On the 29th January 2020, the conference brought together all our partners including the public authorities that took part in YEIP, as well as young people, decision makers and scholars from across Europe. Through keynotes and workshops, we debated solutions, identified best practices and created much needed space for discussion and networking opportunities. This conference focused on young people, aiming to push barriers for European and national policy making and practice through the presentation of evidence-based solutions, giving a platform to voices that are rarely heard to lead on the debates that affect them. The conference also launched the e-book which published the results and evidence from the project including the views of over 3000 young people and professionals on the issue of youth violent radicalisation and what works for policy and practice.

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https://yeip.org/yeip-final-conference-london-2020/
NEW DIRECTIONS IN PREVENTING VIOLENT YOUTH RADICALISATION
COMPARATIVE AND SUMMARY FINDINGS FROM THE YOUTH EMPOWERMENT AND INNOVATION PROJECT

The new evidence in the discourse of violent youth radicalisation show a link between discrimination and the underlying pull and push factors that lead to extreme ideologies. Although there are differences in the shapes and forms that the phenomenon takes in the project countries and across Europe, there is a common thread characterising the paths to violent radicalisation.

VIOLENT YOUTH RADICALISATION IN THE UK

LOOKING AT THE ISSUE IN UK SCHOOLS

In the UK, the YEIP project was completed in four fields of interest, namely; schools, prisons, universities and online. The IARS International Institute delivered the project in schools, and our partners, Khulisa and Buckinghamshire New University, implemented the YEIP project in prisons and universities respectively. This report summarises the key findings from the three work packages in the selected environments and provides recommendations on national and European levels. The first of these work packages, WP1, consisted of a literature review of the existing state of the art for dealing with violent radicalisation in the UK and the use of positive approaches such as the Good Lives model (GLM) and restorative justice in current practice. Among the chief findings were that there needed to be a clearer definition of radicalisation, a review of current practices using primary data should be carried out, and that this research should be youth-led and youth-reviewed. WP2 built on this to develop new tools that could be used in schools, universities and prisons. This was done through carrying out fieldwork in the three environments. Central to this was the use of innovative youth-led research with young people themselves taking the role of researchers. WP2 had two aims. Firstly, to test the underlying hypothesis of the YEIP policy measure through qualitative and quantitative research. Secondly, to construct the tools that will implement YEIP’s policy measure (i.e. the YEIP PREVENT model/ intervention and toolkit). Some of the key findings included that young people had very different views on their own circumstances and prospects. However, they all agreed that education, relocation, or having more control over their future were some of the key solutions to their problems.

LOOKING AT THE ISSUE IN UK SCHOOLS: sought to test the toolkit developed in the field trials through capacity building of professionals working in the selected environments in the UK. The key findings from the training included that professionals felt more secure in their knowledge of radicalisation and preventing violent youth radicalisation and they reported increased confidence in working with young people who may be at the risk of radicalisation. Among the main findings were the professionals’ increased capacity and confidence in their knowledge.
and ability to work with marginalised young people. Similarly, the target group of young people considered themselves significantly more resilient in comparison to their peers. An important aspect of the work undertaken was an innovative focus on participatory youth-led research. This was done through a number of ways. In WP1 a youth-led focus group took place in the UK facilitated by trained young professionals and coordinated by IARS. In WP2 primary research was carried out schools by teams of young researchers recruited and trained by IARS. Finally, WP1-3 and their findings were subject to review by the IARS Youth Advisory Board, comprised of young volunteers aged 15 – 25 from different backgrounds and circumstances, as well as the Women’s Advisory Board.

