YEIP Youth Empowerment and Innovation Project

Co-funded by the Erasmus+ Programme of the European Union

Project N° 582946-EPP-1-2016-2-UK-EPPKA3-PI-POLICY

# Youth Radicalisation, Restorative Justice and the Good Lives Model:

## Comparative learnings from seven countries

WWW.YEIP.ORG

YEIP was developed in response to the Call for proposals EACEA No 34/2015 Key Action 3: Support for policy reform - Initiatives for policy innovation – [European policy experimentations in the fields of Education, Training and Youth led by high-level public authorities]. The project is co-funded under Erasmus+ Grant Agreement N° 2016-2927 /9.

The IARS International Institute

IARS PUBLICATIONS

14 Dock Offices, London, SE16 2XU, United Kingdom

+44(0) 207064 4380, contact@iars.org.uk www.iars.org.uk

The IARS International Institute is a leading, international think-tank with a charitable mission to give everyone a chance to forge a safer, fairer and more inclusive society. IARS achieves its mission by producing evidence-based solutions to current social problems, sharing best practice and by supporting young people to shape decision making. IARS is an international expert in restorative justice, human rights and inclusion, citizenship and user-led research.

IARS' vision is a society where everyone is given a choice to actively participate in social problem solving. The organisation is known for its robust, independent evidence-based approach to solving current social problems, and is considered to be a pioneer in user-involvement and the application of user-led research methods.

Published in the UK by IARS Publications

© 2018 The IARS International Institute

The moral rights of the author have been asserted

Database right IARS Publications (maker)

First published January 2018

Graphic design: Rita Seneca

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of IARS Publications, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organisation. Enquiries concerning reproduction outside of the scope of the above should be sent to IARS at the address above.

You must not circulate this book in any other binding or cover and you must impose the same condition on any acquirer.

British Library Cataloguing in Publication Data

978-1-907641-48-0

# Youth Radicalisation, Restorative Justice and the Good Lives Model:
## Comparative learnings from seven countries

THEO GAVRIELIDES, EDITOR

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

# TABLE OF CONTENTS


| | |
|---|---|
| **7** | **ABOUT THE YOUTH EMPOWERMENT AND INNOVATION PROJECT** |
| **13** | **YEIP CONSORTIUM** |
| **13** | **RESEARCH PARTNERS** |
| **14** | **COMPARATIVE FINDINGS ON RESTORATIVE JUSTICE AND GOOD LIVES MODEL APPROACHES TO YOUTH RADICALISATION** |
| | 14 IMPETUS AND INTRODUCTION<br>16 AIMS AND STRUCTURE<br>17 RESEARCH OBJECTIVES<br>19 RESEARCH METHODOLOGY |
| **24** | **RESEARCH FINDINGS** |
| | 24 FINDINGS FROM THE LITERATURE REVIEW<br>24 THE UK RESEARCH<br>25 THE SWEDISH RESEARCH<br>26 THE ROMANIAN RESEARCH<br>28 THE PORTUGUESE RESEARCH<br>29 THE ITALIAN RESEARCH<br>34 THE GREEK RESEARCH<br>35 THE CYPRIOT RESEARCH |
| **37** | **TRIANGULATION THROUGH FIELDWORK** |
| | 37 THE UK RESEARCH<br>37 THE SWEDISH RESEARCH<br>38 THE ROMANIAN RESEARCH<br>38 THE PORTUGUESE RESEARCH<br>38 THE ITALIAN RESEARCH<br>39 THE GREEK RESEARCH<br>40 THE CYPRIOT RESEARCH |
| **41** | **COMPARATIVE LESSONS** |
| | 41 A NEW ERA OF RADICALISATION<br>42 A DISTORTED PICTURE<br>42 GAPS IN RESEARCH, POLICY AND PRACTICE<br>43 KEY POINTERS FOR NEXT STEPS<br>44 TESTING A 7-PILLAR PREVENTION MODEL<br>46 MY FINAL THOUGHTS |
| **47** | **REFERENCES** |
| **53** | **ANNEX** |

# NOTES ON CONTRIBUTORS

**Andreasson Jesper** is Associate Professor of Sport Science at Linnaeus University in Sweden and has a PhD in sociology. He has written mainly in the field of gender studies, the sociology of sport and about marginalization. Andreasson has published articles in journals such as the Journal of Contemporary Ethnography, Leisure studies, the Journal of Sport, Education and Society, and the Journal of Ethnography and Education. He oversees a 120-credit graduate masters program in sport science, and teaches mainly in the areas of research methods, sport science and social theory.

---

**Barbu Andrei** is a communication officer and project assistant for the Schottener Foundation Social Services in Romania. In his position he is involved in several research projects in the field of asylum and immigrantion in Romania with a particular focus on social inclusion, education and discrimination. He is also the implementing communication activities to promote and share the Foundation's objectives and activities and serves as a liaison with relevant public and private actors.
He has an educational background in Law and Public Administration and has acquired experience in developing, implementing communication startegies in the private sector, including awareness campaigns on topics as migrant youth, human rights education, social exclusion and intercultural dialogue.

---

**Barbu Ioana** is currently managing the Program Development and Management Department of the Foundaiton. She has more than seven years of experience on an expert on migration and international protection and developing programs for marginalised youth at risk of social exclusion.
In her position she is managing varous EU programs for the integration of refugee and migrants in Romania. Mrs. Barbu also provides in-depth research, policy analysis, and training related to EU asylum and migration and integration-related issues. In her capacity, she has demonstrated substantial leadership achievements designing and implementing innovative programs to address the shortcomings of the available mainstream education services, advocated for integration-related policy and practice change at the EU and national levels, and build the capacity of local stakeholders in this regard. Her academic achievements include a Fulbright Research Scholarship, MSc in Conflict Resolution and Governance and a BA in International Relations.

---

**Costa Pedro** is a Senior Consultant and Project Manager within the International Cooperation Unit at INOVA+, since 2012. Pedro has experience in the development of proposals, managing, coordinating and participating in international projects funded by the EC and other international bodies. He is currently responsible for the coordination of the activities related to the area of capacity building and cooperation.
Before joining INOVA+, Pedro collaborated has a consultant and project manager with other consultancy services provider in Portugal for more than 10 years accumulating a large experience in different EU programmes and initiatives. He has also relevant experience as evaluator of proposals, having been evaluator of the Portuguese National Agency for the Erasmus+ programme, and of training initiatives/programmes, having performed several works such as "Interim Evaluation of the Operational Programme for Valorisation of the Economic Potential and Territorial Cohesion of the Autonomous Region of Madeira (INTERVIR+ Programme)".
Main areas of expertize include: management and coordination of EU and International projects, in different areas such as, Innovation and R&D, Innovative Public Procurement, Active Ageing and Health, Entrepreneurship, Apprenticeship Schemes, Skills Development, Social Inclusion and Innovative approaches to school education.
Pedro Costa holds a degree in law from Universidade Católica Portuguesa and a specialization course in Management.

---

**Delater Aurélie** holds a Degree from Sciences Po Toulouse, where she specialized in International Cooperation and Development, and a Master Degree in Project Management from Paris 12 University in France. She has worked in Brazil, for five years, at the Pontifical Catholic University of Rio de Janeiro, as the Project Coordinator of the Institute of International Relations. Aurélie is currently working within the International Cooperation Unit at INOVA+, where she dedicates to the management of international grants, using her skills and experience in the elaboration of proposals for various European funding programmes, implementation, coordination and reporting. Her areas of special interest are Social Inclusion, promotion of Human Rights, Gender Equality and Education.

---

**Gavrielides Theo** is the Founder and Director of The IARS International Institute, a user-led NGO that empowers marginalised groups to influence areas such as youth, justice and rights. He is also the Founder and Director of the Re-

storative Justice for All Institute (RJ4All) as well as an Adjunct Professor at the School of Criminology of Simon Fraser University and a Visiting Professor at Buckinghamshire New University. Professor Gavrielides is also an expert advisor to the European Commission's criminal justice and equality programmes funded under FP7 and Horizon 2020. He holds a PhD in Law from LSE and has worked as the Human Rights Advisor of the UK Ministry of Justice.
Dr. Gavrielides has published extensively in the areas of restorative justice, human rights, and criminal justice. He is the Editor of numerous collected editions as well as the Editor-in-Chief of the International Journal of Human Rights in Healthcare, Youth Voice Journal and the Internet Journal of Restorative Justice.

---

**Ioannou Christina** is a psychologist and senior researcher at Family and Childcare Centre (KMOP) with extensive experience working with socially vulnerable groups. She obtained a Doctorate in Cognitive Science from École Normale Supérieure – Ulm (Ph.D., 2017) on the topic of emotion perception in adolescents with autism spectrum disorders. She holds a Master's degree in Cognitive Neuroscience (M.Sc., 2013) and a Bachelor's degree in Psychology (B.Sc., 2012) from the University of Reading. She has over 6 years' experience working with socially vulnerable individuals, particularly those who face mild to severe mental health problems, with an interest in promoting social integration.

---

**Johansson Thomas** is Professor of Child and Youth Studies at Gothenburg University, Sweden. He is one of the key researchers in the field of men and masculinities in the Nordic countries. He recently published The Global Gym: Gender, Health and Pedagogies, and Fatherhood in Transition, both with Jesper Andreasson, Palgrave Macmillan. He is a member of the board of the Swedish organisation Men for Equality. Johansson has published extensively in journals such as: Men and Masculinities, Young, Ethnicities, Critical Social Work, the International Review of Sociology, Qualitative Social Work, the Journal of Gender Studies, etc.

---

**Lanham Emily** is the IARS International Institute's Youth Projects Coordinator. She currently oversees both the national and international projects across IARS' youth stream.
Emily has a wide range of experience within the charity and public sectors, working with vulnerable adults and young people. Her focus began as Director of a social mobility and youth empowerment charity supported by the UK Supreme Court. The charity works to give young people a voice in law and legal policy. Here, she worked to develop the foundations of the charity in order to reach some of the most marginalised groups of young people in London, and give them insight and opportunities in a part of society that is usually inaccessible to them. She has continued to work with vulnerable and young people in a wide range of capacities; managing various services such as mental health advocacy service in secure units around London; and developing volunteer uniformed youth programmes.
Emily has a background in law and was called to the Bar of England & Wales. Currently she is working towards an LLM which incorporates research on mental health in the justice system and appeals to the Care Act 2014.

---

**Patouris Eliza**, PhD, Project Manager at Centre for the Advancement of Research and Educational Technology (CARDET) Lecturer of Criminology at University of Nicosia, Cyprus.
Eliza Patouris has extensive research experience with work on projects funded by the European Commission and the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA). She is a Lecturer of the MA Criminology and BSc Forensic Psychology programme at University of Nicosia and is a Social and Educational Sciences Research Project Manager at at CARDET, Cyprus.
Key areas of expertise: youth empowerment; educational and social reform; social justice; addiction and recovery; social inclusion; capacity-building.

---

**Santos Joana** holds a Master's degree in Translation and Language Services and a Degree in Languages, Literature and Culture, Portuguese and English studies, by the Faculdade de Letras da Universidade do Porto (Porto Faculty of Arts). In 2010-2011, she worked as an English Language Tutor and, simultaneously, as a Freelance Translator, being responsible for the translation of several Reports, Meeting Minutes, Statements of Defence, Powers of Attorney, etc.
In 2011, she started her cooperation with INOVA+. as a Translator, specifically for the PROMIS project and is currently working as a Project Assistant at the International Cooperation Unit. Her main responsibilities include: administrative support regarding tender procedures and involvement in projects related to Entrepreneurship and Social Inclusion, including research, development of business models, tourism entrepreneurship and mentoring.

---

**Tagliani Manuela** is project assistant and researcher at Anziani e non solo.
She collaborates with CRID - Interdepartmental Centre of Research on Discrimination and vulnerabilities at University of Modena and Reggio Emilia as researcher and trainer, and coordinates the Documentation Centre. Also, she collaborates with ECPAT Italia - End Child Prostitution, Pornography and Trafficking.
She is specialised on the theme of children's rights protection and promotion. After the graduation in Law at the University of Modena and Reggio Emilia, with a specialisation in international law and human rights, she attended the postgraduate interdisciplinary Master on children's rights organised by the University of Milano-Bicocca and Unicef Italia.

---

# ABOUT THE YOUTH EMPOWERMENT AND INNOVATION PROJECT

## THE YOUTH EMPOWERMENT AND INNOVATION PROJECT (YEIP)

The Youth Empowerment and Innovation Project (YEIP) is a 3-year Erasmus+ funded programme that aims to design a youth-led, positive policy prevention framework for tackling and preventing the marginalisation and violent radicalisation among young people in Europe. The project started in March 2017.

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

In particular, the YEIP partnership includes:

| Type of organisation | YEIP partner within this category |
|---|---|
| **9 "Public Authorities" from 7 countries** | 1. UK: The Home Office<br>2. Greece: (i) Ministry of Environment, Energy and Climate Change (i) Koinofelis Epicheirisi Ipiresion Neapolis Sykeon (Common Benefit Enterprise for Services of Neapolis Sykies)<br>3. Cyprus: Municipality of Engomi<br>4. Italy: Regione Ligura<br>5. Portugal: Câmara Municipal de Oliveira de Azeméis<br>6. Sweden: Lansstyrelsen I Kalmar Ian<br>7. Romania: (i) National Council for Combating Discrimination (ii) Ministry of Education, Research, Youth and Sports - Institutul de stinte ale educatiei |
| **7 "Researchers" from 7 countries** | 1. UK: The IARS International Institute<br>2. Greece: Kentro Merimnas Oikogenieas Paidiou<br>3. Cyprus: Centre for Advancement of Research and Development in Education<br>4. Italy: Anziani e non solo sc<br>5. Portugal: INOVA+<br>6. Sweden Linne Universitetet<br>7. Romania Fundatia Schottener Servicii Sociale |
| **2 "Target Groups" from the UK** | 1. Khulisa<br>2. Buckinghamshire New University |

YEIP is implemented through the construction and field validation of tools (YEIP PREVENT model/ interventions, toolkit, training) in 4 environments (schools, universities, prisons, online) in the 7 participating EU member states of Greece, Cyprus, the UK, Sweden, Portugal, Italy and Romania.

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. The YEIP innovative policy intervention will generate 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). 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.

YEIP aims to lay the foundations for systemic change at the national level and EU levels. The ultimate objective is 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 is also in line with the EU's Counter-Terrorism Strategy of 2005 (revised in 2008 and 2014).

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 radicalisation, firming up in this way trust and confidence.

# YEIP METHODOLOGY

The impact and scalability of the YEIP GLM-based policy measure will be assessed through a semi-experimental methodology that will seek 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.

Following a thorough literature review (WP1) and the collection of stakeholders' views through youth-led research (WP2), we will construct the tools that will implement our policy measure (i.e. the YEIP Prevent model/ intervention and a toolkit). These tools will be used to capacity build professionals working in our selected environments. Subsequently, field trials (WP3) will be conducted in the eight participating countries. These will pilot and evaluate the tools implementing our policy measure and be observed through a mixture of qualitative methodologies. Impact measurement will be achieved through a before-after comparison. To triangulate the findings, a pan-European quantitative survey will be carried out (WP4). The research design and approach will be youth-led, following the principles of participatory, youth-led action research.

Our methodology draws 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). Professor Gavrielides, IARS Director and YEIP's PM, is the Editor of the only peer review journal that is exclusively dedicated to youth-led research (www.youthvoicejournal.com)

In a paper published in this 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 will take 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
- **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.

A combination of qualitative and quantitate research tools will be used. Qualitative research can "persuade through rich depiction and strategic comparison across cases, overcoming the abstraction inherent in quantitative studies" (Miles and Huberman 1994). The gaps inherent in qualitative research will be covered through the triangulation of our findings via the online quantitative survey.

The scientific work of YEIP comprises of five different building blocks that are represented via different WPs:

- **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 8 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 8 country case studies withing 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.

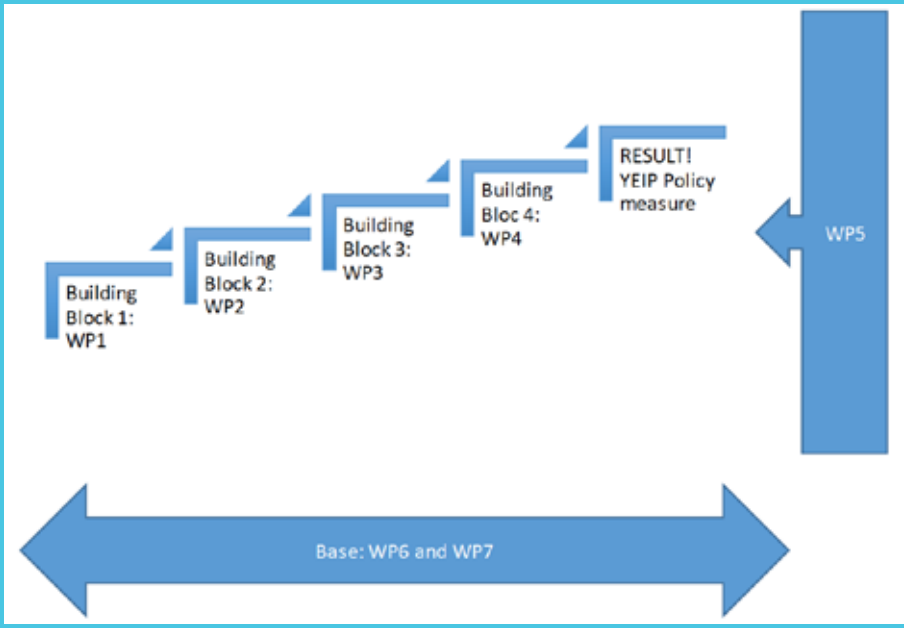


**Figure 1: YEIP Building Blocks and Work Package**

# YEIP EVALUATION

An Evaluation Plan has been developed along with A Theory of Change indicating clear building blocks and targets. Specific internal and external evaluation tools will be 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.

