Participation

D5.3 Guidance Note on Developing More Effective Educational and Learning Policies and Interventions

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Summary of the Project

The overarching objective of PARTICIPATION is to identify future perspectives and trends of polarisation, extremism, and radicalisation as well as the social composition of the groups at risk in Europe by a participatory and provisional methodological strategy, that permits to co-create effective strategies for prevention, with social actors, stakeholders, and policy-makers. The specific objectives of PARTICIPATION are:

1. Multidimensional modelling to understand current and future trends of extremism, polarisation and radicalisation: to develop a holistic multidimensional model based on participatory fieldwork and mixed-method approaches, in order to better understand the different drivers of violent radical ideologies, how these are organised in different pathways and, complementary to that, which mechanisms, factors and strategies contribute to support non-radical attitudes and behaviours, nowadays and in the future.

> Sub-objective (a): targets: analysing and discussing, using a strategy based on the principles of action research involving young people in different parts of Europe, the socio-psychological mechanisms, such as social marginalisation, alienation, and polarisation, that lead to radicalisation, with a special focus on gender, sexuality, and regional differences.

2. **Communication dynamics**: to develop an analysis of extremism, polarisation and radicalisation online dynamics by ICT tools (as semantic analysis) and to co-create with the involvement of civil society strategies to contrast and preventing these phenomena.

3. **Co-creation**: fieldwork to analyse and generate, with the involvement of the social actors in different social spheres, strategies of contrasting polarisation, radicalisation, and extremism. Thus, the research processes support the achievement of the following sub-objectives:

> Sub-objective (b): Resilience: developing communicative tools, education approaches and community-based strategies, with the involvement and cooperation of practitioners, stakeholders, and young people (with particular attention to gender balance), in order to improve the resilience of the communities and people at risk.
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> Sub-objective (c): Empowerment: to improve the awareness of young people and communities as well as society as a whole, toward the risks of extremism, hate discourses and radical ideologies, contrasting the processes of marginalisation, self-marginalisation, and alienation of ethnic, religious, gender and sexual minorities.

4. **Tools**: to develop methodologies and policy recommendations for improving the action of policymakers also on the basis of the previous fieldwork.

Sub-objective (d): Methodologies for supporting decision-makers: to realise databases and a systematic set of indexes and early warnings, based on previous holistic multidimensional models and fieldworks as well as a testing phase on its practical usability involving decision-makers, in order to support them in decisions, improving effectiveness and social acceptability.

Sub-objective (e): Policy recommendations: developing a set of policy recommendations with the participation of stakeholders, policymakers, and targets, in order to optimise strategies and interventions against extremism, hate cultures and radicalisation, at micro, meso, and macro level of the governance process.

5. **Dissemination**: to disseminate step-by-step the results to civil society, stakeholders, policymakers, social groups, schools, experts, and scientific communities through their active involvement in discussion and fora, both online and offline, as well as workshops and focus-group discussions.

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List of abbreviations

Acronym	Description
PVE	Prevention of Violent Extremism
UNESCO	United Nations Educational, Scientific and Cultural Organization
P/CVE	Prevention and Countering of Violent Extremism
GMI	Guaranteed Minimum Income
TCN	Third Country National
NGO	Non-Governmental Organisation
CSO	Civil Society Organisation

Introduction

Aspects of national PVE context

Although a decrease in the registered completed, foiled and failed terrorist attacks in the EU has been observed in 2021 (15), compared to 2020 (57) and 2019 (55), terrorism and violent extremism -that can lead to the materialisation of terrorist related actions- remain two of the threats that need to be addressed by the EU Member States (Europol, 2022). The importance of investing to the prevention of the phenomenon has been underlined since 2015, with the Plan of Action to Prevent Violent Extremism of the United Nations (United Nations - General Assembly, 2015). The plan encourages Member States to develop national action plans for the prevention of violent extremism, addressing their country's priorities and local push factors, and following a multidisciplinary approach, through the involvement of different actors -including educational leaders- in the goals/measures creation procedure. The document further calls Member States to align their prevention strategy with the Sustainable Development Goals, many of which concentrate on protective factors, including gender equality, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Finally, the Plan recommends the enhancement of inclusion in education and prevention through education with the implementation *'of education programmes that promote "global citizenship", soft skills, critical thinking and digital literacy, and explore means of introducing civic education into school curricula, textbooks and teaching materials'* and *'Build the capacity of teachers and educators to support this agenda'* (United Nations - General Assembly, 2015). UNESCO also acknowledges education as a means to support individuals' defence mechanisms and adherence to democratic values, strengthening their commitment to non-violence and peace (United Nations Educational, Scientific and Cultural Organization, 2017).

Despite the ever-growing attention and risks related to the phenomenon, a lack of a holistic, targeted and hands-down preventive approach continues to prevail in many EU countries. At the same time, some countries lack strategies and training programmes addressing the phenomenon per se, while relevant initiatives fall under the general umbrella of the promotion of human rights or focus on the minimisation of push factors. Nonetheless, the progress that has been achieved during the past decade cannot be neglected.

Greece follows the previously described pattern, in the context of which strategies and programmes address a variety of topics connected to the mitigation of identified risk factors. Focusing on a general-national level, the third pillar of the National Recovery and Resilience Plan 'Greece 2.0' focuses on investments in employment, skills and social cohesion. The mentioned pillar pertains to the planning of different actions towards the said objective including, amongst others, the amelioration of service provision to refugees and asylum seekers, and the reintegration of highly vulnerable groups, for instance Guaranteed Minimum Income (GMI) beneficiaries, through the minimisation of their dependency on welfare support and the prevention of their marginalisation

and poverty risk. The Plan further foresees the reform of mental health services for specific populations suffering from mental illness and addiction in order to prevent their marginalisation or institutionalisation, paying particular attention to patients with dementia, Alzheimer's disease, autism and patients in the age group of children, adolescents and young adults. Nonetheless, the document extends to a variety of thematises, groups and actions (Ministry of Finance - Recovery and Resilience Facility Agency, 2021).

The National Plan Against Racism and Intolerance 2020-2023 revolves around five priority axes: 1) discrimination, stereotypes, prejudices (bias); 2) figh against racist crime; 3) awareness – information; 4) integration/empowerment; and 5) horizontal – cross-sectoral policies. The operational objectives of the plan focus on the promotion of equal treatment and the prevention of discrimination, contributing factors to the manifestation of violent and extreme behaviours. At the same time, one of the objectives included in the mentioned Plan is the capacity building of law enforcement professionals and the improvement of collaboration. Although the majority of actions address the entire population, specific target groups have been identified. Indicatively, the first axis includes actions addressing beneficiaries of international protection, third-country nationals, Roma, people with disabilities, and LGBTQI+ people – groups that are usually targeted by extremist groups. The plan also foresees the capacity building of relevant professionals, such as police officers, judicial authorities, teachers and Members of the Parliament (Ministry of Justice, 2021). In addition, it foresaw the implementation of trainings on different topics that are relevant to the prevention of polarisation, radicalisation and extremism. Such trainings pertained, amongst others, to seminars addressed to civil servants (Labour Inspectors, employees of the Ministry of Labour and Social Affairs) for the implementation of the principle of equal treatment; employees of centralised and decentralised departments involved in reception and identification of TCN on intercultural education and social inclusion of TCN; and Train of Trainers for the capacity building of prosecutors and judges on racist crime and hate-speech (Ministry of Justice, 2021).

Furthermore, the General Secretariat for Social Solidarity and the Fight Against Poverty of the Ministry of Labour and Social Affairs has issued the National Strategy for Social Inclusion and Poverty Reduction, where synergies with other National Strategies are foreseen. The priorities of the mentioned Strategy include the new goals and guidelines on the issues of social inclusion and combating of phenomena of exclusion, as well as the establishment of relevant policies (General Secretariat for Social Solidarity and the Fight Against Poverty of the Ministry of Labour and Social Affairs, 2022).