LOOKING AT THE ISSUE IN UK UNIVERSITIES

In 2006 in the UK, the introduction of the Prevent Agenda sought to prevent violent radicalisation by taking steps to prevent it early on. In 2015, the Counter-Terrorism and Security Act included Universities under section 26(1) and imposed a legal duty on universities to “have due regard to the need to prevent people for being drawn into terrorism” (Counter-Terrorism and Security Act, 2015). It is in this context that it was vitally important to look at alternative strategies in combatting violent radicalisation. Bucks New University acted as a partner in YEIP helping to design the Research Protocol and by delivering work packages 2 and 3. Work Package 2 sought to test the hypothesis of the YEIP policy measure within Bucks New University through qualitative research involving one focus group and 6 interviews conducted with university students to understand their views and experiences around issues of violent radicalisation, identity and wellbeing. The results demonstrated a significant difference in the opinions of white British students and those from other ethnic or immigrant backgrounds. The aim of the focus group and face to face interviews conducted in the UK university was to complement the data collected in other target institutions collected in the UK and in the other countries participating in this project. Work Package 3 sought to deliver training to university staff involved with young university students to create awareness of Positive Psychology and the Good Lives Model as alternative strategies to counter violent radicalisation. The findings indicated that out of the staff who were trained, a significant number were more open to using Positive Psychology and the Good Lives Model as tools to counter violent radicalisation. Students who had contact with staff who were trained using the YEIP training package showed a slightly higher result in their well being scores as compared to a control group of students who did not interact with staff who did the training. While the results with professionals were encouraging, the positive result of impact on students was only marginal indicating perhaps the need for revising the training modules to increase their applicability.

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

Following the successes of various ad hoc UK projects that were associated with adopting Restorative Practice, Positive Psychology and the Good Lives Model in offender rehabilitation, the Youth Empowerment and Innovation Project (YEIP) has sought to extend the use of these principles to design a policy measure to enhance young people’s inclusion and minimise the risk of violent radicalisation. Khulisa was selected as one of the environments where the YEIP Policy Measure would be piloted. Analysing the implementation of the YEIP research findings in the English criminal justice system, this chapter has a specific focus on the 3rd work package of the project during which 43 professionals were trained in the YEIP methodology. The impact of this training was then analysed over the course of 4 months using unobserved (evaluations analysing professionals’ knowledge of and attitudes to radicalisation and youth involvement) and observed trials (evaluations analysing the wellbeing of prisoners working with professionals trained in the YEIP methodology). The results and recommendations from the YEIP Policy Measure in youth offending institutions are presented in this summary chapter.
VIOLENT YOUTH RADICALISATION IN ITALY

