ERASMUS

EDUCATING NEW GENERATIONS

IN BUILDING A NON-RADICALISED ENVIRONMENT

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FR02 L'Agence du service civique

Intellectual Output O1

Final Research Report [FRP]

Table of content

National Surveys

Brief assessment of the FRP

This report, comprised from three clusters, reflects the situation in all project countries with youth radicalization and powerful means of preventing this negative phenomenon: media literacy, forum theatre and digital storytelling.

The country analysis is based on critical research of relevant open sources, including, inter alia, data from national and regional/municipal organizations, law enforcement practice, formal education curriculum, scientific publications and NGOs reports. These desk studies have been of high importance for us, balancing academic findings, correcting views and seriously expanding our understanding of youth issues and related processes of radicalization [*Cluster I*].

After finishing the research phase (national level) has been completed, a number of best practices has been identified and described in order to compare official data and statistics with real implementation of abovementioned tools. Collected case studies have become a real project laboratory and a useful cross-platform for selecting and testing various means of prevention. Moreover, they have served as a pool for ideas, inspiration and practical models for partner organizations [*Cluster II*].

National surveys recap the desk and case studies, providing valuable insights from our target groups – both from youth and stakeholders and enriching us with clarifying first-hand knowledge for preparing the next steps of our project [*Cluster III*].

Our intensive and fruitful discussions of these results have helped to master the future collaboration of partners. Adapted, reworked and updated version of this FRP might be published as a collective scholarly article with stating of this Erasmus Plus project details and EU funding.

Disclaimer

The length and capacity of each cluster depends on accessible data, number of applicable national laws, availability of relevant sources, educational facilities, cultural landscape, political situation and other relevant factors. All partners have done their best to fulfil the tasks and are ready to provide additional data or comments upon request.
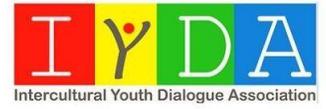
COUNTRY STUDIES:
THEORY AND PRACTICE

GERMANY

DESK STUDY
Youth Radicalization
12 study units

1. General situation with Youth Radicalization [brief country assessment]

First of all, the term *radicalization* needs to be defined. In Germany, there has been debate about the correct use of the term. This desk study follows the definition by Abay Gaspar, Daase, Deitelhoff, Junk, & Sold,[1] according to which radicalization is a process in which an existing order (regardless of the political system) is called into question, which can lead to an increasing willingness to combat the institutional structures of this (normative or political) order. The process of radicalization can, but doesn't have to, entail violence and can lead to *extremism*, which is a state a person finds himself/herself in, not a process. Extremism is characterized by the rejection of the democratic constitutional state and its values/rules.

A study published in 2017 by the German Youth Institute (Deutsches Jugendinstitut), one of Europe's biggest social science research institutes, has shown that the vast majority of young people living in Germany, even among those who belong to political and ideological groups, respects democratic principles and does not display violent behaviors.[2] A survey conducted by the Criminological Research Institute of Lower Saxony (Kriminologisches Forschungsinstitut Niedersachsen) in 2018 came to similar results: the vast majority of the 6,715 students (9th grade, aged 14-15, 52.6 % females and 47.4 % males) surveyed across Germany is neither in the process of radicalization nor at risk of radicalizing.[3] However, among those who are willing to commit violent acts (no matter if they are motivated by left-wing, right-wing, or Islamist ideologies), the number of young people (especially young men) is disproportionally high.

In Germany, the focus of prevention and deradicalization is on right-wing radicalization. This can be explained by the country's Nazi past and the rise of xenophobic violence since the reunification:

-1990s: a series of politically motivated violent acts[4]

-since 2003: scandals concerning a series of far-right members of the Special Forces Command (Kommando Spezialkräfte), an elite military command of the German Federal Defense Forces (Bundeswehr)[5]

-2011: the existence of the far-right underground terrorist organization NSU (Nationalsozialistischer Untergrund)[6] becomes public[7]

-2015-2016: high numbers of attacks on refugees and their homes[8]

-2015, 2017, 2019: attacks on politicians by far-right extremists[9]

-2016: shooting at the Olympia shopping mall in Munich (State of Bavaria)[10]

-since 2018: a series of death threats signed off with *NSU 2.0* are sent to prominent people[11]

-2019: synagogue shooting in Halle (State of Saxony-Anhalt)[12]

-2020: shootings in Hanau (State of Hesse)[13]

Islamist radicalization has started to play a role in government-led preventive strategies only from 2015, in the context of what is referred to as the German refugee crisis[14]. According to figures from the German Federal Office for the Protection of the Constitution (Bundesamt für Verfassungsschutz), the rate of affiliation with Islamist groups and the willingness to leave Germany to support such groups on spot is highest among young people.[15]

Left-wing radicalization plays a minor role but is also part of the state-funded radicalization prevention program (see point 2).

Figures from the German Federal Office for the Protection of the Constitution (Bundesamt für Verfassungsschutz) show that, in 2019, there have been 21,290 crimes with a right-wing extremist background, 6,449 crimes with a left-wing extremist background, and 314 crimes with an Islamist extremist background (out of 362 religiously motivated crimes in total).

Youth radicalization in Germany can be ascribed to a combination of structural, social, and individual factors: age,[16] gender,[17] level of education, socio-economic circumstances[18] and social status, family circumstances,[19] group dynamics or isolation,[20] social exclusion and stereotypes,[21] psychological factors, personal experiences, close environment, wider context,[22] exposure to online propaganda, structural and institutional discrimination, just to name some. However, looking at these factors alone is not enough, as radicalization also affects socially integrated and well-educated young people with a high social status. Moreover, radicalization is neither a linear process nor is it irreversible, which is why intervention can be useful at several stages.

a. Regional level

Youth radicalization affects Germany as a whole, but figures show there is a difference between the new (5 states of former East Germany) and the old federal states.

Research on right-wing extremism has been conducted for many years (see reasons listed in point 1) and has shown that, on average, in eastern Germany, more right-wing violent crimes are committed per 100,000 inhabitants than in the west of the country, while the overall rate of violent crime is lower in the new states than in the old states. There are two main historical reasons for that. One is the different political culture of former East Germany. Due to the legacy of the German Democratic Republic (GDR), civil society is weaker and there are fewer associations and initiatives than in western Germany. The second reason is that eastern Germany is used to an ethnically and culturally homogeneous population. The number of foreigners in the GDR was extremely low, and even since the reunification in 1990, the number of people with a migrant background has remained significantly lower in eastern Germany than in western Germany. Furthermore, the process of integrating the new states into the political, economic, and cultural system of the Federal Republic has also had an effect on youth radicalization and extremist violence. With the reunification of Germany, a political vacuum started to develop in the east. The reunification raised hopes for increased opportunities, but unrealistic expectations and confidence in the western political system of democracy and market economy turned into experiences of collective devaluation and frustration. Especially young people, many of whom found their families and themselves in difficult economic situations, felt disappointed. This feeling of injustice and the lack of recognition have been expressed in many ways like voting behavior (e.g., the far-right party Alternative für Deutschland[23] is much more successful in eastern than in western Germany) or even violent acts. Extremist violence is either approved or actively supported by larger parts of the population in the new states than in the old states, which increases its

self-legitimacy. In eastern Germany, right-wing extremist views can be found mostly among young men, while in the west, the scene tends to be dominated by mid-aged or elder extremists. However, the general perception in Germany is that right-wing extremism only affects the new states, which is not true – it is a phenomenon no region is exempt from. Moreover, highlighting the number of cases of right-wing extremist violence in eastern Germany unintentionally increases the feeling of asymmetry between the old and new states, thus worsening the situation and favoring the process of radicalization in the east.

b. Local level

On the local level, there are differences between rural and urban contexts within the single federal states. However, going into detail on local differences would go beyond the scope of this desk study. Rather, what can be useful for the project ENGINE is to learn from the German experience, where radicalization has been successfully prevented and countered on a local basis. For successful prevention of youth radicalization, it has proved vital that local politics and administrations recognize the problem as such, take it seriously, and actively address it. This allows local networks of independent CSOs, politicians, schools/universities, the police, and committed citizens to cooperate and provide youngsters with alternative experiences that prevent radicalization processes.

2. Institutions (NGOs, cultural associations, tech-hubs, schools/universities)

In Germany, both in the field of preventing radicalization and working with radicalized young people, the respective activities are mostly carried out by civil society organizations (CSOs) through government funding (local funds, regional funds, national funds, EU funds). The CSOs, in turn, may

choose to collaborate with local partners like schools, universities, vocational schools, youth centers, detention centers, etc.

The most significant ongoing state-funded federal program in the field of youth radicalization is called *Demokratie leben! – Aktiv gegen Rechtsextremismus, Gewalt und Menschenfeindlichkeit*[24] and has been launched by the German Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) in 2014. The budget of this program has been growing from € 40.5 million in 2014 to € 115.5 million in 2020. *Demokratie leben!* supports local, regional, and national projects ideated and implemented by civil society (be it organizations, associations, initiatives, or citizens) aimed at promoting democracy and preventing radicalization. Moreover, the program's aim is to raise awareness among young people of prejudices and discriminatory processes, to promote multiculturalism and non-violent coexistence, and to empower and socially support marginalized young people. The first state-led program targeted at combating extremism was called *Aktionsprogramm gegen Aggression und Gewalt*[25] and was in place from 1992 until 1996. It was followed in 2001 by the program *Jugend für Toleranz und Demokratie*[26]. Since 2001, the German Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) has uninterruptedly launched programs to prevent youth radicalization and strengthen democratic values.

Besides, the German Federal Ministry of the Interior (Bundesministeriums des Innern, für Bau und Heimat) has initiated the program *Zusammenhalt durch Teilhabe*[27] in 2010, which is also ongoing and is implemented by the Federal Agency for Civic Education (Bundeszentrale für politische Bildung) to strengthen democratic participation and combat extremism. The yearly budget of this governmental program is € 12 million.

In the past years, rather than focusing only on young people who are at risk of or already in the process of radicalizing, state-funding has started to be tied to promoting democracy in general and involving the victims of violent acts committed by radicalized people.

3. Focus groups involved (youth, migrants, NEET, others)

The strategies to prevent youth radicalization in Germany involve different focus groups, as there are many CSOs addressing radicalization through a broad range of pedagogical approaches and methods. For the sake of simplicity, this desk study outlines three main focus groups according to the type of prevention.

1) <u>Primary</u>: aimed at youngsters who do not show any sign of radicalization. ☐ Focus: education on ideologies/extremism, the plurality of societies, Islamophobia, democratic values, etc.

2) <u>Secondary</u>: aimed at youngsters who show first signs of radicalization and have an ideological affinity with extremist groups/views. ☐ Focus: avoiding the consolidation of these views.

3) <u>Tertiary</u>: aimed at radicalized youngsters (including young people in prison). ☐ Focus: assisting exit/deradicalization and preventing repetition.

Overall, the main focus groups are young people (including students, workers, NEETs, detainees) and (young and adult) migrants. Many organizations involve the target groups' parents / teachers / professors / employers / social workers in the prevention and/or deradicalization activities.

4. Scope of widespread (nationwide, certain regions, limited to organizations, etc.)

The scope of prevention and deradicalization in Germany is nationwide. In addition to the nationwide programs listed in point 2, each of Germany's 16 federal states has its own regional program, which also allocates funds to civil society-led projects seeking to prevent youth radicalization. Prevention is mostly led by, but not limited to, CSOs. The non-governmental organization Violence Prevention Network e.V., for instance, cooperates with security authorities.

5. Impact (markers of success)

The German Youth Institute (Deutsches Jugendinstitut) has been monitoring and evaluating the program *Demokratie leben!* since 2015 to identify and assess the program's achievements. Moreover, the Information and Documentation Center for Anti-Racism Work (Informations- und Dokumentationszentrum für Antirassismusarbeit) has published a report[28] in 2014 which examines the impact of prevention measures in the field of right-wing extremism in Germany.

The collaboration with local partners (schools, prisons, youth centers, etc.) and the longevity of projects are two factors that increase the likelihood of success in preventing radicalization. Furthermore, the pedagogical approaches that have proven most effective are those that seek to discover and strengthen youngsters' competences, rather than focusing on their deficits, thus actively involving the "objects" and turning them into subjects of the prevention process. This has been achieved by passing on knowledge in creative and engaging ways (on Germany's Nazi past and the dangers of extremism, on liberal-democratic values, etc.), raising awareness (of prejudices, unconscious bias, discrimination processes, etc.), strengthening young people's skills (intercultural competence, non-violent conflict resolution, life skills, media literacy, critical thinking, etc.), and involving them in decision-making processes related to radicalization.

6. Leading actors, hubs and networks

Many leading actors, hubs, and networks are listed on the online platform of the program *Demokratie leben!*[29] and can be dived into sub-categories, as indicated below.

Right-wing extremism:

-Aktion Sühnezeichen Friedensdienste e.V., Berlin (association)

-Amadeu Antonio Stiftung, Berlin (foundation)

-Cultures interactive e.V., Berlin (association)

-Gesicht Zeigen! Für ein weltoffenes Deutschland e.V., Berlin (association)

-LidiceHaus gGmbH, Bremen (non-profit limited liability company and youth education center)

-Violence Prevention Network e.V., Berlin (association)

-ZDK Gesellschaft Demokratische Kultur gGmbH (non-profit limited liability company)

Left-wing extremism:

-Göttinger Institut für Demokratieforschung, Göttingen (research institute of the University of Göttingen)
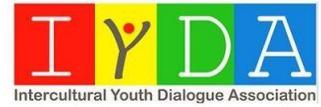
-ZDK Gesellschaft Demokratische Kultur gGmbH (non-profit limited liability company)

Islamist extremism:

-Bundesarbeitsgemeinschaft religiös begründeter Extremismus (BAG RelEx) e.V., Berlin (association)

-Gangway e.V., Berlin (association)

-Ufuq e.V., Berlin (association)

-Violence Prevention Network e.V., Berlin (association)

-ZDK Gesellschaft Demokratische Kultur gGmbH (non-profit limited liability company)

Online hate:

-LPR-Trägergesellschaft für jugendschutz.net gGmbH, Mainz (non-profit limited liability company)

However, this list contains just some of the leading actors, hubs, and networks and does not include many research centers, which give a substantial contribution to the leading actors' work and are also crucial for the evaluation of Germany's radicalization prevention strategy (see point 5).
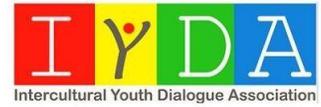
7. Creative/advanced approaches (e.g. something different from traditional Boal/Freire methodology)

The exhibition *Anne Frank. Morgen mehr.* of the educational center Bildungsstätte Anne Frank in Frankfurt is just one of the many creative approaches to the prevention of youth radicalization. It is an interactive laboratory on antisemitism, racism, and discrimination, which has been designed for groups (e.g., school classes), but can also be interesting for individual visitors. The group visits are facilitated by trainers of the same age because young people learn very well with and from young people. The aim is that youngsters critically engage with Anne Frank's life and apply her situation to the present. Anne Frank is one of the most symbolic victims of National Socialism in Germany and her diary shows how close the political and the personal are. However, unlike most exhibitions and works related to the Holocaust, this exhibition does not portray Anne Frank as a victim, rather, it touches on aspects of her life which young people can identify with, thus encouraging them to actively reflect on history from new perspectives. The learning laboratory also dedicates space to other young authors who have found ways to express their opinion. Most importantly, the laboratory allows young visitors to tell their own stories and exchange ideas. The laboratory also shows how even simple portraits of people arouse associations that can lead to a racist devaluation. When people are categorized as "normal" vs. "deviant", exclusion and discrimination can be very subtle and youngsters might not be aware of the fact that they silently accept or even practice discrimination. The visitors of the Bildungsstätte Anne Frank are invited to interact through lively debates and discussions. Optionally, the visit can be followed by a workshop that deals with a topic chosen by the group.[30]

Another creative approach worth mentioning is the film *Radikal*, which addresses left-wing, right-wing, and Islamist radicalization processes. The Hessian Ministry of the Interior and Sports (Hessisches Ministerium des Innern und für Sport) released the film in cooperation with the Hessian

Ministry of Culture (Hessisches Kultusministerium) and the Hessian State Institute for Private Broadcasting and New Media (Hessische Landesanstalt für privaten Rundfunk und neue Medien). The film lasts 17 minutes, has a young protagonist and is targeted at young people (aged around 14).[31] The DVD is available with German, English, and French subtitles and is provided to, e.g., schools or youth workers free of charge upon request. It includes supporting material related to radicalization prevention like worksheets, information on extremism and (online) radicalization, as well as references to relevant (Hessian) information centers.

8. Potential (in education, integration, easing tensions, etc.)

The creative approach *Anne Frank. Morgen mehr.* cited in point 7 strengthens young people's skills (like critical thinking), while at the same time educating them on history and on an example of extremism in Germany in a different way – not by making them read a history book, but by involving them through an interactive laboratory. Similarly, the film *Radikal* (see point 7) deals with the complex issue of radicalization in a way (film with a young protagonist) that is appealing to youngsters, thus having the potential raise awareness on youth radicalization. These examples are just two creative approaches out of many.

As for the future, there is huge potential in preventing youth radicalization through the internet. The internet can be a source of radicalization, but also offers opportunities for new pedagogical approaches. According to the German Youth Institute (Deutsches Jugendinstitut), young women are very active on the internet and, at the same time, they are not included in many projects aimed at preventing youth radicalization. The internet could be a way to reach out to them.

9. Problems/obstacles (if any)

Despite uninterrupted government funding for the past 19 years, some problems remain unsolved. In Germany, preventing and countering youth radicalization is primarily assigned to youth workers and CSOs. However, CSOs still have no planning and financial security, because they have to apply for funding again and again. If a project written by an organization is approved under, e.g., the state-funded program *Demokratie leben!*, the organization can plan and implement activities in the short term (it will receive funding for a maximum of 5 years), but it cannot be sure that their proposal will be approved for the subsequent funding period. This difficulty adds to the fact that the content of the regional and national state programs changes according to the political preferences of the respective governments. While in the 1990s the focus of the national prevention strategy was on with right-wing radicalization, in the 2000s the priority was political education and strengthening civil society, while from 2007 countering extremism has been the most important aspect. These priority changes make it even more difficult for CSOs to make long-term plans and to implement sustained projects.

In addition to that, scientific support for state-funded programs is not always guided solely by scientific interests, but also by the interest in continuing to receive funding. The CSOs are encouraged to show successes in order to increase their chances of running other projects, which makes it difficult to objectively evaluate project results. What is more, social workers often have no training in evaluation and documentation, nor is there a state-led training program on radicalization prevention for teachers, youth workers, and other pedagogues. It is necessary to provide professionals working in this field with better working conditions to increase the number of experienced pedagogues, thereby fostering continuity and stability in the work with young people. More occasions for networking and the exchange of experiences/practices also need to be created.

Another obstacle is that activities related to the prevention of youth radicalization mostly focus on youth work and out-of-school youth education, while for prevention to be successful, youth workers should cooperate with other actors (e.g., families, police, teachers). Including schools and other institutions is paramount to reach all youngsters, not only those who want to be reached through youth work.

Moreover, an obstacle results from the broad definition of the term *prevention*, which entails two risks. This obstacle is a structural one: since a great share of government funding is tied to the prevention of radicalization, many actors understand the term very broadly, implementing as many projects and activities as possible under the label of radicalization to receive financial support. As a consequence, preventive work includes also those youngsters who are not likely to radicalize and where preventive activities are not necessary, thus pathologizing a broad share of society. The second risk is the stigmatization of certain groups. If, for example, preventive activities are carried out in the context of integration, thus including those migrants who are not at risk of radicalizing, refugees can be easily perceived as potential Islamist terrorists by society. When prevention policies lead to the stigmatization of certain groups, they end up producing the opposite outcome: rather than preventing radicalization, they can increase the resentment towards, e.g., refugees and, as a result, increase the likelihood that German youngsters radicalize, and that migrants feel excluded or discriminated against (and also radicalize).

Furthermore, prevention activities often focus on young men, because women rarely commit violent acts. Yet, radicalization (especially online radicalization) also affects women.

Last but not least, governmental prevention programs do not address the structural and institutional discrimination in Germany, nor are gender issues sufficiently considered.

10. Relevance to the ENGINE project (connections, resources, expert support, volunteers, dissemination)

Plenty of resources can be found on the website of the program *Demokratie leben!*[32], e.g. relevant CSOs, successful projects, publications, films, evaluation material, etc.

Further material that is relevant to the ENGINE project can be found on the websites of the leading actors (see point 6). Moreover, some very interesting projects worth reading can be found on the website of Violence Prevention Network e.V.[33]

The list of sources used for this desk study provides additional material on the issue of youth radicalization in Germany which can be of use for the ENGINE project.

11. Ability to cooperate with the ENGINE project partners (in which way, reliability of a possible associate)

The list of possible associates of ENGINE's project partners is long, which is why only some are mentioned here.

Two very reliable associates could be Violence Prevention Network e.V.[34] (very experienced in deradicalization and the prevention of radicalization), and Theaterpädagogisches Zentrum Sachsen e.V.[35] (has longstanding experience with forum theatre). Furthermore, the research institute German Youth Institute (Deutsches Jugendinstitut)[36] can be an interesting partner, as it conducts research throughout Europe.

For other partners, see point 6.

12. Conclusion

To put it in a nutshell, Germany is very active in the field of preventing youth radicalization and has been providing state funding for related programs and projects without interruption since 2001. While there is a margin for improvement (see point 9), the long history of state funding to CSOs has strengthened their local, regional, and national role in addressing the issue of youth radicalization. This has given rise to a variety of pedagogical approaches and successful projects that can be of use for ENGINE, as they can be replicated in other countries and contexts.

References

[1] See Von Drachenfels, et al. (2018), pp. 11-16.

[2] For more information, see Glaser, et al. (2017).

[3] For detailed information on the survey and its results, see Goede, et al. (2019).

[4] In the early 1990s, neo-Nazis attacked many asylum seekers and other foreign citizens, and set fire to their homes.

[5] Currently, investigations against 20 KSK soldiers for right-wing extremism are underway. The number of scandals has been increasing since 2017.

[6] English translation: National Socialist Underground

[7] Between 2000 and 2007, the NSU has murdered 9 people with a migrant background living in Germany and a German police officer. One of the NSU's members, Beate Zschäpe, who was sentenced to life imprisonment, supposedly radicalized at a very young age.

[8] The peak was reached in 2016 with 995 politically motivated crimes against refugees.

[9] In 2015, Henriette Reker and, in 2017, Andreas Hollstein were attacked with a knife because of their refugee policies. They survived the attack, while Walter Lübcke was attacked and killed in 2019 with a gunshot.

[10] An 18-year-old Iranian-German killed 9 people (7 Muslims, 1 Sinti, 1 Romani) and then committed suicide.

[11] The law enforcement agency of the State of Hesse has found that personal data of one of the addressees of the letters have been taken from the computer of the Frankfurt police, which has been raising concerns on the existence of a right-wing extremist network within the Frankfurt police.

[12] On October 9, 2019, on the Jewish holy day of Yom Kippur, a 27-year-old neo-Nazi tried to enter a synagogue in Halle with a gun, failed to do so, and shot a passerby and a customer of a Turkish kebab shop.

[13] On February 19, 2020, a far-right extremist targeted two shisha bars and killed 10 people. Before committing suicide, he went home to kill his mother.

[14] In 2015/2016, more than 1 million migrants came to Germany. This sharp increase in the number of people seeking protection sparked a debate in Germany about the country's immigration and refugee policy.

[15] According to figures from the German security authorities, the majority of the 378 people who left Germany to join Islamist groups in Syria between mid-2012 and mid-2014 were young men aged 15-25.

[16] Young people are developing their identity/personality and find themselves in a complex world. In this orientation phase they can be attracted by simple explanations and the idea to give meaning to their lives. Their ability to reflect and form an opinion on social and political issues is still developing, thus, they are more vulnerable to radicalization than adults.

[17] The rate of violent expressions of radicalization is higher among young men than young women in Germany. However, the radicalization of young women is an issue and must not be downplayed.

[18] For example, unemployment, poverty, etc.

[19] For example, domestic violence, neglect, ideological views, etc.

[20] Radicalization does not only occur in groups (sense of belonging), it can also occur in complete isolation.

[21] The negative and undifferentiated public discourse around Islam, especially since 9/11 and the terrorist attacks in Europe (starting from the early 2000s), makes many Muslim young people feel judged, excluded, and/or rejected.

[22] For example, wars, conflicts, inequalities, the desire for political change, etc.

[23] English translation: Alternative for Germany

[24] English translation: Live democracy! - Active against right-wing extremism, violence and misanthropy

[25] English translation: Action program against aggression and violence

[26] English translation: Youth for tolerance and democracy

[27] English translation: Cohesion through participation

[28] See Blome & Manthe (2014).

[29] See https://www.demokratie-leben.de/foerderprojekte/kompetenzzentren-und-kompetenznetzwerke.html#c13094

[30] For more information on *Anne Frank. Morgen mehr.*, see https://www.bs-anne-frank.de/morgenmehr/

[31] For more information on *Radikal*, see https://hke.hessen.de/film-%E2%80%9Eradikal

[32] See https://www.demokratie-leben.de/ (website available only in German).

[33] See https://violence-prevention-network.de/angebote/projektuebersicht/?lang=en

[34] See https://violence-prevention-network.de/extremismus/praevention/?lang=en

[35] See https://www.tpz-sachsen.de/ (website available only in German).

[36] See https://www.dji.de/en/about-us.html

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BEST PRACTICE [CASE STUDY]

On Forum Theatre

Country	Germany	**Project ref #**	KA205-A439D986
Desk study prepared by			
Desk study checked by			
Desk study revised and approved for the project by			
Status		Final	
Date			

Title: What is the name that best describes the best practice?

The best practice is called *Bleiberecht*[1].

Date: When (month and year) was the best practice documented/identified?

The best practice was developed by Theaterpädagogisches Zentrum Sachsen e.V. (TPZ) in 2015 and is being implemented since December 2016. The best practice was identified by IYDA (Intercultural Youth Dialogue Association) e.V. in May 2020.

Authors: Who wrote the best practice document?

This document was written by Elisa Gamberini from IYDA e.V.

Objective: What is the aim/objective of this document?

This document aims to describe the best practice *Bleiberecht*, so as to share it with the project partners of the project ENGINE and to replicate the practice in different countries/contexts.

Location /geographical coverage: What is the geographical range where the best practice has been used? Please specify when possible, the country, region, province, district, town and village. If possible, add a map to show where the practice was implemented.

The practice is being implemented in the State of Saxony, located in the eastern part of Germany. It has been used for the first time in a public vocational school in Dresden (see map), but since then the practice has been implemented 26 more times in 13 other cities across Saxony.

Source: https://www.plz-suche.org/dresden-de3dd3

Introduction: What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed and specify the period during which the practice has been carried out (timeframe)? Explain how gender was taken into account in both the challenge being addressed and the best practice itself.

Context/initial situation/challenge:

At the time the practice was ideated, in 2015, and since then, many asylum seekers have been coming to Germany. Most of them left their countries because of wars, persecution, and economic reasons. Some have been welcomed by society, but others have been confronted with xenophobia and aggression. While a great share of German society supports asylum seekers who are war refugees, the number of those who hold the view that economic refugees have no right to asylum and must be sent back home has been on the rise. Publications by the Friedrich Ebert Foundation (Friedrich-Ebert-Stiftung) and the Saxon State Agency for Civic Education (Sächsische Landeszentrale für politische Bildung) have shown that the reasons why people are against asylum seekers often lie in stereotypical prejudices. Hostility towards asylum seekers is justified on the grounds of beliefs like 'they overload the social systems', 'they pose a threat to the job security of Germans', 'they increase the risk of terrorist attacks / "Islamization" of society'. Such fears are the perfect breeding ground for ethnic, national, and right-wing positions, which can encourage radicalization processes, which in turn can lead to direct violent actions against people that have different views, asylum seekers, and refugee accommodation centers, as has happened numerous times in Germany. Even among those Germans who seem to have more moderate views and who do not participate in Pegida[2] demonstrations, many do not condemn the frequent attacks on asylum seekers and their homes, rather they understand the perpetrators or even approve such violent acts. This is where liberal-democratic values based on equality and human rights clash with group-related misanthropy. To combat some of the underlying causes of right-wing radicalization, like fear or misinformation, an efficient tool is to rely on education (the rate of radicalization is high among marginalized young people) and discussions about and with the "other" that scares people. Ultimately, the reason why some are afraid of the "stranger/foreigner" or the unknown in general lies in each individuum and the system. And most fears can be overcome through confrontation and familiarization.

Description of the best practice:

Participants: 1 class (usually around 28 students + 1 teacher)

External participants: 1 or 2 theatre pedagogue(s); 1 actor

Location: usually in high schools (starting from grade 7) / vocational schools / universities

Duration: 4 class hours (1 class hour = 45 minutes)

Stage play (45 minutes)

Debriefing (45 minutes)

Theatre-pedagogical workshop (90 minutes)

Stage play

The students have not been previously informed and the class starts regularly. The teacher only announces that 1-2 person(s) from the Education Agency is/are going to sit in on the class. After 5 minutes, the person(s) from the Education Agency (in reality: theatre pedagogue(s)) knock(s) and come(s) in with another person (the actor). The person(s) from the Education Agency say(s) that this person (the actor) was walking around the school, maintaining that he/she is being followed by somebody outside who wants to hit him/her and needs a place to hide. The person(s) from the Education Agency take(s) a seat and the actor starts talking about himself/herself, his/her family in

Syria, the moment he/she fled, and tries to convince the students to allow him/her to stay. (S)He contradicts himself/herself very often, the students are likely to wonder why (s)he left his/her country, what is true and false, whether they can trust him/her or not. The main question is: when is someone allowed to stay? At some point, (s)he invites the students to discuss and decide if (s)he can stay. (S)He leaves the room and the theatre pedagogue(s) (still considered Education Agency staff by the students) lead(s) the discussion. Only after the debate and the vote will the truth be revealed to the students.

Debriefing

Immediately after the stage play, the debriefing takes place. The debriefing is a fundamental part that allows the students to relieve themselves, perceive their feelings, express their thoughts, and reflect on what has happened. Usually, a break follows.

Workshop

Now the students reflect on their attitudes, unconscious cognitive biases, feelings, and cultural misunderstandings. Situations from the stage play, situations experienced by themselves (e.g., experiences related to displacement, feeling like a stranger, feeling homeless, feeling disoriented, searching for happiness), or fictitious situations related to the topic of asylum and refuge are collected and re-enacted. The scenes are performed and modified through forum theatre, thus allowing the students to test alternative courses of action and find common solutions. This phase is followed by a reflection phase and the workshop ends with a final feedback round.

Period/timeframe:

The project *Bleiberecht* has been implemented for the first time in the public vocational school Berufliches Schulzentrum für Gesundheit und Sozialwesen "Karl August Lingner" in Dresden on December 14, 2016, and is still ongoing.

The role of gender:

Gender is not relevant to this project. *Bleiberecht* is not related to sexism or anti-feminism, and the effect of the stage play on male and female students has proven to be analogous.

Stakeholders and Partners: Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice? Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement? Explain the different roles men and women play as they benefit from the best practice and their degree of vulnerability to different types of threats.

Beneficiaries/target group of the best practice:

The direct beneficiaries of the best practice are **students** starting from the 7th grade (usually starting from age 12/13) or above who are in high school, vocational schools, or universities. Since the focus of the practice is on the prevention of radicalization, not on people who are already radicalizing (where figures are higher among men), men and women benefit equally from the practice.

Teachers are also direct beneficiaries, as they gain insight into a different pedagogical approach, and reflect on the topic addressed by the practice from a different perspective. Moreover, teachers are likely to benefit from the positive effect the practice has on their class, as it contributes to preventing radicalization and fostering values like respect, tolerance, peaceful coexistence, and social cohesion. Considering the scope and impact of the project *Bleiberecht*, **society as a whole** can be considered an indirect beneficiary of the practice, as it promotes democratic values and skills like critical thinking, self-reflection, empathy, understanding the complexity of issues like migration, etc. (see section "Lessons learned" below).

Asylum seekers in Germany are also among the indirect beneficiaries, as the practice increases the likelihood for them to encounter openness and understanding, rather than preconceived ideas.

Institutions/partners/implementing agencies/donors:

The main partners are **schools** that choose to implement the practice *Bleiberecht*. The respective **teachers** are involved in the preparation phase and have to fit the activities linked to the practice into their schedule.

The **theatres** Theaterhaus Rudi, the Landesbühnen Sachsen, and the Mittelsächsisches Theater Freiberg/Döbeln are partners to the project. They collaborate through supporting activities like dissemination, outreach, communication, and workshops.

The organization implementing the best practice, **Theaterpädagogisches Zentrum Sachsen e.V.** (TPZ), is institutionally supported by the Office for Culture and Monument Preservation (Amt für Kultur und Denkmalschutz) of the **State Capital Dresden**.

The project *Bleiberecht* is co-financed by **Weltoffenes Sachsen für Demokratie und Toleranz**[3], a political program launched in 2005 by the State of Saxony aimed at combating right-wing-extremism, racism, and antisemitism; by the Office for the Promotion of Democracy within the Division for Equal Opportunities and Integration (Geschäftsbereich Gleichstellung und Integration, Stabsstelle Demokratieförderung) of the Ministry for Social Affairs and Consumer Protection of Saxony (**Sächsisches Staatsministerium für Soziales und Verbraucherschutz**); and by the State Prevention Council of Saxony (**Landespräventionsrat Sachsen**). Moreover, the project is supported by the German Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) through the program *Demokratie leben! – Aktiv gegen Rechtsextremismus, Gewalt und Menschenfeindlichkeit*[4] aimed at preventing extremism, and by the City of Dresden through the program LHP (**Lokales Handlungsprogramm für Demokratie und Toleranz und gegen Extremismus**)[5], also aimed at preventing extremism and promoting democracy and tolerance.

Methodological Approach: What methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors?

The best practice is based on the experience of Theaterpädagogisches Zentrum Sachsen e.V. (TPZ), whose workers identified the need for a method to prevent right-wing radicalization, extremism, and misanthropy, which emerged in the context of increasing numbers of asylum seekers in Germany starting from 2015, as documented in various reports (see section "Introduction" above). It was a participatory process insofar as various TPZ workers, schools, and other partners (see section "Stakeholders and Partners" above) have been consulted during the development phase of the best

practice. TPZ has been using forum theatre (a technique developed by Augusto Boal in Brazil and further developed and adapted to the regional context of Saxony by TPZ) since early 2001. This long-standing experience with forum theatre and the feedback from previously implemented projects laid the ground for *Bleiberecht*. Starting from the first implementation of the practice in Dresden, lessons have been learned and continue to be learned with every single performance thanks to the debriefing, the workshop, and the follow-up (2-4 weeks after the implementation), which provide TPZ with very precious feedback and help its staff identify success factors.

Validation: Confirmation by the beneficiaries that the practice addresses the needs properly. Has the best practice been validated with the stakeholders/final users? Provide a brief description of the best practice validation process.

Yes, the stage play is validated during the debriefing and workshop, where the final users have the chance to express their feelings and reflect on the practice. Moreover, the teachers are asked to fill in a preliminary report, a report shortly after the practice, and a final report after 2-4 weeks to see the effect of the practice on the class (before-after comparison).

Impact: What has been the impact (positive or negative) of this best practice on the beneficiaries' – both men and women – livelihoods? Please explain how the impact may differ between young women and men. Have these beneficiaries' livelihoods been socially improved and if yes how?

Yes, the beneficiaries' livelihoods are socially improved through the best practice. The feedback has shown that men and women experience similar feelings during the stage play and that they achieve the same learning outcomes. The positive social impact is given by the fact that certain values and soft skills are strengthened (see section "Lessons learned" below). The likelihood of the impact being

negative is low thanks to a proper previous briefing with the teachers considering possible risks (see section "Constraints" below), and a proper debriefing and workshop with the students in which they reflect on and elaborate the stage play.

Innovation: In what way has the best practice contributed to an innovation in the livelihoods of young women and men?

The best practice contributes to innovation in the livelihoods of young women and men because it is a completely different approach (forum theatre) to the topic of refuge and asylum from what most young people are used to in their everyday life. It is likely to have a long-term impact on the participants' livelihoods since they are invited to reflect on a familiar topic from different perspectives and to actively participate, which are innovative elements.

Success Factors: What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated (in a similar context)?

The conditions that need to be in place for the best practice to be successfully replicated in a similar context are:

working with small groups (1 class + teacher)

working with young people starting from age 12 (at this age young people are in an orientation phase and start to develop reflected views on their social environment, which are communicated and challenged in group structures ('peering'), which is why tolerance needs to be practiced), but the practice can also be used with adults (there is no upper age limit, the topic is relevant for everyone)

involving and collaborating with teachers (they act as multipliers, and also participate in the discussion and adopt a position)

(a) cooperation between schools/teachers and implementing pedagogues must be sensitive to specific characteristics of the class

(b) teachers must be aware that despite taking place in school, *Bleiberecht* is not a regular class and does not involve grading, it is an external activity

ensuring the surprise effect (only teachers must be informed in advance) to ensure spontaneous reactions and positions (this is called *intervention*: bypassing existing patterns of thought and bias by breaking into everyday life)

using suited rooms

      i. a classroom (for the stage play and debriefing)

      ii. a big room allowing for movement: gym, music room, hall, theatre room, or the like (for the workshop)

      iii. a wardrobe (for the actor)

§ dedicating enough time to the practice (debriefing, workshop, and evaluating forms are a fundamental part, stage play alone is not sufficient)

    i. the discussion, debriefing, and workshop are vital to reflect consciously on stereotypes

    ii. and prejudices: students have to formulate their thoughts on the topic, be informed about societal and legal aspects, and learn to differentiate before forming an opinion

    iii. the discussion, debriefing, and workshop must be led and supervised by professional and paid theatre pedagogues (scope of the practice is too wide for a voluntary basis)

    iv. the project must involve pedagogically valuable methods like mind-maps (the main focus is on forum theatre)

§ using evaluating forms to collect feedback and make a before-after assessment (one before the stage play, one shortly after the stage play, one 2-4 weeks after the stage play)

§ the implementing organization should be available for questions, concerns, or additional projects on related topics

A common mistake when it comes to best practices is to assume that knowing the best practice is sufficient to be able to implement it. This is not true, it is not enough to have the recipe to prepare a good meal – it requires additional skills, time, space, proper tools/equipment, and experienced cooks.

Constraints: What are the challenges encountered by young women and men in applying the best practice? How have they been addressed?

The challenges encountered by the target group, women and men alike, are feelings like irritation, fear, and a sense of threat. The fact that these feelings can arise must be discussed with the teachers prior to the implementation, so as to be able to intervene during the stage play (only if necessary) and to elaborate the stage play during the debriefing accordingly. The first question the theatre pedagogue asks every student during the debriefing is not *How did you find the stage play?* but *How do you feel?* The feeling of irritation is meant to arise, as it is useful for the scope of the practice, but fear and a sense of threat shall be avoided. This challenge is addressed through a previous briefing with the class teacher, in which the pedagogue(s) give information on the topic of the stage play and ask specific questions on the class and its group dynamics like:

§ Are there refugees / students with a migration background in the class?

§ Have there been any issues in the class related to xenophobia / verbal and/or physical violence?

§ Are there students in the class with problematic life situations, physical/psychological/social issues / problematic experiences / traumas, etc.?

§ Have the topics refuge, asylum, group-related misanthropy, and intercultural understanding been addressed with the class? If so, when and how? If not, why not?

Lessons learned: What are the key messages and lessons learned to take away from the best practice experience, for women as much as for men?

For both women and men, the lessons learned from the best practice experience are related to fostering certain democratic values and broadening their soft skills.

The values the practice cherishes are, among others: tolerance, democracy, cosmopolitanism, open-mindedness, philanthropy, respect, democracy, peaceful coexistence, social cohesion, acceptance of "others", i.e., people with a different religious, cultural, and ethnic background or sexual orientation. The way in which the practice is structured stimulates the improvement of soft skills like empathy, understanding the complexity of issues (e.g., migration), self-reflection, non-violent conflict resolution, recognizing radicalization processes, life skills, critical thinking, intercultural competence and communication, increased awareness of societal processes and liberal-democratic values, the ability to change/broaden one's perspective. The practice does not impose simple messages or argumentation patterns ("morals"), but offers a wide range of explanations and invites the youngsters to actively participate and form their own viewpoint. The participants learn to perceive and deal with the topic of refuge and asylum differently, understand the context, sympathize, and find ways to transfer the situation of asylum seekers to situations and feelings experienced by themselves. Moreover, they learn to identify and cope with their fears and to look for common solutions when dealing with conflicts or intolerant behavior.