Despite the manifestation of political and religious violence in **Italy** since the 1960s, an all-encompassing strategy to prevent violent extremism has not been put in place, mainly due to the law enforcement approach followed by the national institutions, through the implementation of a largely security-oriented and judicial system (Varela, et al., 2021), and because the legislative proposals for the creation of a comprehensive PVE programme have not passed yet. The 2017 so-called “Dambruoso-Manciulli” law (act 3558), for instance, aimed exactly at elaborating various measures to prevent jihadist radicalisation and extremism in different social environments by creating new educational and trainings programmes for teachers, social educators, CSOs, and public

officers (Varela, et al., 2021). A similar initiative was taken in 2021 with the legislative proposals No. 243 and No. 3357, which were merged into a unified text and discussed throughout 2022 by an ad-hoc parliamentary commission (Servizio Studi Camera dei Deputati, 2022). These draft laws aim at introducing a series of measures, interventions and programmes for the prevention of violent radicalisation, including jihadist radicalisation and the spread of jihadist extremism. The measures introduced pertain to, amongst others, the establishment of national and local ad-hoc centres to monitor and prevent online and offline violent radicalisation and specific exit programmes for former extremists and/or terrorists (Varela, et al., 2021).

Notwithstanding the progress and change brought by the abovementioned regulatory actions, the Italian PVE system still presents various weaknesses. First of all, Italian authorities resorted to a set of measures that were conceived to deal with far right and far left extremism during the Years of Lead in Italy to combat Islamist violent extremism, neglecting, in this vein, the different approaches that should be followed to address the specific ideological framework. In this sense, it remains evident that the Italian authorities have not made clear distinctions between different forms of violent extremism. At the same time, the laws and regulations from 2001 onwards tend to focus exclusively on countering jihadist terrorism and to overlook any other type of violent extremism. Furthermore, the Italian strategy still lacks non-coercive measures for preventing violent radicalisation; the legal and judicial tools developed focus more on ex-post intervention rather than on the creation of a sustainable environment that avoids the emergence of radicalising drivers leading to violent extremism (Bisoffi & van der Vet, 2020).

Romania's legislation and public policies have increasingly addressed radicalisation and extremism in recent years. Many of these developments can be noticed at official policy level where governmental actors have addressed some of the identified gaps. The National Order and Security Strategy 2020-2024 explicitly refers to the phenomenon and the rise of illiberal democracy as a risk to be considered. Attention seems to be laid on the processes of radicalisation, terrorism financing, proliferation of mass destruction weapons, and information technology crime, as well as the enhancement of stakeholders' collaboration; nonetheless, educational components are not included. Although a rise on the radicalisation of Romanian citizens has been observed, the Strategy is heavily oriented towards Islamism-jihadist propaganda and online radicalisation as two of the main potential threats. However, since only 0,3% of the Romanian population identifies as Muslim, it is questionable whether the Islamist-related religious pathway should be indeed the central focus of PVE strategy. Research and work by organisations tackling radicalisation and P/CVE in Romania suggest right-wing extremism, Christian-based extremism and ethno-nationalism as the main challenges that need to be addressed, especially upon their exponential growth amid the financial, migrant and Covid-19 crises, as well as the recent war in Ukraine. According to the National System for Terrorist Alert, security priorities are starting to shift towards P/CVE, even though in 2020 the threat level in Romania was low.

Concerns and topics corresponding to recognised push factors to radicalisation and extremism are addressed in the National Strategy to Combat Anti-Semitism, Xenophobia, Radicalisation and Hate Speech 2021-2023. Up to this date, these concerns were not managed to be addressed through

other legal actions (e.g., the legislative framework to combat anti-Semitism, negation and distortion of the Holocaust – Law No. 217/2015, the national strategies for the Roma community, the use of administrative and legal mechanisms to combat discrimination, European and international treaties on human rights). The 2021 document specifically references the *'intensification of conspiracy theories and revisionist messages, as well as the proliferation, especially in the online environment, of anti-Semitic, racist or xenophobic messages'* (Abrudean, 2022). It encourages a preventive approach, pertaining, for example, to the training programmes of the actors involved in the process of preventing and combating anti-Semitism, xenophobia, radicalisation and hate speech and their respective update if necessary, or to the evaluation of current school curricula and introduction of more updated topics. The Annual Report 2022 on the progress of the Strategy further recommends the better evaluation of prevention initiatives, multi-institutional collaborations throughout the country and better curricula coordinated by the Ministry of Education (Romanian Government, 2022).

Relevant focus has also been laid on the tackling of antigypsyism, a specific form of discrimination against Roma, with the ratification of Law No. 2/2021 in 2021, condemning verbal and physical manifestations, motivated by hatred against Roma, the act of promoting antigypsyist ideas, conceptions or doctrines in public, and initiating or establishing an organisation with an antigypsyist character, including political parties or political movements. In addition, following the model of the EU Roma Strategic Framework for equality, inclusion and participation, the new National Roma Inclusion Strategy adopted by the Romanian Government in 2022, recognises and includes the tackling of anti-Roma attitudes as a priority, focusing on the fight against discrimination, hate speech and hate crime, however, *'the measures provided are insufficient or insignificant compared to the size of the antigypsyism in Romania'*. (Civil society monitoring report on the quality of the national strategic framework for Roma equality, inclusion, and participation in Romania, 2022). Finally, there has been consistent work on strategies and programmes for the rehabilitation of inmates over the past 10 years, which have addressed some of the underlying conditions leading to radicalisation of certain target groups. The National Strategy on Social Reintegration of Persons Deprived of Liberty 2012-2016 focused on improving the prison conditions, and the collaboration for capacity building and training of staff (Romanian Government, n.d.).

Apart from the efforts of competent authorities through the planning of relevant initiatives, private and public organisations and NGOs contribute to the prevention of the phenomena through EU-funded projects and other activities.

The Hellenic Police Headquarters and the Centre for Security Studies (KEMEA) in **Greece** have issued a pocket-sized document with guidelines for first-line professionals, in the context of the project Counter-Radicalisation. The manual explains the phenomenon, the signs of radicalisation and the role of first-line professionals in the prevention and tackling of relevant incidents (Hellenic Police Headquarters, Centre For Security Studies - KEMEA). The project also foresaw the implementation of interagency trainings and capacity-building seminars for first-line professionals by KEMEA (Ministry of Interior and Administrative Reform, 2016).

The PRACTICIES (Partnership Against violent radicalisation in cities) Network (Project PRACTICIES, n.d.) mobilises researchers and stakeholders to offer new methods and approaches to understanding the phenomenon of radicalisation leading to violence and build new prevention tools and strategies. In the context of the project, which is implemented in Greece by the University of Piraeus and the Centre for Security Studies – KEMEA, the Athens Declaration was signed, for the establishment of networks, institutions and protocols of cooperation amongst national stakeholders for the experience and knowledge sharing, the mapping of radicalisation threats and the promotion of awareness raising material. The Ministry of Citizen Protection, the Central Union of Municipalities of Greece, the Centre of Security Studies-KEMEA and the University of Toulouse (Coordinator of the project) were amongst the signatories (Athenian-Makedonian News Agency, 2019).

Greek NGOs, again, play a major role in the provision of trainings and capacity building programmes in related issues, as well as the development of awareness raising campaigns, addressing both specific groups and the public in general. Indicatively, KMOP-Social Action and Innovation Centre has participated in different EU projects that featured activities pertaining to the training of different professionals – such as the project PRACTICE (Project PRACTICE - Preventing Radicalism through Critical Thinking Competences, n.d.) addressing educators and early identification and prevention of signs of extremism and the project COMMIT (Project COMMIT - COMMunIcation campaign against exTremism and radicalisation, n.d.) addressing young people through a communication campaign. The project ProGender – A Digital Hub on Gender, the COVID-19 Crisis and its Aftermath, coordinated and implemented in Greece by the Centre for Gender Studies of Panteion University, provides educational material on Gender, Care and Labour, Gender-based Violence, Gender and Communities and Women in Governance (Project ProGender - A Digital Hub on Gender, the COVID-19 Crisis and its Aftermath, n.d.). The project SIDiT - Supporting Inclusion and Diversity in Teaching, implemented in Greece by the National and Kapodistrian University of Athens and coordinated by the Goethe-Institut Athen, provides a teaching methodology for inclusion and a training course for teachers who work with students aged 8-12 years from diverse backgrounds, such as migrant children (Project SIDiT -Supporting Inclusion and Diversity in Teaching).

