methodology and sampling strategies, making them work for their local area and context. This was also important as we looked at different environments where violent youth radicalisation may occur. Although the programme in its totality looked at all places where violent youth radicalisation may take place (i.e. schools, universities, youth offending institutions and online), research partners focused their research and experimentation only on one or two of these environments.

Following the youth-led methodology of the project, the data that informed this e-book and the longer version that is available in the participating languages were collected by young people. The NGO partners in each participating country, recruited and trained a total of **74 young people** in order to empower them to carry out the research themselves. These young people came from diverse backgrounds including refugees and asylum seekers, university students, able and disabled.

As a youth-led project, YEIP did not want to replicate the methods that have been used to understand violent youth radicalisation. Below (Table 1) you can see a breakdown of the demographics of the young people who led on the research and who will continue to support the project through social action and awareness raising activities.

| Country | Researchers | Gender balance | Age | Training received | Notes |
|----------------------------|---|---|---|---|--|
| UK | 8 | F 8 M 0 | 7 University students ages 16-26 And 1 School Student age 16-17 | Completed two sessions of training. | Two further young researchers contributed to one focus group (trained by the young researchers). |
| Greece | 11 | F 11 M 0 | Range 18-25 | One day training on qualitative and quantitative research methods | Background: university students |
| Cyprus | 11 | Not stated | Not stated | One day training session (youth-led research, focus groups and interviews, qualitative data analysis and report writing) | Background: university students, social workers, youth workers |
| Italy | Total: 9 Uni: 5 (6 trained) School: 4 | F 5 M 4 Uni F 3 M School F 2 M 2 | Uni 20-26 School 16-17 | Two training courses for School participants covering (2 days) One training course for University students (1 day) | School and university students |
| Sweden | 10 | F 9 M 1 | 21-30 | Two training sessions | Young people in universities and out of education |
| Romania/ Poland | 16 | Students: Unknown Refugees F 1 M 3 | 5 high-school students 7 University Refugees 17-23 | One day training sessions (one for each group involved) | 12 Romanians 4 Refugees -3 Syrian -1 Afghan |
| Portugal | 9 | F 9 | 20-24 | Two-day training course | 8 Portuguese 1 Brazilian |
| Total | 74 | | | | |

TABLE 1: YEIP'S 74 YOUNG RESEARCHERS

The 3-year programme was broken down into four scientific blocks and three additional horizontal work packages (Management, Dissemination and Evaluation). The four scientific blocks were informed by secondary research carried out in native languages as well as fieldwork. Various e-books and reports were produced reporting on the work of each scientific block. These can be downloaded for free from YEIP's website <https://yeip.org/awareness-raising-material/yeip-ebooks/>

In relation to its sampling, YEIP's first block involved secondary research as well as primary fieldwork with **133 participants**. The second block carried out fieldwork with **380 participants**. The third scientific block involved a total of **478 young people, 354 professionals** and **195 policy makers**. Finally, the fourth block involved an impressive number of **1408 young participants** and **517 professionals**.

In total, YEIP directly engaged with and spoke to **3540 individuals from as young as 16 years old to 78**. Arguably, this is one of the largest scientific studies on violent youth radicalisation in Europe.

Below is a summary of the sample groups that were included in the fieldwork per participating country:

| COUNTRY | Partner | WP1 sample | WP2 Young researchers | WP2 sample | WP3 professionals | WP3 Policy makers | WP3 young people |
|--------------------------|--------------------|------------|-----------------------|------------|-------------------|-------------------|------------------|
| UK - schools | IARS | 10 | 8 | 24 | 25 | 18 | 59 |
| UK - YOIs | Khulisa | 0 | 0 | 0 | 43 | 0 | 20 |
| UK - University | BNU | 0 | 0 | 12 | 16 | 0 | 53 |
| CY- Schools | CARDET | 22 | 11 | 39 | 28 | 86 | 64 |
| CY- Youth Migrant Centre | CARDET | 0 | | 29 | 9 | 0 | 10 |
| GR - Schools | KMOP | 0 | 0 | 27 | 22 | 21 | 63 |
| GR - University | KMOP | 6 | 11 | 16 | 15 | | 48 |
| GR - YOIs | KMOP | 8 | 0 | 11 | 23 | | 25 |
| IT - Schools | ANS | 1 | 4 | 28 | 16 | 7 | 37 |
| IT - Universities | ANS | 9 | 6 | 41 | 6 | | 27 |
| PT - Schools | INOVA+ | 40 | 9 | 28 | 87 | 39 | 3 |
| RO- University | Schottener | 0 | 7 | 29 | 22 | 16 | 18 |
| RO Schools | Schottener | 0 | 5 | 17 | 23 | | 25 |
| PO Schools | Schottener | 0 | | 9 | | 0 | 0 |
| RO Migrant Center | Schottener | | 4 | 16 | 19 | 8 | 26 |
| IT - Other stakeholders | ANS | 9 | 0 | | 0 | 0 | 0 |
| CY- Other stakeholders | CARDET | 2 | 0 | | 0 | 0 | 0 |
| SW Schools | Linneus University | 26 | 10 | 54 | 0 | 0 | 0 |
| TOTALS | | 133 | 75 | 380 | 354 | 195 | 478 |
| | | | | | | | 1540 |

TABLE 2: YEIP RESEARCH SAMPLES

It is also worth presenting the breakdown of the WP4 sample groups per language used for the two surveys (young people and professionals):

| Survey | English | Greek | Italian | Portuguese | Romanian | Swedish | Polish | Spanish | Total |
|--------------|---------|-------|---------|------------|----------|---------|--------|---------|-------|
| Young People | 574 | 73 | 115 | 257 | 66 | 226 | 47 | 50 | 1408 |
| Professional | 179 | 82 | 105 | 98 | 53 | 0 | 0 | 0 | 517 |

TABLE 3: YEIP RESEARCH SAMPLE FOR WORK PACKAGE 4 – INTERNATIONAL SURVEYS

DEFINITIONAL AGREEMENTS

The terms:

- radicalisation and violent radicalisation
- extremism and violent extremism
- religious fundamentalism, and
- terrorism

are frequently used interchangeably. However, **they are very different**. Throughout the project, we accepted the following definitions:

Violent radicalisation is the phenomenon of people embracing opinions, views and ideas which could lead to acts of violence including terrorism as defined in Article 1 of the Framework Decision on Combating Terrorism³.

Radicalisation does not necessarily lead to violence and has been said to seek making changes to the existing political and social structure. Another approach defines radicalism as a quest for sweeping change, while limiting extremism to the pursuit of concrete and localised political ideologies. In other words, radicalisation can be a good force for change especially in oppressive political regimes.

Extremism has been referred to as the adoption of a particular ideology with the intention to use violence to remove the state or ruling structure and its elites⁴. Again, extremism can be seen as a positive act for change.

Violent extremism involves the exercise of power through violent acts with the intention of changing status quo and the ruling structures illegitimately.

Religious fundamentalism is “a belief in an absolute religious truth, which is challenged by the forces of evil and which must be followed today in the same way as in the past”⁵.

Terrorism is “any act of violence or threat thereof notwithstanding its motives or intentions perpetrated to carry out an individual or collective criminal plan with the aim of terrorising people or threatening to harm them or imperilling their lives, honour, freedoms, security or rights or exposing the environment or any facility or public or private property to hazards or occupying or seizing them, or endangering a national resource,

³ Council Framework Decision 2002/475/JHA of 13 June 2002 on Combating Terrorism. Article 1 provides that each Member State shall take the necessary measures to ensure that the intentional acts referred to nine expressly specified offences, as defined under national law, which given their nature and context, may seriously damage a country or an international organisation where committed with the aim of seriously intimidating a population, unduly compelling a Government or international organisation to perform or abstain from performing an act, or seriously destabilising or destroying the fundamental political, constitutional, economic or social structures of a country or an international organisation, shall be deemed terrorist offences.

⁴ <https://epthinktank.eu/2016/07/12/radicalisation-extremism-and-terrorism-words-matter/>

⁵ [http://www.europarl.europa.eu/RegData/etudes/BRIE/2015/551342/EPRS_BRI\(2015\)551342_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2015/551342/EPRS_BRI(2015)551342_EN.pdf)

or international facilities, or threatening the stability, territorial integrity, political unity or sovereignty of independent States”⁶.

FINDINGS

1. TWO CONFLICTING MINDSETS

Over a relatively short period of time, the way of talking about and working on preventive measures regarding the violent radicalization of young people have received a great deal of attention in the literature and international social policy. However, confusion between the security discourse and of preventive work risks creating long-term uncertainty as to how security can be combined with prevention initiatives including restorative justice. The field, therefore, faces great challenges in future.

One has to ask as to why the policy and media debates on violent youth radicalisation are increasing and indeed becoming more and more alarming. Is it because:

- ... violent extremism is going up?
- ... more people are dying due to terrorism?
- ... human rights laws are getting in the way?
- ... we need to find better ways to protect ourselves?

OR is it because:

- ... we are worried that our civil liberties are at stake?
- ... the narrative of the “them” and “us” is questioned along with the security policies that we have adopted?
- ... current practices, strategies, policies and international agreements are not working?
- ... there might be other alternatives for European, national and local practices, education and strategies for preventing violent extremism?

Our answers to the aforementioned questioned will vary depending on which of the two dominant two mindsets we have adopted. The first is what I call the “security mindset” which:

- ✓ Gives priority of the state to protect
- ✓ Puts human rights on hold in the name of citizens’ safety
- ✓ Believes that security threads are increasing
- ✓ Suffers from lack of citizens’ trust, prioritises the protection of national borders, and puts immigration controls to this effect.

On the other hand, the “human rights mindset” believes that:

- ✓ Even terrorists have human rights
- ✓ Due process and fair trial are as important as citizens’ safety
- ✓ Civil liberties cannot be compromised in the name of security
- ✓ There are universal values that we cannot ignore independently of who and where we are, and that it is through the respect of these values that we fight extremism and the views that generate it.