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

- YEIP is registered with the EU funded IMPACT project and Evaluation Toolkit
- IARS will commission an external evaluation looking at the project's methodology, outputs, outcomes, results and impact and advising on sustainability.

## 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 examines and responds to any ethical queries that arise during the course of the research and review research ethics applications when primary research involves vulnerable individuals. It is also responsible for monitoring and assessing the societal impact of the research, and provide initial findings for management reports.

# THEORY OF CHANGE

A Theory of Change (ToC) Model has been constructed for this project using the building blocks required to bring about our long-term goal. Through regular monitoring of this model the partnership will have 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 accessed below.

## INPUTS

The first building block (WP1): aims to "build the foundations" by analysing the current state of the art. To this end, existing knowledge in the 8 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.

The second building block (WP2): 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.

## OUTPUTS

The third building block (WP3): has 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. 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 To this end, we will carry out before-after comparisons using the populations that undertake the YEIP intervention, within a 6-month period.

The fourth building block (WP4): aims 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.

All four building blocks will be overseen and receive input from youth-led focus groups who will review the research protocol and reports. Young people participating in the focus group will be selected randomly. Focus groups will be led by trained young researchers who will be supported by a member of their national research team.

Eight national research reports will form the basis of a pan-European Synthesis Report. This will include a critical, comparative analysis of the national case studies and will include the learning, practical recommendations and best practice of EU-wide significance.

Fieldwork findings will be written up in the form of 8 national reports in native languages. The national research teams will write these reports in partnership with the young people who led on the research.

Two international conferences will be held as one day events and will be attended by 80 national and 20 international participants from research, policy and practice and young people (at least 2 from each partner country).

Innovative principles, tools and identified outcomes reviewed in the national and synthesis reports will lay the foundations for the development of YEIP's experimentation research protocol.

We will construct tools that will implement the YEIP GLM-based policy measure. This will be: (1) a positive preventative model for local, national and EU-wide usage by LEAs and other community based practitioners. (2) A toolkit for policy makers and practitioners for implementing the YEIP PREVENT model. This will leave a concrete legacy after the project is finished.

The analysis of the quantitative data will be produced in the form of a report that will be used for comparative purposes

## OUTCOMES

**By the end of the project we will have:**

- Analysed and reported on the current state of the art in terms of YEIPs innovative GLM based policy measure for dealing with violent radicalisation of young people in Europe.
- Produced a youth-led experimental protocol for conducting the YEIP field trials.
- Devised and field tested YEIPs GLM-based prevention policy measure at local, national and European levels.
- Tested the YEIP GLM-based policy intervention in four key environments; schools, YOPs, universities and online.
- Produced a toolkit, which can be used to address violent radicalisation of young people based on a GLM approach.
- Demonstrated a causal link between YEIPs policy measure and toolkit, and the change that has occurred in our target groups within selected environments.

## INDICATORS

**Reduced tendency towards radicalisation in the YEIP user groups compared to control groups in all four environments.**

**Changes in policy and in society as a result of YEIP research and recommendations.**

**Interventions happening at local, national and European levels using YEIPs GLM-based methods.**

**Uptake of the eBooks and publications produced as part of the YEIP project.**

**Conference participants reporting that they feel positively towards the YEIP GLM based methodology.**

# YEIP CONSORTIUM

YEIP is led and co-ordinated by the IARS International Institute and delivered in partnership with 18 partners from seven EU countries.

**The partnership includes:**

**PUBLIC AUTHORITIES**
**UK:** The Home Office | **Greece:** Ministry of Environment, Energy and Climate Change Koinofelis Epicheirisi Ipiresion Neapolis Sykeon (Common Benefit Enterprise for Services of Neapolis Sykies) | **Cyprus:** Municipality of Engomi, | **Italy:** Regione Ligura | **Portugal:** Câmara Municipal de Oliveira de Azeméis | **Sweden:** Lansstyrelsen I Kalmar Ian | **Romania:** National Council for Combating Discrimination, & Ministry of Education, Research, Youth and Sports – Institutul de stinte ale educatiei.

**Target groups**
**UK:** Khulisa | Buckinghamshire New University

# RESEARCH PARTNERS

## UNITED KINGDOM

**The IARS International Institute**
www.iars.org.uk

## GREECE

**Kentro Merimnas Oikogenieas Paidiou**
www.kmop.gr

## CYPRUS

**Centre for Advancement of Research and Development in Education**
www.cardet.org

## ITALY

**Anziani e non solo**
www.anzianienonsolo.it

## PORTUGAL

**INOVA+**
www.inovamais.eu

## SWEDEN

**Linne Universitetet**
www.lnu.se

## ROMANIA

**Fundatia Schottener Servicii Sociale**
www.fundatia-schottener.eu

# COMPARATIVE FINDINGS ON RESTORATIVE JUSTICE AND GOOD LIVES MODEL APPROACHES TO YOUTH RADICALISATION:

## Greece, Cyprus, Portugal, Sweden, Italy, Romania and the UK[1]

DR. THEO GAVRIELIDES[2]

## IMPETUS AND INTRODUCTION

This essay is part of an edited collection that presents the findings of primary and secondary research, which was carried out in 2017 in seven countries on the issue of youth radicalisation and preventative, innovative approaches such as restorative justice. The research was carried out as part of the Youth Empowerment and Innovation Project (YEIP) and included the UK, Greece, Cyprus, Romania, Portugal, Italy and Sweden[3].

It is my conviction (and indeed of many others) that there is a social need to have more effective youth policies that can enhance young people's social inclusion and minimize the risk of radicalization[4], with greater 'buy in' from youth themselves. This summarises the impetus of the YEIP programme.

To this end, we need to look at more positive and creative approaches to radicalisation and the reasons that lead to extremist views and actions, including hate crimes and terrorism. Our research assumption is that these approaches

[1]This paper aims to summarise and compare the findings that emerged from the research that the seven YEIP Research Partners carried out in their respective locations:
**Swedish research:** Andreasson Jesper, Johansson Thomas (Linnaeus University)
**Romanian research:** Barbu Andrei, Barbu Ioana (Schottener Foundation Social Services)
**Portoguese research:** Delater Aurélie, Costa Pedro, Santos Joana (INOVA+)
**Greek research:** Ioannou Christina Family and Childcare Centre (KMOP)
**UK research:** Gavrielides Theo, Lanham Emily (The IARS International Institute)
**Cypriot research:** Patouris Eliza (CARDET)
**Italian research:** Tagliani Manuela (Anziani e non solo)

[2] Founder and Director of the IARS International Institute, T.Gavrielides@iars.org.uk | www.theogavrielides.com | @TGavrielides

[3] For more information on YEIP and to access the edited collection www.yeip.org

[4] According to the European Commission radicalisation is the 'phenomenon of people embracing opinions, views and ideas which could lead to terrorism' (2008: 2). The Centre for Security Studies defines it as "the process by which one a person accepts the use of force as means to achieve political, ideological or religious goals" (2016).

can be found within the ethos of restorative justice and the realm of 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).

Our repeated, well intended attempts to prevent radicalisation, control and punish the actions that result from it can be summarised in the term "Risk Need Responsivity" (RNR) model. 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 processes of relapse. Pathology-focused research and intervention have consequently been developed as tools for RNR-based approaches to rehabilitation. As a result, policies, laws and practices have focused on setting up and managing a criminal justice system that aims to deal with offenders' negative traits. Desistance is seen as a result of being 'tough on crime' and criminals (Gavrielides, 2012). Despite of being criticised by clinicians and researchers, RNR is generally accepted as the benchmark against which rehabilitation programmes should be measured and tested (Mapham and Hefferon, 2012).

Indeed, the term was originally coined for rehabilitation theories and practices. But I dare to use it here in a broader fashion, and in order to explain the defeatist approach that I believe we have adopted through our policies, legislation and public service delivery. I have also called this attitude "disadvantage thinking" (Gavrielides, 2017; 2014). For example, society and the modern educational, justice, social, healthcare infrastructures start from the premise that if we are accessing a public service, then we must have a problem. This is particularly true for young people. If they are accessing healthcare services, then they are seen as 'consumers' of public money. If they have come to the attention of the criminal justice system, then they are labelled as 'criminals', and they must be rehabilitated. If they do not have a home, then they are 'homeless,' or if they have been in state care, then they are 'care leavers.'

I have argued elsewhere that however much money is thrown by governments, the EU or other funders for new policies, good schooling, textbooks, volunteering programmes, different curricula, improved parenting or even affirmative action schemes it won't help address the reasons that lead to deviance and violence, if disadvantage thinking is not eradicated. Disadvantage thinking generates despair and feeds from prejudice and stereotypes. It creates a frail democracy that is incompatible with our sense of security, safety, equality and dignity (Gavrielides, 2017).

As Wilkinson & Picket noted, "We learn best in stimulating environments when we feel sure we can succeed. When we feel happy or confident our brains benefit from the release of dopamine, the reward chemical which also helps with memory, attention and problem solving" (2009: 115). And yet ask a young person and they will tell you that they are not special. "Even affluent people know that they are not very special; most know that they are members of what some call 'the lucky sperm club', born to the right parents in their turn, or just lucky, or perhaps both lucky and a little ruthless" (Dorling, 2011: 61). Wilkinson and Picket also note: "Inequalities in society and in our schools have a direct effect on our brains, on our learning and educational achievement" (p. 151).

Leading economists have published popular books on spotting, "how talented a person is by looking at the kind of clothing he wears or the kind of car he drives" (Frank, 2008: 145). Do not worry about showing that you have made a difference to your community or that you have achieved something for your family, just dress up in expensive suits and drive a fancy car. And if you are intelligent enough to know that fancy cars are not good enough, then flash your degree from the top ten universities. These are the aspirations and personal targets that we encourage as a society.

Judging from my own teenage years, I remember feeling a strong sense of anxiety and insecurity that I would fail the aforementioned targets of expensive cars, clothes and top degrees. And it seems that I wasn't the only one feeling this way. For instance, studies undertaken in 1974 indicate a rise in what are known as conduct problems among British children aged 15 – 16 accelerating in the 1990s, and providing "evidence for a recent rise in emotional problems" among these children (Colinshaw *et al*, 2004: 1350). These 'conduct problems' include: youth violence, fighting, bullying, stealing, lying, disobedience, fidgeting, restlessness, inattention, and fearfulness of new situations. We also know from other studies that the average North American child, by the late 1980s, was already more anxious about life than

some 85% of North American children in the 1950s. In fact, they are more anxious than child psychiatric patients of the 1950s. In Britain, a similar proportion of around one in seven children reported that they feel sad or tearful, anxious and stressed. These studies were conducted before the worldwide financial crisis.

Attached to disadvantage thinking are failed social policies and measurement targets that are detached from young people's needs and realities. Decision makers are preoccupied with measuring and addressing 'youth problems,' rather than encouraging and nurturing 'youth talents.' For example, if a young person commits violence, policies are set up and money is spent to achieve either one or all of the following: rehabilitation, retribution and incapacitation. Youth policy and legislation tend to be tailored to these labels/'problems.'

Therefore, it is not surprising that many experts (e.g. Maruna, 2006; Gavrielides and Worth, 2013; Gavrielides 2015), have challenged the RNR model at practical, policy and normative levels. Looking at young people in particular, experts have argued that concentrating on criminogenic needs to reduce risk factors are not a sufficient condition. For example, 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. Financially, the RNR has not proved viable either. In the UK, putting one young person in prison costs as much as £140,000 per year (Knuutila, 2010).

In short, this book and the larger framework within which it is written aims to turn the RNR approach on its head. Instead of "managing" young people as "risks", our investigation and programme focuses 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.

# AIMS AND STRUCTURE

This paper aims to summarise and compare the findings that emerged from the research that the seven YEIP Research Partners carried out in their respective locations. These partners' research is presented in the large version of the book, and has been written in their native languages. They form part of YEIP's work package (WP) 1.

The main objective of WP1 was to analyse the current state of the art in terms of innovative GLM-based and restorative justice measures for dealing with violent radicalisation of young people in Europe. This work package represents the first building block for reaching our ultimate objective. This can be summarised as developing and rolling out an innovative, youth-led policy measure that will help address and prevent the factors that can lead to young people's social exclusion and radicalisation.

This comparative chapter is broken down into four sections. The paper is written in partnership with the authors. In particular, the first and second sections of this essay are edited parts from the national executive summaries that were authored by the Research Partners. These are presented in much more detail in both the short and longer version of the e-books[5]. in particular the first will present the key objectives of each national chapter. Subsequently, it will present the overall methodology of WP1 as well as the nuances between the different approaches that were adopted by

[5] To download both versions of the e-books go to www.yeip.org.uk

the seven research partners. The third section will present the findings from the partners' research separating them into two groups. The first will include their conclusions from analysing the extant, native literature, while the second will critically examine their findings from their small-scale, local fieldwork. The fourth section will use all the findings to produce some overall conclusions and recommendations for the project and the reader. An Annex is included with eight Matrixes. Seven of them represent the national stakeholder mapping while the eight reflects our findings EU wide.

# RESEARCH OBJECTIVES

From the outset, the seven research partners were given a clear steer by the Editor as to what their central research objective will be for WP1. A detailed Research Guide and a separate document with Editorial Guidelines were produced by the Editor. The shared objective was aligned with the objective of the first YEIP building block.

However, each research team was 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 for the subsequent stages of YEIP and its WPs which include validation and field trials in selected environments. Although the programme in its totality will look at all places where youth radicalisation takes place (i.e. schools, universities, youth offending institutions and online), research partners will be focusing only on one or two of these locations. Therefore, here, I highlight only the nuances that were observed in the national research objectives of the YEIP partners.

## THE UK RESEARCH

The UK chapter sets the scene of the historical and political context in which interventions have been developed in the country to target youth radicalisation. In this chapter, 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 with regard to four selected environments where radicalisation may occur: schools, universities, young offender institutions and online. Particular focus was given to those areas that offer defined and specific intervention programmes. Examples of GLM particularly are highlighted in use across the criminal justice sector and as part of rehabilitation programmes.

This literature review is complemented by reference to existing European Programmes and resources developed by Radicalisation Awareness Network (RAN) researchers. With a particular focus on methods in practice in the UK, this chapter considers the means by which intervention might be most successful, specifically considering the GLM model advocated by European strategies. Finally, the chapter looks at the data behind the current picture of radicalisation in the UK; how many people have been convicted in the last 5 years or more and of these, what are the prevalent demographics.

## THE SWEDISH RESEARCH

In Sweden, over the last decade, academic debates and public dialogue have become increasingly interested in issues concerning radicalization of young people. Therefore, the researchers were able to focus on the knowledge situation on violent extremism and radicalization using Swedish resources and by accessing local people.

The national findings were combined with reflections on European positive prevention policies, building the founda-

tion for the subsequent work, in which YEIP Sweden will focus on radicalization in the specific environment of secondary schools.

## THE ROMANIAN RESEARCH

The Romanian chapter puts forward an analysis of the current state of the art in Romania by focusing on:

- the legal and policy framework on preventing youth radicalisation in Romania in relation to the European Agenda on Security, EU Youth Strategy, Education and training 2020 as well as the Erasmus objectives under KA3;
- existing preventative measures such as restorative justice and GLM-based interventions tackling youth marginalisation at the local and national levels and
- providing a clear picture of the national public and private stakeholders relevant for the core theme of the project.

## THE PORTUGUESE RESEARCH

The Portuguese team conducted an extensive literature review on public policies and programmes for the prevention of youth radicalization in Portugal, especially in the school and online contexts, at national and local levels. This study gives an overview, not only of these policies, their legal framework and stakeholders, but also of the existing private initiatives and scientific approaches in the country, in the field of youth radicalization.

The bibliographical review and data collection, as well as the fieldwork led the research team to consider the impact of these different actions on young people at risk, with the objective of collecting good practices and lessons learnt for the future conception of a new preventive model to tackle youth radicalization at the European level, based on positive psychology and other innovative approaches.