Similarly, over the last decade, **Italian** institutional and non-institutional actors have implemented specific programmes and projects addressing protective factors at various societal levels – such as educational programmes to develop critical thinking among young people, trainings for public officers or prison staff, and workshops at local level to foster inter-religious dialogue and/or counter hate speech in communities (Varela, et al., 2021). The project TRAIN TRAINING – Transfer Radicalisation Approaches in Training (2017-2020), for instance, funded by the European Commission Directorate-General Justice aims at increasing knowledge of the phenomenon of radicalisation in prison and on parole and provides professionals with the necessary skills to prevent this phenomenon (Project TRANSCRIME, 2020). Correspondingly, the educational project “Per una didattica di prevenzione di ogni forma di radicalizzazione violenta” (“For an educational currriculum for the prevention of any form of radicalisation”), promoted by the Ministry of Education, addresses teachers from first and secondary grade schools. This educational programme aims at promoting a

deeper understanding of the processes of radicalisation and violent extremism, teaching how to recognise extremist narratives, both online and offline, and risk factors among young people (Project EXIT, 2023). CSOs and youth associations have also implemented a number of far-sighted initiatives. Among these, the Erasmus+ project "Understanding and Prevention or Radicalization among Youth" (March 2022), which was promoted by the Italian youth association Young Effect, is worth mentioning. This project involved the participation of young students, youth workers, and volunteers in an one-week training to promote a deeper understanding of the phenomena and provide youth workers with organisational skills, resources/methods and required competences on youth inclusion, social cohesion, intercultural dialogue, integration and conflict management as tools to prevent youth radicalisation - skills gathered through thematic workshops, study visits and local actions with marginalised young people (YouthEffect, 2022).

Looking at the documents with the most prominent P/CVE objectives in **Romania**, a multi-disciplinary approach is followed, with the involvement of different NGOs, CSOs and institution in the integration, reintegration, de-radicalisation, dialogues and prevention. Although the Romanian Strategy of Vocational Education and Training (2016-2020) is not a P/CVE document per se, it has contributed to the primary prevention of the phenomenon, through the recommendations entailed, pertaining to the enhanced educational and work opportunities and the investment in international cooperation. In addition, the National Strategy for Youth Policy 2015-2020 prioritised education and social inclusion, as ways of radicalisation prevention. The strategy for preventing radicalisation in the penitentiary environment also mentions early identification and social and cultural approaches for early disengagement from extremist ideas. Associations further contribute to these endeavours, through workshops to prevent youth marginalisation in high schools, and programmes addressing the various difficulties faced by vulnerable groups, such as LGBTQI+ discrimination ('It's time to combat LGBTQI+ discrimination in high schools in Romania' Project by Accept Romania), youth unemployment ('Youth Guarantee Programme') and gender inequality (Project 'Justice has not gender' by the National Agency for Equality of Chances between Men and Women – ANES). Nonetheless, NGOs and associations have shifted their attention towards the rise of polarisation observed since the beginning of the Ukrainian crisis, over refugees (including those residing in Romania before the war), third-country nationals working, studying or living in Romania, or those with a migration background. However, the mentioned programmes do not have an integrated dimension of sustainable programming, while the education curriculum does not seem to be mindful of diversity, trauma and implicit biases.

It remains evident that although public authorities, NGOs and associations in Greece, Italy and Romania make efforts to address the push factors leading to radicalisation and extremism, in order to create an inclusive and protective society, a holistic and well-coordinated approach is still missing. Available programmes either cover some of the aspects of the phenomenon under the general umbrella of the promotion of human rights, or are not adequately updated to address the current needs of the national contexts. At the same time, not all groups of professionals are supported with trainings, tools and guidelines on the ways they can contribute to prevention, while prioritisation is not put on the reintegration of perpetrators of extremist acts, in order to prevent their recidivism.

In parallel, existing programmes are not a part of a concise plan to address the phenomena in an integrated approach.

Methodology/Action undertaken

In order to further explore the current status and the potential gaps detected in the available P/CVE training and education programmes, PARTICIPATION project partners from Greece, Italy and Romania implemented Working Group meetings, with the involvement of key stakeholders. The latter provided their inputs in terms of the core aspects of existing PVE training programmes, as well as the format of the various training elements that would lead to more effective results.

Greece

KMOP organised one meeting with nine relevant actors on December 16th, 2022. The group consisted of one educator, three psychologists, two researchers, one law professional, one social worker, and one private employee; five participants were male. All group members have worked on radicalisation or with at-risk groups. The codification of the participants per their field of expertise can be found in the following table:

P1	Educator
P2	Psychologist
P3	Researcher
P4	Law professional
P5	Social worker
P6	Researcher
P7	Psychologist
P8	Private employee
P9	Psychologist

The workshop followed a participatory and experiential approach, with the implementation of relevant activities, to gather useful information in a collaborative and multidisciplinary manner. Participants got to know each other through the ice-breaking activity *'Two Truths, One Lie'*, where participants stated their names, along with three facts about themselves, one of which was a lie that the rest of the group had to guess. The activity contributed to the development of a cosy and collaborative atmosphere, which enhanced the opinion and experience exchange throughout the workshop. A discussion followed on the current situation on PVE training and education programmes in Greece, in the context of which professionals discussed their experiences, shared their inputs and raised questions to one another.

Upon this initial identification of available programmes, the method of the World Café was utilised to draw a clearer image of the different aspects of implemented initiatives. More specifically, participants were divided in two groups and asked to define key aspects of P/CVE trainings that aim to address the issues of polarisation, radicalisation and extremism and those aiming at the

prevention of such phenomena and the enhancement of social cohesion, inclusion and resilience of at risk demographic groups. The aforementioned aspects pertained to the approaches and methodologies used, the target groups and available training tools. Group A was to elaborate on these aspects of trainings that focus on the response to these phenomena, while Group B elaborated on the aspects of trainings focusing on prevention. After 30 minutes of working on these matters, the two groups exchanged their working papers and were asked to compliment what was written by the opposite group on the respective thematic. When all ideas were gathered, the two groups presented the findings corresponding to the P/CVE training form they originally developed. The results were discussed until a consensus was reached concerning the main aspects under discussion.

After collecting the group's feedback on the current state of the art with regards to relevant trainings, participants were asked to provide their recommendations on the optimal implementation path of such endeavours. To do so, the two groups were asked to continue their work together, in order to create two mind maps with the respective core aspects of P/CVE training focusing on tackling and preventing the issue.

Italy

The meeting with the Italian working group took place online on January 26, 2023 from 10.00 to 13.00 and 8 participants from various fields were present. The team of researchers decided to select the majority of the group members from a pool of experts, stakeholders, and first-line practitioners that have worked/are working in the city of Turin. Indeed, over the last two decades the city of Turin has promoted, both at institutional and non-institutional level, a number of activities, measures, and projects to address radicalisation that were recognised as best practices at national and European level. However, other participants whose presence was deemed significant were included, including one member of the consortium of PARTICIPATION project to share recent results of Deliverable 3.4 focusing on education. Specifically, the participants belong to the following categories:

- *Local prevention practitioners working on PVE trainings at local level;*
- *First-line practitioners working on PVE trainings in prison environments;*
- *First-line practitioners and stakeholders working on civil and social freedom of prison detainees;*
- *Local municipal staff;*
- *Experts on PVE trainings and education;*
- *Academic experts working on social integration of minorities, refugees, and migrant communities.*

The methodology used to develop and conduct the working group is based on D3.2 – Social Labs: A Shared Participatory Methodology Framework. According to this methodological framework, implemented throughout every participatory step of the PARTICIPATION project, a Social Lab was the basis of this working group. Social labs are social laboratories whose objective is to strengthen the effectiveness of research by stimulating a process of collaborative learning and co-construction of socially sustainable and effective solutions. In this sense, social labs can be considered as:

- ✓ *Social activities, as they seek to address complex social challenges (poverty, sustainability, radicalisation, etc.);*
- ✓ *Experimental actions, as they offer a real-life environment within which social experiments can be conducted;*
- ✓ *Systemic actions, because of the level at which they seek to solve problems by adopting multiple points of view.*

Compared to other participatory methodologies, social labs are not intended for exclusively experts, but also for actors who can be part and parcel of systemic change at local, regional, and national level.

