



**8<sup>TH</sup> IARS ANNUAL INTERNATIONAL CONFERENCE  
ADDRESSING VIOLENT YOUTH RADICALISATION  
IN EUROPE**

# BOOK OF ABSTRACTS



[WWW.YEIP.ORG](http://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.

# 1. TERRORISM AND RADICALISATION IN GREECE: NIHILISM AND THE EXTREME LEFT

## ABSTRACT

In the discussion of Terrorism and Radicalisation, Greece represents an outlier case. Terrorist attacks in Greece are numerous, targeting mainly structures and properties, with minimal casualties. According to the TE-SAT report (2019) Greece is one of the countries that report consistently high numbers of arrests annually, ranking currently 9th in Europe. The average prison sentence for a person convicted on terrorism-related offences in Europe is 7 years, however Greece is radically different, with convicted individuals receiving 20 years and life sentences. The severe penalties for convicted terrorists have not impacted the societal perceptions of terrorism, or new individuals becoming radicalised. The ideological background of these individuals are politically rather than theological, with religious or jihadi terrorism being unrepresented in the arrests. Further in contrast with Northern Europe, the political motivation of radicalised individuals are leftist or nihilist. In this presentation, the political and economical factors contributing to radicalisation will be analysed, the counter-terrorism measures will be presented and finally, how the behavioural factors of the individuals contribute to radicalisation will be discussed. Finally, recommendations will be provided on how the Hellenic cases of terrorism can be applied on more traditional presentations of terrorists, such as jihadis.

# 2. RELIGIOUS STUDIES AT THE OPEN UNIVERSITY: ADDRESSING RELIGIOUS LITERACY THROUGH TEACHING AND RESEARCH

## ABSTRACT

In this paper I explore the role of the Religious Studies department in the contemporary university. Using my own department as an example, I describe how we engage diverse publics through our teaching, research and wider outreach activities to promote religious literacy. Our approach to religions is inter-disciplinary and socio-historical, allowing students to understand the complex ways in which religions are implicated in issues from colonialism, capitalism to climate change, shaping our experiences, ideas and practices around historical memory, debt and money to nature, among others. We do not shy away from controversial topics such as terrorism because our approach to religious literacy provides our students and wider learning communities with the tools and skills they need to discriminate between fake news and facts to understand the complexity of our religiously diverse, shared world and the importance of evidence-based discussion in contemporary debates about religions and wider society.

**Eleni Fotou**

*University of Thrace  
from VIA-STOP, Institute  
for the Prevention &  
Treatment Violence and  
the Promotion of Gender  
Equality*

**Dr Paul-François  
Tremlett**

*The Open University*

### **3. PRESENTATION TITLE: "DE-RADICALISATION EFFORTS FROM A PRACTITIONER'S PERSPECTIVE"**

**Emad Al-Ebadi**

*Iraqi Welfare Association*

#### **ABSTRACT:**

#### **BACKGROUND AND SOLUTION**

As a leading community association based in central London, we have been involved extensively with youth Groups (ages 8-18 years), through various programmes and activities. Mainly Summer camps.

Most of our youth are from the Shiaa Faith of Islam, and the teaching of the faith is against violent and abuse, this is demonstrated through the life and teaching of our Imams.

During the 18<sup>th</sup> century the Western Powers (mainly; Britain, France, Italy ) has occupied Muslim and Arab countries, this has inflicted lasting hate and conflict, which was not helped by the reactions of these occupying nations after liberation. Unlike to the positive behaviour between Germany and Britain and France.

The world has changed so much since the second world war, and the whole world became a ((Global Village)).

Another important factor in the roots of Radicalisation, is the continuous weste

rn support to the state of Israel, this has created hate between Arab and Muslims who are born and living in the WeThere is no magic solution to these deep rooted problems, but both sides must work together in partnerships and mutual respect to improve trust and respect and build up better and safe communities

#### **IRAQI WELFARE ASSOCIATION ROLE**

Over the past 25 years, we have been working hard on this delicate subject, we have developed a constructive strategy to develop Youth understanding and to positive contribution to the larger society her in the United Kingdom

We succeeded in preventing Iraqi Youth in joining terror groups, such as AlQaeda and ISIS, This is reflected in the police records of the nationality and background of those who joined these terror groups.

### **4. YEIP IN ITALY**

**Maria Cantiello**

*Anziani e non solo scs*

#### **ABSTRACT:**

This chapter analyses progresses and results of the Italian research, along YEIP's three years. Furthermore, the report presents final findings from the WP3 phase of the project, aimed to experiment YEIP prevention toolkit with professionals working with young people, in the university and school context. We also reflect on the project's findings with Italian policy makers including the YEIP partner public authority. YEIP aimed to change all these stakeholders' approach towards

youths, influencing their prevention strategies and practice for violent radicalisation. The objective of this chapter can be summarised as spreading suggestions and recommendations for national and EU bodies for the prevention of violent youth radicalisation, starting from the lessons learned thanks to the youth-led YEIP research.

