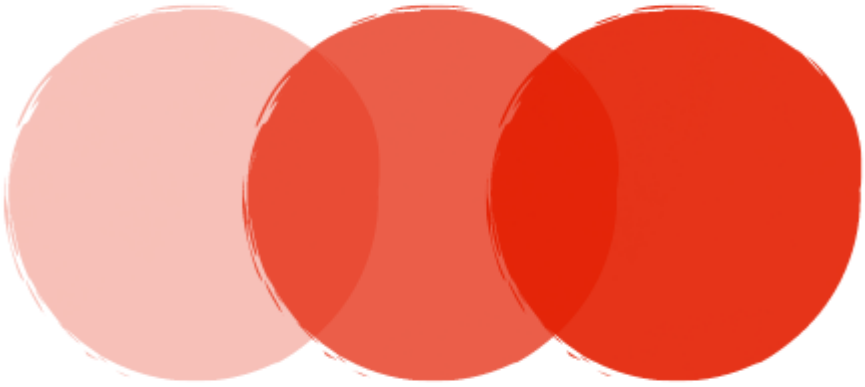
Executive Summary
JOINT REPORT

Restorative Dialogue against Violent Radicalization

RDaVR



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Introduction & Context

The partnership of the project focuses on the question of the radicalization of young adults in sectarian or political groups which is an issue that researchers in the fields of humanities and social sciences have dealt with for many years. Several researchers from the fields of information, education, science, and sociology approach the digital social networks and, in the broader sense, the digital universe (games, media, videos, blogs, forums) in their growing role in the increasing danger for young adults who are exposed to the will of recruitment and indoctrination.

After the recent events and the voiced citizen mobilization, many researchers ask themselves about their efforts to promote research as a tool for understanding the world, a tool of collective intelligence and social engineering enabling knowledge sharing and interaction between basic and applied research.

Our project working from grass root levels in local communities aims to be a possible answer. We aim to introduce restorative dialogical methods against violence/radicalization as working tools in detention /correction centres for young adult offenders in order to break the circle of violence where they are victims and perpetrators. Our method is to start at grassroots level, and this is why our target group is involved in all the steps of the project. Our general aim is to train the educators to address young adults in difficult situations that are at risk of radicalisation and to educate and prevent, and more important to work with the local communities.

Restorative Dialogue Against Violent Radicalisation (RDaVR) has been put together to provide an alternative approach to preventing violent radicalization and extremism based on dialogue and restorative justice.

It will use the power of adult education and the restorative justice principle of power sharing to bring together 7 organisations from the UK, Turkey, Ireland, Romania, Italy and Spain to form a strategic partnership, who will support the development, piloting and transfer of an innovative model for the capacity building of criminal justice professionals and volunteers (e.g. prison officers, probation staff, police and community based practitioners) working with offenders, ex-offenders or individuals who are at risk of being groomed into violent radicalization and/ or group offending.

IO1- RDaVR Training Programme will be split into three phases leading to the design and development of the RDaVR Training Programme face-to-face course for criminal justice professionals (prison and probation staff, police, prosecutors, community practitioners) working with offenders, ex-offenders or individuals at risk of violent radicalization/ group offending:

- Phase 1: Fieldwork with end users
- Phase 2: Course design, accreditation, and development
- Phase 3: Implementation and evaluation of the face-to-face course

In this publication, **Phase 1** (regarding the fieldwork with end users) will be presented and evaluated deployed from the project partners' executive summaries and eventually their reports. All partners carried out specific fieldwork that will allow the training programme to be aligned with the local and current realities of criminal justice professionals, but also put it in the cultural, social, and geographical context of the communities in which it will be implemented. Each partner country held 6-10 interviews with professionals working with offenders, ex-offender, and those at risk of violent radicalisation, and conducted 1-2 focus groups with stakeholders resulted with one executive summary for each.

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Conclusions from the United Kingdom

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Restorative Justice for All encourages that U.K. counter-radicalisation policies integrate the iNEARJ model, a restorative justice, psychosocial intervention that aims to increase resilience and prevent anti-social behaviour The RDaVR research project is informed by this alternative, positive approach (RJ4All, 2021, that aims to build mutual trust, safety, resilience and engaged citizenship in European communities. Given the desktop research and mixed methods research findings, we conclude that that six course online and face to face course topics be offered to professionals working individuals at risk of violent radicalisation who are children, youth, and adults:

1. Self Awareness, Trust Building and Dialogue Skills When Working People at Risk of VR
2. Potential Causes, Signs and Vulnerabilities of VR: Assessing Risk Without Racial Profiling
3. Capacity Building for Children, Youth, and Adults at Risk of VR
4. Prevention and Intervention Strategies for Families, Schools, Political, Police and Civil Society Organisations
5. Individualised Plans for Youth and Adults Transitioning from Prison, Mental Health and War Environments and
6. Restorative Dialogue Skills to Assist People Exited from VR, and Victims of VR.

Training Needs Professionals in civil society organisations that support individuals and families, schools, prisons, probation, police and political offices need to be trained on foundational self-awareness, listening and conversational skills to support children as young as three, up to school age, and adults up to 60-70 years old, to provide awareness, open dialogue, support structure and trusting relationships with positive role models and mentors that help to prevent and intervene into the process of violent radicalisation.

Professionals should be trained to assess risk without racial profiling, to offer individualized support for individuals and their families to support neurodiversity e.g. autism, and strong mental health and value systems, self-regulation skills and capacities like education and job goals, critical thinking and social media/online literacy to avoid being recruited or slip back into violent radicalisation. People leaving prison, mental health, and traumatic environments such as war zones need individualized support. Professionals need training in how to build support structures of belonging and co-regulation with positive, trusting relationships among friends, family, schoolmates, co-workers, faith, political and cultural communities.

Professionals also need to be trained to encourage community cohesion via intra group and intergroup cross cultural and cross faith activities through theatre/art, sport and food that build engaged citizenship including non-violent identity, political and faith expression, with engaged, trusting community members that provide belonging and open dialogue. These training should be

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offered online and face to face with skilled professionals who communicate in engaged ways, help learners to develop restorative and open dialogue skills. Trainers should also include formers who work at de-radicalisation support organisations, and victims of terrorism to help explain how people become recruited, and who can illustrate the harmful impact of violent radicalisation.

Statistical Data

Statistical Data related to Violent Radicalisation, Violent Extremism, Terrorism and Restorative Justice in the U.K.

Between April 2019 and March 2020, the UK's PREVENT Programme recorded a 10% increase in those at risk of radicalisation (Home Office, 2020). Out of 6,287 referrals, 88% were males and 54% were 20 years or younger, with 1,424 referred to a Channel Panel and 697 identified as a genuine case (Home Office, 2020). Within the UK, there is a one in ten chance of being a victim of violent extremism (VE) or knowing someone who has been targeted (Bellis & Hardcastle, 2019, p.3). Over the year 2020-2021, the UK's national security service (MI5) has recorded the threat level as either 'substantial' or 'severe' which means an attack is either likely or high likely to occur (this includes Islamist, Northern Ireland, left-wing and right-wing terrorism).

This highlights a clear and critical need to share insights, knowledge and experience on how to improve the delivery of anti-radicalisation programmes through a multi-agency approach. RDaVR focuses on using restorative dialogue against violent radicalisation. Restorative justice (RJ) works by bringing together those affected by violence or conflict with the objective to identify, understand and repair the harm caused through the process of involving both victims and offenders (restorativedialogue.org, 2021).

Within this process, is the practice of core RJ principles such as respect, inclusion, dignity and fairness (RAN, 2020, p.2). A RJ approach to preventing radicalisation therefore relies upon high levels of accountability and support and the need to engage in respectful dialogue about the problem and the causes (RAN, 2020, p.3).

When applying restorative justice, this involves understanding potential causes of radicalisation otherwise known as push and pull factors. The Centre for the Prevention of Radicalisation Leading to Violence outlines that the process of radicalisation is a "non-linear, non-redetermined path, shaped by multiple factors- personal and collective, social and psychological". In a systemic review of 148 articles written between 2011-2015 on the causes of radicalisation, Vergani et al identified 78.4% citing radicalisation from pull factors, 57.4 % of radicalisation resulting from push factors and 39.2% of those resulting from personal factors (2018, p.7).

Previous studies into the benefits of a restorative approach to prevent radicalisation have found those at risk or offenders develop greater resilience against violence (Gavrielides, 2020). In addition, a restorative approach is gaining traction in the development of practical and actionable steps at city and community level.

In 2019, the Counter Terrorism Preparedness Network released a report examining the impact of policy design and implementation on the susceptibility of those at risk of radicalisation (Prior & Proctor, 2019). In particular, the issue of discrimination, Islamophobia and hate crime were highlighted as contributing factors towards radicalisation alongside inequality in social policy leading to isolation and polarisation in society (Prior & Proctor, 2019, p.8).

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Whilst these are just a few of many other factors cited, the UK's CONTEST strategy recognises the importance of civil society working together to share information that will help counter terrorism. As stated in the CONTEST strategy, "communities that do not or cannot participate in civic society are more likely to be vulnerable to radicalisation" (Home Office, 2018). Accounting for this, a restorative justice approach and the core outcomes of RDaVR provides a platform to share the knowledge and expertise of those who work with offenders and those at risk. This, in turn, creates more opportunities for an exchange of honest dialogue about the problem and causes to occur, at all stages of its implementation.

Best Practices

Within the UK, several campaigns have been established to reach those at risk of violent radicalisation. Youth Empowerment and Innovation Project (YEIP) conducted an Erasmus+, three-year research project that studied iNEARJ, a positive policy prevention framework for tackling and preventing the marginalisation and violent radicalisation among young people in the U.K., Italy, Greece, Cyprus, Portugal, Sweden and Romania (Gavrielides, 2020). Restorative Justice for All has several programmes based on the iNEARJ model, such as YEIP, Positive Futures, RDaVR, RADEX, and FRED (RJ4All, 2021).

Across the UK, London Tigers works with socioeconomically disadvantaged individuals with a focus on community cohesion. It operates with many agendas, one of which includes tailored programmes backed by research to counter radicalisation and extremism. Funded by the Home Office, its 'Building Community Resilience' project informs and trains individuals to understand theological issues and enables them to become proactive and positive leaders within their communities (Winter and Furst, 2017, p.17). In September 2016, London Tigers teamed up with the University of Essex to carry out research into the needs of its target communities (Winter and Furst, 2017, p.17).

The report highlighted areas in which to improve its services, along with the need to target more at-risk females and older people within its programme (Winter and Furst, 2017, p.17). With a wide outreach across Facebook and other social media platforms, it offers mainly offline experiences to help integrate those at risk of exclusion within the city.

In 2015, Manchester created a campaign called RADEQUAL aimed at overcoming prejudice, hate and extremism (European Commission, 2020). Its objective is to problem-solve conflicts and tensions that arise within the community and the programme follows three core principles known as the three C's (ibid, 2020). It aims to 'Challenge, Connect and Champion' Manchester's reputation for 'equality, inclusion and diversity' by examining people's responses to real life events and incidents (ibid, 2020). Through connecting people from different communities, it focuses on how to build relationships and provides a platform for credible voices delivered through podcasts on equality issues, teaching resources and creative arts workshops (ibid, 2020). The organisation also prepares people for responding to difficult questions and encourages critical thinking skills to increase levels of resilience against extremism and conflict within its community (ibid, 2020).

1.4 Policy and Practices

CONTEST is the UK's Counterterrorism Strategy. It operates under the jurisdiction of the Home Secretary and is supported by the Office for Security and Counter Terrorism (OSCT). The strategy

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functions under four interconnected strands; to pursue, prevent, protect and prepare the UK to respond to all forms of terrorism including far right-wing and non-violent extremism. Its fundamental aim is "to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence" (Home Office, 2018b). In response to a series of terrorist attacks in London and Manchester in 2017, CONTEST was revised to account for the lessons learned from previous attacks and states that Prevent aims to "strengthen the resilience of local communities to terrorism and build stronger partnerships with communities, civil society groups, public sector institutions and industry" to stop families and communities from being exposed to violent extremism (CONTEST, 2018, p.11). In particular, it faces the ideological challenge of terrorism by engaging multiple institutions (education, health practices, charities, criminal justice and online) in the delivery of its programme. Within the Prevent model, is the understanding that there is no one profile of a terrorist and no single pathway to involvement with terrorist organisations. Instead, it accounts for several factors that may create conditions conducive to radicalisation. The Counterterrorism and Security Act 2015 also places a duty of care on local authorities with the United Kingdom to work with local partners to promote inclusivity, protect the public and prevent crime (Prevent Duty Guidance, 2015, p.6). In addition, the Counter Extremism Strategy (2015) highlights four key targets: "countering extremist ideology, building a partnership with all those opposed to extremism, disrupting extremists and building more cohesive communities" (p.17). Independent of the UK Government is the Commission for Countering Extremism (2018). Although it is a non-statutory expert committee of the Home Office, the Commission engages with diverse and opposing views, reviews academic literature on extremism and is committed to being impartial: following its own methodologies and practice outside of government influence. The above UK policies and practices all aim to uphold human rights and target radicalisation beyond punitive counterterrorism measures.