In the specific case of 5.3 working group in Italy, the researching team aimed at exploring the following topics/issues:

- *Approaches used, target groups, methodologies, formats, and expertise in PVE trainings, educational programmes, or in any other significant project concerning this issue;*
- *Main strengths and weaknesses;*
- *How the current approach might be improved;*
- *What kind of training and educational tools are necessary.*

The minutes of the meeting were then systematised, in order to correspond to designated categories. The names of the experts and first-line practitioners were anonymised and the meeting was moderated by Claudia Annovi (CeSI).

Romania

A working group – the Cluj Education Innovation Lab – was established in Romania bringing together education experts, teachers, students/youth, NGOs involved in youth programming and tackling violent extremism, radicalisation and hate, as well as state institutions and law enforcement agencies involved in working with youth / youth programming. The Working Group is part of the Social Innovation Lab in Cluj established as a standing body in the context of the PARTICIPATION project and to support user-based and participatory engagement in the project, and the utilisation of the results from the project activities and sustainability, as the Working Group will also continue its operation upon the completion of the project. The Working Group addressed the questions tasked to it in Task 5.3. It also builds upon earlier processes and engagement in the context of the project, including:

- *Interviews with teachers, educators, youth workers, and education specialists*
- *Surveys and questionnaires with teachers, students and youth and youth workers*
- *Focus and Working Groups*

The Working Group met on February 9, 2023 from 14:00 – 18:00 to address the questions put forth in Task 5.3. The group consisted of 21 external participants and six PATRIR staff. All participants

work in the ecosystem of Cluj-Napoca and they represent schools, the police, NGOs, and state institutions.

The present paper summarises the results of the minutes of the three meeting, presenting the key findings corresponding to the relevant thematises. Although P/CVE was explored during the Joint Participatory Workshops in Greece and Romania, the said minutes emphasise on the prevention of violent extremism. These research results contribute to the formation of core recommendations for the development of a Train-of-Trainers programme, which are to be used in the future efforts and activities of the project.

Working group findings

Approaches used and what could be used

The main approaches exploited in the **Greek** context are the participatory and/or experiential approach, a mix of both and the prescriptive approach. At the same time, a few relevant endeavours incorporate elements of positive psychology -which should be horizontal in all relevant initiatives, in order to support individuals to, later, support the community at large. The group members highlighted the importance of the learners' active participation in PVE training (P1: *'In this case trainees need to learn through their experience and feelings. Only through such methods will they be able to be on other people's shoes and embrace theirs and other people's diversity'*). The **Italian** group explained that some trainings implemented focus on the local level, concentrating to the needs of the local community and introducing an individualised approach. One of the participants elaborated on a project of peer support focusing on inclusive citizenship; it envisages the co-creation of the material in collaboration with high school students, who will then train middle school students, who will, in turn, be the trainers of primary school students. **Romanian** participants explained that PVE training and education is not prioritised at a national level, while PVE-related training is not integrated in formal education. The group concluded that the prescriptive approach dominates school education, being 'top-down', 'lecture-based' and focused on cognitive learning and memorisation; hierarchy between teachers and students is still prevalent. Trainings provided by NGOs that collaborate with educational institutions follow the experiential approach; however, there is a strong divergence of opportunity and availability of these programmes, with larger/wealthier schools in major cities often benefiting from more opportunities, while students in schools in rural and urban areas have limited chances to participate in such activities. NGOs usually focus on non-formal and experience-based training.

The immersive approach and the exploitation of technological means was highly recommended by the **Greek** participants: '*Even though this methodology is not utilised much, it is one of the best ones to*

convey feelings and make people understand what violent actions may entail' P6 mentioned. P9 elaborated and provided the example of the benefits related to the use of augmented reality in PVE: *'For example, imagine if the trainer wanted to help participants understand the consequences… material and emotional let's say, on individuals and groups… and they used augmented reality, presenting a group of extremists breaking the property or the premises where the training is taking place. I think that this would have a tremendous impact on the trainees and they would very well understand how someone that sees something like that feels'*. **Italian** stakeholders recommended that CPRs, penitentiaries for those who are to be repatriated due to linkage to extremism, should be included in the development and organisation of prevention initiatives addressing to facilities for the deprivation of liberty; they provided the example of a Memorandum of Understanding for the management of religious pluralism in places of deprivation of liberty, which was extended to the CPR. Experts from **Romania** indicated that holistic approaches should be implemented in schools, which should be treated as an ecosystem affected by societal changes. They further elaborated on effective approaches that should be exploited, pertaining to the following: Learner-Centered Learning; Project-based learning; Experiential learning / learning by doing; Culturally Inclusive Approaches; Group-based Learning; immersive approaches; Agency-based education recognising the agency capacity of youth; Student-led/ student-driven learning; Reflective learning and education; Socio-emotional learning; and Well-being and resilience-based learning. In any case, they recommended a mix of approaches that would act more positively towards the fulfilment of the training objectives, while an 'education of equity', without a hierarchical structure, should be promoted.

Methodologies used and what could be used

In line with the approaches followed, the commonly applied methodologies in PVE training in **Greece** include role playing, case studies, art therapy, sports and cultural activities, as well as movie screenings, in order to enhance the participation of the trainees throughout the programme. Nonetheless, lectures are also exploited, in the context of the prescriptive approach. Although not a training method, an **Italian** expert described that a past initiative entailed the implementation of meetings/ participation groups on the matter of citizenship, with the participation of various stakeholders. Other methods focus on interreligious dialogue and activities, and the collaboration amongst different actors. In **Romania**, schools -in their majority- rely upon top-down, cognitive, 'delivery-based' learning methodologies, such as 'lectures' and 'presentations'. Schools are increasingly, however, using project-based methods, group work, 'exercise-based' learning where students are given an 'exercise' or 'task' to complete, as well as other participatory methods, sometimes on the basis of teachers' discretion. On the other hand, NGOs use a wide-range of non-formal, participatory methods, including (but not limited to): role-plays, simulations, campaigns (online and offline), discussions circles, coaching, project-based learning, mini "lectures" and presentations, group exercises, forum theatre, making videos / film, public speaking exercises,

empathy-based methodologies to understand the perspective of others, dialogue exercises, and more.

The recommended methods widely identified by the working groups included role playing, simulations, art therapy, forum theatre, project-based methods, case studies, active and meaningful dialogue, lectures (to explain complex ideas and concepts), community service, study visits and exchanges, movie screenings, interreligious dialogue and activities, participative budgeting, real-life examples, breathing exercises, and sports-based activities. At the same time, the creation of local synergies, to facilitate dialogue and avoid a work that is compartmentalised and pertaining to individual offices and areas was recommended. Finally, more attention should be laid on activities outside of schools, in centres that are containers for youth activities in the extracurricular sphere.

Existing relevant target groups and other groups that should be addressed

Most trainings exploring the issues at hand in **Greece** address vulnerable groups, including LGBTQI+ people, refugees and migrants, young people and students, but also people who are at risk of expressing relevant behaviours, such as sports fans, and actors who may contribute to prevention, like athletes and beneficiaries/professionals of youth organisations. Similar trainings, aiming at awareness raising, also target the general population. Some **Italian** participants elaborated on the Memorandum of Understanding signed for the management of religious pluralism, in the context of which they proposed the inclusion of first-line professionals, such as prison workers, in the training target groups, in order to support them in developing an empathetic relationship with the inmates, rather than a 'security-focused' one. The families of foreign prisoners are also foreseen to be supported. At-risk groups, such as young people on probation, juvenile delinquents and individuals deprived of their liberty are amongst the direct beneficiaries of such programmes. One of the participants mentioned the project PriMED (Prevenzione e Interazione nello Spazio Transmediterraneo), in the context of which training was provided to hospitals, economic operators, care workers, university students, religious personnel and personnel from ethnic organisations, in order for them to function as multipliers of knowledge and agents of reporting. Other actions also address the general public, as well as young people in general, or very specific groups, like young inmates in adult prisons. The majority of PVE-related training in **Romania** is targeted to youth, with a special focus on high school students. There are also programmes targeting younger children, early childhood education and university students. Another identified target group was the one of teachers.

