



NEWSLETTER 2, JULY 2021

Fieldwork with end users

In the **Phase 1** of the design of RDaVR Training Programme all partners carried out the **fieldwork with end users** 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-offenders, and those at risk of violent radicalisation. Partners conducted **1-2 focus groups with stakeholders**, and compiled our findings with one executive summary.

Short and Extended version of the Executive Summary are now available in the project website: <http://restoratedialogue.org/project-outputs/intellectual-output-1/>

Conclusions from UK

Between April 2019 and March 2020, the UK's PREVENT Programme

recorded a 10% increase in those at risk of radicalisation (Home Office, 2020).

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.**

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.

Given the desktop research and mixed methods research findings, **Restorative Justice for All (RJ4All)** concludes 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.

Conclusions from Turkey

According to the statistical information obtained, it has been seen that crime rates and number of criminals are increasing day by day in the country, people have re-entered correctional institutions by committing repeated crimes around



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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.

To prevent criminals from committing offences again, on the basis of the activities programmed in the prisons, **Bosev & Tuzla** concluded that prisoners to be monitored and the issues which were mentioned by the criminals who were interviewed in prison will be evaluated. The effects of the **educational activities carried out in the penal institutions** cannot be ignored.

Conclusions from Romania

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. 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).



Photo by UX Indonesia on Unsplash

In the specific context of extremism and violent radicalisation in prison populations, 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). Moreover, most practitioners interviewed by

Centrul Pentru Promovarea Invatarii Permanente (CPIP) staff 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, and on shifting the public attitude.

Conclusions from Ireland

Restorative justice does not yet have a very strong standing in the Republic of Ireland justice system. This could change with more support from the Government to achieve a restorative justice oriented society. Somewhat recently they have started to show more of an interest in these



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methods and approach to justice, which is why there has been a slow growth of restorative justice in some communities.

As a result of carrying out this desk research **I & F Education** has 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.

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

I and F Education interviewed participants 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. The role of education in this regard was seen as crucial. It can instill the necessary life skills and human rights values, contribute to a positive identity development in young people. Education can also help youth to become resilient against extremist ideologies and ensure their personal well-being.

For their training pathway, 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

Conclusions from 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.

Spain has created several plans for fights against the terrorist threat, such as the Comprehensive strategy against international terrorism and radicalization (EICTIR), which was approved in 2010 and ratified in 2012, and others.

There is much still to be done but the base is created, and the process has its methodology which is still to give results.

Professionals involved by **Casa Eslava** have expressed the need to get very specific formations and training on:

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. Training for VR experts in how to create Policy of Prevention and Intervention Strategies for Families
5. Formation in how to create intercultural and interreligious dialogues in your community
6. Formation in how to use art and sport to create Restorative Dialogue Skills



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to Assist People Exited from VR, and Victims of VR.

Conclusions from Italy

Most of participants involved by **Sinergia**, 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, think that "radicalization" is a **SOCIOLOGICAL** and not a legal concept.

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: a **correct and common definition of violent radicalization**.

Professionals 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 required specific trainings, particularly focused on the **conscious use of social media and possible interventions to combat and prevent the phenomenon**.

According to the complexity of the evaluation process, has been expressed the **need of shared and clear tools and indicators** to make risk assessment for violent radicalization easier. A specific training about VR 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 VR, focusing the attention on the self-esteem and strategies to 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**.

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.

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