Annex III Focus Group Results

Using purposive and snowball sampling, a total of six participants joined two separate focus groups with qualitative, open-ended questions. Due to scheduling conflicts, two video conference focus groups were held. Focus group one (FG1) was with two people who work with individuals at risk of violent radicalisation, one of whom is also a victim of terrorism whose family member was in a terrorist attack. Focus group two (FG2) consisted of another victim of terrorism whose family member was killed in a terrorist attack, two former right-wing extremists who support individuals and families exiting violent extremism, and Participant who works to prevent violent radicalisation through theatre and social justice campaigns. Data was collected over two, 1.5 hour meetings, and content analysis was used, with NVIVO data analysis program. Results concluded that professionals working with individuals, families and communities affected by violent radicalisation need to define radicalisation in a way that applies to local communities, and that all people have radical thoughts that need to be expressed. It is when radicalized beliefs, ideologies, and actions turn to hate, violence and polarisation that it becomes problematic in communities. Professionals should build capacities by developing excellent communication skills with people at risk of VR. Capacities also include developing self-awareness of one's own belief and value systems, and work through their fears and to better assist the people caught up in violent radicalisation, by reducing the risk of prejudice, judgement and racism. Participants emphasized that violent radicalisation is a process

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and that early intervention is key to preventing violent radicalisation. They continually highlighted the importance of developing non-confrontational conversational skills to build trust and open dialogue with children, youth and adults engaging in the process of violent radicalisation, and to help them develop alternative views that meet their individual and relational needs in non-violent, positive ways e.g. through non-violent political engagement and open dialogue with positive role models. Results indicate the importance of not stereotyping people who may be political or religious, and to decrease unfair monitoring of racialized communities, or assuming that people who engaged in VR are unintelligent or uneducated. Participants agree that all races, genders, and ages can become engaged in violent radicalisation, some as young as 9 years old. Tagging, flagging and monitoring of Muslim and black and brown racialized communities is not only painful for these communities, but it can set up a stereotype that some people then react to A "when authorities assume racialized communities are terrorists, then "I might as well fulfil that brief." Participants suggest a better approach is for professionals to be listen to former and active violent extremists to understand the causes of VR, such as isolation, difficulty feeling heard about deep concerns and emotions about unmet needs like lack of jobs, wanting to feel financially powerful due to poverty, becoming violent radicalized through recruitment on social media and gaming platforms, lack of family dialogue about taboo or suppressed thoughts and feelings, and concerns about unfair persecution of Muslims in the U.K. and other parts of the world. Results also encourage professionals to support families affected by violent radicalisation. Results suggest that schools, mental health programs, police, prisons, probationary systems should develop awareness of indicators of violent radicalisation but should be careful to not racially profile or misjudge people for their political, cultural and faith identity expressions. Results suggest that professionals be aware that violent radicalisation is a slow or quick process that is encouraged by recruiters, leaders and groups who want to exploit vulnerable people with unmet needs, and anger about grievances such as political concerns, poverty, marginalisation, isolation, need for belonging and purpose. Participants recommend a community based, multi-stakeholder approach with continual partnership and communication, where everyone in a community, including politicians and policy makers, have a role to support children, youth and adults to build value systems that resist VR, build positive relationships, supports and feel belonging as citizens, and express their identity, grievances, political and faith beliefs in positive ways such a political engagement, social justice campaigns, art, and sport. Communities should also have positive role models, and support structures that allow people to have mental, financial, political, housing, employment, relationship needs met, so they do not resort to violent radicalisation to express their unmet needs. Participants suggest that professionals provide capacity building such as critical thinking, social media and gaming literacy, mental resilience, and trusting and engaged support structures, including when transitioning from prison to home community, as necessary to prevention and intervention strategies for violent radicalization. Participants suggest that communities have a way to politically express themselves and be heard so "that the country works for them as opposed to work against them." Results suggest that a restorative dialogue approach could provide healing and mutual understanding to those who have done harm or been harmed by violent radicalisation if done by professionals who prepare the parties well in advance, gain consent, and facilitate a safe conversation that builds mutual understanding of the impact of VR, accountability, and restoration.

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Annex IV- Interview Results

Using purposive and snowball sampling, a total of 6 participants were interviewed by video conferencing using qualitative, open-ended questions. Data was analysed via content analysis, and NVIVO data analysis program. Participants included two people who train children and youth in schools to prevent violent radicalisation and terrorism, who are also victims of terrorism whose family members were killed in terrorist attacks. The remaining four participants work to prevent and intervene into violent radicalisation and violent extremism, one of whom is a former right-wing extremist. Findings suggest that professionals need training in self-awareness, trust building, dialogue and listening skills to better address VR. Participants encourage professionals to facilitate open dialogue that encourages individuals to consider alternative views and ways to express political and personal grievances constructively and without violence. Participants suggest that anyone can become violent radicalized, across any race, age, gender, political and faith and cultural identity, and that racial profiling of one group is not constructive. Results suggest that building trust within positive, role model relationships within family, school and community can build awareness and capacities for individuals to meet their needs, promote self-regulation, engaged citizenship, and mental resilience. Results indicate that professionals, families, schools, and role models should support individuals to express their grievances and emotions, without becoming involved in or remaining within the process of violent radicalisation. Individualized support plans are needed for both individuals and their families affected by violent radicalisation to help build self-concept, positive identity, critical thinking, and resilience to desist from entering or re-entering the process of violent radicalisation, including those exiting from prisons, mental health settings and war zones. Results suggest that professionals learn to facilitate restorative dialogue between people have been harmed through hate crimes and violent radicalisation, with help of former violent extremists and victims of terrorism who could support both parties in a mutually consensual, safe, restorative justice process.

Online Survey Results

Results from the six online, close-ended questionnaires indicate that current practices, strategies and policies used to tackle violent radicalisation and extremism are not working well. The majority of participants place community and family as highly important factors which could help prevent radicalisation and help youths disengage from violent extremism. Online recruitment is becoming an area of concern and most participants disagree or strongly disagree with punitive measures as the most effective response. The majority of respondents believe that finding and demonstrating shared values between clients and communities has helped discourage violent radicalisation.

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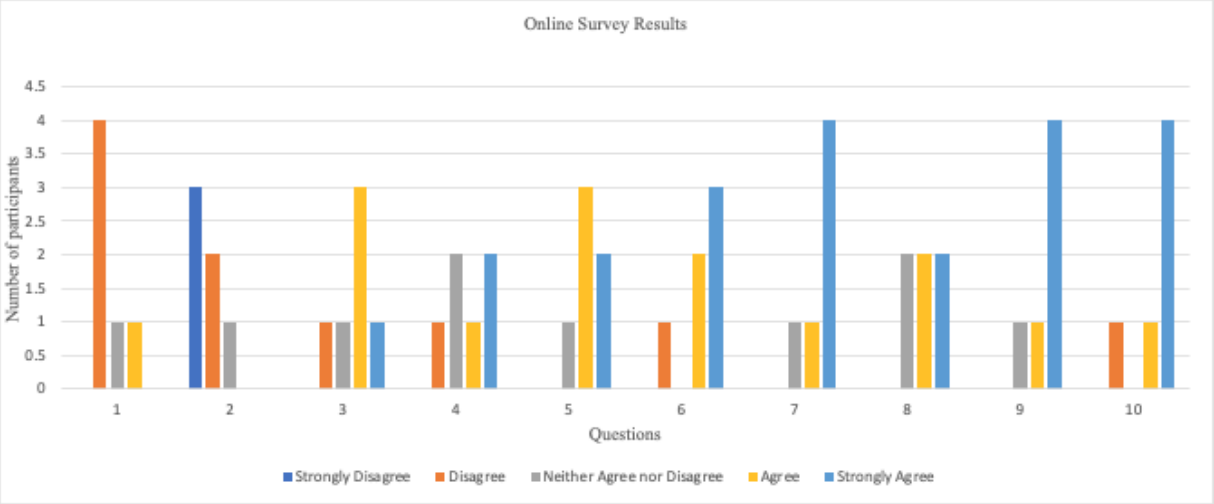

1.5 Training Needs of Target Groups Defined in RDaVR Project

Professionals in civil society organisations that support individuals and families, schools, prisons, probation, police and political offices need to be trained on foundational self-awareness, listening and conversational skills to support children as young as three, up to school age, and adults up to 60-70 years old, to provide awareness, open dialogue, support structure and trusting relationships with positive role models and mentors that help to prevent and intervene into the process of violent radicalisation. Professionals should be trained to assess risk without racial profiling, to offer individualized support for individuals and their families to support neurodiversity e.g. autism, and strong mental health and value systems, self-regulation skills and capacities like education and job goals, critical thinking and social media/online literacy to avoid being recruited or slip back into violent radicalisation. People leaving prison, mental health and traumatic environments such as war zones need individualized support. Professionals need training in how to build support structures of belonging and co-regulation with positive, trusting relationships among friends, family, schoolmates, co-workers, faith, political and cultural communities. Professionals also need to be trained to encourage community cohesion via intra group and intergroup cross cultural and cross faith activities through theatre/art, sport and food that build engaged citizenship including non-violent identity, political and faith expression, with engaged, trusting community members that provide belonging and open dialogue. These training should be offered online and face to face with skilled professionals who communicate in engaged ways, help learners to develop restorative and open dialogue skills. Trainers should also include formers who work at deradicalization support organisations, and victims of terrorism to help explain how people become recruited, and who can illustrate the harmful impact of violent radicalisation.

1.6 Conclusions

Given the desktop research and mixed methods research findings, we conclude that that six course online and face to face course topics be offered to professionals working individuals at risk of violent radicalisation who are children, youth and adults:

1. Self Awareness, Trust Building and Dialogue Skills When Working People At Risk of VR
2. Potential Causes, Signs and Vulnerabilities of VR: Assessing Risk Without Racial Profiling
3. Capacity Building for Children, Youth, and Adults at Risk of VR

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4. Policy, Prevention and Intervention Strategies for Families, Schools, Political, Police and Civil Society Organisations
5. Individualised Plans for Youth and Adults Transitioning from Prison, Mental Health and War Environments and
6. Restorative Dialogue Skills to Assist People Exited from VR, and Victims of VR.

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Today meta-narratives, like modernization, post modernization and globalization, which came up by means of technological improvements and industrialization, have affected the structure and functions of the societies. This effect has brought along some problems like individualism, alienation and deprivation with the individuals making up the society. And this has led to social problems that came from the past become larger and more complicated. Crime and criminality are today in our societies quite serious problems that should be solved. This article, handling the reasons of the tendency towards crime, while emphasizing the influence of the activities that are done in prison for the rehabilitation of the criminals, it tries to find out what should be done to rehabilitate them. For that purpose, to prevent criminals from committing offence again, on the basis of the activities programmed in the prisons, it is considered that prisoners to be monitored and the issues which were mentioned by the criminals who were interviewed in prison will be evaluated.

Training Needs: In the Law no. 5275 on the Execution of Penal and Security Measures, the main purpose of execution services in article 3 is: "... to encourage the convict for re-socialization, to be productive and to be in compliance with a responsible way of life that respects social rules easily." Within the main purpose of execution, the re-socialization of individuals who commit crimes has an important place.

Except for the communal living spaces of prisoners in correctional institutions to socialize and rehabilitate in different environments, it has been seen that it is tried to be applied in some way in the fields of education, social, cultural, religious and sporting activities.

As a result of this study, which is carried out in the institutions of correctional institutions, the effect of social, cultural, religious and sporting activities on rehabilitation and to what extent it affects prisoners, where there are serious effects of these activities; it is understood from the statements reflected in the statistics and interviews that the prisoners have made significant gains thanks to the activities they participated in.

However, the participation rate of prisoners who experienced change here represented a lower rate than in general; it is important to remember that not all prisoners participate in these activities. Therefore, though it is not possible to say that these activities have had a positive effect on all prisoners, we can also say that they have significantly affected many of them.

Many of the prisoners we interviewed stated that they participated in reclamation activities and experienced positive changes in their thoughts and behaviors because of the activities they participated in. The prisoners stated that their knowledge and culture levels increased because of educational activities, they gained the ability to express themselves easily, and their interaction and

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communication together as a result of social, cultural and sporting activities contributed to positive behavioural changes.

According to the statistical information obtained with all these facts, it has been seen that crime rates and number of criminals are increasing day by day in our country, people have re-entered correctional institutions by committing repeated crimes around 30%, and criminal execution institutions are trying to serve above their capacity. Therefore, with the increase in the number of prisoners, we can say that it is becoming more important to carry out reclamation activities effectively and efficiently.

Statistical Data:

The crimes committed by the prisoners we interviewed: violent crimes, economic crimes, crimes against property and sexual offences in four categories examined. Traffic, environment among the prisoners interviewed and no one executes him for computer crime. Homicide wounding, armed threats, extortion and looting offences, violent crimes evaluated. Trafficking in drugs or stimulants or supply, trade in weapons and bullets, import drugs, drug dealing and use offences are among economic crimes evaluated. Theft, property damage, purchase of criminal property or accepted for crimes against property.

Simple sexual abuse of a child, sexual assault, crimes of inciting or making anyone prostitution are in the category of sexual offences evaluated.

Distribution of Crimes in Correctional Institutions with Historical Reputation of 02/03/2015 Throughout Turkey:

CRIMES	n	%
Violent crimes	68487	42.7
Economical crimes	40970	25.5
Crimes Against Property	35663	22.2
Sexual Offences	15375	9.6
SUM	160495	100

Source: Ministry of Justice General Directorate of Corrections and Detention Bureau of Statistics (02/12/2015,http://www.cte.adalet.gov.tr)

The crimes of prisoners in our country's correctional institutions

Violent crime ranks first with **42.7%**

Economic crimes are followed by **25.5%**

Personal Characteristics of Prisoners

In this section, the prisoners are professions are treated as a variable.

GENDER	n	%
MALE	59	93.7
FEMALE	4	6.3

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As seen on the table; 93.7% of the prisoners interviewed were men; Women make up 6.3% of the time. According to interview information, 58.7% of the convicts are single, 38.1% are married and 3.2% are divorced.