## THE ITALIAN RESEARCH

The Italian research analyses the peculiarities of the socio-cultural and historical background of Italy, characterised by extensive experience in various forms of terrorism, including mafia terrorism. From these experiences and the attempts made to oppose them, it is possible to draw lessons for the creation of specific radicalisation prevention tools.

In addition, the chapter explores the existence of laws, policies and best practices of radicalisation prevention, also linked to the principles of positive psychology, GLM and restorative justice, in the Italian context. This investigation will be utilised for the second experimentation phase where the findings of the first phase will be used to create the tools necessary to prevent violent radicalisation in young people in Italian schools and universities. The main focus of the Italian research, in line with European and international recommendations analysed below, is the “social prevention” of radicalisation, distinct from the “criminal prevention” in which Italy is much more familiar with.

## THE GREEK RESEARCH

The Greek research look into the current state of the art in terms of youth radicalisation in Greece and the existing policies and prevention strategies for dealing with violent youth radicalisation. The nuances and peculiarities of the radicalisation process in Greece were explored putting an emphasis on political extremism and the financial crisis

that hit the country.

## THE CYPRIOT RESEARCH

Cyprus has not yet faced phenomena of radicalisation in the sense of youth engagement with violent extremist movements of the same intensity or frequency as other countries in Europe. Therefore, there is no specific research or policy on radicalisation, let alone that of young people.

The attitudes and actions that are deemed as radicalized in the island revolve around the continuous occupation of Cyprus by Turkey following the 1974 invasion. The Republic of Cyprus, the only internationally, legally recognized body of governance, does not have control over the occupied part of the island which remains in the shadows of international research and policy. The EU, the UN and politicians from both sides have tried to re-enact peace talks and reach a solution centred on the unification of the two sides. One of the many barriers they are facing includes the intervention of the neo-fascist far-right organization 'Grey Wolves', officially Turkey's youth nationalist party (Politis, 2017)[6]. Therefore, the Cypriot research mainly revolves around radicalized attitudes and actions stemming from the political situation and division of the island.

# RESEARCH METHODOLOGY

One of the features that make YEIP different from other EU funded initiatives on radicalisation is its research methodology. Given that the focus of the project is 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.

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). Cass (2010) describes these underlying principles of youth-led research and policy in the Youth Voice Journal,[7] a peer-reviewed publication for young people. These principles are: (1) addressing power imbalances; (2) valuing lived experiences; (3) respecting choice in participation; and (4) empowerment. For Cass, youth-led does not mean 'glorifying' young people as idols or models. Youth-led is a daily process that happens organically within projects and organisations. The youth-led approach 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' (Youth in Focus, 2002).

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. Conse-

[6] This became known as a paramilitary group in the 1970s, when they murdered leftist academics and fought against leftist groups. Their extremist attitude has undermined the Turkish government's peace talks with Cyprus, as their pan-Turkish goal does not include submissive attitudes and concessions. Their main focus is on Cyprus and since 1974, the 'Grey Wolves' played their part in the radicalisation of the tension between Cyprus and the Turkish pseudo-state, leading to violence and hate propaganda. One of their most radical act against the Greek-Cypriots was the murderous assault on Tasos Isaac, who was beaten to death by members of the 'Grey Wolves' during the protest about the Turkish occupation in August 1996 (Μαυραγάνης, 2015). Most recently, they have hacked onto the website of Dr Eleni Theocharous, a Cypriot minister of the EU Parliament and left threatening and hateful messages (SigmaLive, 2017).

[7] See https://youthvoicejournal.com

quently, 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, throughout the project including this WP and the research that all partners carried out 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
- 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.

For the more specific research tools for this WP, we used qualitative research as it can "persuade through rich depiction and strategic comparison across cases, overcoming the abstraction inherent in quantitative studies" (Miles and Huberman 1994). The gaps inherent in qualitative research were minimised through the triangulation of our findings via small scale fieldwork. Here, I summarise the nuances between the various sampling strategies and methods that the seven research teams adopted.

## THE UK RESEARCH

The UK has a relatively modern, but substantial, history of youth radicalisation. It was important to conduct a qualitative assessment of the literature written as the legislative practices emerged and changed. Secondary data was explored with a mind to the primary data published at the time; for instance, Hansard debates and speeches made by policy makers. This was important to bring together an assessment of themes and behaviours behind successful practices. The quantitative data taken from purely statistical results of national police and arrests, allowed an accurate discussion of the trends in the UK at this point in time and consequently the success or failings of particular interventions.

As a result, a mixed-methodology extracted a wealth of primary and secondary data from a range of sources:

| | |
|---|---|
| **SECONDARY RESEARCH** | A) Secondary data from leading researchers, academics and psychologists.<br>B) Secondary data analysis of legislation and legislative guidelines<br>C) Secondary data from government departments & government agencies through publications<br>D) Secondary data from newspapers, blogs and social commentators<br>E) Primary data from Policy Makers and the Ministry of Justice and Home Office, including Hansard debates. |
| **PRIMARY AND SECONDARY RESEARCH** | Stakeholder mapping analysis |
| **PRIMARY RESEARCH** | Primary data from a youth-led focus group with 10 young people |

## THE SWEDISH RESEARCH

Primary and secondary research was carried out to write the Swedish chapter. With regards to secondary research, the material collected consists of Swedish documents, articles, books and reports on violent extremism and radicalization. Adding to this, the organizers of the project contributed with central documents regarding the state of play for positive responses such a restorative justice and GLM-based interventions.

Initially, the material was read through and notes were taken. Subsequently, primary research was conducted in the form of a focus group. The Swedish findings were categorized with a 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.

## THE ROMANIAN RESEARCH

As per the YEIP research guidance, the Romanian team adopted a youth-led methodology. It involved one researcher and two young volunteers from the Schottener Foundation. Additionally, their national project partners (namely experts from the National Council on Combating Discrimination and Institute of Educational Sciences) provided input and feedback in all stages of the research. The research involved both secondary research and user feedback in the form of primary analysis.

Firstly, a brief conceptualisation of radicalisation and the GLM were assessed as a preamble to examining existent legislation, relevant policies and strategies on preventing youth marginalisation and radicalisation in Romania. Secondly, academic and grey literature in relation to the leading drivers to marginalisation and radicalisation as well as GLM-based prevention services in Romania were screened. Previous work conducted as part of EU-funded projects was also examined. Thirdly, a mapping of the relevant national stakeholders and institutions involved in combating marginalisation and radicalization was carried out.

Lastly, 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 NGO sectors was organized to present the draft research. The scope was to grasp the perspective on the research results, raise awareness and engage, and also to tailor the research results. The participants were recruited with the help of partner organisations based on their familiarity with the subject and responsibilities in the case of authorities.

## THE PORTUGUESE RESEARCH

The research in Portugal focused on two key terms: radicalization and young people. In relation to radicalization, this focused on terrorism and religious extremism[8] (El-Said, 2015). When looking at the term within the school context, the relevance is limited as the problems faced in in Portugal are mainly about bullying[9] and early school leaving. Nevertheless, after conducting a Focus Group with professionals working with young people at risk, the Portuguese project adopted the following definition: “an individual process that results on the adoption of radical behaviours, that not necessarily base themselves on a specific ideology, political or religious, but which translates a moral opposition to the norm”.

In relation to the term “young people”, based on the strict criteria of age, the Portuguese project focused the research

[8] El-Said, H., 2015. New Approaches to Countering Terrorism - Designing and evaluating counter radicalization and de-radicalization programs. 1st Edition. s.l.:Palgrave Macmillan.

[9] Ana Rodrigues da Costa, The school also has a role in the prevention of violence. Pais&Alunos Magazine, Porto Editora.

on children between 12 and 16 years old (indicator of the school[10] and legal[11] context). But this unique parameter seemed insufficient to translate the whole dimension of the social figure of youth[12]. The teenagers are often seen as problematic and rebels, and not much as a force of transformation of the society with an enormous potential of innovation. Moreover, the Z Generation has the particularity, among others, to have been born with access to the Internet - Young people are used to instant messages and virtual conversations[13]. In Portugal, as in other countries, cyberbullying has increased significantly in the last few years[14] and represents one of the most common forms of violence among young people. The definition of the terms which guide the study allowed the Portuguese project to orientate the documental review, regarding the national legal framework on the prevention of youth radicalization, and violence in general, and its implementation at local level, through public programmes.

To conduct the research, an extensive review of the national literature was made, including scientific bibliography, legal documents on national legislation and programmes, but also interviews with specialists. To enrich the findings, a focus group gathering [14] practitioners and specialists of young people at risk were sampled in order to discuss the problematic of the project.

## THE ITALIAN RESEARCH

The Italian chapter was written after conducting primary and secondary research by analysing sources such as, grey literature, academic articles, newspaper articles, studies, essays, recordings from conferences. These sources were collected through the help of the Documentation Centre of the CRID - *Centro di Ricerca Interdipartimentale su Discriminazioni e vulnerabilità* (Interdepartmental Research Centre on Discrimination and vulnerabilities) at University of Modena and Reggio Emilia. The team also used the internet and online databases, such as *Google Scholar*, *Jstore.org*, *Researchgate.net*, *Academia.edu*, *Scribd.com*, *PubMed*, *Issuu.com*, *Opac.SBN.it* and others.

The first part of the chapter investigates the Italian historical and socio-cultural background and the definition of radicalisation. It also describes the various forms that violent extremism can take or has taken within the Italian context. The second part of the chapter analyses the presence of laws and policies on the prevention of radicalisation.The subsequent part of the chapter investigates the issue of radicalisation prevention in its practical application through the mapping of national and local good practices. Considering the peculiarities of the Italian experience, part of this research is also dedicated to good practices for mafia prevention, considered an important experience from which to draw inspiration for the creation of new radicalisation prevention policies. Information was obtained by combining key terms such as “Practices”, “Prevention”, “Radicalisation”, “Mafia”, including their synonyms and derivatives, and through the “word of mouth” and the direct contact of people involved in such practices, thanks to the help of the CRID.

Once completed, the chapter was brought to the attention of a focus group of stakeholders composed, among others, by academics, researchers, teachers, students, social workers, associations and politicians, including many young people, who highlighted new perspectives and problems related to the theme of radicalisation prevention. The sample, composed of 30 people of various age and gender. It was recruited through the help of CRID with which *Anziani e non solo* collaborates.

[10] Ministry of Education, 2007. Education and Training in Portugal, p. 9.

[11] Law n. º166/99 from 14 September.

[12] Berni, V. L. & Roso, A. (2014). Adolescence in the perspective of critical social psychology. Psychology & Society, 26(1), 126-136.

[13] BOND. Engaging Generation Z: Motivating young people to engage positively with international development. 2015.

[14] Pedro Ventura. Incidence and Impact of Cyberbullying in students in secondary schools. *http://cyberbullyingportugal.blogspot.pt/*

# THE GREEK RESEARCH

In order to record and analyse the current situation in Greece regarding the marginalisation and radicalisation of young people, qualitative research was conducted. The methods used were the following:

1) Desk research: 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 and restorative justice was investigated.

2) 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 from juvenile detention centre X and three young individuals who were offenders before and were detained in the juvenile detention centre X. This and the one-day visit to the juvenile detention centre aimed at collecting information regarding the practical implementation of GLM values in dealing with youth delinquency. 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 and restorative justice.

# THE CYPRIOT RESEARCH

In comparison to other EU member states, Cypriot policies and practices relating to youth radicalisation are still at the early stages. In Cyprus, the National Strategy on Radicalisation is confidential and not available to public, hence any information presented is on the basis of primary contact made with the policy-makers responsible for drafting the strategy.

Furthermore, there are no explicit GLM-based prevention policy measures and strategies in place. There are however national and local practices that refer to positive psychology as a way of tackling youth radicalisation. For this reason, a mixed-methodology approach was adopted which extracted both primary and secondary data from the following sources:

| | |
|---|---|
| **SECONDARY RESEARCH** | A) Secondary data from the Police Department of Cyprus on radicalisation.<br>B) Secondary data from government departments & government agencies<br>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 |

# RESEARCH FINDINGS

## FINDINGS FROM THE LITERATURE REVIEW

### THE UK RESEARCH

Due to the unique make-up of the UK's state of the art 'Prevent' programme, the context with which the GLM is proposed is vitally important. In order for the approach to work, researchers must consider the shortcomings of the RNR models, but also the evolutionary nature of counter-terrorism operations in the UK.

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.

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 which are considered to be difficult (Sim, 1993). The British Values curriculum[15] 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.

Although the chapter does not discuss universities in-depth, the statutory duty applies to all public bodies, referring to education broadly and the universities must use the same referral techniques. There has not been substantial research to give a definitive answer to the question of whether or not students enrolled in higher education or university more susceptible to radicalisation (University UK, 2016). It depends on the student and the given institution. The UK does not seem to have any strategies that target universities as an individual entity, so the conclusions drawn can be applied to institutes of higher learning.

When observing the state of art in reference to young offenders, the chapter reflects that this is the area in which most

[15] Governmental guidance https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published (accessed January 2018)

progress has been made towards a more holistic model. In practice, GLM has shown signs of being more effective in institutions for offender rehabilitation. Although the models formally advocated in these institutions are based on the RNR models, and of course the statutory duty to have regard to Prevent still applies, in practice there have been signs that practitioners have naturally moved towards a GLM model and had greater success rates.

This is in direct contrast with the studies done in prisons which see a growing population of young Muslim men, and it is interesting to note that those Muslim communities represent the biggest gangs in the institutions. When we look at the recent data of crimes committed in the UK there has been a relatively steady drop in the deaths caused by terrorist attacks; compared to the prevalence of the IRA. Conversely, we see a sharp increase in younger offenders, with the under 25s representing the majority of those convicted of terrorist related crimes.

The chapter acknowledges the high success rates for terrorist organisations of recruitment through social media. The government does not have a successful countering intervention for the radicalisation of young people online. The GLM would, this chapter suggests, allow for a greater wealth of opportunities for young people to avoid the temptation that they might see online (Holt *et al*, 2015).

It has been conceded by most research that the government simply isn't in a position to tackle the extremist narratives. There is no doubt that the agents, enablers and activists of these terrorist organisations are very good at propaganda; whilst the government is only capable of reacting to circumstances. The extremist narrative shows progression, purpose, mission and success; whilst the response is apologetic, defensive and overly politically correct: hard to relate to.

## THE SWEDISH RESEARCH

In Sweden, the understanding of violent extremism is framed by a few formative political decisions. Through the *Action plan for safeguarding democracy against violent extremism*, a delimitation for the subject field was drawn up; focus was provided as regards to preventive work. 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). One of the chief tasks of the Coordinator was to improve collaboration between government agencies, municipalities, and organizations on the national, regional, and local level.

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).

The Swedish extant literature on radicalisation is focused 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).

Interest in the basic causes that promote radicalization in extreme right-wing milieus is slight, and the process of becoming a neo-Nazi has primarily been analysed in terms of identity formation, masculinity, and as a subcultural phenomenon. The same applies to research on violent left-wing extremism, 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. Since 2012 it is, however, estimated that about 300 people from Sweden have travelled to Syria and Iraq to join terrorist groups such as the Islamic State (IS), whereof 76 percent are men, and 24 percent are women (Gustafsson & Ranstorp, 2017).

The other type of studies – *policy-oriented research* – suffers even more from a shortage of scientific support. This type of study is often more or less a commissioned work from various types of government agencies, and sometimes also private entities. There are several European studies in this field, most often based on a smaller number of strategic interviews and case studies (see e.g. Sieckelinck & de Winter 2015). In general, this research has a tendency to identify psychological factors, or simply personality types. It is, however, important to emphasize that this deals with theoretical models that often lack a solid empirical basis.

All in all, we can thus point out that there are deficiencies in existing Swedish literature. 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.

# THE ROMANIAN RESEARCH

In Romania, there is no clear definition on radicalization, the term being mostly translated *ad litteram* from EU documents. Romanian scholars distinguish between cognitive and behavioural radicalization. Distinction is made according to whether radical ideas are expressed by beliefs or action, as well as different causes of radicalisation including domestic (socio-economic factors, marginalisation and alienation), global factors (geopolitical developments and terrorist groups) and ideological determinants which account for violent acts (Hannaoui-Saulais, 2015; Neumann, 2013, Borum, 2011c:, Bartlett, Birdwell and King, 2010).Dzhekova et.al. (2016, p 23) point out that it takes place at the intersection between individual vulnerabilities, intrinsic motivations, grievances or predispositions on the one hand (push factors), and a favourable environment (exposure to ideologies, recruiters – or pull factors), on the other.

Individuals identified as being most at risk of radicalization in Romania include vulnerable young people from poor families and /or dysfunctional families, sensitive to pressure and manipulation who feel misunderstood by society and deprived of rights, and members of the Muslim community (Panaitescu, 2016, p.5).