Sustainability: What are the elements that need to be put into place for the best practice to be institutionally, socially, economically and culturally sustainable? If applicable, indicate the total costs incurred for the implementation of the practice. As much as possible, provide also some cost/efficiency indications: What are the institutional, social, economic and/or environmental benefits compared to total costs?

The total cost for schools is very low compared to the overall benefits. The cost is € 80,00 for schools in Dresden and € 120,00 + travel expenses for schools outside Dresden. In order to be institutionally, socially, economically, and culturally sustainable, the best practice has to be carried out in accordance with teachers who know the target group very well and possible risks have to be considered (see section "Constraints" above). Moreover, the discussion, debriefing, and workshop that follow the stage play have to be led by one or more qualified theatre pedagogue(s). The practice can be considered a small investment to ensure long-term benefits for the class, the school/university, and society as a whole.

Replicability and/or up-scaling: What are the possibilities of extending the best practice more widely? If you were giving advice to men and women living in another geographic area, what are the conditions that should be met/respected to ensure that the best practice is replicated, but adapted to the new context? The aim is to go further than the section Innovations / success factors in specifying the requirements for replication of the practice on a larger scale (national, regional, international).

The best practice is currently being implemented on a regional level (the State of Saxony in Germany). Considering that the context/initial situation described in the section "Introduction" (see above) is not limited to the State of Saxony, but applies to Germany in general, replicating the practice on the

national level in other areas of Germany can be achieved quite easily if all the conditions listed above (see section "Success Factors") are met.

Given the fact that the best practice addresses the issue of refuge and asylum, replicating it on the international level is possible, but requires some further adaption and precautions. It is suited for replication in countries with increasing/high numbers of asylum seekers, as such countries would benefit most from a best practice addressing the issues of radicalization, intolerance, discrimination, closedmindedness, and misanthropy. The stage play, the debriefing, and the workshop can be modified so as to suit different contexts/challenges. Forum theatre is a very successful tool (for people of any age) to reflect on a broad range of topics in a different, creative, and very powerful way. What is important is that the conditions listed in the section "Success Factors" (see above) are met, especially aspects like working in small groups, previously discussing the practice with teachers/social workers, ensuring the surprise effect, and ensuring a proper debriefing and workshop, led by qualified theatre pedagogues, to analyze and reflect on the stage play. Another important aspect is to consider and respect norms and regulations on political education in school/university that can vary across countries. The practice *Bleiberecht*, for example, is implemented following the Beutelsbach Consensus (Beutelsbacher Konsens)[6], which has been regulating political education in Germany since 1976.

Conclusion: Conclude specifying/explaining the impact and usefulness of the best practice. When possible, use anecdotal evidence such as storytelling or testimony of a woman or a man showing the benefit of the best practice.

The best practice is very useful for young people, as it allows them to address an important topic in an extremely powerful manner.

These are some testimonies by stakeholders/final users:[7]

- § "It was completely new to me to experience all of this in such a form and from such a perspective. When we deal with the topic through tasks during class, it has no effect on us." (student)

- § "It showed me how we behave towards strangers when they are actually there. I didn't expect that at all." (student)

- § "I really liked the fact that nobody informed us in advance. We wouldn't have gotten involved in the same way if we had known what was going on." (student)

- § "The students have continued to think of and talk about the project for a long time, it has been an experience with a very strong impact on everyone." (teacher)

Contact details: What is the address of the people or the project to contact if Partners want more information on the best practice?

For more information on the best practice, the partners can contact Mr. Dirk Strobel, the project manager of the project *Bleiberecht*.

E-Mail:

dirk.strobel@tpz-sachsen.de

Phone:

+49 351 32010281

Address:

Theaterpädagogisches Zentrum Sachsen e.V.

im Theaterhaus Rudi

Fechnerstraße 2a

01139 Dresden

URL of the practice: Where can one find the best practice on the Internet?

https://www.tpz-sachsen.de/bleiberecht/

Related Web site(s): What are the Web sites of the projects under which the best practice was identified and reproduced?

§ List of projects funded by Weltoffenes Sachsen in 2016, including *Bleiberecht*:
https://www.weltoffenes.sachsen.de/wos-projekte-2016-4102.html

§ A school mentioning *Bleiberecht* on its website as a successful example of its theatre-related school activities: https://cms.sachsen.schule/osddwei/unterricht/deutsch/

Related resources that have been developed: What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the best practice?

§ Pamphlet: https://www.tpz-sachsen.de/wp-content/uploads/2018/01/tpzsachsen_bleiberecht-faltblatt2017-2018_web.pdf

§ Pictures / Web site: https://www.tpz-sachsen.de/bleiberecht/

§ Article (includes pictures): https://pieschen-aktuell.de/2017/theaterpaedagogisches-zentrum-bietet-projekte-fuer-schulen-flucht-asyl-und-crystal/

§ Article *Darf ich bleiben?* published in the *Sächsische Zeitung*: https://www.saechsische.de/darf-ich-bleiben-3812759.html, published 7 November 2017 online, printed 8 November 2017 (p. 18)

§ Contract (between TPZ and the teacher, to be signed before the implementation)

§ Manual on methodology (Methodenkatalog)

§ Best practice manual

§ Workshop protocols

§ Material resulting from the workshop (e.g., mind-maps)

§ Implementation protocol

§ Information sheet for teachers (Lehrerinformation)

§ Preparatory sheet for teachers (Vorbereitungsbogen)

§ Preliminary report, report shortly after the practice, final report (2-4 weeks after the implementation)

§ Implementation record (including the name of the school / vocational school / university where the project has been implemented, number of participants, age group, etc.)

References

[1] English translation: *right to stay*

[2] Pegida stands for *Patriotische Europäer gegen die Islamisierung des Abendlandes* (English translation: *Patriotic Europeans Against the Islamization of the Occident*) and is a far-right, anti-Islam political movement founded in 2014 in Germany (Dresden).

[3] English translation: *Cosmopolitan Saxony for democracy and tolerance*

[4] English translation: *Live democracy! - Active against right-wing extremism, violence and misanthropy*

BEST PRACTICE [CASE STUDY]

On Media Literacy

Title: What is the name that best describes the best practice?

"Power of Youth Media"

Date: When (month and year) was the best practice documented/identified?

01-06-2018 – 30-11-2018 – 6 Months.

Authors: Who wrote the best practice document?

This document was written by Guillermo G. Sulub, from IYDA e.V.

Objective: What is the aim/objective of this document?

This document aims to describe the best practice "Power Youth Media" on Media Literacy, so as to share it with the project partners of the project ENGINE and to replicate the practice in different countries/contexts.

Location /geographical coverage: What is the geographical range where the best practice has been used? Please specify when possible, the country, region, province, district, town and village. If possible, add a map to show where the practice was implemented.

Estonia, Turkey, Italy, Portugal and Germany.

Introduction: What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed and specify the period during which the practice has been carried out (timeframe)? Explain how gender was taken into account in both the challenge being addressed and the best practice itself.

"Power of Youth Media" is an exchange project to bring young people from different countries together to get enough knowledge about the importance of media/social media/media literacy for preventing radicalization and marginalization of young people, raise awareness of using media in a positive way and promoting media literacy and critical thinking among young people.

The best practice was carried out for 6 months, between 01-06-2018 – 30-11-2018.

Stakeholders and Partners: Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice? Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement? Explain the different roles men and women play as they benefit from the best practice and their degree of vulnerability to different types of threats.

Applicant and co-beneficiaries:

KulturNetz - eine Initiative zur kulturellen Vernetzung, Germany

MTÜ REACT, Estonia

Be The Change, Italy

AL Teatro - Teatro do Arade, Associação Cultural, Portugal
Genclik ve Degisim Dernegi, Turkey

Participants

We had a group of 33 young people included 5 group leaders. Each partner organization was going to participate as a group of 6 people and hosting organization was going to be a group of 9 people because they had more responsibilities for the facilitation and logistical stuffs. Because of one Portuguese and one Italian participants could not participate, we decided together to have 2 more

local disadvantaged young people. Because of it was an exchange project and language of the project wasn't needed to be so high level English, we gave a chance to participants –with fewer opportunities- who are able to communicate in English. All group leaders and participants took part in all aspects of the project from the digital collaboration to attending the exchange in Diyarbakir, Turkey.

We selected participants by considering their responsibilities and also we had „at least one participant" with immigrant background (we only could not have it from Estonia but we had more from other countries) and we also gave a chance „at least 1 economically disadvantaged participant who had never participated in international projects before.

All participants applied to their sending organizations and sending organization together with the organizers selected the participants according to background/skills which we had written in our project application. All partners were committed to taking an inclusive and holistic approach to recruiting participants

Methodological Approach: What methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors?

We would like to implement our project not only for young people but also by young people as using of non- formal educational methods and activities to achieve the following specific objectives:

1. To understand how media/social media effects on young people/children and our societies,

2. To develop critical thinking regarding the information they received through the media,

3. To be aware of importance of cultural diversity in local, regional and international level and to develop skills and attitudes to motivate and actively involve our young people in human rights youth projects as preventing radicalization of young people,

4. To identify and share similarities & differences in practices used in different countries in terms of Media and Media Literacy,

5. To promote active participation of young people by using media and social media,

6. To increase awareness about the refugees/asylum seekers and migrants by using media/social media,

7. To develop a critical approach towards media messages based on their own experiences, skills, beliefs, and values,

8. To develop their skills in creating media content and creating videos regarding to preventing radicalization of young people and children,

9. To offer the opportunity to meet partner groups and develop concrete ideas for future projects focusing on cultural diversity and active participation of young people in order to prevent radicalization of young people,

10. To support young people to increase their knowledge about Erasmus + Programme and youth exchange projects in order to develop new projects in the future,

11. To create professional videos (we will have experienced participants) and use social media very actively in order to reach as many as people possible for outcomes of our project and for the visibility of Erasmus + Programme.

We will have a special attention to the role of media and social media for the situation of refugees and asylum seekers. We will increase awareness about the needs of them and to show -as creating videos/blog/facebook page/youtube channel- how media and social media can take a positive role for preventing radicalization/marginalization of young people in our countries.

Validation: Confirmation by the beneficiaries that the practice addresses the needs properly. Has the best practice been validated with the stakeholders/final users? Provide a brief description of the best practice validation process.

Some of the participants decided to write an article, most of them organized an event in their organization and shared their experience with their peers (inside their organization), some of them created some media tools, some of shared their feelings and thoughts on their personal social media account. They all were so positive and motivating.

Impact: What has been the impact (positive or negative) of this best practice on the beneficiaries' – both men and women – livelihoods? Please explain how the impact may differ between young women and men. Have these beneficiaries' livelihoods been socially improved and if yes how?

We made a personal survey and our partners made focus groups discussion with participants and it helped us to compare our present baseline what we could identify and how our participants improved their knowledge, skills and attitude based on cultural awareness and expression, sense of initiatives and entrepreneurship and learning to learn key competences.

Participants learned the role of media/social media on the causes of radicalization of children and young people and explore different good examples in different countries. They learned how to work in a national and international a team. Participants practiced what is media/social media for preventing radicalization of young people, how the structure looks like and the main elements of it.

The participants developed youth exchange projects ideas on media/social media, immigrants/asylum seekers, refugees and preventing radicalization of young people and nowadays they are working on them to submit for the February 2019 deadline.

The participants explored themselves as human beings who have their own cultural identity. They made a difference between identity, culture, cultural diversity, cultural identity, inter-cultural learning and inter-cultural dialogue.

The participants discovered from where their prejudgments could come and how these perspectives were improved. They recognized that they might have stereotypes and prejudices and sometimes how even they discriminate without consciousness.

The participants discovered the role of media/social media in their societies and identified tasks what they could do for preventing radicalization of young people and also discovered how their societies approach differently to the news from other societies (in a similar or different way).

The participants shared their personal motivation to be in this exchange related to the certain objective. They became able to clarify their needs and expectations and what they would like to learn; to set up their personal learning goals what they would like to achieve.

The participants shared their feelings and emotions concerning the daily activities and their participation within it. They were using this time for assessing their own learning or just steam out concerning the daily happenings depending from their needs.

They are be able to identify their own learning processes and learning outcomes, being able to define their own competence development through learning outcomes, and being able to use the eight key competences made by European Commission.

The participants developed youth exchange project ideas on media/social media and preventing radicalization of young people and children.

Innovation: In what way has the best practice contributed to an innovation in the livelihoods of young women and men?

Participants explored the meaning of media, social media, identity, cultural diversity, stereotypes, prejudice and discrimination. They found the link between culture and radicalism based on exclusion and xenophobia. They had a chance to get to know different examples of preventing the

radicalization of children and young people by fighting the root causes. They learned about media literacy, manipulation, critical thinking and they improved their shooting/editing videos and using social media more consciously. They refreshed knowledge on youth exchanges according to the proposals of Erasmus+ Program.

Participants became able to prepare, run and evaluate workshops (each partner organization lead a session during the project) and created their own media in local level and within European youth exchanges. They are able to initiate youth exchanges prevent radicalization of young people as future cooperation among project partners based on the needs and interests of their target groups.

Participants explored their own cultural identity, recognize their stereotypes, prejudiced, discrimination and even racist attitude and where it comes from. They explored their own intercultural sensitiveness, their emotional reactions being excluded or included or being judged or being accepted. They practiced their empathy, tolerance, acceptance, open-mindedness, critical thinking, etc. They are more critical and conscious when they read, listen or watch something in media/social media.

Success Factors: What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated (in a similar context)?

First of all, we had a wonderful group of participants and it showed us how our partners are professional and they made the selection process quite carefully. Because we had participants who were really into the subject and we tried to improvise our project. We all think that we had one of the most intensive youth exchange ever but all participants left with absolute satisfaction, happiness.

We used variety of non-formal methods with the big contributions of group leaders and experienced participants. All groups came as a well prepared and thanks to workshops implemented by the partners, we tried to understand how media/social media effects on young people/children and our societies.

With the support of 3 participants with journalism background and so many experienced participants who are active in making social media tools, we tried develop critical thinking regarding the information they received through the media. Thanks to intercultural events, field visit, workshops etc. we tried to make young people to be aware of importance of cultural diversity in local, regional and international level and to develop skills and attitudes to motivate and actively involve our young people in human rights youth projects as preventing radicalization of young people. So many new ideas were born and we are trying to submit them for the February project deadline.

We identified and shared similarities & differences in practices used in different countries in terms of Media and Media Literacy,

Constraints: What are the challenges encountered by young women and men in applying the best practice? How have they been addressed?

We had only one problem which was appeared just before our project started. One Italian participant and one Portuguese participant couldn't come (despite if they had bought their tickets). The Italian participant could not come because of an important job interview and the Portuguese participant could not come because of his health issue. Because we were informed only 1-2 days

before the project, we could not find good participants instead of them but we had included 2 more disadvantaged young people from local. All other activities were worked as we had planned before.

Participants with fewer opportunities involved in the project faced economic obstacles, social obstacles and cultural differences.

Lessons learned: What are the key messages and lessons learned to take away from the best practice experience, for women as much as for men?

Local, regional and national impact was done mostly before and during the project when we were publishing the news about our exchange project. News about our project was published in many international networks (by partner organizations) and many national, regional, local news. For example, this news was published in the 2 most known national newspapers in Turkey.

Visiting Diyarbakir with treasure hunting game by local young people helped to get to know more about the culture of Diyarbakir through the eyes of local young people (not by media/social media from our countries).

Because the news about our project was published in local media and also because our hosting organization is well known in the local, people were already welcoming us and they already knew why we were there. Support of Erasmus+ Program and German NA was written in all the news and it helped to make a wider impact.

Sustainability: What are the elements that need to be put into place for the best practice to be institutionally, socially, economically and culturally sustainable? If applicable, indicate the total

costs incurred for the implementation of the practice. As much as possible, provide also some cost/efficiency indications: What are the institutional, social, economic and/or environmental benefits compared to total costs?

We had a diverse group with 5 official nations involved so we also encouraged our participants to share aspects of their culture and bring traditional food and drinks to share with each other.

Through the preparation tasks they were challenged to express their cultural identities, think about their views about social media and radicalization of young people/children, also opinions on social issues, consider their roles in society and reach out to those who are different to them. The monthly tasks were open the participants up to sharing their thoughts and ideas with each other from different backgrounds and to learn from those who are different from them. As coordinator organization and together with Genclik ve Degisim Dernegi"s experienced team members, we worked with the national teams remotely to develop their facilitation skills in order to ensure that they could successfully lead their workshops and discussions about the role of Media and social media.

The project was co-funded by the Erasmus+ Programme of the European Union.

The total cost of the project was 20,485 EUR.

We really appreciate that German NA gave this chance to implement a wonderful project in a less development region of Turkey. We expect more support from European Commission to implement projects such regions and bring European youth together with people from these regions. It is contributing a lot to World Peace.

Replicability and/or up-scaling: What are the possibilities of extending the best practice more widely? If you were giving advice to men and women living in another geographic area, what are the conditions that should be met/respected to ensure that the best practice is replicated, but adapted to the new context? The aim is to go further than the section Innovations / success factors in specifying the requirements for replication of the practice on a larger scale (national, regional, international).

It was very important for us to work as a team and to include every single person involved in the project (participants, organizers, group leaders etc.). The teamwork that we set up was not only based on the human values, but also was confirmed by signed agreement among partner organizations. These agreements supposed to be a guarantee of effective cooperation considering common interests and behaviours of each side.

Another written agreement was signed with participants for sharing photo and video materials of the exchange, it allowed us to share and publish them on social networks and other media sources in order to make the project more visible. Media and social media and their visibility were an important part of our project.

Partner organizations agreed to do their best to support this project from the preparation until the evaluation, to be responsible for selecting and preparing the participants and contribute in the follow up and the dissemination and exploitation of project results. At the end of the project, we can easily say that everything worked in a really good way. All actors of the project knew clearly about their roles and responsibilities. Tasks were shared among the partners, the project team, group

leaders. We provided continuous consultation possibility for participants both with the group leaders and the representative of the partner organization in the project team.

Learning agreements/outcomes with participants were created during the expectations and intention setting session. Building of learning outcomes was cycle throughout the exchange, as participants created them, experienced them, reflected on and developed them. It was an important process throughout the exchange.

The quality and management of the project was also ensured during the project by the meeting of the project team every day (daily group meetings and also group leader meetings). The planning team discussed and continuously evaluated, reflected on upcoming problems and worked out solutions for problems. Upcoming problems, suggestions, ideas and needs of participants that came up during the daily evaluations were also discussed not only in these meetings but also in group leaders meetings. We all think that project management was one of the best part in our project thanks to the experienced and reliable partner organizations.

Conclusion: Conclude specifying/explaining the impact and usefulness of the best practice. When possible, use anecdotal evidence such as a storytelling or testimony of a woman or a man showing the benefit of the best practice.

The project was designed as an open learning process based on participants'' experiences, interests, and based on non-formal education approach. We haven't made any big changes but as considering the suggestions of our participants, we gave more time for some activities and sometimes we had to work during the nights as well. But everything was done by the decision of 'all participants'.

However, we had a visit to TV/radio but because we were a big group and they suggested to send a journalist to our project venue. This was the only change in our program.

A combination of the different creative and interactive methods was used by the facilitators and group leaders. The learning of new skills, the acquisition of knowledge and the exchange and challenge of each other's attitude and experience were very important for our project. That's why we tried to use variety of non-formal methods as based on fully participation of everyone. Some of the examples of methods which were used in the project:

1.   Individual, pair and plenary group activities

2.   Work on practical examples in small groups

3.   Thematic and national workshops (by each partner country)

4.   World cafe (by the partner from Estonia)

5.   Speed dating (by the partner from Turkey)

6.   Presentation of the videos

7.   Shooting and editing videos (by German group)

8.   Role plays (by Portuguese partner and facilitators)

9. Theoretical inputs (by Italian partner)

10. Fishing ideas method (by Estonian partner).

The entire exchange was designed as a mutual learning process in which, using diverse methods, participants can compare their approaches with each other. Facilitators and group leaders also provided a framework where participants were able to exchange their experiences and to develop new ideas. The program and contents were organized to allow for the maximum participation of the group using active and participatory methods.

Contact details: What is the address of the people or the project to contact if Partners want more information on the best practice?

Contact with the organization is possible via their Facebook page:

https://www.facebook.com/kulturnetwork

URL of the practice: Where can one find the best practice on the Internet?

https://www.facebook.com/kulturnetwork

Related Web site(s): What are the Web sites of the projects under which the best practice

was identified and reproduced?

http://www.milliyet.com.tr/avrupali-gencler-diyarbakir-da-toplanacak-diyarbakir-yerelhaber-2863482/

https://www.haberturk.com/diyarbakir-haberleri/61517665-avrupali-gencler-diyarbakirda-toplanacak

https://www.facebook.com/kulturnetwork/videos/319687455293071/

https://www.facebook.com/kulturnetwork/videos/183566339258593/

https://www.facebook.com/kulturnetwork/photos/a.310293196227691/326487354608275/?type=3&theater

Related resources that have been developed: What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the best practice?

Articles written by our participants:

https://reactngo.wordpress.com/2018/10/24/discovering-different-realities-of-media/?fbclid=IwAR2VSOr-CCv1_Lfb9sg68wuGOFRSaNFmodmsIHJssKWJUxic4Wd4boZsK5s

BEST PRACTICE [CASE STUDY]

On Digital Storytelling

Title: What is the name that best describes the best practice?

ZwichenWelten (Between Worlds)

Date: When (month and year) was the best practice documented/identified?

The best practice was developed by Gangway e.V. and the Juvenile Detention Center of Berlin. It has been identified from 2016 in the brochure made by the Berliner Landesprogramm Radikalisierungsprävention: "Berliner Forum Gewaltprävention Nr. 59"

Authors: Who wrote the best practice document?

Guillermo G. Sulub from IYDA e.V.

Objective: What is the aim/objective of this document?

The document aims to describe the best practice on Digital Storytelling developed by Gangway e.V. in the project ZwichenWelten, to be shared with the project partners of the project ENGINE, in order to replicate the best practice in different countries and contexts.

Location /geographical coverage: What is the geographical range where the best practice has been used? Please specify when possible, the country, region, province, district, town and village. If possible, add a map to show where the practice was implemented.

Berlin, Germany.

Educating New Generations In building a Non-radicalased Environment

Introduction: What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed and specify the period during which the

practice has been carried out (timeframe)? Explain how gender was taken into account in both the challenge being addressed and the best practice itself.

ZwischenWelten is a project of Gangway e.V. and the Juvenile Detention Center of Berlin aimed to reduction and prevention of violence and radicalization tendencies among young people with refugee and migration experiences. It takes place both inside and outside the Juvenile Detention Center.

Many of the participating young people are in a difficult life situation in the transition between their old and new home. The focus of the project is, therefore, the topic Home and the related questions such as:

1   What does home mean?

2   What constitutes home?

3   Old Home vs. New Home

4   Homelessness?

In workshops the participants will trace their own biography by means of artistic genres such as text, audio, presentation and graphics. The participants reflect on their own living and experiences, discuss them with the group, transform them into small works of art and present them to the public.

Stakeholders and Partners: Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice? Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement? Explain the different roles men and women play as they benefit from the best practice and their degree of vulnerability to different types of threats.

The project involves around 25 participants inside and outside the Juvenile Detention Center in Berlin. On the one hand, these are inmates of the Berlin Juvenile Detention Centre with experience of refugee and migration, but also other interested prisoners, prisoners released before time and liberated prisoners, who are accompanied by Gangway e.V.

The participants are young men who are traumatized by escape and acts of war, or have lived violence in their own family. They find conflict situations in their lives in Germany very often as overwhelming and have the feeling that everything around them is collapsing, the reliable, social ground under their feet is shrinking, they themselves have little influence and nobody supports them.

The cultural theorist Klaus Theweleit describes this feeling as "de-differentiation". Particularly are endangered those who are culturally homeless, who neither identify with the culture from their country of origin, nor with that of the country of arrival. These young people experiencing discrimination in addition, and having the feeling of being meaningless, exacerbates this process.

The explicit black and white argumentations from extremists are then attractive, since they clearly distinguish between friend and foe and thus create the feeling of belonging.

Period/Timeframe:

ZwischenWelten has been implemented for the first time in the Juvenile Detention Center of Berlin in 2016 and was continued until March 2019, as shown in the official website of the project. Gender:

Gender does not play a relevant role in ZwischenWelten, since it is not related to sexism.

Methodological Approach: What methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors?

The preventive and pedagogical interventions of the project ZwischenWelten are based on these findings and aim to make the encounter with German culture integrative. The young people can participate in the new culture without giving up their own.

At ZwischenWelten, the young people are approached with creative offers and are offered a group of reliable friends and structured leisure activities.

In the project they learn to take their own problems seriously and to develop visions. By creating their own creative products, their self-esteem is strengthened. An awareness of democratic processes is created, in which norms and values are discussed and a constructive culture of dialogue with each other and with the majority society is learned. Processes of reflection are initiated and competences for action are promoted.

In the project typical uncertainties are addressed by finding common, constructive answers to questions such as "Where do I come from", "Who am I?", "Where do I want to go?" and "How do I want to be?"

Validation: Confirmation by the beneficiaries that the practice addresses the needs properly. Has the best practice been validated with the stakeholders/final users? Provide a brief description of the best practice validation process.

"Here I can let out everything I feel, write about my past, my life story. I like it, and that's

why I'm doing it."

-Participant

"My opinion remains a secret because nobody is interested in my opinion. And if I give my opinion free rein, everyone scribbles on my opinion." -Poem of a participant

"For me, writing is writing, in my head a poem and to put stories on paper."

-Participant

As a stateless Palestinian I see the light of day in the refugee camp in Lebanon.

A long journey has led me to Germany.

Can I return to Palestine sometime?

Will I ever get a German passport?

-Poem of a participant

Impact: What has been the impact (positive or negative) of this best practice on the beneficiaries'
– both men and women – livelihoods? Please explain how the impact may differ between young
women and men. Have these beneficiaries' livelihoods been socially improved and if yes how?

"What is special about this project is that the participants can translate their thoughts on the subject of home into texts, pictures, theatre sequences or music collages, and that they can do so in a way that is in keeping with their abilities and interests. This strengthens their self-esteem, because they become active participants and the art as a mouthpiece for their own concerns and wishes experience.

The dialogue with groups of people inside and outside the prison walls makes democracy tangible and is a first step towards arrival and integration."

-Pedagogical assistant JSA Berlin

Innovation: In what way has the best practice contributed to an innovation in the livelihoods of
young women and men?

During the project, workshops take place regularly inside and outside the prison walls. In the workshops, a continuous exchange within the group and between "inside" and "outside" takes place. The creative products created in the workshops are presented to the public.

The presentations are an important part of the project, because on the one hand they strengthen the young people's personality, but on the other hand they also enable them to meet the majority society or relevant decision-makers in order to enter into political discourse and develop concrete steps for action.

Success Factors: What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated (in a similar context)?

Creating awareness for democratic to create processes, train the young people's ability to engage in dialogue and to show real perspectives for participating in society, to be heard and to come into exchange with others.

Together we have to create a constructive culture of dialog with each other, established with the majority society to initiate an important reflection process.

Constraints: What are the challenges encountered by young women and men in applying the best practice? How have they been addressed?

Young and adolescent men, who are refugee and were traumatized by acts of war or violence in their own families, often find the various conflict situations in their lives in Germany overwhelming. They have the feeling that everything around them is collapsing, that the reliable,

social ground beneath their feet disappears, they themselves have little influence and no one helps them.

Lessons learned: What are the key messages and lessons learned to take away from the best practice experience, for women as much as for men?

The preventive and pedagogical interventions of the project ZwischenWelten come in and aim to make the encounter with German culture integrative. The young people should participate in the new culture without giving up their own.

The aim is to support the young people in this difficult phase of life, in this transition between old and new home with creative offers and offer them a group of reliable friends and structured leisure activities. Their problems are taken seriously and they receive a voice and channel for their wishes, visions and difficulties

Sustainability: What are the elements that need to be put into place for the best practice to be institutionally, socially, economically and culturally sustainable? If applicable, indicate the total costs incurred for the implementation of the practice. As much as possible, provide also some cost/efficiency indications: What are the institutional, social, economic and/or environmental benefits compared to total costs?

In the long term, a place of performance and encounter outside the prison walls is to be established where regular performances can be prepared and carried out, but which is also available to young people who have been released or released from prison as part of transition management and structured leisure activities.

ZwischenWelten is a cooperation project between Gangway e. V. and the Berlin Juvenile Detention Center and is funded by the State Coordination Office for the Prevention of Radicalization at the State Commission Berlin against Violence.

Replicability and/or up-scaling: What are the possibilities of extending the best practice more widely? If you were giving advice to men and women living in another geographic area, what are the conditions that should be met/respected to ensure that the best practice is replicated, but adapted to the new context? The aim is to go further than the section Innovations / success factors in specifying the requirements for replication of the practice on a larger scale (national, regional, international).

In the workshops, the tradition of storytelling as a medium for finding identity and reflection is taken up.

In terms of content, the stories take up the theme of "home" and are told with the help of various art forms, e.g. writing, film, graffiti / drawings / comics, theater or music.

The workshop curriculum comprises three phases: Find stories - tell stories - share stories.

1. Find stories

In this first phase, the aim is to work with the participants to track down the stories that burn on their souls on the topic of "home" and that are important for their identity. Different methods, such as creativity exercises, inputs or discussion groups, serve to promote creativity and develop ideas.

2. Tell stories

In the second phase, the participants will gain an insight into the tools of storytelling in order to be able to dress their ideas in artistic forms. They are given a feeling for their own language in comparison to the foreign language. They will get to know different text forms, such as storytelling, poetry, short stories, dialogues and statements, as well as other creative methods and techniques, such as video shooting, drawing, graffiti etc.

In order to stage the resulting texts, the participants can produce beatz, create sound carpets from typical noises and sounds or arrange well-known political statements into a sound ensemble. To do this, they will learn about the production software and the necessary equipment and learn how to record the texts and arrange them artistically.

3. Sharing stories

In the last step, the own stories are presented to an audience with the chosen art form and discussed with them.

The presentations focus on the creative products and allow the art to become an outlet and mouthpiece for the personal message. In performance training sessions, participants learn from professional storytellers, slam poets and spoken-word artists how to use their volume, voice, gestures and facial expressions to best effect.

In this phase it is also important to learn a constructive culture of discussion and information, which makes it possible to leave different opinions, to "grey-scale" them, to recognize and accept.

Conclusion: Conclude specifying/explaining the impact and usefulness of the best practice. When possible, use anecdotal evidence such as a storytelling or testimony of a woman or a man showing the benefit of the best practice.

"I am Achraf. I come from Algeria. I left my country when I was 12 years old.

What began as a game of three little boys became hard reality. I have never had a home before and I have never found one. My family is all I have.

My home is in Neukölln. I have lived my whole life there and could not imagine a short-term move. I know how to find who or what. According to my father it is not possible to fly to his home country, Palestine, because of the war there. I probably wouldn't either wish. I would like to stay in Neukölln. I see this as my home."

-Achraf. Participant.

Contact details: What is the address of the people or the project to contact if Partners want more information on the best practice?

Gangway e.V. - Street Social Work in Berlin

Schumannstr. 5, 10117 Berlin

Tel. 030/ 2830 23 22

elvira.berndt@gangway.de

URL of the practice: Where can one find the best practice on the Internet?

www.gangway.de

Related Web site(s): What are the Web sites of the projects under which the best practice was identified and reproduced?

www.berlin.de/gegen-gewalt

Related resources that have been developed: What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the best practice?

"Berliner Landesprogramm Radikalisierungsprävention - Vorstellung der geförderten Projekte" PDF file.

ITALY

DESK STUDY

Youth Radicalization

Country		Project ref #	KA205-A439D986
Desk study prepared by		Mine Vaganti NGO	
Desk study checked by		Samanta Sedda	
Desk study revised and approved for the project by			
Status		Final	
Date		20-07-2020	

12 study units

(might be done not without a table but as a structured text)

Issues	Description	Summary/comments
1. General situation	In Italy, the process of youth radicalization cannot be easily identified by a single cause or factor. It is impossible to outline	

with Youth Radicalization [brief country assessment]	them, considering the innumerable distinctive elements that contribute to the mental, ideological, and decision-making process of the individual. For a better understanding, it is important to analyse the socio-cultural and economic context of the country. For years, the country has been terrorized by real attacks of a different extremist matrix. Between the late 70s and early 80s, numerous violent actions, murders and massacres took place in Italy. These terrorist attacks led to several deaths and numerous injuries by "left-wing" extremist groups as well as by "right-wing" extremist groups. Despite the end of this period, so-called The Years of Lead, some violent actions of political as well as national terrorism have continued until now. The peculiarity of the Italian context is given by the presence of numerous mafia-type criminal organizations. Over the years they have intertwined relations of interest with national and international terrorism. Until the realization of mafia-motivated attacks. Although over the years the State has managed to defeat some mafia organizations, making it weaker, the mafia is not alive. Since 2009, the Italian economy has been characterized by a deep crisis and financial instability. According to ISTAT 2019 data, youth unemployment has reached 28.9%. The instability

and the prospects for an uncertain future have led to discontent among young people, who are getting closer and closer to the far-right parties.

The relationship linking young people and politics has been examined by Istituto Giuseppe Toniolo 2018. Survey data show that 40% of the young people interviewed showed discontent with all political parties and a tendency to support those protesting. The most common feelings among young people are distrust and fear. Moreover, migrants are perceived as a source of economic problems and insecurity.

On July 3rd, 2019, the Dossier " I Giovani Italiani sono Sovranisti" was published by the Centre for Political and Strategic Studies. The study is a comparative analysis of the vote in the European elections on 26th May. The data show young Italians tend to vote for right-wing and extreme right-wing parties in contrast to young Europeans.

The main reasons that determined this vote were a strong leader, empathetic and considered close to people, social communication addressing the message directly to young people as well as socioeconomic motivations related to the perspectives of young Italians and the work context with which they have to relate.

The propaganda of right-wing exponents encourages hatred, mainly taking place online young people are exposed to this

feeling of hatred and the idea of extremist radicalisation. It is precisely social media/network that is a fertile place for youth radicalisation.

It is necessary to emphasise age is a risk factor, as young people experience a phase of their lives in which they are the most vulnerable and manipulable.

On the one hand, there is an extreme left-wing radicalisation and on the other, there is another type: jihadist radicalisation.

In Italy, jihadist terrorist attacks have not yet been concluded and the number of radicalized subjects is not high. This does not mean that the process of radicalisation is not ongoing. Social networks and social media are the privileged channels for disseminating jihadist ideology.

According to "Destinazione Jihad I Foreign Fighters D'italia", there are 129 individuals linked to Italy. The profiles reflect some typical traits of the jihadist scene in Italy, composed of most of first-generation immigrants, but also of a growing number of home grown - namely "second-generation immigrants" and converts of Italian origin. 90.4% are male, the remaining 9.6% are female. It is important to point nought 6 out of 12 are girls converted to Islam and 10 have Italian citizenship. Difference from men, they do not have criminal records. Although the main age group of interest ranges from 23 to 30 years of age, there are some minors.

		According to OSCE-Office for Democratic Institutions and Human Rights (ODIHR), reports and charges about hate crimes reported by Italian police were736 in 2016, 1048 in 2017 and 1111 in 2018. Most attacks are influenced by racism and xenophobia. The latter lead young people to a process of radicalisation, be it political or religious.	
(a)	*Regional level*	At regional level, there are very few official studies on youth radicalisation. Youth radicalisation does not seem to be a profoundly serious problem now. However, it must be borne in mind that the sense of hatred for migrants among adolescents is growing more and more. Moreover, analyzing the figures from the last national elections, the indifference of young people in politics and the victory of the sovereignty party of Lega Nord stand out. These factors should not be underestimated in a possible process of radicalisation. There have been no episodes of Islamic radicalisation among young people in Sardinia. However, the danger of a radicalization process of this kind is present since some alleged terrorists have been arrested in the territory in recent years. According to the Institute for International Political Studies (ISPI) in Italy, the danger of jihadist radicalisation in prison is present. Specifically, in two Sardinian prisons of High Security (AS), those of Nuoro and Sassari, some suspects have been	

		deployed. Therefore, these subjects must be kept under control.	
(b)	*Loc al level*	In local level of the city of Sassari, a case of a Pakistani minor on trial for terrorism was recorded in 2016. According to the Police Headquarters, such conduct would have proved the minor's inclusion in an extremist circuit, the attendance of persons involved in terrorism investigations and membership of radical ethnic groups, linked by solid bonds of obedience and brotherhood. Regarding hate attacks, increases in homophobic, xenophobic and transphobic attacks among young people have been reported in recent years. Such an increase is significant and should not be underestimated.	
2. Institutions (NGOs, cultural associations , tech-hubs, schools/uni versities)		According to the research "Preventing Radicalization through Critical thinking competencies" carried out in the framework of the Erasmus plus, Italy has no official national services integrated into their plan of action and as well as for the prevention of the radicalisation in schools. National curriculum guidelines stipulate that youngsters should develop an awareness of rights and duties, the rules of community life, cultural diversity, issues of existence and religion, and justice. During primary and upper secondary school, young people should lay the foundations for the exercise of active citizenship	

		by promoting basic social and cultural knowledge through intercultural education. Only during the middle school years, they have opportunities to learn the above-mentioned skills. Since there are not services in this regard against this issue, some public administrations and organizations have felt the duty to be active participants in the fight against radicalization.	
3.	Focus groups involved (youth, migrants, NEET, others)	In Italy, the process of radicalization (political, religious and/or mafia) concerns youngsters, migrants, and NEETs. Discrimination, socio-economic exclusion, and scepticism towards political parties lead young people to affiliate with extremist groups. The period of adolescence is delicate since young people are in a time of transition and they are willing to do anything to feel part of a group and be accepted, even use violence.	
4.	Scope of widespread (nationwide, certain regions, limited to organizations, etc.)	As mentioned above, the Italian government has not created a clear strategy against juvenile radicalisation. The attempt at "crime prevention" is appreciable, but it must address the problem of radicalisation from the point of view of pure "social prevention". The latter plays a fundamental role in the process of radicalization. Fortunately, to tackle radicalization and prevent it, regional, provincial and municipal institutions organize campaigns and projects to involve the community. Moreover, understanding the delicate issue and the need for concrete action, Italian	

		NGOs and schools also contribute to this campaign by organizing international as well as local projects.	
5.	Impact (markers of success)	The impact of radicalisation prevention initiatives can be considered positive if you analyse the official radicalization data. Although the emerged data is not very worrying, it should be remembered that many attacks are not reported. In addition, radicalised young people are getting smarter and smarter and are removing traces of possible radicalisation from various social media. This makes it more difficult for law enforcement agencies to find the alleged radicalized and possible attacks.	
6.	Leading actors, hubs and networks	Government Italian Municipalities Italian Regions Schools Universities NGOs	
7.	Creative/advanced approaches (e.g. something different from	A creative and innovative approach to prevent youth radicalization is the use of Quiet Time and Transcendent Meditation sessions during youth activities. The use of meditation sessions to prevent youth radicalization follows a way of thinking that identify a strict linkage between radicalization and mental status of youth, instead of study radicalization as the consequence of static factors such as	

| traditional Boal/Freire methodology) | specific growing environment, economic/social status, and geographical area of origin. The approach identifies as the main source of radicalization anger and pain coming from constant exposure to situations characterized by high levels of stress and anxiety. Stress and anxiety have the direct consequence of the anger and aggressive status and it is identified as the main root cause of radicalization in youth. The approach acts directly on the root cause of radicalization introduction meditation sessions at the beginning and at the end of school activities, with the goal of decrease the stress and anxiety levels of the group. The 15-20 minutes of meditation done twice per day can act on stress levels and the output will be reflected on less inclination to radicalization, hate speech, conflicts, and denigration. Students have been reported to show improved moral reasoning, increased tolerance, increased acceptance of others, better impulse control, and a greater sense of self. These findings are consistent with reports of improved student behaviour, including, less bullying and violent behaviour, fewer rule infractions, and lower rates of suspensions and expulsions, decreased use of tobacco, alcohol, and illegal drugs, less absenteeism, reduced rates of early school leaving. All of the above are based on extensive experience with implementation and reports from previously published peer- | |

	reviewed research, supported the primary goal of this project, which is preventing radicalization through education, creating a more inclusive learning environment and promoting the fundamental value of non–discrimination, tolerance, and justice equity to grow in society as the concrete basis for social inclusion and to prevent radicalization and violence. The activities of meditation could be held in every environment and with all kinds of pupils (young, child, adult, parents, etc.) with positive effects in all cases but especially with youth. Youngsters are the most sensitives and malleable part of the population, bad attitudes as radicalization and denigration could be spread very fast and involve large groups but, in the other hand, youth could fast learn and apply good practices and behaviours, the key is acting and sharing good attitudes with them.	
8. Potential (in education, integration, easing tensions etc.)	It is important to underline that meditation activities are not linked to religion, believes, cultural aspects, and traditions. The meditation activities are open to people of all cultures and origins, it is easy to learn and do not require any effort. Meditation does not require any effort or specific level of skills; it is open to everybody and this is a crucial characteristic in terms of integration and defeating discrimination. The activities could be useful for pupils from several points of view: first of all, the meditation's benefits are associated with	

	brain functions moreover, the positive effects are not limited to lower stress levels and anxiety. Meditation benefits include judgment, decision making, planning, ability to consider future consequences of one's actions, impulse control, management of aggression, emotional regulation, self-regulation, reasoning, and social skills. Radicalization and discrimination are based on differences related to culture, geographical provenience, and language. Meditation creates the chance to practice an activity where all differences are flattered, in which there is no chance to see and highlight differences in performance, cultural attitudes, or tendencies. We should not underestimate the potential of the activity from a point of view of equality perceived by participants. Meditation activities represent the perfect situation in which all people see themselves on the same level, with some tools, potential, and possibilities, that are important especially for those who have difficulties in integration and learning activities.
9. Problems/obstacles (if any)	Obstacles could be linked to lower attitude to get involved in the project by specific groups, as for instance the teenagers.