Distribution of Convicts by Profession and Types of Crime: workers make up 23.8% of prisoners.

This is followed by tradesmen with 20.5% and farmers with 15.8%.

Distribution of Convicts by Age of Criminality and Types of Crime:

Age and Range of Criminal Offences	n	%
16-18	3	4,8
19-21	11	17,5
22-29	23	36,5
30-39	15	23,7
40-49	7	11,1
50-59	4	6,4
Total	63	100

As shown in Table, 36.5% of offenders aged 22-29 appears to be dense. When we look at the types of crimes, the convicts, it is seen that 42.8% of them have committed violent crimes. 82.5% of convicts is between the ages of 16 and 39.

Best Practice examples:

Educational Activities and Their Effect of Correction

Training activities carried out in Toprakkale Open Correctional Institution

and the prisoners participating in these activities in literacy courses, Open Education

Middle School, Open Education High School and Open Education Faculty students

in four different groups. There are no prisoners in the sample group who receive distance education and study formal university. In this context, the level of learning of the prisoners when they enter the correctional institution is lowered.

CHANGE IN LEARNING STATUS IN THE CORRECTIONAL INSTITUTION	n	%
Change in Education Status	25	39.7
No change in education status	38	60,3
TOTAL	63	100

Illiterate people in correctional institutions are obliged to he is admitted to the Literacy 1st Level Course. But not every time I read, he cannot learn to read and write. In relation to this, prisoners who are illiterate and cannot learn even though they attended the course they have expressed their psychological problems. Some of them are anti-depressants. They were being treated with medication, and some of them had difficulty understanding, so they stated that they could not learn to read and write.

Participating in training activities in this regard, Convicted Open Education Secondary School student, 22-year-old M.Ç., sentenced to escape from school before entering the execution

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institution, and then to study he expressed regret for the beginning:

I enrolled in the open Education Secondary School in the correctional institution. When I first came to the institution, I was not able to register. I have been through a while. I did not read it intime, I didn't finish school. When I entered the correctional institution, it was the right situation with me. but not by starting the pushing activities that are more than a year old. I am going to be a good friend of yours who is in high school. But still. I'm in for it.

T.A., 32, a graduate of Open Education Secondary School, is literacy here is how he changed because of graduating from secondary school.

expressed: I could not read or write when I went into the correctional institution. Before literacy certificate. I graduated from open education Middle School. That is how I did not know I have got a good point. The one who brought me to the correctional institution. I've noticed the reasons.

From these statements, the educational activities carried out in the penal institutions the effect of rehabilitation cannot be ignored, their literacy and because of other open education activities, only literate or we see that they do not graduate. Prisoners with such activities; culture and increased knowledge, a significant distance from reading books that they have traveled, that their view of life has changed and that they have become better equipped they have expressed. As stated above, educational activities participation is not just a matter of obtaining a diploma from an educational institution. It is also a means of survival from several harmful activities or bad habits.

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Conclusions from Romania

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Introduction & Context

In the context of increasing concern regarding extremism and radical ideologies, significant attention has been paid to the ideological basis of populism and extreme philosophies, as well as the organisational characteristics and propaganda style that have been described as typical of it. Radicalisation is commonly understood as the process through which individuals and groups shift from "mainstream beliefs to extreme ideologies" (UNDP, 2015). Most importantly, it must be highlighted that despite radicalisation being a prerequisite for violent extremism and having the potential to pose a threat of violent extremism, this does not automatically mean that individuals and groups who are radicalised will express their ideology in a violent manner (UNDP, 2015). Extremism is a violent expression of an attitude, doctrine or ideology that is strongly rooted in fanatic theories, ideas, or opinions, and directly challenges the tolerant core of procedural democracies (Dragoman, 2020).

The Council of the European Union (2019) recognises the potential risk to EU citizens that can stem from acts organised and facilitated by violent extremists, particularly in the context of radicalised individuals who are serving time in prison. Moreover, the Council emphasises the need to actively improve cooperation to develop adequate tools that can be used to prevent and tackle the challenges posed by offender radicalisation, both at national and EEU levels.

In the specific context of Romania, radicalisation, violent extremism, and terrorism are not considered to pose a major threat to the nation's security (UNDP, 2015; DIICOT, 2020). However, it is important to acknowledge that Romania has the potential to become a target of violent radicalisation, extremism, and terrorism due to its membership to collective security institutions, unstable geographical settings and the country's ongoing contribution to international peace operations and anti-terrorist efforts. Furthermore, conditions of relative deprivation paired with a weak state capacity and the denial of basic needs, considered by the UNDP as the main root causes of radicalisation (UNDP, 2015), can increase Romania's potential to become a target of violent radicalisation and extremism.

The likelihood of domestic radicalisation and violent extremism is smaller in Romania than in Western Europe, and the threat level is considered to be medium (Crisis24, 2020), with rumours of Romanians encouraging online extremist propaganda being countered by increased monitoring efforts to identify possible threats by the national security service. In the published activity report for 2017, the Directorate for Investigating Organised Crime and Terrorism stressed that, in the context of European developments and despite Romania not having been exposed to terrorist threats in 2017, Islamic radicalisation can be considered an increasing risk (DIICOT, 2018).

The incidence of radicalisation in Romania has seen an increase in recent years, particularly among residents from areas with active terrorist entities, as well as among Romanian citizens converted to Islam (DIICOT, 2018). According to the official statement, the number of radicalised converted

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Romanians has been growing but manifestations have primarily maintained a verbal-attitudinal characteristic, which could explain the lack of available data on the matter.

An important consideration is given to the fact that in many instances, radicalisation has been observed to overlap with other social problems, including but not limited to unstable financial status, unemployment, legal issues, and mental health problems (DIICOT, 2018). In the same statement, Daniel Horodniceanu, the chief prosecutor of DIICOT, addressed the fact that radicalisation incidences amongst youth and adolescents draw attention to the "power of contamination of extremist ideologies", which urge and justify violence, emphasising that the legislative and institutional mechanisms of intervention must be adapted (DIICOT, 2018).

In the Directorate's activity report for 2020, the risk of violent radicalisation and terrorism appears to remain low, with (auto)radicalisation of Romanian citizens, mostly expressed through active online propaganda on behalf of foreign terrorist organisations, representing one of the primary concerns (DIICOT, 2021). A main risk of external origin could be posed by individuals with violent radicalism ties attempting to cross national borders and the promotion of radical ideologies in the online space (particularly on encrypted communication platforms), pushing the need to prioritise the development of dedicated prevention and early-intervention programmes higher on the national agenda (DIICOT, 2021).

Officially, at the time of the statement, the Directorate did not foresee any substantial changes in 2021 regarding the nature and level of violent radicalisation threats in Romania, stressing that the restrictive measures employed to combat the spread of the COVID19 virus (both nationally and in the wider EU context) would have a positive but temporary impact on the number of individuals tied to terrorist entities arriving in the country (DIICOT, 2021). The Directorate also acknowledged the presence of terrorist entities adherents who continued to engage in support and propaganda activities throughout 2020 but, following investigations, such activities were considered inconsistent and lacking breadth.

In the specific context of extremism and violent radicalisation in prison populations, despite not employing specific measures against radicalisation (in part due to risks considered low at the level of the country), the Romanian prison service has engaged in efforts to develop strategic programmes adapted to the educational, social, and psychological needs of inmates which, if adequately implemented, can reduce the risk of radicalisation and the recruitment of individuals at risk (Ionescu, Nadolu, Mozqa, & Lobont, 2017).

The mandatory quarantine and observation period of individuals who enter the prison system allows units to evaluate and assess potential risks, and individuals identified to have possible ties with terrorist entities are classed as inmates at risk and execute their punishment in more restrictive detention regimes. Despite the Romanian penitentiary system not experiencing the radicalisation phenomenon at the same intensity as other European countries, more cohesive monitoring and prevention efforts are needed (Rasia & Vasile, 2020).

Individuals deprived of their freedom, convicted of committing or supporting activities for the purpose of promoting violent radicalisation comprise a special category of the prison population, defined in the Romanian legislation as "vulnerable detainees", emphasising the need to develop specific activities dedicated to both prevention of radicalisation as well as other issues related to the efficient management of aggressive behaviours in the Romanian prison context (Rasia & Vasile, 2020). The risk of terrorism and violent radicalism in the prison environment is analysed in a broader context of security risk indicators however, the creation of an intended enforcement and detention

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practice specifically for violent radicalism and terrorism is strongly dependent on the level of radicalisation and the risks identified, which have so far been reported as low (Rasia & Vasile, 2020).

In the EU Terrorism Situation and Trend Report (EUROPOL, 2020) a possible risk emphasised is posed by radical Islamist groups attempting to take advantage of vulnerable asylum seekers. This is of utmost importance for the Romanian context as the transit routes have experienced a shift in recent years, and the incidence of illegal mobilities has increased. Despite the Romanian territory being used as a transit area, official statements emphasise that the increasing migration flows have so far not influenced the level of violent radicalisation risk. An additional potential risk highlighted by the report is the ongoing financing of foreign terrorist organisations through EU sources – in this respect, Romanian officials reported a continuation of active funding collection efforts through annual fundraising campaigns of the PKK (Kurdistan Workers Party) (EUROPOL, 2020).

Legislation

In a legal context, the concept of radicalisation is strongly linked with terrorism in Romania. The designated national authority in the prevention and combating of terrorism is the Romanian Intelligence Service (SRI) which, through its specialist structures and activities, acts in order to prevent and combat risks posed to the security of the state and that of its citizens. According to Law no. 535/2004 Art. 6. actions for the prevention and combating of terrorist activities are carried out by the National System for Prevention and Counteraction of Terrorism (SNPCT), involving many ministries, public authorities, and institutions.

The institutions engaged in the control of extremism are the Romanian Ombudsman, the National Audio-visual Council, the Department for Interethnic Relations within the Government of Romania, and the National Council for Combating Discrimination.

State authorities with responsibilities in the field of National Security are the Romanian Intelligence Service (SRI), the Foreign Intelligence Service (SIE), the Protection and Guard Service, the Ministry of National Defence (MApN), the Ministry of Internal Affairs, the Ministry of Justice, and their specialist internal structures (according to Law no. 51/1991 Art. 6, amended in March 2014).

Pursuant to the provisions of Law no. 535/2004 (amended and supplemented by Law no. 58/2019) for preventing and combating terrorism, the Directorate for Investigating Organised Crime and Terrorism (DIICOT) actively cooperates with institutions within the National System for Prevention and Combating Terrorism (SNPCT) as well as with other external partners to ensure national security. Law no. 535/2004 Art. 1. defines terrorism as *"all actions or threats that pose public danger and affect national security"*, encompassing the following characteristics:

- Acts committed intentionally by entities motivated by extremist conceptions and attitudes
- Acts that aim at specific, political objectives
- Acts that aim at human and/or material factors within the public authorities, institutions, or civilian population
- Acts that produce situations with a strong psychological impact on the population.

Amended in 2019, Law no 535/2004 now makes explicit reference to radicalisation in Art. 4 sub-point 27, defining the phenomenon as a *"complex process through which an individual perverts their beliefs, feelings and behaviours as a result of adopting an extremist ideology in which the use of*

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violence and self-sacrifice through suicide are legitimate and a desirable form of defence and/or satisfaction of interests promoted by terrorist entities".

Art. 33 of the same law criminalises the *recruitment, training, and support of terrorist entities* (sub-point B); *the facilitation of entry/exit into/from the country, hosting or facilitating access to targeted areas of persons known to have supported terrorist entities or persons planning a terrorist act* (sub-point C); and *the promotion of ideas, concepts or attitudes that support the cause and/or the activity of terrorist entities* (sub-point E).

Moreover, Art. 38 prohibits the *repeated accessing of terrorist propaganda materials, through online tools or other electronic means of communication*. The *possession of said materials for the purpose of promoting a terrorist ideology as part of a radicalisation process* also constitutes a crime punishable by imprisonment from 6 months to 3 years, or a fine.

According to Law no. 51/1991 Art. 3, *initiating, organising, supporting, or committing totalitarian or extremist actions of communist, fascist, legionary, or racist, anti-Semitic, revisionist, separatist nature, that may endanger in any form the unity and territorial integrity of Romania is prohibited* (sub-point H). Moreover, the *incitement to acts that may endanger the rule of law, terrorist acts, as well as the initiation or support in any way of any activities with the ultimate purpose to commit such acts is also forbidden* (sub-point I).

The legal framework that governs the activity of the Romanian Penitentiary Administration System (ANP) and the realities of the penitentiary practices make the distinction between individuals convicted of acts prohibited under common law and those convicted of acts covered by Law no. 535/2004 challenging, as the legislation specific to ANP does not offer a provision for detention regimes dedicated to violent extremism and/or terrorism (Rasia & Vasile, 2020).

Restorative Justice is believed to have emerged in Romania as early as 2002 through the MJO 1075/C/10.05.2002 and the establishment of two restorative justice centres in Craiova and Bucharest (Tanase, 2018). Furthermore, mediation is promoted through Law no. 192/2006. The applicability of restorative justice in Romania is therefore possible through post-sentence restorative justice and mediation (Abraham & Tomita, 2007) however, successful initiatives are yet to be implemented.

Training Needs: Romania has little to no experience with violent radicalisation, and front-line staff have not yet been confronted with radicalisation in their place of work. Moreover, most interviewed practitioners have very little knowledge of Restorative Justice approaches and believe that a dialogue between a perpetrator and their victim would most likely result in a negative outcome. Despite this, reports and information gathered through fieldwork highlight that there is an increasing need for cohesive training and education, particularly focused on the prevention of radicalisation.