## 5. YEIP IN CYPRUS

### ABSTRACT:

The research in Cyprus was implemented by 16 young researchers 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. Alternatively, the Migrant youth discussed the role of education, the importance of religion, and the need for open discussions. At Phase 2, a total of 28 Secondary School educators and 10 youth migrant workers were 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. 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 to enhance critical thinking.

## 6. YEIP IN PORTUGAL

### ABSTRACT:

Preventing violent radicalisation is one of the relevant challenges Europe is currently confronted with. Although much work is already being done there are gaps to fill and education, training and youth policies have a vital role to play by fostering equality, social cohesion, nurturing mutual respect and embedding fundamental values in society. YEIP project responds to the call for exploring new and innovative methods and approaches to prevent violent radicalisation. Built-on a youth-led approach, YEIP is founded upon the Good Lives Model, Restorative Justice and Positive Psychology.

YEIP is structured on building blocks, i.e. groups of activities to be implemented by partners (research organisations, municipalities and NGOs) together with young people, professionals from four settings (schools, universities, youth offending institutions and online) and policymakers, in seven countries. This document reflects the activities performed in Portugal and presents the findings of i) the state-of-the-art and mapping of stakeholders, ii) the youth-led research that supported the construction of the tools for implementing YEIP's policy measure (capacity building and toolkits for professionals and policymakers), and iii) the testing of the policy measures using a semi-experimental approach with experimental and control groups and pre and post comparisons.

**Eliza Patouris,  
Afroditi Hadjianastasi**

*CARDET*

**Pedro Costa**

*INOVA+ Innovation Services*

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.

## 7. YEIP IN GREECE

### ABSTRACT:

The aim of the presentation is to offer a brief yet coherent overview of the various stages of the implementation of the Youth Empowerment and Innovation Project (YEIP) in Greece between 2017 and 2019. In the context, it will focus on the 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). Most importantly, it will also describe YEIP's results in Greece, based on the analysis of the data collected by KMOP's research team during the whole period of the project's implementation, including the effect that the project had on the participants' perceptions coming from various selected environments (schools, universities, youth offending institutions). Last but not least, the results from the piloting of YEIP's toolkit for policymakers will be presented.

## 8. YEIP IN THE UK

### ABSTRACT:

This chapter shows the research of YEIP in the UK, conducted by IARS. 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). WP1 is a literature review designed to establish the existing state of the art with regards to policy related to violent youth radicalisation. WP2 builds on this and seeks to listen to the opinions of young people in four different environments: schools, universities, prisons and online. Central to this was the use of innovative youth-led research with young people themselves taking the role of researchers. WP3 tests the policy toolkit developed using information gathered in WP3 with the goal of making professionals more conscious and aware of the needs of the young people they work with as well as to disseminate the toolkit to national policy makers. It also sets out the role played by the Home Office in this research and concludes with a summary of the findings and several recommendations for policy, at both UK and EU level, for dealing with the issue of violent youth radicalisation.

**Antonis Klapsis**

*KMOP*

**Maija Linnala,  
Daisy D'Silva Toscano**

*IARS*

## 9. VIOLENT YOUTH RADICALISATION: A RESTORATIVE APPROACH

### ABSTRACT:

This workshop aims to constitute a contribution to the understanding and spreading of restorative justice tools, focusing in particular on community group conferencing, as a means of tackling and preventing violence, even in radicalised contexts.

In Milan, Coop Dike has successfully devised a model which brings together violent perpetrators, victims (existing or potential) and civil citizens in an attempt to encourage and promote a path towards justice, free from any kind of stigmatisation towards minors in conflict with the law.

With regard to the growing demand for credible, innovative and effective solutions in relation to the topic of violent radicalization, the purpose of this workshop consists of two main objectives.

On the one hand, it is intended to highlight the potential of a restorative approach, through a shared reflection on the principles and characteristics that inform it.

On the other hand, the concrete implementation of a community group conferencing, designed and conducted by the mediators of Coop Dike at the “Cesare Beccaria” juvenile penal institution of Milan will be briefly described.

## 10. RESTORATIVE PROCEDURES IN COMPLEX CASES AND VIOLENT CRIMES IN BRAZILIAN JUVENILE JUSTICE

### ABSTRACT:

In this opportunity we will present some cases of adolescents in conflict with the law treated in the bias of Restorative Justice in the Brazilian Juvenile Justice System over the last few years.

We will talk about the procedures used to deal with these violent crime cases. Several methods - or Restorative Practices - were used, mainly the Peacemaking Circles and the Transformative Circles (Círculos Transformativos), a method developed by us to deal with the more serious and complex cases.

The main objective is to show how adopting restorative / transformative approaches to crime and conflict can be much more successful than simply applying sanctions, penalties and punishments to offenders, even in the most serious and violent crimes. In order to illustrate this, some cases and their outcomes will be briefly reported, as well as how they were managed.

In parallel, we will present a critique view at the fundamental care on how to conduct safely and efficiently those Circles, within the scope of Restorative Justice, always aiming to transform the subjects involved - victims, offenders, their families, their communities and institutions.

Finally, we will address specific difficulties that we face in Brazil as we carry out restorative procedures in order to reach consensus between the parties to create reparation and social reintegration plans.

