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

YEIP Youth Empowerment and Innovation Project

The YEIP project in Italy

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PARTNERSHIP

The YEIP project in Italy has been implemented by:

ANS
Anziani e non solo
società cooperativa sociale

An NGO active in the field of education, support to disadvantaged groups and promotion of human rights.

REGIONE LIGURIA

Regional Government (north-west Italy)

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WP1 – «State of the art»
METHODOLOGY

Phase 1 →

investigate the **Italian context** by the means of a **literature review.**

October 2017 →

findings were presented in a **round table** discussion to the attention of a group of 30 stakeholders.

24 October 2017 – Round table at University of Modena and Reggio Emilia, Italy

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WP1 – «State of the art»
RESULTS

Literature review

1. No universally accepted ***definition of radicalisation***.

2. Difficulty in defining ***causes and factors*** that led to radicalisation.

3. Lack of a systematic ***political and legislative mechanism*** for the social **prevention** of radicalisation in Italy. At the same time, the Italian historical-cultural background has allowed to accumulate experience in the field of “crime prevention”.

4. Concerning the **Good Lives Model and positive psychology**, it emerged that Italy has no experience in the use of these tools for the radicalisation prevention.

5. **Restorative justice***:* experiences that use mediation as an instrument of radicalisation prevention already exist, but they could be more implemented.

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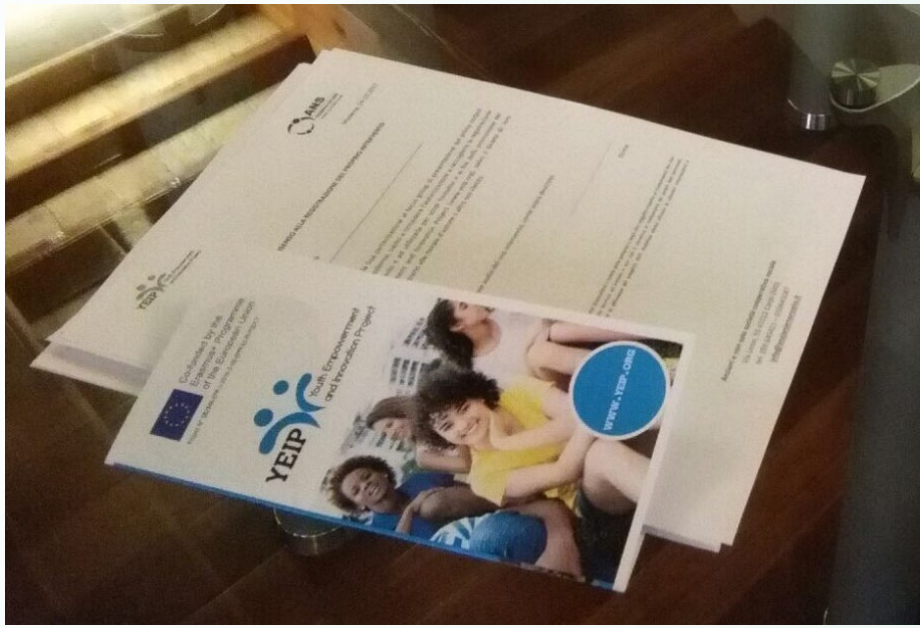
WP1 – «State of the art»
RESULTS

Final consideration after the roundtable:

1. **Broad definition of radicalisation**
2. **Female participation**
3. **Large sample size**
4. **Multidisciplinary perspective in all steps of the project**
5. **Communitarian conflict management**
6. **Good practices**



24 October 2017 – Round table at University of Modena and Reggio Emilia, Italy

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WP2 – «Development of YEIP Prevention Tools»
METHODOLOGY

The **phase 2** aimed to listen to the opinions of young people in School and University environments about the topic of youth radicalisation and marginalisation and their prevention.