The representatives of civil society and the Timis County Probation Service have knowledge of radicalisation and extremist worldviews but have benefitted from limited formal training on the prevention of violent radicalisation and identification of risk groups.

As far as the Prison Service is concerned, the implementing Regulation of the Law regarding the serving of penalties in Romanian prisons states a number of criteria to take into consideration when including an inmate in a special category called "inmates at risk". One of the criteria is the terrorist risk. The inmates being included in this category execute their punishment in a maximum-security regime, which involves more restrictive detention measures (FAIR, 2018).

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There is an increasing rhetoric against non-Caucasians and, despite extremism and hate speech being addressed in public policies, the public attitudes are still concerning. Civil society statements indicate that hateful language is still prevalent both online and offline, and is generally manifested towards ethnic minorities, the LGBTQ+ community, as well as the Jewish and the Muslim community (ECRI, 2019).

This is of great importance for the goals of the RDaVR efforts, as it highlights that attitude at the level of community towards the other are precarious. Despite the country being significantly impacted by emigration, the territory is used both as a transit route as well as a destination country for migrants and individuals in need of protection, vulnerable to isolation, discrimination, and alienation.

Official data highlights that until 2018, over 18000 persons applied for asylum, and 4700 were granted refugee status and/or subsidiary protection (ECRI, 2019). ECRI highlights those amendments made to existing legislation have pushed the country to become more responsive in matters related to the successful integration of non-nationals however, there are still no formal, specific integration indicators in place, making it difficult to assess the real situation of vulnerable persons and the results of integration programmes (ECRI, 2019).

The othering tendency of the wider community becomes apparent in the distrust of minorities and aggression towards discriminated upon groups. ECRI reports that two refugees were attacked in a public space in 2016 (ECRI, 2019) and NGOs have documented incidents of violence towards Muslim women, highlighting a concerning intersectionality of gender and religion and directly increasing their vulnerability. Unofficial sources and anecdotal information on the changes of transit routes for asylum seekers emphasise the need for community attitudes to be shifted in light of growing numbers of migrants. Despite Romania not having had formalised prevention of radicalisation interventions, there is growing concern that the vulnerabilities of certain groups are heightened by the public hostility.

Following direct engagement with professionals working with vulnerable risk groups, it is apparent that the public opinion is in dire need of multicultural understanding, with reports revealing that 90% of Romanians are portraying growing anger towards the settlement of refugees in the country, for example (ECRI, 2019).

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Statistical data

Reliable statistical data on violent radicalisation, extremism and terrorism is hardly available for the Romanian context. The only major terrorist attack took place in 1921 in Bolgrad (now Ukrainian territory) resulting in a 100 deaths and numerous casualties however, details are scarce.

Data provided by Romania to EUROPOL and disseminated through the TE-SAT Report of 2020 regarding arrests in 2019 per affiliation:

Jihadist Terrorism	Right-wing Terrorism	Left-wing & Anarchist Terrorism	Ethno-Nationalist & Separatist Terrorism	Single-issue Terrorism	Not specified Terrorism-related arrests	Total
3	-	-	-	-	1	4

Best practice samples

http://www.r2pris.org/ - 3-year project coordinated by BSAFE LAB aiming to reduce the potential of radicalisation and violent extremism in prison by increasing front-line staff competencies. Aimed at creating awareness on the broad picture of terrorism, the mindset, and the narratives by understanding:

- Why prisons are a breeding ground for radicalisation
- The difference between conversion, radicalisation and moving to extremist views
- The pathways and levels of radicalisation, role in the networks
- Recruitment tactics employed within prison environments
- Indicators on how to identify vulnerable people at risk of radicalisation

https://jsafeproject.eu/jsafe-project/ - project that supports judges and prosecutors to pronounce informed decisions on radicalisation cases across all stages and levels. Through a coherent set of programmes, the project proposes multilevel and multiagency collaboration

FAIR - aimed at delivering a number of documents raising awareness and building on knowledge based on the whole spectrum of radicalisation—from recognising the early signs to the resettlement of released inmates. Looking at radicalisation from an individual country perspective gave FAIR a stronger contextual sphere since each country has its own unique radicalisation and terrorism issue; some countries might have problems of religious extremism, others political, others none at all.

https://concordia.website/ - Harnessing the power of digital media tools to prevent the radicalisation of vulnerable youth.

https://armourproject.eu/ - Aimed to address societal polarization via strengthening resilience of individuals, communities and vulnerable groups (such as children, youth, etc.) to polarisation, and to promote interaction and cooperation between different local actors from public sectors, i.e. law enforcement, social services, etc., that specialise in working with vulnerable groups in preventing extremism through development of cooperation models.

Identifying needs of clients

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Conclusions

The Romanian Prison Service does not face a radicalisation phenomenon. Nevertheless, the department responsible with preventing terrorism within the Prison Service is currently monitoring different categories of prison population. Until now, no extremist groupings or any trends in this direction within the Romanian Prison Service have been identified.

Short trainings related to the prevention of radicalisation have been so far established in the Romanian Detention System however, materials only covered vague information on different ideologies, extremist worldviews, and radicalisation. Practitioners engaged during this project emphasised the need for more cohesive, structured approaches that target both the public as well as relevant institutions and engage them in active conversations about risks and vulnerabilities.

Practitioners working directly with the risk group participated in a Focus Group and Interviews/Discussions in which they addressed their needs, as well as the needs identified in the wider community. It is imperative for Romania to develop a formalised prevention training course and to increase its efforts to shift the public attitude. Given the growing concern linked to increasing numbers of migrants who live in precarious conditions and are supported by civil society efforts in Timisoara, it is important for the country to develop interventions aimed both at practitioners, as well as the wider community, that will ultimately support direct beneficiaries and their integration efforts.

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Focus Group Report

The Focus Group was organised with 5 professionals from Timisoara, selected from the following civil society organisations and one public authority institution: Iris, LOGS, Save the Children, and the Timis County Probation Service.

The participant sample was comprised of 2 men and 3 women, aged between 29 and 45.

Their professional experience varies between 8 and 22 years, and their roles cover both direct contact with risk groups as well as upper management responsibilities (Head of Probation Service, NGO director, intercultural mediator, legal advisor, and volunteer).

Four of the participants have daily direct interactions with the risk group.

The participants welcomed the invitation to participate in the focus group and appeared eager to share their thoughts on the local situation. They emphasised that they want to actively contribute to all efforts geared towards the prevention of violent radicalisation locally, nationally and in the wider EU context.

When asked what **violent radicalisation means** and how they understand it, the conversation revolved around concepts of **belonging, ideology, and annihilation**. Participants explained their understanding of violent radicalisation as:

- Situations in which a person engages in violent acts as a result of strong religious or political ideologies
- Violent expressions of discriminatory beliefs towards social groups different than the one the individual belongs to
- Annihilation through violence
- Terrorism, violence, and Islam

When probed further with regards to **the wider community perception** of violent radicalisation, participants emphasised that the phenomenon is primarily viewed as a **potential** risk. They reintroduced the topic of violent expressions of discriminatory beliefs as a central point in their conversation, emphasising that the common perception is that once an individual expresses their religious or political ideologies in a violent way, that individual has lost hope of finding "their way", touching upon notions of belonging once again. Furthermore, participants believe that violent radicalisation is a complex phenomenon which cannot be solved easily, as it does not have one single profile or a strict set of preconditions.

The conversation had a natural flow and moved towards discussing **myths and preconceptions** the general public might hold with regards to violent radicalisation. In this respect, participants agreed that the phenomenon is **not** specific to one nation or religion, in contrast to the general public notions often associating it with the belonging to a particular religion or culture, or individuals with lower educational levels.

When asked about **what and who could support individuals at risk**, participants engaged in a passionate discussion, bouncing ideas off of each other and touching upon notions of personal

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values and beliefs as well as structured social integration programmes. Participants agreed that education plays a key role in the active change of beliefs and values, and it is important for individuals at risk to have mentors guiding them towards positive behaviours.

Moreover, participants emphasised that the **support from the wider social community** (creating a community social support network, for example) is imperative in successfully integrating individuals at risk. They also believe that counselling service dedicated to this matter should be available, through the active involvement of civil society organisations as well as other public institutions. Another important consideration should be given to the reliability of information sources.

Participants agreed that **dedicated specialist services** and, most importantly support groups, must be established in the community, to allow individuals to develop a sense of social belonging, identify solutions and escape the perceived isolation which can be detrimental to their well-being as well as their motivation to integrate. Community support is a topic that participants discussed at length and agreed upon its importance.

With regards to **information on violent radicalisation** that professionals have received or could benefit from, either through formal or informal courses, participants mentioned the following knowledge points:

- Knowledge on radical ideologies and intervention planning in behavioural change
- Best practices guides based on both theoretical and practical approaches
- Social and behavioural change communication practices and their applicability in approaches targeted at youth at risk of radicalisation
- Updated overviews of the situation paired with prevention measures
- Strict prevention of discrimination policies

This question merged with a discussion on **the needs that should be addressed** in future courses and trainings targeting the families of individuals at risk, and most input revolved around:

- Factors determining violent radicalisation
- Knowledge to identify individuals at risk within one's family
- Intervention methods for prevention and a centralised list of available services within the community
- Risks of radicalisation and the legal consequences
- Positive alternatives and psychological support
- Understanding how to best support youth at risk and knowledge on how to provide guidance

Following the natural flow of the conversation, when probed about **the development of a course** on the prevention of violent radicalisation in youth at risk, participants exchanged various ideas linked to previous questions:

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- Emphasis on the understanding that radicalisation is not positive and individuals who claim differently are only doing so to satisfy their own needs
- The need for individuals to engage in positive activities to fill their time
- Emphasis on the consequences of violent acts – legal, social, and personal – using case studies
- The need for individuals to understand what making the "right choice" entails and how important this is in the development of one's life

Participants engaged in a debate on the support needed by individuals and, youth in particular, at risk of violent radicalisation and agreed that the following points are crucial in exiting a violent radicalisation context:

- Access to correct and reliable information
- Sensibilisation and awareness of the phenomenon
- Support in self-awareness efforts and problem-solving skills
- The identification of and engagement in activities that enhance ones' self-worth
- The active engagement with wider social networks and, in particular, the families of youth at risk and their inclusion in the process

- Strengthening the abilities of individuals to escape risk situations

All participants believe such training efforts should be held offline for maximum impact.

Participants were unable to provide any answers on the use of restorative justice.

Questionnaires/Interviews report

The 10 questionnaires were completed by professionals from **civil society organisations** (Iris Timisoara, LOGS, Save the Children) and the **Timis County Probation Service**.

The sample was comprised of 5 men and 5 women, aged between 20 and 53 years old however, the majority of participants were over 30.

The length of their professional experience varied between 2 and 19 years, with roles covering both execution and direct daily contact with the risk groups, as well as upper management responsibilities. The majority of participants (7) have never been formally trained on the prevention of violent radicalisation.

When asked what the **concept of radicalisation** means, the majority of participants defined the term as a phenomenon through which individuals are attracted by (and directly or indirectly engage in activities linked with) strong opinions, ideas, or ideologies that promote cruelty, violence, and terrorism. A small number of participants also referred to radicalisation as behaviours and values that directly encourage discrimination and the extreme violent expressions of it.

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When probed further and asked what **aspects of violent radicalisation** professionals should be aware of, the following were the most mentioned factors that can increase the risk of exposure to and engagement with radical ideologies:

- The socio-economic background of individuals
- Deprivation and poverty which can increase dependency, fear, and the likelihood of coercion
- Unequal distribution of power (financial, social etc)
- Feelings of isolation and lack of understanding
- Personal background and history of violent behaviour (experienced or perpetrated); trauma
- Mental health

Participants mentioned that professionals should have the **knowledge and ability** to follow the propaganda processes and the promotion of ideas, values and beliefs that are at the core of violent radicalisation. Moreover, professionals should **identify and supervise** the activities of extremist group leaders in an attempt to limit their influence potential. Financial transactions should be monitored, the identification of "real root causes" should be emphasised and adequate intervention approaches should be developed in line with the needs identified.

When asked about **approaches for the successful identification** of individuals exposed to radical ideologies, some of the respondents believe that the careful surveillance of the environments and contexts individuals come from, as well as their behaviour, is crucial, both online and offline. Others emphasised the need for community awareness to be higher, which can be increased through online surveys, interviews and/or public discussions on violent radicalisation.

With regards to the **important factors that could facilitate risk assessment**, answers were also divided, with some participants making reference to the need for community centres to be developed and adequately managed and financed, whilst others referred to the need for better monitoring practices to be established, so that the exposure of individuals at risk can be reduced pre-emptively. Participants agreed that professionals working with individuals at risk of violent radicalisation should be better prepared and could benefit from more formalised prevention training.

All participants identified **notions of belonging, justice, and the illusion of prosperity** as fundamental to the needs of individuals at risk, fulfilled by involvement in or ideas about violent radicalisation. Moreover, all participants agreed that low self-esteem levels can play a major role in the likelihood of radicalisation of individuals at risk.

The question related to whether **emotional regulation, resilience and self-concep**t can impact an individual's ability to resist and disengage from violent radicalisation propaganda was answered unanimously with a strong YES, and all participants also believe critical thinking abilities can reduce the risk of engagement and participation.