10. Relevance to the ENGINE project (connections, resources, expert support, volunteers, dissemination)	The approach based on meditation is relevant for the ENGINE project as the common goal is to defeat radicalism and awkward effects. The approach tries to tackle the source of radicalization, acting directly on the high levels of stress and anxiety of youth that have as final result radicalization attitudes. The project ENGINE could involve partners and external stakeholders on the use of this approach, proposing and monitoring the activities and the results. The approach could be shared and applied in local communities through the involvement of schools and youth communities, especially those communities that work with youth migrants, refugees, and emarginated people. The operators of the ENGINE project could organize specific training with experts to get used to the approach and be ready to use it and apply it to practical cases. In this phase, partners will get involved in the first line on the meditation process and they can start state possible issues, potentialities and tailor the approach in the base of the specific local environment. In the second phase, the ambassadors of the projects would share the studied methodology to blended mobility participants, making grow the connections and the project network. The dissemination of the project could be pursue involving local schools on the use of the methodology, monitoring the activities and the results periodically. The activities could	

	include not only students but also teachers and schools' operators. The monitored results would be elaborated, analysed, and shared during dissemination events and activities.		
11. Ability to cooperate with the ENGINE project Partners (in which way; reliability of a possible associate)	The cooperation between local communities and project partners is crucial for the project. As the approach aims mainly to involve youth and get results in youth attitudes is vital to involve schools or communities who work actively with youngsters. The results of the applied approach are strictly related to the cooperation between project partners, expert involves, and local communities.		
12. Conclusion	Radicalization is a global issue that all world communities are facing and is growing in the last decades, in particular with the increasing migration flows, extremism acts, and constant involvement of Occidental countries in North Africa and Middle East conflicts. In this environment, radicalization is growing, and several studies tried to identify what are the main root of this sentiment. The results of the studies highlighted that education levels, economic situation, and family situations		

	have not direct and proven impacts on extreme radicalization acts. Methods and approaches that are focused on mental and physical wellness of youngsters have the potentiality to remove the root causes who push youth to get radicalized and act following hate and discrimination concepts. The difficult goal of youth wellness could be reached by the support of activities as Quiet Time / Transcendent Meditation sessions. The differences are flattered by an inclusive approach who welcome youth without discrimination based on origin, language and culture, moreover, all individuals without any limitation linked to age, religion, believes, and traditions.	
Sources used: Bibliography, videography etc.	1) La condizione giovanile in Italia: le evidenze del "Rapporto Giovani 2018" https://www.cnos-fap.it/sites/default/files/articoli_rassegna/rapporto_giovani_-_girardi.pdf 2) OCCUPATI E DISOCCUPATI https://www.istat.it/it/files//2020/01/CS_Occupati-disoccupati_DICEMBRE_2019.pdf 3) Report della ricerca comparativa su formazione professionale continua, pensiero critico e prevenzione del radicalismo nei contesti educativi https://practice-school.eu/media/practice-crr-web-it.pdf	

4) LA PREVENZIONE DELLA RADICALIZZAZIONE NELLE GIOVANI GENERAZIONI L'analisi del contesto italiano https://yeip.org/wp-content/uploads/2017/10/LA-RADICALIZZAZIONE-IN-ITALIA-riassunto-per-tavola-rotonda.pdf 5) DESTINAZIONE JIHAD I FOREIGN FIGHTERS D'ITALIA https://www.ispionline.it/sites/default/files/pubblicazioni/foreignfighter.pdf 6) I GIOVANI ITALIANI SONO SOVRANISTI Analisi comparativa del voto alle elezioni europee del 26 maggio https://www.centromachiavelli.com/wp-content/uploads/2019/07/Dossier-19-I-giovani-italiani-sono-sovranisti.pdf 7) HATE CRIME REPORTING https://hatecrime.osce.org/italy?year=2018 8) La radicalizzazione jihadista in carcere: un rischio anche per l'Italia https://www.ispionline.it/it/pubblicazione/la-radicalizzazione-jihadista-carcere-un-rischio-anche-litalia-22475 9) Arrestato in Sardegna presunto terrorista: "Preparava attentato con sostanze tossiche"	

| | https://www.repubblica.it/cronaca/2018/11/28/news/macomer_arrestato_presunto_terrorista-212847527/

10) Terrorismo ed espulsione di minorenne : commento al decreto del Tribunale di Sassari

https://www.asgi.it/notizie/terrorismo-espulsione-minore/

13) https://europe-project.org/wp-content/uploads/2018/04/EUROPE_Teachers-and-students-experiences-PT.pdfhttps://europe-project.org/it/the-project/

https://europe-project.org/wp-content/uploads/2019/03/EUROPE_D.1.1_Status-quo_31_12_2017.pdf

https://europe-project.org/wp-content/uploads/2018/04/EUROPE_Teachers-and-students-experiences-PT.pdf | |

Documenting a best practice

Digital Story Telling Session

From September 2015 to August 2017	**Diciannove Soc. Coop.**

Part	Orienting questions
Objective	Digital Storytelling to tackle youth Radicalization
Location /geographical coverage	Genova Italy
Introduction	Digital storytelling session can be organized for a wide range of participants, for the project purposes is recommended to involve individuals

from different realities to guarantee a different point of views and make the training more complete and capable to generate debates and sensibilize.

Stakeholders and Partners	Anthropolis Association, Vardakeios School of Ermoupolis, ZOE, Danmar Computers LLC, and Liverpool world Centrer

Methodological Approach

The first step of the session presents an overview of the concept and methodology of digital storytelling, the frame of the story, and the process of creating a digital production with the help of a few practical cases.

After the general overview of the methods, the trainer will divide the participants into small groups and start the Story Circle. The circle phase consists of make work the groups alone, possible on small rooms, and make

develop them the story, sharing of ideas, and the digital elaboration. The participants should be able to make themselves comfortable and create an environment in which they can openly express themselves. Is recommended the use of cozier rooms without any external disturbance.

By the end of the story circle, all the participants have to reach the point where they find the story they want to tell, and in an ideal case, they also prepare a first written draft of it. After making the necessary modifications and consulting with the trainer, the final and typewritten story is ready to be readout. The trainer should make sure to find an appropriate venue for the reading out and recording of the stories.

The trainer should focus the participants' attention to radicalization experiences, making converge the entire session on experiences related to discrimination, marginalization, integration, and radicalization experiences. The aim is to involve participants in the creation of a story and then create the related script. The short movie has to follow simple paths as a few pics and constrict narrative, all arranged in a short video, as shown in the
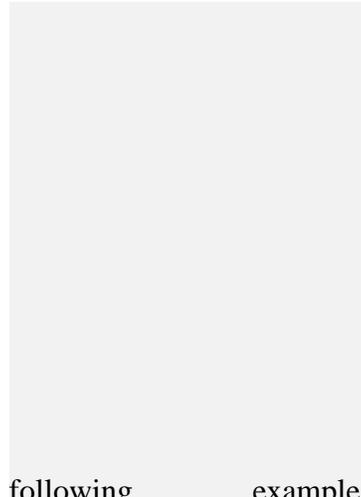
Image	Voice
Title: The Best Christmas Tree Ever by David Bán	
	Storyteller: This photo shows a very modest branch of a pine tree, but that one was my best Christmas tree ever.
	Storyteller: In nineteen eighty-five my father received a scholarship to go to Rome for nine month.
	Storyteller: He could manage to take me with him for five weeks what was a really special that time.
	Storyteller: I was ten and I could leave the communist Hungary for such a long time and also that was my first visit to Western country.
	Storyteller: My father was such a great guide showing around all Rome,

following   example:

	Storyteller: hitchhiked to Florence and Pisa and organised our best Christmas.
	Storyteller: For the eve he asked me to pick one thing in a toy store which I would like as a gift, so he bought me a walkie-talkie.
	Storyteller: He also surprised me with a huge can of pineapple in syrup which was a kind of favourite of mine.
	Storyteller: In the Christmas eve, when the street were a bit less crowded, we found a branch of pine tree on the corner of the Campo dei Fiori,
	Storyteller: and we brought home as a tree. For decoration we hang some bus tickets and bottle caps on it,
	Storyteller: and I put a photo next to the tree of my step sister who stayed in Budapest with her mother.

Validation	The best practice has been introduced during the "IDigStories project" sessions and tested with participants of local workshops, youth male and

female from local communities, plus international participants of the meetings.

Impact	The Impact of Digital Story Telling session is ensured by the participation of individuals and educational communities. The creating process allows participants to learn technical aspects and share experiences with others. Even the function of digital storytelling on recovering from trauma cannot be underestimated. When making their film, the storyteller identifies and articulates the painful memories that create anxiety, following the strict rules of digital storytelling, and speaks them out before the group.
Innovation	The short movies coming from the session are identity stories and are the chance to get participants more involved in social issues that generate radicalization in every field.
Success Factors	The success factors of the session are related to group cohesion of the participants, sharing experiences, debate, and building awareness about a topic related.

Constraints	The issues related to the development of digital storytelling sessions could be related to the difficulties to find materials for each story, maybe useful to ask participants to already prepare some pic material related to the topic before the session.
Sustainability	The best practice is easily replicable in every context as the materials required are basic and achievable from every association partner involved
Replicability and/or up-scaling	This approach is a useful tool that is adaptable to several kinds of topics and work environments. The use of pictures and experiences to create a short film could put the focus on specific situations and faces of the issue of radicalizations.

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URL of the practice

Related Web site(s)   http://idigstories.eu/it/

Related   resources
that

http://idigstories.eu/wp-

have been developed content/uploads/2017/03/Il_Digital_Storytelling_nella_Pratica_v1.1.pdf

Best practice

Virtual Stages Against Violence

February 2011 – February 2013	**CESIE**

Part	Orienting questions
Objective	The document introduce a best practice in Media Literacy created during the VSAV Project
Location /geographical coverage	Palermo, Italy
Introduction	This activity aims to involve participants in a deep reflection about the ethic and social consequences of the Digital Divide. The digital divide

represents the gap between users who have different levels of access to technologies and media. The gap represents one origin point of differences between youth and then generate radicalization. Moreover, the difference is a reason for the user to not be ready for tricks of social media and sources of discrimination.

Stakeholders and Partners	Universita' degli Studi di Palermo Dipartimento di Studi su Politica, Diritto e Società, Thüringer Volkshochschulverband e.V. , "die Berater" Gemeinnützige GmbH, Salvati Copiii Romania, Pädagogische Hochschule Wien, MED – Associazione italiana per l'educazione ai media e alla comunicazione.
Methodological	To introduce the session, the trainer will start a discussion about the use of technologies done by participants. In particular, how, when, why, and which technologies they use more in daily life, especially computers, social media, and mobile phones. Another important point is to discuss some
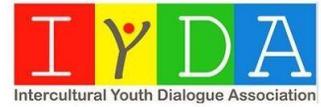
episodes of participants' life in which technologies and media were related to violence or radicalism. During this step, the trainer has to be focused on the possible difference between participants. Would be useful even to make a brief introduction about the technological history and a bibliography at the global level and make the second step easier.

In the second phase, the trainer will divide participants into groups of 2/3 people, possibly coming from the same areas, in terms of recent history and technological progress. After the division, the participant will work to create a timeline regarding the development of information technologies and communication since the '70s till today. More precisely the trainer will ask to focus their job on the most important innovation of specific areas selected.

The final output of the participant work is the realization of a timeline in which will be present a series of events that represented milestones in terms of information and social technologies. The next step is the presentation and then the debate focused on the main sources of the gap, consequences in terms of cultural differences and approach with technologies, and then radicalization.

Approach

Validation

At the end of the session, each couple of participants will present the work done, introducing it to all the other participants and trainers. During the

presentation, the trainer will write in the dashboard the most important points of the presentation, those remarkable for debate and reflection.

At the end of the presentation the trainer push participants to reflect on the consequences of the emerging gaps on media and technologies between different realities, and push participants to think about the issue with questions like: "What if" in our country would happen.... What would be happened in your life if…"

Impact	The best practice impact is related to the participant sensibilization about Digital Gap existing in different countries, the consequences, and the unbalance that it causes. The sensibilization regards three aspects of Digital Gap as a technological gap, Social gap, and unbalanced access to contents.
Innovation	The approach represent a perfect tool to mix up media literacy objectives and radicalization issues. By the use of platforms the users can improve their skills on technologies, at the same time, they are sensibilized about Digital Divide impact on daily life and consequences from integration and radicalization point of view.

Success Factors	The approach can be easily reproduced in a different environment and applied to specific aspects of the radicalization topic. The practice works very well when the session is made with participants from different cultures, in this way differences about access to technologies and information emerge and can be the perfect chance for the participant to think about the issue and consequences and stimulate debate.
Constraints	Issues and obstacles related to the practice could be the lack of "historical" knowledge about media access of its own country. The trainer could prevent this situation with a specific introduction or the participant could prepare material in advance before the training.
Sustainability	The best practice is sustainable in terms of tools required to make the session, as only PC and basic office tools, and an economic point of view.

Replicability and/or up-scaling	The tool represents a valid session that can be reproduced in different environments and can be used to face different sides of the problem of youth radicalization. For example, the tool could be used to prevent and get ready to misuse technologies as discrimination, trolling, and other activities that increase radicalization and discrimination.
Conclusion	Conclude specifying/explaining the impact and usefulness of the best practice. When possible, use anecdotal evidence such as a storytelling or testimony of a woman or a man showing the benefit of the best practice.
URL of the practice	https://cesie.org/media/VSAV-toolkit_ita.pdf

Related Web site(s) https://cesie.org/project/vsav/

Related resources that have been developed https://cesie.org/media/VSAV-toolkit_ita.pdf

Best practice

The Lights of Accra

June 2019 – January 2020	PartecipArte

Part	Orienting questions
Objective	This document introduce the best Practice of Forum Theatre developed by PartecipaArte, an association who works several years and all around the world with its shows.
Location /geographical coverage	The scenario has been proposed on several Italian cities during the second semester of 2019
Introduction	The forum theatre session talks about the story of youth guys from a small village who are thinking to move in a new city full of opportunities and

benefits, but at the same time, with their risks. The Session is adaptable to sensibilize about radicalization issue related to challenges faced by youth who are living new realities in which differences emerges as an issue on integration and radicalization.

Stakeholders and Partners	Maschile Plurale, LeNove, Il Giardino dei Padri

Methodological Approach

Forum theatre session "The lights of Accra"

Characters: Street boy, 2 village boys, Village boy with doubts, a Schoolboy from the village

Scene

A street kid from Accra returns to his village, he watches everything with a mix of amazement and disgust. "how can people continue to live in villages?". He meets 2 old friends from the village. They are impressed by his style, fashion, and expressions. He tells them all kinds of exciting and fools facts about living in Accra. The guy from Accra slowly involves them to join him in the new reality where there is work and high life for everybody. Another old friend arrives with a school bag but gets scared about the plans of the youth and smells the danger of the Accra Dream, he resists a bit and tries to protect the 2 innocent boys, but unsuccessful he leaves. A fourth friend has come around and is hesitating whether to come or not. Meanwhile the 2 first boys have accepted to travel to Accra. Street boy accepts to pay them the bus ticked if they agree he will handle their professional life. Appointment is given for the next morning at 5. It is clear the street boy is going to trap them in Accra.

The next morning the 3 guys are ready but one of them still has doubts. The street boy arrives and makes fun of the one in doubt until he convinces him. A schoolboy comes around and, after they explain their intentions, tries to convince them all that school is the only way for a better future but he has no convincing arguments. Their parents didn't know anything.
Once arrived in Accra the 3 boys are very amazed. One is stunned by the nightlights, the other one sees a helicopter. Street boy gets angry and tells them not to show they are new around, otherwise, everybody would abuse

them. He invites them to sleep on the floor. The place stinks, there are mosquitoes but eventually they lye for asleep.

Village boys awake street boy. They cannot wait to get the job and discover the high life of Accra.

He searches for a solution and gives anyone a job. One will sell cocaine, the other one weed. He shows them behaviors, words to do so. The third one, the one with doubts, is already missing his mother and wants to go back to his village. He is severely told that he has to refund the price of the bus ticket to the street boy that paid for it. So he will have to do the pickpocket. He is taught how to do so. He leaves disappointed and understanding in what trap he has fallen with his friends.

Problems and question to be discussed with the audience during the session are:

1. Do people returning from Accra or abroad always tell the truth?

2. Has the life of the village no more meaning nowadays?

3. When should one go to Accra? When not?

4. Analysis of the point of view: the street boy has god intention at the end, or he only want to find someone to improve his business?

5. What could be the role of the city people to prevent this situation and help to welcome the village guys?

6. How all this episode is adaptable with radicalization from cultural and social point of view?

Validation

The best practice results are reflected in the high participation of the audience and their active role assumed during the scene.

Impact

The Forum Theatre has an impact on the audience who interact with the scenario of guys moving to a new big city. The scene represents the difficulties and the tricks of people moving from reality to another and could be tailored to radicalization issues and situations as differences coming from culture, growing situation, and possibilities.

Innovation

The forum Theatre activity allows the audience not only to interact with the scenario but even to play a role they have never tried. It contributes to sensitize about challenges, risks, difficulties of individuals who are facing new realities, and a gap between them and the others.

Success Factors	The scenario proposed and the choices of characters have a high capacity to involve the audience in the dialog and push them to understand the difficulties and issues of individuals who change completely reality and environment.

Replicability and/or up-scaling	The tool can be tailored to a different aspect of radicalization, adapting it to specific margination cases related to cultural, religious, geographical, and social differences.
Conclusion	The forum theatre session can create a very dynamic and creative atmosphere were people face pleasant challenges looking for very positive strategies and answers. The games and the dialogue allow reinforcing the group, the communication, to share differences and similarities, without anybody exposing oneself.
Contact details	What is the address of the people or the project to contact if Partners want more information on the best practice?
URL of the practice	https://www.parteciparte.com/en/scenes/

Related Web site(s)	https://www.parteciparte.com/

Related resources that have been developed	https://www.parteciparte.com/en/scenes/

SWEDEN

DESK STUDY

Youth Radicalization

Country	Sweden	Project ref #	KA205-A439D986
Desk study prepared by			
Desk study checked by			
Desk study revised and approved for the project by			
Status		Final	
Date			

12 study units

(might be done not without a table but as a structured text)

Issues	Description	Summary/comments

1. General situation with Youth Radicalization [brief country assessment]	In Sweden, democracy is based on the free formation of opinion and universal and equal suffrage, meaning; the respect for the equal worth of every individual, the broad acceptance of the rule of law and of the results of free elections is created. Radicalization in Sweden is rooted on the past attempts to deal with far-right and far-left movements, based on the assumption that extremism facilitates, and frequently leads to, violent, politically-motivated acts. Radicalization is thus assumed to be caused by socio-economic segregation, poverty, lack of integration, unstable home environments, and discriminatory or racist practices by the native population, with these factors occurring in various combinations, intertwining, and feeding on one-another to create existential distress. Extremism emerged in Sweden during the 1920s after the Nazis took power in Germany in the early 1930s. The Nazi's	

	wanted to create a society whereby they those who belonged to inferior races, in particular the Jews, had to be annihilated. Initiatives such as the Tolerance Project and the Karlskrona Municipality network are used to overcome exclusion through improved integration and urban development, and are therefore considered as measures that can prevent the circumstances in which radicalisation can often occur from arising. The approach to prevention of violent extremism in Sweden addresses violent right-wing extremism, violent left-wing extremism and violent Islamist extremism. In June 2014 the Swedish government agreed to create a national strategy and appointed a National Coordinator for Protecting Democracy Against Violent Extremism. The National Strategy Against Violent Extremism (NSAVE)	

	was presented in 2016 with guidelines for working and implementing prevention of radicalization-processes, how to decrease extremist groups within the societies and support individuals who want to leave an extreme environment. The report states that the main responsibility for creating strategies, policies, and action-plans is directed to the local levels in Sweden, which is the municipalities. The municipalities are also encouraged to engage in collaboration with different institutions such as the local police and civil society organizations, in order to get a better overview of the situation within the municipality. The NSAVE (2016) also recommends that the municipalities implement strategies that will increase the level of understanding for the democratic society because the main focus in the strategy is to focus on the preventative-work.	

(a)	*Regional level*	There is nothing much being done at the regional level as most work is done by each municipal area which is also the local level whereby each municipality has to come up with an action plan. The municipalities collaborate with different institutions in order to get a better overview of the situation.	
(b)	*Local level*	At the local level, each municipality is recommended to make an action-plan where the responsibility for the police, other institutions, and the municipality are defined. The action plan should contain objectives and strategies in working with the violent extremism and a possible timeframe for different preventative-projects. For instance, the Tolerance Project, also called the Kungälv Model which was developed in 1995, in the wake of the assassination of John Hron, a 14year old Swedish boy of Czech origin who was murdered by four young Nazis. The goal of the project in the long-term is to	

		get rid of social unrest and eliminate intolerance within the local community. It is aimed at high-school teenagers who have been identified as being at risk of joining the neo-Nazi subculture and/or becoming future activists. Today, there are no active Nazi or white supremacist in Kungälv and no informal gangs, more cities in Sweden are replicating the model in collaboration with the government and partner support from the Ministry of Labour, the National Agency for Youth and Civil Society Affairs, Natur & Kultur Foundation, and Skandia Ideas for Life.	
2. Institutions (NGOs, cultural associations, tech-hubs, schools/universities)		**Exit project** within the non-profit organisation Fryshuset, its aim is to help and provide support to those who wish to leave nationalistic/racist/Nazi oriented groups and movements and integrate into society, and those who may be on their way to radicalisation. **Tolerance Project**, whose aim is to provide opportunities for young	

	individuals to take part in educational projects at school with the aim	
	of disconnecting them with neo-Nazi groups or extremist behaviour. it works in three ways:	
	Firstly, the school offers activities that are designed to create distance between the core group and their	
	followers, providing individuals with meaningful activities in their spare time, as participants may come	
	from less privileged backgrounds and have limited access to sports clubs or any other organisations.	
	The programme then puts a particular priority on teaching programmes that can help participants to focus on	
	their future, and be able to visualise a future in which they can be successful and separate from the group. This depends on the notion that students who achieve better results at school are fundamentally less likely to withdraw into their previous environments.	

	Finally, students are helped to re-socialize by constructing ways for them to attempt to cultivate their own functioning social strategies in groups that they have not done so before. This is facilitated by mixing the groups on the programme - where a group would be comprised of one third A-grade students who are not at risk, and two-thirds targeted individuals - and encouraging them to interact with each other and collaborate during the educational period.	
3. Focus groups involved (youth, migrants, NEET, others)	In Sweden, the civil society organizations are seen as important actors in the preventive efforts. The Swedish Agency for Youth and Civil Society (MUCF) allocates funding to civil society organizations to preventive initiatives. They support social inclusion in general, but they can also	

	be service providers and carry out efforts targeted at individuals who are, or are about to become, a part of extremist environments.	
4. Scope of widespread (nationwide, certain regions, limited to organizations, etc.)	In Sweden there are several measures set aside to deal with radicalisation or extremism towards young people; One initiative carried out in Sweden is to develop education material focusing on providing children and youth with media and information literacy. Its aim is to make children and young people more critical towards anti-democratic and violent messages and resilient to propaganda on the internet and social media. The Swedish Media Council has also run a campaign (No Hate Speech Movement) to raise awareness of xenophobia, sexism and similar forms of intolerance on the internet and developed the campaign so that it also	

	encompasses measures to raise awareness of extremism. Forum for Living History and the Swedish National Agency for Education also launched a campaign and educational support to prevent racism and intolerance in schools and preschools. Swedish Commission for Government Support to Faith Communities (SST) created to encourage dialogue with faith communities.	
5. Impact (markers of success)	Although the Swedish government is trying hard to fight radicalisation through media literacy for instance through the use of **No Hate Speech Movement-campaign,** there are still cases whereby Islamic schools have been closed due to fear of spreading radicalisation. This means more measures should be taken to fight	

		radicalisation in all levels in the country.	
6.	Leading actors, hubs and networks	Government Swedish Agency for Youth and Civil Society (MUCF) Swedish Media Council	
7.	Creative/advanced approaches (e.g. something different from traditional Boal/Freire methodology)	Sweden has introduced a series of new policies and measures aimed at preventing violent extremism (PVE) since the mid-2000s. The Ministry of Justice, the National Centre against Violent Extremism (NC) has the responsibility to ensure cooperation amongst relevant local, regional, and national actors by drawing up cohesive strategies which are then to be implemented by municipalities at the local level and city or county councils at the regional level. There's also a close working relationship between various governmental agencies and ministries, for instance the reaction to the terrorist	

	attack of 2017 in Stockholm: Sweden has introduced tougher measures that criminalize both support for terrorist organizations and travel to countries where such groups are known to have a strong presence. Furthermore, stringent measures regarding the right to a new passport were introduced, as well as increased checks on individuals considered a possible threat.	
8. Potential (in education, integration, easing tensions etc.)	The Swedish government mainly works with the public schools and civil society organizations like Fryshuset. National Centre against Violent Extremism (NC) has devised a tool called the Conversation Compass (CC), an essential guidebook for teachers, social workers, and youth workers on probable signs of radicalization and how to proceed when these signs are observed. It consists of three chapters; the first chapter specifies three levels of preventive work, entitled "general prevention", "specific prevention", and	

	"individual prevention", with each corresponding to an assumed level of urgency. The second chapter provides tips on how to carry out interventions by engaging in dialogue with individuals who are at the risk of becoming radicalized. The objective is to build a trustful relationship that can in turn catalyse a positive process of change. The third and final chapter explains the preparation needed to conduct a trustful conversation namely attributes for the setting. The civil society organizations work in close collaboration with the government and NC to run a number of programs and initiatives aimed at complementing the state's efforts to educate imported faith communities in Swedish values and provide a viable avenue for those who have fallen into radicalism to disengage. The classic instance is Fryshuset's EXIT program,	

	which draws on its successful work with members of the far-right.	
9. Problems/obstacles (if any)	Some of the challenges faced in Sweden include: Islamist Extremism and Propaganda have grown. The issue of returnees from war torn countries like Iraq and Syria. Right-Wing Extremism who are mainly characterized by disorganized and loosely connected networks Left-Wing Extremism brought together in demonstrations in opposition to the right-wing. Polarization between the right wing and left wing extremists.	
10. Relevance to the ENGINE project (connections, resources, expert support, volunteers, dissemination)	We are living in a digital world and using an approach that is youth friendly will be relevant to the ENGINE project. This can be in terms of online youth counselling, enabling participation with digital tools, supporting cultural youth work online, supporting the development of technological skills and	

	using digital games in youth work. This in turn reduces radicalization both online and on the ground, for instance on the ground a focused group discussion that is in the form of games can be a viable method.	
11. Ability to cooperate with the ENGINE project Partners (in which way; reliability of a possible associate)	Collaboration with the Swedish Agency for Youth and Civil Society (MUCF) the project focuses on working with the youths and this particular organisation focuses on working with the youths especially those facing radicalisation.	
12. Conclusion	We live in a digital era and as a society we have come to increasingly embrace the internet, as much as the internet makes the world to be a global village it also comes with its negativity. The internet offers terrorists and extremists the capability to communicate, collaborate and convince. In recent years, European policymakers, practitioners and the academic community have begun to examine how	

	the internet influences the process of radicalisation: how a person comes to support terrorism and forms of extremism associated with terrorism. Sweden has become a safe haven for those fleeing conflict areas actually a third of the population are from immigrant backgrounds, many of them Muslim, and in the north-eastern suburb of Angered, the proportion rises to more than 70%. The immigrants however always feel left out and discriminated against by the system which in turn leads to radicalisation. At the end of it all as much as the immigrants have the safe haven we are left to ask - has Sweden's experiment with multiculturalism failed?	
Sources used: Bibliography, videography etc.	1. Youth Work Against Violent Radicalization https://pjp-eu.coe.int/documents/42128013/47261	

	953/YW-against-radicalisation-web.pdf/90a7569d-182d-0b0c-ce5d-9a0fe111ec91	
	2. EFFORTS TO PREVENT EXTREMISM IN THE NORDIC COUNTRIES. https://uim.dk/publikationer/efforts-to-prevent-extremism-in-the-nordic-countries/@@download/publication	
	3. European Counter-Radicalisation and De-radicalisation - EUKN https://www.eukn.eu/fileadmin/Files/News/De-radicalisation_final.pdf	
	4. Action plan to safeguard democracy against violence https://www.government.se/contentassets/b94f163a3c5941aeba	

BEST PRACTICE [CASE STUDY]

Media Literacy

Country	Sseden	Project ref #	KA205-A439D986
Desk study prepared by			
Desk study checked by			
Desk study revised and approved for the project by			
Status	Final		
Date			

Documenting a best practice

[Media Literacy in Sweden]

Objective

Electronic library "Media Education" objectives are developing the following audience's skills: - hands-on, creative (search, creation and sharing media texts of various kinds and genres, humane and

ethically correct messages); - analytical (analysis and assessment of the role and functions of media in society, media texts of various types and genres); Methods of media competence's development (should be adapted depending on age or/and profession of the target audience): 1) by the sources of knowledge: verbal (lectures, talks, discussions, including the creation of problem situations); visual (demonstration of media texts, illustrations); practical, learning by- doing (including games, role plays, hands-on activities, etc.). 2) by the level of cognitive activity: explanatory-illustrative (communication of certain information about the media sphere and media education, perception and assimilation of this information by the audience); problematic (problem analysis of certain situations in the field of media and / or media texts in a sociocultural context aimed at developing analytical thinking and media competence); research (the organization of research activities of the audience associated with the media).

Location/geographical coverage Sweden, all around the country

Introduction

The Swedish Media Council (Statens medieråd), a government agency devoted to; gathering, interpreting and disseminating research on children's and young people's use of media. The council also produces information and teaching materials on Media and Information Literacy (MIL) for schools and libraries.

Sweden has nine years of compulsory schooling, starting from the year the pupils turn seven. The formal regulations for the compulsory school are set in the Education Act (SFS 2010:800) and the Swedish curriculum for compulsory school (Lgr11).

In 2015, the Government gave the Swedish Media Council (Statens mediaråd) the task to develop the **No Hate Speech Movement-campaign** whose aim is to be specifically focused on the internet and social media, as extremist groups use the internet and social media to distribute propaganda and other materials that glorify and reinforce norms relating to masculinity and violence.

Stakeholders and Partners

The stakeholders and partners are schools, secondary special educational institutions, higher education institutions, professional development courses, additional education institutions and leisure centers; distant media education courses; independent (continuous) media education (life-long).

Methodological Approach

The main constituents of the media education curriculum (based on key aspects of media education such as "media education", "media competence", "media literacy", "media agencies", "media categories", "media technologies", "media language", "media representations" and "media audiences", etc.):

- place and role, media and media education functions in the modern world, types and genres, media languages (the level and scope of this knowledge depends on the age and other characteristics of a particular audience);

- basic terms, theories, key aspects, approaches related to media culture (for high school students and older audiences);

- main historical stages of the development of media culture around the world (the level and scope of this and following components depend on the age and other characteristics of a specific audience);

- analysis and evaluation of the functioning of media and media texts of different types and genres in a sociocultural context;

- technologies for creating and communicating media texts of various kinds and genres

Impact

Media education is the process of personal development with the help and on the material of mass media aimed at developing the media communication culture, creative, communicative abilities, critical thinking, comprehensive perception, interpretation, analysis and evaluation of media texts, teaching various forms of expression through media technology, resulting in media literacy. There is also a point of view according to which media literacy is part of a broader and more capacious concept - information literacy. This trend is finding more and more supporters today, although there are a lot of terminological differences. Main directions of media education are: media education of future professionals in the field of mass communication - journalists, editors, directors, producers, actors, camera men, etc.; media education of future teachers; media education as part of the general education of schoolchildren and students at secondary schools, colleges, universities. It can be integrated with traditional disciplines or autonomous (elective,

Innovation

This motives, knowledge, abilities, [indicators: motivational, contact, information, perceptual, interpretative (evaluative), practical operational (activity), creative] facilitating the choice, use, critical analysis, evaluation, creation and communication of media texts in various forms, and genres, the analysis of complex processes of media functioning in society.

Success factors

Electronic library "Media Education" success is because is a successful source for media education and media culture and as well it attracts a growing number of researchers, not only because media culture is the dominant culture of the information society, where traditional and electronic media are recreating the sociocultural picture of the world through verbal, and visual images; culture-universe, having absorbed the functional diversity of mass, folk, elitist cultures and their modifications, ontologically rooted in human life; culture-meta-message about the worldview of mankind. Researchers appreciate the interdisciplinarity of media literacy education that uses a wide range of developments in pedagogy, psychology, sociology, philosophy, cultural studies, arts, linguistics, political science and other sciences.

Constrains

As much as Sweden is fighting to eradicate media illiteracy, people still have a hard time determining the trustworthiness of credible, biased and false information online especially to the young people. On the other hand, schools on the countryside, many of which remain under-resourced and lacking digitally skilled teachers, are unable to cope with the high expectations of training kids to succeed in the 21st century workforce. Lack of funding is another constraint in that, with minimal funding institutions are left to make tough decisions about what equipment to buy and what traditional courses to cut back on.

Sweden like any other Nordic country is faced with the challenge of keeping up with the digital momentum we are living in a world whereby technologies like artificial intelligence are changing faster than people can upgrade their smartphones.

Lessons learned

Electronic library "Media Education" works for development of the media competence of an individual (i.e. media communication culture, creative, communicative abilities, analytical thinking, the ability to create, share, interpret, analyze and evaluate media texts of different types and genre, the role and functions of media in society).

Sustainability

In order to implement this model comprehensively, in our opinion, it is necessary to use the following indicators for the audience's development of media competence: 1) motivational (motives of contact with media texts: genre, thematic, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, political, economic and etc.); 2) contact (the frequency of contact with media texts); 3) information (knowledge of terminology, theory and history of media culture, the process of mass communication); 4) evaluative (the ability to interpret, analyze media texts); 5) practice and activity oriented (the ability to create and communicate one's own media texts).

Conclusion

For media literacy to work in Sweden and any Nordic countries there are certain measures or indicators to take note;

❏ Media literacy curriculum must address the cognitive impact of social media and internet use.
❏ Students must be taught more than simply how to effectively produce media as content creators and mass-media participants.
❏ Educators should look to their nearest newsroom as a resource.

❏ Local librarians may be the closest available experts on avoiding disinformation and navigating the internet.

With all this in mind, it is not only necessary but also prudent to introduce media literacy in all educational institutions, we are living in a digital era whereby everything is done digitally and the world is basically a global village.

Best practice
'Caliphate'

January 2020	Wilhelm Behrman and Nikolas Rockström
Part	**Orienting questions**
Objective	This document introduces the best Practice of Forum Theatre an idea brought about by Wilhelm Behrman and Nikolas Rockström who created a TV series based on real life cases that tackle the issue of youth radicalization.

Location /geographical coverage	The TV series was shot in Stockholm and Jordan

Introduction

Stakeholders and		Filmlance, Goran Kapetanovic, Endemol Shine International and Wilhelm Behrman and Nikolas Rockström

Partners

Methodological Approach

Forum theatre session "The lights of Accra"
Characters: Street boy, 2 village boys, Village boy with doubts, a Schoolboy from the village

Scene
A

Validation	The best practice results are reflected in the high participation of the audience and their active role assumed during the scene.

Impact	The Forum Theatre has an impact on the audience who interact with the scenario of guys moving to a new big city. The scene represents the difficulties and the tricks of people moving from reality to another and could be tailored to radicalization issues and

	situations as differences coming from culture, growing situation, and possibilities.
Innovation	The forum Theatre activity allows the audience not only to interact with the scenario but even to play a role they have never tried. It contributes to sensitize about challenges, risks, difficulties of individuals who are facing new realities, and a gap between them and the others.
Success Factors	The scenario proposed and the choices of characters have a high capacity to involve the audience in the dialog and push them to understand the difficulties and issues of individuals who change completely reality and environment.

Replicability and/or up-scaling	The tool can be tailored to a different aspect of radicalization, adapting it to specific margination cases related to cultural, religious, geographical, and social differences.
Conclusion	The forum theatre session can create a very dynamic and creative atmosphere were people face pleasant challenges looking for very

positive strategies and answers. The games and the dialogue allow reinforcing the group, the communication, to share differences and similarities, without anybody exposing oneself.

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URL of the practice	https://www.parteciparte.com/en/scenes/
Related Web site(s)	https://www.parteciparte.com/
Related resources that have been developed	https://www.parteciparte.com/en/scenes/

RUSSIAN FEDERATION

DESK STUDY

Youth Radicalization

Country	RF	Project ref #	KA205-A439D986
Desk study prepared by	11/06/2020		
Desk study checked by	19/06/2020		
Desk study revised and approved for the project by	27/06/2020		
Status	Final		
Date	29/06/2020		

12 study units

(might be done not without a table but as a structured text)

Issues	Description	Summary /comments

| 13. General situation with Youth Radicalization [brief country assessment] | One of the processes experienced by the industrialized world in the post-Cold War era is that of a rise in Far Right movements and related street violence (Richards, 2011). The street violence is mostly involving young people. Violent youth extremism is now recognised as a serious, widespread social problem that affects not only individual groups, but society as a whole. This topic is widely discussed by the Russian scholarly and educational community. One particular concern is extremism perpetuated by the indigenous population towards migrants. A number of researchers show that extremism has increased with the complicity of the authorities and because of a faulty education system (Worger, 2012). This may be true, especially with regard to politicians who count on using patriotism, which is commonly very close to nationalism and xenophobia, to gain support for themselves. The violent discourse in Russian society and in the mass media also bears some responsibility for the rise of right-wing ideology and attitudes of | |

	extremism. While the language of law prohibits hostility to persons defined by their ethnicity, the day-to-day language of the politic and some mass media legitimizes hostility to the same persons defined by their home region (for example, Caucasus). Most foreign journal articles about extremism in Russia focus on the public actions of nationalists, the relationship of extremist movements with political groups and the prosecution of extremists by the authorities (Kusche, 2013). However, is there a means to prevent extremism from arising? The problems of preventing extremism are discussed by Russian academicians and practitioners of social work. The focus of attention here is prevention with adolescents through social work. There are many articles in Russian journals, a number of handbooks and some PhD theses on this problem.	
(c) *Regional level*	At regional level we can see examples in Nal'chik (Kabardino-Balkaria, North Caucasus) where residents were hoping to avoid violence of the war	

	in Chechnya at the siege in Beslan (North Ossetia). A tragic detail that had been lost in coverage of disturbances in Nail'chik was the some of the youth including some killed by police were wearing orange armbands (symbolic of Ukrainian revolution), they attacked police stations where their friends and relatives been held and in some times tortured.	
(d) *Local level*	At local level due to changes in laws, police used measures to counter extremist activities (e.g. dispersing mass actions, surveillance, intelligence gathering and policing of extremist groups and individuals). In spite of repression by governmental authorities, youth gangs continue to attack ethnic minorities and broadcast extremist watchwords. They have merely become more secretive by changing their appearance to demonstrate less Neo-Nazi or Skinhead symbolism and by carrying out fewer public events. In this context, the relevance of "soft" measures such as prevention of extremism through social work becomes critically important.	

| 14. Institutions (NGOs, cultural associations, tech-hubs, schools/universities) | Currently, Russia has a developed four-level system of prevention that targets violent youth extremism. The first level is integrated in education. All schools and professional colleges have staff in charge of social work and prevention of deviant behaviour. At universities, this task is carried out by the departments of youth affairs. Work at this level includes surveys, helping young people to cope with troubles, education and individual correction, helping them to keep in touch with family and organising social events. Usually, schools have special programs for the prevention of extremism. Teachers and social workers receive training to prevent violence and extremism through local courses at "methodical centres", which are in each district. The second level of prevention is represented by local Commissions for Minors and Protection of their Rights. These commissions work on early identification of minors and families at risk of deviant behaviour to assist them in solving social and economic problems. Social workers also organize young people's free time; for example, they place them in sports or in holiday camps. If | |

necessary, they place adolescents with strong antisocial behaviour in schools for special care.