YEIP argues that this split mindset which has dominated our debates on violent youth radicalisation must be addressed, if we are to overcome the divisions that lead to further extremism and failed politics. **Our project has proved that the two narratives of security and human rights are not incompatible.** They are different

⁶ Convention on Combating International Terrorism adopted by the OIC in 1999

sides of the same coin.

Taking a more cynical view, I once named human rights as “The unicorn of reconciliation”, meaning that it is:

- ✓ The unicorn that we all dream about, but never see!
- ✓ The solution that we always want to reach for, but never do!
- ✓ The all loved one, but never experienced!

Whether a unicorn or not, the truth is that whatever we do, we must act now. YEIP and other similar initiatives have proved that the road that we have taken for security policy and practice in Europe and internationally is leading to further division and the erosion of our societal values.

THIS IS BY NO COINCIDENCE!

We are in a *democratic deficit* perpetuated by a number of challenges such as the **economic downturn**, **fears of security**, **nationalism** and the continuous **marginalisation of the disempowered**. To maintain this deficit, control is exercised through fear:

- ✓ Security terror (terrorism & radicalisation)
- ✓ Financial terror (financial crisis)
- ✓ Identity terror (nationalism)

HOW SECURE IS EUROPE?

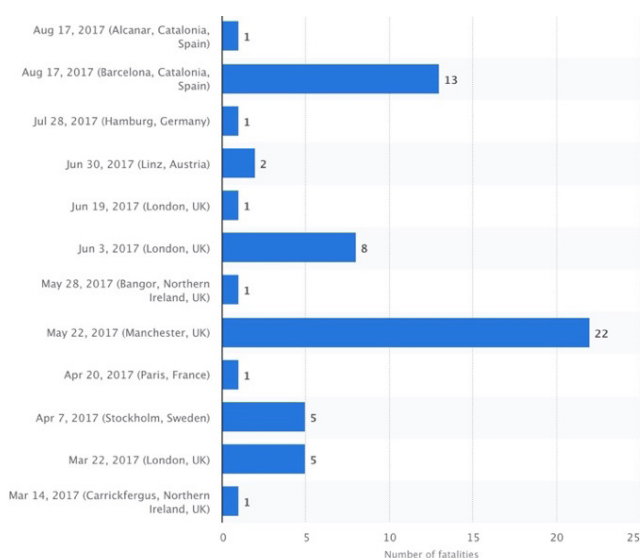


THE NEW REALITY



2. VIOLENT YOUTH RADICALISATION: A DISTORTED PICTURE OF MYTHS AND FACTS

Chart 1: Terrorist attacks in Europe in 2017



Our project and the work that a number of campaigners have undertaken suggest that the media and many politicians present a distorted picture of myths leading to greater fears about violent radicalization.

For example, if we look at the official statistics of actual terrorist attacks in the EU in 2017 (failed, stopped or completed), there were 205 in total with 107 of them in the UK⁷!

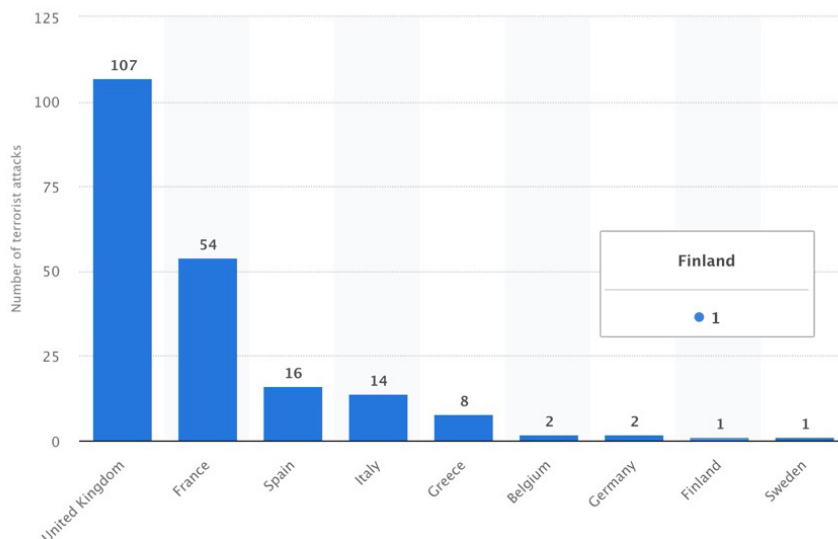
Did you think there were more, and why so many in the UK?

In relation to actual deaths resulting from terrorist attacks, there were:

- 61 in total
- 38 in the UK in 6 different attacks!

⁷ EUROPOL (2018) *EU Terrorism Situation and Trends*, Brussels: EU. https://www.europol.europa.eu/sites/default/files/documents/tesat_2018_1.pdf

Chart 2: Total deaths resulting from terrorist attacks in 2017



... and yet, we know from YEIP and official research publications that the UK has

- ✓ One of the most up-to-date, “informed” and scientific security strategies in Europe
- ✓ Spends more on security than any other European country
- ✓ The most up to date, strict anti-terrorist and security legislation.

This leads me to a quick reality check. According to the same EUROPOL study, per 100,000 population in Eu-

rope, we get the following death figures for each listed cause:

- 265 – cancer
- 132 heart
- 11.7 suicide
- 5.9 traffic
- 1.06 consumer products!
- 0.03 terrorism
- 0.01 lightening

In short, it is as likely to be killed by a terrorist attack, as it is to be struck by lightning!

The EC’s official statistics speak for themselves. And yet, we are more afraid and angrier about terrorism than ... consumer products! This is not only the product of bad information but also of lack of information. Our research for work package 1 showed that there is also lack of clarity as to how serious and big the issue of youth radicalisation is in the participating countries and across Europe. While some member states may have some records of young people arrested for radicalised and extreme behaviour and actions, this is not consistent.

Furthermore, there can be no doubt that there is also a gap between actual reality and public perceptions. This was highlighted by all the research teams. For instance, in Portugal, the government has not yet divulged any exact numbers on how many young people have been detected as radicalized in the country⁸. The media has been speaking about “new cases”, but no accurate and official numbers are available⁹.

I must, therefore, return to my previous conclusion. The fear that is created by certain actors in Europe and internationally **is not by coincidence**. This fear creates a vicious circle of power, which maintains systems of hierarchy and profit. In this vicious circle, young people are vilified and exposed to the “them” and “us” rhetoric’s, leading to further marginalization and alienation.

3. NOT ONE SIZE FITS ALL

YEIP has also argued that in order to address the aforementioned fears and indeed the marginalisation and violent radicalisation of young people in our localities, it is important to develop a sceptical reflexive, and critical attitude towards all forms of simplified categorizations of young people and entities. Simplified versions of youth groups risk stigmatizing rather than contributing to effective social pedagogical work. By starting

⁸ <https://www.dn.pt/portugal/interior/daesh-secretas-identificaram-radicalizados-em-portugal-5446568.html>

⁹ <http://rr.sapo.pt/noticia/50805/estado-islamico-recruta-jovens-portugueses-em-lisboa>

from a critical, inclusive and reflexive social pedagogical perspective, it will become possible to conduct an analysis of social contexts, risks, and negative spirals, without condemnations. This is not something that most journalists and the media are willing to understand or accept.

The truth is that there is not a defined characteristic of young people who are susceptible to radicalisation. Although in some countries, radicalisation is predominantly of political nature (extreme right or left-wing ideology), it extends to hooliganism with political ideologies dominating sport associations. Orsini (2016) speaks of social marginality, describing it as a socio-psychological condition in which a person no longer recognises himself within the values of the society in which he lives and tries to oppose them, pushed by a crisis of social identity due to traumas or suffering. Vidino (2014) speaks of integration issues as the difficulty in feeling part of a particular society as well as the confusion related to one's social identity. He argues that, although factors of discrimination and socio-economic integration should not be ignored, it is more useful to look for the causes of radicalisation in the psychological profile of a subject and in his search for an identity. The same can be said for political extremism (Orsini, 2010), and we have observed this in our own research especially in countries such as Greece, where violent youth radicalisation is more attached to political extremism rather than religion or any other cause.

In Europe, there is not a policy for the prevention of radicalization of youth, in general, and in schools, universities, youth offending institutions or *online*, in particular. The comparative learnings from the seven research teams lead us to conclude that there is also a lack of a systematic mechanism for the prevention of violent youth radicalisation. The landscape is characterised by a series of experiences, which locally try to intervene, directly or indirectly, on the theme, with enormous differences from country to country. The YEIP Prevent Policy Measure presents a unique, unified way forward that can be adjusted to each member state and locality, while coordinating action across the EU.

4. PUSH AND PULL FACTORS

In our search for causes that lead to violent youth radicalisation, YEIP defined “push factors as something which “pushes (one) away from mainstream society and causes them to be susceptible to radicalisation” and pull factors as something which acts as a trigger increasing the likelihood of the acceptance of violent extremism. Pull factors can be described as elements which involve participation in a movement, organisation or activity in order to gain a type of reward such as a universal one. Pull factors can also involve being within a favourable environment and having exposure to ideologies and recruiters. Push and pull factors are based around three categories of motivational triggers:

- *background factors*, which relate to personal and lack of social integration
- *trigger factors*, which can either provoke antipathy or activism, and
- *opportunity factors*, which relate to the individual's environment in which they were brought up in.

Many opinions can be gathered from this, one being that an individual is more likely to turn to violent radicalisation due to their level of class within society. YEIP believes that violent youth radicalisation is caused by frustration with weak, corrupt or illegitimate governance, marginalisation, fractured relationships, lack of voice and opportunity and struggles with diversity and belonging.

We suggest that in order to deal with violent youth radicalisation and be able to eradicate it, we need to move away from adversarial approaches and towards cooperative solutions. In order to help young people at risk, and address the push and/or pull factors which may lead to a path of violent radicalisation, the EU, CoE and European youth work need to make youth programmes more focused on areas such as real or perceived threats of well-being, security and wealth and the feeling of belonging to a group/community.

