WP2 FIELDWORK

The Analysis of Italian data
Young researchers from both school and university environments -> the choice reflects the different needs and ways of thinking of students

- **SCHOOL**
  - 4 students aged 16-17 -> 2 males and 2 females

- **UNIVERSITY**
  - 5 students aged 20-26 -> 2 males and 3 females
Collaboration with the Law Department of Modena and Reggio Emilia University
- School chosen identified a class available -> students of the class voted democratically the young researchers

**UNIVERSITY**
- Collaboration with CRID – Interdepartmental Research Centre on Discrimination and vulnerabilities -> call for researchers spread inside of the university world
- Social networks -> call for researchers spread outside of the institutional channels
TRAINING RECEIVED

• Bases of social research: scientific method, qualitative and quantitative research, focus group and interviews

• Ethic in the research, including confidentiality and anonymity

• Young people’s right to participate and youth-led method
Training and research path evaluation was overall very positive

**TRAINING**
- 7 students gave the point 5, 2 the point 4 and 1 the point 3 (scale from 1 to 5)
- Most appreciated = use of mix-method of theory and practice

**RESEARCH PATH**

*School*
- YEIP project has been evaluated positively
- They were really happy to take part in the project
- They appreciated conducting focus groups and interviews

*University*
- Waiting for students feedbacks

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

RESEARCH METHODOLOGY AND SAMPLING

- **51 young people** aged 16-29, including students of foreign origin
- **3 schools** and **3 universities**
- **4 focus groups**
- **53 individual semi-structured interviews**
- Approval of the **bioethics committee of the Bologna University**: 14th of March 2018
- All participants signed an **informed consent form**
- 18 students aged 16-17 in 2 focus groups
- 28 students aged 16-18 in individual semi-structured interviews
• **UNIVERSITY SAMPLE**

- Students coming from different Italian Regions
- **22 university students** and aged 19-29 in 2 focus groups
- **25 university students** in individual semi-structured interviews
KEY FINDINGS

FOCUS GROUP

Definitions
• U & S -> confusion about radicalisation and extremism
• S -> radicalisation and extremism associated to ISIS
• U -> radicalisation and extremism associated to religious and political issues, not only to ISIS

INTERVIEWS

Definitions
• U & S -> lack of clear knowledge about radicalisation and extremism
• U & S -> typologies of radicalisation more variegated (political, religious, ideological, ISIS, etc.)
Identity and Belonging

- S -> many do not feel part of the State and think Italy is a closed country, narrow-minded, with discriminatory attitudes against foreigners
- S -> Young people are not interested in politics because of the lack of a positive example in adult figures (also adults are not interested), and because of the school system
- S -> knowing the culture of origin is important, however, it can influence young people in a negative manner

Identity and Belonging

- U & S -> identity firstly associated with family. Identity = humanity, sensitivity, listening, helping other people, respect
- U & S -> belonging to Italy, or rather to the city or the Region where they live, but also to the family group and friends group
- U & S -> “being Italian” = to be born in Italy, to know Italian language, history and traditions, and to have Italian values, mentality and way of life
- U & S -> creating a sense of belonging = initiatives involving individuals in the community; making people feel accepted and appreciated
**FOCUS GROUP**

**Values, self-concept, self-esteem**

- S -> **values** = loyalty, family and friendship. These values could help young people to counter radicalisation
  U -> respect, sincerity and freedom

- S -> “**right and wrong**” depends on personal background
  U -> based on education received

- S -> **anger** = falsehood, lack of respect, contradiction, personal failures and selfishness. A strong anger feeling could bring people to commit extreme gestures
  U -> lack of respect, contradiction, rudeness and violence

- S -> **happiness** = personal successes, freedom, being loved and love, feel good about themselves. Happiness is “contagious”.
  U -> knowing new things and, in particular, help other people

**INTERVIEWS**

**Values, self-concept, self-esteem**

- S & U -> **values** = honesty, sincerity and respect; family and friendship; education; justice and democracy; tolerance, helping other people

- S & U -> most are **happy to be what they are**

- S & U -> many think **to be good at helping other people**, studying and following their passions

- S & U -> things that could **improve life** = having more time, having more self-esteem and self-confidence, realise themselves

- S & U -> **anger** = injustices, intolerance and prejudices, dishonesty and disrespect

- S & U -> **happiness** = in particular, family and friends
  S -> being listened and not being unfair treated

- U -> realising their life objectives and helping other people

---

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

Recognising and Challenging Extremist Messages

- **S -> causes:**
  - Need to belong to something and identify with something
  - Influence of a culture and of the family education
  - To follow a group for feeling accepted
  - Social exclusion (opinion contrasted) and insecurity
  - Anger turned into evil
- **U ->** also talked about psychological problems, need for attention, request for help, need to outsource something felt inside.