The third level of violent extremism prevention in youth is with the police sub-departments for juveniles, which are responsible for working with minors who violate the law. These police officers usually have a degree in pedagogy, social work, psychology or justice. They identify local youth gangs, detect young people with anti-social behaviour on the streets, and look after teenagers from families at risk. They also help troubled teenagers individually and often participate in the meetings with school students.

Finally, the fourth level includes the various community organizations that work on the street (as well on the Internet) to organize teenagers' free time and train them to develop social adaptation and social perception. Teenagers who avoid dealing with police and teachers are more likely to share a common language with the young volunteers at these organizations. Organizations like the Moscow Centre "Perekrestok" ("Crossroad") may have their own small offices where they attract teens instead

of criminal subcultures. Such organizations receive funding from sponsors and municipalities.

In fact, this system is very similar to the old Soviet prevention system, and it is criticized for low efficiency (Khukhlayev, 2011). One problem is that the methods used are out of date. Another problem is the question of whether educators and social workers realize the true causes of extremism, in order to use the right methods to prevent it. Forthis reason, it is important to study the effectiveness of prevention, identify trends, inventory methods and evaluate them. To this end, was performed a survey of experts in charge of extremism prevention in youth.

The line between a hate crime and protected speech is not definitively established in the Russian Federation. Federal law subjects to prosecution perpetrators of violent and nonviolent forms of extremism as these acts are defined by the Criminal Code, Code of Administrative Violations, and framework Law on Countering Extremist Activity. The presence of a prejudicial motive appears to be a key factor in determining the extremist nature of an act, and if such a motivation is proven it is

		considered an aggravating circumstance. Both individuals and organizations can be found responsible for extremism. Prosecution of extremist crimes is usually based on conclusions of experts who decide on the presence of an extremist component in the actions charged. Information on materials deemed to be extremist is collected and published by the Ministry of Justice.	
15. Focus groups involved (youth, migrants, NEET, others)	In Russia the ones involved in extremism are different young people, minorities but as well young people that are in NEET. A sense of disengagement and marginalization, despite the inter-connected world we live in, leaves young people vulnerable to recruitment wherever they are. Some young people join violent extremist groups as a way to pursue exclusionary ideologies, to rectify real and/or perceived injustice, or to feel part of something larger than themselves. Some feel coerced to use violence because of manipulation or fear of Russian government. In response to extremist violence, governments have taken action to counter violent extremist movements, often through military force. However, this approach only tackles the symptoms of the problem rather	

	than addressing the factors driving participation in violent extremism. In many instances, security responses by governments further aggravate tensions and trigger more support for violent ideologies. This approach often adds to the feeling of exclusion and fails to engage youth as key allies in building resilience against violent extremism.	
16. Scope of widespread (nationwide, certain regions, limited to organizations, etc.)	Government is doing through 4 action points described before however some actions toward radicalised or extremism towards young people are aggressive and sometimes dreadful. Civil society, including faith based organizations, and youth partner to: 1. design and implement initiatives for disengagement of individuals from violent extremism. These initiatives are most effective in reaching youth who are using violence when they are led by youth, former violent extremists, religious leaders 2. promote community adoption of educational, social, and religious programs that mitigate	

	environmental factors which raise the risk of youth adopting violent extremist worldviews.	
	3. strengthen the skills and capacity of community and religious leaders to engage with	
	youth and effectively promote a culture of peace.	
	4. address root grievances amongst young people that fuel their participation in violent	
	extremism.	
	5. ensure that efforts to counter violent extremism are gender sensitive and utilize best	
	practices on engaging women and girls.	
	6. engage and strengthen family bonds and build support from parents and families for	
	youth involvement in efforts to address extremist violence	
	However, nearly all the NGOs in Russia have the name of "foreign agents'' meaning that if a NGO is taking money from abroad means that the organization is getting founding from abroad no matter if is for social cause or no the NGO gets regularly checks to see that the organization is not doing some illegal actions. This limits NGO freedom and rights and demotivates them of doing any actions in the future of fighting extremism.	

17. Impact (markers of success)	Russia has been using charges of 'extremism' against those who dare to express 'dissident' views for a number of years now. It has recently been using the same tactics against the Crimean Tatars in the annexed Crimea. The NTV programme suggests that the Kremlin may have decided to use the real danger posed by the ISIS, etc. to try to remove an organization which has rightly highlighted its abuses by fabricating accusations of 'extremism' and 'terrorism'. However, this is not always the case some protests are organized peaceful. Nowadays we face a great number of challenges, and extremism, and terrorism are in the first place. The negative phenomenon requires the adequate reaction from the governments and international society. There are associations: Shanghai Cooperation Organization (SCO), Commonwealth of Independent States, Eurasian Economic Community, and Collective Security Treaty Organization. An example is the Concept of Cooperation Between SCO Member States in Combating Terrorism, Separatism, and Extremism, which provides for concerted preventive activities,	

	operational search and investigative actions, the exchange of search and forensic information, the creation of specialized databases and communication systems, joint academic research, and cooperation in other areas.	
18. Leading actors, hubs and networks	Free Russia Foundation Human Rights First NGO 'For Human Rights Human Rights Watch	
19. Creative/advanced approaches (e.g. something different from traditional Boal/Freire methodology)	The regional project "Together!" of Public Foundation for Social Development in Russia implemented by the non-profit organization "Genesis" (Public Foundation for Social Development) 2014–2020 based on Boal/Freire methodology. This is developed on Republic of Ingushetia (as a pilot region of the project) and North-Caucasian Federal District of the RF. Moreover, this NGO has been set up and ruled by a brave woman, an experienced pedagogue, which speaks volumes in this heavily religious part of the country with patriarchal society and family structures, machismo culture, wild practices of forced marriage and honour killings. Purpose	

	1. Prevention of the spread of extremism and radicalism among young people through educational / enlightenment activities. 2. Development and promotion of dialogue between youth and representatives of state bodies and clergy. Tasks 1. Organization and conduct of a series of educational and awareness-raising events for adolescents, youth and specialists working with them on the problems of the spread of extremism and radicalism. 2. Organization and conduct of dialogue platforms with the participation of representatives of state authorities, educational institutions, clergy, NGOs, the media and youth. 3. Creation and support of information and methodological base for the prevention of extremism in the youth environment. 4. Providing information support for the project in the media and social networks.	

20. Potential (in education, integration, easing tensions etc.)	Russia is making some progress in education. All schools and professional colleges have staff in charge of social work and prevention of deviant behaviour. Work at this level includes surveys, helping young people to cope with troubles, education and individual correction, helping them to keep in touch with family and organising social events. The second level of prevention is represented by local Commissions for Minors and Protection of their Rights. The third level of violent extremism prevention in youth is with the police sub-departments for juveniles, which are responsible for working with minors who violate the law. These police officers usually have a degree in pedagogy, social work, psychology or justice. Finally, the fourth level includes the various community organizations that work on the street (as well on the Internet) to organize teenagers' free time and train them to develop social adaptation and social perception.	

21. Problems/obstacles (if any)	On the eve of momentous elections in Russia, FIDH sent there a fact-finding mission which took place from the 7th to the 17th of February. Their assignment was to examine compliance with human rights obligations and the rule of law in the application of anti-terrorism measures. This mission is a part of a large mobilisation for the respect of human rights in the framework of the fight against terrorism all over the world. The mission completed, FIDH express its grave concerns in light of the egregious human rights violations perpetrated in the name of the fight against terrorism and extremism in Russia. The harassment of certain groups -Muslims, nationalists, extreme left- through incrimination (involvement with an extremist group or distributing extremist literature) which is the equivalent to criminalizing their opinions or beliefs. The intimidation of NGOs or other forms of associations through the use of "warnings" handed	

	down by the prosecutor that can lead to their dissolution; The creation of a climate of suspicion and intimidation and of constant social and political repression. One is witnessing the passage from the former institutionalized military-police/FSB system to the instrumentalization of the judicial system through the criminalization of behaviours that come under the freedom of expression and belief.	
22. Relevance to the ENGINE project (connections, resources, expert support, volunteers, dissemination)	Public Foundation for Social Development are engaged in the prevention of extremism and radicalism, as well as the prevention of violent conflict resolution though Augusto Boal method. This activity is mainly aimed at schoolchildren and students - that is, all young people and those who work with them. This is a regional project "Together", which is built on a sound scientific platform in the field of sociology and psychology. To date, the project has been implemented for the third year in four republics of the North Caucasus: Kabardino-Balkaria, Dagestan, Ingushetia and the Chechen Republic. The project provides for a wide variety of forms of activity, both educational and	

	generally debatable. It includes a huge range of work with a youth audience. These are trainings, quizzes, games, discussions, lectures, round tables, trainings and various competitions.	
	Genesis is the most prominent NGO in North Caucasus in matters of using Forum Theatre and media literacy.	
	NAMOI is also using Augusto Boal Method forum theatre, workshops, group work and simulation games during Erasmus+ trainings especially at KA1 activities youth motilities of young people.	
23. Ability to cooperate with the ENGINE project Partners (in which way; reliability of a possible associate)	Our research team is the professional and systematic use of Forum Theatre and media literacy in this project – so far unparalleled in the North Caucasus. After comparing this NGO with other 26 organizations and projects examined, we have decided to choose "Together!" as a best practice corresponding to the aims and objectives of the ENGINE as primary partner. We also cooperate with Free Russia Foundation, Human Rights First, NGO 'For Human Rights, Human Rights Watch, Saint-Petersburg State University, Novgorod Law State University in Russia, TSUNAMI, Mari	

	republic youth public organization "OPORA", International Investment Center (NGO) Youth Club 'Social Diplomacy', ELSA Izhevsk, AEGEE-Moskva, Falcogroup (International Center for Research and Social Diplomacy), Samara Regional Public LGBT movement "Avers", Assosiation "Interactive", NGO GlobalCom, Safe country: Young traffic inspectors, International Center for Creative Development, Social Innovation and Theater "IDEA", NGO MOSTCAMP, Karelian regional non-profit organization of additional education "Centre "Initiative", Academic mobility center, FOROTECH (FUND), Deti Taigi, German-Russian Exchange, Foundation Franco-Russe de l'Integration Culturelle et Economique	
24. Conclusion	Experts believe that today the Islamic terrorism takes on the features of political and religious conflict, opposing of which the developed liberal-democratic states, on the one hand, and the Muslim states - on another. Among the terrorists, the predominant numbers of members are supporters of the ideas of Wahhabism that is spread around the world, including in Europe, US, Post-Soviet states.	

	However, now we see a completely different picture than it was in 2001. First, the very structure of the terrorist organization has changed, which has acquired many similarities with the criminal organization, and many - with political movements and parties.	
	Secondly, despite the primary focus of terrorism ideologists on Muslim youth (according to some experts), practice shows that the dangers of involvement are exerted by any members of society.	
	There are many examples of how young people from secular families accepted the ideology of ISIS and joined terrorist organizations. Thirdly, on the example of Russia, we see that extremism and terrorism are not only two sides of one phenomenon that can even be perceived as a motive and method of achieving the common goal. We also see that they now do not necessarily concern sensitive areas in the form of nationalist views - extremist political and cultural organizations, pseudo-religious sects, environmental terrorists and persons who use terror to increase the profit from their criminal activities are the big part of all terrorist crimes.	

	The legislation, which does not have time for these changes, as a result, becomes the anchor that negatively affects the success of counteracting those negative phenomena. Wrong or limited theories about the causes and consequences of the changes, embodied in the amendments to the laws, also slow down the process of counteracting. Thus, our main conclusion is the following – at this stage of the Russian Federation, it is worth combining the international experience of countering terrorism with the basic advantages of the national criminal doctrine. We believe that the development of a unified concept of criminal policy, the rejection of numerous changes in the law in favor of creating a common classical norm that establishes certain limits of the crime, and the transfer of tracking external changes in terrorism and extremism as criminality rather than crime, from criminal law to practical law enforcement, will lead to an increase in the effectiveness of counteracting these phenomena
Sources used: Bibliography, videography etc.	https://www.loc.gov/law/help/fighting-extremism/russia.php

	https://www.counterextremism.com/countries/russia	
	https://www.refworld.org/docid/482c5c02c.html	
	http://khpg.org/index.php?id=1412988428	

BEST PRACTICE [CASE STUDY]

On Forum Theatre

Country	RF	**Project ref #**	KA205-A439D986
Desk study prepared by	11/06/2020		
Desk study checked by	19/06/2020		
Desk study revised and approved for the project by	27/06/2020		
Status	Final		
Date	29/06/2020		

Documenting a best practice / Title

Together for Better Future

[Date] [When (month and year) was the best practice documented / identified?]

Since January 2020 – identified and observed.

May-June 2020 – analysed, fact-checked, updated and documented.

[Who wrote the best practice document?]

Namoi LLC research team.

Objective What is the aim / objective of this document?

The goal is to create a comprehensive view of our project Partners on the best practice in using of Forum Theatre, media literacy, and digital storytelling in order to prevent youth radicalization in the RF.

Selected best practice

The regional project "Together!" implemented by the non-profit organization "Genesis" (Public Foundation for Social Development) 2014–2020.

Региональный проект
"ВМЕСТЕ!"

Logo of the project © "Genesis" Public Foundation for Social Development

Location / geographical What is the geographical range where the best practice has been used? coverage Please specify the region, province, district, town and village. If possible, add a map to show where the practice was implemented.

Republic of Ingushetia (as a pilot region of the project) and North-Caucasian Federal District of the RF.

Our Partners can see it on the map.

Image from a public domain.

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed and specify the period during which the practice has been carried out (timeframe)? Explain how gender was taken into account in both the challenge being addressed and the best practice itself.

No matter how efficiently government bodies and business representatives work, the development of a modern democratic state will not be complete without an active non-profit sector that would form a civil society. Social movements, organizations, political parties, various foundations and communities are increasingly mediating with the interaction of the state and society, as a result of which their influence on the whole situation in Russia and its subjects is becoming more and more

significant every day. It is impossible to dispute the fact that socially oriented NGOs in some cases can radically change the thinking of a certain generation.

This is precisely what the nonprofit organization, the Genesis Public Foundation for Social Development, is active in four republics of the North Caucasus Federal District.

Short description of the "Together" project

Enough has been said and written about youth radicalization as a social and political phenomenon in Russia. This problem has become a real disaster in the communities of the North Caucasus – partly because of unprecedented Islamist propaganda[1] and "spiritual revival"[2] since 1990's, in part because of two Chechen wars and brutal methods of the army and law-enforcement towards those suspected in terrorism[3]. Official response has been superficial and marked with traditionally high level of corruption in the process of budget allocation.

This is not to say that preventive work is not ongoing. Official representatives of the authorities and relevant structures regularly report on work in this area. Public organizations are constantly implementing projects of relevant topics. However, the problem persists. Obviously, work with young people should include not only formal education, but also feedback from young people and their wide involvement in "field work". And representatives of the clergy must necessarily be included in this process, because youth radicalization in this region is precisely religious in color. Spiritual leaders of

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[1] Including training of thousands of young males in a number of Muslim countries as professional jihadists, recruiters, operatives, radical imams.

[2] Tightly connected with organized crime and extremist networks.

[3] Including torture, kidnapping for ransom, extortion, extrajudicial killings.

different faiths should convey to young people the true ideas of various religions about radicalism, extremism, terrorism and political violence.

The regional project "Together!" is designed to stimulate dialogue between the authorities, law enforcement agencies and youth of Ingushetia with the active participation of the clergy, both Islamic and Orthodox – in order to prevent youth radicalization. The project uses a wide variety of activities: round tables, trainings, youth initiatives on a peer basis, the creation and dissemination of information methodical literature both in paper versions and in the form of an electronic library.

What has drawn special attention of our research team is the professional and systematic use of Forum Theatre and media literacy in this project – so far unparalleled in the North Caucasus. After comparing this NGO with other 26 organizations and projects examined, we have decided to choose "Together!" as a best practice corresponding to the aims and objectives of the ENGINE.

Moreover, this NGO has been set up and ruled by a brave woman, an experienced pedagogue, which speaks volumes in this heavily religious part of the country with patriarchal society and family structures, machismo culture, wild practices of forced marriage and honor killings.

Forum theater for the leaders of student self-government of educational institutions of the city district of Nalchik © "Genesis" Public Foundation for Social Development

Purpose

1.   Prevention of the spread of extremism and radicalism among young people through educational / enlightenment activities.

2.   Development and promotion of dialogue between youth and representatives of state bodies and clergy.

Tasks

1.   Organization and conduct of a series of educational and awareness-raising events for adolescents, youth and specialists working with them on the problems of the spread of extremism and radicalism.

2.   Organization and conduct of dialogue platforms with the participation of representatives of state authorities, educational institutions, clergy, NGOs, the media and youth.

3.   Creation and support of information and methodological base for the prevention of extremism in the youth environment.

4.   Providing information support for the project in the media and social networks.

Justification of social significance

The problem of youth extremism and radicalism in the North Caucasus remains very serious. Teachers, parents and professionals working with young people need help in organizing preventive work on this issue. At the same time, it is necessary that representatives of state bodies and major faiths / religions take part in this work in active cooperation. Representatives of state bodies should provide support for this work at the official level, and religious leaders of different faiths should

explain to young people that the main world religions oppose violence and terrorism, preaching mercy and peace.

In 2014-16, Genesis conducted regular polls, aimed at identifying the level of public awareness of the reasons for the spread of extremism and the willingness of young people to personally participate in countering extremism and radicalism. Surveys showed that understanding the essence and causes of radicalism and extremism does not reduce the negative impact on the relations of young Caucasians with representatives of other ethnic groups and faiths, because the former are often not ready for non-violent and equal interaction with the latter. At the same time, federal and regional authorities regularly report on the progress of preventive measures, the implementation of state development programs for youth, social harmonization, etc.

Currently, almost all the republics of the North Caucasus have anti-terrorist commissions, councils, etc. Federal and regional universities have developed textbooks and courses to combat extremism. Various events are held in schools. NGOs regularly implement anti-extremist projects. However, at the level of public consciousness and ideology, the situation does not improve. They believe that this is due to the lack of a systematic approach and coordination of efforts. Project "Together!" is a multi-stage program that takes into account all of the above and has been successfully implemented by Genesis since 2014 in Chechnya, Ingushetia, Dagestan and Kabardino-Balkaria.

Over the years, they have created an expert council and an electronic library for the prevention of extremism / radicalism; conducted many educational events and information campaigns; created a package of informational and methodological materials, who enjoy tremendous success in practical work in these four republics. However, the need to maximize the expansion of preventive work in this direction remains.

Media literacy training on Internet security © "Genesis" Public Foundation for Social Development

Project Geography

The Republic of Ingushetia and other regions of Northern Caucasus.

Target groups

Children and adolescents (including young criminal offenders)

Youth and students.

Specialists in work with adolescents and youth (employees of committees and ministries of youth affairs, inspectorates for minors, teachers and psychologists of educational institutions).

Stakeholders and Partners. Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice? Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement? Explain the different roles youth play as they benefit from the best practice and their degree of vulnerability to different types of threats.

What purpose was the Genesis created and what is this project aimed at (in detail)

It was created by a group of like-minded people with experience in charitable and public organizations, which at some stage had a desire to do something on their own. Immediately there was an intention to determine the distance from any political activity in the charter documents, and to place the greatest emphasis on the educational part. They, as educators, psychologists, adhere to the point of view that educational activity does not immediately give obvious results, but in the long run, such work is much more useful and effective. And over the years, they have implemented a number of projects that can be thematically outlined with a range of issues such as: conflict resolution, fostering tolerance, building civic activism and peacekeeping education.

What Genesis is focusing on in the activities of the fund today?

At this stage, they are engaged in the prevention of extremism and radicalism, as well as the prevention of violent conflict resolution. This activity is mainly aimed at schoolchildren and students - that is, all young people and those who work with them. This is a regional project "Together", which is built on a sound scientific platform in the field of sociology and psychology. To date, the project has been implemented for the third year in four republics of the North Caucasus: Kabardino-Balkaria, Dagestan, Ingushetia and the Chechen Republic. The project provides for a wide variety of forms of activity, both educational and generally debatable. It includes a huge range of work with a youth audience. These are trainings, quizzes, games, discussions, lectures, round tables, trainings and various competitions.

Genesis is the most prominent NGO in North Caucasus in matters of using Forum Theatre and media literacy.

How is communication with youth structured at events organized under the auspices of the Together project

They are moving along two lines: they are trying to establish a dialogue with representatives of government bodies that solve these issues at the state level, and at the same time educate and educate young people. The first cycle includes educational trainings for young people, after which a group of activists stands out from the total number of participants, who subsequently become project volunteers. They, in turn, on the basis of the principle of "equal to equal" conduct similar educational trainings, lectures, various actions already at the place of work or study.

In parallel, experts work: these are representatives of youth committees, the ministry of education, various departments that deal with the problems of extremism and radicalism, and

representatives of the clergy. It is the participation of religious leaders, we consider the strength of our project. Experts exchange experiences, meet with young people, ask them questions, express their opinions and express wishes.

The strategy varies slightly at different stages: during the academic year, some trainings take place every month, at least once a quarter some major meeting, round table or some kind of informal communication takes place. They can say that this is a continuous process, the format of which is changing according to the mosaic principle.

How many youth representatives are involved in the work

According to the most approximate estimates, two to three thousand people are directly participants in the events. But it's very difficult to evaluate indirect beneficiaries, if each of our activists covers 20-30 people with an event, you can imagine how wide the scope of the project is.

We do not mention here those people who come to the library, read manuals and the teachers who use them.

In addition to interacting with your target audience, does Genesis work with other sectors of the population?

In the framework of the current year of the project, they considered the idea of conducting advanced trainings for experts, because there were requests from various specialists. For example, representatives of the muftiate of the Chechen Republic asked to teach religious leaders how to conduct training work. They believe that it is necessary to diversify activities, move from simple lectures to interactive classes. They were convinced that this worked well, so they wanted to create a hybrid of trainings on religious topics.

Who belongs to those people who directly educate young people? Who are Genesis experts?

From 5 to 12 people are constantly involved in the work of a public organization, and about 30-50 people are activists and volunteers. As a rule, these are university teachers, psychologists, and sometimes medical workers and journalists are involved. Now they are persistently attracting religious figures, for them there is always a block in our events, because religion occupies a large place in our lives, and ignoring this moment would not be far-sighted.

Methodological Approach. What methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors?

The team of the Genesis Public Foundation for Social Development was formed long before it was officially registered as an organization. The actual countdown of the organization's activities can begin in 1999, when the Youth Peacekeeping Network was formed under the auspices of the Russian-British company Center for Peacekeeping and Social Development. Since that time, partnerships have begun to be formed between the future founders of Genesis and the ministries of education and health, the youth policy committees of Chechnya, Ingushetia and Dagestan.

The non-profit organization Genesis Public Foundation for Social Development was registered on August 26, 2005.

"Genesis" is a non-membership non-profit organization founded by citizens on the basis of voluntary property contributions, not having a profit as the main goal of its activity and not sharing the profit between the participants.

The activities of the Fund are carried out within the framework of the Constitution of the Russian Federation, in accordance with the Civil Code of the Russian Federation, the Federal Law of the Russian Federation "On Non-Profit Organizations", applicable law and on the basis of the Charter of the organization.

The main objective of the Fund is a charitable activity aimed at providing social assistance to individuals from various walks of life of the Republic of Ingushetia and other republics of the North Caucasus.

The main activities of the Genesis are education and healthcare.

The main forms of activity are:

- Implementation and support of actions, sports and training events involving youth;

- Conducting an information campaign, including the publication and distribution of newsletters on reproductive health and HIV prevention among young people;

- Training seminars on the following topics: reproductive health, promotion of a healthy lifestyle (HIV / AIDS, STI prevention, etc.);

- Conducting sociological research in order to most effectively implement the above activities.

Forum theater for the Women's Leadership School © "Genesis" Public Foundation for Social Development

Mission of the "Genesis"

Based on the principles of the rule of law, the values of human rights and civil liability, united by a common worldview and life goals, they strive to realize public interests through:
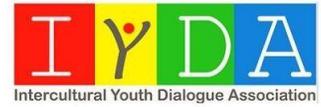
(a)   active participation in building a civil society;

(b)   support for socially vulnerable groups;

(c)   development and implementation of projects and programs on civic and peacekeeping education, promotion of youth initiatives;

(d)   health education (promoting healthy lifestyles);

(e)   conducting seminars, trainings and specialized training courses on non-violent conflict resolution, peacekeeping, protecting human rights, tolerance, etc.

Currently, the Genesis Fund is the leader among NGOs in the North Caucasus in the field of education in the field of conflict prevention / resolution, peacekeeping education, tolerance, intercultural dialogue and peacekeeping. The employees of Genesis are highly qualified specialists, educators, psychologists, political scientists, sociologists and doctors with rich scientific and practical experience. Genesis has a reputation as a professional organization, successfully cooperating with both government bodies and various public organizations.

Validation Confirmation by the beneficiaries that the practice addresses the needs properly. Has the best practice been validated with the stakeholders / final users? Provide a brief description of the best practice validation process.

Annually Genesis has to pass through an audit from the state authorities. Its annual report is free for downloading online. From the side of society and partners, Genesis is under close and impartial monitoring in all its social interactions – from the independent media to the EU consulates.

Impact What has been the impact (positive or negative) of this best practice on the beneficiaries' - youth - livelihoods? Have these beneficiaries' livelihoods been socially improved and if yes how?

In their work Genesis tries to establish a dialogue with representatives of the authorities, which solve these issues at the state level, and at the same time educate and promote young people.

The first cycle includes educational trainings for young people, after which a group of activists stands out from the total number of participants, who subsequently become project volunteers. They, in turn, conduct similar educational trainings and lectures on the basis of the "equal to equal" principle. At the trainings, they approach the issue of radicalization from different angles: they teach tolerance, conflict resolution skills, leadership and teamwork, information security. They discuss the participation of young women in extremist networks; they attract public associations, student government bodies and volunteer networks. As part of the project, they also train young trainers, conduct surveys.

At the same time, experts work: these are representatives of committees and ministries for youth affairs, the ministry of education, various departments that deal with the problems of extremism and radicalism, and representatives of the clergy. The participation of religious leaders in the project we consider the strength of our project. Experts exchange experiences, meet with young people, ask them questions, express their opinions and express wishes.

Seminar on cultural heritage as an important factor in preventing of youth radicalization © "Genesis" Public Foundation for Social Development

Innovation. In what way has the best practice contributed to an innovation in the livelihoods of youth?
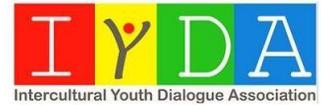
This year, the priority will be the work to prevent the spread of youth radicalization through educational and awareness-raising events. In particular, it is planned to hold regular meetings and advanced trainings for youth leaders, school teachers, psychologists, teachers of the basics of religion, and university professors.

Peer-to-peer training, round tables, meetings and meetings held by youth leaders will contribute to enhancing the dialogue between youth, government officials and the clergy of the regions of the North Caucasus (Dagestan, Ingushetia, Chechnya, Kabardino-Balkaria), on the territory of which project "Together!".

The dialogue in the format of round tables, conferences, meetings and meetings will contribute to the promotion of dialogue between youth and representatives of state bodies, and the clergy.

A significant change compared to previous years will be the implementation of youth initiatives. It will be something like a mini-grant competition with allocation of funds to the winners for implementation. It is also planned to hold various creative contests, scientific and practical conferences.

In order to study the perception, understanding and attitude towards extremism and violence among the youth of the North Caucasus Federal District, surveys and interviews will be conducted in the framework of the project in June-July. The polls will be attended by young people from 17 to 30 years old. In total in four republics it is planned to cover at least 2,000 people. It is supposed to invite specialists on work with youth and experts in the field of prevention of the spread of extremism to participate in the interview.

Youth resource centers will continue to operate in four regions of the North-Caucasian Federal District. The purpose of opening resource centers is to provide youth with modern communication sources and provide resource support. The youth of the local community will have the opportunity to learn computer skills, conduct various seminars and trainings, receive information materials and much more.

Media literacy seminar on Internet security © "Genesis" Public Foundation for Social Development

Success Factors. What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated (in a similar context)?

If we talk about success factors, and more precisely, about the institutional, economic, social conditions that are necessary for the best practice to be implemented or successfully replicated in a similar context, then it must be said that such conditions must coincide with each other. It is very dependent on the region. We want to say that it will be very difficult to reproduce such an organization in other republics of the North Caucasus or, for example, in ethnic Siberian republics because of the very religious and cultural context that determines the relationship in one region or another in the region and may impede the creation of the organization from the very beginning. It is necessary that these conditions are sufficiently favorable, it is necessary that the leadership of the region does not impede the creation and activities of such an organization.

It is necessary that there is at least minimal public support, we will not talk about the demand for such organizations because this demand is certainly everywhere, but nevertheless, at least minimal support from the regional society is necessary for this organization to know, for youth to go for assistance, for advice, and in this case, this organization will also support economic and institutional nature. Perhaps there will be a grant from the state perhaps a socially responsible business is also interested in particular business run by young graduates will also transfer some funds in the interests of which organization.

But of course, first, before creating, it is necessary for experts to get together and decide whether it is possible at this stage and in the current conditions of this region to repeat the same successful practice, if it is impossible to repeat it as a whole, then you can repeat it in part and you

need to know exactly in which part. It is necessary to talk with stakeholders, it is necessary to talk with youth at risk, to gather focus groups in order to find out priorities in assistance, working conditions, regional specifics and make a general conclusion.

Constraints. What are the challenges encountered by youth in applying the best practice? How have they been addressed?

On December 13, 2019, by a decision of the Ministry of Justice of the Russian Federation, the "Genesis" Public Foundation for Social Development was included in the list of NGOs performing the functions of a "foreign agent".

Once registered, NGOs are subject to additional audits and are obliged to mark all their official statements with a disclosure that it is being given by a "foreign agent". The word "foreign agent" (иностранный агент) in Russian has strong associations with cold war-era espionage, and the law has been rightly criticized both in Russia and internationally as a violation of human rights and as being designed to counter opposition groups.

The foreign agent label increases registration barriers for an NGO in Russia. This includes restrictions on foreigners and stateless peoples from establishing or even participating in the organization. A NGO must then submit to extensive audits. Supervisory powers are allowed to intervene and interrupt the internal affairs of the NGO with suspensions for up to six months.

Once labeled as foreign agents, organizations are obliged to mark all their publications and to begin each oral statement with a disclosure that it is being given by a "foreign agent", such as this one:

Screenshot from the Genesis *website*

It also limits the way a foreign organization can make tax-exempt donations to specific people or the NGO by requiring them to register and be placed on a very limited list of approved organizations. Nevertheless, the solid reputation of "Genesis" and its demanded practices have minimized the damage from this type of state lawfare against non-governmental sector.

Lessons learned. What are the key messages and lessons learned to take away from the best practice experience for young youth?

Perhaps the main lesson we learned from studying the organization's activities in terms of its success is that there are always opportunities to get out of a difficult situation and it is necessary to advertise such activities as much as possible through the media, through social and informal networks. In order for more and more youth to find out about this so that they can contact this organization and a similar center so that it inspires them, that it leads them out of depression, so that it helps them to build their own relationships in the family if there is already a family in order find a job in order to deal with conflicts at work that may arise in order not to get into the networks of radical organizations, in particular those related to extremism or terrorism.

That for this it is only necessary to take courage to admit your problem and turn to a similar center where you will be provided with highly professional and qualified help and probably another lesson is that even such a large center of not only regional but already of an all-Russian nature can create only a few activists who really are enthusiasts and professionals in their work, who really want to help other youth so that they overcome their problems and it's only necessary to start here because unfortunately many people in our country are not very initiative and this center for many people and dozens of organizations became a real inspiration of that model which they would like to repeat in their regions.

NGO's polls to identify youth attitudes toward extremism and terrorism © "Genesis" Public Foundation for Social Development

Sustainability. What are the elements that need to be put into place for the best practice to be institutionally, socially, economically and culturally sustainable?

The main elements that need to be reproduced or taken into account when creating such an organization, or the repetition of best practices, can be grouped in four blocks.

These are sincere desires to work with youth and help them; this is knowledge; this is highly professional training, staff selection – there should be no accidental people in the organization. This is a thorough study of all the smallest details, knowledge of laws and enforcement, it is a willingness to cooperate with very different people and organizations, including organizations that want to interfere with you, but nevertheless they must be convinced that for your work you still need to find a common language.

This is a constant update of experience, this is a very careful attitude to the youth you work with, it is mandatory that your organization has lawyers, psychologists, a competent accountant, a specialist in working with media and PR, a specialist in creating websites and a specialist in fundraising. Because then organizations should not depend on the state, this is not an organization for profit, therefore there should be a specialist who knows how to conduct campaigns to raise funds, how to organize campaigns to attract socially responsible businesses to support such a project. In general, only in this way is it to make the organization strong sustainable and attractive to people.

It is also important to keep in mind the cultural characteristics and take into account that in a conservative Russian society the population as a whole is very patriarchal and suspicious. So, for instance, certain features of working with LGBTQI people should not be constantly emphasized and stressed in social advertisement – for the sake of their security and lives[4].

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[4] See e.g. https://www.hrw.org/news/2019/05/08/russia-new-anti-gay-crackdown-chechnya

Experience with foreign partners is also required. Genesis has and South Caucasus experience working with foreign human rights organizations mainly from Europe, as well as with consulates of the European Union countries, which is very important and useful because it helps to gain important experience in learning new practices, to look at oneself and to correct something in the work of your organization.
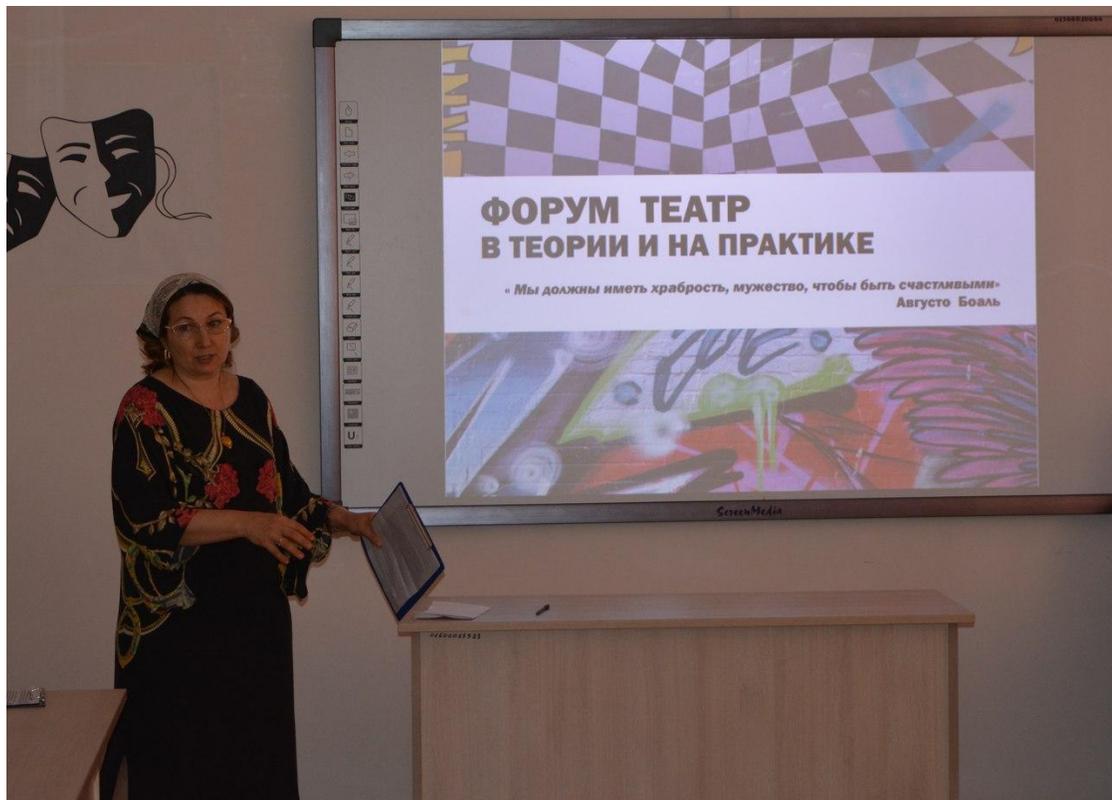
Training seminar "Forum-theater in theory and practice" with students of Ingush State University. A quotation from Augusto Boal used in the first page. © "Genesis" Public Foundation for Social Development
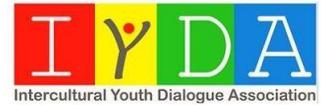
If applicable, please indicate the total costs incurred for the implementation of the practice. As much as possible, provide also some cost / efficiency indications: what are the institutional, social, economic and / or environmental benefits compared to total costs?

"Genesis" always provides assistance for free, but they do not have ongoing stable financial support. Basically, they exist on their own. So that they know that every day they will have some kind of salary and payment for renting a working room – this is not. That is, they must find some money themselves, earn it in an honest way and invest in the work of the center. Of course, they try to conduct educational projects for which they can receive grants and subsidies, participate in competitions, collaborate with other organizations and apply for subsidies and grants for ongoing activities. All of these are ways to pay for their labor. If the grant can be prescribed rent, they use it. But project activities are not paid immediately, therefore, for the current period, people must earn money themselves.

Replicability and / or up-scaling. What are the possibilities of extending the best practice more widely? If you were giving advice to young youth living in another country, what are the conditions that should be met / respected to ensure that the best practice is replicated, but adapted to the new context? The aim is to go further than the section Innovations / success factors in specifying the requirements for replication of the practice on a larger scale (national, regional, international).

As for the extension of these best practices at the national or even international level, it must be said that everything here depends on the country where you want to repeat this practice. We believe that most countries of the European Union, in particular, countries participating in the ENGINE

project, can learn from Genesis how to survive in difficult conditions under authoritarianism and an unfavorable political regime, how to find strength when you have no money, when you are recognized as a "foreign agent", when authorities want to shut down your NGO for no reason, when illegal pressure is exerted on you. And in everything else, European organizations have gained considerable experience, it must be said that Genesis itself is studying the experience of other European organizations in particular.

The context is really very important where the religious context is pronounced, such practices can be rejected from the very beginning, so you need to choose very carefully and most likely choose such formulas and action algorithms that will be applicable in any country.

And if you give advice to youth living in other countries in order to repeat this practice and adapt to a new context, you need initiative here, you need perseverance, you really need to love your work and have your main life desire to help other youth, it should be not just work, it should be a lifestyle or modus vivendi if you like, and then in almost any context these practices can be successfully repeated.

Training "Conflicts and ways to resolve them" © "Genesis" Public Foundation for Social Development

Conclusion Conclude specifying / explaining the impact and usefulness of the best practice. When possible, use anecdotal evidence such as a storytelling or testimony of a young woman or showing the benefit of the best practice.
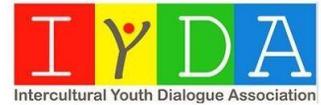
Perhaps the main conclusion from the study of Genesis was the fact that what organization can exist for almost 20 years, a whole generation and during these time hundreds of youth in the region were not dragged into radical networks, and all this because such an organization works hard.

Therefore, Genesis is not only human rights and specializing in youth's rights, this organization is a large regional hub, perhaps one of the most important in the Russian Federation, which inspires other organizations, not so large and perhaps not with such great success, but nevertheless this organization in itself is a definite beacon for all youth's rights activists and therefore its impact is much larger than the one that we have briefly outlined here.