Push factors

YEIP findings suggest that push factors that help to nurture the rise or spread in the appeal of violent extrem-

ism amongst young people include social marginalisation and fragmentation and perceived oppression and/or fascination with violence. A trigger event such as death or other reasons such as rejection by peer, faith or social group or family and/or pressure from peers associated with extremism could also increase one's vulnerability and put them at risk of being radicalised for violence. The reasons can further be grouped into three main categories: the individual's circumstances, life experiences or their state of mind. These reasons were consistent across the seven participating countries.

Social marginalisation and fragmentation were defined as "the norms and processes that prevent certain groups from equal and effective participation in the social, economic, cultural and political life of societies". We argued that this is why young people turn to violent radicalisation, as they may see it as a way of being heard and a form of getting their view across to many people who haven't been listening.

Perceived oppression could result in young people "becoming hyper-aware of critical issues ensuing in a radical irrationality and a subsequent willingness to violently act on this awareness". This fascination with violence then becomes an escape route leading to socialising with the wrong crowd and "engag(ing) in political violence without moral restraints". For example, the Staircase to Terrorism Model links the perceived oppression to radicalisation as it holds that there are five floors, with one viewing different kinds of opportunities "to be open to him or her on that floor". It is believed that the higher a person gets, their choices are limited, and the belief is the only outcome being the destruction of others, oneself or both.

We have also witnessed that peer pressure can increase young peoples' vulnerability and put them at risk of being radicalised towards violence. Peer pressure is seen as a way of group bonding and can easily become a social process in the absence of other forms of constructive integration and belonging. This then leads to the view being believed that violence is a way of dealing with the injustice young people face, thus making violent radicalisation hard to deny or overcome.

Pull factors

Our research points that that the reasons young Europeans maybe living within environments whereby opportunities arise for violent radicalisation are largely due to the lack of introspection. The term introspection was defined as "the examination or observation of one's own mental and emotional processes". We are mindful, however, that there are additional pull factors that draw individuals into a path of violent radicalisation, such as attaining reputation and acknowledgement, seeking a sense of belonging and the promise of adventure and money.

For example, in the UK, the "Prevent Strategy" states that the ideologies that people may hear about are based on "historic texts and extensive contemporary literature, including what purports to be rigorous thinking about key texts from the recent and even distant past". It also states that the ideology used within violent radicalisation is key as it determines people's engagement within terrorism-related activity as it is more likely to be accepted and people would be more willing and motivated to take part. This could be down to the type of words used in order to attract and connect with people on different levels. The document states that in order to tackle radicalisation and challenge the ideologies put forward by different groups, society needs to be confident in their own human right values. Nevertheless, the same strategy has been criticised and over and over again by many human rights groups and campaigners, while it remains questionable as to its independence, allocation of funds and political priorities. This is not unique to the UK as our research with policy makers in all seven countries suggests that there is a gap between policy intentions and implementation. This creates frustration amongst youth, and a lack of trust that is perpetuated by their own experiences in all four investigated environments.

Push and pull factors: The YEIP way

Based on our findings, we have no doubt that the phenomenon of violent youth radicalisation can only be rooted out through a bottom up structure of cooperative European youth policies. Violent radicalisation is a threat to Europe's universal human rights values as these are based on its cultural and humanist inheritance following two world wars. European cultural inheritance provides narratives of a collective identity, meaning

and purpose to young people. This could be argued that it helps young people get through some rough parts of their life, while nurturing their talents and avoiding treating them as threats.

YEIP looked at the “what”, “who and “where” of a counterterrorism approach. In terms of looking at the “what” factor and countering violent extremism, the push factors play a part as it highlights the underlying grievances that violent extremism exploit such as no path for advancement and no escape from injustice which feeds instability and disorder. This plays off the pull factors as it allows for recruitment tactics to be used and individuals who are trapped within impoverished communities to be targeted. They may be an easy target as they could be easily persuaded and feel like their rights are being valued and recognised so they are willing to participate in events, which may not be morally correct.

The “who” aspect requires a “whole of society approach” between various stakeholders and ensure trust is built and fraught relationships between the EC, governments and actors in civil society or marginalised communities are repaired.

The “where” aspect involves considering the areas in which young people may be targeted in order to prevent the expansion of terrorist networks and keep vulnerable communities on a path of stability. Our field trials looked at four different environments (schools, universities, youth offending institutions and online) and piloted our Policy Measure providing tools and guidance on how to implement it.

5. GAPS IN EUROPEAN RESEARCH, POLICY AND PRACTICE

Over the last decade, several European policies to prevent the risk factors that lead to the marginalization and violent radicalisation of young people have been developed. Some examples are the European Agenda on Security, the EU Youth Strategy, the Education and training 2020 and the Erasmus+ Inclusion and Diversity Strategy. Some of these are aimed at preventing youth marginalisation, social exclusion and radicalisation by addressing the issues of education, civic participation, unemployment and poverty.

However, action plans and concrete steps on implementing them have not been finalized by a number of member states, and no impact studies are yet available on the proposed measures. Furthermore, there is a dearth of work exploring the connection between the marginalisation and violent radicalisation of young people. Our project is only a small example of scientific studies focusing on this issue.

Furthermore, studies on the use of GLM-based prevention policies and practices at the local and European levels remain absent. Similarly, restorative Justice does not feature in these initiatives despite the EC’s and Council of Europe’s keen interest to invest more in this concept. Finally, the continuity of grass roots programmes remains to be strongly dependent on ad hoc funding, losing momentum and the bonds they create with youth communities.

Our three-year programme also led us to conclude that there is still a need to develop educational tools for the prevention of violent youth radicalization in all the examined environments. We have also learned that these tools need to be adapted to each country’s profile as well as the professionals that they aim to reach. Detecting youth at risk of marginalization and radicalisation is clearly not an easy task, while providing the right support within the GLM philosophy is complex.

For example, we observed that currently, in schools, the policies and prevention programmes follow either the “security mind set” or the “human rights mind set” (e.g. Programme Choices, Commission for the Protection of Children and Young People). Nevertheless, even if they adopt a human rights approach, this does not necessarily involve the concept of positive psychology or the GLM.

We have also learned that educational strategies to support prevention efforts are dependent on the educator’s abilities to identify personal challenges of young learners as they struggle with issues of well-being, identity and meaning and are tempted to adopt radical views in search for meaningful answers. That is why,

YEIP created easily accessible online tools for professionals to motivate, support and equip them with appropriate skills and tools to understand their own biases and further engage in combating radical narratives at the level of individual students. The autonomy let to schools at local level must be explored further by national governments, to identify the zones where young people are at risk, and establish partnerships with the schools concerned.

Due to the specificity of each member state and their reality towards violent radicalization, the application of the GLM model to all the investigated environments, will only be possible with adjustments. The local context of implementation of the future methodology will also have a significant impact, being necessary to test the process in young people at risk, who show a moral opposition to the system and adopt a radical behaviour, even if symbolic. Involving young people as co-designers is paramount. It can also be helpful to connect youth workers and educationalists with other concerned professionals in the community (e.g. from the justice, social and child protection sectors) as well as families in view of providing learners with relevant and timely assistance on the full range of issues that they may be struggling with.

Additionally, there is a need to develop and implement a set of support measures for socially disadvantaged and marginalized youth groups in parallel with prevention initiatives, in partnership with all relevant local and national authorities.

With regards to youth offending institutions, our discussions with professionals who work with ex-offenders, mental health practitioners and young people at risk or who have offended indicate that the GLM and restorative justice could help develop resilience and aspirations. By treating young people involved in the criminal justice system equally, without discrimination and by giving them goals and skills through participation in activities, they could achieve the development of a sense of agency, identity, autonomy and responsibility. Above all, this process can allow them to have hope and thus invest in their future and integrate socially. It is also worth noting that professionals themselves asked for more training and support in understanding GLM-based interventions that are co-designed with young people and avoid the RNR paradigm of punishment and control.

YEIP recommends that European and national prevention policies should offer opportunities to vulnerable young people for the development of skills and for the implementation of actions and events to improve their inclusion into society. These will equip young people with a structure of activities in their everyday life and offer them a sense of belonging. Moreover, it is essential to include personalized local counselling services adapted to the needs of vulnerable young people who are either at risk of marginalization or already marginalized at risk of violent radicalization. In this process, it is important to consider the culture and the particular characteristics of the individual. Policies should target the implementation of training programmes for vulnerable young people based on their knowledge, skills and specific needs, while considering the current labour market conditions. Such programmes for young individuals could include a variety of activities like sports, arts and crafts and so on and could be complementary to school. Lastly, it would be necessary to inform families, educational institutions and community bodies on the topic and enhance networking and cooperation between them.

6. THE ROLE OF EUROPEAN COMMUNITIES

YEIP was built on IARS' philosophy and strapline of "Community-led solutions for a better society". We strongly believe that it is only through partnership work with local communities that the EC and national governments can win the war against terror. Indeed, the EU's Counter-Terrorism Strategy has four key pillars – Prevent, Protect, Pursue, Respond – carefully designed to fight terrorism globally and make Europe safer, while respecting human rights.¹⁰ The 'Prevent' pillar can be distinguished from the following three in that it focuses on non-coercive measures that seek to prevent or mitigate VE.¹¹ However, the remaining three pillars tend to

¹⁰ The European Union Counter-Terrorism Strategy, November 2005: <http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%2014469%202005%20REV%204>

¹¹ The Prevent pillar is designed to combat radicalisation and recruitment into terrorism, which also includes PVE

focus on coercive measures. This prevention strategy also recognises the four crime prevention approaches proposed by the UN.¹² One of the approaches in them identifies the significant role of the ‘community’ in preventing radicalisation and violent extremism.¹³

YEIP argues that one of the key functions of community in crime prevention is to change local conditions that might be affecting criminal behaviour, victimization and a sense of insecurity among vulnerable individual or groups.¹⁴ With this objective, community crime prevention emphasizes community mobilization, using the notion of “community” in the sense of either a social group or a living environment, and includes the aim of improving the quality of life of residents’¹⁵. This is paramount if GLM-based prevention strategies are to be adopted by national and local institutions.