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

VIOLENT YOUTH RADICALISATION IN GREECE

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

VIOLENT YOUTH RADICALISATION IN CYPRUS

This chapter describes the youth-led research conducted in Cyprus as well as our findings over the 3-year project period. The mixed-methodology adopted comprised of both quantitative and qualitative research conducted by a total of 16 young researchers. The report describes the three stages implemented in Cyprus. The research in Cyprus was implemented in two environments: a secondary school (11-15 yrs) and a Youth Migrant Centre (accommodating unaccompanied young migrants), in which a total of 103 young Cypriot students and 38 young migrants took part, respectively. As part of Phase 1, qualitative data showed that the Cypriot youth discussed the role of family, school and society, the need for personal empowerment, and the importance of open-dialogue. On the other hand, the migrant youth discussed the role of education, the importance of religion, and the need for open discussions. As part of Phase 2, there was a total of 28 secondary school educators and 10 youth migrant workers trained on the YEIP Intervention Model. After a 4-month follow-up period, the young Cypriot students demonstrated an increase in Environmental Mastery, Personal Growth, Positive Relations and Self-Adherence in relation to the control group which shows that well-being is a factor that can be enhanced using the YEIP Intervention model. Additionally, the YEIP Intervention Model resulted in a two-fold increase in the number of professionals agreeing that youth-led solutions are missing from policy and practice of youth violent radicalisation in Cyprus. 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national 75 INTRODUCTION This chapter was written in the context of the YEIP project: Youth Empowerment and Innovation as implemented by CARDET in Cyprus. It focuses on research conducted for three
work packages (WPs) on youth radicalization. Prior to YEIP, there had been no research conducted on violent youth radicalization in Cyprus and therefore no official statistical reports available. According to the Cypriot national Office of Analysis and Statistics (2015), however, there have been increases in young people's racism, intolerance and hate crime, all of which are tendencies related to violent radicalisation. The latest policy paper by the Youth for Exchange and Understanding Cyprus (YEU, 2017) regarding social solidarity found that Cyprus has the following issues: - insufficient information & multiple sources of misinformation that recreate long-held prejudices from mass media - non-promotion of multi-cultural education in schools - lack of expert staff that can handle migrants' rights - lack of multi-cultural campaigns in schools that promote diversity and awareness. In relation to intercultural education policies, these have been largely restricted the linguistic 'needs' of young migrants. In this regard, cultural difference is perceived not as a social condition but rather as a migrant condition which refrain actions to address structural racism and inequality (Gregoriou, 2009). The European Commission against Racism and Intolerance explains that Cyprus has yet to take actions to integrate non-nationals in the community context (ECRI, 2016). In terms of moving forward, the Cyprus Youth Organisation (2017) has highlighted that the Youth Strategy 2017-2022 will focus on offering cultural and educational opportunities and empowerment to young people so that they can reach the maximum of their potential and develop their strengths and talents. It is therefore crucial that for the Cyprus context the research takes place in environments that include both Cypriot and migrant youth (i.e. Secondary Schools and Youth Migrant centres) so as to consider the perspectives of both groups on contributing factors related to violent youth radicalisation. YEIP aims to adopt a multi-disciplinary approach and puts forward an evidence-based, youth-led policy measure that will address the KA3 PT7. The research conducted in Cyprus was implemented in alignment with the EU Youth Strategy's objective of understanding and preventing the factors that can lead to young people's social exclusion and radicalisation. and European research. As supported by the Good Lives Model, policy-makers and professionals should emphasise youth well-being as part of measures directed towards prevention of youth radicalisation. The YEIP Intervention Model resulted in a twofold increase in the number of professionals agreeing that youth-led solutions are missing from policy and practice of youth radicalisation in Cyprus. Our conclusions direct focus towards Youth-Led Radicalisation Awareness Campaigns and establishing dialogue as a form of enhancing critical thinking.

VIOLENT YOUTH RADICALISATION IN SWEDEN

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

VIOLENT YOUTH RADICALISATION IN PORTUGAL

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

**VIOLENT RADICALIZATION OF YOUTH IN ROMANIA**

This final report provides an overview of the learnings and practical results of the The Youth Empowerment and Innovation Project (YEIP) project in Romania, a three-year youth-led programme funded by Erasmus+. The project aimed to design a youth-led, positive policy prevention framework (YEIP PREVENT model) for tackling and preventing the marginalisation and violent radicalisation among young people in Europe based on the meaningful contribution of restorative justice, positive psychology and the Good Lives Model.

The report sheds light on the results of the youth-led research conducted by 16 researchers involved in the three phases of the project: 1) building the foundations by giving an overview on the situation of violent radicalisation in Romania from both a legal and policy prevention view; 2) Building and testing the YEIP tools based on the views of 71 young students and migrants in three different selected environments namely schools, university and migration and 3) testing the YEIP’s Prevent Model through field trials carried out in Romania in the selected environments, following the capacity building of 64 professionals on YEIP model and the improvement of wellbeing and resilience among 43 students and 26 young migrants. Moreover, it provides insights on the dissemination of the YEIP model among 24 policy makers and Romania and other actors at the EU level. The last part includes critical reflections and recommendations base on the project findings and their implications at the national and EU levels.
Professor Theo Gavrielides, YEIP Scientific Coordinator and The IARS International Institute Founder & Strategic Leader. Watch his interview on RT.com

Bucks lecturers contribute to ‘groundbreaking research’ on youth radicalisation across Europe (bucks.ac.uk)

Priti Patel’s plan to tackle radicalised youth is so flawed it’s mad, says study (The Guardian)

Patel’s plan for radical youth is madness, say psychologists (The Observer)