One of the **Greek** participants underlined that everyone should be included in such trainings, as '*Everyone needs to contribute to the development of an inclusive society that promotes core democratic values, like non-discrimination, tolerance, acceptance, equality and peaceful interactions. Thus, everyone*

needs to be trained on matters of societal cohesion, inclusion and resilience'. Other groups that should be into focus pertain to the youth (especially aged 15 – 22), their families and social environment, as well as recently released inmates. In addition, students -especially after the pandemic – and key stakeholders who come to contact with vulnerable groups and can act as multipliers of knowledge should be at the central focus of PVE education. In **Italy**, more focus should also be laid on young people with a migratory background, concentrating on their religious identity and inclusion dynamics. Available activities addressed to professionals can also be extended to include prison administration and other professional groups who come to contact with the imprisoned population. **Romanian** stakeholders suggested that students with different economic, geographic and social backgrounds should be more systematically involved in PVE education, as well as university male students, who are identified as one of the at-risks groups when it comes to recruitment. Parents, teachers, professionals in law enforcement, social workers and local authorities should also be further supported to later contribute to the building of resilience amongst the youth. Lastly, younger children should also be supported towards the development of their emotional literacy, communication skills and diversity education.

Existing expertise and what else is needed

In **Greece**, the respective expertise and experience in PVE training has been accumulated by NGOs and relevant organisations over the years, considering that these were the main actors that tried to fill in the gap that was observed in this field. Sports associations and public actors have also started to take an active stand in this field; according to the working group members, the latter include the Ministry of Culture and Sports, the Ministry of Justice, the Cyber Crime Division of the Hellenic Police, Youth Networks/ Centres (local organisations of non-political content), and initiatives of the central administration. The aforementioned organisations are mainly involved to the enhancement of social cohesion, inclusion and resilience. Guarantor bodies in **Italy**, especially the guarantors of the rights of metropolitan cities, were identified to have a preventive and proactive role in the phenomenon, as they monitor the progress of the different projects. Associazione Italiana Vittime del Terrorismo (Italian Association for Victims of Terrorism) was another expert that was identified, along with the *DAP (Dipartimento Amministrazione Penitenziaria)* who initiated a training about Islam, with the use of victims' testimonies. Individual researchers were also identified to have gained experience over the years on various aspects of the phenomenon, like teachers' challenges in dealing with controversial topics and conflicts in the school environment, while they were reported to provide guidance to policymakers based on reliable evidence. **Romanian** participants explained that, although not 'broadly' available, there is expertise in counter and alternative narratives, safeguarding, prevention and countering of radicalisation and extremism, non-violent communication, overcoming hate and discrimination, resilience, tackling fake news, enhancement of critical thinking, peace education, and 'healthy schools'.

Greek participants recommended for public authorities to take a more active role in these endeavours, as in many cases they have the tools and resources to enhance and ameliorate existing efforts and reach a wider audience. **Romanian** teachers and schools were identified to need further

expertise in the understanding and implementation of P/CVE education; inclusive and peace education; online and digital education, including digital safeguarding and anti-online bullying; non-formal education methods, and participatory, student-led learning and 'learned-centred' approaches; self-bias, antiracism, anti-stereotype approaches; and wellbeing and Resilience Based Education. Nonetheless, group members underlined that the educational system needs to be rethought, in order to better fit the current needs of the students and topical issues.

Available training and educational tools and which else are needed

Greek participants discussed the lack of available training and educational tools focusing on PVE. Educators and trainers seem not to be well supported, and trainings to be implemented rely on the sole discretion of the individuals. Existing training and education material targets the exploration of inclusion, poverty reduction, gender-based violence and other general thematises, which are closely, but not exclusively, associated with PVE. One of the **Italian** PARTICIPATION consortium members that participated in the working group and presented the research findings related to this matter underlined that one of the common findings that emerged transnationally pertained to the need of tools and trainings in schools. Another group member discussed the RAN collection – repository of practices, which is divided in sectors (e.g., education). There are trainings available on challenging hate and discrimination (ethnicity, identity based) in **Romania**. Participants also mentioned that a human rights organisation developed a new hands-on toolkit for teachers for challenging discrimination. There are, however, limited tools, manuals and materials available for teachers broadly on PVE education.

Materials that are distributed to teachers and trainers in **Greece** should be more localised, corresponding to the actual needs of the targeted population. More systematic, consistent and cohesive trainings and tools need to be provided to **Italian** schools, while more real-life elements and examples need to be incorporated in the provided courses. In any case, available material should be well disseminated and distributed to the interested parties, preferably in a centralised manner. Tutorials and video-guides on the training delivery were suggested by the **Romanian** interlocutors. They further explained that there is a need for trainings in mixed methodologies and integrated approaches, training Programs related to performance indicators, 'ecosystems' trainings, gender and peace education, critical, constructive and solutions thinking, active citizenship, and empathy.

Recommendations for the train-the-trainers (ToT) programme

It remains evident that although progress has been made in all three countries over the past years, there is a long way to go to achieve a society of equity and inclusion for all, and avoid individuals' adherence to extreme and violent ideologies and behaviours. Additionally, more effort should be put on the design and development of training actions and their various aspects, in order for them to be in line with the actual and topical needs found in the respective national, regional and local context. Taking the also the joint participatory workshop results into consideration, the following recommendations are suggested for the development of the ToT programme:

Aspect targeted	Recommendations
General recommendations	❒ *Implementation of the training in two days, or over **a period (series) of trainings** to allow trainees/trainers to also 'test' and apply the newly acquired knowledge, skills and tools and come back with their experiences;* ❒ *Inclusion of member of the **target audience's community** in the **development** of the training format and content;* ❒ *Development of the training on the basis of **egalitarian dialogue**, where all opinions matter, irrespective of any hierarchical power;* ❒ *Development of **multi-level trainings** for different professional groups, to overcome stereotypes and prejudice in the workplace.*
Content	❒ *Inclusion of information on **core ideas and concepts**;* ❒ *Adjustment of the training to the **national context and topical needs**;* ❒ *Address the **'challenging issues'** that trainees face / may face and the ways they can approach them;* ❒ *Focus on '**cross-extremism'** content, as the prevalence of the different forms of radicalisation and extremism might change in different time periods;* ❒ *Focus on **specific forms of radicalisation and extremism**, depending on the national, regional and local context.*
Approaches	❒ *Use of **experiential and participatory approaches**, letting traditional teaching methods aside;* ❒ *Utilisation of a **mix of approaches** that bring together the benefits and advantages of the different methods;*

	❒ *Further utilisation of the **immersive approach** and incorporation of modern means and technology to training provision;* ❒ ***Adjustment of the approach** used, based on the participants' needs, prior and during the provision of the training;* ❒ *Integration of **positive psychology elements** in all trainings, to support individuals to later support their communities.*
Methods	❒ *Use of a **combination of experiential/participatory methods** to stimulate and attract the interest of the participants and assist them to understand the phenomena in depth;* ❒ ***Adjustment of the methods** used, based on the needs of the participants, supporting them in understanding the core concepts in depth and providing them with tools they can deploy in the organisation of their training actions;* ❒ *Provision of **examples of activities** that the trainees will be able to implement themselves, along with relevant **tips for the facilitator**;* ❒ *Explanation of the core **aspects, features and variations of the different methods**, in order for participants to be well-prepared for the training implementation;* ❒ *Inclusion of teaching of **phenomena-based teaching models** for various ages.*
Target groups	❒ *Inclusion of **at-risk groups** in the training audience, in order to enhance their resilience and support them in implementing the training addressing their peers and other people from their community;* ❒ *Inclusion of the **families of those involved** in extremist incidents -may it be victims or perpetrators- in the target audience, to assist them in the provision of support to those affected;* ❒ *Inclusion of **key stakeholders of the community** in the audience, who will be empowered to replicate the training at local level;* ❒ *Inclusion of **other key stakeholders that come to contact/ work with vulnerable groups** and can re-implement the training to their colleagues.*
Expertise	❒ ***Collaboration and experience exchange of NGOs and public authorities**, in order to achieve a more holistic intervention and target a wider range of interested parties;* ❒ *Facilitation of the activities by **trainers with former experience** both on the **thematises** explored, as well as the **tools, activities and methods** that will be used.*
Training & educational tools	❒ *Wide **exploitation of existing tools** for the implementation of trainings and the provision of resources to the participants;* ❒ ***Provision of tools** that will include clear guidelines, steps and tips not only on the **issues** under research, but also on the **implementation of training activities**, following an experiential, participatory and immersive approach;* ❒ ***Provision of resources to the trainees**, in relation to the organisation and implementation of trainings;*

	❒ ***Provision of material prior*** *to the training implementation to support trainees' expertise development.*

Annexes

Annex I: Minutes of the meeting - Greece

During the World Café activity, the two groups provided an overview of the format of P/CVE trainings addressing the matters of tackling and prevention of the phenomena.