The relevance of the notion of community in relation to PVE can also be identified in one of four main targets of intervention levels: the individual, the relational environment, the community environment and the social environment.¹⁶ More broadly, community environmental measures focus on strengthening the community’s ability to identify individuals vulnerable to radicalization, and to mobilize resources to intervene should these individuals become radicalized.¹⁷ This may involve PVE initiatives designed to strengthen the community’s trust in institutional authorities or to create safe spaces for youth in trouble. Usually, these initiatives endeavour to foster community resilience, social cohesion and integration of their members. We used several examples in our study and Khulisa acted as one of our community based “user partners” where we piloted our Policy Measure indicating success both in relation to the ultimate beneficiaries (young people) as well as the criminal justice professionals.

Furthermore, we found out that local communities also play an important role in helping to govern, as well as to implement, PVE initiatives. Firstly, local communities of young people (let those be through connections of race, religion, sexual orientation and so on) are better placed to identify the main local drivers of violent radicalisation, such as poverty, income disparity, lack of education, ideology, failure of national policies etc.¹⁸ Secondly, local perceptions that resonate with the target audience and cultural sensitivities are critical in shaping locally acceptable programmes to counter VE. Local practitioners will often be better placed to identify key target audiences and provide current information about the evolving nature of VE. Accordingly, PVE programmes need to gain support and input from local communities where they are being implemented. Here civil society and community actors –such as local elders, local religious figures, those with political power, etc., play critical role in the development of holistic, relevant and responsive PVE strategies that have resonance and sustainability with vulnerable groups.

It is true that the concept of community and its relevance to counter-terrorism has been the debate of many policy discussion in Europe. PVE initiatives involving local communities have also been marked by the

measures. This strategy was revised in June 2014 in light of evolving trends, such as ‘home-grown’ terrorism, foreign fighters, and the use of social media by terrorists. Under this strategy the EU has been developing policy frameworks and implementation measures both inside the EU and worldwide.

¹² Guidelines for the Prevention of Crime adopted under Economic and Social Council resolution 2002/13 (UNODC & ICPC, 2011). The resolution identifies four crime prevention approaches: (1) Social crime prevention (2) Situational crime prevention (3) locally-based or community crime prevention (4) Reintegration programmes.

¹³ Ibid

¹⁴ Crime prevention approaches proposed by the United Nations (UN) in its ‘Guidelines for the Prevention of Crime,’ adopted under Economic and Social Council resolution 2002/13 (UNODC & ICPC, 2011). The resolution identifies four crime prevention approaches: Social crime prevention, Situational crime prevention, Locally-based or Community crime prevention and Reintegration programmes.

¹⁵ International Centre for the Prevention of Crime(ICPC) (2010). *Rapport international 2010 sur la prévention de la criminalité et la sécurité quotidienne : tendances et perspective en 2010*. Montréal. page 2.

¹⁶ International Centre for the Prevention of Crime (ICPC) (2015) *Preventing Radicalization: A Systematic Review*.

¹⁷ Hedieh Mirahmadi. “Building Resilience against VE: A Community-Based Approach” (2016).

¹⁸ Khalid Koser, “5 ways communities can counter violent extremism” (2015). Available at: <https://www.weforum.org/agenda/2015/05/5-ways-communities-can-counter-violent-extremism/>

development of two major approaches, namely ‘Community-targeted approach’¹⁹ or ‘Community-driven approach’. In the latter case, PVE initiatives are pursued through locally driven, co-operative initiatives, tailored to local contexts, to increase effectiveness. That said, in practice, the EU has acknowledged the significance of community-driven PVE initiatives by expanding its approach beyond ‘hard-power’ initiatives and law enforcement interventions and has recognised the need for multi-stakeholder collaboration in the form of community-driven initiatives. YEIP has produced a number of case studies illustrating the power, but also the weaknesses of community driven practices.

The revised EU Strategy for Combating Radicalisation and Recruitment to Terrorism has provided a more comprehensive and integrated approach towards PVE.²⁰ For example, it encourages collaboration between governments, communities, civil society, NGOs and the private sector. It specifically calls for efforts from multi-stakeholders at local levels to support vulnerable individuals or groups in building community cohesion and community resilience. This is also highlighted in the Communication from the EC of June 2016.²¹ Furthermore, the Organization for Security and Co-operation in Europe (OSCE) has similarly reinforced the importance of involving communities in efforts to PVE.²² It has also highlighted the need to increase locally tailored and locally driven initiatives that draw on partnerships among a wide range of actors, beyond traditional security practitioners in their efforts to PVE.²³ Likewise, as part of the process of putting communities at the centre of counter radicalisation, the RAN policy recommendations define radicalisation as a local issue that requires local solutions and active communities. Most importantly, the RAN asserts that this ‘local issue’ can be contained within those communities.²⁴ The weakness and caveat that still remain is that of implementation. Our work with policy makers at the national and EU level has led us to conclude that despite well intended European and national policies, there is still a huge gap between stated aims and implementation.

7. POVERTY AND THE CURRENT ECONOMIC EUROPEAN REALITIES

Traditionally, policy makers have turned away from the economic reality of many young people in Europe. As the continent accepts more young people from challenging socio-economic backgrounds, including refugees and asylum seekers, this reality must be accepted and addressed positively. As most financial reports indicate, in Europe, poverty and social exclusion have increased during the economic crisis and young people were impacted the most by this decline.

YEIP was developed in support of the EU Youth Strategy²⁵, which acknowledges the links between young

¹⁹ These are ‘hard-power’ initiatives that target communities for intelligence-gathering and enforcement activities driven by the security priorities of the member state. They involve little or no consultation or partnership with members and groups from the general public.

²⁰ Revised EU Strategy for Combating Radicalisation and Recruitment to Terrorism, Council of the European Union, June 2014. Available at: www.register.consilium.europa.eu/doc/srv?l=EN&f=ST%209956%202014%20INIT.

²¹ EC Communication on Supporting the Prevention of Radicalisation Leading to VE, COM (2016) 379 final of 14 June 2016. It emphasised that “*the absolute priority must be to prevent more people from being radicalised and ensure that those who already are enter de-radicalisation programmes and are prevented from spreading terrorist propaganda and hate speech*”.

²² “Preventing Terrorism and Countering VE and Radicalization that Lead to Terrorism: A Community-Policing Approach”, Organization for Security and Co-operation in Europe (OSCE) (February 2014). Available at: <https://www.osce.org/atu/111438?download=true>.

²³ Similarly, 2016 UN Plan of Action for the PVE, goes beyond security-centric measures by introducing systemic, multi-tiered and synchronised steps to pre-emptively address conditions precipitating radicalisation and violent extremism.

²⁴ RAN (2017a). Preventing radicalisation to terrorism and violent extremism: Approaches and practices. Retrieved from https://ec.europa.eu/home-affairs/sites/homeaffairs/files/whatwe-do/networks/radicalisation_awareness_network/ran-bestpractices/docs/creating_counter_violent_extremism_infrastructures_en.pdf

²⁵ The current EU Youth Strategy strives to “(a) enable young people to be architects of their own lives, build their resilience and equip them with life skills to cope in a changing world; (b) encourage young people to become active citizens, agents of solidarity and positive change for communities across Europe, inspired by EU values and a Europe-

peoples' financial hardship and the risks of being radicalized for violence. Therefore, our project had two side objectives: to provide more and equal opportunities for young people in education and the job market, and to encourage young people to actively participate in society²⁶. These can become the side objectives of all EU funded projects, and the EC can introduce these criteria in their evaluation processes for Erasmus, REC and Horizon programmes.

In relation to the education and training of youth workers and young people, the EU Youth Strategy works to ensure that young people can transit from education to employment. Here, the Erasmus+ programme must be highlighted since it "supports projects designed for youth organisations or groups of young people, with a focus on non-formal learning", such as youth exchanges or volunteering, and it also engage people in a Structure Dialogue with policy makers²⁷. All these actions have a role in preventing youth radicalisation since they promote social inclusion and foment education as well as they involve young people in the decisions that affect them directly.

The new EU Youth Strategy²⁸ (2019-2027) proposes some important novelties such as: (1) a clearer link between EU youth policy implementation and related activities in Erasmus+ and the European Solidarity Corps; (2) a tracking of EU spending for youth in main funding programmes, but also (3) an agenda for youth work to further improve its quality and to allow other sectors to capitalize on the potential of non-formal learning. The Commission proposes a new framework for cooperation on youth so young people and EU can get closer and address the issues that concern them the most, focusing on three areas of action: engage, connect and empower²⁹. While this strategy is forging a stronger link between the EU and young people through inclusive ways of dialogue, bring effective results through focused priorities and actions, and provide a more effective structure to capture and transmit young people's ideas³⁰, it will also help EU by tacking huge steps in the prevention of young people's violent extremism and radicalisation.

Furthermore, in their 2015 Paris Declaration, the EC committed to strengthening their actions to promote social inclusion and to ensure that children and young people acquire social, civic and intercultural competences and enhance their critical thinking³¹. All these commitments have a huge potential at what it comes to young people radicalisation since they can be used to manage young people who may have be at risk. For instance, if young people have the tools to develop their critical thinking when they are face-to-face to extremist messages on the internet they will have the capabilities to produce their own counter-narrative and to see/understand behind that message.

The youth-les structure of YEIP has proved that by having youth engaging directly with the issue we aim to address, they are given the opportunity to improve what matters the most to them. This also makes them feel more included in society. Ultimately this can also become one of the tools to tackle violent extremism and radicalisation.

an identity; (c) help prevent youth social exclusion and; (d) improve the impact of policy decisions on young people through dialogue and addressing their needs across sectors".

²⁶ How is it being done? Available at: https://ec.europa.eu/youth/policy/youth-strategy_en.

²⁷ The Eu Youth Strategy, Education and training. Available at: https://ec.europa.eu/youth/policy/youth-strategy/education-training_en.

²⁸ A renewed EU Youth Strategy proposed by the Ec for 2019-2027. Available at: https://ec.europa.eu/youth/news/eu-youth-strategy-adopted_en.

²⁹ Empowering young people and building their resilience: A new EU Youth Strategy. Available at: <https://ec.europa.eu/youth/sites/youth/files/factsheet-youth-may2018-en.pdf>.

³⁰ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, "Engaging, Connecting and Empowering young people: a new EU Youth Strategy", Brussels, 2018.