These best practices extend far beyond North Caucasus. We also chose the organization because we spoke with dozens of youth who contacted Genesis and all the reviews about the organization were extremely positive, because as far as other organizations were concerned, we examined 27 in all, the reviews were about 50/50. Some youth were rudely treated, unprofessionally helped, promised help but did not get it.

In the organization that we cite as an example, all the reviews were positive, therefore, we believe that this is an organization with a very good reputation because we relied not only on official reports, not only on media reports, not only on interviews of the head of the organization, not only on official ratings again but also on informal interviewing of youth who contacted this organization because we wanted to find a really best example to conduct fact checks and provide our project Partners with something that could really be of practical interest to them.

Contact details. What is the address of the people or the project to contact if Partners want more information on the best practice (if it does not compromise privacy / security)?

RF, Republic of Ingushetia, Nazran', 386140, ul. Tenistaya, 66,

+7 8732 22-34-42

URL of the practice. Where can one find the best practice on the Internet (if relevant)?

http://genesisinfo.ru/index.php

Related Web site (s). What are the Web sites of the projects under which the best practice was identified and reproduced?

https://www.youtube.com/channel/UCXOp60rQ4QyF5DeUjEJ0UGw/about?view_as=subscriber&app=desktop

https://www.facebook.com/vmeste.kavkaz/

https://www.instagram.com/accounts/login/?next=/vmeste_05_06_07_95/

https://vk.com/club99592001

Related resources that have been developed. What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and / or Web sites have been created and developed as a result of identifying the best practice?

As a result of the discovery and analysis of such an organization, we noted that other human rights organizations that protect youth rights have largely tried to copy the methods and algorithms used by Genesis in order to help youth in their regions.

Other organizations have carefully examined the practice of counseling, how website functions, how the social network is used, how the media interacts, how fundraising is implemented. One way or another, these practices of successful experience were used in internal documents and in decision making, in producing promotional videos and video instructions, in preparing leaflets, in making memos and all this is based on the organization that was presented as the best example of all organizations which we investigated over work on the ENGINE project.

Finish of the quest dedicated to drug prevention and youth involvement in terrorist networks
© "Genesis" Public Foundation for Social Development

BEST PRACTICE [CASE STUDY]
Media Literacy

Country	RF	Project ref #	KA205-A439D986
Desk study prepared by	11/06/2020		
Desk study checked by	19/06/2020		
Desk study revised and approved for the project by	27/06/2020		
Status	Final		
Date	29/06/2020		

Documenting a best practice

[Media Literacy in Russia]

[Media Education and Media Culture]

Objective

Electronic library "Media Education" objectives are developing the following audience's skills: - hands-on, creative (search, creation and sharing media texts of various kinds and genres, humane and

ethically correct messages); - analytical (analysis and assessment of the role and functions of media in society, media texts of various types and genres); Methods of media competence's development (should be adapted depending on age or/and profession of the target audience):

1) by the sources of knowledge: verbal (lectures, talks, discussions, including the creation of problem situations); visual (demonstration of media texts, illustrations); practical, learning by doing (including games, role plays, hands-on activities, etc.).

2) by the level of cognitive activity: explanatory-illustrative (communication of certain information about the media sphere and media education, perception and assimilation of this information by the audience); problematic (problem analysis of certain situations in the field of media and / or media texts in a sociocultural context aimed at developing analytical thinking and media competence); research (the organization of research activities of the audience associated with the media).

Location/geographical coverage

Russia, all around the country

Introduction

With the support of the Russian Foundation for Humanities (RGNF, grant No. 08-06-12103v), the project "Compiling and launching the electronic academic library Media Education" was carried out (the project supervisor - A.V. Fedorov, the address of the open full-text electronic library "Media Education" is http://mediaeducation.ucoz.ru/load/). In 2011-2012, with the financial support of the

Russian Foundation for Humanities (project No. 11- 06-12001v), an electronic academic encyclopedia "Media Education and Media Culture" in Russia was created.

Stakeholders and Partners

The stakeholders and partners are schools, secondary special educational institutions, higher education institutions, professional development courses, additional education institutions and leisure centers; distant media education courses; independent (continuous) media education (life-long).

Methodological Approach

The main constituents of the media education curriculum (based on key aspects of media education such as "media education", "media competence", "media literacy", "media agencies", "media categories", "media technologies", "media language", "media representations" and "media audiences", etc.):

- place and role, media and media education functions in the modern world, types and genres, media languages (the level and scope of this knowledge depends on the age and other characteristics of a particular audience);

- basic terms, theories, key aspects, approaches related to media culture (for high school students and older audiences);

- main historical stages of the development of media culture around the world (the level and scope of this and following components depend on the age and other characteristics of a specific audience);

- analysis and evaluation of the functioning of media and media texts of different types and genres in a sociocultural context;

- technologies for creating and communicating media texts of various kinds and genres

Impact

Media education is the process of personal development with the help and on the material of mass media aimed at developing the media communication culture, creative, communicative abilities, critical thinking, comprehensive perception, interpretation, analysis and evaluation of media texts, teaching various forms of expression through media technology, resulting in media literacy. There is also a point of view according to which media literacy is part of a broader and more capacious concept - information literacy. This trend is finding more and more supporters today, although there are a lot of terminological differences. Main directions of media education are: media education of future professionals in the field of mass communication - journalists, editors, directors, producers, actors, camera men, etc.; media education of future teachers; media education as part of the general education of schoolchildren and students at secondary schools, colleges, universities. It can be integrated with traditional disciplines or autonomous (elective,

Innovation

This motives, knowledge, abilities, [indicators: motivational, contact, information, perceptual, interpretative (evaluative), practical, operational (activity), creative] facilitating the choice, use, critical analysis, evaluation, creation and communication of media texts in various forms, and genres, the analysis of complex processes of media functioning in society.

Success factors

Electronic library "Media Education" success is because is a successful source for media education and media culture and as well it attracts a growing number of researchers, not only because media culture is the dominant culture of the information society, where traditional and electronic media are

recreating the sociocultural picture of the world through verbal, and visual images; culture-universe, having absorbed the functional diversity of mass, folk, elitist cultures and their modifications, ontologically rooted in human life; culture-meta-message about the worldview of mankind. Researchers appreciate the inter-disciplinarity of media literacy education that uses a wide range of developments in pedagogy, psychology, sociology, philosophy, cultural studies, arts, linguistics, political science and other sciences.

Constrains

There are still number of problem areas for the development of mass media education in the Russian Federation as well for academic library Media Education: - the underdevelopment of mass media education in formal media education institutions (secondary and professional), except for media departments at universities; - weak media education programs for the adult population; - lack of proper attention to the issue of teacher training in media education; - excessive isolation of different levels of education and different thematic educational programs that do not meet modern requirements of transparency and flexibility of education; - weak partnership relations between education institutions, media business and other interested parties.

In our opinion, one can add some more difficulties in the development of mass media education, such as: the reluctance of the universities' administrations to take concrete steps to introduce media education courses (although there are ample opportunities in the spectrum of the disciplines of the regional component and elective courses approved by universities); traditional approaches of the structures of the Ministry of Education and Science of the Russian Federation, actively supporting training courses in IT and computer applications with much less attention to media literacy. Meanwhile A.P. Korochensky raises a number of acute problem issues that go beyond the usual framework of organizational and capacity difficulties: Whether the idea of forming a rational, critical

media culture is an illusion that disguises the impossibility of realizing in this socioeconomic and cultural contexts the declared humanistic concepts of preparing citizens for life.

Lessons learned

Electronic library "Media Education" works for development of the media competence of an individual (i.e. media communication culture, creative, communicative abilities, analytical thinking, the ability to create, share, interpret, analyze and evaluate media texts of different types and genre, the role and functions of media in society).

Sustainability

In order to implement this model comprehensively, in our opinion, it is necessary to use the following indicators for the audience's development of media competence: 1) motivational (motives of contact with media texts: genre, thematic, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, political, economic and etc.); 2) contact (the frequency of contact with media texts); 3) information (knowledge of terminology, theory and history of media culture, the process of mass communication); 4) evaluative (the ability to interpret, analyze media texts); 5) practice and activity oriented (the ability to create and communicate one's own media texts).

Replicability and/or up-scaling

In our opinion, this model of mass media education in the most general form can be presented in the following form (Fig. 1): 1) diagnostic (ascertaining) component: ascertaining levels of media competence of the population (different age and professional groups) at the initial stage of training; 2) the content-goal component: the theoretical component (a unit on history and theory of media culture) and the practical component (a unit on activities aimed at selection, creation and correct distribution of a variety of media texts, a unit on analytical activity: developing people's skills to

analyze media texts of various types and genres); 3) the efficiency component (a unit of the audience's final survey, test, and a unit of analysis of the levels of development of the audience's media competence of different age and professional groups after training in the field of media culture). The necessity of the diagnostic and efficiency components of the model is justified by the fact that both at the beginning and at the end of the implementation of the main structural units it is important to have a clear idea of the entry media competence level of a particular segment of the audience. First - to specify the syllabus to reach media education objectives. Finally - to determine the efficiency of the media education course, adapted for a particular age and profession of the audience.

Conclusion

Thus, the development of media education in modern Russia, having been for a quarter of a century at the stage of experiment of enthusiasts, is being challenged by a number of problems. It is necessary to develop comprehensive programs on media education at all educational levels; to train teachers in the field of media education and to increase awareness of the media literacy importance of all stakeholders and organizations in the social sphere; to facilitate researches in the field of media education and a wider dissemination of their results; to set up international cooperation in the field of media education; and most importantly - to translate research into practice - to implement media education curriculum at various levels. Obviously, the consolidation of pedagogical departments and universities, schools of journalism, libraries, media centers, and also the media community, interaction between state structures, existing media education centers and experimental sites in this area is needed. In a word, as stated in the UNESCO documents [UNESCO, 2001; Moscow Declaration ..., 2012], it is necessary to introduce media education wherever possible within the curricula (schools, universities), as well as in the framework of additional, informal education and life-long self-education. The model of mass media education of the population developed by us, in our view, can
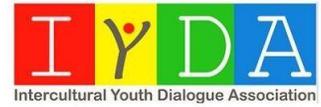
be adapted to different age and occupational groups, but ideally requires, of course, substantial support from the state, media and public structures.

Contact details

Sanda-Daniela : danielaalexeiciuc@gmail.com

URL of the practice (http://www.mediagram.ru/mediaed/journal/)

Related Web site(s)

Related resources that have been developed

(http://mediaeducation.ucoz.ru/news/ehlektronnaja_nauchnaja_ehnciklopedija_mediaobrazovanie_i_mediakultura/2014-01-12 -1).

FRANCE

DESK STUDY

Youth Radicalization

Country		Project ref #	KA205-A439D986
Desk study prepared by		Yacine BERAL	
Desk study checked by			
Desk study revised and approved for the project by			
Status		Final	
Date		15th August 2020	

12 study units

Issues	Description	Summary/comments
1. General situation with Youth Radicalization	**The necessary definition of a concept that is not limited to violent action but deals with politics and society as a whole**	

| [brief country assessment] | In France, Radicalisation is mainly the fact of the Far Right and Islamists. More islamist last years than any other. The phenomenon became so important that it is now a delicate question of national security. Islamist radicalism is not just about the issue of terrorism or transition to violent action, but also involves behaviors that can be peaceful and that do not lead to violence. It may be the work of groups that advocate identity withdrawal or entry into the associative and political world, infiltration of different decision-making spheres to gain power.

Islamist radicalism is driven by a political project whose existence is established at least since the 1970s known as "Islamism". The groups that historically, like the Muslim Brotherhood, are active in France and seek to impose their views through networks of associations, seek recognition of authorities and, more recently, opt for entryism on the electoral roll.
Islamism is no longer the result only of these groups today, but also of individuals or small groups who participate in the development of a rigorous religiosity that has affected Muslims around the world since the 2000s. seek to influence the daily life and the relationship with others of French people of Muslim faith and Foreign Muslims | |

residing in France, to impose on them an orthopraxy, clothing, food and ritual practices, but above all a standard of behavior and relationships between men and women, in order to separate them from the rest of the French population.

But in an integrating country, the Islamists are a minority which comes up against a living-together placed under the protection of the laws of the Republic. They therefore seek to destabilize our society and to gain recognition for the right to govern the lives of people of the Muslim faith.

The offensive of radical Islam, whether coordinated or not, is targeting entire sections of our society on the ground. **Youth** is obviously a **priority target**, targeted by recruitment and indoctrination methods. This machine of preaching then tends to produce, in certain parts of the territory, veritable closed Islamist ecosystems, accrediting the dynamics of separatism.

In recent years, especially during the tragic war in Syria, French society underwent successive and murderous attacks with a never expected violence and cruelty perpetrated by young French people, born and raised in France, of Muslim origins or converted. These events awakened French authorities and public opinions of the reality of some areas and youth in France.

In France, more than 4 000 individuals (official given number by authorities) are identified as potential violent terrorists who could carry out attacks at any moment. They are listed "S" and monitored by the secret services.

Avoid the double trap of blindness and stigmatization towards Islam:

There is no unified Muslim community, any more than there is a single Islam; on the contrary, it is the supporters of political Islam who would like to impose these two ideas. In the same way, belief and geographical origin or "Ethnic" should not be confused because this only feeds a "folklorization" of Islam: a mixture of condescending attitude on the part of those who consider that part of the population would not be able to follow the laws of the Republic and instrumentalization by those who would like to make religious behavior, sometimes very recently created, cultural norms that would be discriminatory to oppose.

Errors have been made by successive governments, grouping together fragile economic populations of the same geographic origin in certain neighborhoods. This lack of diversity keeps our urban policy in check. The feeling of exclusion, even abandonment, of part of the French

population is indisputable; it can feed what Emmanuel Macron has called "separatism".

But whatever the origins of radical Islam, its reality is established. This is not a fantasy created by the state to designate an enemy and pursue a policy of repression. Today he finds himself in the growing adherence to a new rigorous Muslim orthopraxy by part of the population. Membership that calls into question the values of the Republic and goes, for a little over a quarter of believers, to the idea that Sharia law must prevail over the laws of the Republic.

A government response too focused on the terrorist threat and the impediment to violent action

Faced with the rise of Islamism, the public authorities have focused, since 1995, on the terrorist threat and the obstruction of violent action. This concern has resulted in the establishment of a comprehensive legal arsenal and the structuring of the internal security services to respond to the threat. But the problem which now faces French society has changed in nature: it is a polymorphic Islamist insinuating himself into all aspects of social life and tending to impose

	a new social norm by availing himself of individual freedom. **Four areas of particular vigilance have been identified:** 1) Education including out-of-contract education, in which some institutions actually escape the control of the rectorates by putting in place, in front of the inspectors, a real staging, as well as home education which increases each year. 2) The economic world, through bookstores and halal businesses that disseminate radical literature and promote a mode of consumption and a way of being that tends to stand out as much as possible from the rest of the population. 3) The associative world, through associations some of which tend to spread radical Islam under the guise of social or educational action and to prevent any criticism of separatist behavior, and through a strategy of constant victimization.	
(a) *Regional level*	The radicalisation phenomenon in France is a national one and consequently challenged as such; it is true that some	

| | regions are more impacted than others but it reaches now days even small cities because mainly of the easy access to propaganda through social media... In Paris region, radicalisation is more and more visible and it is maybe the most impacted region in France, most of the terrorist attacks last years were in Paris because maybe of the symbol as it is the capital city... The phenomenon is seen as a very important challenge to both French society and public authorities and everybody is sensititized. Some institutions are more impacted than others; prisons, bus and train drivers, companies and mosques are identified for examples as the most important ones and tends sometimes to be over control because of the current laws protecting some fundamental rights as religious freedom... Sometimes, French authorities seem to be very vulnerable because of human rights. This is in one side, in the other side this "tolerance" towards some behaviours and propaganda pushes people into the far right arms, not especially on the basis of racist ideology but secular values, sacred in France, being openly violated in public space. The far right is becoming more and more powerful, violent action not yet important but growing, threatening the country of a civil war. | |

(b) *Local level*	At the local level, Paris was attacked several times last years, the most murderous one being the attacks of 2015 when more that 150 persons were killed, terrible war scenes and atmosphere in the streets of Paris.	
2. Institutions (NGOs, cultural associations, tech-hubs, schools/universities	French authorities mobilises all its resources to fight the multidimensional phenomenon by creating an inter-ministerial committee to bring solutions and coordinate efforts to face radicalisation. This committee includes several ministries and not only defence or security ones but education and societal as main causes of radicalism are linked to social issues. Most of the terrorists for example have problems with justice, deliquants and previously jailed for example. Radicalism is strongly linked to deliquancy that's why the committees is named "interministerial committee to prevent deliquancy and radicalisation" All public and private services are mobilized and legislators vote new laws... https://www.cipdr.gouv.fr/	
3. Focus groups involved (youth, migrants, NEET, others)	As previously said, radicalism touches more vulnerable social classes and minds; social and professional exclusions, discriminations are the main reasons causing this phenomenon but not only, ideological drives exist too but a tiny minority in the country. Ideological propaganda is conducted from abroad targeting vulnerable people	

	pushing them to action, especially people from foreign origins, migrants, youngsters, young-adults...		
4. Scope of widespread (nationwide, certain regions, limited to organizations, etc.)	The French government tackles this question with great importance and seriousness as it became a question of national security by mobilizing all its resources; legislation, defence, education, work to prevent and deradicalize by eradicading the origins of it related to social and economic situation by investing in marginalized areas of the Republic, helping with all possible ways as pushing firms to hire young people from these areas and giving them work to integrate them, fighting discriminatory behaviors of some companies. Ideologically, French government warned foreign states' and organisations cutting of some channels and funds.		
5. Impact (markers of success)	Government measure are too recent to appreciate their impact; even if the phenomenon is not new but it has never been so important consequently we need time to see which methods are efficient and not. But everybody and all institution are now aware of, mobilised, careful. It depends on everyone's implication to prevent and fight radicalisation humble citizen to republic's institutions.		
6. Leading actors, hubs and net	All public institutions Civil society All Republic's institutions		

7. Creative/advanced approaches (e.g. something different from traditional Boal/Freire methodology)	The interministerial committee against deliquency and radicalisation advised 60 measures dated 2018, to reorient the prevention policy along 5 axes: -Protect minds against radicalization -Complete the detection / prevention mesh -Understand and anticipate the evolution of radicalization -Professionalize local actors and evaluate practices -Adapt disengagement Here are the detailed measures: https://www.cipdr.gouv.fr/prevenir-la-radicalisation/mise-en-oeuvre-du-pnpr/	
8. Potential (in education, integration, easing tensions etc.)		
9. Problems/obstacles (if any)	The main problem and obstacle is to get this particular audience included, generally isolated and don't show any willingless to dialogue especially with public services...	
10. Relevance to the ENGINE project (connections, resources, expert support,		

volunteers, dissemination)		
11. Ability to cooperate with the ENGINE project Partners (in which way; reliability of a possible associate)	Cooperating with local actors, public authorities and civil society in general is vital and possible because the more you're close the target audience the more you are efficient. Local communities role is crucial because more able to have any influence starting by family members, friends, educators...	
12. Conclusion	Radicalisations in France are strongly linked to deliquency and socio economic situation caused by a concentration of poverty in marginalized areas so called "the suburbs or the quarters"	
Sources used: Bibliography, videography etc.	http://www.senat.fr/notice-rapport/2019/r19-595-1-notice.html https://www.cipdr.gouv.fr/ https://association-imad.fr/ **Liens:** https://www.franceculture.fr/emissions/lsd-la-serie-documentaire/vivre-avec-le-terrorisme-44-de-la-deradicalisation-au-desengagement	

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- *Prévenir la radicalisation*: actions et ressources du Comité interministériel de prévention de la délinquance et de la radicalisation.

- *Facteurs de protection et facteurs de risque facilitant le désengagement de l'extrémiste violent djihadiste: études sur les variables de devenir de 450 djihadistes.* Article de Dounia Bouzar & Michel Bénézech paru dans la revue *Criminalistique*, n°1-2, 2019.

- *Saisir les mécanismes de la radicalisation violente : pour une analyse processuelle et biographique des engagements violents*. Rapport de recherche pour la Mission de recherche Droit et Justice, avril 2017.

- *Engagement radical, désengagement et déradicalisation. Continuum et lignes de fracture.*Article d'Isabelle Sommier, publié dans la revue *Lien social et politique*, n°68, automne 2012.

- *Ce qui pousse les jeunes à la radicalisation islamiste (et à en sortir).* Enquête proposée par le site d'informations *Slate.fr* en juin 2018.

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BEST PRACTICE [CASE STUDY]

Digital storytelling

Country	FR	Project ref #			KA205-A439D986
Desk study prepared by			11/06/2020		
Desk study checked by			01/11/2020		
Desk study revised and approved for the project by			01/11/2020		
Status			Final		
Date			01/11/2020		

Objective

Who wrote the best practice document?

French 205

Vassar Faculty Using Technology in Their Teaching

Objective What is the aim / objective of this document?

Their goal in French 205 was to teach basic language proficiency through authentic cultural materials. In this case, they used French children's literature to provide students a nuanced understanding of the

target language/culture. Their pedagogical process attempted to mirror that of a native French-speaking child living, learning the language and the culture. Their hope was that students would respond positively to an approach that avoided the daunting grammar boot-camp system that can make language learning at this level a repugnant activity for some.

Selected best practice

By organizing Intermediate French 1 (French 205) around children's literature, play, and performance they try to engage students better in the language and liberate them from the experience of language acquisition as fear-based. Their aims in this project were twofold: (1) to encourage students to enter the role of the child, which corresponds to their "linguistic age" in the target language, without infantilizing them, thus allowing them to experience language as a natural and evolving process, giving them a concrete cultural experience, so that they may overcome their inhibitions about making mistakes and suspend their critical faculty in order to inhabit the role; and (2) to encourage them in a second move to experience language learning meta-critically, to feel and live the acculturation process and to examine critically that process, thinking about the production and meaning of French and Francophone culture itself.

The course idea originated was discussions with other FL professors about language pedagogy, content-based teaching, and task-based methods and it was funded at the beginning by a grant from the Carolyn Grant Endowment supporting "embodied learning."

Purpose and tasks

They scanned and uploaded children's books to Blackboard. Students were able to read these authentic cultural materials on the secure Blackboard site. They projected these books in class and developed a variety of language and culture-oriented activities based on the books. They used computer tablets to allow collective activities in which students filled in grammar exercises together pertaining to the reading and commented on the stories directly. They were looking forward to using a SmartBoard the next time we teach the course, which enabled them not only to project the books, but also to write on them (virtually), manipulating grammatical structures and building vocabulary.

For the final project they used a program called Voicethread that allows users to comment on images and video on-line. Students wrote and illustrated their own children's book, building on the grammar and developing themes they had worked with throughout the semester. The students shared their books with the rest of the class, which were not only illustrated by the individual groups, but also narrated in French thanks to the recording feature of the Voicethread program. Using the editing feature on Voicethread, it was possible for them to mark up the copy either verbally or with annotations to make comments on themes and correct grammar. Students used the technology in the same way, to help each other with language problems, or initiate a video-recorded dialogue in French regarding the themes in question.

How have your students responded to your use of this technology?

Students reacted in a very positive way to Voicethread, and had no problem adapting and integrating the technology. They produced some remarkable books—integrating the four traditional language

skills in their final product: reading, listening, speaking, and writing and adding the elements of creativity and play that were the hallmarks of our methodology.

Regarding the PC Tablet technology, it was somewhat laborious to pass the laptop around to members of the class, and we are not sure that the class concluded that the pedagogical payoff adequately compensated for the time and effort it took to circulate the laptop to 25 different people. When they controlled the Tablet, however, and used it to project documents for editing or oral questioning about a text, it worked beautifully.

The Challenges

The problems they encountered were related to equipment reliability and service rather than the technology itself. For example, the Tablet technology was a vast improvement to using a blackboard, but it was very hard to count on there being a fast, hassle-free interface in the rooms where we were using the technology. They soon learned also that we could not completely bank on the technology to work as we prepared the class, since classroom equipment is shared by many and is not always reliable. Voicethread proved a challenge when students presented their final projects because loading the pages took time on the server and, in a couple of instances, the recordings simply refused to load and play (again, high server volume seems to have caused this). Students were thus forced to read aloud the stories to the class as others looked on to the projected image. This was a shame because certain sound effects that were a part of the initial preparation were lost.

Location/geographical

Coverage France, all around the country.

Conclusion

Time prevented them from using the final project to the extent that we might have for additional pedagogical purposes. In the future, they want to maximize the potential of the student projects for grammar work in conjunction with a further creative development in the target language. Ideally, they integrated Voicethread technology in a SmartBoard application to encourage group activities where the entire class could easily benefit.

BEST PRACTICE [CASE STUDY]

Media Literacy

Country	FR	Project ref #	KA205-A439D986
Desk study prepared by	11/06/2020		
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Documenting a best practice

Objective

France is not among the holders of a "digital society" label. Trying to "catch up" the delay, the country demonstrates a proactive policy in order to accelerate digital usage in both society

and school. Equipment of schools, continuing training for teachers or attractive digital activities for students, are just some measures in this direction. Initiatives proposed for the future are ambitious: create a "Digital France" label, change the image of the digital jobs and develop a data security and privacy policy. However, the major challenges of the education system will be media education and actions to mitigate the risks of Internet use.

From an education point of view, France has been confronted with a lot of issues. For example, according to the PISA's results in 2012, the country presents a great discrepancy between the most and the less performant students (OECD, 2012), which reveals an equitydivided of its educational system. There are several main facts to be put into light:

•socioeconomic origin of students is strongly interconnected with scholar performances;

•boys forestall girls in mathematics who are less confident concerning this discipline;

•immigrant children are twice susceptive to be counted by the less performers;

•11% of French students consider school a waste of time;

 •commitment and motivation for school is decreasingly and consequently almost one in three students arrive in late and one in five miss classes at school;

•participation in kindergarten and mathematical competencies are linked (OECD, 2012).

Introduction

Thereby, French education system is bound to find solutions in order to become more inclusive, equitable and performant. School is a large "human laboratory" supposed to give to every student the opportunity to succeed in life. But the French education system has needed an improvement for several decades now. Bourdieu and Passeron (1970) drew attention to the social and implicitly, scholar "reproduction". Nowadays, statistics from CEREQ show the lack of efficiency and equity

of educational opportunities facing the dropouts. Each year, some 140,000 students leave school with no qualifications "which penalizes them considerably in terms of access to the workplace" (Bouvier, 2014, p. 5). Thus, public actors and educational partnerships are invited to alleviate the effects of non-school success in order to enable a better future for French citizens. On the other side, Michel Serres (2012) noted that a societal upheaval and a "disruptive technology", similar to the invention of writing or printing in the past, are happening before our eyes. Apparently, this digital revolution could be profitable for the education system. In order to fight against early school dropout, policy makers sustain that it is necessary to put the digital tools to the benefit of differentiated / individualized education, addressed to all kind of students and learners. It would seem that new technologies are the sought solution for dropout, inequity and inequality at school, and also for refinement of school results.

It is said that digital movement is the third technical revolution for the humanity' history after writing and printing revolution. We have seen, that France is currently confronted to several educational issues that, as claimed by the policy makers, could be solved thanks to digital technologies. In this part we will analyse firstly, the current characteristics of digital education in France and secondly, proposals for a digital education policy.

The OECD's recent TALIS study shows that digital technologies are not regularly used by French teachers in the education process. If the international average is located to almost 40%, in France only 23% of teachers use new technologies4. The 2013 Ministerial Report "The structuring of digital education sector: an educational and industrial challenge" highlights a proactive attitude for the transition to the digital school. Inspired by the Fourgous' Report entitled "Success the digital school" and launched in 2011, but also by the second Report from 2012 "Learning otherwise in the digital era", subsequent measures in digital matters concern mainly:

•appropriate digital equipment;

•development of digital work space – ENT (Espace numérique de travail);

•training teachers and creating pedagogical innovate resources.

In order to reach these objectives, France has proposed to put into practice a real policy on digital education promoting economical (iPad for 100 euros), pedagogical (initial and lifelong training for teachers) and juridical (copyrighting and data protection) aspects. Thus, on 8 July 2013 was adopted the Law concerning the Re-foundation of the Republic's School – Loi pour la refondation de l'École de la République – which established the Public Service of digital education. This Service is responsible for sharing good practices and digital productions between teachers so as to reduce social and scholar inequality and to create an "educational networking" by means of digital technologies. Several services have been organised already in order to accompany both the learning and the schooling processes. On one hand, proposals for teachers concern predominantly the following:

 •"Fundamentals for teaching in primary school" (animations to explain how to teach different disciplines); •"English for school" (English teaching);

•"M@gistère" (tools for continuing learning);

•"Eduthèque" (digital library);

•"D'Col" (for priority education) and Prep'exam" (preparing for brevets and baccalaureate).

On the other hand, in order to promote a better teaching, a few programs were developed, such as:

 •"Reading, one year for reading literacy" – Lire, une année d'apprentissage de la lecture (to help teachers and parents to help students on literacy);

•"My internship online" – Mon stage en ligne;

•"My second chance" – Ma seconde chance;

•"My industry" –Mon industrie (geo-localization of institutions for students in dropoutsituation).

Thus, policy makers fixed the objective to pass to the "digital school" in France. Moreover, for the beginning of the academic year 2016, a new Reform will be implemented. The center of this reform is the implementation of the Common Core Skills, five competence related education fields. Within the "Common Core Skills" we may find "communication and learning" competencies, but also "methods and tools for learning", with explicit reference to the use of digital tools for the educational process. Learning to learn, learning to properly use research tools, including Internet, and learning to make use in a relevant way of digital technologies.

Future proposals for the French digital education. Even if the ethical and juridical issues of the use of new technologies in school are still not well mastered, France aims at all costs to become a "lighthouse" nation in terms of digital education. According to the White Book "Digital, an opportunity to catch up by France" – Le numérique, une chance à saisir pour la France - the country is positioned only 26th in the annual ranking of the World Economic Forum in terms its capability to take advantage of the information technologies. Socio-economical barriers seem to be at the origin of the gapbetween France and the more performing digital countries like China, India, Korea, Israel, Nordic countries or the Unites States. As stated by forecasts, in the next ten years, 65% of present day students will exercise jobs not yet invented and 9 of 10 jobs will   need   digital   skills. Currently, the digital sector of the economy lacks almost 50,000 collaborators; so if the digital sector will be completely deployed, it will contribute 1,000 milliard euros to the French economy by 2025 (CGI, 2015). The Digital National Council – Conseil national du numérique - is responsible for coordinating these different initiatives in the field

of information and communication technologies. Apparently, according to the CGI's Report, French girls are less motivated for digital job and consequently, some initiatives like Educalab were put into practice in order to raise the attractiveness for this kind of job. Digital learning seems to become a priority for the country. Given that digital skills must be appropriated by learners – from primary school –, students beneficiate of the programme "Usual Technics of Information and Communication". Techniques Usuelles de l'Information et de la Communication. Different digital programmes are sanctioned by IT patent or certificate of competencies. New digital resources such as rapid learning or social learning are more and more encouraged. Moreover, following the model of the option "Informatics and Digital's Sciences" in place since 2012, a new spinneret, entitled "Digital humanities" will be created for general baccalaureate. Ultimately, CGI's Report lists 33 proposals for the digital French. Among these, the most important for our research are:

•the creation of a label "Digital France" – France Numérique;

•the reinforcement of the lifelong training or professional reconversion towards the digital field;

•the change of perception of digital jobs, particularly by women;

•the launching of a national platform dedicated to the digital training;

•the development of "smart cities" and of French e-safety;

•the creation of the right to anonymity on Internet;

•the reinforcement of the privacy of personal data / permission to access to one's personal data and the creation of a Safety Policy in Information Systems.

No doubt, big data processing and cyber-attacks remain the biggest challenges for the respect of private life. We presented only the most relevant proposals in order to provide our Anglophone readers with some elements concerning the French digital landscape.

Location/geographical coverage

France, all around the country

Conclusion

Beyond these political and pedagogical measures, there are a great challenge for the future, not only in France, but all around the world. How to put into practice media literacy and in what manner could students and users be aware of the safe use of Internet and social networks like Facebook? Could they have a responsive, critical use of data provided by the World Wide Web? Described as "the ability to access the media, to understand and to critically evaluate different aspects of the media" (European Union, 2007, art. 2), media literacy will be more influent and useful in the future because learners of all ages need to use responsively the new technologies. In sum, there are several big challenges for the future on digital education in France, that is to say: media education, cyber-attacks, big data processing and privacy of personal data. In this direction, as part of the European Union, France must pay more attention to media skills which maybe will be integrated into the list of European key competencies for lifelong learning (European Union, 2009, Recommendations I.3). As we saw in the present article, France shows a strong willingness to improve digital education in order to compete the other global powers. Of course, the big challenge remains to counteract the risks of a passive use of Internet and also the protection of personal data. For that reason, media literacy must become, from our point of view, a priority for the future digital skills.

Related Web site(s)

Bouvier, A. (2014). Réflexions sur l'organisation du système éducatif français. Revue Télescope, volume 20, numéro 2, p. 1-16. CGI. (2015). Le numérique, une chance à saisir pour la France.

Paris. Available at: https://www.cgi.fr/grenelle-du-numerique/livre-blancEuropean Union. (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning2006/962/EC. Luxembourg: Official Journal of the European Union, L 394/10 from 30 December 2006. European Union. (2007). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions A European approach to media literacy in the digital environment, COM (2007) 833 final. Brussels: 20 December 2007. Available at: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52007DC0833&from=FREuropean Union. (2009). Commission Recommendation of 20 August 2009 on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society, 2009/625/EC. Official Journal of the European UnionL 227/9 of 29 August 2009. Available at : http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0625&from=FRFourgous, J-M. (2011). Réussir à l'école avec le numérique. Le guide pratique. Paris : Odile Jacob. Fourgous, J-M. (2012). Rapport de la mission parlementaire de Jean-Michel Fourgous, député des Yvelines, sur l'innovation des pratiques pédagogiques par le numérique et la formation des enseignants Apprendre autrement à l'ère numérique. Se former, collaborer, innover : Un nouveau modèle éducatif pour une égalité des chances. Paris : Mission parlementaire Fourgous. Karpati, A. (2011). Unesco and IITE – Unesco Institute for Information Technologies in Education. Digital literacy in education. Policy Brief. Unesco, Moscow: 2011. Ministère de l'Éducation nationale. (2013). La structuration de la filière du numérique éducatif : un enjeu pédagogique et industriel. Paris: Ministère de l'Éducation nationale.Ministry of National Education. (without year). Concertation sur la refondation de l'école de la République. Paris: Ministry of National Education. Available at: http://www.education.gouv.fr/archives/2012/refondonslecole/wp-content/uploads/2012/09/consulter_la_comparaison_internationale_sur_le_numerique1.pdfOrganisat

ion for Economic Co-operation and Development – OECD. (2012). France – Note par pays – Résulats du PISA 2012. Paris : OECD Publications. Available at : https://www.oecd.org/education/PISA-2012-results-france.pdfSerres, M., (2012). Petite Poucette. Paris: Éditions le Pommier.

BEST PRACTICE [CASE STUDY]

Forum Theatre

Country	FR	**Project ref #**	KA205-A439D986
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Documenting a best practice

Who wrote the best practice document?

TOFEL Project France

Objective What is the aim / objective of this document?

Forum theatre created by TOFEL Project was a powerful method to engage students and give them agency to react to the problems that affect them and find solutions together. Instead of being passive subjects, trying different roles using drama in education techniques, youngsters can gain a deeper understanding of diverse issues and possible solutions. The series of videos tell the story of the FOTEL project in Paris, France. Their aim is to fight early school leaving.

Actor were begin involved in a dramatic situation from everyday life and try to find solutions—parents trying to help a child on drugs, a neighbor who is being evicted from his home, and individual confronting racial or gender discrimination, or simply a student in a new community who is shy and has difficulty making friends. Audience members urged to intervene by stopping the action, coming on stage to replace actors, and enacting their own ideas. Bridging the separation between actor (the one who acts) and spectator (the one who observes but is not permitted to intervene in the theatrical situation), the Theater of the Oppressed is practiced by "spect-actors" who have the opportunity to both act and observe, and who engage in self-empowering processes of dialogue that help foster critical thinking. The theatrical act is thus experienced as conscious intervention, as a rehearsal for social action rooted in a collective analysis of shared problems.

This particular type of interactive theater is rooted in the pedagogical and political principles specific to the popular education method developed by Brazilian educator Paulo Freire: 1) to see the situation lived by the participants; 2) to analyze the root causes of the situation, including both internal and external sources of oppression; 3) explore group solutions to these problems, and 4) to act to change the situation following the precepts of social justice.

Useful links
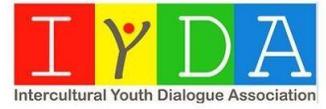
http://eslplus.eu/fotel-project-in-paris

NATIONAL SURVEYS

QUESTIONS FOR YOUNG PEOPLE

Dear participant,

We want to get to know a bit more about you and your background. Remember, this is all anonymous and if you feel uncomfortable answering a question, please say "I do not wish to answer" or skip the question.

1. **Your age**

2. **In which country do you live?**

3. **If applicable, where is your country of origin?**

4. What is your gender?

- ○ Male
- ○ Female
- ○ Other

5. For the purposes of this questionnaire, could you please identify what you consider to be your ethnicity, to the best of your knowledge by commenting on one of the options below?(Please note that with each selection, you have the option of adding additional information should you wish to clarify.)

- ○ White/Caucasian
- ○ Black
- ○ Asian
- ○ Mixed or Multiple Ethnic Groups
- ○ Other
- ○ Do not wish to provide an answer
  Ethnicity Clarification

6. Are you in:

- ○ School/ University;
- ○ Workplace;
- ○ Youth Correctional Institution/Therapy;
- ○ None of these/NEET.
  This section tries to understand to what extent young people perceive radicalisation as a social issue.

7. Do you think that these factors can promote radicalism? Choose one or more of the following assumptions.

- ☐ Personal ties;
- ☐ Marginalization;
- ☐ Poor economic conditions;
- ☐ Certain environments such as prisons and exposure to gangs;
- ☐ None of them because radicalization is adhering to certain values (political, religious or racisms).

8. In your opinion, what does counter-radicalization mean (choose one or more):

- ☐ Promoting democracy and citizenship:
- ☐ Promoting social inclusion among different cultures;
- ☐ Improving the economic situation;
- ☐ Decreasing the issue of marginalization;
- ☐ Providing better education among young people;
- ☐ Placing importance on the deterrent aspect of prevention.

9. How do you think material promoting radicalization should be handled on the internet

- ○ It should be removed;
- ○ It should be free to everyone just like all the information on the Internet;

- ○ It should have some restrictions regarding age;
- ○ It should be banned only if it promotes jihadism;
- ○ I do not know.

10. Do you believe in the power of communities in preventing episodes of violent radicalization?

- ○ Yes, I have heard positive episodes of the involvement of communities;
- ○ Yes, but I do not have any concrete examples;
- ○ No, I believe that specific organizations should deal with prevention;
- ○ No, because communities are often the place where the problem begins.

11. Would you like to be trained on Forum Theatre, media literacy, and digital storytelling in relation to youth radicalization?

- ○ Yes, I want to learn more about them;
- ○ No, I am not interested;
- ○ Yes, but only general training, namely not linked to radicalization.

Now we want to know what are your attitudes towards episodes of radicalisation.

12. In your opinion, which of these tools would help marginalized young people most? Choose one or more options

- ☐ An online platform as a blog, forum, etc;
- ☐ A specific office within schools, universities and youth offender institutions;
- ☐ Social assistance from governments;
- ☐ Social assistance from the local community;
- ☐ Accessible training on empowerment (online or face to face);
- ☐ Awareness campaigns;
- ☐ Economic assistance from governments;
- ☐ More accessible psychological assistance;
- ☐ Groups of support for vulnerable young people;
- ☐ Mediation programmes between young people and young radicalised people;

13. Which would be your first three steps to fight radicalisation? Maximum three choices.

- ☐ Focusing on understanding the reasons behind acts of radicalisation in order to avoid them being repeated in the future;
- ☐ Focusing on creating a more open society;
- ☐ Focusing on terrorism;
- ☐ Focusing on the social inclusion of Muslims;

- ☐ Focusing on eliminating hate speech, xenophobia and fear of others;
- ☐ Focusing on reducing bullying in schools.

14. As a young person, do you feel comfortable in discussing the issue of radicalisation with adult professionals?

- ○ Yes, I do;
- ○ Yes, but only if I do not have a leading role;
- ○ Yes, only in order to give advice to come up with a more comprehensive picture of the youth environment at schools, universities, and on the web;
- ○ No, I trust professionals' abilities in their jobs;
- ○ No, I do not think young people have enough knowledge on the matter (excluding young researchers and assistants);
- ○ I would like to, but I do not feel comfortable with the idea.