The picture of radicalization in Romania is mostly depicted in the annual reports of the Directorate of Investing Organized Crime and Terrorism (DIICOT) and the statements of the Romanian Intelligence Service (RIS), two bodies with complementary attributions in preventing and combating terrorism in Romania along with other public bodies. The most recent report of DIICOT states that in Romania radicalization is not a phenomenon. (DIICOT, 2016, p. 27) It also points out that "*there are cases of people in various stages of radicalization, most of them incipient or intermediate.* According to RIS (Tutulan (2017) "*the number of foreigners and Romanian citizens requiring complex monitoring measures is rising. The phenomena of radicalization and auto-radicalization are beginning to manifest among the Romanian citizens converted to Islam.* Same sources indicate that most people become radicalized in prisons or through social media in relation to the jihadist movements in Syria and Iraq. In 2015, ten foreigners were declared undesirable in Romania based on intense extremist propaganda activities and were deported. (Ghica, 2016) No data was found on the number of people convicted for radicalisation in Romania.

In Romania, there are two relevant laws punishing radicalisation and terrorism. Emergency Ordinance no. 31/2002 punishes the establishment of fascist, racist or xenophobic organizations and symbols and promoting the cult of per-

sons guilty of committing crimes against peace and humanity with imprisonment from 3 months to 15 years depending on the offence. Law no. 535/2004 is the main act for the prevention and combating terrorism in Romania. Whereas in the case of radicalised foreigners the legislation allows for their immediate deportation, in the case of Romanian citizens the intervention of the law enforcement authorities is necessary (DIICOT, 2016). RIS stresses the need to amend the above law by incriminating radicalization of those travelling to war zones (Tutulan 2017). Offences are regulated by the Criminal Code.

Legislation and policies to prevent risk factors that lead to youth marginalization are relatively recent having been adopted as a response to the *European Agenda on Security, the EU Youth Strategy, and the Education and training 2020*. Despite existent legal framework on control and punishment of violent forms of radicalization, there is no action plan to prevent radicalisation as defined above. the *National Strategy for Youth Policy 2015-2020* was adopted in 2015 and the *Strategy of Vocational Education and Training in Romania 2016-2020* was adopted in 2016. The underlying assumption of the first is that education, youth participation, inter-religious and intercultural dialogue as well as employment and social inclusion have a key role to play in preventing radicalization by promoting common European values including social inclusion, mutual understanding and tolerance.

In addition, a number of recent legislative acts on preventing and combating school segregation and social exclusion as potential leading factor to marginalisation are reviewed along with the specific role of public authorities at the local and national levels.

However, action plans for implementing the recent legal framework, have not been fully completed. One of the main problems is the lack of funding sources as well as reluctance of other ministries to allocate funds to support measures that fall within their responsibility. Also, the lack of synergy between institutions targeting young people (NGOs, county youth foundations, etc.) is another issue for correlating clear actions with public policies. As a result, undertaking a thoughtful evaluation of their implementation at the national level is destined to fail. Moreover, it harbours doubts about the efficacy of preventing the risk factors for youth marginalisation.

Several research studies have recognized the meaningful contribution of positive psychology and the GLM for rehabilitation of offenders. (Ward and Brown, 2004; Gavrielides and Worth, 2014). Gavrielides and Worth (2014: 11) explain that is not possible to better oneself without the involvement of the other and setting the connection between rehabilitation and restorative justice. The involvement of the victim and the community in the restoration of harm gives offenders "new optimism and relief of being reconnected with their communities (Mapham, A. and Hefferon, 2012: 402).

Some scholars suggested that restorative justice fits well with the GLM. According to Ward and Brown (2004: 254) and Ward, Fox and Garber (2014: 29) '*from a RJ perspective, all human beings have intrinsic value and this means their core interests should be taken into account when taking important decisions about their lives'*. This is a core assumption of the GLM. Gavrielides and Worth (2014:3) Pereira (2017, p.5) believe that *support circles to re-entry* and *mentoring* can be set up in prison or in the community as preventive and de-radicalisation tools. Another useful tool is put forward by RAN which emphasizes the key role families in the process of prevention radicalisation leading to violent extremism of young people (RAN 2017).

GLM interventions and practices in Romania have been very feebly developed in the justice system. The implementation of modern restorative practices in Romania started in 2002 in the justice system, with the establishment of two experimental centres of restorative justice for young people aged 14 to 21 in Bucharest and Craiova. It was set up as a result of a two-year project partnership between the Ministry of Justice and the UK government (Szabo, 2010; Rădulescu, Banciu şi Dâmboeanu, 2006). The measures included mediation and a set of victims' protection measures.

Two NGOs were identified for their work on prevention of radicalisation and marginalisation, respectively. The first is Be You Association carrying out dedicated workshops to prevent youth marginalisation in high schools from several

counties in the country. The workshops are part of a project funded by the Erasmus + program focused on preventing the attitudes and radical behaviours of young people. Additionally, The Lider Just Association is carrying out a national legal education programme for high school youth in an attempt to educate them on preventing and combating discriminatory attitudes, marginalization of vulnerable groups in their communities, and promoting social inclusion and youth participation.

## THE PORTUGUESE RESEARCH

In Portugal, since 1999, the legal framework regarding minors is represented by the Educative Tutelary Law[16] (LTE), which describes in detail the different measures, regimes, sentences, processes, stakeholders' competencies, formalities, duties and rights of the minors. However, in its 224 articles, no mentions are made to the terms "prevention" and/or "radicalization". To complete the objectives of the LTE, Portugal has 6 Centres of Detention for Minors, which establish partnerships with Health Centres, Hospitals, Schools/Universities, Employment Centres, Local Police, Municipalities, Associations, and other social stakeholders[17]. These partnership focus on the rehabilitation of the young people at risk using the RNR model.

Within the LTE, the Portuguese government establishes the mechanisms related to the prevention of criminality. The main stakeholder is the General Direction of Reinsertion and Prison Services[18] - DGRSP, which depends on the Ministry of Justice. The last available report of DGRSP[19] activity details the objectives and actions of the Institution: "reduce the risks of re-incidence at individual level, but also on the social factors related to the development of a delinquent conduct". The mission and values presented are also in line with a philosophy of prevention. If these attributions clearly include the dimension of prevention of re-incidence, the execution of penalties doesn´t translate into concrete actions: the report counts 16 key-actions, but none includes any clearly expressed preventive action. Looking for the operational organogram, we observe that the responsibility of prevention appears in the description of one of the 4 Centres of Competencies of the DG, namely "Management of Programmes and Projects", that is "responsible for the conception and implementation of methods of evaluation and risk management, methodologies of individual follow-up, and projects of prevention of re-incidence".

As for national programmes, there is not much information on radicalization. Generally, we can state that the identification of risks in Portugal is non-existent. One of the main factors identified is related to the family context, the main reason why many schools developed projects involving parents and families in schools for a higher closeness with the educators. The Portuguese Ministry of Education published a report that characterises violence[20] in the school context in two key groups: insubordination in the classroom and verbal aggressions. The most disseminated phenomenon is bullying, defined by insults, threats and harassment. The concept of radicalization doesn't appear in this context. In Portugal, the most sensitive educational territories are called TEIP – Priority Intervention Educational Territories[21], which aim at the development of deprived populations. This is where the prevention programmes are focused the most but, still, radicalization is not presented as an issue of concern. Nevertheless, we can highlight some programmes that help understand how the Portuguese Government works in terms of prevention in schools.

[16] Law n. 166/99, of 14 September - Diário da República n.º 215, Série I-A, de 14.11.1999.

[17] Further information: *http://www.dgrs.mj.pt/web/rs/jovens/medidas/parcerias*

[18] DGRS was extinct, and Decree-law n. 215/2012 of 28 September was created - **DGRSP.**

[19] 2014 and 2015.

[20] Ministério da Educação, Violência em Contexto Escolar. 2010.

[21] Despacho nº 147B/ME/96 e pelo Despacho Conjunto nº 73/96 dos secretários de estado da educação e inovação e da administração educativa.

The main programme is Escola Segura (Safe School)[22], which aims at improving the safety conditions in schools. The schools have police officers permanently at the entry door and inside the school there are education assistants. This programme works in 4 priority areas: domestic violence, insubordination in the classroom, school violence & bullying, and alcohol consumption. Besides Escola Segura, there's also the Commission for the Protection of Children and Young People - CPCJ[23], which implements several activities for the protection of children and young people at risk, in the scope of Human Rights. The programme Escolhas (Choices)[24], promotes the social inclusion of children and young people in vulnerable socioeconomic contexts, aiming at the equality of opportunities and strengthening of social cohesion. Another programme worth mentioning is the National Programme for Mental Health[25]. This programme promotes the training of health technicians and education professionals and is implemented by doctors, nurses and social assistants present, almost exclusively, in TEIP schools. In this framework, a Referential for Health Education has been elaborated for 2017[26].

Schools in Portugal are free to use it and adapt it to their reality, if they judge it relevant. This document constitutes a guide for health professionals working in schools. It is interesting to note that it refers to the notions of risks and prevention of violence. Main objectives are to identify and reduce the risks, at individual and societal levels.

As for positive psychology and the GLM, some national programmes, even though they mention the relevance of a positive approach in the school context, haven't developed yet standard mechanisms related to the prevention of radicalization of young people. To have a better idea of the knowledge and application of positive psychology in Portugal, we need to look at smaller projects, implemented locally, almost as experiments.

The Clube do Optimismo (Optimism Club) is a training centre focused on the development of excellence skills in people, teams and organizations (including schools). The Geração.com, programme is destined to secondary school students to work on issues such as self-confidence, accountability, self-esteem, creation of positive habits and management of empowering thoughts, group spirit, solidarity, definition of goals, bravery, persistency, motivation, among others.

We can also highlight the Portuguese Association for Studies and Intervention in Positive Psychology - APEIPP[27]," aiming at the dissemination of scientific results, training of professionals, promotion of research and intervention in the area of Positive Psychology. This Association also organizes events and training sessions on Positive Psychology.

Regarding the GLM itself, no programme implemented in schools following this model is identified and the knowledge about GLM seems very weak among the school community. In the context of restorative justice, the participation of a representative of the Educational Centre of Santo Antonio in the focus group allowed us to perceive that there is no such programme today in Portugal and the knowledge of the GLM is also very poor in this context. Though, the Director of the North Delegation of the DGRSP informed us that some professionals have been recently participating in trainings at European level on prevention. New policies are currently being developed to this respect.

## THE ITALIAN RESEARCH

The focus of the Italian research was based on a broad definition of radicalisation that takes into consideration every possible form of violent extremism. Dealing with a single form, and in particular with jihadist extremism, as mass media and public opinion often d, was considered insufficient. At the same time, the risk of this behaviour is to stigmatise the

[22] Further information: http://www.psp.pt/Pages/programasespeciais/escolasegura.aspx

[23] Further information: http://www.cnpcjr.pt/

[24] Further information: http://www.programaescolhas.pt/apresentacao

[25] Resolução do Conselho de Ministros nº49/2008.

[26] Disponível em: http://dge.mec.pt/sites/default/files/Esaude/referencial_educacao_saude_novo.pdf

[27] Further information: http://apeipp.com/

Islamic world, encouraging the discrimination and therefore the violent extremism.

In fact, the Italian researchers saw radicalisation as a dangerous "vicious cycle", in which different forms mutually reinforce each other. Terrorist attacks and other acts of extreme violence, such as verbal violence, physical assaults, violent demonstrations, destruction of public goods and murder, in addition to victims' suffering and economic damage, also cause divisions and polarisations within communities and could cause the emergence of extremism (EFUS, 2016).

It is not possible to identify a single cause or even a single combination of factors that can lead to a radicalisation process in Italy. It is rather a mixture of different elements, specific for each individual: exposure to a radical environment (family environment, peer group, places of detention, religious environment); feelings of discontent and frustration; experiences of discrimination and social exclusion; the sense of humiliation, oppression and injustice; factors of individual vulnerability; identity problems; possible psychological problems; personal trauma; ideological factors; social issues.

Age is an important risk factor, considering that young people are one of the most vulnerable groups to extremism, as they are more easily influenced by manipulative ideas. For the purpose of this research and of the next phase of experimentation, in the Italian context the definition of young people is boys and girls between the ages of 15 and 30.

## JIHADIST EXTREMISM

It is important to point out that, compared to many other European countries, in Italy jihadist terrorist attacks have not been successful, and the number of radicalised individuals is lower compared to other nations. For example, the number of foreign fighters is just over a hundred, totalling 110 in 2016 (Ministero dell'interno, 2016), and increasing to 125 in 2017 (Ministero dell'Interno, 2017)[28].

Instead, concerning the situation in Italian prisons, according to the Ministry of Justice (2017), in 2016, on a prison population of 54,653 people, there were 165 prisoners subjected to specific "monitoring", either because they had been convicted for crimes related to terrorism (44 detainees for international terrorism crimes) or because they were characterised by proselytism and recruitment attitudes. In addition, 76 prisoners were subjected to close "attention" because their attitudes suggested a closeness to the jihadist ideology, and 124 detainees were "marked" for further observation (prisoners who need to be subjected to additional evaluation to decide if they should be inserted in the other two levels or if they should be excluded by the "marked" level).

According to Roy (2017), jihadist radicalisation in Europe would largely involve young Europeans of the second generation of Islamic immigrants (60% of the sample), quickly immersed in religion after living amidst drugs, alcohol, nightclubs and small crime. To a lesser extent, it would involve converts (25%) and first and third generations (15%). Data regarding Italian foreign fighters seem to confirm the young age and the European identity of most of this people. Boncio (2017), taking into consideration a sample of 55 subjects, half of the total number observed in 2016 by the Ministry of the Interior, notes that the higher percentage, 49.1% (27 people), is between 18 and 27 years old, a boy is 17 years old, the 38.2% is between 28 and 37 years old (21 people) and the 11% is between 37 and 47 years old (6 people).

Among these people, there are individuals of Italian, Balkan, North African and Middle Eastern origin: 31% are Italian citizens, 34.5% are subjects considered sociologically Italian, and 34.5% are migrants with a regular residence permit. As regards the female presence in European jihadist radicalisation, it has increased considerably compared with past years, and women have assumed more operational roles, in particular in the field of proselytism and recruitment, so the 26% of those arrested in 2016 were female, 8% more than 2015 (EUROPOL, 2017). With regard to Italy, we know that the sample analysed by Boncio (2017) is composed by 83.6% of men (46) and 16.3% of women (9). On a total of

[28] In contrast, the total in France is approximately 1,500, in Germany 1,000, in Belgium 600 and in Austria 350 ("Commissione di studio sul fenomeno della radicalizzazione e dell'estremismo jihadista", 2017).

about 2,000 women foreign fighters, the 10% of the total of occidental foreign fighters, no more of the 0,5% comes from Italy ("'Spose della Jihad' pronte al martirio", 2016).

Regarding the causes of Jihadist radicalisation, a recent study by Groppi (2017), referring exclusively to the specific Italian context and based on a sample representative of the Italian Muslim population, composed of 440 individuals, has investigated the theme of the support for Islamist extremist violence. There was no significant evidence from this research in support of the most common explanations for radicalisation. Social difficulties and the identity crisis have only marginally significant results. The most significant variables were: ideology (the support of the idea of an Islamic government) and the duty to punish those who offend and insult Islam. The results of this study, however, only concern cognitive radicalisation which does not necessarily lead to violent behavioural radicalisation.

## POLITICAL EXTREMISM

Political radicalisation is a black chapter in Italian history. After the so-called "years of lead", a period of about 15 years (1960s to the middle of 1980s), in which many terrorist attacks caused by right wing and left wing extremist groups happened, in the early nineties mafia terrorist attacks operated with the collaboration of left extremist groups.

However, episodes of political violent extremism can be found even after that period, for example, since 2003 the anarcho-insurrectionalist group FAI / FRI - *Federazione Anarchica Informale/Fronte Rivoluzionario Internazionale*, has claimed about fifty subversive acts (Sola, 2016). From 1999 to 2007 the left extremist group *Nuove Brigate Rosse*, succeeded to the *Brigate Rosse* extremist group operative during the "years of lead", recommenced the terroristic attacks (Casamassima, 2007). In 2014, the right extremist group *Avanguardia Ordinovista* tried to return to violence by planning terrorist attacks (Rame, 2014).

The figure of the Italian political terrorist has been analysed by Orsini (2012), which collected data regarding sex, age, level of education and employment on a total of 2,730 people arrested and 528 convicted of terrorism from 1970 to 2011 (Orsini considered only data regarding "internal" terrorism):

- The 78% of people arrested were men (2,125) and the 22% were women (605), whereas the 80% of the people convicted were men (421) and the 20% were women (107);
- The 59.7% of those arrested and the 48.1% of those convicted were between 20 and 29 years old, on a total sample ranging from 16 to 79 years old for people arrested and from 16 to 69 years old for people convicted of terrorism;
- For both the categories, the educational level was much higher than the national average.

In the last EU Terrorism Situation and Trend Report (2017), it is pointed out that in 2016, on a total of 142 failed, foiled and completed terrorist attacks 17 were reported by Italy. Of these, 16 attacks were carried out by left-wing violent extremists. However, according to Presidency of the Council of Ministers (2015, 2016), in the last two years left and right-wing extremism is more engaged in propaganda campaigns aimed at proselytism and formation of new initiates (Presidenza del Consiglio dei Ministri, 2015, 2016).