³¹ Tackling radicalisation through education and youth action, EC, Erasmus+. Available at: https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/library/fact-sheet-post-paris_en.pdf.

8. EDUCATION: YOUTHS' SOFT POWER

YEIP argues that education can act as the soft counter power that can play a key role in the prevention of violent youth radicalisation. Education plays an essential role in the promotion of the core values of the EC and the CoE, and it has been a defence against the rise of violence, racism, extremism, and more. This growing awareness is reflected in the adoption of the CoE Charter on Education for Democratic Citizenship and Human Rights Education³² by the Organisation's 47 member states in the framework of Recommendation CM/Rec(2010)7.

In other words, young people need relevant learning opportunities to develop skills and attitudes that can instigate their resilience against extremist propaganda³³. In the context of YEIP, resilience was defined as the capability of people, groups and communities to reject proponents of violent extremism when it manifests itself³⁴.

Our research with young people in four different environments showed that resilience can help young people to build positive actions, rather than heading down to violent behaviours³⁵. Resilience enables young people with the ability to utilize the opportunities that exist in their local communities, while it can also create new ones. Consequently, when confronted with problems they manage them positively³⁶.

We provided evidence that this resilience can be built through formal and informal education as it can act as the vehicle for engagement even with the most vulnerable young people³⁷. We have also argued that the primary purpose of education should not only be to develop knowledge, skills and competences but also to embed fundamental values that help young people – in cooperation with parents and families – to become active, responsible and open-minded members of society³⁸.

Our findings and recommendations are in line with the UN Secretary-General's Plan of Action to Prevent VE³⁹. This acknowledges the importance of quality education to address the drivers of violent radicalisation. This is also in line with the 2015 UNESCO's Executive Board Decision⁴⁰, which enhances the importance of education as a tool to help prevent violent extremism, as well as war crimes and crimes against humanity.

Nevertheless, although the right to education has been recognised as a human right in international conventions and as one of the key targets of the Sustainable Development Goals adopted by UN member countries, the reality is that many children and youth face barriers in accessing and receiving quality education⁴¹. De-

³² Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Adopted in the framework of Recommendation CM/Rec(2010)7 of the Committee of Ministers.

³³ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2016, "A Teacher's Guide on the Prevention of VE", pp.9.

³⁴ "Strive for Development: Strengthening Resilience to Violence and Extremism", EC, 2015, pp.54. Available at: https://ec.europa.eu/europeaid/sites/devco/files/strive-brochure-20150617_en.pdf.

³⁵ Stewart, S., "Building Resistance to VE", British Council.

³⁶ "Building Young People's Resilience to VE in the Middle East and North Africa", All-Party Parliamentary Group for the British Council, 2017, pp.37.

³⁷ Schomerus, M. & El Taraboulsi-McCarthy, S. with Sandhar, J. (2017). *Countering violent extremism* (Topic Guide). Birmingham, UK: GSDRC, University of Birmingham.

³⁸ "Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education", Informal Meeting of European Union Education Ministers, Paris, 2015.

³⁹ "Plan of Action to Prevent VE", Report of the Secretary-General (A/70/674), 2015.

⁴⁰ Decision 46 adopted at the 197th session of UNESCO's Executive Board (197 EX/Decision 46). Available at: <http://unesdoc.unesco.org/images/0023/002351/235180e.pdf>.

⁴¹ According to Progress towards the Sustainable Development Goals report by the UN Secretary-General, despite considerable gains in education enrolment in the past decade, access to education, as well as educational inequality in terms of outcomes and unequal distribution of educational resources such as trained teachers, technologies, still constitute a major challenge in education (E/2017/66).

spite considerable gains in education enrolment in the past decade, only 63 per cent of youth accessed upper secondary school education in 2014, according to the Progress towards the Sustainable Development Goals Report by the UN Secretary-General.

We have also found that good quality education that prevents young people from extremist views can take place through both formal and informal routes. Formal education was defined understood as “the structured training systems that run from pre-primary and primary through secondary school and on to university”⁴². Non-formal education was defined by our project as “any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting”.

One format of non-formal education is youth work. Youth work can enable youth with safer spaces for discussion, to express their selves, to pluralistic debate and engagement⁴³, as well as it can promote counter-narratives and alternative role models based on tolerance and democracy⁴⁴. However, it “takes an exceptional level of honesty, integrity and moral judgement to help young people explore their own beliefs without imposing our own”⁴⁵. Considering that social exclusion is a risk factor for youth’s radicalisation and knowing that it denotes to “a process of progressive multidimensional rupturing of the social bond at the individual and collective level”⁴⁶ youth work can provide them with positive behaviour and instigate positive relations with peers. In conclusion, teachers and youth workers need to be equipped with appropriate skills and tools to deal with young people’s problems⁴⁷. Resilience is about how students are taught as well as what they are taught⁴⁸.

Our field trials in several school environments in the participating countries also showed that teachers can play a central role in the prevention of VE (not as punishers, but as educators). They can be role models but also the first to identify signs of violent radicalization. They can also serve as a bridge between school, families and the broader community⁴⁹.

The YEIP training package that was developed and delivered to teachers was very much in line with UNESCO’s first Teacher’s Guide on the Prevention of VE through education. This Guide was designed for teachers in upper primary, lower secondary and upper secondary education, and was developed with the hope that it can support teachers working in both formal and non-formal educational settings⁵⁰. Similarly, our toolkit for teachers and other educationalist aimed to provide practical advice on when and how to discuss the issue of violent extremism with learners, and to help teachers create a classroom climate that is inclusive and conducive to respectful dialogue and critical thinking.

However, YEIP also found that education on its own cannot prevent an individual from committing a violent act. However, we strongly believe that the provision of relevant education of good quality can make it diffi-

⁴² Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Adopted in the framework of Recommendation CM/Rec(2010)7 of the Committee of Ministers.

⁴³ Organization for Security and Co-Operation in Europe (OSCE), “Youth Engagement to Counter VE and Radicalization that Lead to Terrorism Report on Findings and Recommendations”, 2013, Vienna. Available at: <https://www.osce.org/secretariat/103352>.

⁴⁴ “Thinking Seriously About Youth Work: And how to prepare people to do it”, Partnership between the EC and the Council of Europe in the field of youth, 2017, pp. 321.

⁴⁵ “Young people and extremism: a resource pack for youth workers”, Salto-Youth Cultural Diversity Resource Centre, British Council, pp. 15.

⁴⁶ Dunne A. et al. (2014), “Working with young people: the values of youth work in the European Union”, Publications Office of the European Union, Luxembourg, pp. 157. Available at: http://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf.

⁴⁷ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017, “Preventing violent extremism through education: A guide for policy-makers”, pp.32.

⁴⁸ Stewart, S., “Building Resistance to VE”, British Council, pp. 12.

⁴⁹ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017, “Preventing violent extremism through education: A guide for policy-makers”, pp.50.

⁵⁰ UNESCO, “A Teacher’s Guide on the Prevention of VE”, 2016.

cult for violent extremist ideologies to proliferate, and that's why future European education policies must ensure that learning doesn't become a breeding ground for violent extremism⁵¹. Ensuring inclusive education for both children and young people helps counter racism and discrimination, promotes citizenship and teaches understanding and acceptance for different opinions, beliefs or lifestyle⁵². And when trying to face this problematic, Europe cannot afford wasted talent, social exclusion or disengagement among its youth, and that's why young people should not only be architects of their own life, but also contribute to positive change in society⁵³.

9. EUROPEAN FAMILIES: BONDS OF BELONGING

The role of family in preventing violent youth radicalization has become the centre point in European debates. YEIP argues that family members should be seen "as partners in signalling, preventing and protecting individuals at risk of radicalisation, contributing to the safety and security of society". RAN and YEIP research shows that parents need appropriate support to succeed⁵⁴. National governments need to allow and support parents to develop a better understanding of radicalisation processes that lead to violence. Parents also need to be equipped with the skills that will allow them to play a proactive role in shaping positive attitudes toward non-violence⁵⁵. Capacity building is crucial to safeguard families, and so it's suggested that it should be facilitated by national and local authorities by means of a proper financial resource putting on the field enough human resources, by developing the understanding of processes of change, disengagement or deradicalisation and by investing in support structures for family support professionals⁵⁶.

We also found out that the notion of "family" is continually evolving and it is important that local understandings are accepted. Family is one of the domains where greatest changes have taken place over the past years in Europe. The traditional nuclear European family consisted of a married father and mother with several children. However, today, this is only one of the many European family models. The role of men and women has changed with women in most European countries enjoying the same educational and employment opportunities as men. Regardless the consequences that all these changes have, violent extremism and radicalisation prevention still benefit from familiar support, even if it is a single parent family, a family composed by two homosexual parents or just a "typical one".

10. INTERNET AND YOUNG PEOPLE

One of the environments where we carried out research was online. As indicated in young peoples' responses virtual reality and the internet have a huge impact on them, as they grow up in a world surrounded by technology and social media. Our research confirms that many uses of social media by violent extremism groups are meant to foster fear and to polarize societies⁵⁷. And so, young people must be protected from inappropriate content, so they are free to enjoy the amazing opportunities the internet has to offer, and for this to happen, they must be as protected online as they are offline⁵⁸.

⁵¹ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017, "Preventing violent extremism through education: A guide for policy-makers", pp.22.

⁵² "Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education", Informal Meeting of European Union Education Ministers, Paris, 2015.

⁵³ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, "Engaging, Connecting and Empowering young people: a new EU Youth Strategy", Brussels, 2018.

⁵⁴ RAN Center of Excellence, "Family support: what works?", 2016, UK, pp. 1.

⁵⁵ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017, "Preventing violent extremism through education: A guide for policy-makers", pp.44.

⁵⁶ RAN Center of Excellence, "Family support: what works?", 2016, UK, pp. 3-4.

⁵⁷ Alava, S., Frau-Meigs, D., Hassam, G., "Youth and violent extremism on social media: Mapping the Research", UNESCO, 2017.