15. If there was an opportunity to get involved in your school/university/community in projects, including Erasmus+ and actions related to the issue of youth radicalisation. Thanks to this opportunity, you can undertake training, help victims of the various acts of youth radicalisation and have a chance to talk directly to those who committed the acts, would you be interested in being part of it?

- ☐ Yes;
- ☐ Not really, I am not interested in this issue;

- ☐ No, I think it will take too much time;
- ☐ I am interested but only in being trained;
- ☐ I am interested but only to help victims;
- ☐ I am interested but only to speak directly and work with radicalised people;
- ☐ I am interested but only to undertake training and support victims;
- ☐ I am interested but only to undertake training and work with radicalised people;
- ☐ I am interested but only to support victims and work with radicalised people;
- ☐ I do not know.

QUESTIONS FOR STAKEHOLDERS

They are adults who work in school, prisons, university and research institutions and who work directly with young people in order to prevent or deal with the issue of youth radicalization. The questionnaire is composed by research questions, which aim to investigate the state of the art of practices used for dealing with, and identifying youth radicalization. Additionally, these questions attempt to investigate the perception and level of confidence professionals have on the latter as well. Moreover, professionals' knowledge of Forum Theatre, media

literacy, and digital storytelling is briefly investigated, together with the extent to which these practices are appealing when youth radicalization is at stake. Finally, we find important to include the analysis of professionals-young people relationships at work.

Dear expert,

We want to get to know a bit more about you and your background. Remember, this is all anonymous and if you feel uncomfortable answering a question, please select "I do not wish to answer" or skip the question. Let's start.

### 1. Your age

- ○ 20 - 30
- ○ 31 - 40
- ○ 41 - 50
- ○ 51 - 60
- ○ 61 - +

2. In which country do you live?

3. If applicable, where is your country of origin?

4. For the purposes of this questionnaire, could you please identify what you consider to be your ethnicity, to the best of your knowledge by commenting on one of the options below?[5] (Please note that with each selection, you have the option of adding additional information should you wish to clarify.)

- ☐ White/Caucasian
- ☐ Black
- ☐ Asian
- ☐ Mixed or Multiple Ethnic Groups
- ☐ Other
- ☐ Do not wish to provide and answer

Ethnicity Clarification

5. What is your gender?

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[5] This highly sensitive but important question aims to identify and bring to the ENGINE project a number of experts from minority background. With their help we can build, inter alia, a reliable bridge to communities at risk and get relevant first-hand knowledge from marginal groups – in order to enhance our intellectual outcomes.

- ○ Male
- ○ Female
- ○ Other
- ○ I do not wish to answer

6. Which of the following areas best describes your work?

- ☐ School teacher;
- ☐ Professor at University/college;
- ☐ School assistant;
- ☐ Research assistant;
- ☐ Researcher;
- ☐ Head teacher;
- ☐ Expert on the topic of youth radicalization;
- ☐ Social worker/volunteer;
- ☐ Police forces/security agency/other law-enforcement bodies (including retired officers);
- ☐ Prison/correctional facility personnel;
- ☐ Psychologist/psychotherapist working with youth offenders;
- ☐ Academic researcher on online radicalization;
- ☐ Part of a governmental body linked to web issues;
- ☐ None of the above;

- ☐ Other (please specify):

- **7. Did you specialize in youth radicalization? (e.g. training/Erasmus+ experience/ Master's degree/Ph.D./M.D./etc)?**

- ○ Yes;
- ○ No.

This section is about how the current practices of your workplace.

8. When dealing with young people at risk of being marginalised or radicalised, or who are already radicalised, which of the following techniques reflect the current practices in your workplace?

- ☐ Intervention with families and communities;
- ☐ Development of emotional intelligence, conflict resolution and social abilities;
- ☐ Conversational techniques (group and individual);
- ☐ Making use of any specific guideline and handbook on radicalisation;
- ☐ Training courses;
- ☐ None of the above.
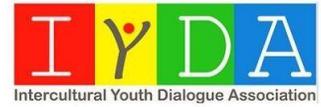
9. Regarding youth empowerment, does your workplace invest in (choose one or more):

- ☐ Discovering young people's skills;
- ☐ Ensuring that individuals have the capacity and opportunity to equip themselves with the skills and knowledge necessary to make informed life choices;
- ☐ Encouraging communicative skills, life-coping skills, soft skills, etc;
- ☐ Enhancing the community through leadership development, improving communication, and creating a network of support to mobilize the community to address concerns;
- ☐ Tearing down stereotypes (gender, cultural, sexuality, etc);
- ☐ None of the above.

Now we want to know about your confidence levels when dealing with youth radicalisation.

10. Would you feel comfortable to exchange opinions on your current approach with young people you are working with?

- ○ Yes, I believe that part of my job is finding a solution that fits each individual according to his/her needs;
- ○ Yes, I would take into account his/her opinion but only after having completed standardized stages;

- ○ No, because as a professional, I know what is in the best interest of the young individual;
- ○ No, because I would not feel comfortable in debating about my way of working with non-professionals.

Now we want to know how you perceive the phenomenon of radicalisation.

11. In your opinion what does counter-radicalization mean (choose one or more):

- ☐ Promoting democracy and citizenship;
- ☐ Promoting social inclusion among different cultures;
- ☐ Improving the economic situation;
- ☐ Decreasing the issue of marginalization;
- ☐ Providing better education among young people;
- ☐ Giving importance to the deterrent aspect of prevention.

12. Which of these actions do you think should be used towards radicalized young people who did not commit any violent actions?

- ☐ Empower them;
- ☐ Focus on integration into society;
- ☐ Provide teaching and training on the core values on which our society relies;

- ☐ Find solutions based on deterrence;

- ☐ Listen to their ideas and values, trying to find a balance where possible;

- ☐ Social work;

- ☐ Economically compensate the victims.

13. Please, complete the sentence: Would you use Forum Theatre, media literacy, and digital storytelling (one or more choices)

- ☐ To prevent youth radicalization;

- ☐ To deal with people who are or have been victims of radicalized behaviours;

- ☐ To deal with young people who have been radicalized;

- ☐ To deal with young people who are radicalized;

- ☐ None of them.

14. Would you use Forum Theatre such as direct or indirect mediation between victims and perpetrators of youth radicalization if they both agree to the process?

- ○ Yes;

- ○ No;

- ○ No when the radicalized behaviour was violent.

Since ENGINE project attempt to create youth led solutions, it is important to investigate if the people who are now in the position to find solutions to youth radicalisation accept to work together with young people.

15. Would you involve young people in your work team, as advisors or part of decision processes, when youth radicalization is at stake? Please, choose one or more.

- ☐ Yes, both as advisor and as part of decision processes;
- ☐ No, I think only adults and experienced professionals should deal with decisions related to preventing/fighting youth radicalisation;
- ☐ Yes, but only as advisors so they will have a less relevant role;
- ☐ I would involve them only if they were victims and not the supporters of episodes of radicalization;
- ☐ Yes, but I would not include young offenders or young people who have been previously convicted.
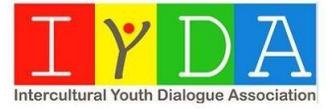
Germany

Questionnaire for Young People
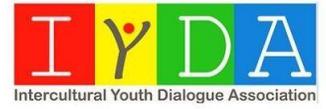
Questionnaire youngsters

Questions   Responses   24

24 responses

Not accepting responses

Message for respondents

This form is no longer accepting responses

Summary   Question   Individual

1. Your age

24 responses
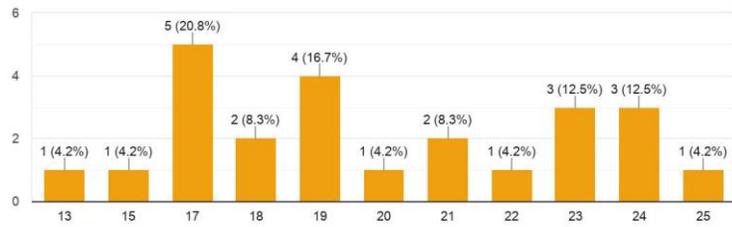
2. In which country do you live?

24 responses

Germany: 24 (100%)

3. If applicable, what is your country of origin?

13 responses

Afghanistan	Germany	Greece	Iran	Turkey	Syria	Irak
1 (7.7%)	6 (46.2%)	1 (7.7%)	2 (15.4%)	1 (7.7%)	1 (7.7%)	1 (7.7%)
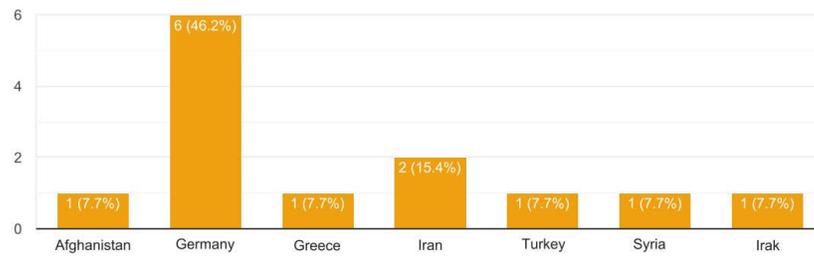
4. What is your gender?

24 responses
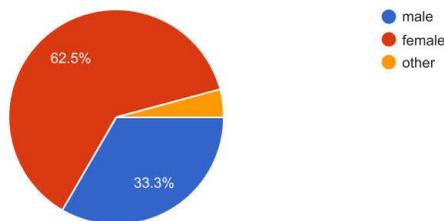
- male 33.3%
- female 62.5%
- other

5. For the purposes of this questionnaire, could you please identify what you consider your ethnicity, to the best of your knowledge, by choosing one of the options below? (Please note that you have the option of adding additional information should you wish to clarify.)

24 responses
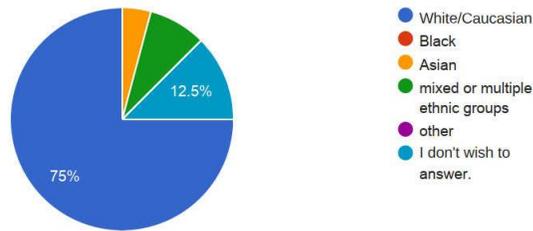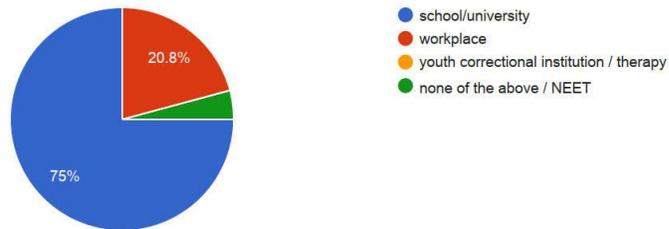
- White/Caucasian
- Black
- Asian
- mixed or multiple ethnic groups
- other
- I don't wish to answer.

75%   12.5%

6. Are you in

24 responses

- school/university
- workplace
- youth correctional institution / therapy
- none of the above / NEET

75%   20.8%

7. Do you think that these factors can promote radicalism (choose one or more)?

24 responses

Factor	Responses
personal ties	23 (95.8%)
marginalization	21 (87.5%)
poor economic conditions	19 (79.2%)
certain environments such as prisons and exp...	13 (54.2%)
None of them because radicalization is ...	0 (0%)
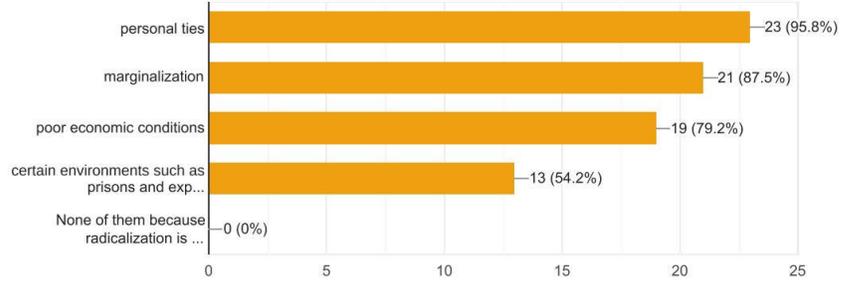
8. In your opinion, what does counter-radicalisation mean (choose one or more)?

24 responses

Option	Responses
promoting democracy and citizenship	16 (66.7%)
promoting social inclusion among different cultures	20 (83.3%)
improving the economic situation	19 (79.2%)
decreasing the issue of marginalization	19 (79.2%)
providing better education among young people	21 (87.5%)
giving importance to the deterrent aspect of prevention	23 (95.8%)
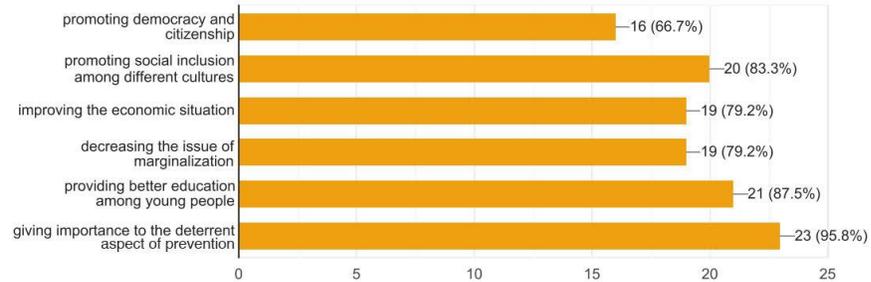
9. How do you think material promoting radicalisation should be handled on the internet?

24 responses

Response	Count
It should be removed.	16 (66.7%)
It should be free to everyone just like all the inform...	5 (20.8%)
It should have some restrictions regard...	0 (0%)
It should be banned only if it promotes...	0 (0%)
I don't know.	3 (12.5%)
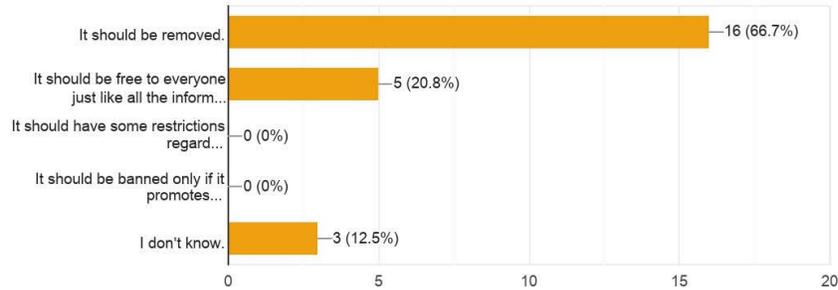
10. Do you believe in the power of communities in preventing episodes of violent radicalisation?

24 responses
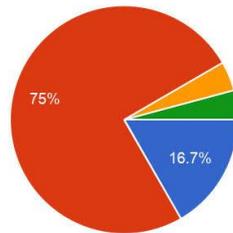
- Yes, I have heard of positive episodes with respect to the involvement of communities.
- Yes, but I do not have any concrete examples.
- No, I believe that specific organizations should deal with prevention.
- No, because communities are often the place where the pr...

75%
16.7%

**11. Would you like to be trained on Forum Theatre, media literacy, and digital storytelling in relation to youth radicalisation?**
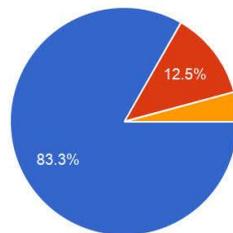
24 responses

- Yes, I want to learn more about them.
- No, I am not interested.
- Yes, but only general training, not linked to radicalization.

83.3%
12.5%

12. In your opinion, which of these tools would help marginalized young people most (choose one or more)?

23 responses

- an online platform like a blog, for... — 12 (52.2%)
- a specific office in schools, unive... — 22 (95.7%)
- social assistance from governme... — 13 (56.5%)
- social assistance from the local c... — 20 (87%)
- accessible training on empowerm... — 9 (39.1%)
- awareness campaigns — 15 (65.2%)
- economic assistance from govern... — 5 (21.7%)
- more accessible psychological ass... — 20 (87%)
- groups of support for vulnerable yo... — 17 (73.9%)
- mediation programmes between y... — 15 (65.2%)
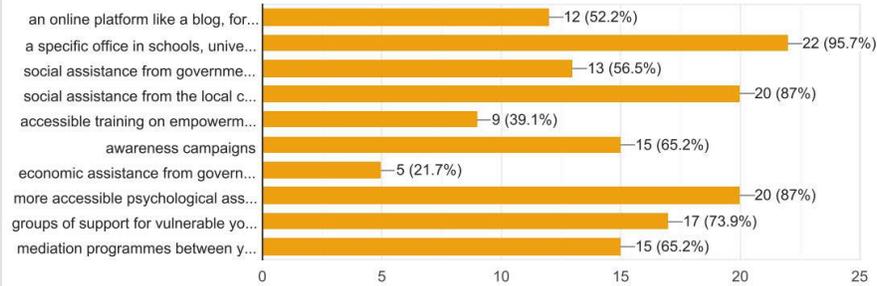
13. Which would be your first three steps to fight radicalisation (maximum three choices)?

24 responses
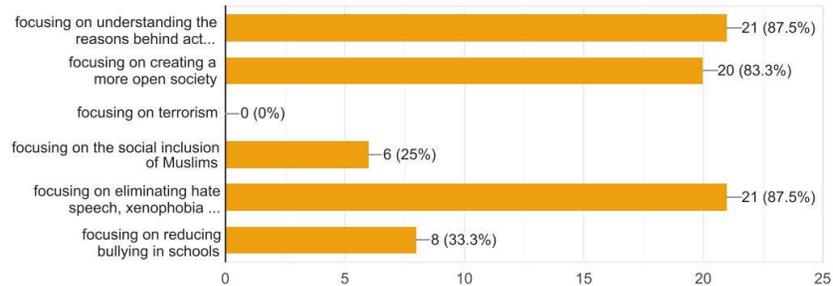
- focusing on understanding the reasons behind act... — 21 (87.5%)
- focusing on creating a more open society — 20 (83.3%)
- focusing on terrorism — 0 (0%)
- focusing on the social inclusion of Muslims — 6 (25%)
- focusing on eliminating hate speech, xenophobia ... — 21 (87.5%)
- focusing on reducing bullying in schools — 8 (33.3%)

14. As a young person, do you feel comfortable in discussing the issue of radicalisation with adult professionals?

24 responses
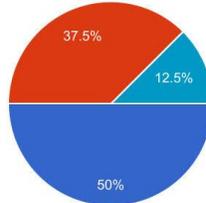
- Yes.
- Yes, but only if I do not have a leading role.
- Yes, only in order to give advice to come up with a more comprehensive picture...
- No, I trust professionals' abilities in their jobs.
- No, I do not think young people have enough knowledge on the matter (excl...
- I would like to, but I do not feel comfortable with the idea.

15. Let's assume there is an opportunity to get involved in your school/university/community in projects, including Erasmus+ and actions related to the issue of youth radicalisation. Thanks to this opportunity, you could undertake trainings, help victims of various acts of youth radicalisation and have the chance to talk directly to those who committed the acts. Would you be interested in being part of it?

24 responses
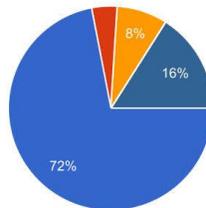
- Yes.
- Not really, I am not interested in this ...
- No, I think it will take too much time.
- I am interested but only in being trained.
- I am interested but only to help victims.
- I am interested but only to speak direc...
- I am interested but only to undertake t...
- I am interested but only to undertake t...

1/2

- I don't know.
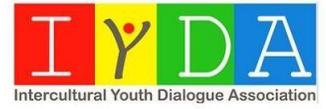
Questionnaire stakeholders

Questions   Responses   16

16 responses

Not accepting responses

Message for respondents

This form is no longer accepting responses

Summary   Question   Individual

1. Your age

16 responses

- 20 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61+

37.5%
18.8%
43.8%
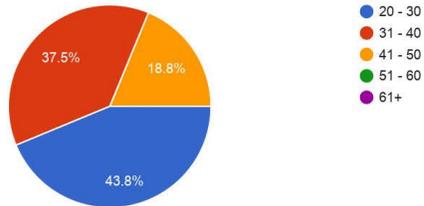
2. In which country do you live?

16 responses
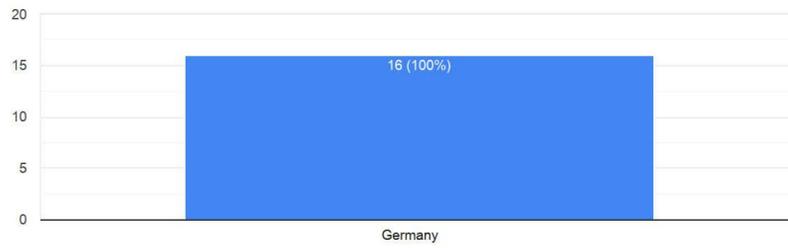
3. If applicable, what is your country of origin?
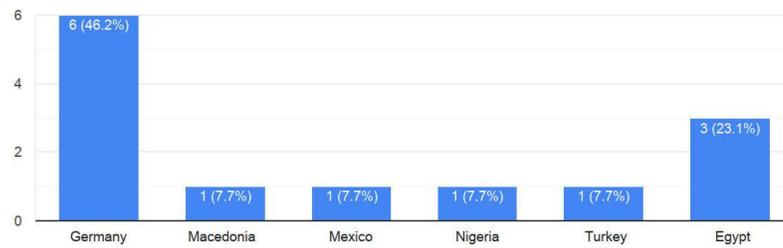
13 responses

4. For the purposes of this questionnaire, could you please identify what you consider your ethnicity, to the best of your knowledge, by choosing one of the options below? (Please note that you have the option of adding additional information should you wish to clarify.)

16 responses

- White/Caucasian
- Black
- Asian
- mixed or multiple ethnic groups
- I don't wish to answer.
- other

18.8%
12.5%
12.5%
50%
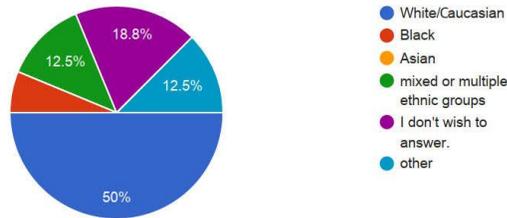
5. What is your gender?

16 responses

- male
- female
- other
- I don't wish to answer.

43.8%
56.3%
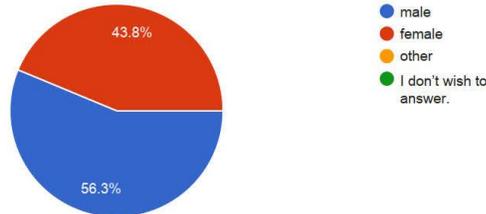
6. Which of the following areas best describes your work?

16 responses
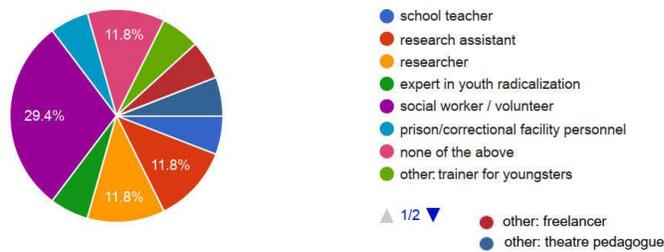
- school teacher
- research assistant
- researcher
- expert in youth radicalization
- social worker / volunteer
- prison/correctional facility personnel
- none of the above
- other: trainer for youngsters

1/2

- other: freelancer
- other: theatre pedagogue

11.8%
29.4%
11.8%
11.8%

7. Did you specialize in youth radicalization (e.g. training / Erasmus+ experience / Master's degree / Ph.D. / M.D. / etc.)?

16 responses
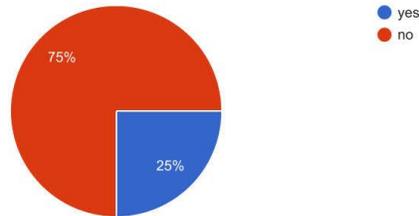
8. When dealing with young people at risk of being marginalised or radicalised, or who are already radicalised, which of the following techniques reflect the current practices in your workplace?

16 responses
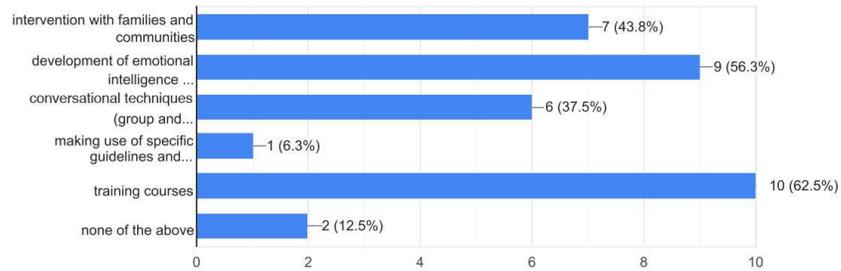
9. Regarding youth empowerment, does your workplace invest in (choose one or more)

16 responses

| Category	Value
discovering young people's skills	10 (62.5%)
ensuring that individuals have the capacity and opport...	12 (75%)
encouraging communicative skills life-coping skills...	12 (75%)
enhancing the community through leadership dev...	8 (50%)
tearing down stereotypes (gender, cultural...	12 (75%)
none of the above	0 (0%)
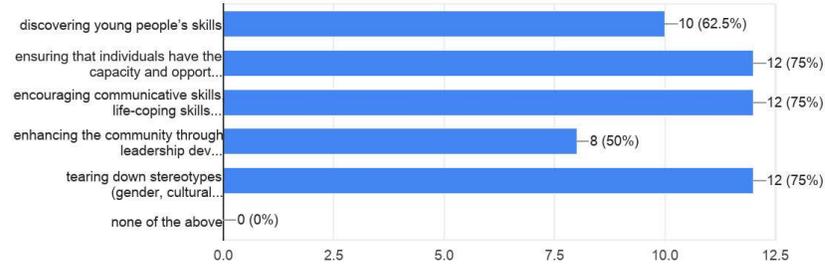
10. Would you feel comfortable to exchange opinions on your current approach with young people you are working with?

16 responses
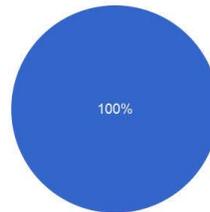
100%

- Yes, I believe that part of my job is finding a solution that fits each individual according to his/her needs.
- Yes, I would take into account his/her opinion but only after having completed standardized stages.
- No, because as a professional, I know what is in the best interest of the youn...
- No, because I would not feel comfortable debating about my way of...

11. In your opinion, what does counter-radicalization mean (choose one or more)?
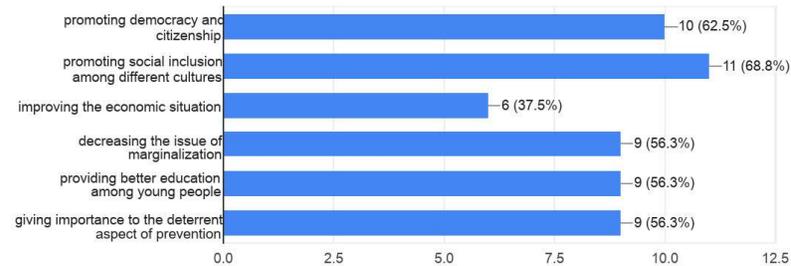
16 responses

Category	Value
promoting democracy and citizenship	10 (62.5%)
promoting social inclusion among different cultures	11 (68.8%)
improving the economic situation	6 (37.5%)
decreasing the issue of marginalization	9 (56.3%)
providing better education among young people	9 (56.3%)
giving importance to the deterrent aspect of prevention	9 (56.3%)

12. Which of these actions do you think should be used towards radicalized young people who did not commit any violent actions (choose one or more)?
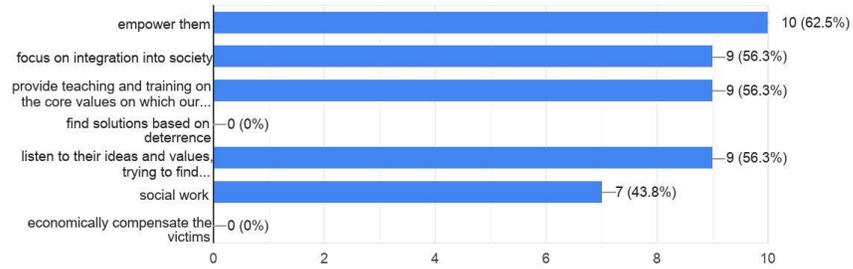
16 responses

13. Please, complete the sentence: Would you use Forum Theatre, media literacy, and digital storytelling (choose one or more)
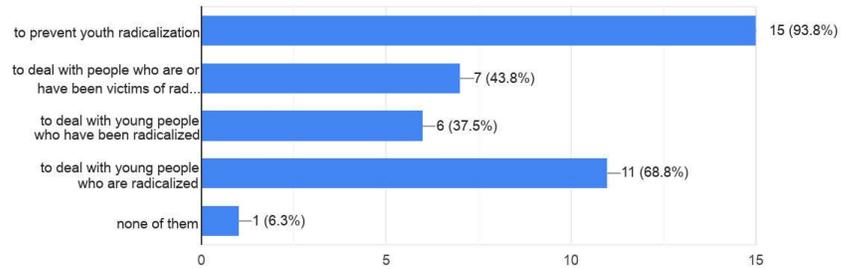
16 responses

14. Would you use Forum Theatre such as direct or indirect mediation between victims and perpetrators of youth radicalization if they both agree to the process?

16 responses
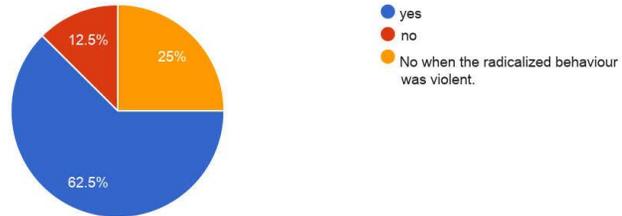
- yes
- no
- No when the radicalized behaviour was violent.

62.5% · 25% · 12.5%

15. Would you involve young people in your work team, as advisors or part of decision processes, when youth radicalization is at stake (choose one or more)?

16 responses

Yes, both as an advisor and as part of decision processes.	11 (68.8%)
No, I think only adults and experienced ...	0 (0%)
Yes, but only as advisors so they will have a less rel...	5 (31.3%)
I would involve them only if they were victims ...	0 (0%)
Yes, but I would not include young offe...	0 (0%)
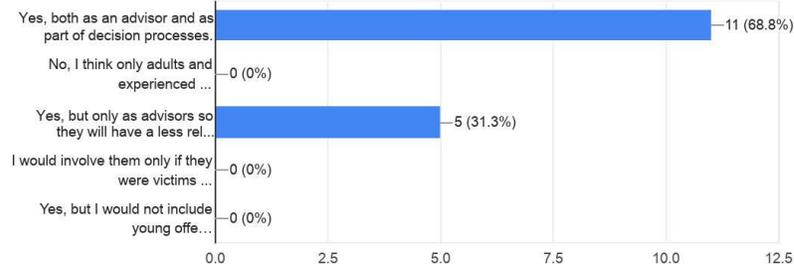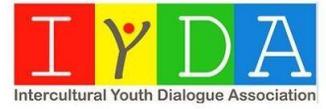
ITALY

Questionnaire for Young People

Q1 1. Your Age
Essay

Answers
19
24
26
23 years
26
28
23
27
27

Unanswered	Answered	See all answers >
1	9	
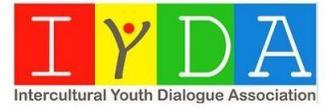
Q2 **2. If applicable, where is your country of origin?**
Essay

Answers
Gambia
Uganda
Italy
Moldova
Poland
Republic of Guinea
Albania
Nigeria
Italy
Egypt

Unanswered	Answered	See all answers >
0	10	

Q3 3. What is your gender?
Rating

33.3%

66.7%
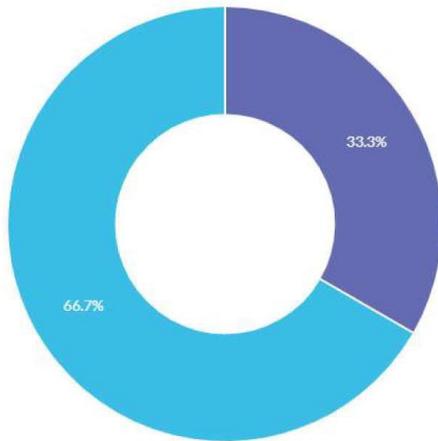
Choice	Rating	Total
1 - Male	5	5
2 - Female	10	5
3 - Other	0	0

Unanswered	Answered	Average Rating	
0	10	2 - Female	See all answers >

ENGINE
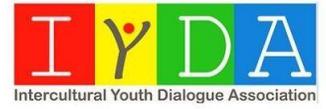
Q4 4. For the purposes of this questionnaire, could you please identify what you consider to be your ethnicity, to the best of your knowledge by commenting on one of the options below?(Please note that...
Rating
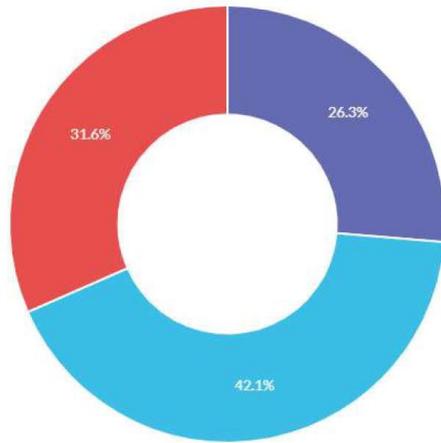
Choice	Rating	Total
1 - White/Caucasian	5	5
2 - Black	8	4
3 - Asian	0	0
4 - Mixed or Multiple Ethnic Groups	0	0
5 - Other	0	0
6 - Do not wish to provide an answer	6	1

Unanswered	Answered	Average Rating	See all answers >
0	10	2 - Black	
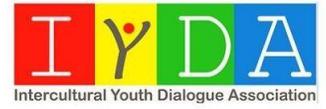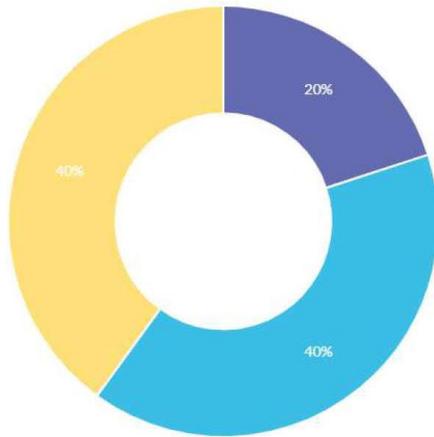
Choice	Rating	Total
1 - School/ University	4	4
2 - Workplace;	8	4
3 - Youth Correctional Institution/Therapy	0	0
4 - None of these/NEET	8	2

Unanswered	Answered	Average Rating	
0	10	2 - Workplace;	See all answers >

Q6 6. Do you think that these factors can promote radicalism? Choose one or more of the following assumptions.
Rating
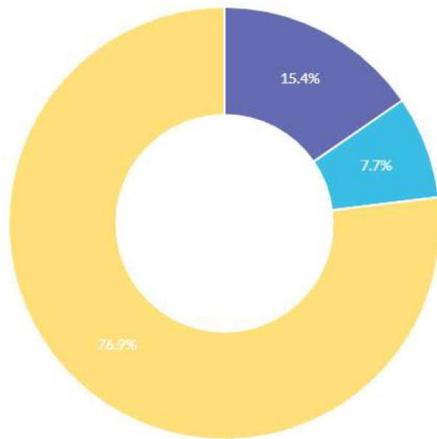
Choice	Rating	Total
1 - Marginalization	4	4
2 - Poor economic conditions	2	1
3 - Certain environments such as prisons and exposure to gangs	0	0
4 - None of them because radicalization is adhering to certain values (political, religious or racisms)	20	5

15.4%
7.7%
76.9%

Unanswered	Answered	Average Rating	See all answers >
0	10	3 - Certain environments such as prisons and exposure to gangs	

Q7

7. In your opinion, what does counter-radicalization mean (choose one or more):
Multiple Choice
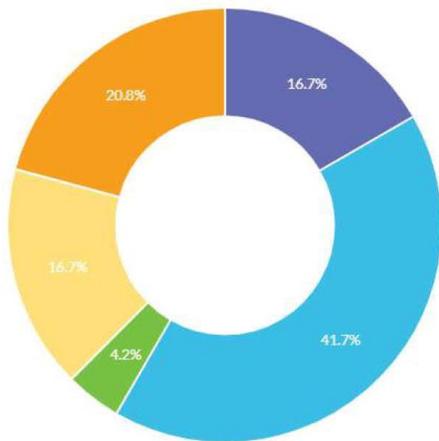
Choice	Total
Promoting democracy and citizenship:	4
Promoting social inclusion among different cultures	10
Improving the economic situation	1
Decreasing the issue of marginalization	4
Providing better education among young people	5
Placing importance on the deterrent aspect of prevention	0

Unanswered	Answered	See all answers >
0	10	

Q8 8. How do you think material promoting radicalization should be handled on the internet?
Multiple Choice
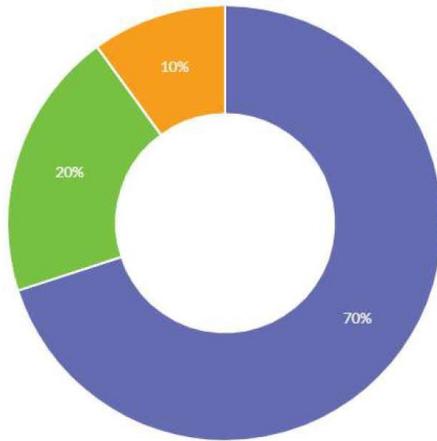
Choice	Total
It should be removed	7
It should be free to everyone just like all the information on the Internet	0
It should have some restrictions regarding age	2
It should be banned only if it promotes jihadism	0
I do not know	1

Unanswered	Answered	
0	10	See all answers >

Q9   9. Do you believe in the power of communities in preventing episodes of violent radicalization?
Multiple Choice
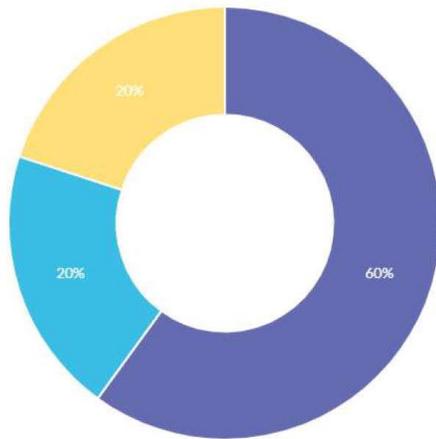
Choice	Total
Yes, I have heard positive episodes of the involvement of communities	6
Yes, but I do not have any concrete examples	2
No, I believe that specific organizations should deal with prevention	0
No, because communities are often the place where the problem begins	2

Unanswered
0

Answered
10

See all answers >

Q10 10. Would you like to be trained on Forum Theater, media literacy, and digital storytelling in relation to youth radicalization?
Multiple Choice
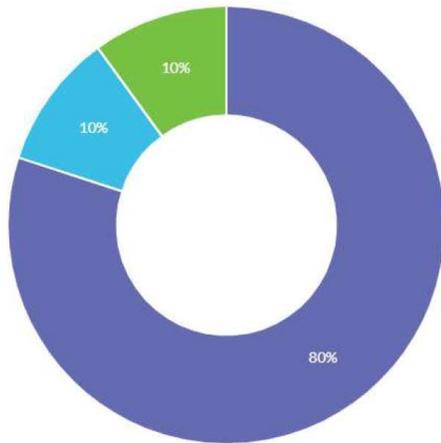
Choice		Total	
● Yes, I want to learn more about them		8	
● No, I am not interested		1	
● Yes, but only general training, namely not linked to radicalization		1	

Unanswered	Answered	See all answers >
0	10	

Q11

11. In your opinion, which of these tools would help marginalized young people most? Choose one or more options
Multiple Choice
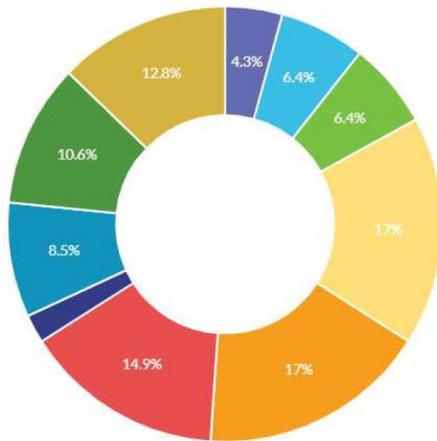
Choice	Total
An online platform as a blog, forum, etc	2
A specific office within schools, universities and youth offender institutions	3
Social assistance from governments	3
Social assistance from the local community	8
Accessible training on empowerment (online or face to face)	8
Awareness campaigns	7
Economic assistance from governments	1
More accessible psychological assistance	4
Groups of support for vulnerable young people	5
Mediation programmes between young people and young radicalised people	6

Pie chart values: 4.3%, 6.4%, 6.4%, 17%, 17%, 14.9%, 8.5%, 10.6%, 12.8%

Unanswered	Answered	See all answers >
0	10	

Q12 12. Which would be your first three steps to fight radicalisation? Maximum three choices.
Multiple Choice
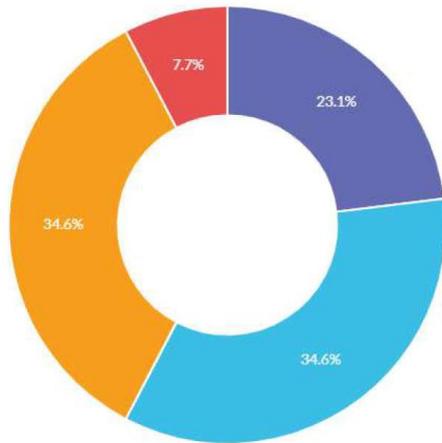
Choice	Total
Focusing on understanding the reasons behind acts of radicalisation in order to avoid them being repeated in the future	6
Focusing on creating a more open society	9
Focusing on terrorism	0
Focusing on the social inclusion of Muslims	0
Focusing on eliminating hate speech, xenophobia and fear of others	9
Focusing on reducing bullying in schools	2

Unanswered	Answered	
0	10	See all answers >

Q13 13. As a young person, do you feel comfortable in discussing the issue of radicalisation with adult professionals?
Multiple Choice
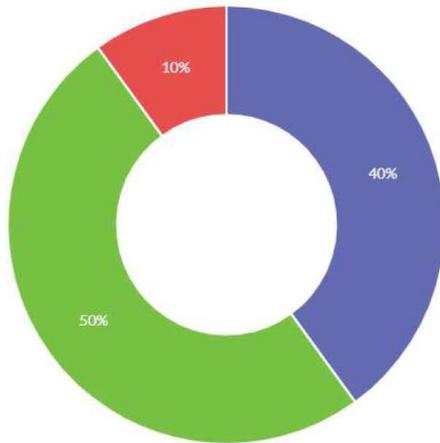
Choice	Total
● Yes, I do	4
● Yes, but only if I do not have a leading role	0
● Yes, only in order to give advice to come up with a more comprehensive picture of the youth environment at schools, universities, and on the web	5
● No, I trust professionals' abilities in their jobs	0
● No, I do not think young people have enough knowledge on the matter (excluding young researchers and assistants)	0
● I would like to, but I do not feel comfortable with the idea	1

Chart values: 10%, 40%, 50%

Unanswered	Answered	
0	10	See all answers >

Q14

14. If there was an opportunity to get involved in your school/university/community in projects, including Erasmus+ and actions related to the issue of youth radicalisation. Thanks to this opportunity...