When asked to think about **other abilities and soft skills** that can help individuals desist, participants mentioned the following:

- Ability to create and sustain social relationships
- Assertive communication skills

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- Altruism
- Empathy
- Resilience and ability to easily adapt to change
- Alternative thinking skills
- Ability (and willingness) to access support and "ask for help"
- Community resources (social and structural)

Community support was considered imperative by all participants. The **role of local communities** and wider social support networks was considered crucial in preventing and supporting individuals to desist violent radicalisation by all respondents. Most participants expanded on this and mentioned that the local community plays a very important role, and that civil society and other relevant institutions should work together to reach a common goal. Such organisations and institutions have the ability to identify groups and/individuals that do not respect social norms and the prevention of violent expressions of *othering* can support early intervention approaches.

Participants also believe that the local community should be actively involved in identifying, signalling, and collaborating with multi-disciplinary teams to provide alternative intervention measures.

The majority of participants agreed that **active citizenship** can help reduce the risks of violent radicalisation, and the engagement with the community can positively influence feelings of belonging and social cohesion.

Last but not least, the majority of participants do **not** believe that stimulating dialogue between *clients* and persons directly or indirectly harmed by their actions would be beneficial. 30% of the sample believe that such a dialogue could be beneficial only if the victim/survivor is open to such an interaction and conditioned by the presumption that this dialogue would help the *aggressor* fully understand the gravity of their actions. Interestingly however, when specifically asked whether such a dialogue could result in negative outcomes, only two participants answered no.

The majority of participants who believe that a dialogue between the *victim* and *aggressor* would have negative outcomes could not provide details as to what these outcomes would look like.

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General conclusion

It is quite clear that restorative justice does not yet have a very strong standing in the Republic of Ireland justice system. It would prove to be less costly and more beneficial for the majority if restorative justice had a larger role in Ireland's society. One factor that prevents the expansion of this practise is lack of knowledge. There are not many articles about restorative justice research in Ireland nor is education provided on this subject. This could change with more support from the Government to achieve a restorative justice society. Somewhat recently they have started to show more of an interest in these methods and approach to justice, which is why there has been a slow growth of restorative justice in some communities.

More restorative justice initiatives have been introduced into Ireland, such as the 'Le Chéile' program in Limerick and the Tallaght West initiative in Dublin. They are both extremely successful practises. We believe it would be greatly beneficial to look towards Northern Ireland (or other European Countries) for guidance and inspiration as their approach towards a new justice system has been very successful. It would be good to slowly start implementing more restorative justice methods into smaller sectors such as schools, before introducing them into the criminal system as time and practise will only improve the restorative justice models.

Conclusion related to restorative justice in Terrorism or Violent radicalization

As a result of carrying out this desk research we have concluded that the various agencies, organisations, associations or charities involved in restorative justice in Ireland make no mention of, have no spatial programmes for, and are not prepared to carry out their functions in relation to crimes involving domestic terrorism, international terrorism or extra-terrorist violence.

This is because Ireland has not had a major terrorist attack since the end of the 1960s period known as "The Troubles" and has never suffered an international terrorist attack in its entire history.

It is estimated that there are five people within the Irish prison system who have been convicted for Islamist extremism related offences. Security sources suggest that all of these relate to terrorism funding offences, as opposed to active engagement in terrorist plots.27 this reinforces other evidence which suggests that ISIS and its affiliates regard the Republic of Ireland as a target for criminal exploitation for fundraising, as opposed to a target for a terrorist attack. A small number of prison staff have received training by the Irish Prison Service to identify signs of radicalisation.28 Domestic terrorists – largely dissident republican terrorist groups – are the predominant extremist threat group in the state.

They are held separately in a high-security wing, E Block, in the country's maximum-security Portlaoise Prison. The perimeter of this prison is protected by the Irish Army which maintains a permanent presence there. It would be logical to assume that any new generation of Islamist terrorist prisoners would also be housed in secure and separate conditions. These arrangements

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also have value in separating ideologically inspired prisoners from criminal gangs and thus preventing networks from being established across the two groups.

It is clear that, like other member states, the Irish prison system does suffer from endemic gang problems. A union official, speaking at the Irish Prison Officers' Association conference in May 2019 29 referred to the existence of 28 active gangs in one medium-security prison with up to 230 prisoners isolated for their own protection. Gang members were reported of using violence and intimidation against staff and exploiting vulnerable people to subvert the power structure in the prison environment and carry on criminal activity.

However, it is clear that, like other member states, the Irish prison system does suffer from endemic gang problems.

Best practice examples

'Our Shared Future' – Draft Programme for Government 2020+

IPRT strongly welcomes many of the proposals in the draft Programme for Government which has been agreed between coalition parties Fianna Fáil, Fine Gael and the Green Party. While the draft has been officially published, it should be noted that the document will need to be approved by party members before it is signed off.

The commitments relating to prisons and penal reform in *Our Shared Future*, if adopted by party memberships and implemented by the next government, will help to build safer and more equal communities for everyone. Taken together, the justice proposals offer a strong basis for a joined-up approach that is led by the evidence of what works to prevent and reduce crime, support victims, improve rehabilitation, and reduce inequalities.

In advance of the 2020 General Election, IPRT campaigned vigorously on 5 key recommendations for the Programme for Government 2020+. **It is heartening that all of these priorities, in some form, have made it into the draft Programme for Government.** This, in no small part, is due to successful collaborative working and information sharing with other civil society groups, academics, and IPRT supporters.

Commitments relating to IPRT's 2020 General Election recommendations

- Ratify and implement the Optional Protocol to the Convention against Torture within 18 months of the formation of the Government.
- Establish a high-level cross-departmental and cross-agency taskforce to consider the mental health and addiction challenges of those imprisoned and primary care support on release.
- Review the Criminal Justice (Spent Convictions and Certain Disclosures) Act 2016 to broaden the range of convictions that are considered spent.
- Establish a Penal Policy Consultative Council to advice on penal policy.
- Work with all criminal justice agencies to build capacity to deliver restorative justice, safely and effectively.
- As well as the key priorities IPRT campaigned on for inclusion in the Programme for Government 2020+, other longstanding areas of IPRT's work towards progressive reform of penal policy are reflected in the draft Programme, including:

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- Examine increasing the age limit for the application of the Garda Youth Diversion Programme to 24 years old.
- Implement a new Youth Justice Strategy, drawing on learnings for the Icelandic model and emphasising prevention, early intervention, and inter-agency collaboration.
- Review the existing functions, powers, appointment procedures and reporting processes for prison visiting committees.
- Fully implement the EU Victims of Crime Directive including the full provision of victim liaison officers.
- Ensure that aftercare and transition plans and protocols are developed for vulnerable homeless people or those at risk of homelessness leaving hospital, state care, foster care, prison, or other state settings.
- Examine the introduction of a new ground of discrimination based on socio-economic disadvantaged status to the Employment Equality and Equal Status Acts.

These draft commitments indicate an intention to build a government that prioritises evidence-led legislation and policies, supported by research. Should these commitments be approved by the parties' memberships, IPRT will work constructively with the next government and all stakeholders in order to progress action on these areas. Where necessary, IPRT will continue to be a strong independent voice in holding the State to account in realising their commitments.

Restorative Justice: Strategies for Change

In collaboration with nine other European countries, Ireland is participating in a new cross-European venture entitled 'Restorative Justice: Strategies for Change'. The purpose of the project is twofold:

- To contribute towards refocusing European criminal justice systems, agencies, policies and practices around restorative principles and processes; and
- To determine how the Council of Europe Recommendation CM/Rec (2018) concerning restorative justice in criminal matters could be used to support this work.

The purpose of the strategy is to help embed restorative justice and restorative practices within the Irish criminal justice system, building on existing practices and stimulating new work to fill gaps in policy and practice.

Interviews / Questionnaires REPORT

Number of interviews/questionnaires: 7

We had to abridge the number of questions for our interviews and questionnaires. We had 7 respondents working mainly in Wheatfield Prison in Clondalkin, Dublin.

These were some of the **PROPOSED** questions we wanted experts to answer either in writing or as an interview:

1. Tell us a bit about yourself. What is your agency name and your role in the agency?

2. What does violent radicalisation mean to you?

Probes: a) What do you want people to know about violent radicalisation?

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b) What are the myths or untruths about violent radicalisation?

c) what types of group violence and/or violent radicalisation do you see in your work?

3. What causes people to be a part of violent radicalisation?

Probes: a) how long have your clients interacted with violent radicalisation>

b) what kind of groups are they involved in? E.g. gang, political group, cult, religious extremism

c) what are the goals of the groups they are involved in?

4. Who tries to recruit your clients into violent radicalisation? Are they recruited in person/ offline or online? If online, what platform eg Twitter, Instagram, video game, Telegram, Tiktok?

Probes: a) What did recruiters say or do that convinced clients to join violent radicalisation?

b) Did your clients have any hesitations at first, what made them to feel hesitant?

c) What are the steps that pulled or pushed your clients further into violent radicalisation?

5. How do you try to prevent client recruitment into violent radicalisation? Who should be involved in prevention of violent radicalization?

Probe: a) Do you have clients who avoided recruitment into violent radicalisation? What helped them to do that?

6. How could client families prevent their youth from entering violent radicalisation?

Probe: a) how are families impacted by violent radicalisation?

b) how could families help clients to exit or stay out of violent radicalisation?

7. How could institutions -school, faith community, governments, mental health services better prevent youth and adults from entering violent radicalisation?

Probes: a) how is your community impacted by violent radicalisation?

b) what could your community do to help you exit or stay out of violent radicalisation?

8. What do you think violent radicalisation gives to your clients?

Probes: a) what do your needs met by joining violent radicalisation?

b) are there other ways for your clients to meet those needs without violent radicalisation?

9. How has violent radicalisation harmed your clients?

Probes: a) what have been the physical, mental, financial, relationship or legal harms?

10. What would have to change so that your clients don't return to violent radicalisation?

Probe: a) what could change about the community, their financial situation, relationships, etc?

11. Who in the community could help your clients stay safe from returning to violent radicalisation?

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Probe: a) what would the best community support look like?

12. How could clients better keep themselves safe from violent radicalisation?

Probe: a) what will help your clients to recover from the any harm done by violent radicalisation?

b) what could you do to keep yourself and the community safe from violent radicalisation?

13. What do your clients do to manage upsetting thoughts or feelings or behaviours?

Probe: a) What do your clients need to better manage self-regulation and healthy choices?

Probe: b) Who or what could help your clients to learn to manage their thoughts, feelings and behaviours?

14. What caused your clients to choose to exit violent radicalisation?

Probes: a) What were the steps they took to get out of it?

b) What caused their exit from violent radicalisation? e.g. legal, or physical costs?

15. What would have helped your clients to exit violent radicalisation sooner?

Probes: a) who could have helped them to exit sooner?

b) What could they have done to help?

c) If your clients haven't exited yet, what keeps them involved? What would help your clients to you want to exit? Who could help them to do that?

16. How has violent radicalisation harmed your community?

Probe: a) Who has it harmed? What are the losses incurred by violent radicalisation?

b) what do victims of violent radicalization need to recover from their harms?

17. What are the negatives of retributive forms of criminal justice? What are the positives?

18. What does restorative justice mean to you?

Probes a) What are ways clients could repair any harms that they have done to the community via violent radicalisation?

b) Who could help clients to repair harm?

c) what are the benefits, if any, of clients relationships with their community?

d) What are your hesitations, if any, of clients repairing any harms with the community?

19. What could the community do to help clients have the life that they want that does not involve crime?

Probes: a) How could the community support clients to be violence free?

20. What needs to change so there is no more violent radicalisation in your community?

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Probe: a) How could people talk and get along better in your community? How do they resolve conflict?

b) How could your clients contribute to a better community?

21. What could your clients do to solve conflicts without violence?

Probe: a) What skills would help your clients resolve conflict without violence?

b) what could the community do to better resolve conflicts without violence?

22. If you could teach a course to help professionals to prevent violent radicalisation in the community, what should professionals learn about?

23. If you could teach a course to help parents/families to prevent youth from entering violent radicalisation, what would you want parents to learn about?

24. If you could teach a course to youth, to prevent them from entering violent radicalisation, what would you want them to learn about?

Probe: a) should a course be offered online, offline or both?

25. If you could teach a course to help youth to leave violent radicalisation what would want them to learn about?

Probes: a) should a course for youth be offered online or offline or both?

After consultation with experts in Prison Systems, the number of questions was reduced to 3 and the interviews were carried out by email due to both lockdown measures and industrial action taking place in Irish prisons during that period:

1. What does violent radicalisation mean to you in the Irish context?
2. How could families you deal with prevent their children from entering violent radicalisation?
3. What could the community do to better resolve conflicts without violence?

The respondents were given the context of our project, the brochure and the press release produced by the partnership.

1. What does violent radicalisation mean to you in the Irish context?

Violent extremism in the Republic of Ireland has historically been driven by Irish republicanism, which seeks to unite Northern Ireland with Ireland. While radicalisation and violence by republicans remains a concern, the Irish government has in recent years devoted more resources toward countering the threat of Islamist extremism, given large-scale attacks elsewhere in Europe. Though Ireland has not experienced an Islamist-inspired terror attack, the Irish government remains concerned that returning Irish foreign fighters could perpetuate a domestic attack.

Beginning in the late 1960s, Ireland was a target of Irish nationalist violence from Northern Ireland, a period known as the Troubles. Catholic republicans sought to reunite Northern Ireland with Ireland, while Protestant loyalists wanted Northern Ireland to remain part of the United Kingdom. Militants from both sides fought across Ireland and the United Kingdom until the 1998 Belfast

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Agreement, a.k.a. the Good Friday Agreement, largely ended the conflict. Though more sporadic now, republican extremists continue to operate and threaten violence within Ireland.