⁵⁸ Net Aware Report 2017: "Freedom to express myself safely: Exploring how young people navigate opportunities and

Our research showed that the biggest risks for young people when online include: (a) interaction with strangers (e.g. unsolicited friend requests and sexual or offensive messages); (b) inappropriate content that is particularly prevalent on sites and apps with livestreaming functionality, and where young people deal directly with violence, radicalisation and hatred, sexual content and bullying.

We have also found that the internet and technology can be used as tools to counter violent radicalisation. Raising awareness about the risks of the internet for VE is paramount⁵⁹. Strengthening children's and young people's ability to think critically particularly in the context of the internet and social media is a must, if they are to distinguish facts from opinions and be able to recognize propaganda and hate speech⁶⁰. of correlated factors, that when combined with other social and psychological factors may facilitate the radicalisation process⁶¹.

11. INTEGRATION THROUGH A HOLISTIC APPROACH

We argue that it is imperative to foster the construction of a more inclusive European society, which is prepared to deal with cultural differences, if violent youth radicalisation is to be addressed. Respect for diversity can also help to understand antagonistic viewpoints that will foment social abilities as empathy and compassion⁶². And if two of the most mentioned topics that young people want the EU to focus on are education and skills (53%) and the management of migration and integration of refugees (40%), it is necessary that European governments allocate funds in a way that responds to these concerns⁶³.

In the "State of democracy, human rights and the rule of law" report, the CoE's Secretary General⁶⁴ named inclusive societies as one of the five fundamental building blocks of democratic security, by saying that a democratically secure Europe is only possible [if] is guaranteed that all members of society have equal access to fundamental rights. Because, it is by paying attention to respect for diversity that it is possible to build a society prepared to deal with differences, that is more inclusive and in which the risk of radicalization by young people will be possibly null. And so, at a time of increasing global challenges and threats worsened by local tensions and conflicts which undermine humanity's cohesion, learning to live together becomes more topical than ever before⁶⁵.

The EC and SALTO have worked together to ensure that cultural diversity is understood, respect and promoted within Youth in Action and beyond. SALTO Cultural Diversity⁶⁶ is a Resource Centre that provides resources, information and training courses in this area, and the We Are All Europeans⁶⁷ is one of the tools develop by it. This guide is designated to support young people and youth workers to create intercultural youth projects using educational and project planning tools and the Youth in Action funding. This guide is for young people,

risks in their online lives", 2017.

⁵⁹ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017, "Preventing violent extremism through education: A guide for policy-makers", pp. 49.

⁶⁰ "Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education", Informal Meeting of European Union Education Ministers, Paris, 2015.

⁶¹ United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017, "Youth and VE on Social Media", pp. 36.

⁶² United Nations Educational, Scientific and Cultural Organization (UNESCO), 2016, "A Teacher's Guide on the Prevention of VE", pp. 36.

⁶³ Empowering young people and building their resilience: A new EU Youth Strategy. Available at: <https://ec.europa.eu/youth/sites/youth/files/factsheet-youth-may2018-en.pdf>.

⁶⁴ "State of democracy, human rights and the rule of law" (2017) Report by the Secretary General of the Council of Europe. Available at: <https://edoc.coe.int/en/an-overview/7345-pdf-state-of-democracy-human-rights-and-the-rule-of-law.html>.

⁶⁵ United Nations Educational, Scientific and Cultural Organization (UNESCO), "Learning to Live Together". Available at: <https://en.unesco.org/themes/learning-live-together>.

⁶⁶ About SALTO Cultural Diversity. Available at: <https://www.salto-youth.net/rc/cultural-diversity/about/>.

⁶⁷ We Are All Migrants, SALTO Cultural Diversity.

youth workers and youth organisations that want to carry out projects with migrant or multicultural groups and it can be used to inspire ideas, to learn about funding opportunities and more.

Integration policies have positive ancillary effects on preventing violent radicalisation. However, a holistic approach to integration is necessary, that manages social, cultural, religious, linguistic and national differences⁶⁸. And although young people can be radicalised they are not “risks” to manage, in a way that all of them have something to offer, and that’s why Europe needs their ideas and hopes⁶⁹. To empower young people implies the discovery of individual skills, the transformation of emotions into energy and ideas into projects⁷⁰. In other words, to enhance the social impact of violent extremism prevention it is needed to take another step forward and include young people voices, because this is the only way to achieve their goals and limit the negative outcomes through social policies⁷¹.

In this regard, young people should be encouraged to channel their energy to create and develop positive ideas and solutions to the challenges we face today⁷². This way, through the participation in organizations and informal groups, young people can develop self-confidence, identity, belonging, friendship, feelings of comradeship and give purpose to their lives. Society needs to deal with the fact that extremism is going to be around for a very long time and that the “most effective long-term solution is looking upstream and changing the ethos of people to make sure they are more tolerant, more inclusive and more diverse as a preventive measure”⁷³.

CONCLUDING THOUGHTS

SHARING POWER

Over the last few years, when it comes to violent radicalisation and extremism, young people, have been the focus of political and media debates across Europe. However, this has not been for the right reasons. YEIP has showed that these debates have deepened the inter-generation gap and created further isolation of marginalised youth groups. We have argued in favour of a GLM-based approach, which dictates that young people need relevant learning opportunities to develop skills and attitudes that can instigate their resilience against extremist propaganda. We have witnessed that resilience can help young people to build positive actions, rather than engaging in violent behaviours.

YEIP provided evidence that this resilience can be built through formal and informal education as it can act as the vehicle for engagement even with the most vulnerable of youth. Our recommendations and Policy Measure are in line with the UN Secretary-General’s Plan of Action to Prevent VE. This recognises the importance of quality education to address the drivers of violent youth radicalisation. UNESCO’s Executive Board also adopted a decision that enhances the importance of education as a tool to help prevent violent extremism, as well as war crimes and crimes against humanity.

Restorative justice and GLM-based preventative initiatives can take place through both formal and informal routes. They can promote counter-narratives and alternative role-models based on tolerance and democracy. However, it “takes an exceptional level of honesty, integrity and moral judgment to help young people

⁶⁸ Communication from the Commission to the European Parliament and the Council concerning “Terrorist recruitment: addressing the factors contributing to violent radicalisation”, Brussels, 2005.

⁶⁹ Restorative Justice & Radicalisation: From theory to practice, *2nd Biennial International conference on Restorative Justice, Tehran, Iran (4-5 May 2018)*, Dr. Theo Gavrielides.

⁷⁰ “We are all Europeans: Your guide for projects with migrant, minority and multicultural youth groups2, SALTO YOUTH.

⁷¹ Aiello, E., Puigvert, L., Schubert, T. (2018). “Preventing violent radicalization of youth through dialogic evidence-based policies”. *International Sociology*. Vol. 33(4), pp. 449.

⁷² United Nations Educational, Scientific and Cultural Organization (UNESCO), 2016, “A Teacher’s Guide on the Prevention of VE”, pp. 40.

⁷³ Aly Jetha, CEO and Founder, Big Bad Boo Studios.

explore their own beliefs without imposing our own⁷⁴". A key underlying value of restorative justice is power sharing. This must be pursued at all levels when engaging with young people.

DRIVERS OF VIOLENT YOUTH RADICALISATION

The extant literature on violent extremism is rich. And yet, we are far from being able to "profile" those at risk. In fact, there is more evidence to claim that by attempting to profile and predict, we may in fact be breeding the very reasons that lead those at risk to violent radicalisation⁷⁵. The factors that we have identified can be summarised as: individual backgrounds and motivations; collective grievances and victimization stemming from domination, oppression, subjugation or foreign intervention; distortion and misuse of beliefs, political ideologies and ethnic and cultural differences; and leadership and social networks.

As the Plan of Action on PVE affirms, there is no one driver for radicalization. The broad PVE agenda, covering economic, social, cultural and political structures and systems thus calls on a "whole of nation" approach for these drivers to be addressed. As noted earlier, the participation of development, peace, and humanitarian agencies, as well as community groups, would be critical in addressing the complex push and pull factors of violent extremism amongst young people. I have argued elsewhere that the true terrorist is to be found within, and by raising the mirror of responsibility⁷⁶.

UNIVERSAL AND UNDENIABLE HUMAN RIGHTS

James Madison once said, "Perhaps it is a universal truth that the loss of liberty at home is to be charged to provisions against danger, real or pretended from abroad" (Letter of James Madison to Thomas Jefferson, May 13, 1798). How true these words sound when considering the anti-terrorism legislation that we have been drafting to minimise the risks created by "pull and push factors". Take as an example, the UK's Terrorism Act of 2000 and the Anti-terrorism, Crime and Security Act of 2001. Both have exposed the British government to a number of criticisms, mainly from international NGOs such as Amnesty International, Human Rights Watch and other national human rights groups such as Justice and Liberty.

The road that we have taken in preventing young people from violent extremism is encouraging international society to become more polarised than ever, while the "them" (criminals - terrorists) and "us" (victims) rhetoric dominates political speeches and media presentations. And we have to ask: what will it take for society to finally raise the mirror of responsibility and look well into its reflection? We are the real architects of the social fabric that generates extremist ideologies, which then gradually corrupt universal values such as tolerance and the respect of life, dignity and brotherhood. The extremist ideology that leads those young men and women to inhumane actions is not an alien virus of unknown origin, but a product of our way of living.

Finding the true terrorist

Sharing responsibility and the ability to look inside also forces us to ask whether a public debate and a restorative dialogue for responsibility-taking might indeed be more fruitful than yet another "war on terror" that could take more freedoms away from those who are most vulnerable such as those in hospitals, care homes, foster care and prisons.

Following the September 11th attacks, the narrative of national governments and the EC have traditionally surrounded "war on terror". However, as YEIP has outlined, communities of young people have risen and gradually responded to this and numerous other narratives (economic, gender, political, and so on). Shifting the focus from "war on terror" to "PVE" has opened up space to the critical participation and leadership of

⁷⁴ Dunne A. et al. (2014), "Working with young people: the values of youth work in the European Union", Publications Office of the European Union, Luxembourg, pp. 157. Available at: http://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf.

⁷⁵ Gavrielides, T. (2018). *Youth radicalisation, restorative justice and the Good Lives Model: Comparative Findings from seven countries*, London: IARS Publications, ISBN: 978-1-907641-48-0.