It was commonly agreed that programmes focusing on prevention usually pertain to the information provision and awareness raising towards the understanding of the phenomena at hand. Although the learning objectives of such trainings are frequently quite generic, addressing the understanding of definitions and behaviours associated with radicalisation and extremism, the assessment and prevention of radical behaviours and the enhancement of tolerance and acceptance, they can also be more specific. For example, they may target the exploration of specific forms of radicalisation and extremism, such as sports/ fan violence, or the understanding of specific terms, like the notions of social and political integration.

During the World Café activity, participants made it clear that although in many cases there are standardised topics covered in the context of such actions, corresponding to core aspects of the prevention of the phenomena, community engagement and empowerment, youth education, and alternative narratives are not specifically targeted towards the issue of violent extremism and radicalization. On the contrary, trainings orientate to associated themes such as gender-based violence, hate speech, active citizenship and others. What is clearly lacking and should be invested upon, according to the working group members, concerns tailored exit strategies, along with family support, and an improved multi-agency structure, through which better inter-institutional cooperation is promoted. Regarding the last point P6 mentioned the following: *'there are things being done in various levels and on various fronts, without being coordinated'*.

Additional thematises that were mentioned as worthy exploring were associated with youth education on radicalisation and violent extremism, and a more targeted promotion of a communal environment based upon the values of mutual tolerance, empathy and respect towards diversity and cultural differences. Based on what P7 said '*we need to also invest in the awareness raising on the early signs of radicalisation from first-line practitioners and educators. This should be done combined with the creation of support mechanisms for youth such as telephone lines or virtual applications*'.

During the presentation and discussion of the gathered ideas in the plenary, P5 elaborated on the forms of radicalisation that are more widespread in the Greek society: political radicalisation and hooliganism. They elaborated on the recent events of 2022, pertaining to the death of the 19-year-old Alkis Kampanos in Thessaloniki, by a group of hooligans supporting a different team, and highlighted the importance of implementing relevant trainings that correspond to the needs of the relevant target group(s) and fit the existing socio-political context; *'There are several trainings*

available that support the enhancement of societal cohesion in general, which is a very important aspect that should be acknowledged, but such events highlight that something is still missing'. The workgroup members further discussed that 'prevention trainings' are not usually implemented under a counter-/anti-radicalisation training programme, but rather in the context of other initiatives that explore similar ideas and factors. They concluded on the importance of targeted trainings.

Approaches used and what could be used

Admittedly, PVE training programmes follow the participatory or experiential approach, while in some cases a mix of these two methods is followed. Nonetheless, the prescriptive approach is also followed sometimes. P1 commented on the necessity of learning through experience, especially when it comes to the enhancement and/or development of tolerance and acceptance: *'In this case trainees need to learn through their experience and feelings. Only through such methods will they be able to be on other people's shoes and embrace theirs and other people's diversity*'. P2, P7 and P9 further explained that a few available training programmes on prevention follow core principles of positive psychology, giving, in this vein, prominence to people's commonalities instead of differences – may it be common values, beliefs or ideas for the development of a connected and cohesive community. As they underlined, this integration of elements and principles of positive psychology should be horizontal in prevention training programmes, bearing in mind that the community also blooms through the personal development of its members.

> *'For example, when you learn to be present* [which is amongst the positive psychology principles]*, you train yourself to notice things that you wouldn't otherwise, like a behaviour or idea that shows that a person is shifting towards the adherence to radical narratives.'*, P9

Furthermore, P1 added that in the context of experiential learning, trainees tend to connect their experiences to their emotions. This way, it is easier for them to achieve the learning objectives and retain newly acquired knowledge.

Apart from the importance of experiential learning, participants reached a consensus that immersive approaches can also be effective in PVE programmes: '*Even though this methodology is not utilised much, it is one of the best ones to convey feelings and make people understand what violent actions may entail*' P6 mentioned. P9 elaborated and provided the example of the benefits related to the use of augmented reality in PVE: *'For example, imagine if the trainer wanted to help participants understand the consequences… material and emotional let's say, on individuals and groups… and they used augmented reality, presenting a group of extremists breaking the property or the premises where the training is taking place. I think that this would have a tremendous impact on the trainees and they would very well understand how someone that sees something like that feels'*.

Methodologies used and what could be used

In line with the approaches followed, the commonly applied methodologies in PVE training include role playing, case studies, art therapy, sports and cultural activities, as well as movie screenings, in

order to enhance the participation of the trainees throughout the programme. Nonetheless, lectures are also exploited, in the context of the prescriptive approach.

P5 commented that traditional methods, like lectures, dominated in the majority of training actions in the past, but a shift has been observed during the recent years; more participatory and experiential methods are used. P8 also added that *'One can observe the benefits of these practices, as trainees can better understand the different notions and concepts, the consequences of violent behaviour and the ways they can intervene and contribute to the prevention of the mentioned phenomena'*. P1 explained that traditional methods can be effective in the context of formal education, for example in a school lesson, but they seem inadequate in non-formal education settings, especially focusing on prevention, where the trainees need to be empowered to intervene and to contribute to the prevention of the adoption and expression of extreme viewpoints and behaviours, and to get to know tools and methods on how they can achieve this.

The majority of the workgroup members expressed that although many existing training programmes follow this participatory, learner-centred approach, applying the methods mentioned above, the latter should be applied horizontally. P3 and P6 introduced that especially when it comes to prevention, mere lectures do not suffice for the trainees to familiarise with core concepts of the issues at hand, such as the consequences violent behaviours have on the victims. P2 proceeded to the provision of a relevant activity example: *'For example, in the context of a role-playing activity, training participants can be asked to take the part of an active agent who needs to intervene in a complex and problematic situation, in order to contribute to the prevention of a potential escalation of the incident'*.

Other methodologies that were brought up were based on art therapy (theater of the oppressed), the promotion of active and meaningful dialogue, simulations, case studies, role-playing and film screenings. These methods were mutually agreed upon. Some additional methodologies, such as lectures, were mentioned by P6, who claimed that '*lectures can be really helpful in defining ambiguous terms, something that clearly exists in our context*'. In this framework they also added that real-life examples along with experiential workshops in schools and universities can be very practical for the Greek PVE context. Lastly, real life cases, sport-based activities and service learning for the promotion of volunteerism in the community were also proposed as methods that would enhance the networks and relations of the community.

Existing relevant target groups and other groups that can be targeted

The World Café activity also revealed the main groups usually targeted through relevant programmes. Workshop members concluded that these pertain to groups of people that are at risk of being targeted, like refugees and migrants, LGBTQI+ people, young people and students, but also people who are at risk of expressing relevant behaviours, such as sports fans, and actors who may contribute to prevention, like athletes and beneficiaries/professionals of youth organisations. P8, however, clarified that in many occasions, 'groups at risk' are not well defined, leaving a vague

definition of the target audience, which lies on the understanding and discretion of the interested parties.

P2 further explained that, during the recent years, many training programmes addressing the well-being, protection and inclusion of 'at-risk' groups have emerged. Nonetheless, these may fall under the general umbrella of human rights, rather than a more specific thematic, like radicalisation and extremism. Similar trainings focusing on the rights and inclusion of these groups also address the entire population, aiming at the enhancement of sensitisation and awareness raising.