Ireland has not had a major terrorist attack since the end of the Troubles, but officials remain concerned about the impact of returning foreign fighters from the Middle East. From the beginning of the Syrian civil war in 2011 through January 2016, between 30 and 50 Irish citizens joined the fighting in the Middle East. By September 2014, Ireland was one of the top two countries proportionally sending foreign fighters to Iraq and Syria with almost one per 1,400 Muslim citizens going abroad to fight. Some Irish media estimate that half of these fighters have returned. Authorities also believe that there is a small number of ISIS recruiters operating in Ireland. Further, Irish authorities reportedly continue to monitor 20 Irish jihadists in the Middle East.

In response to terror attacks in other European countries, the Irish government has increased funding and resources to An Garda Síochána (Garda), Ireland's national police service responsible for counterterrorism and intelligence. Nonetheless, the Irish public and security establishment have criticized the government's preparedness for a domestic terror attack. Following the March 2017 terror attack in Manchester, England, an informal poll by Ireland's Journal newspaper found that 87 percent of 27,582 respondents did not believe Ireland was prepared for a terror attack. Members of the Garda (gardaí) have criticised their training and equipment's inability to defend against a domestic terror attack. In October 2016, the Irish government approved a plan to expand the Garda, but the Garda Representative Association has criticized the modernisation plan as too slow, lamenting a lack of street patrols and a visible Garda presence in urban and rural areas.

2. **How could families you deal with prevent their children from entering violent radicalisation?**

The answers focused on an integrated approach based on the help of the local community, involving schools, teachers, community officers, youth clubs, Garda liaison officers and campaigns aimed at the local communities in disadvantaged areas. However, it was mentioned that extreme radical violence and radicalisation was not particularly part of the scene in the Irish context. One of the biggest issues affecting young people and offenders is alcohol and drug addiction at an early age.

Some respondents mentioned that immigrants often brought a different element to the local communities and could potentially tilt the balance in some communities, deriving in violence and conflict among groups. Having a positive sense of belonging also contributes to good outcomes, integrating those young immigrants to feel part of a greater group. A sense of isolation and not fitting in were seen as potential risks in the process of becoming part of the community.

Families need a lot of support, both from the educational point of view as well as Garda support to deal with their children. The Garda play a crucial role in Ireland in prevention and getting close to the community. The Garda has not a punishment role, but more a soft approach to help the community in crime prevention.

Tackling early signs of petty crime and low-level crime were seen as something to deal with immediate effect to prevent individuals escalating their crime or their violence and eventually entering violent radicalisation.

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The contribution of youth work as well as non-formal and informal learning to fostering active citizenship and participation of young people in diverse and tolerant societies, preventing marginalisation and radicalisation potentially resulting in violent behaviour, was seen as something key in the community to help families. If youths are involved in activities, then they are less likely to offend and have good and positive role models.

3. **What could the community do to better resolve conflicts without violence?**

The role of education in this regard was seen as crucial. It can instil young people with the necessary life skills and human rights values, contribute to a positive identity development, make them resilient against extremist ideologies and ensure their personal well-being.

Youth work has a role to play in empowering young people to be active citizens and thus keeping them guarded from extremist ideologies potentially leading to violent behaviour. It helps young people gain skills and competences through non-formal and informal learning, such as teamwork, leadership, intercultural competences, problem solving, and critical thinking. It supports young people in the difficult identity issues that can arise in adolescence. It can make a difference by supporting young people, especially those at risk of marginalisation and social exclusion, with their problems by empowering them to deal with the challenges of growing up in a complex, pluralistic modern society.

The closed mind-set was regarded as an important prerequisite for extremist ideologies to be attractive. That means that young people with an open mind-set are less vulnerable to such ideologies. It is not the ideology that persuades the young person, it is the young person who is attracted by the ideology because it psychologically fits. Therefore, one way for youth workers to counter extremism could be addressing the mind-set, by supporting young people to become open minded and reflective in dealing with various ideologies, ideas and values.

Another interesting aspect arising was the use of peer education activities to prevent young people from getting more involved in extremist circles. Create an extremism-free setting where at-risk youngsters are provided with a safe space and are offered the opportunity to express their feelings among peers who are not under extremist influences. That could be an effective way to have these at-risk youngsters pulled away from an extreme environment.

The whole issue of create space for and get involved in dialogue also came up. Training in dialogue facilitation techniques was seen as key in this process. The ability to set up a dialogue with young people at risk and target the emotional, spiritual, and social level instead of their ideology is important and should be a basic skill to deal with these issues. This skill in the targeted prevention requires a basic knowledge of extremist ideologies.

Approaching the family, get to know its dynamics and when necessary seek the right person to get approval from before intervening. Knowing the family and social surroundings of a young person is essential. By knowing its dynamics a youth worker can identify who has a positive or a negative influence on the young person and understand who the key influential figures are. Those dealing with families might involve correctional, penitentiary, or social institutions in general. They should

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then seek the approval of the appropriate person (either in the family or the social surroundings) to gain access to the young person.

Lastly, the use social media was also mentioned, to learn what is discussed among young people. Those dealing with young people at risk of radicalisation must feel comfortable when using social media. They must be able to identify which are the trending topics that are being discussed and if necessary, intervene. It is not about confronting the ideology but addressing the mind-set of the young person. Keep in mind, however, that although social media have a growing influence and provide introvert persons a space to speak their minds, recruitment to extremist movements most often occurs via existing social relations.

Focus Group Report

Introduction

Our Focus Group was a mixture of online, email interaction and face to face with 6 people involved in prison systems in various places, but all belonging to Irish Prisons Ireland: https://www.irishprisons.ie/

The main staff involved work in Wheatfield Prison and we also had the chance to speak to the Governor of that prison, which is a closed, medium security place of detention for adult males and for sentenced 17 year old juveniles.

The participants involved were 5 men and 1 woman.

All participants have daily contact with juveniles, but they stressed the fact that restorative justice does not yet have a very strong standing in the Republic of Ireland justice system yet.

The individuals who participated in the focus group shared their opinions on the local context, but were not experts on the matter of violent radicalisation. They wanted to actively contribute to sharing the context of juvenile intervention, but appeared more eager to learn from the subject of our research, rather than the other way around. We were told that Restorative Justice will be coming in as a subject in Irish prisons in the next 6 months.

Profile of participants:

- Juvenile prison educators
- Social service officers
- Juvenile penal prison psychologist
- Prison Education Services
- Governor of prison

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Methodology

According to guidelines we had the focus group followed this methodology:

- Introduction to Restorative Justice.
- Brief description of the purpose of the focus group/interview and how the results will be analysed.
- Explanation of personal data and confidentiality.
- Discussion (with abridged questions).
- Conclusion and thanks

Questions

We asked the focus group to have an open discussion (the four who were online, one by email and one face to face) about the following questions:

1. What does violent radicalisation mean to you?
2. What would have helped those you are in charge of to exit violent radicalisation sooner?
3. If you could teach a course to help professionals to prevent violent radicalisation in the community, what should professionals learn about?
4. If you could teach a course to help parents/families to prevent youth from entering violent radicalisation, what would you want parents to learn about?
5. If you could teach a course to youth, to prevent them from entering violent radicalisation, what would you want them to learn about?

1. What does violent radicalisation mean to you?

All participants had a background in juvenile justice, but they explained that restorative dialogue has not been part and parcel of the Irish prison systems. The issue seems to be focused on Northern Ireland, where they had to deal with radical extremism due to terrorist violence.

In Northern Ireland they provide services to help prevent crime and rehabilitate non-political offenders, as they felt there was an opportunity to propose peaceful alternatives to punishment violence through mediation and restorative justice. Restorative justice refers to community-based measures designed to heal the harm done by crime through the offender taking responsibility, making reparation and being reintegrated into the community. They insisted that it must be exclusively peaceful and voluntary if we wish to have a positive outcome.

In the mid-1990s there was widespread “punishment violence” in both republican and loyalist communities in Northern Ireland, even after the 1994 ceasefires. This was due to a perceived policing gap, particularly in republican communities; a desire by armed groups to serve the

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community to fill this gap; pressure from communities to deal with anti-social behaviour and more serious crimes; and a perception that young criminals were used as informers by state forces, and that state forces were also encouraging drug taking and drug dealing as a counter-insurgency measure designed to destroy communities.

Punishment violence ranged from public humiliation (tarring and feathering), to maiming ("knee-capping" – often of multiple limbs) and execution. However, during the 1990s, both before and after the ceasefires, armed groups sought to reduce their involvement in such activities. This was due to the negative political impact of the practice in spite of local popularity, the exposure of members to possible identification and arrest, and distaste within the broader ranks – including the units tasked with carrying out punishments.

The focus group also mentioned at this point that violent radicalisation does not take place in Irish prisons, but in fact this happens when the offenders go back into their own communities.

2. **What would have helped those you are in charge of to exit violent radicalisation sooner?**

The solution was not seen as something coming from the top, but something coming from the grassroots. The idea of helping those who are in danger of becoming radicalised lies in the fact that many aspects have to be considered, and not something uniform. The discussion gathered around the need for having someone close to the offenders, like a mentor or father figure.

Systems can work, but they depend largely on the people who are putting them into practice. Education officers play a big role in this, through the use of mentoring, but programmes are not developed as such and it comes to personal solutions and personal approaches in many cases.

In one case, through the provision of trades (such as manual work and metal work) aimed at helping the juveniles in later reinsertion, it was mentioned that the personal approach and the getting closer to juveniles by dialogue rather than by punishment worked better.

3. **If you could teach a course to help professionals to prevent violent radicalisation in the community, what should professionals learn about?**

Professional educators would need to learn about:

- best practices based on practical approaches
- development of emotional side of the juvenile offenders
- care and empathy
- social and behavioural change communication practices
- mentoring good practices
- emotional intelligence
- psychology of young people
- spiritual side and support

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The learning was preferentially focused on case studies and best practices, whatever the contents of the actual course.

4. **If you could teach a course to help parents/families to prevent youth from entering violent radicalisation, what would you want parents to learn about?**

Families are often left out in our system and they would need to be included in the educational practice, not just as final users but as main actors in the process. Families are often only at the receiving end of reporting, rather than education.

The discussion also focused on having good practices and case studies so that families get closer to their own children and understand where they are coming from.

In many cases the families do not want to be part of the solution, but leave it all to the prison system to ´fix´. This was seen as a lack of responsibility, but this is very often the case, as the offenders and their families have very little on the side of educational and support from the community.

In any case, the following areas were identified:

- Risks of radicalisation
- Prevention methods
- Knowledge on family support best practices
- Positive reinforcement
- Full context of radicalisation

5. **If you could teach a course to youth, to prevent them from entering violent radicalisation, what would you want them to learn about?**

Education from very early age was seen as the solution, but taken as a whole, involving schools, families and the children themselves.

The provision of alternative leisure activities, sport and the spiritual side of the individual was seen as key to preventing young people from having negative outcomes. Positive reinforcement as seen as a way to deal with young people entering violent radicalisation.

The role of the community and having better support from the school system were seen as key to prevention and having positive outcomes to offer young people alternatives.

The role of mentoring in schools was mentioned, particularly in disadvantaged areas where radicalisation can take root more easily.

The role of the Garda (police in Ireland) through community officers was seen as something to boost and explore in the context of preventing radicalisation of youths. There was praise for this type of initiative that has been in place for a long time in Ireland now.

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Community Garda

Arising from the discussion, we did some further research on Community Garda, as an example of good practice that could help other countries in the context of preventing radicalisation. The role of the Community Garda encompasses the three dimensions: the professionals, the families and young people.

What is Community Policing?

Community policing in Ireland is a partnership based, pro-active, community-orientated style of policing. It is focused on crime prevention, problem-solving and law enforcement, with a view to building trust and enhancing the quality of life of the entire community.

Community Gardaí engage in community partnership building, to enhance delivery of the Garda service within communities. Such engagement is a joint process requiring An Garda Síochána and community groups, to work together, to improve the 'quality of life' of people in those areas and to reflect their needs and priorities. The establishment of partnerships at local level should be seen as a cooperative effort to facilitate problem-solving. The problems presented to and faced by An Garda Síochána cannot be solved by the Gardaí working alone. Crime and the prevention of crime is everybody's business.

Community Gardaí are required to be proactive, in building positive partnerships, through initiatives such as Neighbourhood Watch, Community Alert, Campus Watch, Hospital Watch, Garda Clinics, Supporting Safer Communities Campaigns, Garda Schools Programme, etc. Flexible engagement practices are required to cater for individuals, community groups and can ultimately lead to a community being empowered. The establishment of partnerships at local level should be seen as a co-operative effort to facilitate problem-solving.

Our Community Policing Objectives

-To engage in partnership opportunities (e.g. JPC, Neighbourhood Watch, Community Alert, local policing fora, various retail fora, Business Watch)

-To provide an accessible and visible Garda service to communities.

-To establish effective engagement processes to meet the needs of local communities and provide feedback to communities.

-To use problem-solving initiatives, devised in partnership with communities and local agencies, to tackle crime, drugs, public disorder, and anti-social behaviour, through targeted enforcement, crime prevention and reduction initiatives.

-To engage in a community-focused approach to provide solutions that reduces the fear of crime.

-To engage meaningfully with young people to develop and foster positive relationships and promote personal and community safety.

-To enhance communication strategies that articulate community policing objectives and outcomes.

-To be accountable to the community we serve.

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-To work in partnership with other agencies ensure safety on our streets and roads.

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Conclusions from Spain

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Professionals from justice institutions and education system as well as leaders of diverse religious communities have expressed their worries and needs to prevent radicalization in the best ways possible. One of those solutions might be specific trainings.