The propaganda action of right extremist groups is focusing, in particular, on the issue of migratory "emergency" in order to gain consensus and visibility by leveraging the intolerance and malaise of the part of the population affected by the economic crisis. In this context, there is an increase in hate crimes linked to intolerance, xenophobia, racial hatred and discrimination, which is evolving into violent acts, including several attacks on immigrant reception centres. According to OSCE - Office for Democratic Institutions and Human Rights (ODIHR), reports and charges about hate crimes reported by official Italian sources were 555 in 2015 and 803 in 2016. Of these, hate crimes based on racism and xenophobia were 369 in 2015 and 286 in 2016.

## LEGISLATION ON THE PREVENTION OF RADICALISATION

The Italian regulatory framework on radicalisation and extremism is devoid of "social prevention" instruments. However, the Italian historical-cultural background has allowed the accumulation of considerable experience in the field of "crime prevention", which in part has permitted Italy to remain free from massive terrorist attacks like those carried out in recent years in other countries[29].

The regulatory framework described, has contributed to design a criminal system that condemns people for terrorism and violent extremism on the base of the following main articles of the Italian Criminal Code: art. 270, subversive associations; art. 270 *bis*, associations with purpose of terrorism, also international, or with purpose of subversion of the democratic order; art. 270 *ter*, assistance to the associates; art. 270 *quarter*, recruitment with purpose of terrorism, also international; art. 270 *quater*.1, organisation of transfers with purpose of terrorism; art. 270 *quinquies*, training for activities with purpose of terrorism, also international; art. 270 *quinquies*.1, financing of conducts with purpose of terrorism; art. 280, attack with purpose of terrorism or with purpose of subversion; art. 280 *bis*, terrorist act with deadly or explosive device; art. 280 *ter*, acts of nuclear terrorism; art. 289 *bis*, kidnapping with purpose of terrorism or with purpose of subversion; art. 302, instigation to commit some of the previous crimes; art. 312, expulsion or removal of foreigner from the State.

Moving away from criminal prevention, the only attempt to create a systematic approach for the "social prevention" of radicalisation in Italy is represented by the *draft law S.2883*, expressly dedicated to the theme of jihadist radicalisation. The document provides for the establishment of the CRAD – *Centro Nazionale sulla Radicalizzazione* (National Centre on Radicalisation), aimed at promoting some important principles such as the inter-religious and intercultural dialogue, the integration, the religious freedom, the principle of secularity of the State and all the other fundamental principles of the Italian Constitution. At the same time, the CRAD has the purpose to promote the fight against every form of racial, ethnic, religious, gender and sexual orientation discrimination that affect the physical integrity, dignity and rights of individuals (art. 2). In addition, the draft law introduces specialised training activities also aimed at providing elements of knowledge in the field of intercultural and interreligious dialogue, in order to prevent radicalisation and violent extremism.

In relation to the need to positively intervene on young generations, the most important innovation for the purpose of the YEIP research is the promotion of radicalisation prevention in schools and universities (art. 8 and 9).

Also, it is important to note that, in order to prevent jihadist radicalisation, the Ministry of the Interior and representatives of Islamic associations and communities have signed a "National pact for an Italian Islam, expression of an open and integrated community, adhering to the values and principles of the Italian legal system", on February 1st 2017. The draft law is Italy's first true attempt to adapt to recommendations and dispositions on the prevention of radicalisation of the United Nations (Global Counter-Terrorism Strategy, reviewed every 2 years; Security Council Resolution 2178(2014); Plan of Action to Prevent Violent Extremism A/70/674 of 2015), of the Council of Europe (Convention on the Prevention of Terrorism of 2005; Action Plan 2015-2017 "The fight against violent extremism and radicalisation leading to terrorism"), but, in particular, of the European Union (Counter-terrorism Strategy of 2005 and 2014). In case of approval, the draft law would introduce some of the most important recommendations made by European Union on the theme of youth radicalisation prevention (COM(2013) 941 "Preventing Radicalisation to Terrorism and Violent Extremism: Strengthening the EU's Response"; European Agenda on Security 2015; European Parliament resolution 2015/2063 (INI) on the prevention of radicalisation and recruitment of European citizens by terrorist organisations;

[29] From the experience of the "years of lead" numerous provisions have been introduced specifically to counter terrorism: Decree Law 15 No. 625/1979, converted with amendments by Law No. 15/1980; Law Decree n. 374/2001 converted with amendments by Law No. 438/2001; Decree Law No. 144/2005 converted with amendments by Law No. 155/2005, which has introduced new rules on the expulsion of foreigners for the purposes of preventing terrorism, widely used until today; Decree Law No. 7/2015 converted with amendments by Law No. 43/2015; Law No. 153/2016; Legislative Decree No. 90/2017 which implements the UE Directive 2015/849.

COM(2016) 230 "Delivering on the European Agenda on Security to fight against terrorism and pave the way towards an effective and genuine Security Union"; COM(2016) 379 "Supporting the prevention of radicalisation leading to violent extremism"), but also on the theme of youth education and training (EU Youth Strategy; Education and Training 2020 Framework). In accordance with the "2015 Joint Report on the implementation of the strategic framework for European cooperation in education and training (ET 2020)", it will be a real opportunity to promote "civic, intercultural, and social competences, mutual understanding and respect, and ownership of democratic values and fundamental rights at all levels of education and training".

## THE APPLICATION OF THE GLM IN THE ITALIAN CONTEXT

In Italy, the GLM has largely been used for the treatment of sex offenders (Faretta, 2013). On the contrary, positive psychology in Italy is applied in clinical and educational settings thanks to the activation of projects in schools aimed at improving the well-being of young people.

From the research carried out for the purposes of this chapter it does not seem that the GLM and positive psychology principles have ever been expressly used in Italy for the prevention of radicalisation. This will help to open up new possible areas of experimentation and research. Even with regard to national policies and legislation, it was not possible to find information that would allow us to recognise direct references to these principles in the field of radicalisation prevention. This would be a real innovation for the Italian national context.

## THE APPLICATION OF RESTORATIVE JUSTICE PRINCIPLES IN THE ITALIAN CONTEXT

Restorative justice finds greater application in the Italian context though victim-offender mediation. In the Italian legislative system, some provisions represent possible open spaces for the application of restorative justice instruments, in particular:

- In the juvenile criminal trial: art. 9, art. 12 par. 1 and 2, art. 27, art. 28 and art. 30 par. 1 of the D.P.R. No. 448/1988; art. 169 par. 1 and 2 of penal code.
- In the criminal trial before the justice of the peace: art 29 par. 4, art. 34 par. 1 and art. 35 of the Legislative Decree No. 274/2000.
- In the phase of execution of criminal sentence: art. 47 par. 7 of the Law No. 354/1975; art. 27 par. 1 and art. 118 par. 8 of the D.P.R. No. 230/2000; art. 176 par. 2 of penal code.
- The Law No. 67/2014 has introduced the institution of "messa alla prova" (testing) of adults, opening up to new possible scenarios for restorative justice: art. 168 bis of the Penal Code and art. 464 bis of the Code of Criminal Procedure.
- Finally, the Legislative Decree No. 212/2015, implementing the Directive 2012/29/EU on rights, assistance and protection of victims of crime, has introduced some provisions for the protection of crime victims, including victims of organised crime or terrorism, also international (art. 90 quarter of the Code of Criminal Procedure), as well as an express reference to the possibility of using the institution of mediation (art. 90 bis of the Code of Criminal Procedure), which is one of the instruments of restorative justice more utilised in Italy.

Some initiatives aimed at promoting and spreading the culture of restorative justice can also be found at regional level, among them: Regional Law of Piemonte No. 1/2004, art. 51; Regional Law of Campania No. 11/2007, art. 34 par. 1; Regional Law of Lombardia No. 8/2005, art. 5 par. 5; Regional Law of Emilia Romagna No. 3/2008, art. 4 par. 5; Regional law of Liguria No. 6/2009, art. 27.

It is important to note that the model of restorative justice has also come out of the criminal preventative sphere. In this specific case it would be more correct to talk about restorative practices, rather than restorative justice (Mannozzi & Lodigiani, 2015). Important examples of restorative practices are, for example, school mediation, social mediation

and intercultural mediation. As regards the topic of radicalisation, there are some mediation practice (and in particular the intercultural mediation) that are used as instruments for radicalisation prevention. Some of these experiences are the result of a Memorandum of Understanding signed by the Department of Prison Administration and the UCOII – Unione delle Comunità Islamiche d'Italia (Union of Islamic Communities of Italy) in 2015, aimed at ensuring prison access to authorised cultural mediators and imams with the purpose of preventing radicalisation.

# THE GREEK RESEARCH

The domains of active radicalisation in Greece include political radicalisation, hooliganism and religious radicalisation although very limited (Anagnostou & Skleparis, ELIAMEP 2015, 2017). In 2016, there were 17 arrests for actions related to extreme radicalisation, in other words terrorism. Most of them related to religious extremism, one related to political extremism and one undefined. The same year 3 people were convicted of terrorism related to political, left-wing motives (Europol TE-SAT, 2017).

## COMMUNITY FACTORS LEADING TO RADICALISATION

The most important factors that lead to youth radicalisation in Greece are social exclusion, the need for the development of an identity, poverty, lack of social support and mobility and discrimination (Centre for Security Studies, 2016).

In order to tackle youth radicalisation and marginalisation that can lead to it, it is necessary to create a feeling of social inclusion in young people through the familial, educational and social environments. The community factors leading to radicalisation can be tackled firstly in educational institutions through the formal (and informal) education of young people on the topics of acceptance, diversity, human rights, democratic values and active participation in society, given that education is considered the cornerstone for the defence against racism, segregation and extremism; secondly in the internet by eliminating extremist propaganda (European Commission, 2017) and thirdly in young-offending institutions or juvenile detention centres by implementing specific social support and education programmes that give a sense of belonging to young offenders and allow them to develop competences and skills to create new identities.

## LEGISLATION TACKLING RADICALISATION IN GREECE

There is no specific legislation regarding radicalisation as such in Greece, but there is relevant legislation for the punishment of violent acts such as terrorism, organized crime, hate crimes, hate speech, violent/non-violent extremism and hooliganism (Ministry of Justice, Transparency and Human Rights, 2017).

## PREVENTION POLICIES, SERVICES AND ACTIONS IN GREECE

There are no specific prevention policies for tackling youth radicalisation in Greece, but there are national policies for preventing youth delinquency which follow the European Union (EU) guidelines for youth radicalisation prevention (European Commission 2016; Thessaloniki Youth Protection Society, 2016). Those include prevention at the population level, at the group level involving work with vulnerable youth and at an individual level involving work with youth that have already committed a crime/violent act.

Critical role in the prevention or de-radicalisation process play the family, the community and the interaction be-

tween the two. In Greece, services such as the Advocate of the Child (http://www.0-18.gr/) and Child Care Services[30].

### GLM-BASED AND RESTORATIVE JUSTICE PREVENTION MODELS IN GREECE

Explicit GLM-based and restorative justice prevention policies do not exist in Greece. There are however detention centres and programmes whose work is aligned with the values of the GLM, such as the agricultural detention centres. Restorative justice is provided through the law particularly in cases of domestic and gender violence. Some practices do excist within the preventative field and these appear in the form of penal mediation. They are exercised primarily by probation staff and prosecutors as part of the criminal justice process.

## THE CYPRIOT RESEARCH

Today, although radicalisation has not officially been recorded in Cypriot statistics, tendencies that relate to radicalisation such as racism, intolerance and hate crime, have been reported (Office of Analysis and Statistics, 2015). The recent statistical report indicating reported cases of racism showed that the majority of cases were firstly due to racial background (48%), followed by skin colour (15%), political orientation (12%), community background (7%) and religion (5.6%) (Office of Analysis and Statistics, 2017).

The National Youth Strategy of Cyprus (Cyprus Youth Board, 2017) makes explicit reference to the social integration of minority groups in Cyprus with the objective being that third-country nationals who reside legally in the Republic of Cyprus, including young people, become accepted in the local community. This will be achieved by providing them with the necessary knowledge and skills to enable them better integration and acceptance into society (e.g. social orientation courses, education with regard to rights / responsibilities, learning Greek, socio-psychological support). On the other hand, there are also several projects in place which are mainly targeted at the local community with the aim of raising awareness (e.g. awareness campaign through various means communication, intercultural festivals, and educational programs). According to the Chairman of the Board of Directors of the Cyprus Youth Organization (2017) the aim of the National Youth Strategy is to promote more resilient, more open and inclusive societies, in which democracy, freedom, and respect for human dignity are prominent.

The Cypriot research demonstrated that radicalisation in Cyprus is centred on the following:

### EDUCATION

In Cyprus, schools already have established programmes to combat discrimination and racism, and to promote intercultural dialogue, critical literacy, etc. One of the priorities of the National Strategy on radicalisation in Cyprus refers to education systems fostering multiculturalism, respect for tolerance and the development of mechanisms that will resist expressions of violence.

Moreover, the Cyprus National Youth Strategy includes actions for the healthy employment of young people, participation, volunteering and other aspects that contribute to the development of critical thinking and creativity (Cyprus Youth Organisation, 2017)[31].

[30] (**http://www.epimelitesanilikon.gr/**)

[31] One example is the implementation of National Youth Seminars in Cyprus in which young people are taught about their citizen rights and responsibilities. The participation of young people in non-formal learning activities such as these sensitizes them to intercultural communication, respect for their fellow human beings, and democratic activation for the protection of human rights.

## PREVENTION

Prevention of extremism, radicalisation and intolerant behaviour requires young people who are creatively involved throughout the social and political life of the place in which they live (RAN, 2017). The Cyprus National Strategy on radicalisation, identified the following priorities in relation to Prevention:

- Strengthening the exchange of information and technical capabilities of European databases
- Fighting against violent extremism and the rhetoric of hate on the internet
- increasing security measures
- Exchanging timely and qualitative information

## AWARENESS-RAISING

In view of the radicalisation phenomena presented in major European cities, the authorities in Cyprus are vigilant in identifying extreme behaviours that may constitute violent extremism and radicalisation. Through the involvement of local and national, public and private bodies, awareness on radicalisation is raised amongst the following four main groups:

- Civil society organizations
- Local authorities
- Prison Departments
- Student education / support officers.

## COUNTERING

For an all-rounded approach to countering radicalisation, Cyprus has in place a comprehensive communication strategy[32] involving multiple services:

- The immediate environment of the child, the parents, the school and the services involved as well as bodies of non-governmental organizations must ensure that preventive measures are taken
- Collaboration of relevant stakeholders and creation of communication channels for the exchange of information.
- Cooperation with the competent authorities of other countries to exchange information and good practices.
- Creating more cohesive societies
- Exchange of best practices
- Psychosocial empowerment programs for young people.

[32] A Bill has also been drafted and forwarded to the Legal Service for a legislative check. This will enable the courts to investigate an offense concerning the dissemination of racist or xenophobic material by computer, to order the removal and / or non-access by users to sites hosting websites containing racist or xenophobic material or blocking access to websites that include or disseminate racist or xenophobic material for Internet users in Cyprus.

# TRIANGULATION THROUGH FIELDWORK

## THE UK RESEARCH

The youth-led focus group saw 10 young people come together to discuss and triangulate the results from the UK research. The themes extracted from the young people, on the national research were:

### LACK OF, AND IMPORTANCE OF, THE DEFINITION OF RADICALISATION

The young people identified that there was a stark difference between radical behaviour and radicalisation. Out of context, they discussed that they would not consciously think of some types of radical behaviour as anything close to extremism or terrorism. It was requested that the chapter therefore recognise the difference between radicalisation and terrorism. Their suggestion was that terrorism should be defined as making political or religious statements "through use of violence" rather than a reference to any particular agenda. This led to the clarification and development of that section of the UK chapter.

### IMPORTANCE OF EQUAL OPPORTUNITY AND POSITIVE INTERVENTION

Young people in the focus group commented that the GLM model provided a "common sense" intervention and got to the root cause of the problem. Overall, they wanted to see some guarantees of the implementation of this model; how would it be provided, what elements would be emphasized? They reflected on the importance of the GLM and restorative justice in giving young people a second chance rather than other "outdated" models that can be more punitive in nature.

## THE SWEDISH RESEARCH

To triangulate the emerging findings from the Swedish research, 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, 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 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. 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.

## THE ROMANIAN RESEARCH

Following a discussion on all findings and concluding on the rising trend of youth marginalisation and segregation, the Romanian team organised a youth led seminar to triangulate the research results. This run for a day and involved 22 participants, including 14 high school students (5 migrants and 9 Romanians) and 8 professionals from the research, public and NGO sectors.

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 specific support measures for socially disadvantaged and marginalized groups in parallel with GLM prevention initiatives.

## THE PORTUGUESE RESEARCH

A focus group was organized by Inova+, gathering 14 practitioners and experts working with young people at risk, in municipalities, associations, educative centres and universities. In addition, a youth-led policy seminar was organised in a school of Oliveira de Azeméis with public authorities and 26 young people.

