8TH IARS ANNUAL INTERNATIONAL CONFERENCE

YEIP’s policy measure: developing capacity for tackling and preventing marginalisation and violent radicalisation among young people

Collection and evaluation of evidence in Portugal
The research methodology
Despite being red, Mars is actually a cold place. It's full of iron oxide dust, which gives the planet its reddish cast.

**The research methodology**

**1st - Building the foundations**
- Literature review
- Stakeholders mapping

**2nd - engaging young people**
- Collection of stakeholders' views through youth-led research

**3rd - testing the potential of YEIP's policy**
- Professional capacitation
- Field trials with professionals

**Construction of YEIP tools:**
- Prevention/intervention model:
- Array of resources compiled in toolkits for the end-users

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Research environments (Portugal):
- schools,
- universities,
- youth offending institutions
- online

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Youth Empowerment and Innovation Project
Activities implemented
Activities implemented

1st building block

- Extensive analysis of the state of the art in terms of policy, research and practice
- Stakeholders mapping

Complementing activities

- Focus group with professionals (14 participants) jointly organized with Oliveira de Azeméis Municipality
- Policy seminar with the participation of 26 young people organized by the research team at a local schools (Fajões)
Activities implemented

2nd building block

- Selection and training of young researchers and carry out the youth-led primary research in the school environment (9 participants)
- Conducting research at the school setting: two focus groups (13 participants) and semi-structure interviews (28 individuals)

Complementing activities

- A two-days training course for young researchers
- Several online and face to face meetings with the young researchers
### 3rd building block

- Identification of the experimental and control groups
- Capacity building actions with professionals working at school setting (experimental group)
- Observation period – 2 months – 28 teachers and 34 students (experimental group)

### Complementing activities

- A training course of five modules
- Implementation of several assessment tools (surveys)
- Control group -2 months – 11 teachers and 24 students

### AT SCHOOL SETTING:

#### 3rd building block

- 2 Informative session with professionals working with young people – 10 participants in Oliveira de Azeméis Municipality and 29 participants in Esposende Municipality

#### Complementing activities

- Implementation of several assessment tools (surveys)
KEY NUMBERS

14 practitioners and experts – Focus Group
26 young people - Seminar

First (building the foundations)
9 young people - Capacity Building (young people)
13 young people – Focus Group
26 young people – interviews
1 young people – Case study

Second (engaging young people and developing the YEIP’s policy measure)
18 teachers Capacity Building (professionals)
39 policymakers and public servants – Capacity Building (policy makers)
29 teachers + 58 students + 39 policymakers and public servants - Trials

Third (testing the potential of YEIP’s policy measure and assessing the effects of the intervention)
Key conclusions
The Portuguese research and fieldwork findings corroborate YEIP's vision on the need for new ways to prevent violent radicalisation, highlighting the importance of effective policy measures designed for schools.

The implementation of an intervention model that creates awareness for the underlying problem and its risks but more importantly develop competences and skills to create a sense of belonging to more open and inclusive societies is considered key and can take advantage of the generally peaceful national environment.
The conclusions pointed to the urgent need for raising awareness, informing and capacitating students and other key actors for positive, systemic and sustained interventions that help to tackle the risks and mitigate and manage situations of violent radicalisation, but also marginalisation and bullying.

Actions suggested by the young people involved:

- informative sessions
- workshops and training courses targeting professionals working with young, aimed at fostering students’ “protective skills” and talents (namely emotional, creative and social competences) and critical thinking

Young researchers concluded that the project’s youth-led methodology was a good example of an approach that should be considered in preventive tools.
(School setting: testing the toolkit for professionals)
Results suggest that both teachers from experimental and control groups perceived their knowledge about youth radicalisation and related prevention increased from the beginning to the end of the field trials.

For the experimental group, this could be considered an effect of the training course and access to the YEIP’s toolkit for professionals whereas for the control group it could be discussed an indirect effect of contagious as teachers from both groups worked in same schools.
Evidence collected indicates an increase of knowledge and use of approaches based on Restorative Justice, Positive Psychology and the Good Lives Model among teachers from the experimental group.

The implementation of this core component of the policy experimentation in Portugal (and school setting) resulted in an increased focus on the importance of the prevention of violent behaviours on young people, and an investment on more positive methods and in human rights and active participation from young people in work daily day life.
There are now several school professionals more informed about relevant models (such as Restorative Justice, Positive Psychology and the Good Lives Model) and with access to innovative and useful resources (namely the YEIP’s toolkits for professionals and for policymakers).

The actors directly engaged in the project and first-hand witnesses of the potential of these models and tools, are now determined on implementing this methodology with young people who they work with and, therefore, acting as key multipliers of positive and youth-led approaches in response to the phenomena here discussed.
THANKS!

Do you have any questions?
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