Multiple Choice
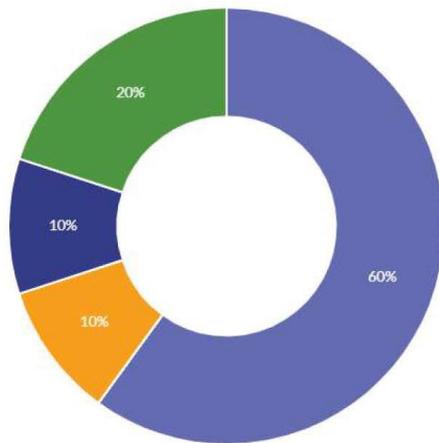
Choice	Total
Yes	6
Not really, I am not interested in this issue	0
No, I think it will take too much time	0
I am interested but only in being trained	0
I am interested but only to help victims	1
I am interested but only to speak directly and work with radicalised people	0
I am interested but only to undertake training and support victims	1
I am interested but only to undertake training and work with radicalised people	0
I am interested but only to support victims and work with radicalised people	2

Unanswered	Answered	See all answers >
0	10	

Questionnaire for Stakeholders

Q1   1. Your age:
      Multiple Choice

● 20-30	1
● 31-40	4
● 41-50	2
● 51-60	1
● 61 <	2
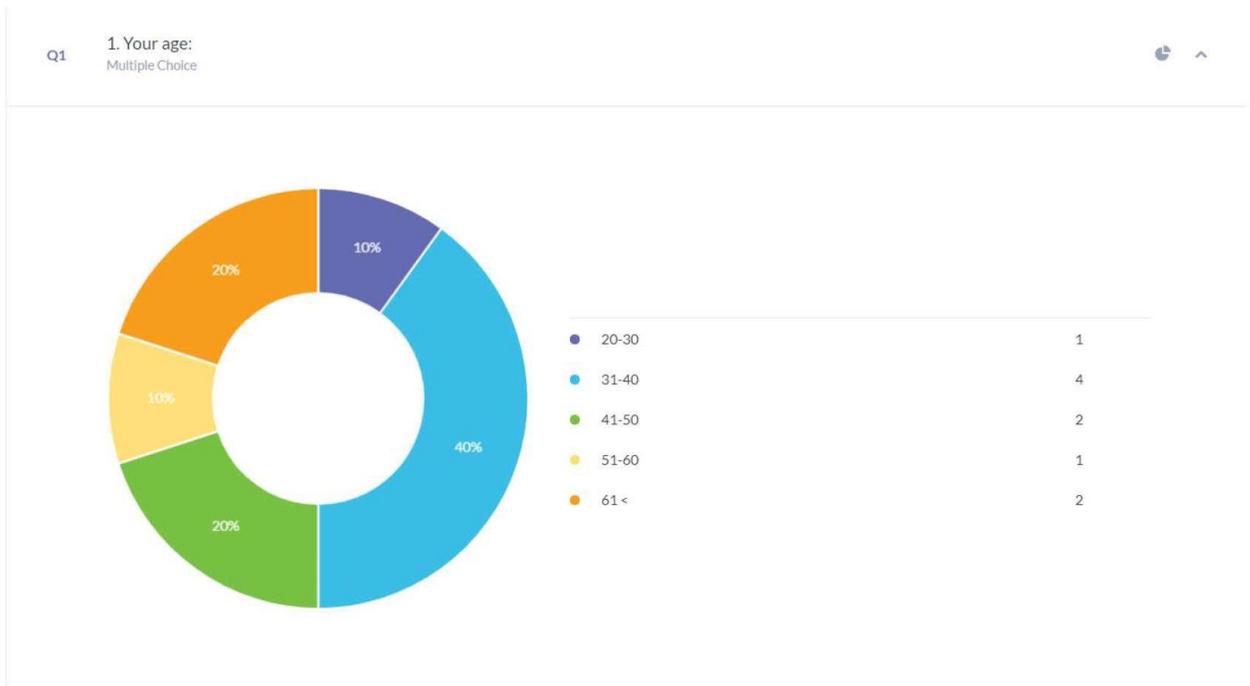
Q2   2. For the purposes of this questionnaire, could you please identify what you consider to be your ethnicity, to the best of your knowledge by commenting on one of the options below? (Please note that...
Multiple Choice

●	White/Caucasian	4
●	Black	1
●	Asian	0
●	Moxed or Multiple Ethnic Groups	0
●	Other	0
●	Do not wish to provide and answer	5
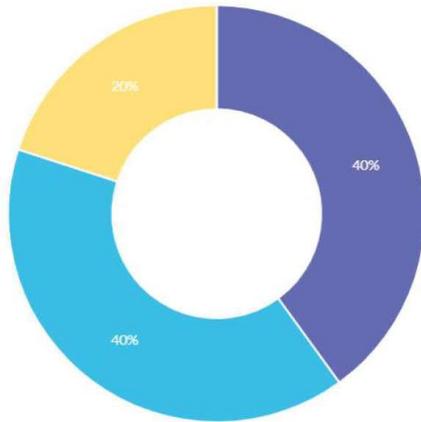
● Male	4
● Female	4
● Other	0
● I do not wish to answer	2
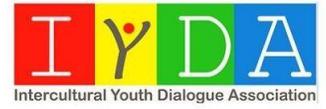
Q4 — 4. Which of the following areas best describes your work?
Multiple Choice

● School teacher	1
● Professor at University/college	1
● School assistant	0
● Research assistant	1
● Researcher	1
● Head teacher	0
● Expert on the topic of youth radicalization	0
● Social worker/volunteer	4
● Police forces/security agency/other law-enforcement bodies (including retired officers)	0
● Prison/correctional facility personnel	0
● Psychologist/psychotherapist working with youth offenders	1
● Academic researcher on online radicalization	0
● Part of a governmental body linked to web issues	1

Q5 5. Did you specialize in youth radicalization? (e.g. training/Erasmus+ experience/ Master's degree/Ph.D./M.D./etc)?
Multiple Choice
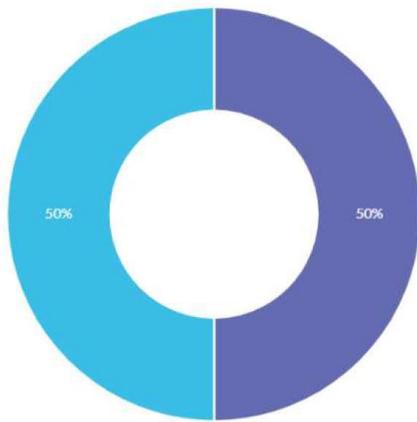
● Yes	5
● No	5
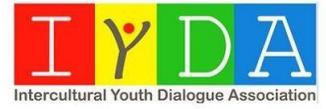
Q6   6. When dealing with young people at risk of being marginalised or radicalised, or who are already radicalised, which of the following techniques
      reflect the current practices in your workplace?
      Multiple Choice
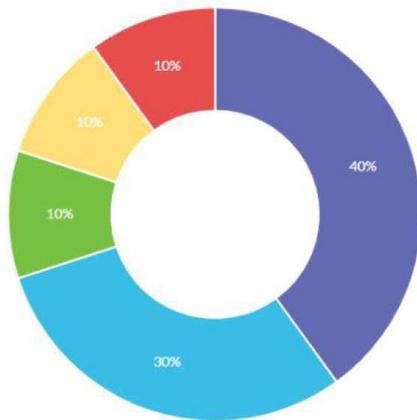
Option	Count
● Intervention with families and communities	4
● Development of emotional intelligence, conflict resolution and social abilities	3
● Conversational techniques (group and individual)	1
● Making use of any specific guideline and handbook on radicalisation	1
● Training courses	0
● None of the above	1

40% 30% 10% 10% 10%
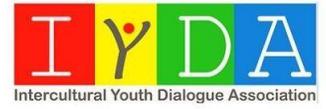
Q7   7. Regarding youth empowerment, does your workplace invest in (choose one or more):
      Multiple Choice
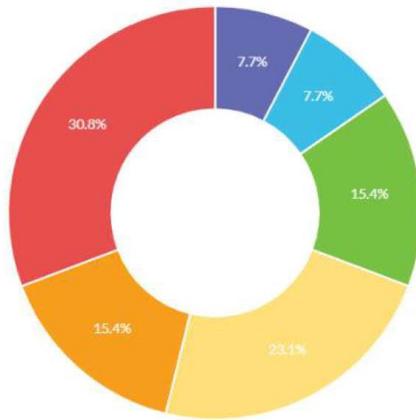
●	Discovering young people's skills	1
●	Ensuring that individuals have the capacity and opportunity to equip themselves with the skills and knowledge necessary to make informed life choices	1
●	Encouraging communicative skills, life-coping skills, soft skills, etc	2
●	Enhancing the community through leadership development, improving communication, and creating a network of support to mobilize the community to address concerns	3
●	Tearing down stereotypes (gender, cultural, sexuality, etc)	2
●	None of the above	4

Q8   8. Would you feel comfortable to exchange opinions on your current approach with young people you are working with?
      Multiple Choice
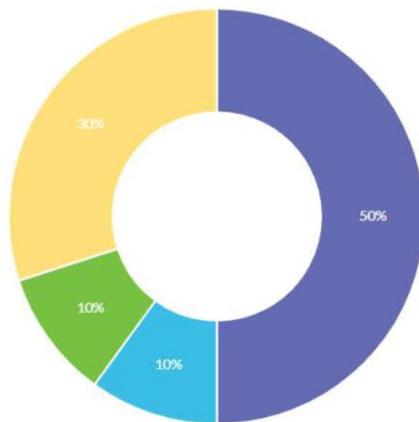
Yes, I believe that part of my job is finding a solution that fits each individual according to his/her needs	5
Yes, I would take into account his/her opinion but only after having completed standardized stages	1
No, because as a professional, I know what is in the best interest of the young individual	1
No, because I would not feel comfortable in debating about my way of working with non-professionals	3
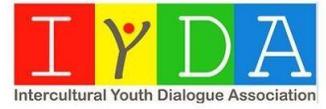
Q9   9. In your opinion what does counter-radicalization mean (choose one or more):
Multiple Choice
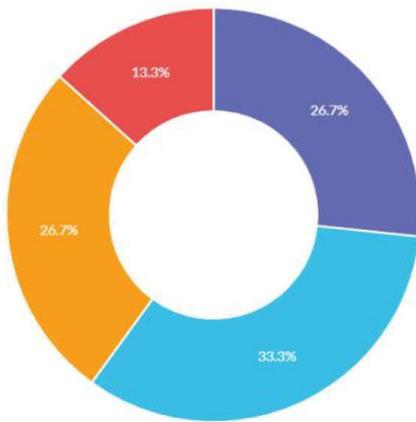
- Promoting democracy and citizenship — 4
- Promoting social inclusion among different cultures — 5
- Improving the economic situation — 0
- Decreasing the issue of marginalization — 0
- Providing better education among young people — 4
- Giving importance to the deterrent aspect of prevention — 2
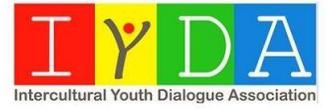
Q10 10. Which of these actions do you think should be used towards radicalized young people who did not commit any violent actions?
Multiple Choice
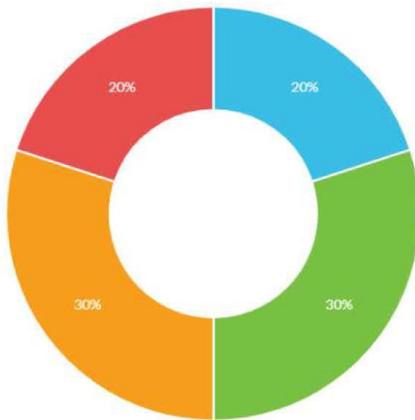
Empower them	0
Focus on integration into society	2
Provide teaching and training on the core values on which our society relies	3
Find solutions based on deterrence	0
Listen to their ideas and values, trying to find a balance where possible	3
Social work	2
Economically compensate the victims	0

Q11   11. Please, complete the sentence: Would you use Forum Theater, media literacy, and digital storytelling (one or more choices)?
Multiple Choice
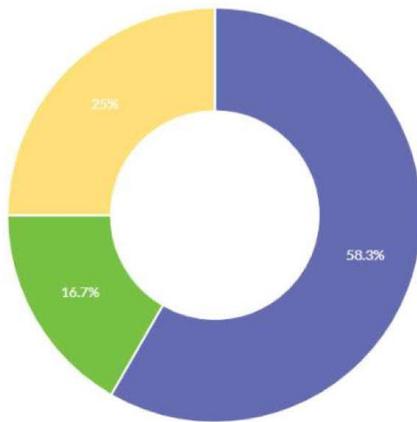
●	To prevent youth radicalization	7
●	To deal with people who are or have been victims of radicalized behaviours	0
●	To deal with young people who have been radicalized	2
●	To deal with young people who are radicalized	3
●	None of them	0
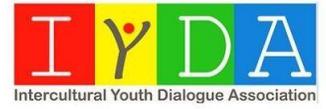
Q12   12. Would you use Forum Theater such as direct or indirect mediation between victims and perpetrators of youth radicalization if they both agree to the process?
Multiple Choice

● Yes		4
● No		0
● No, when the radicalized behavior was violent		6
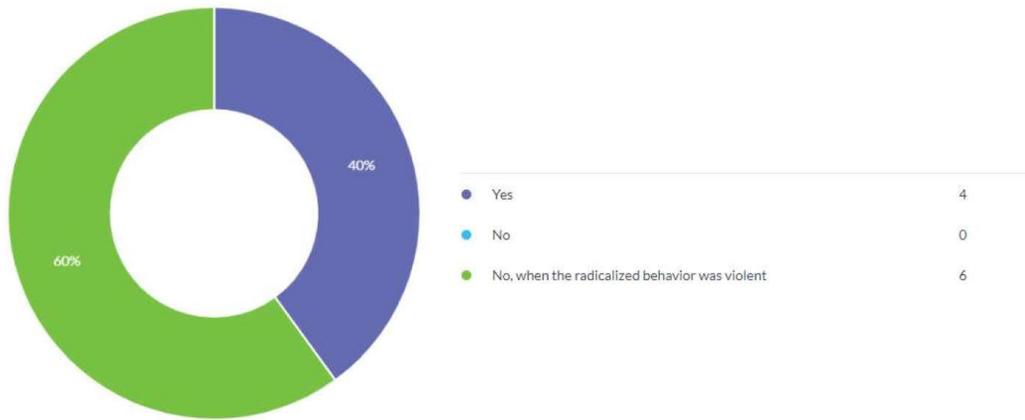
Q13   13. Would you involve young people in your work team, as advisors or part of decision processes, when youth radicalization is at stake? Please choose one or more.
Multiple Choice
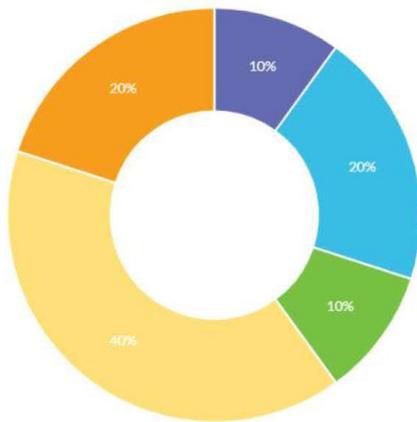
● Yes, both as advisor and as part of decision processes	1
● No, I think only adults and experienced professionals should deal with decisions related to preventing/fighting youth radicalisation	2
● Yes, but only as advisors so they will have a less relevant role	1
● I would involve them only if they were victims and not the supporters of episodes of radicalization	4
● Yes, but I would not include young offenders or young people who have been previously convicted	2

SWEDEN

Questionnaire for Young People
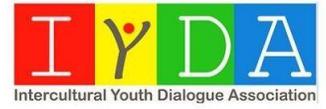
Sample Questionnaire for Young People

Questions   Responses   21

21 responses

Accepting responses

Summary   Question   Individual

Your age?

20 responses
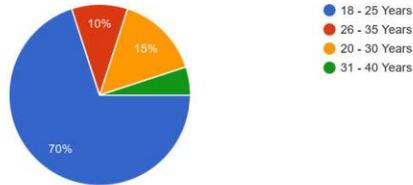
- 18 - 25 Years
- 26 - 35 Years
- 20 - 30 Years
- 31 - 40 Years
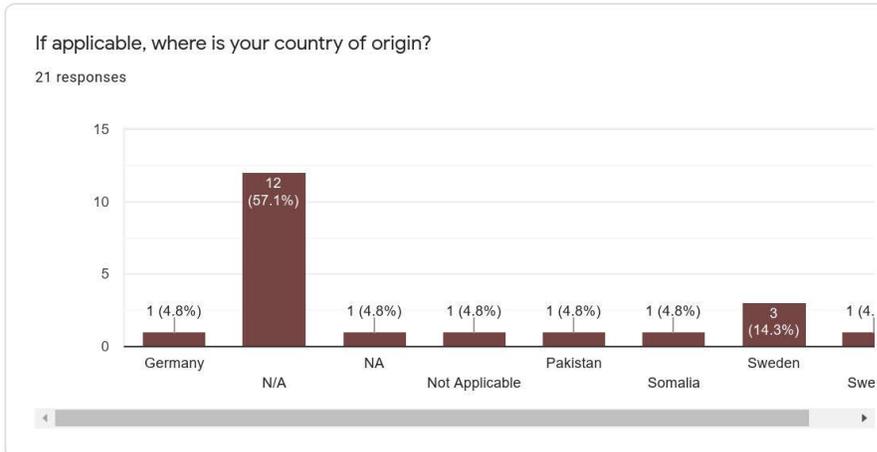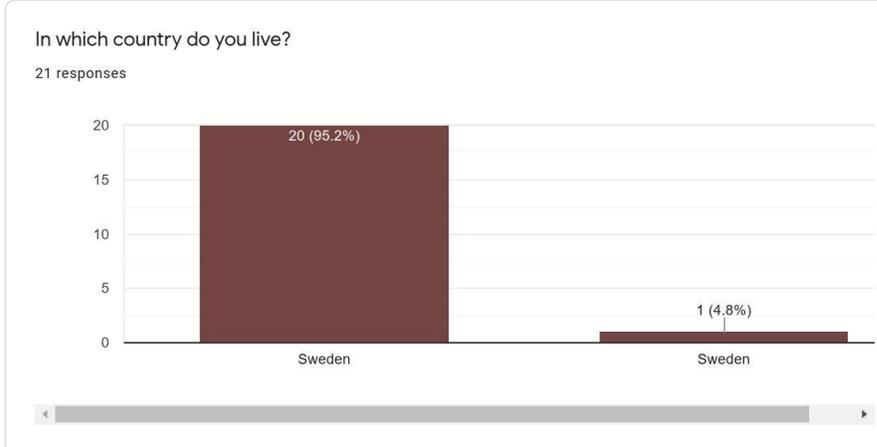
10%
15%
70%

ENGINE

In which country do you live?

21 responses

If applicable, where is your country of origin?

21 responses

301

For the purposes of this question, could you please identify what you consider to be your ethnicity, to the best of your knowledge by commenting on one of the options below? (Please note that with each selection, you have the option of adding additional information should you wish to clarify.)

21 responses

- White/Caucasian
- Black
- Asian
- Mixed or Multiple Ethnic Groups
- Other
- Ethnicity Clarification
- Do not wish to provide and answer

76.2%

14.3%
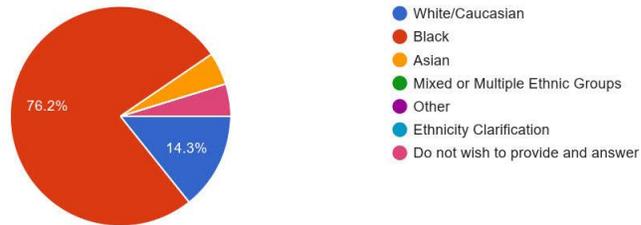
What is your gender?

21 responses

- Male
- Female
- Other
- I do not wish to answer

28.6%

71.4%

ENGINE

302

Are you in

21 responses

- ● School/ University
- ● Workplace
- ● Youth Correctional Institution/Therapy
- ● None of these/NEET

57.1%

33.3%

Do you think that these factors can promote radicalism? Choose one or more of the following assumptions.

21 responses

Personal ties	4 (19%)
Marginalization	15 (71.4%)
Poor economic conditions	16 (76.2%)
Certain environments such as prisons an…	2 (9.5%)
None of them because radicalization is …	2 (9.5%)

In your opinion, what does counter-radicalization mean (choose one or more)

21 responses

How do you think material promoting radicalization should be handled on the internet

21 responses

- It should be removed
- It should be free to everyone just like all the information on the Internet
- It should have some restrictions regarding age
- It should be banned only if it promotes jihadism
- I do not know

Do you believe in the power of communities in preventing episodes of violent radicalization?

21 responses

- Yes, I have heard positive episodes of the involvement of communities
- Yes, but I do not have any concrete examples
- No, I believe that specific organizations should deal with prevention
- No, because communities are often the place where the problem begins

66.7%
28.6%

Would you like to be trained on Forum Theatre, media literacy, and digital storytelling in relation to youth radicalization?

21 responses

- Yes, I want to learn more about them
- No, I am not interested
- Yes, but only general training, namely not linked to radicalization

95.2%

In your opinion, which of these tools would help marginalized young people most? Choose one or more options

21 responses

Which would be your first three steps to fight radicalisation? Maximum three choices

21 responses

As a young person, do you feel comfortable in discussing the issue of radicalisation with adult professionals?

21 responses

- ● Yes, I do
- ● Yes, but only if I do not have a leading role
- ● Yes, only in order to give advice to come up with a more comprehensive picture..
- ● No, I trust professionals' abilities in their jobs
- ● No, I do not think young people have enough knowledge on the matter (excl..
- ● I would like to, but I do not feel comfor..

61.9%
19%
14.3%

If there was an opportunity to get involved in your school/university/community in projects, including Erasmus+ and actions related to the issue of youth radicalisation. Thanks to this opportunity, you can undertake training, help victims of the various acts of youth radicalisation and have a chance to talk directly to those who committed the acts, would you be interested in being part of it?

21 responses
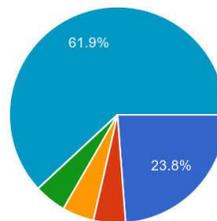
- ● Yes
- ● Not really, I am not interested in this is..
- ● No, I think it will take too much time
- ● I am interested but only in being trained
- ● I am interested but only to help victims
- ● I am interested but only to speak direc..
- ● I am interested but only to undertake t...
- ● I am interested but only to undertake t...

▲ 1/2 ▼

61.9%
23.8%
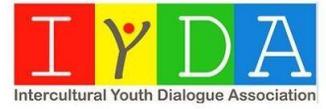
Questionnaire for Stakeholders

Sample Questionnaire for Stakeholders

Questions   **Responses** 25

25 responses

Accepting responses

Summary   Question   Individual

Your age?

25 responses
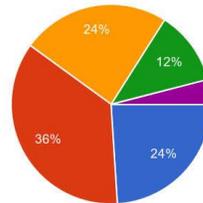
- 20 - 30 Years
- 31 - 40 Years
- 41 - 50 Years
- 51 - 60 Years
- 61+ Years

In which country do you live?

25 responses

If applicable, where is your country of origin?

25 responses

For the purposes of this question, could you please identify what you consider to be your ethnicity, to the best of your knowledge by commenting on one of the options below? (Please note that with each selection, you have the option of adding additional information should you wish to clarify.)

25 responses

- White/Caucasian
- Black
- Asian
- Mixed or Multiple Ethnic Groups
- Other
- Ethnicity Clarification
- Do not wish to provide and answer
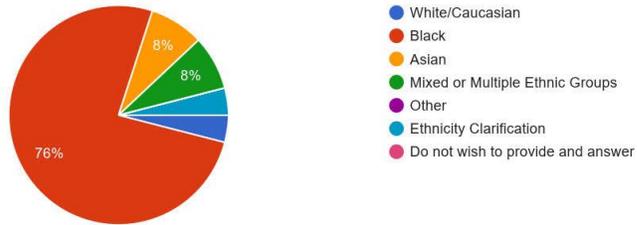
What is your gender?

25 responses
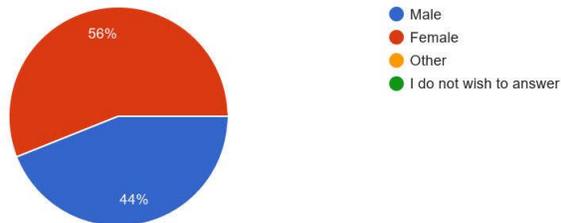
- Male
- Female
- Other
- I do not wish to answer

Which of the following areas best describes your work?

25 responses
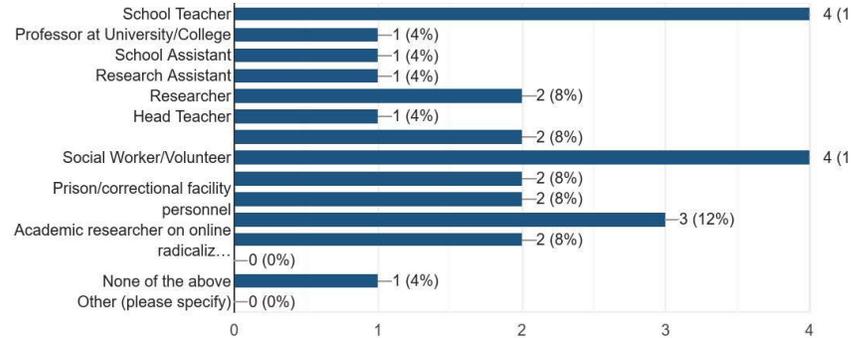
Did you specialize in youth radicalization? (e.g. training/Erasmus+ experience/ Master's degree/Ph.D./M.D./etc)?

25 responses
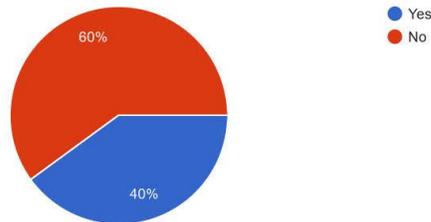
When dealing with young people at risk of being marginalised or radicalised, or who are already radicalised, which of the following techniques reflect the current practices in your workplace? (choose one or more)
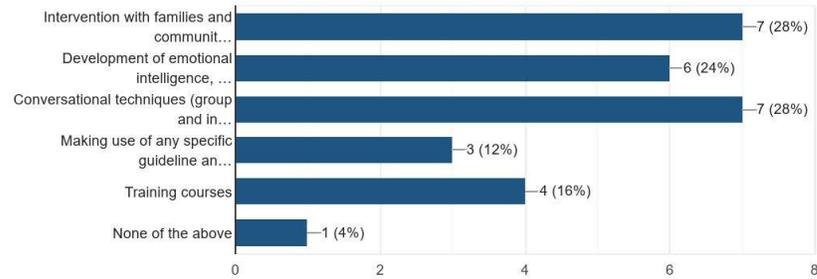
25 responses

Regarding youth empowerment, does your workplace invest in (choose one or more)
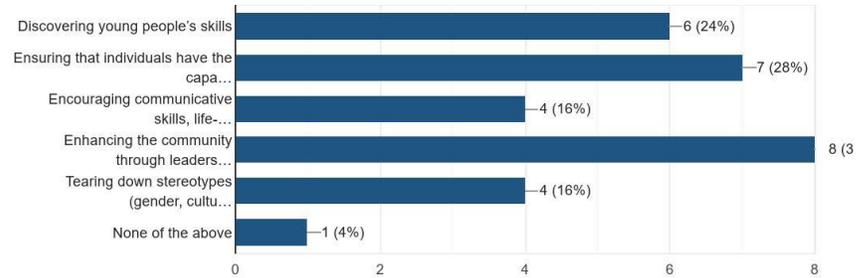
25 responses

Would you feel comfortable to exchange opinions on your current approach with young people you are working with?

25 responses
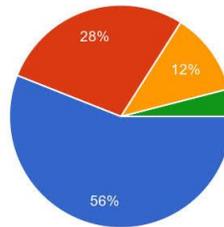
- Yes, I believe that part of my job is finding a solution that fits each individua according to his/her needs
- Yes, I would take into account his/her opinion but only after having completed standardized stages
- No, because as a professional, I know what is in the best interest of the youn...
- No, because I would not feel comfortable in debating about my way..

28% 12% 56%

In your opinion what does counter-radicalization mean (choose one or more)

25 responses

Promoting democracy and citizenship	3 (12%)
Promoting social inclusion among differ...	6 (24%)
Improving the economic situation	2 (8%)
Decreasing the issue of marginalization	7 (28%)
Providing better education among young ...	7 (28%)
Giving importance to the deterrent aspe...	3 (12%)

Which of these actions do you think should be used towards radicalized young people who did not commit any violent actions?

25 responses
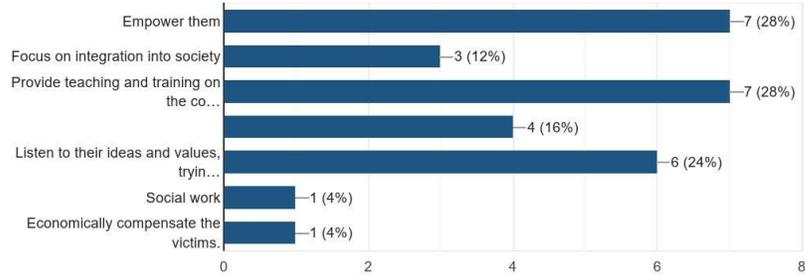
Empower them	7 (28%)
Focus on integration into society	3 (12%)
Provide teaching and training on the co…	7 (28%)
	4 (16%)
Listen to their ideas and values, tryin…	6 (24%)
Social work	1 (4%)
Economically compensate the victims.	1 (4%)

Please, complete the sentence: Would you use Forum Theatre, media literacy, and digital storytelling (one or more choices)

25 responses
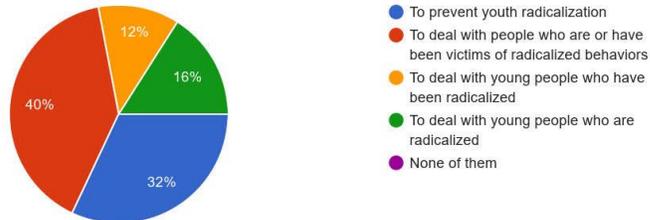
- To prevent youth radicalization
- To deal with people who are or have been victims of radicalized behaviors
- To deal with young people who have been radicalized
- To deal with young people who are radicalized
- None of them

40%   12%   16%   32%

314

Would you use Forum Theatre such as direct or indirect mediation between victims and perpetrators of youth radicalization if they both agree to the process?

25 responses
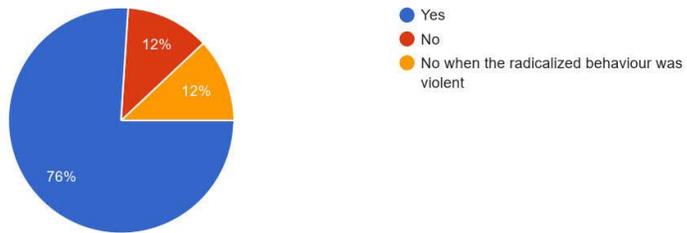
- ● Yes
- ● No
- ● No when the radicalized behaviour was violent

12%

12%

76%

Would you involve young people in your work team, as advisors or part of decision processes, when youth radicalization is at stake? Please, choose one or more.

25 responses

- ● Yes, both as advisor and as part of decision processes
- ● No, I think only adults and experienced professionals should deal with decisio…
- ● Yes, but only as advisors so they will have a less relevant role
- ● I would involve them only if they were victims and not the supporters of epis…
- ● Yes, but I would not include young offenders or young people who have b…

24%

8%

12%

36%

20%

315

RUSSIA

All questions and answers have been provided in Russian given the fact that all of our respondents do not know English language[6]. *We can provide translation upon request.*

Questionnaire for young people [39 respondents]
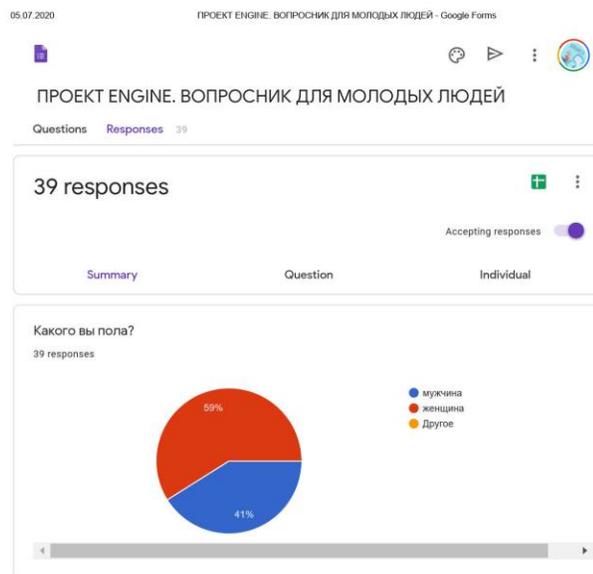
Вы:

39 responses

Считаете ли вы, что эти факторы могут способствовать радикализму? Выберите одно или несколько из следующих предположений.
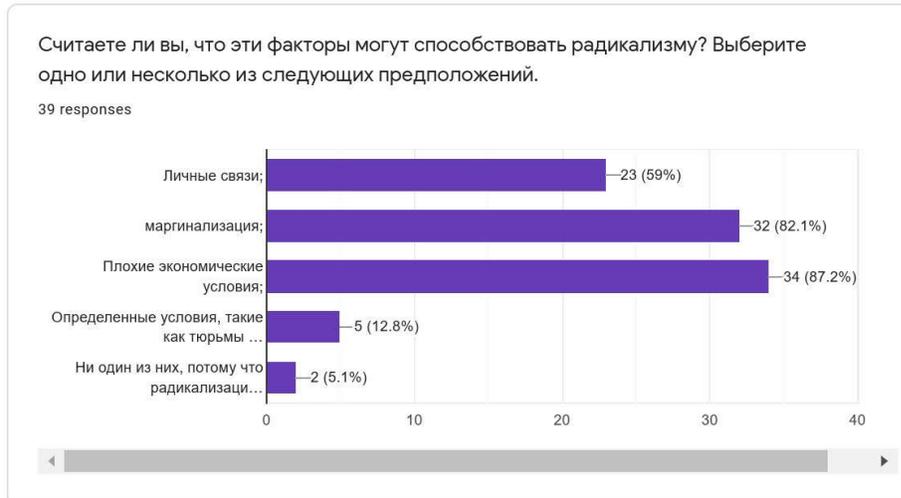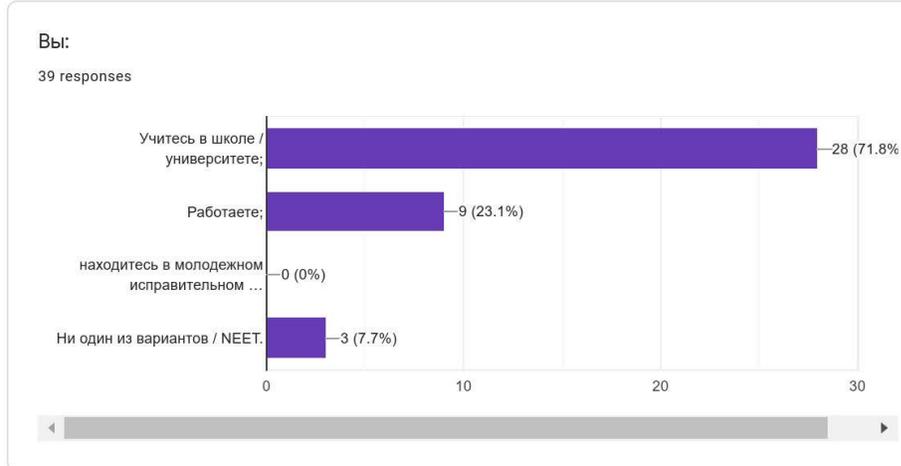
39 responses

По вашему мнению, что означает контррадикализация (выберите один или несколько):

39 responses

Категория	Значение
Продвижение демократии и гражданства:	27 (69.2%)
Содействие социальной интеграции среди …	8 (20.5%)
Улучшение экономической ситуации;	15 (38.5%)
Уменьшение проблемы маргинализации;	14 (35.9%)
Обеспечение лучшего образования среди м…	19 (48.7%)
Особое внимание уделяется сдерживающему…	4 (10.3%)
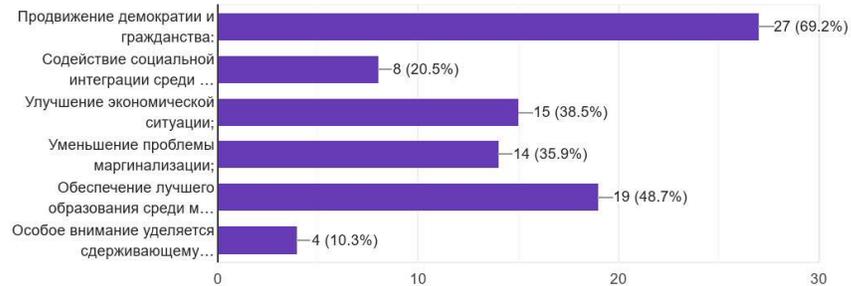
Как вы думаете, материалы, способствующие радикализации должны находиться в Интернете

39 responses

Категория	Значение
Это должно быть удалено;	2 (5.1%)
Они должны быть доступными для всех, ка…	28 (71.8%)
Они должны иметь некоторые ограничения …	4 (10.3%)
Они должны быть запрещены только в том …	5 (12.8%)
Я не знаю	0 (0%)

318
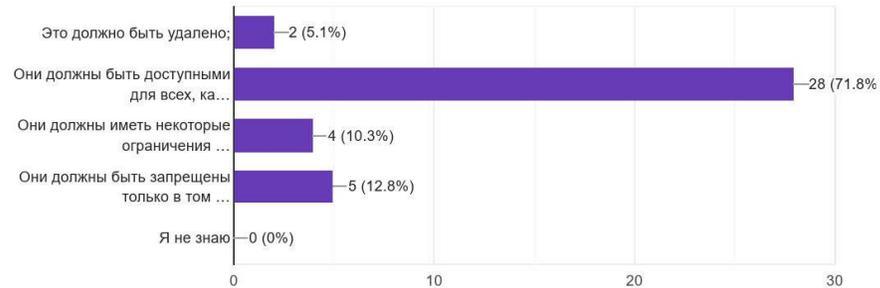
Верите ли вы в силу диаспор/общин в предотвращении эпизодов насильственной радикализации?