The objective of the fieldwork was to present the first findings of the study, but also to promote a debate on its key-points, through concrete questions to the group, as for example: “What is the meaning of the term radicalization in the Portuguese context?”, or “In the frame of your work, how are characterized the violent/radical behaviours, from young people? What are the manifestations of such behaviours?” The inputs and feedback provided by participants allowed the researchers to refine and complete the results of the study, and to better understand the national reality.

The fact that radicalization does not constitute a direct threat in Portugal makes young people less sensible regarding this question, having the impression that the issue is not a priority and that economical questions have to be treated before talking about prevention of radicalization. In Portugal, an awareness raising campaign seems necessary to make young people conscious about the risks, and thus relevance of the tool proposed by YEIP.

## THE ITALIAN RESEARCH

The need to listen to the opinion of the civil society about the problem of radicalisation and its prevention led to the arrangement of a round table of discussion on the theme, organised by Anziani e non solo and CRID, the 24th of October 2017, in Modena. The meeting was attended by people from the world of university, research, school, politics, associations, volunteering, with a great participation of young people.

Opinions and thoughts emerged from the round table partially confirmed what came to light during the research work and also offered new insights and new readings for the creation of prevention tools and for the subsequent field trials.

- The need to maintain a broad definition of radicalisation that allows also to include the less recognisable forms of extremism.
- The appreciation for the involvement of young people in all steps of the project, in respect of International and European laws and provisions. The right to participation of young people is fundamental to guarantee them the opportunity to feel part of the community and the decision process, not feeling isolated, frustrated and abandoned.
- The need to go beyond the contrast and criminal prevention of radicalisation, experienced in Italy until today, and to address the problem of radicalisation from the point of view of the social prevention.
- The importance of maintaining a multidisciplinary perspective in all steps of the project.
- The need to maintain a positive training approach focused on the communitarian conflict management, which, through the use of knowledge, dialogue and the recognition of the "other", allows young people to build a future life projects based on respect and tolerance principles.
- The need to open the YEIP experimental training also to parents.

# THE GREEK RESEARCH

## INTERVIEWS

The main goal of the interviews was to verify the information collected via the literature review. The most important findings of the interviews were that 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.

## FOCUS GROUP WITH MENTAL HEALTH PROFESSIONALS

The main findings of the first focus group related to the reasons behind youth radicalisation with direct focus on the need for an identity, especially in cases where young individuals are marginalised and excluded from important to them social groups. The authoritative model of detention for offending individuals that exists in Greece was criticised and alternative ways of detention were proposed, aligned with the values of the GLM and restorative justice. The importance of developing feelings of autonomy, agency and responsibility were stressed.

## FOCUS GROUP WITH PROFESSIONALS AND EX-OFFENDERS FROM THE JUVENILE DETENTION CENTRE

A crucial finding from the second focus group was that models based on the values of the GLM work in the case of juvenile detention for those who want to escape criminal behaviour. Such models work only if the offenders are given responsibilities and activities to develop a sense of control, agency and autonomy and only if there is trust between the professionals and the offenders and both are treated as equals. The participation of ex-offenders in the second

focus group gave us an insight in the results of such models, the most important being the development of an identity through access to education and participation in a wide range of activities. Critically, they expressed that through such a model of rehabilitation they were able to maintain a hope about the future and a desire to re-integrate in society.

### FOCUS GROUP WITH YOUNG PEOPLE

The most important finding from the third focus group related firstly to the integration of vulnerable young people (who feel socially isolated or excluded) into society and secondly to the importance of this being an interactive process. One cannot expect vulnerable youth to adapt during an integration process when the society or social group in which they re-integrate does not change itself.

## THE CYPRIOT RESEARCH

To triangulate the findings, the Cypriot research team conducted a national, youth-led policy seminar attended by representatives of the Cyprus public authority representing YEIP (Municipality of Egkomi) as well as experts from research, policy, academia and young people. In particular, the national youth-led policy seminar was attended by representatives of the public authority (Egkomi Municipality) and 22 research and policy experts as well as young people. The two main themes extracted from the seminar were:

Experts from the academic community explained that the role of an active and educated young citizen is an important factor to prevent radicalisation. 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).

Based on the participants' discussions, radicalisation can be countered by providing young people with positive alternative opportunities that will enhance their sense of empowerment. References were made to young people's involvement with athletic clubs and societies as a positive alternative for young people. Skills taught through sport help to empower individuals and enhance psychosocial well-being, such as increased flexibility of thought, self-esteem and respect in relationships with others. 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).

# COMPARATIVE LESSONS

## A NEW ERA OF RADICALISATION

A number of experts in terrorist studies have claimed that post September 11 we have witnessed a new era of security policy, legislation and practice internationally. At least three new facts drive these policies. Terrorists are no longer seen to be acting alone. The attribution of the New York attacks to a single organization (Al Qaeda) told us that terrorist powerful networks do exist. These are not mere cells in random places, but well-funded, highly organized entities that can stand up against some of the world's most powerful nations (including the US). In fact, most of the times, these well-organized entities appear to be one step ahead of national and internationally intelligence. Second, the use of weapons of mass destruction is possible including nuclear and biological weapons. If they can be obtained, then there is no guarantee that they will not be used. Third, terrorism as an act cannot be confined by time, place or nation.

There can be no doubt that the marginalization and violent radicalization of young people in Europe has been rising over the last ten years with the outbreak of the harsh economic crisis affecting the country, the disappointment of young people with the political system, the increase in the number of refugees and immigrants and the lack of structures for their integration. The disadvantage thinking that we have developed as a society pushes them to further marginalisation and exposes them to risks.

Over a relatively short period of time, the way of talking about and working on preventive measures regarding the 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.

Analytically, it is important to develop a sceptical reflexive, and critical attitude towards all forms of simplified categorizations of young people and entities, which risks stigmatizing rather than contributing to effective social pedagogical work. By starting 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.

# A DISTORTED PICTURE

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"[33]. "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 the political extremism (Orsini, 2010)"[34].

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 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.

There is also lack of clarity as to how serious and big the issue of youth radicalisation is. While some member states may have some records of young people arrested for radicalised and extreme behaviour and actions, this is not consistent. 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 divulgated any exact numbers on how many young people have been detected as radicalized in the country[35]. The media has been speaking about "new cases", but no accurate and official numbers are available[36].

# GAPS IN RESEARCH, POLICY AND PRACTICE

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. Furthermore, there is a dearth of work exploring marginalisation and radicalisation of young people and GLM-based prevention at the local and national levels. Restorative Justice does not feature in these initiatives either. Finally, the continuity of these programmes is strongly dependent on various funded programmes and their continuity is uncertain.

The youth led workshops led us to conclude that 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.

[33] Greek research: Ioannou Christina Family and Childcare Centre (KMOP)

[34] Italian research: Tagliani Manuela (Anziani e non solo)

[35] https://www.dn.pt/portugal/interior/daesh-secretas-identificaram-radicalizados-em-portugal-5446568.html

[36] http://rr.sapo.pt/noticia/50805/estado-islamico-recruta-jovens-portugueses-em-lisboa

Despite the recent evolutions regarding the prevention of radicalization, we observe that currently, in schools, the policies and prevention programmes follow either safety logic (e.g. Safe School) or a human rights approach (e.g. Programme Choices, Commission for the Protection of Children and Young People). These do not necessarily involve the concept of positive psychology or the GLM. 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. 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 GLM philosophy. The autonomy let to schools at local level must be explored, to identify the zones where young people are at risk, and establish partnerships with the schools concerned.

"However, due to the specificity of each member state and their reality towards radicalization, the application of the GLM model to the school context and even the online context, will only be possible with some 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. In this context, the implication of young people in the production of the model, as foreseen in the project, is crucial"[37]. 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 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.

"With regards to youth offending institutions, our discussions with professionals who work with ex-offenders, mental health practitioners and young people in Greece indicate that the GLM and restorative justice could help juveniles develop resilience and aspirations".[38]

Taking into account the above, future 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 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 take into account 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 taking into account 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.

## KEY POINTERS FOR NEXT STEPS[39]

- Broad definition of radicalisation, which allows early intervention against all possible forms of violent extremism. Although this study has focused only on the main forms, this does not exclude the presence of other forms of extremism.

[37] Delater, Costa, Santos, Portuguese Research, INOVA+

[38] Greek research: Ioannou Christina Family and Childcare Centre (KMOP)

[39] Italian research: Tagliani Manuela (Anziani e non solo)

- Gender considerations - radicalisation is a process that also involves women either as agents or victims. For this reason, the second phase of experimentation will also have to include this group within the chosen sample which, taking into account the age factor that is particularly relevant for radicalisation.
- Representative sample size, resulting from the use of a broad radicalisation definition and from the variety of analysed radicalisation factors. In fact, it appears that all young people can be considered potentially at risk of radicalisation and the project's main objective must be to enhance their resilience skills and their abilities and qualities in order to build strong social identities to positively cope with the difficulties they face on the path of personal growth.
- Multidisciplinary perspective in all steps of the project.
- Communitarian conflict management - the experimental phase of the project should be based on the communitarian conflict management through the use of knowledge, dialogue and recognition of the "other". The use of restorative practices, such us school mediation, social mediation and intercultural mediation, should be a primary consideration.
- Good practices – restorative justice and GLM-based approaches to radicalisation prevention are a novelty. However, there are already some preventative experiences, including those related to the prevention of mafia, which indirectly refer to the principles of positive psychology and which should be taken into account in the creation of YEIP prevention tools, drawing inspiration from these practices. In specific, some elements are particularly notable: the work on the identity of young people, on their ability to develop critical thinking skills and on their capacity to react to bad situation finding legal strategies and looking for the help of the community; the work on the knowledge, acceptance and ability to dialogue and confront with the "other"; the teaching of human rights principles and their respect; the teaching of fundamental principles provided for in the European Convention on Human Rights and, more in general, of the principle of legality and respect of human life; the work on the sense of belonging to the community and on the need to take an active role in the society; the knowledge of the past as a warning for the future.

As the focus is primarily on young people and youth radicalisation, it is a paramount to ensure this voice is represented through this research. It therefore makes sense to establish control groups who are young people or to ensure that each step is youth led and reviewed by young people.

# TESTING A 7-PILLAR PREVENTION MODEL[40]

A multi-factorial model on youth radicalisation is proposed with seven main pillars. The pillars within the model have been created on the basis of the current state of the art. Although some of these areas are being addressed, they are done so separately, and at different levels of importance. Hence, we recommend a unitary multi-factorial prevention model on youth radicalisation so as to coherently tackle the issue. Considering that policy-makers are still in the process of drafting specific policy protocols on radicalisation we recommend that the following pillars are considered as part of a European Strategy on Youth Radicalisation.

## PILLAR 1: AWARENESS-RAISING AT ALL LEVELS OF SOCIETY

Training programmes to raise awareness of radicalisation in state and local authorities have been put in place across Europe (RAN, 2017). Key individuals include teachers, youth workers, community policemen, child protection workers and healthcare workers. At a societal level, there is need for an initial awareness-raising of radicalisation. As noted by RAN (2016d), family members should also be seen as key individuals who are responsible for identifying and preventing youth at risk of radicalisation. The influence of the family environment determines an individual's resilience to joining extreme social/political groups. Therefore, it is crucial for family members to also contribute towards resisting youth from engaging with such groups, and for providing positive alternatives (RAN, 2016d). Moreover, front-line workers, unlike policy-makers are potentially more able to recognize and refer young people who may be vulnerable to radical-

[40] Patouris, CARDET

ization due to the central role that they have within the state and local authorities. Through a set of tools and educated strategies they can act effectively to prevent youth radicalisation[41].

## PILLAR 2: DEVELOPMENT OF SOCIAL EDUCATIONAL PROGRAMMES IN SCHOOLS

Effective teacher leadership in schools is a key component of preventing and resolving social, religious and/or ideological conflicts among young people. The more equipped the teachers are, the more effectively they can facilitate young people's conflict resolutions, thus supporting and developing diversity and community togetherness in school (Grundkraft, 2015).

## PILLAR 3: PRISON EDUCATION AND TRAINING

Developing prison guards' understanding of the diverse cultural and religious values and behaviours is now absolutely essential to building good rapports with young people prone to radicalisation (RAN, 2015). Prison educational programs seek to empower staff to recognize signs of radicalisation and to address conflict and extremist attitudes of prisoners (KRUS, 2015).

## PILLAR 4: USE OF THE INTERNET

The internet offers radicalisation movement leaders more opportunities to interact with people who otherwise could not have been approach by conventional means. Priority is based on strengthening tools to combat radicalisation on the internet by finding ways to overcome the obstacles to access radicalisation-related websites (Cyprus Police, 2015)[42].

## PILLAR 5: POSITIVE EMPOWERMENT OF YOUNG PEOPLE

The Dutch Presidency of the Council of the European Union highlighted the psychosocial empowerment programs of young people from the Cyprus Youth Organization as good European practice that supports young people in developing their identity. The "Second Wave project", held in Belgium was designed to build young people's sense of empowerment by organizing meetings between young people and police members. Through these meetings young people's critical thinking was enhanced, which resulted in fewer conflicts with the police

## PILLAR 6: PROMOTING OPEN & ACTIVE SOCIETIES

Promoting open and active societies is important in strengthening common EU values and fostering cultural dialogue, mutual understanding and social cohesion[43].

## PILLAR 7: UPDATED LEGISLATION AND POLICIES

National and European legislation needs to be updated to account for the differences between radicali-

[41] This idea is supported by The Network of Religious and Traditional Peacekeepers (2017), which raise awareness of youth radicalisation by promoting training to international organizations, policy-makers, non-governmental organizations and other stakeholders.

[42] A good example of best practice in relation to internet control for the radicalisation of young people is the Estonian Project "Web Constables" (Politsei-ja Piirivalveamet, 2017). Web Constables are police officers who work through the Internet by checking for content related to youth radicalisation on social media (Facebook, Youtube, Twitter, and various other forums). Their aim is to find ways to address and de-radicalize young people.

[43] For instance, The Danish organization "Inside Out" through their "chamäLION" project promoted young people's resistance to extremist groups and ideologies (Inside Out, 2017). The project encouraged active participation of young people on societal challenges by: (1) Participation and orientation (consciousness of diversity / different ways of life, religious beliefs, gender and origin); (2) Identity and acceptance (knowing the strengths and weaknesses of oneself); and (3) Conflict management (Prevention of violence, conflict management, awareness of sentiments and communication skills).

sation, extremism and terrorism. Furthermore, a new set of laws and policies need to be shaped around radicalisation that is informed by youth themselves.

## MY FINAL THOUGHTS

I cannot imagine a world where our sense of justice is measured by how many offenders we incarcerate or indeed how many terrorists we punish and kill. Thinking of my own fears, I understand that priority for public security can overrule a restorative justice or positive response. But the many examples whereby communities came together to heal through a restorative and GLM ethos reassured me that we are not an international society of punishment and control.

I have been a long-standing student of restorative justice and in all my observations of its practices I came to conclude that communities will apply it whether our governments chose to endorse or fund it. For example, in the case of Paris, the French government was swift by declaring a “war on terror” and by putting a ban on public gathering. And yet, what followed was unprecedented. On 11 January 2015, thousands of people from France, Europe and internationally gathered to march against what they saw as a “war on liberties”. Their slogan “Je suis Charlie” showed that there is solidarity and indeed a shared feeling of community and ownership in what happened. It is true that this demonstration did not involve any encounter between victims and offenders and yet its impetus goes at the core of restorative justice. It focused on the positive values of the affected communities and on what binds these communities together irrespective of faith, nationality and economic interests. One could even call this attempt ‘a ritual’. Follow up interviews with the killers’ relatives (and other members of the Muslim community) showed that they have found this ritual to be the most inclusive and constructive act that made them feel part of the solution and no longer the enemy. “The accent was on what unites and not on what divides. We now go a step further and wonder whether a policy inspired by restorative social ethics could contribute to a decrease in terrorism” (Walgrave, 2016).

The Paris demonstration reminded me that the forgotten victim in all terrorist attacks is the community and with it our humanity. But there is no effort to heal this victim who in fact get re-victimised by the follow up “get tough” policies. Every time there is a new terrorist attack, the immediate reaction of politicians, criminal justice agents and the media is to declare war against the terrorists and call for special meetings to toughen up immigration rules, security policies and protocols. Only they forget that ‘was’ by definition should have a time and geographical limit. Terrorism does not understand these barriers.

The road that we have taken as a society is leading young people to becoming more polarised than ever, while the "them" (criminals - terrorists) and "us" (victims) rhetoric dominates political speeches and media presentations (Gavrielides, 2015). And I have to 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 of 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.

Sharing responsibility and the ability to look inside also made me ask whether a public debate and a restorative dialogue for responsibility-taking and reconciliation might indeed be more fruitful than yet another "war on terror" that could take more freedoms away from every-day people including those who are most vulnerable such as those in hospitals, care homes, foster care and yes ... prisons. As I try to visualize a terrorist, I see no face. If I try harder, then I see the terrorist within.