**Stefano Cesana**

*Cooperativa Dike per la  
Mediazione dei  
Conflitti - ONLUS (Italy)*

**Paulo Moratelli**

*Coonozco, Brazil*

We hope that the reported cases can contribute to the adoption of a restorative paradigm for the application of justice in serious crimes, especially regarding to

## 11. DRAMA WORKSHOPS AS A VEHICLE TO ENGAGE WITH MINOR OFFENDERS

### ABSTRACT:

The practice of drama in prison has a much shorter tradition in Italy than in the English-speaking world, having started, as it did, at the beginning of the 1980s – which means roughly at the same time as the birth of the specific phenomenon of Shakespeare’s plays being performed by prisoners. However, in recent times, Italy has caught up and some prisons and juvenile detention institutes run interesting workshops, which powerfully impact on society at large in terms of not only lowered recidivism and criminality but also of humanizing inmates in the eyes of the community.

In my/our paper I/we will address the present state of affairs regarding drama workshops in prison (in particular of Prison Shakespeare) in Italy and then focus on a particular theatre project, “La Statale al BeKKa”. This workshop, focusing on a different Shakespeare play each time, involves a group of university students along with young men from Milan’s Juvenile Detention Institute “Cesare Beccaria”.

By presenting this case study I/we hope to show how Prison Shakespeare is relevant not only for the inmates/actors but also for our students. As a matter of fact, on-stage, inmates and students learn to unpick the commonplaces of prison, a place which constantly reminds you of who you are. What is more the attendees learn to understand their potential, and enjoy an opportunity to experience change. Indeed the issue of “metamorphosis”, which is at the core of many Shakespeare plays, works as a powerful metaphor for the process inmates/actors and students/actors undergo with each workshop. The activities the participants take part in, like writing and adapting a Shakespeare play, rehearsing roles that are very different from their experience in real life, and performing these devised plays onstage before an audience, improve their self-confidence and self-esteem, as well as inviting them to imagine new selves beyond the walls of the prison.

## 12. YEIP IN ROMANIA

### ABSTRACT:

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.

**Prof. Maria Cristina Cavecchi,  
Maggie Rose**

*Università degli Studi  
di Milano and Giuseppe  
Scutellà Director of Pun-  
tozero Theatre Company,  
(Italy)*

**Ioana Barbu**

*Fundatia Schottener  
Servicii Sociale, Rumania*

The document sheds light on the situation of violent radicalisation in Romania from both a legal and policy prevention view. It also reveals the views of young students and migrants on marginalisation and violent radicalisation and their opinion on prevention tools to address these issues. Also, it presents the testing results of the YEIP's Prevent Model through field trials carried out in Romania in school and university environments, following the capacity building of selected professionals in the selected environments regarding the improvement of wellbeing and resilience in education. Moreover, it provides insights on the dissemination of the YEIP model among 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.

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

## **13. EU SOLIDARITY PROJECTS AND ITS IMPACT ON NEETS'**

### **ABSTRACT:**

Solidarity Projects are youth led activities under the European Solidarity Corps, where informal groups of at least five young people between 18-30 years old can receive funding to run a project in the UK. By addressing key challenges within the local area or helping tackle regional or even national issues, this funding could work as an empowering alternative for young people, including the ones with fewer opportunities.

## **14 PRELIMINARY SIGNS OF RADICALISATION AMONGST SCHOOL PUPILS"**

### **ABSTRACT:**

Sami will talk about his experience of being a Freedom Fighter for a couple of months fifty years ago; of being a refugee to the UK from Iraq 30 years ago; his experience of talking in State and Independent Schools on the Arab-Israeli conflict; his conversations in Arabic with students from Iraq and Syria; his experience of talk to English born Muslim students; the response of teachers to his advice on identifying those with extremist views. He will also explain his theory of four types of extremists, some of who were born here to parents who immigrated from extremist societies and bring their culture with them; some young people who were born here whose parents are ignorant and, not understanding the language of the Koran, believe their Imams; indigenous converts to Islam; recent immigrants from extremist societies.

**Mercedes Green**

*European Solidarity Corps (UK National Agency, Ecorys)*

**Sami Hussein**

*Middle East Education (UK)*

# 15. WE NEED TO ACT ON: THEATRE & SOCIAL INCLUSION

**Marie Vickers**

*London Bubble Theatre  
Company*

## **ABSTRACT:**

London Bubble Theatre, based in Rotherhithe is a theatre company rooted in our local community and where the inspiration for the stories we tell comes directly from the people we work with.

Our work with young people spans various settings and age-groups, including works in primary and secondary schools, work in the Youth Offending Service, projects in partnership with youth charity organisations and projects hosted at Bubble for 18 - 24 year olds with time during the day. London Bubble's We Need To Act On ... process places the voice of young people at its heart, offering a platform that validates their social concerns & observations and explores what they feel 'we [society] needs to act on' right now.

This talk will discuss some of the methods we use with different groups and settings to encourage social inclusion, some of the challenges we come up against and how theatre can be used to empower young people, explore difficult themes and bring about social & emotional change.