- **S -> solutions:**
  - Use of dialogue with the purpose of showing other perspectives
  - Giving a general knowledge about radicalisation
  - Trying to involve people in society

INTERVIEWS

Recognising and Challenging Extremist Messages

- **S & U -> solutions** against radicalisation:
  - Occasions of open talking and discussion
  - Giving to young people the possibility to talk about their problems
  - Improving the education and teaching the critical thinking
  - Not excluding
  - Learning the respect and feeling respected and involved by authorities
  - Being happy knowing yourself and finding a way to express yourself
  - Removing wrong believe showing different points of view
  - Paying attention to the terminology used and how the information is spread

Co-funded by the Erasmus+ Programme of the European Union
Recognising and Challenging Extremist Messages

S -> Voluntary work represents the primary way to be active in the society. Many think it is important to be a positive example for other people

U -> being an active part of the society = voluntary work, helping other people

About 20 school students on 28 and 21 on 25 in the university affirmed they have been unfair treated or even discriminated in particular in middle school

U -> active role in the society:
- About 13 students -> voluntary work, exercising the right to vote, having a job
- About 9 students -> not active because they don’t have time, or they don’t want to be

S -> active role in the society:
- About 12 school students -> voluntary work, acting positively in the little things of the life
- About 10 students -> not active because of the study or because they don’t have the age for voting
Community/Environment

- S & U -> landmarks = family and friends
- S -> additional landmarks = school. Negative consideration of society = in Italy there is no justice and tolerance

Focus Group

Interviews

Community/Environment

- S & U -> landmarks = family, friends group and school context. These contexts could negatively influence young people, in particular friends group
- S & U -> they feel safe in the city where they live
- S & U -> to help young people engage as citizens and lead positive lives are:
  - Involving young people in every context
  - Creating initiatives, dedicated places and opportunities
  - Listening to youths, creating dedicated help desk
  - Improving school environments
  - Enhancing merit
**FOCUS GROUP**

**Life Aspirations and Goals**

- **S -> support by institutions** for achieving life goals:
  - To feel more listened, supported and understood
  - Society that looks at all people in the same way, giving more to those with difficulties
  - More knowledge on political issues

- **U -> support by institutions** for achieving life goals:
  - Absence of the State
  - More stimulus, help, support and encouragement in study
  - New opportunities (job, activities and spaces dedicated) and certainties

**INTERVIEWS**

**Life Aspirations and Goals**

- **S -> achieving goals:**
  - More support in the study,
  - Initiatives dedicated to youths
  - Having more access to information

- **U -> achieving goals:**
  - More job opportunities and support
  - More meritocracy and equity
  - More opportunities for discussion and personal growth

- **S & U -> Most think to have a total control or a partial control on their destiny**
1. Especially school students ask to be listened by adults and to be involved in the society
2. Family is extremely important for Italian students, but also friends group
3. Many students felt unfair treated or even discriminated, in particular during the school period (meddle school)
4. Many students are not conscious that is possible to be active in the society before working or before having the voting right --> primary ways to be active in the society are the volunteering and the socially engaged job
5. Many students ask for a tolerant and equal society --> radicalisation and violence could be countered with dialogue and confront, teaching the respect and the critical thinking
6. Mostly young people need to feel accepted and appreciated
7. Students need to live in a society that permits them to live happily because:

“if a person is happy he/she will never commit extremist acts”
RECOMENDATIONS

• GENERAL

1) To fill in the gap of knowledge (use of Cineforum, videos, images and testimonies of authors and victims for stimulating young people concentration, interest and empathy)

2) To teach respectful listening and discussion (regulated moment of dialogue and respectful debate)

3) Teaching how to mediate conflicts (use of Forum Theatre and mediation restorative practice)

4) To stimulate critical thinking that allows to question the mass thought

5) To promote activities aimed to strengthen the personality of young people, giving space and implementing their own individuality (activities based on positive psychology)

6) Training professionals on radicalisation, make them able to listen and taken into consideration young people opinions, to mediate conflict and to implement personal skills of youths

7) Approaching professionals to non-formal and media education
1) **to strengthen the non-formal education** as moment of personal growth of young people

2) **To implement strategies** that allow developing the responsibility, the leading role in the society and the citizen attitude in young people

3) **To institutionalise moments** of listening for young people and give them space of expression in the society
1) Defunding a **culture of youth participation and protagonism**

2) Defunding **knowledge on radicalisation and marginalisation**

3) Spreading a **culture of tolerance, dialogue and knowledge of the “difference”**
THANK YOU FOR YOUR ATTENTION

Contacts:
yeip@anzianienonsolo.it
progetti@anzianienonsolo.it