# REFERENCES


Anagnostou, D. & Skleparis, D. (2015). Radicalisaton that may lead to violence. Report by Hellenic Foundation for European and Foreign Policy (ELIAMEP).

Anagnostou, D. & Skleparis, D. (2017). Radicalisaton that may lead to violence. Policy report ELIAMEP, RAD MONITOR PROJECT.

Ana Rodrigues da Costa, (2016) The school also has a role in the prevention of violence. Pais&Alunos Magazine, Porto Editora. https://www.portoeditora.pt/paisealunos/para-os-pais/pesquisa?area=pais&author=Ana+Rodrigues+da+Costa

Andrews, D., Bonta, J. and Hoge, R. (1990) 'Classification for effective rehabilitation: Rediscovering psychology'. Criminal Justice and Behaviour, 17, 19-52.

Bartlett, J., Birdwell, J. and King, M. (2010). The Edge of Violence, London: Demos, 2010.

Berni, V. L. & Roso, A. (2014). 'Adolescence in the perspective of critical social psychology'. Psychology & Society, 26(1), 126-136.

Boncio A. (2017, 25 January). Foreign fighters italiani. Indicatori di rischio e prevenzione, Sistema di informazione per la sicurezza della Repubblica. Retrieved from https://www.sicurezzanazionale.gov.it/sisr.nsf/approfondimenti/foreign-fighters-italiani-indicatori-di-rischio-e-prevenzione.html

BOND, (2015) Engaging Generation Z: Motivating young people to engage positively with international development.

Borum, R. (2011). Rethinking Radicalisation. *Journal of Strategic Security*, 4(4), 1-6.

Casamassima P. (2007). Le nuove Brigate Rosse. In P. Camassina, *Il libro nero delle Brigate Rosse* (pp. 285-334). Roma: Newton Compton editori.

Cass, R. (2010). Creating space for young people's voices; an investigation into the youth-led approach. Youth Voice Journal, 1:1, 4-16.

Centre for Securities Studies (2016). Actions against radicalization and extremism. Information and publicity guide for the public. Counter Radicalisation.

Colinshaw, S. et al. (2004). Time trends in adolescent mental health. Journal of Child Psychology and Psychiatry, 45:8, 1350-62.

Cyprus Youth Organisation (2017). *Cyprus National Youth Strategy*. Accessed from: http://onek.org.cy/wp-content/uploads/ONEK_brochure.pdf on 10/10/17.

Davolio, M.E. m.fl. (2015). *Background to Jihadist radicalization in Switzerland*. Zürich University: School of social work.

Despacho nº 147¬B/ME/96 e pelo Despacho Conjunto nº 73/96 dos secretários de estado da educação e inovação e da administração educativa.

DIICOT. (2017). Raport de activitate 2016. Retrieved from http://www.diicot.ro/index.php/informatii-de-interes-public/raport-de-activitate

Dick, B. (2002). Action research: Action and research http://www.aral.com.au

Dorling, D. (2011). Injustice: Why social inequality persists. Bristol: Policy Press.

Dzhekova, et.al., (2016). *Understanding Radicalisation. Review of Literature*, Center for the Study of Democracy.

Ehsani, M., Dehnavi, A., & Heidary, A. (2012). The Influence of Sport and Recreation upon Crime Reduction: A Literature Review. *International Journal of Academic Research in Business and Social Sciences*, 2, 98-106.

El-Said, H. (2015). New Approaches to Countering Terrorism - Designing and evaluating counter radicalization and de-radicalization programs. 1st Edition. s. l.: Palgrave Macmillan.

European Commission (2008). European Commission Expert Group on Violent Radicalisation, 'Radicalisation processes leading to acts of terrorism'.

European Commission (2015). *The European Agenda on Security*. Retrieved from https://ec.europa.eu/antitrafficking/sites/antitrafficking/files/eu_agenda_on_security_en.pdf

European Commission (2016). *Communication for supporting the prevention of radicalisation leading to violent extremism*. Retrieved 3 September 2017, from http://ec.europa.eu/transparency/regdoc/rep/1/2016/EL/1-2016-379-EL-F1-1.PDF

European Commission (2017). *Security Union: Commission accelerates measures to prevent radicalisation and the cyber threatpou.* Retrieved 3 September 2017, from http://europa.eu/rapid/press-release_IP-17-1789_en.htm

European Forum for Urban Security (2016). *Second Wave Project*. Accessed from: https://efus.eu/files/2016/09/PS_Vilvoorde_SecondWave_ENG.pdf

EUROPOL (2017). EU Terrorism Situation and Trend Report 2017, European Union Agency for Law Enforcement Cooperation. Retrieved from, https://www.europol.europa.eu/newsroom/news/2017-eu-terrorism-report-142-failed-foiled-and-completed-attacks1002-arrests-and-142-victims-died

EUROPOL (2017). EU Terrorist Situation and Trend Report (TE-SAT). Ανακτήθηκε 6 Δεκεμβρίου 2017, από https://www.europol.europa.eu/newsroom/news/2017-eu-terrorism-report-142-failed-foiled-and-completed-attacks-1002-arrests-and-142-victims-died

Faretta E. (2013). Sex offenders, intervista a Carla Maria Xella, Simp. Retrieved from http://www.simpitalia.com/sex-offenders-intervista-a-carla-maria-xella/

Frank, R. H. (2008). The economic naturalist: Why economics explain almost everything. London: Virgin Books.

Gavrielides, T. (2012a) Rights and Restoration within Youth Justice, Witby, ON: de Sitter Publications.

Gavrielides, T. (2014). "Moving Beyond Frail Democracy: Youth-led youth studies and social policy" in (Eds) Kelly, P. and Kamp A., A Critical Youth Studies for the 21st Century, Leiden, Boston: BRILL.

Gavrielides, T. (2015). *The Psychology of Restorative Justice: Managing the Power Within.* Ashgate Publishing: Furnham.

Gavrielides, T. (2015b*). Offenders No More: An Interdisciplinary Restorative Justice Dialogue,* New York: Nova Science Publishers.

Gavrielides, T. (2017). "European democracy in crisis: Building a bridge between participatory and cross-sectoral youth-led policy" in Nico, M. et al. (Eds). Needless in Haystacks: Finding a way for cross sectoral youth policy. Youth Knowledge Book Series. Youth Partnership. Strasbourg: Council of Europe and European Union.

Gavrielides, T., Worth, P., (2014). Another Push for Restorative Justice: Positive Psychology and Offender Rehabilitation, *Crime: International Perspectives, Socioeconomic Factors and Psychological Implications*, Nova Science Publishers.

Ghica, S. (2016). BILANŢ SRI Câţi suspecţi de terorism au fost opriţi la graniţele României, în 2015. Retrieved from http://adevarul.ro/news/eveniment/bilanT-sri-suspecti-terorism-fost-opriti-granitele-romaniei-2015-1_56fab07a5ab-6550cb85c3c1b/index.html

Gough, D. (2006). User-led research synthesis: A participatory approach to driving research agendas. Paper presented at the Sixth International Campbell Colloquium Los Angeles, 22-24 February.

Groppi, M. (2017). An Empirical Analysis of Causes of Islamist Radicalisation: Italian Case Study, *Perspectives on terrorism*, 11(1), 68-76.

Grundkfraft (2015). *Youth Workers Empowered Samples. A Handbook for Youth Workers*: Accessed from: http://www.youthworkersempowered.net/assets/files/GK_March2015_Youth%20Workers%20Empowered_Sample.pd

Gustafsson, L. & Ranstorp, M. (2017). Swedish Foreign Fighters in Syria and Iraq. Bromma: Swedish Defence University.

Hannaoui-Saulais, L. (2015). *Menace within Home-grown Islamic radicalisation in Western Europe: Roots, processes & prevention policies*, MA thesis in European Interdisciplinary Studies, College of Europe, Natolin (Warsaw) Campus 2014- 2015

Herz, M. (2016). *Socialt arbete, pedagogik och arbete mot så kallad våldsbejakande extremism. En* översyn. Göteborg: Göteborgs universitet, Segerstedtinstitutet.

Holt, Tom; Freilich, Joshua D.; Chermak, Steven and McCauley, Clark. (2015). Political radicalization on the Internet: Extremist content, government control, and the power of victim and jihad videos, Dynamics of Asymmetric Conflict, Special Issue, Vol 8 (2).

InsideOut (2017). *chamäLION*. Accessed from: http://insideoutnow.de/angebote/chamae lion/ on 10/10/17.

Knuutila, A. (2010). Punishing costs: How locking up children is making Britain less safe. London: New Economics Foundation

Kommittédirektiv (2014:103). En nationell samordnare för att värna demokratin mot våldsbejakande extremism. Stockholm: Kulturdepartementet.

KRUS - The Supplemental education department at the University College of Norwegian Correctional Services (2015). *Basic Training for Correctional officers*. Retrieved from: http://www.krus.no/getfile.php/2520220.2204.pusywxxcdx/KRUS_ENGLISH_JAN2014.pdf

Mannozzi G. & Lodigiani G. A. (2015). *Giustizia Riparativa. Ricostruire legami, ricostruire persone*. Bologna: Il Mulino.

Maruna, S. (2006). Making Good, Washington, DC: American Psychology Association.

McAdams, D. P. (1994). Can personality change? Levels of stability and growth in personality across the life span. In T. F. Heatherton and J. L. Weinberger (Eds.), Can personality change? Washington, DC: American Psychological Association. 299–313.

McAdams, D. P. (2006). The redemptive self: Stories Americans live by. New York, NY: Oxford University Press.

Ministero della Giustizia (2017). Relazione sull'amministrazione della giustizia anno 2016. Retrieved from https://www.giustizia.it/resources/cms/documents/Relazione_sullAmministra zione_della_Giustizia_2016.pdf

Ministero dell'Interno (2016, 15 August). DAL VIMINALE un anno di attività del Ministero dell'Interno. Retrieved from http://www.interno.gov.it/sites/default/files/modulistica/ferragosto_2016.pdf

Ministero dell'Interno (2017, 1 February). Patto nazionale per un Islam italiano, espressione di una comunità aperta, integrata e aderente ai valori e principi dell'ordinamento statale. Retrieved from, http://www.interno.gov.it/it/servizi-line/documenti/patto-nazionale-islam-italiano

Ministry of Education (2007). Education and Training in Portugal. Ministry of Justice, Transparency and Human Rights, 2017. *Greek Legislation.* Retrieved 2 September 2017, from http://www.ministryofjustice.gr/site/en/Penitentiary-brSystem /Legislation.aspx

Mapham, A. and Hefferon, K. (2012). 'I used to be an offender – Now I' m a defender: Positive psychology approaches in the facilitation of posttraumatic growth in offenders', *Journal of Offender Rehabilitation*, 51, 389-413.

Mattson, C., Hammaren, N. & Odenbring, Y. (2016). Youth 'at risk': A critical discourse analysis of the European Commission's Radicalisation Awareness Network Collection of approaches and practices used in education. *Power and Education*, 8, 251-265.

Μαυραγάνης, Κ. (2015). 19 χρόνια από τη δολοφονία του Τάσου Ισαάκ και του Σολωμοιυ Σολώμου από τους «Γκρίζους Λύκους». Πρόσβαση από: http://www.huffingtonpost.gr/2015/08/11/isaak-solwmou_n_7970102.html

Neumann, P. (2013). The Trouble with Radicalization. *International Affairs*, 89(4), 873-893.

Office of Analysis and Statistics (2015). Cyprus Police - *Annual Report*. Strategic Planning.

Office of Analysis and Statistics (2017). Cyprus Police - *Racism.* Strategic Planning. Accessed from: http://www.police.gov.cy/police/police.nsf/All/CF01EBFBBED89B12C225810100232C70?OpenDocument

Orsini A. (2010). *Anatomia delle Brigate Rosse. Le radici ideologiche del terrorismo rivoluzionario*. Soveria Mannelli: Rubbettino Editore.

Orsini A. (2012). Poverty, Ideology and Terrorism: The STAM Bond, *Studies in Conflict & Terrorism*, 35(10), 665-692.

Orsini A. (2016). La radicalisation des terroristes de vocation, *Commentaire*, 156(4), 783-790.

OSCE – Office for Democratic Institutions and Human Rights (2016). Hate crime reporting 2015. Retrieved from http://hatecrime.osce.org/

OSCE – Office for Democratic Institutions and Human Rights (2017). Hate crime reporting 2016. Retrieved from http://hatecrime.osce.org/

Panaitescu, A. E. (2016). Research Report –Romania, SYNTHESIS Centrul de Cercetare și Educație.

Pereira, A. (2017). *Preventing or repairing the rupture: A restorative justice approach to individual radicalization*. Paper

presented at the International Institute for Restorative Practices (IIRP), Europe Conference 2017 – Dublin. Retrieved from https://www.iirp.edu/images/pdf/wvnj_A_restorative_justice_approach_to_radicalisation.pdf

Πολίτης (2017). Γιατί φτιάχτηκαν οι Γκρίζοι Λύκοι. Πρόσβαση από: http://politis.com.cy/article/giati-ftiachti-kan-i-gkrizi-liki

Politsei-ja Piirivalveamet (2017). *Web Constables give advice on the internet*. Accessed from: https://www.politsei.ee/en/nouanded/veebikonstaablid/index.dot

Presidenza del Consiglio dei Ministri (2015). Relazione sulla politica dell'informazione per la sicurezza. Retrieved from https://www.sicurezzanazionale.gov.it/sisr.nsf/wp-content/uploads/2016/03/Relazione-2015.pdf

Presidenza del Consiglio dei Ministri (2016). Relazione sulla politica dell'informazione per la sicurezza. Retrieved from https://www.sicurezzanazionale.gov.it/sisr.nsf/wp-content/uploads/2017/02/relazione-2016.pdf

Radicalisation Awareness Network (RAN) (2015). *'Dealing with Radicalisation in a Prison and Probation Context Ran P&P - Practitioners Working Paper'.* Brussels: EU Commission. Accessed from: https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we do/ networks/radicalisation_awareness_network/rannews/docs/ran_p_and_p_practitioners_working_paper_en.pdf

Radicalisation Awareness Network (RAN) (2016). EX POST PAPER Family support: what works? Meeting on the Role of Family Support in Preventing and Dealing with Radicalisation in a Family Context, Manchester, UK.

Radicalisation Awareness Network (RAN) (2016d). *'Ex Post Paper. Family Support: What Works? Meeting on the role of family support in preventing and dealing with radicalisation in a family context'* Brussels: EU Commission. Accessed from: https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ ran-papers/docs/ran_ex-post_paper_family_support_2930_september_manchester_en.pdf

Radicalisation Awareness Network (RAN) (2017). Preventing Radicalisation to Terrorism and Violent Extremism: Approach and Practices. Brussels: EU Commission. Accessed from: https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radical isation_awareness_network/ran-best-practices/docs/ran_collection-approaches_and_ practices_en.pdf

Rădulescu, S.M., Banciu, D., Dâmboeanu, C. (2006*). Justiţia restaurativă: tendinţe* şi *perspective* în *lumea contemporană*. Lumina Lex, Bucureşti.

Rame S. (2014, 22 December), *Terrorismo neofascista, arresti in tutta Italia: preparavano attentati*, Il Giornale. Retrieved from http://www.ilgiornale.it/news/cronache/terrorismo-neofascista-arresti-tutta-italia-preparavano-1077746.html

Roy O. (2017). Chi sono i radicalizzati?. In O. Roy, Generazione Isis. *Chi sono i giovani che scelgono il califfato e perché combattono l'Occidente* (pp. 29-50). Milano: Mondadori.

Scottish Prison Service. (2011) The Good Lives (SO) Programme Theory Manual Version 1. Sourced from the internet/ Google.

Sieckelinck, S. & de Winter, M. (2015). *Formers & Families. Transitional journeys in and out of extremisms in the United Kingdom, Denmark and the Netherlands*. The Hague: National Coordinator Security and Counterterrorism.

SigmaLive (2017). Hackers κατέλαβαν την επίσημη ιστοσελίδα της Ελ. Θεοχάρους. Πρόσβαση από: http://www.sigmalive.com/news/politics/468481/hackers-katelavan-tin-episimi-istoselida-tis-eltheoxarous

Sim, J. (1993). Journal of Law and Society, 20(4), 475-478. doi:10.2307/1410214 RAN H&SC meeting on Multi- or

cross-cultural approaches to preventing polarisation and radicalisation 4-5 July 2017 Dublin (Ireland).