⁷⁶ Gavrielides, T. (2016). *"The terrorist within: from a restorative lens"*, Special Issue Justice Report – Guest Editor Winterdyk, J., Canadian Criminal Justice Association; Gavrielides, T. (2018). *"Restorative Justice & Radicalisation: From theory to practice"*. 2nd Biennial International conference on Restorative Justice, Tehran, Iran (4-5 May 2018)

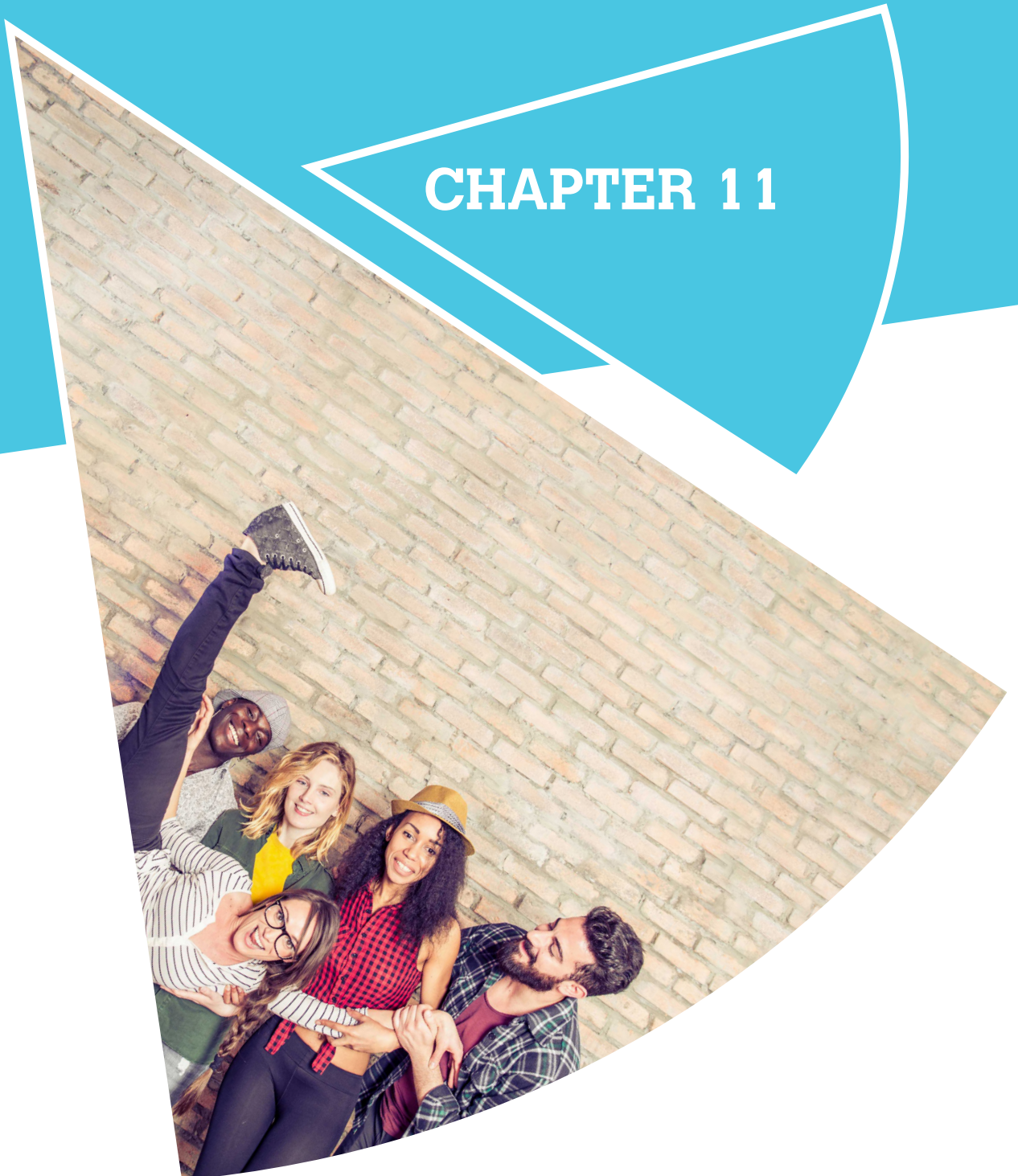
youth communities and civil society in the prevention of violent extremism.

In a “whole-of-society” approach to PVE from national to sub-national levels, the local European communities can now provide a strong basis for any plan of action. This is because underlying drivers of violent radicalization are intimately manifested at the local level. Community-led interventions supported by local government authorities; the private sector; leaders of communities; professionals; women’s and youth organizations; families; faith-based groups; and social service providers, among others, are crucial to any interventions at all stages from pre-radicalisation, radicalisation, engagement in violent extremism, rehabilitation, and reintegration. The challenge in this approach is how to ensure its effectiveness, as security sector strategies run alongside civil society, community-led efforts without each cancelling out each other’s gains.



USER-LED EVALUATION: METHODOLOGY AND FINDINGS

CHAPTER 11



EVALUATION BY THE YOUTH ADVISORY BOARD

INTRODUCTION AND THE YOUTH ADVISORY BOARD

One of the core principles of the IARS International Institute is user involvement both in the design and implementation of projects. This belief is shared by all the YEIP partners, and in line with our ethos the IARS Youth Advisory Board (YAB) has monitored the quality and scientific outputs of the project.

YAB is team of young volunteers aged 18 – 26 from different backgrounds and circumstances, who are aware of the problems facing young people in today's society, and, who are interested in an opportunity to do something positive about these issues.

All stages of the YEIP project have been overseen and received input from YAB. The youth-led group has reviewed the research protocols and literature reviews (WP1), contributed to the creation of the training course (WP2). They have also evaluated the results from the capacity building of professionals and contributed to the environmental reports (WP3). Finally, they also assessed the online surveys (WP4) and reviewed and edited the final eBooks (WP5).

This user-led approach and the ability to make connections between youth people and professionals in the field have been the key strengths of the YEIP project, and the partnership has utilised the feedback from the target groups at every stage of the project.

The Youth Advisory Board member, Alessandro Zavoli, said: "YAB represents an innovative and extremely productive system of youth participation within social and cultural development. The built bilateral collaboration between institutionalised research and young passionates is a unique way to break the walls of academic elitism, and therefore, it constitutes to a stronger and more aware strategy to deepen the contemporary issue of violent youth radicalisation. YEIP is a revolutionary project, which involves the core of the analysed social target group - young people – as direct and active promoters for change."

METHODOLOGY

The purpose of this report is to provide a final youth-led evaluation on the three year Erasmus+ co-funded programme, the YEIP project. The YAB evaluated the project across four different sessions, and all the views in this report are solely from The Youth Advisory Board.

+This evaluation covered the following outputs:

- WP1 – Building the Foundations,
- WP2 – Building the Toolkit,
- WP3 – Field Trials,
- WP4 – Triangulation,
- WP5 Final eBook.

Please see the table below for a breakdown of evaluations carried out

| DATE | LOCATION | PARTICIPANTS | OUTPUTS EVALUATED |
|------------|-------------|--------------|-------------------|
| 02/12/2019 | IARS Office | 2 | WP1 |
| 06/12/2019 | IARS Office | 2 | WP2, WP3 |
| 19/12/2019 | IARS Office | 2 | WP4 |
| 06/01/2020 | Online | 1 | WP5 |

FINDINGS AND RECOMMENDATIONS

WP1

In carrying out the research, all partners focused extensively on the youth. This research was carried out to find solutions to the issue of youth radicalisation. Involving the youth in the research provides researchers with a certain guarantee that the solutions found can be applicable to a sizable amount of the youth population.

This unique participatory-action research, which has the aim to find out solutions around violent youth radicalisation represents a solution itself to the above mentioned problem. In fact, a more diversified and multi-perspective dialogue between academics and young people would contribute to naturally broadening the knowledge around the topic of violent youth radicalisation, as well as it would allow young people to individuate and avoid it.

In addition, a wider gaze on research permits to find original and innovative ways to find information, so to enhance the plethora of tools to build a consistent, as well as to validate the literature review.

Since the risk of an all-encompassing research method like the latter can result in a high rate of plagiarism, it has to be constantly monitored by a well-prepared team of experts and academics, in order to avoid inauthenticity of outcomes and to increase the credibility of the project.

WP2

Work Package 2 aimed to identify the needs and attitudes of young people in four environments (schools, prisons, universities and online) in relation to the topics of radicalisation, marginalisation and sense of belonging.

One note-worthy observation about this work package was asking young people to define radicalisation. According to the findings, “school students did not demonstrate a very clear or coherent understanding of the term radicalisation.” However, young people in the Youth Offender Institution and the Pupil referral Units provided a wide range of definitions, with very contrasting meanings. It is important to highlight the different responses with these two demographics of youth. Since young people are the ones with the highest risk of radicalisation, it is important that the youth has a clear idea of the phenomenon. Radicalisation is better combatted when the youth has at least a basic knowledge of the avenues, causes and effects.

In terms of the training modules developed, we found many of them highly useful. The use of social media to identify violent youth radicalisation and the topic of non-formal education were the most interesting from a youth perspective, as we are always learning, either directly or indirectly. The training course was balanced well with an introduction to theories of human rights, restorative justice, positive psychology and the Good Lives Model and interesting interactive exercises where professionals could test their learning in practice. We particularly found the active listening exercises highly relevant for the training.

WP3

Work Package 3 tested the YEIP Prevent Model using a small population in four controlled environments with the ultimate objective of evaluating its efficacy before recommending to the EC whether and how it should be scaled up.

The most significant finding from this work package was the capacity building of professionals and the measured increase in their knowledge of violent youth radicalisation and the alternative prevention methods and their willingness to employ these methods into their practice. It was also positive to see how the majority of professionals would involve young people into decision-making processes and include them to work as part of their teams. We found this crucial for tackling violent youth radicalisation, as it offers the young people an opportunity to be actively involved in areas that concern them instead of just simply treating them as risks to be managed.