39 responses

Ответ	Количество
Да, я знаю о положительной практике уча…	2 (5.1%)
Да, но у меня нет конкретных примеров;	2 (5.1%)
Нет, я считаю, что конкретные организац…	5 (12.8%)
Нет, потому что такие сообщества часто …	32 (82.1%)
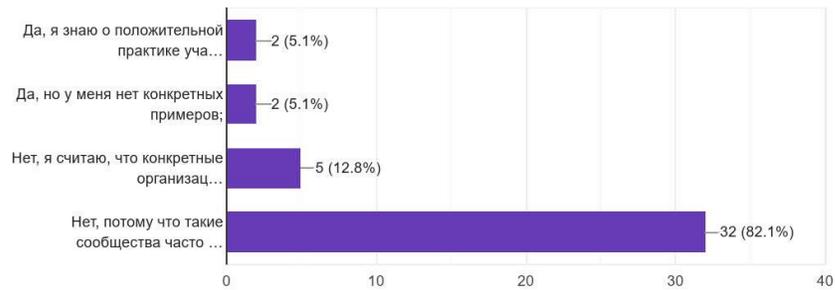
Хотели бы Вы пройти обучение по Forum Theater, медиаграмотности и цифровому рассказыванию историй для работы по предотвращению радикализации молодежи?

39 responses
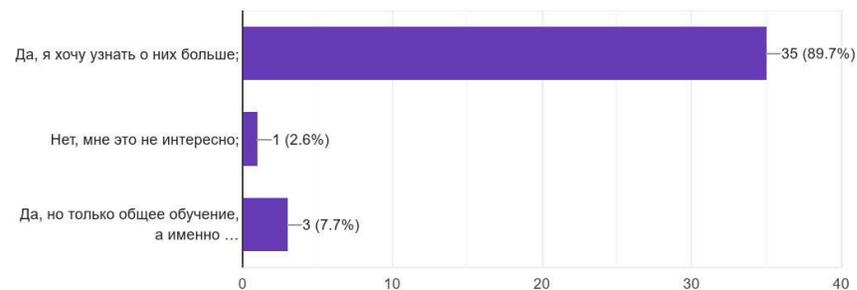
Ответ	Количество
Да, я хочу узнать о них больше;	35 (89.7%)
Нет, мне это не интересно;	1 (2.6%)
Да, но только общее обучение, а именно …	3 (7.7%)

319

По вашему мнению, какой из этих инструментов поможет наиболее обездоленным молодым людям? Выберите один или несколько вариантов

39 responses

Какими были бы Ваши первые три шага в борьбе с радикализацией? Максимум три варианта.
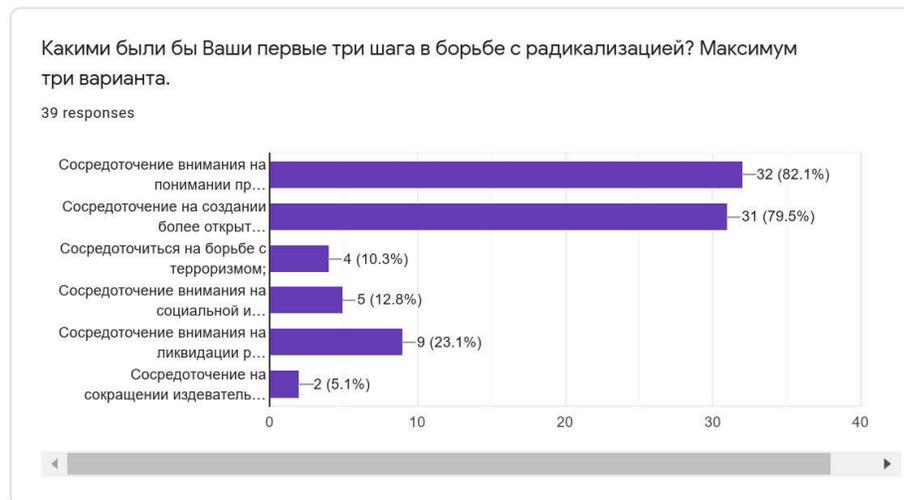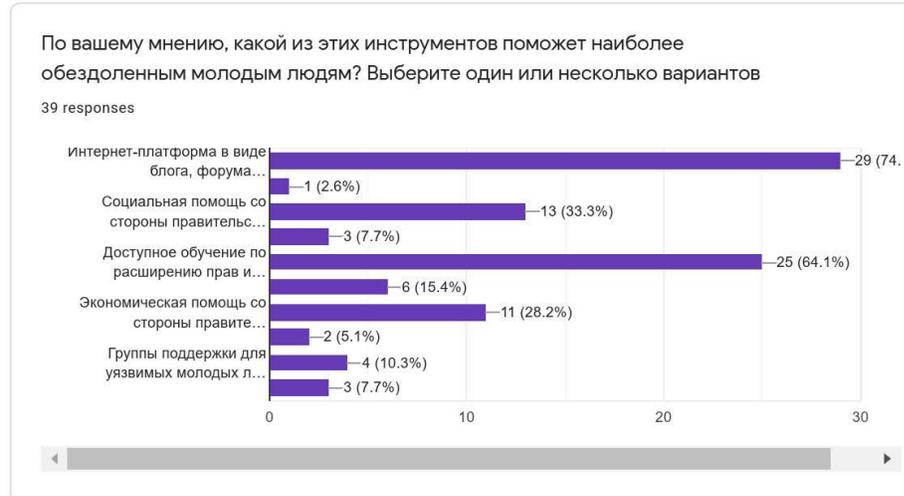
39 responses

Будучи молодым человеком, чувствуете ли Вы себя комфортно, обсуждая вопрос радикализации со взрослыми специалистами?

39 responses
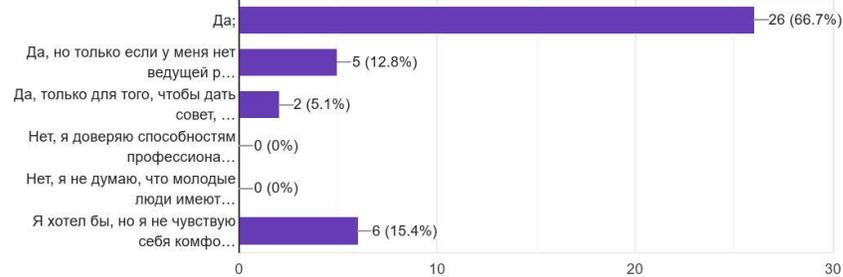
Есть возможность для в Вашей школы / университета / сообщества принять участие в проектах, включая Erasmus + и действиях, связанных с проблемой радикализации молодежи. Благодаря этому вы можете проходить обучение, помогать жертвам различных актов радикализации молодежи и иметь возможность напрямую общаться с теми, кто совершил эти акты. Заинтересованы ли вы в этом?

39 responses
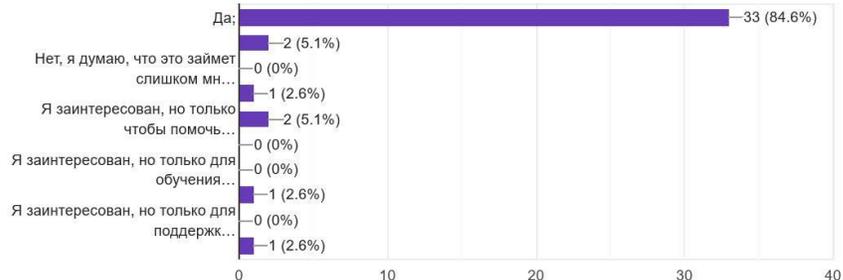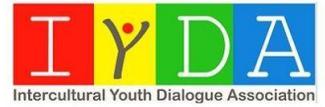
321

Для целей данного вопросника, могли бы Вы указать, какой вы считаете свою этническую принадлежность, насколько вам известно, комментируя один из вариантов ниже? (Обратите внимание, что при каждом выборе у вас есть возможность добавить дополнительную информацию, если вы хотите уточнить.)

39 responses
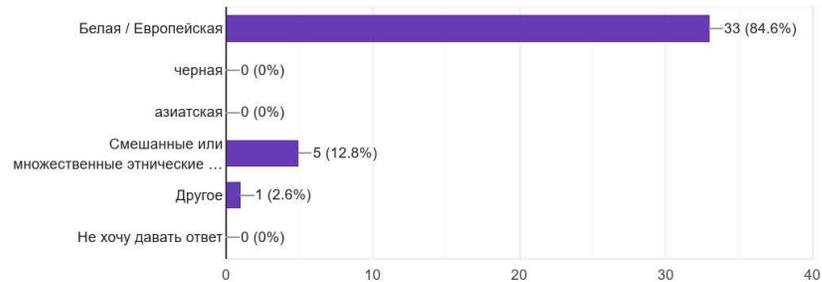
Untitled Section

Untitled Section

322

Questionnaire for Stakeholders [22 respondents]

ВОПРОС ДЛЯ СТЕЙКХОЛДЕРОВ

Questions   **Responses**   22

22 responses

Accepting responses

Summary   Question   Individual

1. Ваш возраст

22 responses

- 20 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61 - +

Для целей данного вопросника, не могли бы вы указать, по вашему мнению, свою этническую принадлежность, насколько вам известно, прокомментировав один из вариантов ниже? (Обратите внимание, что при каждом выборе у вас есть возможность добавить дополнительную информацию, если вы хотите уточнить.)

22 responses

- Белая / Европейская — 17 (77.3%)
- черная — 0 (0%)
- азиатская — 2 (9.1%)
- Смешанные или множественные этническ… — 2 (9.1%)
- Другое — 0 (0%)
- Не хочу отвечать — 1 (4.5%)

Вы специализировались на радикализации молодежи? (например, обучение / Erasmus + опыт / степень магистра / Ph.D. / MD / etc)?

22 responses

- Да;
- Нет.

22.7%

77.3%

Имея дело с молодыми людьми, подвергающимися риску маргинализации или радикализации, или теми, кто уже радикализирован, какой из следующих методов отражает текущую практику на вашем рабочем месте?

22 responses

Ответ	Количество
• Вмешательство с семьями и общинами;	7 (31.8%)
• Развитие эмоционального интеллекта, …	13 (59.1%)
• Разговорные техники (групповые и инд…	12 (54.5%)
• Использование каких-либо конкретных …	6 (27.3%)
• Учебные курсы;	7 (31.8%)
• Ни одно из вышеперечисленных.	2 (9.1%)

Что касается расширения прав и возможностей молодежи, инвестирует ли ваше рабочее место (выберите одно или несколько):

22 responses

Ответ	Количество
• Раскрытие навыков молодежи;	11 (50%)
• Обеспечение того, чтобы люди имели в…	14 (63.6%)
• Поощрение коммуникативных навыков, ж…	16 (72.7%)
• Расширение сообщества путем развития…	8 (36.4%)
• Разрушение стереотипов (пол, культур…	15 (68.2%)
• Ни одно из вышеперечисленных.	2 (9.1%)

ENGINE

325

Какого вы пола?

22 responses

- • мужчина
- • женщина
- • Другое
- • Я не хочу отвечать

36.4%

54.5%

Вам было бы удобно обмениваться мнениями о вашем нынешнем подходе с молодыми людьми, с которыми вы работаете?

22 responses

- • Да, я считаю, что частью моей работы… — 18 (81.8%)
- • Да, я бы учел (учла) его мнение, но … — 4 (18.2%)
- • Нет, потому что как профессионал я з… — 1 (4.5%)
- • Нет, потому что я не буду чувствоват… — 2 (9.1%)

По вашему мнению, что означает контррадикализация (выберите один или несколько):

22 responses

- • Продвижение демократии и гражданства; — 8 (36.4%)
- • Содействие социальной интеграции сре… — 14 (63.6%)
- • Улучшение экономической ситуации; — 10 (45.5%)
- • Уменьшение проблемы маргинализации; — 19 (86.4%)
- • Обеспечение лучшего образования сред… — 9 (40.9%)
- • Придание важности сдерживающему аспе… — 7 (31.8%)

Какая из следующих областей лучше всего описывает вашу работу?

22 responses

- • Школьный учитель; — 2 (9.1%)
- — 7 (31.8%)
- • Школьный ассистент; — 1 (4.5%)
- • Научный сотрудник; — 3 (13.6%)
- • Исследователь; — 4 (18.2%)
- • Директор школы; — 1 (4.5%)
- — 1 (4.5%)
- • Социальный работник / волонтер; — 4 (18.2%)
- • Персонал тюрем / исправительных учре… — 1 (4.5%)
- — 2 (9.1%)
- • Академический исследователь по онлай… — 6 (27.3%)
- — 1 (4.5%)
- • Ни одно из вышеперечисленных; — 1 (4.5%)
- — 2 (9.1%)
- — 1 (4.5%)

Как вы думаете, какие из этих действий следует использовать в отношении радикализированных молодых людей, которые не совершали никаких насильственных действий?

22 responses
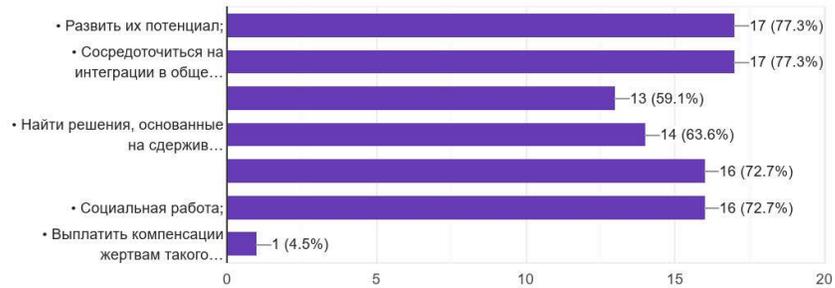
Пожалуйста, завершите предложение: Вы бы стали использовать Форум Театр, медиаграмотность и цифровое повествование (один или несколько вариантов)
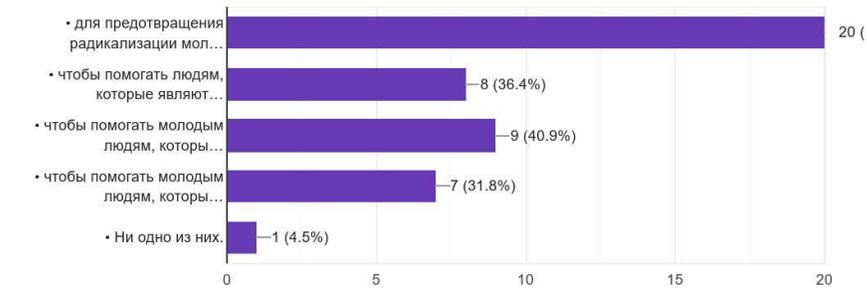
22 responses

Будете ли вы использовать Форум Театр, например, для прямого или косвенного посредничества между жертвами и лицами, совершившими радикальные действия, если они оба согласятся на этот процесс?

22 responses
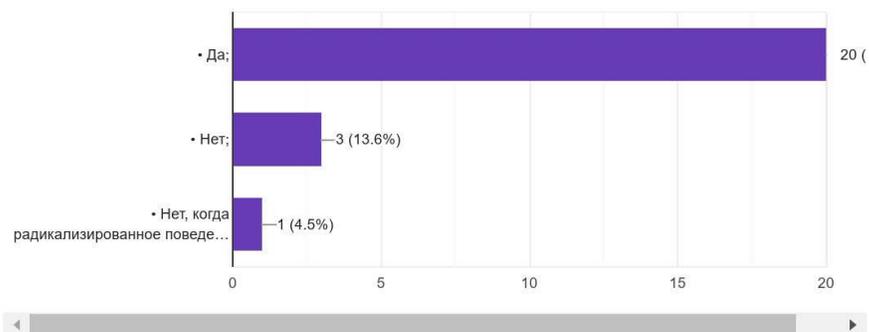
Будете ли вы привлекать молодых людей в свою рабочую группу в качестве консультантов или в процесс принятия решений, когда на карту поставлена радикализация молодежи? Пожалуйста, выберите один или несколько вариантов.

22 responses
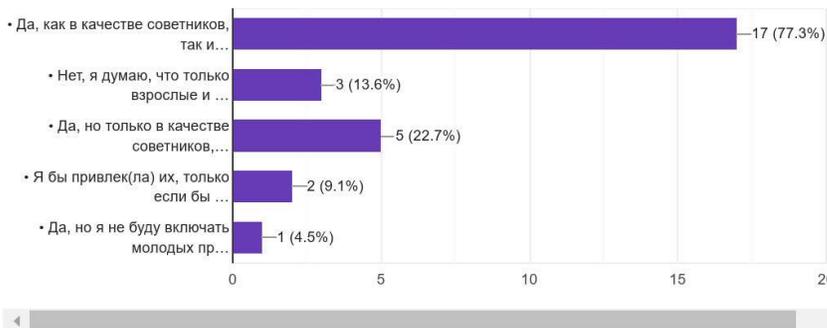
Questionnaire for young people

Questionnaire ENGINE – Jeunes

1

age	24
pays	France
pays-origine	France
sexe	• Féminin
origine	• Autres
occupation	• Milieu professionnel
facteurs	• Marginalisation • La pauvreté • Certains environnements-milieux tels que les prisons et l'exposition aux gangs
deradicalisation	• Promouvoir l'inclusion sociale entre les différentes cultures • Réduire la marginalisation • Offrir une meilleure éducation aux jeunes
internet	• Ils devraient avoir certaines restrictions selon l'âge
prevention	• Non, parce que les communautés sont souvent l'endroit où le problème commenc
prendrepart	• Non, je ne suis pas intéressé
jeunesmarginalises	• Une plate-forme en ligne comme un blog, forum, etc. • Une assistance psychologique plus accessible • Groupes de soutien aux jeunes vulnérables • Programmes de médiation entre jeunes et jeunes radicalisés

etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir
	• Mettre l'accent sur la création d'une société plus ouverte
	• Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres
professionnels	• J'aimerais bien, mais je ne me sens pas à l'aise avec l'idée
implication	• Non, je pense que cela prendra trop de temps

2

age

21

pays

France

pays-origine

Nigeria

sexe

• Masculin

origine

• Noir

occupation

• École/Université

facteurs

• Liens personnels

• Marginalisation

• La pauvreté

• Certains environnements-milieux tels que les prisons et l'exposition aux gangs

deradicalisation

• Promouvoir l'inclusion sociale entre les différentes cultures

• Réduire la marginalisation

- Offrir une meilleure éducation aux jeunes

internet

- Ils doivent être enlevés

prevention

- Non, je crois que des organisations spécifiques devraient s'occuper de la prévention

- Non, parce que les communautés sont souvent l'endroit où le problème commence

prendrepart

- Non, je ne suis pas intéressé

jeunesmarginalises

- Une plate-forme en ligne comme un blog, forum, etc.

- Un bureau spécifique au sein des écoles, des universités et des établissements pour jeunes délinquants

- L'assistance sociale des gouvernements

- L'aide sociale de la communauté locale

- Campagnes de sensibilisation

- L'aide financière des gouvernements

- Une assistance psychologique plus accessible

- Groupes de soutien aux jeunes vulnérables

etapes

- Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir

- Mettre l'accent sur l'inclusion sociale des musulmans

- Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres

professionnels

- Oui, seulement pour donner des conseils pour dresser un tableau plus complet de l'environnement des jeunes dans les écoles, les universités et sur le web

implication

- Pas vraiment, ça ne m'intéresse pas

3

age	17
pays	France
pays-origine	Algérie
sexe	• Masculin
origine	• Blanc/Caucasien
occupation	• École/Université
facteurs	• Liens personnels
	• La pauvreté
	• Certains environnements-milieux tels que les prisons et l'exposition aux gangs
deradicalisation	• Offrir une meilleure éducation aux jeunes
internet	• Ils doivent être enlevés
prevention	• Oui, mais je n'ai pas d'exemples concrets
jeunesmarginalises	• Une plate-forme en ligne comme un blog, forum, etc.
etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir
	• Mettre l'accent sur la création d'une société plus ouverte
	• Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres
professionnels	• Oui, je le fais

implication	• Je ne sais pas
prendrepart	

4

age	17
pays	France
pays-origine	France
sexe	• Masculin
origine	• Groupes ethniques mixtes ou multiples
occupation	• École/Université
facteurs	• Aucun d'entre eux parce que la radicalisation adhère à certaines valeurs (politiqu... religieuses ou racistes)
deradicalisation	• Promouvoir l'inclusion sociale entre les différentes cultures
internet	• Ils doivent être enlevés
prevention	• Non, je crois que des organisations spécifiques devraient s'occuper de la prévention
prendrepart	• Non, je ne suis pas intéressé
jeunesmarginalises	• Une plate-forme en ligne comme un blog, forum, etc.
	• Un bureau spécifique au sein des écoles, des universités et des établissements po... jeunes délinquants
	• L'aide sociale de la communauté locale
	• Campagnes de sensibilisation
	• Groupes de soutien aux jeunes vulnérables

etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir
	• Mettre l'accent sur la création d'une société plus ouverte
	• Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres
professionnels	• Non, je ne pense pas que les jeunes ont suffisamment de connaissances sur la question (à l'exception de vous chercheurs et assistants)
implication	• Pas vraiment, ça ne m'intéresse pas

5

age	32
pays	France
pays-origine	France
sexe	• Féminin
origine	• Blanc/Caucasien
occupation	• Milieu professionnel
facteurs	• Marginalisation
	• La pauvreté
	• Certains environnements-milieux tels que les prisons et l'exposition aux gangs
deradicalisation	• Promouvoir la démocratie et la citoyenneté
	• Promouvoir l'inclusion sociale entre les différentes cultures
	• Améliorer la situation économique
	• Réduire la marginalisation

internet	• Ils doivent être enlevés
prevention	• Non, parce que les communautés sont souvent l'endroit où le problème commenc
prendrepart	• Oui, je veux en savoir plus sur eux
jeunesmarginalises	• L'assistance sociale des gouvernements
	• Une assistance psychologique plus accessible
	• Groupes de soutien aux jeunes vulnérables
etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir
	• Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres
	• Mettre l'accent sur la réduction de l'intimidation à l'école
professionnels	• Oui, seulement pour donner des conseils pour dresser un tableau plus complet de l'environnement des jeunes dans les écoles, les universités et sur le web
implication	• Non, je pense que cela prendra trop de temps

6

age

31

pays

France

pays-origine

Algérie

sexe

Masculin

origine

Autres

occupation

Milieu professionnel

facteurs

Liens personnels

Marginalisation

La pauvreté

Certains environnements-milieux tels que les prisons et l'exposition aux gangs

deradicalisation

Promouvoir la démocratie et la citoyenneté

Promouvoir l'inclusion sociale entre les différentes cultures

Améliorer la situation économique

Réduire la marginalisation

Offrir une meilleure éducation aux jeunes

Mettre l'accent sur l'aspect dissuasif de la prévention

internet

Ils doivent être enlevés

prevention

Oui, j'ai entendu des faits positifs de l'implication des communautés

prendrepart

Oui, je veux en savoir plus sur eux

jeunesmarginalises

L'assistance sociale des gouvernements

L'aide sociale de la communauté locale

L'aide financière des gouvernements

Une assistance psychologique plus accessible

etapes

Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir

Mettre l'accent sur la création d'une société plus ouverte

Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres

professionnels

Oui, je le fais

implication

Oui

7

age	22
pays	France
pays-origine	France
sexe	• Masculin
origine	• Blanc/Caucasien
occupation	• École/Université
facteurs	• Marginalisation • Certains environnements-milieux tels que les prisons et l'exposition aux gangs
deradicalisation	• Promouvoir la démocratie et la citoyenneté
internet	• Ils doivent être enlevés
prevention	• Non, je crois que des organisations spécifiques devraient s'occuper de la prévention • Non, parce que les communautés sont souvent l'endroit où le problème commenc
prendrepart	• Non, je ne suis pas intéressé
jeunesmarginalises	• Un bureau spécifique au sein des écoles, des universités et des établissements po jeunes délinquants • Groupes de soutien aux jeunes vulnérables
etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir • Mettre l'accent sur le terrorisme
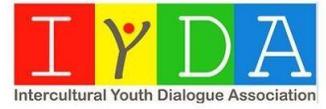
	• Mettre l'accent sur l'inclusion sociale des musulmans
professionnels	• J'aimerais bien, mais je ne me sens pas à l'aise avec l'idée
implication	• Je ne sais pas

8

age
26

pays
France

pays-origine
Espagne

sexe
Masculin

origine
Blanc/Caucasien

occupation
École/Université

Milieu professionnel

facteurs
Liens personnels

Marginalisation

La pauvreté

Certains environnements-milieux tels que les prisons et l'exposition aux gangs

Aucun d'entre eux parce que la radicalisation adhère à certaines valeurs (politiques, religieuses ou racistes)

deradicalisation

Promouvoir l'inclusion sociale entre les différentes cultures

Améliorer la situation économique

Réduire la marginalisation

internet

Ils devraient avoir certaines restrictions selon l'âge

prevention

Non, je crois que des organisations spécifiques devraient s'occuper de la prévention

Non, parce que les communautés sont souvent l'endroit où le problème commence

prendrepart

Non, je ne suis pas intéressé

jeunesmarginalises

L'aide sociale de la communauté locale

Groupes de soutien aux jeunes vulnérables

etapes

Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir

Mettre l'accent sur la création d'une société plus ouverte

Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres

professionnels

J'aimerais bien, mais je ne me sens pas à l'aise avec l'idée

implication

Non, je pense que cela prendra trop de temps

9

age	30
pays	France
pays-origine	France
sexe	• Masculin
origine	• Noir
occupation	• Milieu professionnel
facteurs	• Liens personnels
	• Marginalisation
	• La pauvreté
	• Certains environnements-milieux tels que les prisons et l'exposition aux gangs

deradicalisation	• Promouvoir la démocratie et la citoyenneté
	• Promouvoir l'inclusion sociale entre les différentes cultures
	• Améliorer la situation économique
	• Réduire la marginalisation
	• Offrir une meilleure éducation aux jeunes
internet	• Ils doivent être enlevés
prevention	• Oui, mais je n'ai pas d'exemples concrets
prendrepart	• Oui, je veux en savoir plus sur eux
jeunesmarginalises	• L'assistance sociale des gouvernements
	• L'aide sociale de la communauté locale
	• L'aide financière des gouvernements
	• Une assistance psychologique plus accessible
	• Groupes de soutien aux jeunes vulnérables
etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir
	• Mettre l'accent sur la création d'une société plus ouverte
	• Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres
implication	• Oui
professionnels	

10

age	30

pays	France
pays-origine	Algérie
sexe	• Masculin
origine	• Autres
occupation	• Milieu professionnel
facteurs	• Liens personnels • Certains environnements-milieux tels que les prisons et l'exposition aux gangs
deradicalisation	• Promouvoir l'inclusion sociale entre les différentes cultures • Améliorer la situation économique
internet	• Ils doivent être enlevés
prevention	• Oui, j'ai entendu des faits positifs de l'implication des communautés
prendrepart	• Oui, je veux en savoir plus sur eux
jeunesmarginalises	• Programmes de médiation entre jeunes et jeunes radicalisés
etapes	• Mettre l'accent sur la compréhension des raisons des actes de radicalisation afin d'éviter qu'ils ne se répètent à l'avenir • Mettre l'accent sur l'inclusion sociale des musulmans • Mettre l'accent sur l'élimination des discours haineux, de la xénophobie et de la peur des autres
professionnels	• Oui, je le fais
implication	• Oui

Questionnaire for Stakeholders

Questionnaire ENGINE parties prenantes :

1

age	• 31 - 40
pays	Algérie
pays-origine	Algérie
sexe	• Féminin
origine	• Blanc/Caucasien
occupation	• Professeur
specialiste	• Oui
technique	• Intervention auprès des familles et des communautés • Techniques conversationnelles (groupe et individuel)
autonomisation	• Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Offrir une meilleure éducation aux jeunes
methodes	• Un accompagnement • Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société • Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
phrase	• Traiter les personnes qui sont ou ont été victimes de comportements radicalisés • S'occuper des jeunes qui ont été radicalisés

	• Faire face aux jeunes radicalisés
mediation	• Oui
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision

2

age	• 20 - 30
pays	Maroc
pays-origine	Maroc
sexe	• Masculin
origine	• Groupes ethniques mixtes ou multiples
occupation	• Chercheur
specialiste	• Non
technique	• Aucune de ces réponses
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Promouvoir la démocratie et la citoyenneté
	• Promouvoir l'inclusion sociale entre les différentes cultures
	• Diminuer le problème de la marginalisation
	• Offrir une meilleure éducation aux jeunes
methodes	• Un accompagnement

	• Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société • Trouver des solutions basées sur la dissuasion • Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
phrase	• Aucun d'entre eux
mediation	• Oui
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision
autonomisation	

3

age	• 20 - 30
pays	Algérie
pays-origine	
sexe	• Féminin
origine	• Autres
occupation	• Professeur
specialiste	• Oui
technique	• Développement de l'intelligence émotionnelle, de la résolution des conflits et des capacités sociales
autonomisation	• Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins

	• Oui, je prendrais en compte son avis mais seulement après avoir franchi les étapes standardisées
signification	• Promouvoir la démocratie et la citoyenneté • Offrir une meilleure éducation aux jeunes
methodes	• Focus sur l'intégration dans la société • Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société
phrase	• Traiter les personnes qui sont ou ont été victimes de comportements radicalisés
mediation	• Oui
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision

4

age	• 31 - 40
pays	Algeria
pays-origine	
sexe	• Féminin
origine	• Vous ne souhaitez pas fournir de réponse
occupation	• Professeur à l'université
specialiste	• Oui
technique	• Développement de l'intelligence émotionnelle, de la résolution des conflits et des capacités sociales • Techniques conversationnelles (groupe et individuel)

autonomisation	• Découvrir les compétences des jeunes
	• Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.
	• Amélioration de la communauté par le développement du leadership, l'amélioration de la communication et la création d'un réseau de soutien pour mobiliser la communauté pour répondre aux préoccupations
approche	• Oui, je prendrais en compte son avis mais seulement après avoir franchi les étapes standardisées
signification	• Améliorer la situation économique
methodes	• Focus sur l'intégration dans la société
phrase	• Pour prévenir la radicalisation des jeunes
	• Faire face aux jeunes radicalisés
mediation	• Oui
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision
	• Oui, mais je n'inclurais pas les jeunes contrevenants ou les jeunes qui ont déjà été condamnés

5

age	• 31 - 40
pays	Algérie
pays-origine	Algérie
sexe	• Féminin
origine	• Asiatique

occupation	• Professeur
specialiste	• Non
technique	• Intervention auprès des familles et des communautés
autonomisation	• S'assurer que les individus ont la capacité et la possibilité de se doter des compétences et des connaissances nécessaires pour faire des choix de vie éclairés • Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc. • Éliminer les stéréotypes (genre, culture, sexualité, etc.)
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Promouvoir la démocratie et la citoyenneté • Promouvoir l'inclusion sociale entre les différentes cultures • Diminuer le problème de la marginalisation • Offrir une meilleure éducation aux jeunes • Accorder de l'importance à l'aspect dissuasif de la prévention
methodes	• Un accompagnement • Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société • Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible • Mesures sociales et/financières
phrase	• S'occuper des jeunes qui ont été radicalisés
mediation	• Oui
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision

6

age	• 41 - 50
pays	Tunisie
pays-origine	Tunisie
sexe	• Masculin
origine	• Autres
occupation	• Autre
specialiste	• Oui
technique	• Techniques conversationnelles (groupe et individuel) • Cours de formation
autonomisation	• S'assurer que les individus ont la capacité et la possibilité de se doter des compétences et des connaissances nécessaires pour faire des choix de vie éclairés • Amélioration de la communauté par le développement du leadership, l'amélioration de la communication et la création d'un réseau de soutien pour mobiliser la communauté pour répondre aux préoccupations • Éliminer les stéréotypes (genre, culture, sexualité, etc.)
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Promouvoir l'inclusion sociale entre les différentes cultures • Diminuer le problème de la marginalisation • Offrir une meilleure éducation aux jeunes
methodes	• Un accompagnement

	• Focus sur l'intégration dans la société
	• Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société
	• Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
	• Mesures sociales et/financières
phrase	• Aucun d'entre eux
mediation	• Oui
implication	• Non, je pense que seuls les adultes et les professionnels expérimentés devraient prendre les décisions liées à la prévention / lutte contre la radicalisation des jeunes

7

age	• 31 - 40
pays	France
pays-origine	
sexe	• Féminin
origine	• Noir
occupation	• Professeur
specialiste	• Non
technique	• Aucune de ces réponses
autonomisation	• Découvrir les compétences des jeunes • Éliminer les stéréotypes (genre, culture, sexualité, etc.)

approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Promouvoir la démocratie et la citoyenneté • Promouvoir l'inclusion sociale entre les différentes cultures • Diminuer le problème de la marginalisation • Offrir une meilleure éducation aux jeunes
methodes	• Un accompagnement
phrase	• Traiter les personnes qui sont ou ont été victimes de comportements radicalisés • S'occuper des jeunes qui ont été radicalisés
mediation	• Oui
implication	• Non, je pense que seuls les adultes et les professionnels expérimentés devraient prendre les décisions liées à la prévention / lutte contre la radicalisation des jeunes

8

age	• 31 - 40
pays	Algérie
pays-origine	Algérie
sexe	• Féminin
origine	• Blanc/Caucasien
occupation	• Professeur
specialiste	• Non
technique	• Techniques conversationnelles (groupe et individuel)

autonomisation	• Découvrir les compétences des jeunes • S'assurer que les individus ont la capacité et la possibilité de se doter des compétences et des connaissances nécessaires pour faire des choix de vie éclairés • Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.
approche	• Oui, je prendrais en compte son avis mais seulement après avoir franchi les étapes standardisées
signification	• Promouvoir la démocratie et la citoyenneté • Offrir une meilleure éducation aux jeunes
methodes	• Focus sur l'intégration dans la société • Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société • Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
phrase	• Pour prévenir la radicalisation des jeunes • Traiter les personnes qui sont ou ont été victimes de comportements radicalisés
mediation	• Non lorsque le comportement radicalisé était violent
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision

9

age	• 31 - 40
pays	Algérie
pays-origine	
sexe	• Féminin

ENGINE

origine	• Vous ne souhaitez pas fournir de réponse
occupation	• Professeur
specialiste	• Non
technique	• Techniques conversationnelles (groupe et individuel)
autonomisation	• Découvrir les compétences des jeunes • S'assurer que les individus ont la capacité et la possibilité de se doter des compétences et des connaissances nécessaires pour faire des choix de vie éclairés
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Diminuer le problème de la marginalisation
methodes	• Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
phrase	• Pour prévenir la radicalisation des jeunes • S'occuper des jeunes qui ont été radicalisés
mediation	• Oui
implication	• Non, je pense que seuls les adultes et les professionnels expérimentés devraient prendre les décisions liées à la prévention / lutte contre la radicalisation des jeunes

10

age	• 31 - 40
pays	Algérie
pays-origine	Algérie

sexe	• Féminin
origine	• Blanc/Caucasien
occupation	• Professeur
specialiste	• Non
technique	• Intervention auprès des familles et des communautés
autonomisation	• Découvrir les compétences des jeunes
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Offrir une meilleure éducation aux jeunes
methodes	• Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
mediation	• Oui
implication	• Non, je pense que seuls les adultes et les professionnels expérimentés devraient prendre les décisions liées à la prévention / lutte contre la radicalisation des jeunes
phrase	

11

age	• 51 - 60
pays	
pays-origine	
sexe	• Féminin
occupation	• Travailleur social / bénévole

specialiste	• Oui
technique	• Utiliser toute directive et manuel spécifiques sur la radicalisation
autonomisation	• Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Promouvoir l'inclusion sociale entre les différentes cultures
methodes	• Focus sur l'intégration dans la société
phrase	• Pour prévenir la radicalisation des jeunes
mediation	• Oui
implication	• Oui, mais je n'inclurais pas les jeunes contrevenants ou les jeunes qui ont déjà été condamnés
origine	

12

ge	• 41 - 50
pays	France
pays-origine	
sexe	• Féminin
origine	• Blanc/Caucasien
occupation	• Professeur
specialiste	• Non

technique	• Intervention auprès des familles et des communautés
autonomisation	• Éliminer les stéréotypes (genre, culture, sexualité, etc.)
approche	• Non, car je ne serais pas à l'aise de débattre de ma façon de travailler avec des non-professionnels
signification	• Offrir une meilleure éducation aux jeunes
methodes	• Un accompagnement
phrase	• Pour prévenir la radicalisation des jeunes • S'occuper des jeunes qui ont été radicalisés
mediation	• Oui
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision

13

age	• 51 - 60
pays	France
pays-origine	
sexe	• Féminin
origine	• Blanc/Caucasien
occupation	• Professeur
specialiste	• Non
technique	• Intervention auprès des familles et des communautés
autonomisation	• Éliminer les stéréotypes (genre, culture, sexualité, etc.)

approche	• Non, car en tant que professionnel, je sais ce qui est dans le meilleur intérêt du jeune
signification	• Offrir une meilleure éducation aux jeunes
methodes	• Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société
phrase	• S'occuper des jeunes qui ont été radicalisés
mediation	• Oui
implication	• Oui, mais uniquement en tant que conseillers afin qu'ils aient un rôle moins pertinent

14

age

• 61 - +

pays

France

pays-originesexe

• Masculin

origine

• Vous ne souhaitez pas fournir de réponse

occupation

• Travailleur social / bénévole

specialiste

• Oui

technique

• Techniques conversationnelles (groupe et individuel)

autonomisation

• Découvrir les compétences des jeunes

• Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.

approche

- Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins

signification

- Diminuer le problème de la marginalisation

- Offrir une meilleure éducation aux jeunes

methodes

- Un accompagnement

- Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible

phrase

- Pour prévenir la radicalisation des jeunes

- S'occuper des jeunes qui ont été radicalisés

- Faire face aux jeunes radicalisés

mediation

- Oui

implication

- Oui, à la fois en tant que conseiller et dans le cadre des processus de décision

15

age	• 61 - +
pays	Algerie
pays-origine	Algerie
sexe	• Masculin
origine	• Autres
occupation	• Travailleur social / bénévole
specialiste	• Non
technique	• Intervention auprès des familles et des communautés

autonomisation	• Découvrir les compétences des jeunes
	• S'assurer que les individus ont la capacité et la possibilité de se doter des compétences et des connaissances nécessaires pour faire des choix de vie éclairés
	• Encourager les compétences communicatives, les compétences d'adaptation à la vie, les compétences générales, etc.
	• Amélioration de la communauté par le développement du leadership, l'amélioration de la communication et la création d'un réseau de soutien pour mobiliser la communauté pour répondre aux préoccupations
approche	• Oui, je crois qu'une partie de mon travail consiste à trouver une solution qui convient à chaque individu en fonction de ses besoins
signification	• Promouvoir la démocratie et la citoyenneté
	• Promouvoir l'inclusion sociale entre les différentes cultures
	• Diminuer le problème de la marginalisation
	• Offrir une meilleure éducation aux jeunes
	• Accorder de l'importance à l'aspect dissuasif de la prévention
methodes	• Un accompagnement
	• Offrir un enseignement et une formation sur les valeurs fondamentales sur lesquelles repose notre société
	• Écoutez leurs idées et leurs valeurs, en essayant de trouver un équilibre dans la mesure du possible
	• Mesures sociales et/financières
phrase	• Pour prévenir la radicalisation des jeunes
	• Traiter les personnes qui sont ou ont été victimes de comportements radicalisés
mediation	• Non lorsque le comportement radicalisé était violent
implication	• Oui, à la fois en tant que conseiller et dans le cadre des processus de décision