Sola E. (2016, 6 September). Terrorismo: arrestati 5 anarchici della Fai, perquisizioni in 9 Regioni, Corriere della sera. Retrieved from http://www.corriere.it/cronache/16_settembre__06/federazione-anarchica-informale-sette-arrestati-digos-c9f20eea-73f3-11e6-b267-7b6 340139127.shtml

'Spose della Jihad' pronte al martirio: una decina le foreign fighters italiane (2016, 7 June), Adnkronos. Retrieved from http://www.adnkronos.com/fatti/cronaca/2016/06/07/sposedella-jihad-pronte-martiriouna-decina-foreign-fighters-italiane_Y36X98DjSzqwF3z7dabq5H.htm?refresh_ce

Szabo, A. (2010). De la justiþţe restaurativă la practici restaurative: aplicabilitate în sfera asistenţei sociale, Revista de asistenţă social, No. 1, 125-147. Retrieved from https://www.researchgate.net

The Network for Religious and Traditional Peacemakers (2017). *Thematic Expertise on Preventing Violent Extremism*. Accessed from: https://www.peacemakersnetwork.org/our-work/thematic-expertise

Thessaloniki Youth Protection Society – EPAH (2016). *Juvenile delinquency: A qualitative approach and good practices for a model of prevention of the EPAH*. Retrieved 5 September 2017, from https://www.researchgate.net/profile/I_Bibou-Nakou/publication/303237301_____Odegos_Kalon_Praktikon/links/5739b8fe08ae9ace840da8d1/Odegos-Kalon-Praktikon.pdf

Tutulan, M. (June 30, 2017). Marincea: Fenomenul radicalizării, în creştere în România. Actualizarea legii terorismului, necesară, Ziarul financiar. Retrieved from http://www.zf.ro/business-international/marincea-fenomenul-radicalizarii-in-crestere-in-romaniaactualizarea-legii-terorismului-necesara-16536812

Ventura, P. Incidence and Impact of Cyberbullying in students in secondary schools. http://cyberbullyingportugal.blogspot.pt

Vidino L. (2014). Il jihadismo autoctono in Italia nascita, sviluppo e dinamiche di radicalizzazione, INSPI. Retrieved from http://www.ispionline.it/it/EBook/Il_jihadismo_autoctono_in_Italia.pdf

Walgrave, L. (2008). *Restorative justice, self-interest and responsible citizenship*. Cullompton: Willan Publishing.

Walgrave, L. (2016). "Domestic Terrorism: A challenge for restorative justice". *International Journal of Restorative Justice*, 3:2, pp. 282-290.

Ward, T. & Brown, M. (2004). The good lives model and conceptual issues in offender rehabilitation. *Psychology, Crime and Law,* 10(3), 243-257. Retrieved from https://www.researchgate.net/profile/Tony_Ward2/publication/247500367_The_Good_Lives_Model_and_conceptual_issues_in_offender_rehabilitation/links/55bbf6cf08ae9289a095795f/The-Good-Lives-Model-and-conceptual-issues-in-offender-rehabilitation.pdf

Ward, T., Fox, K., Garber, M. (2014). Restorative Justice, offender rehabilitation and desistance. *Restorative Justice: An International Journal*, 2(1), 24-42.

Wilkinson, R.G. and Pickettt, K. (2009). The spirit level: Why more equal societies almost always do better. London: Allen lane.

Youth in Focus. (2002). Youth REP step by step: An introduction to youth-led research, evaluation and planning. Oakland: Youth in Focus.

# ANNEX

# YEIP STAKEHOLDER MAPPING - EU WIDE MATRIX

| EXPERTISE | | |
|---|---|---|
| **High** | **A**<br><br>European Commission (Home Affairs and Migration/Security)<br>Europol<br>European Parliament<br>European Council<br>Organization for Security and Co-operation in Europe (OSCE)<br>Global Counterterrorism Forum (GCTF)<br>Hedayah<br>International Center of Excellence for CVE<br>RAND Europe | **B**<br><br>Erasmus +<br>RAN Centre of Excellence:<br>• The Communication and Narratives Working Group (RAN C&N)<br>• The Education Working Group (RAN EDU)<br>• The Youth, Families and Communities Working Group (RAN Y,F&C)<br>• The Health and Social Care working group (RAN H&SC)<br>• The Local Authorities Working Group (RAN LOCAL)<br>• The Prison and Probation Working Group (RAN P&P)<br>• The Police and law enforcement working group (RAN POL)<br>• The EXIT working group (RAN EXIT)<br>• The Remembrance of Victims of Terrorism Working Group (RAN VVT)<br>European Counter Terrorism Centre<br>IMPACT Europe<br>CEP Brussels<br>CHRIS Radicalisation in Schools (up2Europe) |
| **Low** | **C**<br><br>EVS<br>SALTO youth<br>Global Community and Resilience Engagement Fund (GCERF)<br>European Forum for Urban Security<br>Eurocities<br>Sports teams (also Olympic committees)<br>Universities – international centres such as Hague | **D**<br><br>Strategic Communications Advisory Team<br>European Peacebuilding Liaison Office<br>Terra |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**
Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**
This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**
Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**
Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**
**Medium - GREEN**
**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - UNITED KINGDOM MATRIX

| EXPERTISE | | |
|---|---|---|
| **High** | **A**<br><br>London Boroughs Safeguarding Childrens' Boards<br>Department of Justice<br>National Crime Agency<br>National Probation Service<br>Charities such as:<br>- NSPCC<br>- Childline<br>- Active Change Foundation<br><br>CounterExtremism.org<br>International Centre for the Study of Radicalisation | **B**<br><br>ICSR<br>Violence Prevention Network<br>Society for Terrorism Research<br>Educate Against Hate<br>Counter Extremism Project<br>National Intelligence Agency<br>CEOP<br>PCNI<br>Radicalisation Research<br>RUSI |
| **Low** | **C**<br><br>Universities (such as our specific members):<br>• Lancaster University<br>• Durham University<br>• Manchester University<br>• City University London<br>• University of Oxford<br>• University of Exeter<br>• Kings College London<br>• University of Leeds<br>Department of Education<br>Department Further Education<br>Safecampuscommunities.ac.uk<br>Local businesses and legal/professional/health organisations such as:<br>• Reuters<br>• Royal College of Psychiatrists<br>• NHS (CCGs/CNWL) | **D**<br><br>Foreign Policy Research Institute<br>Centre of Religion and Geopolitics<br>Race on the Agenda<br>Home Office<br>Metropolitan Police<br>NPCC<br>NAPO<br>NACRO<br>MOPAC<br>Muslim Council of Great Britain |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**
Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**
This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**
Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**
Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**
**Medium - GREEN**
**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - SWEDEN MATRIX

| EXPERTISE | | |
|---|---|---|
| **High** | A<br><br>Nationella Samordnaren mot våldsbejakande extremism<br>- Myndigheten för ungdoms och civilsamhällesfrågor (MUCF)<br>- Totalförsvarets forskningsinstitut (FOI)<br>- Polismyndigheten<br>- Socialstyrelsen<br>- Säkerhetspolisen | B<br><br>- Segerstedtinstitutet<br>- Länsstyrelsen<br>- Fryshuset<br>- Sveriges kommuner och landsting (SKL)<br>- Göteborgs universitet |
| **Low** | **C**<br><br>- Barnombudsmannen<br>- Statens institutionsstyrelse<br>- Kriminalvården<br>- Skolverket | **D**<br><br>- Statens medieråd<br>- Forum för levande historia<br>- Nämnden för statligt stöd till trossamfund |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**
Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**
This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**
Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**
Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**
**Medium - GREEN**
**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - GREECE MATRIX

| EXPERTISE | | |
|---|---|---|
| **High** | **A**<br>Hellenic Police<br>Ministry of Citizen Protection<br>Ministry of Justice, Transparency and Human Rights<br>Ministry of Immigration Policy<br>Ministry of Foreign Affairs<br>Juvenile reform school of Volos<br>Avlona Youth Offender Institution<br>Volos Youth Offender Institution | **B**<br>Panteion University of Social and Political Studies<br>University of Glasgow<br>Center for Security Studies<br>Hellenic Foundation for European and Foreign Policy<br>Hellenic Arms Control Center<br>ARSIS -Association for the Social Support of Youth<br>Kassavetia Youth Offender Institution |
| **Low** | **C**<br>Administrative Region of Attica<br>Municipality of Athens<br>Municipality of Pallini<br>Central Union of Municipalities | **D**<br>ELIX - Conservation Volunteers Greece<br>Citizens in Action |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**
Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**
This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**
Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**
Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**
**Medium - GREEN**
**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - CYPRUS MATRIX

| EXPERTISE | | |
|---|---|---|
| **High** | A | B<br>• Youth Board of Cyprus (ONEK)<br>• Ministry of Justice and Public Order – Prison Department<br>• Cyprus Police – Crime Combating Department<br>• Cyprus Youth Clubs Organization<br>• International Migrant Organisation<br>• University of Nicosia - Department of Criminology |
| **Low** | **C**<br>• Frederick University - Youth for Exchange and Understanding<br>• Cyprus Immigrant Service Center<br>• Center for Support and Information on Voluntary Return of migrants | **D**<br>• University of Cyprus<br>• European University of Cyprus<br>• Municipality of Agios Athanasios<br>• Ministry of Education and Culture<br>• Municipality of Egkomi<br>• Nicosia Intercultural Center<br>• Cyprus Sports Organization<br>• Centre for Personal Development and Psychotherapy<br>• Saint Athanasios Secondary School<br>• Grammar School, Nicosia<br>• Lyceum Saint George<br>• Lyceum Apostle Varnava<br>• English School, Nicosia Faneromenis Secondary School |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**
Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**
This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**
Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**
Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**
**Medium - GREEN**
**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - ITALY MATRIX

Disclaimer: this matrix was filled-in based on different kind of contributions received until the month of December 2017 to the Italian implementation of the YEIP project. All organizations mentioned in the matrix have contributed to some extent to project development (dissemination, field research etc.) but they have not been consulted regarding the inclusion on this matrix. The assessment of their level of expertise and/or motivation was made by the YEIP Italian team purely on the basis of the information we had and it doesn't necessarily reflect the actual expertise of motivation of the mentioned organizations on the topic of youth radicalization.

| EXPERTISE | | |
|---|---|---|
| **High** | A | B<br>• CRID - Centro di Ricerca Interdipartimentale su Discriminazioni e vulnerabilità (Interdepartmental Centre of Research on Discrimination and vulnerability of the University of Modena and Reggio Emilia);<br>• CSIC - Centro Studi sull'Islam Contemporaneo (Study Centre on Contemporary Islam);<br>• Department of Psychology / University of Bologna;<br>• Eurocrime - Research, Training and Consulting;<br>• Giovani Musulmani d'Italia (youth association);<br>• Intercultural Centre Mondinsieme of Reggio Emilia;<br>• Leon Battista Alberti Association of Torino;<br>• Libera. Associazioni, nomi e numeri contro le mafie<br>• Ministry of Labor and Social Policy - Directorate of Immigration;<br>• Municipality of Reggio Emilia;<br>• RAN (Radicalisation Awareness Network) Italy;<br>• RAN Young Italia;<br>• Save the Children Italia Onlus;<br>• Social Cooperative CEIS of Modena;<br>• UEPE (Office for external penal execution) – Genova |
| **Low** | **C** | **D**<br>- Agorà – consortium of social cooperatives<br>- Amnesty International Parma<br>- Centro di Solidarietà L'Ancora – Solidarity Center<br>- CTS (Territorial Support Center)– Modena<br>- DSS (Social-health care district) 6 – Bormide<br>- DSS (Social-health care district) 4 – Albenganese<br>- Elsa (European Law Students Association) MORE<br>- Liceo Gobetti of Scandiano (High School);<br>- Regional School Office of Liguria;<br>- Sert (Public service for drug-addiction)- AUSL 4 – Chiavarese |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**

Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**

This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**

Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**

Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**

**Medium - GREEN**

**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - PORTUGAL MATRIX

**EXPERTISE**

**High**

**A**

- Universidade Autónoma de Lisboa – Departamento de Psicologia
- Universidade Nova de Lisboa – CESNOVA
- Ministério da Educação – Conselho Nacional da Juventude
- Ministério da Educação – Direção Geral dos Estabelecimentos Escolares
- Ministério da Educação – Instituto Português de Desporte e Juventude
- Ministério da Justiça – Polícia Judiciária
- Ordem dos Psicólogos
- Centro de Acolhimento Temporário Para Crianças em Risco (CAT) Renascer

**B**

- Universidade do Porto - Faculdade de psicologia e de ciências da educação
- Universidade do Porto - Centro de Psicologia da Universidade do Porto
- Universidade do Porto - Centro de Ciências do Comportamento Desviante
- Universidade do Porto - Centro de Psicologia do Desenvolvimento e educação da criança
- Universidade Fernando Pessoa - Departamento de Psicologia
- Universidade Fernando Pessoa - Infância e Juventude em contexto de risco
- Centro de Estudos para a intervenção social
- Centro de investigação e intervenção educativas
- Camara Municipal de Oliveira de Azeméis
- Camara Municipal de Matosinhos
- Ministério da Justiça – Direção Geral da Reinserção e Serviços Prisionais
- Ministério da Justiça – Programa Escolhas
- Ministério da Justiça – Centro Nacional de Apoio ao Imigrante
- Sociedade Portuguesa de Ciências Psicológicas e do Comportamento Desviante
- Public Portuguese schools

**C**

- Ministério da Justiça - Instituto da Droga e da Toxicodependência
- Centro de Estudos Judiciários
- Centro de investigação e estudos de sociologia
- Fundação Calouste Gulbenkian
- Revista Lusófona de Educação
- Revista Educação, Sociedade & Culturas
- Associação Portuguesa de Apoio à Vítima
- Federação Nacional das Associações Juvenis
- Associação Portuguesa de Criminologia
- Federação Nacional de Professores
- Lar de Crianças e Idosos
- Casa das Andorinhas e a Casa do Alto
- Confraria de Nossa Senhora da Nazaré
- Solar do Mimo
- Casa da Luz
- Pelo Sonho - Cooperativa de Solidariedade Social
- Santa Casa da Misericórdia de Lisboa
- Irmandade da Santa Casa da Misericórdia do Bom Jesus de Matosinhos
- Associação A Casa do Caminho
- Centro Jovem Tabor
- Centro de Atividades de Tempos Livres
- Revista crítica das Ciências Sociais

**D**

- Camaras Municipais portugueses

Universidade Fernando Pessoa - Ciências da Educação

- Universidade de Lisboa – Instituto de Educação
- Universidade do Porto – Departamento de Sociologia
- Revista de Psicologia da Criança e do Adolescente

Agência Nacional Erasmus + Juventude em Ação

- Observatório Permanente da Juventude
- Associação dos profissionais de serviço social
- Associação de fraternidade prisional
- Casa do Regaço

**Low** — **Motivation** — **High**

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**

Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**

This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**

Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**

Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**

**Medium - GREEN**

**Low - BLUE**

# YEIP STAKEHOLDER MAPPING - ROMANIA MATRIX

| EXPERTISE | | |
|---|---|---|
| **High** | **A**<br><br>• Directorate General Policies, Strategies and Activities in the Youth field- Ministry of Youth and Sports | **B**<br><br>• Institute of Education Sciences- Ministry of Education;<br>• National Council for Combating Discrimination;<br>• University of Bucharest, Faculty of Sociology and Social Work - Centre for Research and Innovation in Social Services (CCISS)<br>• Babes-Bolyai University-, Cluj- Faculty of Psychology and Education Sciences<br>• West University of Timisoara, Faculty of Sociology and Psychology - Centre for Research and Action on Discrimination and Social Inclusion<br>• Lider just- NGO |
| **Low** | **C**<br><br>Service for Multicultural Dialogue and Diversity- Bucharest City Hall | **D**<br><br>• Centre for Research and Intercultural Communication- NGO<br>• The Civil Society Development Foundation- NGO<br>• UNICEF Romania<br>• Amnesty International Bucharest group<br>• National Students Council- NGO<br>• National Foundation for Youth- NGO<br>• Criminal Intelligence and Prevention Service- The Romanian Police<br>• The Students' Association in Bucharest- NGO<br>•The Centre for Partnership and Equality- NGO |
| | **Low** | **Motivation** **High** |

**Quadrant A (High Expertise/ Low Motivation) SPECIALIZED WITH LOW MOTIVATION:**
Here, stakeholders are considered to have a high level of expertise, but require more organizational-centered initiatives to ensure their engagement.

**Quadrant B (High Expertise / High Motivation) SPECIALIZED WITH HIGH MOTIVATION:**
This is the most important quadrant of the matrix. Here stakeholders are of high importance and can positively and actively influence the project. It is important to develop good working relationships with them in order to ensure they are adequately supported and informed throughout the project.

**Quadrant C (Low Expertise / Low Motivation) NON-SPECIALISED WITH LOW MOTIVATION:**
Although the stakeholders here cannot actively contribute to the project they are still highly motivated to be involved by disseminating and raising awareness of the radicalization of young people.

**Quadrant D (Low Expertise / High Motivation) NON-SPECIALISED WITH HIGH MOTIVATION:**
Those in this category, despite their low or middle level of expertise, are willing to cooperate and actively engage in the project so as to effectively prevent and counter youth radicalization.

**High - RED**
**Medium - GREEN**
**Low - BLUE**

WWW.YEIP.ORG

Co-funded by the
Erasmus+ Programme
of the European Union

Project N° 582946-EPP-1-2016-2-UK-EPPKA3-PI-POLICY

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

9 781907 641480