The fieldwork research involved:

- **69 young people** aged 16-29
- who participated in a total of 4 focus groups and 53 individual semi-structured interviews
- carried on with the help of the **9 young co-researchers.**

22 March 2018– Training of Young Co-Researchers in Modena, Italy

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WP2 – «Development of YEIP Prevention Tools»

OUTCOMES

Highlighted needs:

- To fill in the **gap of knowledge**
- To train **listening skill** in professionals working with young people.
- To promote activities aimed to **strengthen the personality of young people**, giving space and **implementing their own individuality**, to encourage them to oppose to wrong messages.
- To teach the skills of **respectful listening and discussion** through regulated moment of dialogue and respectful debate, **mediating conflicts** occurred through **restorative principles**.
- To stimulate **critical thinking** that allows to question mass thinking, recognising when information and behaviour are not correct.

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WP3 – «Field Work Experimentation» METHODOLOGY

- Phase 3 aimed to **test the YEIP GLM-based policy intervention** by conducting field trials following capacity building of professionals using the tools previously constructed in the School and University environment.

- **Training sessions for professionals** (school and university professionals) and policy makers were offered between December 2018 and March 2019.
- **97 professionals** working in schools and universities took part on the training.

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WP3 – «Field Work Experimentation» METHODOLOGY

- High school and university **students of the professionals who participated in the training have then been assessed** before and after the professionals' training. This group of students, named intervention group, was compared with a control group (i.e., students of professionals who did not receive the training).

- The aim was to **test whether a change (i.e., improvement) occurred** in the intervention groups within the two environments, which **was superior** to that eventually occurred in the control group.

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WP3 – «Field Work Experimentation» METHODOLOGY

- **Selected instruments** responded by participants in both the intervention and control groups were the following:
  - the **Psychological Well-Being Scales** (Ryff & Keyes 1995)
  - the **Brief Resilience Scale** (Smith, Dalen, Wiggins, Toolwey, Christopher, & Bernard 2008).

- A total of **39 high school students** gave their consent and completed the first assessment (56.4% female, mean age 16.7 ± 0.6) – **16 completed the post-assessment**

- A total of **28 University students** gave their consent and completed the first assessment (85.7% female, mean age 22.0 ± 3.2) – **6 completed the post-assessment**

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WP3 – «Field Work Experimentation» RESULTS

High school students:

- High school students of the intervention group showed a tendency towards **slight improvements** in most of the assessed dimensions of well-being as well as in global well-being and resilience

- High school students of the control group instead **showed slight decreases** in well-being dimensions and in global well-being, and an increase in resilience that was nonetheless smaller than that of the intervention group.

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WP3 – «Field Work Experimentation» RESULTS

University students

- University students of teachers who received vs. did not receive the training: both showed a significant decrease in most of the assessed dimensions of well-being as well as in global well-being.

- Altogether, it seems that training University-level teachers with the YEIP programme does not enhance students' well-being and resilience. This might be attributable to the small number of students (n = 6) in the intervention group, or to **a much less personalised relationship between teachers and students at the University level compared to the high school level in Italy.**

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RECCOMENDATIONS – NATIONAL LEVEL

- Level of awareness on how to prevent youth radicalisation is still low → training opportunities and tools such as **YEIP** seems to have a **positive impact** in increasing knowledge and awareness and in promoting the adoption of new approaches.

- **Teachers and educators can really make a difference** in promoting well-being and resilience of youth which are protective factors against radicalisation.

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RECCOMENDATIONS – NATIONAL LEVEL

In terms of policy it is therefore advisable to:

- **Invest in the education** sector, increasing opportunities especially for marginalised youth
- **Investing in training youth workers, teachers and educators** to the principles of **active listening, positive psychology and empowerment**
- Encouraging universities and higher education institutions to **promote programmes and activities** to provide **counselling and social support** to their students
- **Universities and research organizations** should be encouraged **to study the phenomenon** of youth radicalisation at national level.

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RECCOMENDATIONS – EUROPEAN LEVEL

- The **European Commission**, through its funding programmes, increases its support to the **development of projects and programmes** based on the **principles of positive psychology, empowerment and inclusion of marginalised youth**;

- The **European Commission** continues to **promote awareness** and mutual learning among public authorities working with youth to improve the capacity of policy makers to **understand the phenomenon of youth radicalisation** and **enact preventive actions at local level**;

- **European level networks** working in the **field of prevention of radicalisation** and support to marginalised groups **should be supported** in order to improve their actions.

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THANK YOU FOR YOUR ATTENTION.

ANY QUESTION?

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