Nonetheless, P5 highlighted that *'Everyone needs to contribute to the development of an inclusive society that promotes core democratic values, like non-discrimination, tolerance, acceptance, equality and peaceful interactions. Thus, everyone needs to be trained on matters of societal cohesion, inclusion and resilience'*. P4 further suggested that such trainings can also target people of a specific community, in order to increase their social capital and collective efficacy towards this common goal of creating a society of equity.

Based on the second activity implemented and the discussion that ensued between the participants, there was a mutual agreement that relevant target groups that need to be put into focus refer to the youth (especially aged 15 – 22), their families and the social environment that they belong to. Additionally, P2 stressed the fact that we should also be targeting recently released inmates in Greece – '*We should identify and work specifically with those who had been imprisoned due to politically motivated violent actions or even hooliganism*'. Ensuing this suggestion most of the participants were in accordance with the proposal, and P3 further noted that this would also ensure that the risk of relapse for released individuals will be reduced. According to the majority of the group members, the State and the community should prioritise the integration and inclusion of groups that are identified, or are commonly marginalised and can, thus, be led to the adherence of radical narratives and behaviours. Additionally, P1 emphasised that after the pandemic, students should become more central to the PVE programmes: *'Even though the limited existing programmes have been targeting students in terms of prevention, the pandemic has created new dynamics that need to be understood and worked upon timely and efficiently'*.

At the same time, prioritisation should also be given to the training and support of key stakeholders who come to contact with the previously listed groups, like municipal staff and educators, in order to be able to better support their beneficiaries.

Existing expertise and what else is needed

The groups agreed that NGOs and European-funded projects constitute one of the main key actors that contribute to PVE trainings with their expertise. P3, P6 and P9 explained that due to the lack of PVE trainings provided by the public sector over the years, NGOs tried to fill in the gap and have, thus, gained the relevant knowledge and expertise. At the same time, their engagement and response painted a clearer picture of the current needs connected to resilience, inclusion and social cohesion. Sports associations were also identified as other private actors providing PVE training. Nonetheless, public actors seem to have taken a more active stand the past decade, organising and

implementing training activities that cover the abovementioned objectives. The group mentioned the following public entities that contribute to the relevant endeavours: Ministry of Culture and Sports, Ministry of Justice, the Cyber Crime Division of the Hellenic Police, Youth Networks/ Centres (local organisations of non-political content), and initiatives of the central administration.

Group members discussed that NGOs and private organisations usually provide the majority of the available courses. They concluded that competent public authorities should attain a more active stand and contribute with the organisation of further initiatives. P1 highlighted that one shall not neglect the capacities and expertise of public authorities, as, in many cases, they have the tools and resources to enhance current endeavours, while they can reach a wider audience.

Available training and educational tools and which else are needed

P1 elaborated on the lack of available educational tools– a phenomenon observed in trainings on a variety of topics -, as well as relevant practices and resources. They explained that educators are not well supported by the competent public authorities, while their participation and contribution to the implementation of trainings lies solely to their discretion.

The governmental sector offers guidance in more general aspects concerning inclusion, poverty reduction, gender-based violence etc. Thematises that are closely associated but not exclusively related to PVE. P3 mentioned that '*It is very hard to work with what we currently have regarding PVE, and this is also very closely connected to the fact that we do not recognise it as such*'.

P3 and P6 added that there are several trainings available, accompanied by respective tools, developed by NGOs and public institutions, in the context of European-funded projects. They mentioned the project YCARe – Youth Counselling Against Radicalisation, in the context of which an online toolbox platform was created, functioning as a repository of activities, good practices and awareness-raising tools. P8 also mentioned the DARE - Dialogue about Radicalisation and Equality project, in the context of which a Toolkit for Educators to better comprehend the issues at hand, and a Toolkit for Use with Young People, to support the work of education professionals working with young people 14-17 years old, were developed. P1 referred to some other NGO-based learning tools, such as the PRACTICE (Preventing Radicalisation through Critical Thinking Competencies) toolkit that they were aware of but had not the opportunity to utilise. Similarly P3 and P6 made reference to RAN's handbook for CVE and PVE training programmes, and specifically their collection of good practices and approaches. However, P3 mentioned specifically that this collection of practices even though very rich and helpful, does not cover a specific part of the Greek local reality; that of hooliganism: '*We need more materials that are made and tested on EU level, and then later incorporated on the local needs. For example, we have seen that religious radicalisation is quite widespread in the EU milieu, but this does not at all apply in the Greek context. In this sense, such a training would not be useful for us*'.

P1 clarified that more tools are needed for educators and trainers to better implement relevant trainings and/or educational activities:

> *'All efforts made lie on the personal discretion of the individuals, which is good, on the one hand... to see that people want to contribute and try to work with what they have the best way possible. However, competent authorities, such as the Ministry* [of Education] *should further support them, with the provision of concrete tools, guidelines and trainings'.*

Annex II: Minutes of the meeting - Italy

Approaches used and what could be used

Expert 1 discussed their collaboration with the prison in the district, which resulted in the mapping of places of worship to prevent and counter radicalisation. Imams were inserted inside the prison to provide spiritual assistance, which is provided both collectively in Friday prayers and on an individual level. Additionally, male and female volunteers were involved in dialogue with inmates' families. The expert also mentioned other experiences, such as the Simurgh project in prisons in Lombardy, the Dustur project in Bologna, and the guarantee of spiritual assistance inside the prison.

Expert 2 mentioned several initiatives to prevent radicalisation. A round table was started at the city level in 2015, and a project has been running in secondary schools in cooperation with COREIS and the Provincial Education Centre. They also discussed the FAIR project, which had to be discontinued due to the pandemic, and a project that introduced deradicalisation methodologies in an individual setting, imported from Germany and the Nordic countries. The expert promoted training meetings on prevention issues for Lombardy schools, named Educazione alle Differenze per la Prevenzione degli Estremismi Violenti, involving almost all secondary schools in Lombardy. However, the expert also expressed concerns about the practice of assigning a "security antenna" role to teachers and expecting them to recognize classic indicators of radicalisation.

Expert 3 referred to a memorandum of understanding that was previously signed to facilitate and manage religious pluralism in places of deprivation of liberty in Turin. The memorandum was signed by Dr. Minervini and Councillor Giusta. However, when Expert 3 tried to extend the memorandum to the CPRs (Centro di Permanenza per i Rimpatri), they faced resistance from the Prefecture. Despite this, the expert suggested the importance of involving the CPRs as they are places where people who have been strongly linked to extremism transit, and who are destined for repatriation.

The moderator suggested broadening the focus of the meeting to consider different types of projects implemented elsewhere. They also mentioned a school that implemented short courses on information management, aimed at teaching students how to select sources and avoid fake news.

In that context, **Expert 2** also mentioned a project being set up with the Ministry of Justice to ensure that Islamic associations cooperate to take charge of unaccompanied minors leaving prison. The Fanon Association in Turin will be in charge of the project, dedicated to ethno-psychiatry. The idea of the table was to involve all articulations of the city of Turin, including the world of justice concerning adults and minors, the police forces, and the city's associations. The table was set up two concillorships ago, and in 2015, the actors involved in various capacities began to come together, albeit informally. The change of administration was problematic for the project, and they had to start over again by explaining what the working hypothesis was. The outcome were guidelines unanimously approved by the Turin City Council and subsequently a resolution of the Council establishing the table.

Expert 5 mentioned Centro Interculturale and Cooperazione Internazionale e Pace, which carries out projects in the countries of origin of many immigrants. They also mentioned the Comitato Interfedi, which could be a resource. They had a project to build the 'house of religions' with Comitato Interfedi, but there was a lack of resources and coordination on the part of the city administration.

Methodologies used and what could be used

Expert 1 reported that they coordinated a forum called Politiche di Integrazione Nuovi Cittadini in District Seven, which involved citizenship participation. The forum was reported on the European immigration website as a best practice, and around 150 people enrolled in it, including citizens, associations and institutions working in the area. Several projects were carried out, and meetings were held about every month, attended by about 40 to 50 people each time. The project had no wallet, so the interest aroused was purely related to the network that created: after the meeting, people and the various associations would stay and converse. Since that experience, they have promoted various initiatives and participatory bodies that create a common citizenship. This good practice in Turin has been carried forward and included in the institutional groove, but it has come to an end, because it would require the training of someone who can facilitate these participation groups.