Training needs to be covered by this project are as following:

- Make definition of a problem easy go target for experts of different fields, making clear why, when, how, and what form of violence,
- Offer trainings on formation for soft skills for professionals to help young people develop
- them and not easily become target of radicalization recruitment
- Get knowledge to help families in observing young people behaviour and see the signs of weakness,
- doubts, aggressiveness, or any other sign of possibility of being engaged in some different activity
- Get education how to help teachers to prevent appearance of radicalization in schools and in groups of peers
- Offer trainings for creating activities of for restorative justice and help the victims to recover from that experience
- Get training in digital ways of radicalization, how to recognize and how to prevent them
- Get trainings with intercultural and interreligious groups

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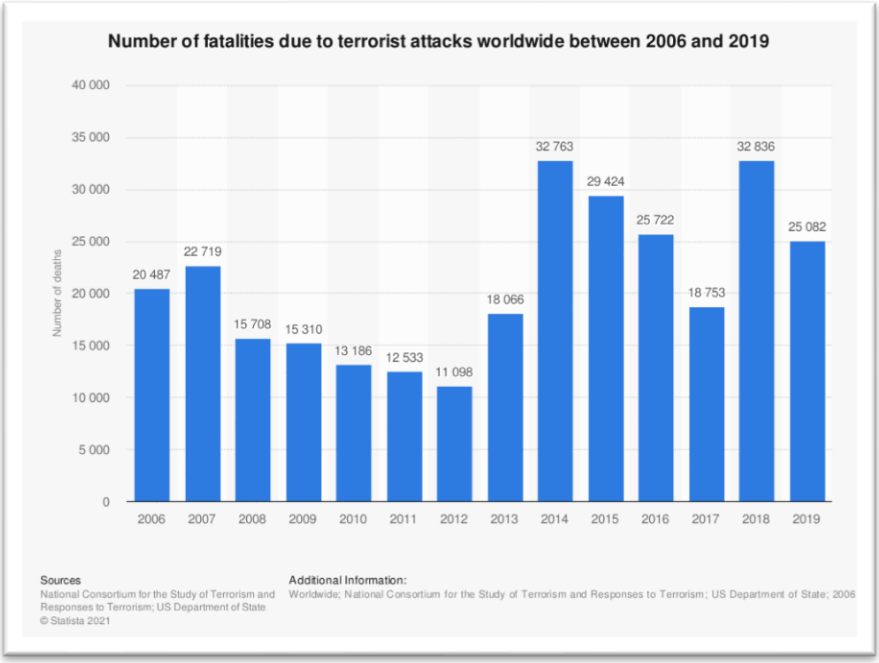
Statistical data



Best practice samples

Based on unfortunately big history and experience with terrorism Spain was obliged to create a plan for the fight against violent radicalization and it is still actual with modifications with a name: National

Strategic Plan (PEN-LCRV).

“The Ministry of the Interior is the department responsible for coordinating all the State action, it has designated the Intelligence Center against Terrorism and Organized Crime (CITCO), to implement and develop the Strategy, and coordinate a specific working group for its drafting, of representatives from twelve ministries, the National Intelligence Center (CNI) and other agencies attached to the Administration. It has also consulted its design with other departments of the Ministry of the Interior, social assistance organizations or observatories to ensure respect for the fundamental rights of citizens, and also sought advice from private institutions and specialized areas of different university centres. The objective of the Plan is to "constitute an effective instrument for early detection and neutralization of outbreaks and outbreaks of violent radicalism, acting on those communities, groups or individuals at risk or vulnerability".

”There is a history of for more than 60 years fighting with ETA, with a presence of an international element in that conflict – Spanish-French cooperation. International dimension has become even broader, Spain as a member of UE implemented the security policy of the European Union within the Spanish domestic legal order. The National Plan also has treated broadly international jihadist radicalization and terrorist violence translating the European Union Strategy for Combating Terrorism to the national level.

As for Spanish society the most important is the implementation of security policies, as well as responsibility of citizenship: “

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The Plan sets this Objective: “to constitute an effective instrument for early detection and neutralization of outbreaks and foci of violent radicalism, acting in those communities, groups or individuals at risk or vulnerability.”

There is no way to avoid seeing the danger of a terrorist threat: The attacks in 2001 in the United States, in 2002 in Indonesia, in 2003 in Morocco, in 2004 and 2017 in Spain, in 2005 in the United Kingdom, and recently in January 2015 in France are too many of a kind to be neglected. There is a

strong need to combat violent radicalization and have a clear plan of action as national security is one of the government's priorities. That´s why Spain has created several plans for fights against the terrorist threat such as:

- The internal security strategy of the European Union: towards a common security model, 2005
- The national security strategy (ESN-2013)
- Comprehensive strategy against international terrorism and radicalization (EICTIR), which

was approved in 2010 and ratified in 2012.

There is much still to be done but the base is created and the process has its methodology which is still to give results. National training is implemented for local and national law enforcement agencies. There are also schools and vulnerable communities involved in this plan. There are three areas of action: the internal, the external and cyberspace and the city of Malaga and the Community of the Basque Country were the first not only to cooperate but to create the Transversal Plan for Coexistence. The impact of the plan remains to be evaluated.

1.2. How to identify those who may be at risk or have been exposed to ideas about violent radicalization?

Getting to know the successful cases of solving the problems in Spain or any other European and non-European country.

1.3. **What would make your work in preventing violent radicalization easier?**

Understanding that no community is safe from that kind of recruitment as young people are very vulnerable , learning how to identify possible victims, and having trainings how to help in recovering some person who is already enrolled or at the point to be.

1.4. **What would make for you to put risk assessment for violent radicalization in practice easier?**

More psychological trainings on empathy, human behavior, emotional therapies…criminology trainings on new discoveries, and especially Internet /digital crime styles. Very important Multi - cultural trainings and knowledge about different religious groups.

2. 1. Is the role of family and community so important in preventing the appearance of radicalization?

Identity through belonging to the family or/and community is of basic importance if it is in a healthy way**.**

3. Training Needs of Target Groups Defined in RDaVR Project

Professionals have expressed the need to get very specific formations and training in skills of communication, creating healthy relations, improving empathy, running intercultural and inter religious groups, improve dialogue skills of young people, help victims from both sides to overcome

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consequences and go on with their lives. Also to learn how to use art in that process and help victims through theatre painting, sculpture and/or writing heal their wounds and find a way to future.

TIME AND PARTICIPANTS

The focus group with the participants was held by Casa Eslava on 10th May 2021, at 7 pm.

online (Zoom platform). Our Focus group had 21 participants attending Zoom meeting, apart from 3 members of Casa Eslava Association. Selecting participants was very detailed process as we wanted to get opinions of the professionals whose opinion and feedback might create a new prospect of the project. That was the reason to have a diversity of professionals from different communities, religious belief, cultures and different professions.

Profile of participants were:

- Deputy Attorney (1)
- Lawyers. (5)
- Juvenile educators. (1)
- Social service workers. (1)
- Juvenile psychologist. (1)
- Prison psychologist. (1)
- Islamic religion teachers (3)
- Catholic religion teachers (2)
- Orthodox religion teachers (3)
- Casa Eslava members (3)

Totally participants: 21

No of different professions: 11

No of different religions: 3

No of different origin: 7

Age Range: from 27 to 65

Gender: 12 women and 9 men

Professional experience of our participants have been between 3 and 32 years, and all of them are in direct contact with risk groups and 6 are having high level management responsibilities (NGO director, intercultural mediator, Head of Legal Department, and a person in charge of religious center). All of them believe that participation in that kind of focus groups contributes to the prevention of violent radicalization.

Results

Some of the most interesting results were the following: What does violent radicalization mean to you?

There has been a shared opinion that it is not the same definition of experts in some of professions involved in Focus group and the people from street. All participants have had some expertise and also experience with the groups of terrorism, might be with victims or with aggressor, so they are

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in a way much more aware of the origin, process of development and consequences of violent radicalization.

Most of them see that category of violence as provoked by external factors and not a way of natural behaviour of the aggressor.

What do you want people to know about violent radicalization?

Most of them believe that the young aggressors are not the executioners but also victims of imposed politic.

What types of group violence and/or violent radicalization do you see in your work?

Participants insisted to make a difference between violent extremists who are the individuals who support ideologically motivated violence to further political, social, or religious goals. Different from it is radicalization as the process by which individuals enter into violent extremism. What they usually see is acceptance of violence as everyday issue.

What would have helped your clients to exit violent radicalization sooner?

Most of the participants agree that it is a long process which might be easier to implement as a prevention not as a corrections.

If you could teach a course to help professionals to prevent violent radicalization in the community, what should professionals learn about?

Their opinion is that the best way would be through informal education, free workshops on many different ethical, spiritual, social subjects between diverse cultural and religious groups.

How could professionals better prevent youth or adults from becoming radicalized or desist from radicalization?

Participants has agreed that emotionally unbalanced individuals especially young ones are easy target and that we need to raise emotionally healthy young people. In fact, they think that it's needed to work on the emotional competences of the individual authors of violence and on the environmental-family context.

How could professionals better assist families to prevent or desist from radicalization?

The feedback has been that family is losing its primary importance and value. That it is not anymore the basic element in development of the young person. Communication between members of the family is slowly disappearing and the families are becoming dysfunctional. The help has to restore balance of family background and structure.

How could professionals better assist victims of violent radicalization and facilitate restorative justice between former radicalized people and those whom they have harmed?

The final agreement on this was that this issue has to be done gradually and not only by Family but also between many social members and powers**.** They also agreed that "on line" education is not helping young people to have more empathy, stronger friendships or better collaboration.

What can you suggest as a successful Restorative Justice?

- Victim assistance with a focus on the victims and survivors of crime. ...
- Community service.
- Victim-offender mediation. ...
- Peace-making circles. ...

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- Family group conferencing.
- Innovation through peers meetings and sharing of opinions.

What else can you suggest ?

Prevention in a form of informal formation.

O1 Fieldwork Spain

Professionals from justice institutions and education system as well as leaders of diverse religious communities have expressed their worries and needs to prevent radicalization in the best ways possible. One of that solutions might be specific trainings. The needs to be covered by this trainings are following:

- Make definition of a problem easy go target for experts of different fields, making clear why, when, how, what for of violence
- Offer trainings on formation for soft skills for professionals in order to help young people develop them and not easily become target of radicalization recruitment
- Get knowledge to help families in observing young people behavior and see the signs of weakness, doubts, aggressiveness or any other sign of possibility of being engaged in some different activity
- Get education how to help teachers to prevent appearance of radicalization in schools and in groups of peers
- Offer trainings for creating activities of for restorative justice and help the victims to recover from that experience
- Get training in digital ways of radicalization, how to recognize and how to prevent them
- Get trainings with intercultural and interreligious Groups

O2 Conclusions

According to all interviews, information, facts, feedback and possibilities we see those topics as the most useful for professionals working with the victims and young people at risk to be involved in radicalization:

1. Soft skills for People At Risk of VR

2. Building leadership capacity for persons at Risk of VR

3. Training for creating and promoting active citizenship through collaboration of Families, Schools, Political, Police and Civil Society Organizations

4. Formation for VR experts how to create Policy of Prevention and Intervention Strategies for Families

5. Formation how to create intercultural and interreligious dialogues in your community

6. Formation how to use art and sport to create Restorative Dialogue Skills to Assist People Exited from VR, and Victims of VR.

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https://www.tandfonline.com/doi/full/10.1080/10576100600781612?src=recsys

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Conclusions from Italy

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According to the emerged information, referring to the identification of training needs/training topics, in Italy it is suitable training for professionals (justice and education services) on:

- VIOLENT RADICALIZATION: concepts, process, causes, signals, indicators, evaluation tools
- INTERVENTION/PREVENTION ON AUTHORS OF VIOLENT RADICALIZATION: "self-development of young people" (emotional awareness, personal project skills, active involvement in the society)
- INTERVENTION/PREVENTION ON FAMILIES: how to better equip parents with knowledges and skills to be referent point for the youth growth, to early identify signals of potential violent behaviour, to act in case of violent radicalization
- INTERVENTION/PREVENTION ON SCHOOLS: how to better equip teachers with knowledges and skills to be referent point for the youth growth, to early identify signals of potential violent behaviour, to act in case of violent radicalization
- INTERVENTION/PREVENTION ON COMMUNITY: how to better equip civil society with knowledges and skills to act in case of violent radicalization, for restorative justice (with victims and with community)
- INTERVENTION/PREVENTION ON VICTIMS: how to better equip victims with knowledges and skills to be involved in restorative justice projects

Training needs: Prison administration promotes trainings for the prison staff, to enhance the detection of prodromic markers of violent radicalization. In particular, the training has been reserved at first to prison police, commanders, and chief of the penal institutions with sections reserved to prisoners for terrorism. Trainings concerns strategies aimed at a most appropriate management of the high security sections AS2 and provides information about the Islamic culture, in order to help prison staff to distinguish between appropriate ways to express religious faith and behaviours thar could be first signs of radicalization or proselytizing. These trainings are focused on different topics:

1. Islam, culture and religion.
2. Religious practice and cultural mediation.
3. International terrorism: ideological sources and spread.
4. Radicalization and proselytizing.
5. Focus on case studies of violent radicalization.
6. Operational practices.

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In addition, prison administration attended some National or European projects, such as the Train Training, a project that aims to:

- enhance the awareness about violent radicalization, its prevention, and measures to contrast.
- create evaluation strategies of risks common to all subjects implied in the evaluation and treatment of individuals at risk of violent radicalization.
- train the front-line staff in the use of counselling techniques and counter-narrative.

There are examples of training initiatives also for third sector operators and volunteers, organized by public authorities (municipalities) or private entities, in the context of initiatives to prevent and combat violent radicalization.