The findings from the two well-being surveys were of significance for the success of the project. The surveys aimed to measure the young people’s resilience and their ability to bounce back, and comparisons were drawn between a target and control groups. Across the partnership the findings would indicate that the target group was more resilient in comparison to their peers, which clearly demonstrates that the training was

well-tailored to young people.

WP4

Work Package 4 aimed to provide more quantitative data to balance out the qualitative focus of the previous WPs and triangulate the findings from across Europe. As part of this, two surveys were disseminated to young people and to professionals in several environments internationally.

This work package had the largest reach internationally accumulating over 1400 responses from young people and over 500 professionals. Although the surveys reached a high number of respondents, we would have welcomed a more even breakdown of responses between countries, as some countries had significantly lower numbers in comparison to others. From a youth perspective, we also found some of the questions quite lengthy and information heavy, which may be challenging for young people with learning difficulties to understand.

A noteworthy finding from this work package was the support for alternative prevention methods. Although the professionals and the young people weren't that familiar with theories such as Restorative Justice, Positive Psychology and the Good Lives Model, we found the willingness for applying these tools to address the issues surrounding violent youth radicalisation highly positive. Similarly to the findings from WP3, the young people also expressed interest in discussing violent youth radicalisation with professionals and they were an eagerness to lead the conversation around the issue and have an active role and participation in coming up with solutions.

WP5

The Work Package 5 consisted of an e-Book that showcases the outputs and outcomes from the YEIP project over the last three years. The aim of this final publication was to provide an overall perspective to the public on the successes of the YEIP project. As a result, the eBook explains thoroughly and in detail what were the starting purposes and the final findings of this youth-led project, as well as the practical and effective benefits on the addressees of this initiative.

From our point of view, in order to reach a wider range of public, it would be necessary to furnish a general insight around the topic of violent youth radicalisation. In this way, the project would be contextualised within a precise and defined terminology.

Moreover, the term 'violence' needs to be explained in its interpretations. After this, it should have been clarified which of its nuances the research is taking in consideration. This would leave less room for misinterpretations and allow the public to gain a deeper understanding and valorization of the work carried out. In general, the above-mentioned work represents a unique turning point for YEIP. Indeed, from such a structured research methodology the findings and the outcomes of the project acquire a double function. The first is to sensitise the citizenship around the risks and dangers of violent youth radicalisation in Europe, as well as emphasise of the essential role of young people in establishing a new social balance. The second functionality is to permit to researchers and YEIP's stakeholders to move from this result towards the development of new and stronger strategies to fight against violent youth radicalisation.



EVALUATION BY THE WOMEN'S' ADVISORY BOARD

INTRODUCTION AND THE WOMEN'S' ADVISORY BOARD

One of the core principles of the IARS International Institute is the user involvement both in the design and implementation of projects. This belief is shared by all the YEIP partners, and in line with our ethos the IARS Womens' Advisory Board (WAB) has monitored the quality and scientific outputs of the project.

WAB is team of women aged 18 – 31 from different backgrounds and circumstances, who are aware of the gender based issues in today's society, and, who are interested in an opportunity to do something positive about these problems.

All stages of the YEIP project have been overseen and received input from WAB. The user-led group has reviewed the research protocols and literature reviews (WP1), contributed to the creation of the training course (WP2). They have also evaluated the results from the capacity building of professionals and contributed to the environmental reports (WP3). Finally, they also assessed the online surveys (WP4).

All our female users have the opportunity to be more involved in IARS projects, by attending workshops, assisting with project management, contributing to the IARS newsletters, updating the website and setting up events. All members are awarded with a certificate for their active participation.

A member of the Womens' Advisory Board said: "In the current political climate, it is ever more important that new initiatives such as the Youth Empowerment and Innovation Project exist to fight inequalities young people face on a national and EU level. The highlight of the project has been its innovative youth-led approach, which has placed young people at the centre of research, allowing us to contribute to the findings from a gender perspective and act as active participants on issues that affect us."

METHODOLOGY

The purpose of this report is to provide a final evaluation on the three year Erasmus+ co-funded programme, the YEIP project from a gender perspective. The WAB evaluated the project across two different sessions, and all the views in this report are solely from The Womens' Advisory Board.

This evaluation covered the following outputs:

- WP1 – Building the Foundations,
- WP2 – Building the Toolkit,
- WP3 – Field Trials,
- WP4 – Triangulation,
- WP5 – Final eBook.

Please see the table below for a breakdown of evaluations carried out

| Date | Location | Participants | Outputs Evaluated |
|------------|-------------|--------------|-------------------|
| 20/12/2019 | IARS Office | 2 | WP1, WP2, WP3 |
| 02/01/2020 | Online | 2 | WP4, WP5 |

FINDINGS AND RECOMMENDATIONS

WP1

Work package 1 provided some brief considerations for gender. The literature review acknowledged that radicalisation is a process that involves both men and women as either agents or victims. For this reason, it was recommended that the second phase of the experimentation should also include this group for the subsequent phases of the project.

While some statistics of gender were included in the research to back certain findings, there was no deliberate attempt to differentiate between the causes and effects of radicalisation on men versus women. Even as statistics are being used to support an argument, it would be very helpful if this research highlighted the different ways in which women and men became radicalised.

WP2

Almost nothing about the modules made us think through a lens of gender, seeing as it was mostly aimed towards racial bias and radicalisation. There were only a few points in the modules that specifically made us think of gender, such as the inclusion of an image from the *Handmaid's Tale* or the example about women being able to handle more physical pain than men.

As a woman, some of the trainings made us feel slightly confused. The topics of stereotypes, prejudice and discrimination can be applicable to gender, but after viewing the models we are not quite sure how radicalisation relates to our life as women.

While this work package looked into different socially marginalised groups, there is no inclusion of gender. Research for Work Package 2 is very diverse. Although, this diversity is not extended to a gendered perspective, it shows how the marginalisation of a person shapes their views on radicalisation. It would have been very beneficial to see how the view of marginalised women differs from those of men.

WP3

As the training had no particular focus on gender, it would have been beneficial to look at Positive Psychology through the lens of gender, specifically pertaining to issues of women's self-esteem and image. Women of all ages, but particularly young girls, face internal struggles throughout their lives because images in the media tell them how they should look, feel, and act. Additionally the capacity building of professionals could have benefitted from a gender perspective when referring to theories such as PP, RJ and the Good Lives Model.

Overall, we thought that the training missed the target when trying to appeal to women, as it mainly focused on radicalisation through the lens of race, and many of them addressed topics related to young people, however a focus on gender was noticeably absent in our opinion.

WP4

The survey results from Work Package 4 demonstrated a relatively even gender balance with a slight majority of young people identifying as male followed closely by women. In comparison, the professionals' results indicated that a vast majority of respondents identified as female. We found it interesting that most of the female respondents also working in the field of education. From the professionals' survey results; it became evident that professionals rated "tearing down gender and sexual stereotypes" as one of the key elements in empowering young people in their daily practice. The surveys for young people and professionals focused on several gender aspects. However, we felt that it would have been beneficial to identify which gender is more prone to radicalisation contributing to the solutions around the gender aspect.

WP5

A note worthy observation from the final eBook was the presence of young female researchers, who carried out research with their peers during the early stages of the project. An overall majority of young researchers from the participating countries identified as female. We feel that this has significantly contributed to the diversity and versatility of the research findings and added credibility and validity to the research from a gender perspective. From a statistical point of view, we think that the project could have focused more on the category of gender, as it represents a key point within the global issue of violent youth radicalisation.

This book is the final publication of the Erasmus + Youth Empowerment and Innovation Project, which looked at the issue of violent youth radicalisation in seven European countries and across Europe. The project investigated the attitudes and knowledge of young Europeans and practitioners, while testing innovative tools for addressing the phenomenon through positive psychology and the application of the Good Lives Model.

The book is based on data that was collected through one of the largest scientific surveys on violent youth radicalisation. The project applied a youth-led methodology involving 75 young researchers throughout the project and partnership. The project was broken down into four scientific blocks. The four scientific blocks were informed by secondary research carried out in native languages as well as fieldwork. The first block involved secondary research as well as primary fieldwork with 133 participants. The second block carried out fieldwork with 380 participants. The third scientific block involved a total of 478 young people, 354 professionals and 195 policy makers. Finally, the fourth block involved an impressive number of 1408 young participants and 517 professionals. In total, YEIP directly engaged with 3384 individuals from as young as 16 years old to 78. Arguably, this is one of the largest scientific studies on violent youth radicalisation in Europe. In total, YEIP directly engaged with and spoke to 3540 individuals from as young as 16 years old to 78.

"YEIP positively applies Resolution 2250 stated by the United Nations, when creating a transnational project that is youth-led, thereby involving young people in policy-oriented research designed to counter and prevent violent extremism."

David Ruah, Network Member of the Radicalisation Awareness Network (Communication and Narratives Group), ex-Young Ambassador.

"Today, the possibility of young people feeling disenfranchised and drawn into divisive and radical ideologies, potentially leading to violence, is a critical reality. The Youth Empowerment and Innovation Project (YEIP) represents a remarkable milestone in our collective understanding and approach to tackling the psycho-social conditions that overshadow and silence life-hope and its primordial place for human flourishing, fuelling marginalisation, injustice and ultimately anger and division. At the heart of YEIP's accomplishment is the integration of youth-led action across science, theory development, solution finding and policy innovation. Its findings deliver momentum for a collective response promoting actions out-of-hope (to tackle division and injustice) and not out-of-fear (retaining safety through an un-challenged status qua). Its training tools (informed by the Good Lives Model) and restorative justice ethos connect the dots – helping to envisage effective multi-agency interventions that offer young people alternative narratives and resources to develop ideological agility, positive identities, and the will to safeguard inclusive citizenship for a future with societal structures that render meaning and opportunities towards a life-worth-living. "

Professor Aneta D. Tunariu, Dean of School of Psychology at the University of East London, UK

Lead author of the "Philosophical Dialogues Programme: towards sustainable prevention of youth radicalisation" (2017) and the "iNEAR: an existential positive psychology intervention for resilience, wellbeing and affirmative mindset" (2015; 2017).

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