Statistical data

Statistical data referred to November 2019 shows that AS2 sections include 52 prisoners of crimes related to Islamic international terrorism. The total number of prisoners of AS2 sections includes also prisoners for national terrorism (red brigades, extreme right and anarchists).

		Men	Women	Tot
AS2 high security sections	International terrorism	1	0	1
	International Islamic terrorism	50	2	52
	National terrorism	24	7	31
total		75	9	84

The report of the National Committee of Order and Public Security (2017) contains statistical data about the phenomenon of international terrorism in the Italian context.

	2016	2017
Expulsion has been suspended for reasons of public policy	37	67
of which Imam	3	3
Arrested extremists	25	29
Monitored foreign fighters	110	125
of which deceased	32	37
of which returned to Europe	17	22
Monitored people	77.691	190.909
Monitored vehicles	19.693	65.878
Monitored motor vessels	154	71

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Best practice samples

TRIVALENT (Terrorism Prevention Via Radicalization Counter Narrative)

The project **TRIVALENT** (Terrorism Prevention Via Radicalization Counter Narrative) aims to a better understanding of root causes of the phenomenon of violent radicalization in Europe, through a multidisciplinary analysis leading to a comprehensive approach, based on a firm commitment to respecting fundamental rights, promoting integration, cultural dialogue and fighting discrimination, in order to develop appropriate countermeasures, ranging from early detection methodologies to techniques of counter-narrative, involving LEAs together with academics, experts and civil society actors at local, national and European level, in collaboration also with communities of reference https://trivalent-project.eu/

Radicalization in prison: an empirical research (Ravagnani & Romano, 2017)

Several authoritative sources have publicly stated that prisons are high-risk setting for violent radicalization of Islamic prisoners. The authors this empirical research carried out in Italy, provided a structured questionnaire to a sample of Islamic prisoners in order to investigate some personal characteristics and their migratory paths, the difficulties and opportunities for their integration in our Country and their point of view on the existing risk of radicalization in prison. The research was conducted in three geographic areas of the Country, North, Centre and South involving several prison facilities characterized by a considerable number of Islamic prisoners.

The University of Brescia has promoted this empirical research to provide a theoretical framework for preventive measures against violent radicalization implemented in the penal institutions. The study has been realized through an anonymous questionnaire administered to 175 prisoners, 165 of which profess the Islamic faith, and 10 profess another faith (or none).

One topic analyzed was the perceived risk of embracing fundamentalist teachings and developing forms of violent radicalization among the Islamic prisoners:

Is possible that someone could exploit the conditions of hardship of prisoners to propose to them fundamentalist teachings?	NO	YES	NOT ANSWERED
	66,2%	17,7%	16,1%

It means that about two-thirds of prisoners do not consider significant the risk of radicalization. The questionnaire also explored the prisoners' definition of fundamentalism; the results could be summarized in these categories:

- Fanaticism/lack of respect
- Ignorance of true values of Islam
- Distortion of the original religious teachings
- Policy instrument to gain power.

Individual problem related to psycho-pathological conditions.

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Focus Group Report

The focus group with the stakeholders was organized online (Zoom platform) by Sinergia on 12th May 2021, at 5.00 pm.

Thanks to a strong information campaign and to the protocol signed with Centro Giustizia Minorile Puglia e Basilicata (interregional department for juvenile justice, Ministry of Justice) 12 stakeholders attended the Focus group, apart from Sinergia' staff.

The participants were:

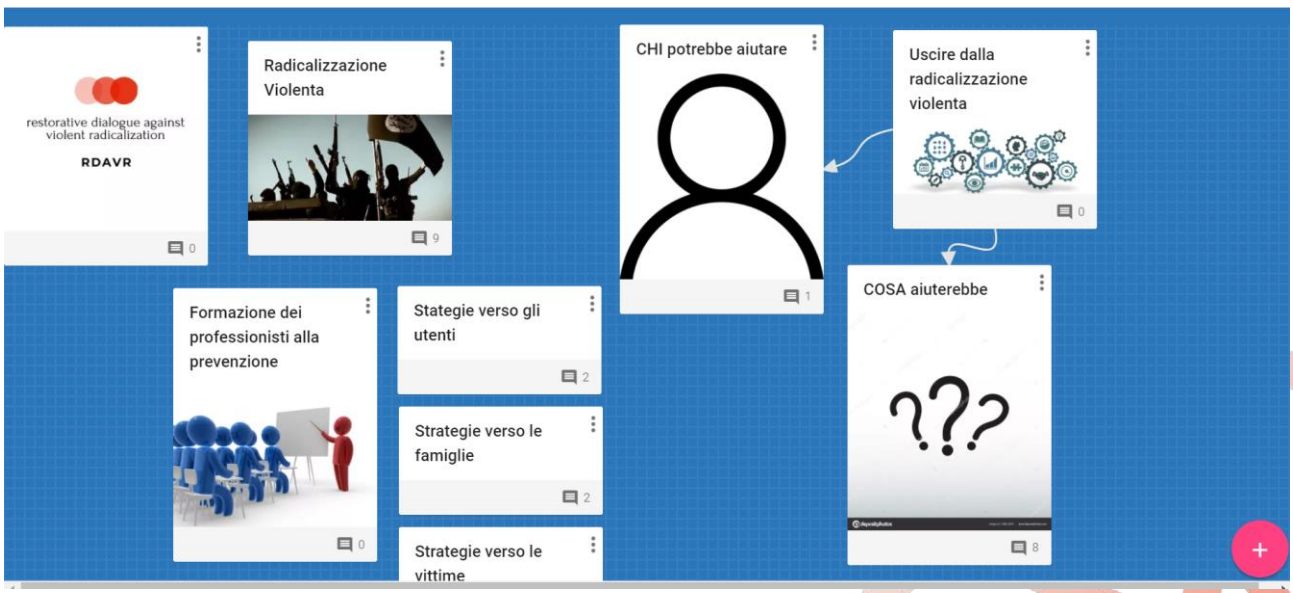
- Deputy Attorney
- Juvenile prison educators
- Social service officers
- Multi-purpose day centre Social service officers
- Lawyers
- Juvenile penal community educators
- Juvenile penal community psychologist.

METHODOLOGY

According to the provided guideline the focus group was organized according to the following structure:

- Introduction Phase:
- Main Phase:
    - discussion around the questions provided:

  A Padlet was used to summarize the questions and to take some notes during the discussion, to support participants in exchanging ideas and proposals



- Concluding Phase:

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- Thank the participants for their contributions to the project.

RESULTS

Most of participants have specific background in Juvenile justice; according to their experience, even if they are conscious that radicalization is a process of personal evolution by which an individual adopts increasingly extreme political or political-religious ideas and objectives, with the conviction that the achievement of these objectives justifies violent methods, all the participants think that violent radicalization in young people is not really related to religious or political ideas.

The prevailing idea is that "radicalization" is a SOCIOLOGICAL and not a legal concept. It is defined as a process of adaptation and affiliation (intended as identification of the person) to a data context, according to coordinates connected by anti-social behaviour. In the regional context (Bari-Foggia) it does not seem possible to identify episodes of real violent radicalization, especially with reference to violent baby gangs (in our context the ideology factor is missing).

According to their perception violent radicalization is a change - dynamic and evolutionary - in the personal behaviour of the criminal.

At the same time, some of them find the difficulty to conceptualize the phenomenon.

Participants mainly observe crimes in group that are not attributable to ideologies; it seems that the group has the unifying element in VIOLENCE itself.

In the absence of adequate family or social references, the young violent criminal finds in the GROUP his own social family which is identified with violent action and ferocity in violent acts.

Radicalization is the consequence of a growing de-institutionalization of society, that is, of a progressive greater absence of institutions in places and contexts which they should preside to avoid the drift of radicalization.

In some cases, this lack of reference points, boredom, loneliness, the "difficulty to make projects" makes the young person finds his own reference around charismatic figures (in prison).

According to the participants, it is essential to start a process of IDENTIFICATION OF THE PERSON (criminal) OUT OF THE COLLECTIVE IDENTITY OF THE GROUP, to discover the value of the self.

Youth should be supported in identifying places / contexts / values, in which they can identify themselves in some way.

In this process are fundamental: Educators, the School, the Family.

The proximity of young people with different cultural contexts and tissues can stimulate empathic reactions.

Sharing vulnerability in the violent group determines oppositive and deviant feelings and actions: for this it is important to work to overcome the predicted weaknesses and vulnerability.

Most of participants underlined the need to prevention strategies aimed at reading and managing the emotional dimension of violence: feelings like anger, shame, distorted perception (of loss) of self.

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Working on these aspects would allow to develop antibodies against radicalization phenomena.

An additional point is referred to the need to train school actors and community actors to go out of the prejudice on the deviant youth.

In fact, they think that it's needed to work on the emotional competences of the individual authors of violence and on the environmental-family context.

The family needs to recover its primary function of reference.

Even in the case of dysfunctional parents it is necessary that they maintain a function in the development of the young person.

It is necessary that parents know more about their children, what they do, what their languages are, who they frequent, what places they live, etc. Tools to facilitate greater and better understanding of the youth universe are needed.

Participants insist on the need to equip young people with emotional skills, empathy, awareness of their own value ... working on the personal component of identity.

Commitment to volunteering and active citizenship is considered fundamental to develop a sense of (positive) belonging to the community, a sense of one's own value and awareness of the contribution they can offer to others.

The paths of restorative justice must be structured according to a holistic approach through the contemplation of the instances of justice and reconciliation advanced by 3 parties: victim (party injured by the crime), society, recognized and protected the specific sensitivities and dignity).

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Questionnaires/Interviews report

The 19 questionnaires were completed by professionals from **civil society organisations** and the **Regional Justice Services**.

Most of the participants defined a violent radicalization as a process in which there is a tendency towards a gradual support of extremist ideologies and fundamentalism, justifying violent-terrorist actions. Some of the participants did not give any definition to a violent radicalization whereas a small number of participants defined it as an attitude that derives from ignorance of laws, culture and religion, encouraged by the perception of being denied of a right, and that favours uniformity of thought. Also, there were some individual definitions of violent radicalization, such as: perception of living immersed in a hostile reality, identifying people and society as enemies, reaction to an uncomfortable situation and that it includes forms of organized crime.
The most important aspects of violent radicalisation that the professionals need to be aware of are: cognitive aspect of relationships; cultural context of the family and of the user; understanding the personological mechanisms based on the choice of radicalization, the contextual, social, family and collective factors that make an individual vulnerable to radical narratives, and the group responsible for individual distress, and the role of social media in promoting aggressive attitudes and spreading extremist ideologies.
Other aspects mentioned less frequently are: prognostic predictive factors (social / cultural / psychological) of the risk of relapse, understanding the culture, traditions and geo-political context of the user's country of origin, understanding identification processes with radical narratives and focusing on the process of non-recognition of other people.

The training needs identified through these questionnaires involve, first of all, the importance of a **correct and common definition of violent radicalization**. Among all the participants, four professionals did not provide a definition of this construct, and only 8 professionals provided a definition that includes key- elements like political and religious ideology or violent-terrorist actions. In particular, the participants emphasized the **need to deepen the cultural context of users and the psychological, sociological, and contextual factors implied** in the violent radicalization. All the participants (19 professionals) required specific trainings, particularly focused on the **conscious use of social media and possible interventions to combat and prevent the phenomenon**. The strategies adopted from the operators to identify those who may be at risk or have been exposed to ideas about violent radicalization include empirical observation and greater attention paid to individual risk factors (such as being part of a weak minority, being exposed to the propaganda of a charismatic leader, radical changing in relationships and behaviors). So, according to the complexity of the evaluation process, the participants expressed the **need of shared and clear tools and indicators** to make risk assessment for violent radicalization easier. Exploring the social, familial, political, or personal need that are supposed to be fulfilled by the involvement in violent radicalizations, emerged the fundamental role of identity and self-affirmation needs and the need to belong, feel part of a group and overcome experiences of marginalization. A specific training about violent radicalization should include examples of alternative ways for users to meet these needs, focusing on **tools that allow operators to provide positive role models, promote an identity development based on alternative contexts (such as school or work) and build non exclusionary social environments**, that could promote positive experiences of integration for the users. Operators also expressed the need of more specific knowledge about the **psychological components** that can enhance users' ability to resist and disengage from violent radicalization, focusing the attention on the self-esteem and strategies to

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improve it, the awareness of the consequences of one's actions, and the role of critical thinking. Another key aspect that played an important role in operators' training is the **collaboration with the family context**: a good family environment is a resource that can satisfy the individual's need to belong, that is one of the most common reasons behind the development of violent radicalization processes. Operators have to be able to guide families in this process, by providing them with specific tools and helping them reflect about the problems of the family context and possible solutions. Most of the participants considered alternative penalties more useful than incarceration in the process of disengagement from violent radicalization and stressed the importance of more integration of operators and services that deal with the process of users' re-integration and re-education and more training of social operators and prison staff.

An integrated approach to the intervention is fundamental, so **operators have to deepen the strategies to support the communities** in the development of incentives and projects aimed at making the users feel appreciated, giving them a role in the life context and providing them with the opportunities for a positive integration. In this process, the engaged citizenship plays an important role: if communities have to be inclusive and welcoming toward their members, the citizens have to represent these integration needs and promote positive system of values. In the re-education and re-integration process, stimulating a conversation between clients and those they indirectly or directly harmed can enhance the user's empathic abilities, promote mutual understanding, and lead to the overcoming of the pain and the conflict. **Operators should have specific expertise for the management of the confrontation**, in order to avoid phenomena of further isolation and stigmatization of the user and secondary victimization.

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