Expert 1 also provided a range of information regarding the initiatives taken in Turin to promote dialogue and prevent radicalisation. One of the main efforts was the councillorship that promoted dialogue between different sections of the population. The participatory body, consisting mainly of associations of foreign origin, worked on various projects such as sports, interreligious dialogue, and participative budgeting. An open day was planned to study the migration phenomenon within the constituency and create unity and active citizenship against radicalisation. The participatory body met once a month, with the agenda decided by the associations themselves and a newsletter

created. Additionally good practices implemented in the prison system, which involved the forum and the openness of Director Minervini, were cited. These practices resulted in two Islamic associations that were once conflicting, working together, creating a connection with a view to a future understanding. There was also a proposal to create a federation of Islamic associations that would become a single interlocutor at the state level to avoid the filing of three different religious agreements with the government. Several other positive experiences were also highlighted in Turin, such as the agreement signed by the association A.M.E.C.E. (Association Maison d'Enfant pour la Culture et l'Education) with the municipal police aimed at helping the community of Moroccan origin by facilitating meetings on deviance issues.

Expert 1 suggested the creation of a body that meets at a set frequency and works by bringing together all the different souls, avoiding defining it as a body to counter radicalisation. The proposed name for the body is the "citizenship forum," and it would promote various projects within it, relating to schools or to the issue of Islamophobia. They also mentioned the project involving CeSI, called TRUST, which concerns Islamophobia on women and reveals a worrying phenomenon. Overall, the initiatives taken in Turin aimed to promote dialogue, unity, and active citizenship against radicalisation.

Expert 5 reported that the municipality works on urban regeneration from the immaterial aspect, which is inherent to people, especially in multicultural contexts. Although the municipality does not deal with the prevention of radicalism and extremism, they come into contact with it through Islamic centres and mosques with which they collaborate. Volunteers from these centres promote collective prayer or listen to the difficulties of people who have drifted away from the practice of religion. The work of the municipality is more specifically concerned with community animation and ethnic associationism. The city promoted a sharing pact with Islamic centres in 2016, approved by councillor Curti. These pacts have included the Chinese community, the Latin Americans, and they are now preparing sharing pacts with the Romanian community. The city is working to create an ongoing, stable, and structural relationship with the main associations, among which the Islamic ones are the most present. The coordination table and the sharing pact are institutionalised mutual recognition, an opportunity to have access to an institutional place and meet on a regular basis and imagine common planning. The municipality has difficulty pursuing issues such as interculturalism or integration, which are transversal themes, due to the administration being like a holding company where one part often doesn't know what the other is doing. From their point of view, it would be appropriate to promote a work of coordination of all services related to this issue.

Expert 2 explained that in European projects aimed at preventing violent extremism in Turin, the municipal police were involved as a partner. The 2016 round table experience aimed to coordinate and create a common language among different actors and projects active in the area, with the intention of bringing together the security sphere of the forces of law and order and the social and educational sphere pertaining to the institutional part of civil society. The desire was to focus not only on Islamic radicalisation but on all forms of extremism. They also discussed the issue of language and perception in relation to radicalisation and violent extremism. The expert believes that talking about radicalisation rather than violent extremism can be perceived as crime prevention

or rehabilitation, but it should be seen as an activity aimed at social cohesion, cultural and religious integration, and community empowerment. The expert also highlighted the need to consider not only ethnic groups' immigration but also the reaction of the indigenous citizenry to immigration, which could result in social-political radicalisation and anti-Islamic sentiment or white supremacism.

Expert 4 highlighted the reluctance of ethnic and religious associations to intervene in situations that may undermine their credibility. These associations often exclude unaccompanied minors from participation in their activities, considering them as "deviants". The expert believes that ethnic associations need to reflect on their positioning in the face of such issues and identify areas and issues where they can commit themselves to and be supportive. Additionally, there is a need for more information sharing and coordination among departments and directorates, especially in a context of strong inter-institutional collaboration like Turin's.

Expert 5 suggested exploring educational practices outside schools to address the needs of young people from various backgrounds. The expert highlighted the need for more coordination between areas and activities and external figures who can unite the various areas.

Expert 1 proposed revising the guidelines written by Expert 2 to broaden the semantic logic of radicalisation that can be transcended and bring about a synergy of the departments' services. The expert believes that the work has already begun and can be taken forward.

The moderator agreed with the need to overcome certain paradigms created over the last twenty years, such as radicalisation and extremism, and focus on healthy social polarisation that helps change, social integration, and cultural and religious integration.

Existing relevant target groups and other groups that can be targeted

Experts discussed various issues related to young inmates in adult prisons, migration, and educational projects. **Expert 3** talked about the research they conducted in Turin with the highest percentage of young inmates in adult prisons in the country. **Expert 4** discussed their specialization focused on the identity of young people belonging to the second generation and also mentioned two educational projects they coordinate, one aimed at combating stereotypes and discrimination, and the other focused on inclusive citizenship. **Expert 1** shared their experience as a pedagogical educator in prison. **Expert 2** discussed the juvenile justice system and the challenges in carrying out treatment activities Finally, **Expert 6** talked about the difficulties encountered when working in a context with a strong ideological component, including extreme right-wing and anti-Islam hatred.

In more detail:

Expert 3 who conducted research on young inmates in adult prisons in Turin which has the highest percentage in the country stated that the guarantor body finds it difficult to analyse whether juvenile

population in adult prisons suffer from isolation. High percentage of foreigners and lack of treatment activities for them are also issues that need reflection. They suggested that the municipal police in Turin, which is concluding a European project called Icarus, could be an interesting interlocutor. The project deals with the mapping of all associative realities on the territory, with a focus on young people. It was suggested that a local working group could be set up again to bring these issues back to the center of the debate, and Pentenero's councilship has shown availability in this regard. The councilship has the prison system as its delegation, which is of interest to Expert 3. The expert also expressed interest in initiatives within places of deprivation of liberty, which have experienced total closure since the pandemic. It was suggested that the training activities addressed to teachers, mentioned earlier, could be extended to the prison administration. This would not only benefit prison police officers but also educators, psychologists, psychiatrists, and all those who have to deal with the detained and imprisoned population.

Expert 4 as a university lecturer specialized in sociology of migration and sociology of Islam, focuses on role of diasporas in management of religious identity. The expert was concerned with identity issues of young people, especially those of "generation two and a half" or children of migrant couples. They claimed that these young people often face difficulties with identity relations and inclusion dynamics. They coordinated a training project called PriMED (Prevenzione e Interazione nello Spazio Transmediterraneo) involving 12 Italian and 10 Mediterranean cities. Multi-level training focused on direct protagonists (individuals deprived of liberty or under observation) and citizens, whose actions interact with rehabilitation and re-education projects. Training targeted hospitals, economic operators, care workers, religious personnel, and personnel from ethnic associations to report what is happening in the area and spread knowledge. They also coordinate two other educational projects: IDEAS project, aimed at educating citizenship by raising awareness on combating stereotypes and discrimination, and Kids for All, which focuses on the eight competencies of European lifelong learning, including inclusive citizenship. High school students produced content that was later taught to younger children. These projects involve schools and associative circles to target entire citizenry, and materials are developed through special toolkits to be introduced in schools. Emphasis is placed on synergy between different actors active in the same area.

Expert 1 who is a pedagogical educator in prison, observed high presence of inmates of Maghreb origin and the phenomenon of "baby gangs" or hatred of the host society. Educational support for young people in the community on probation also showed as an emerging issue of hatred beyond radicalization.

Expert 2 who has worked with juvenile justice system for past four years stated that in Italy it is only possible to carry out treatment activities for prevention, deradicalization, or exit in juvenile field. Article 41 bis of the Code of Criminal Procedure often places accused of terrorism in high security regime without treatment activities. Serious problems of rights violations in these regimes, as reported by national guarantor after visits to Rossano Calabro and Sardinia. Recent meeting with prison management showed worsened situation with significant increase in unaccompanied minors in juvenile prisons in north and northwest Italy.

Expert 6 mentioned that working with strong ideological component, such as extreme right-wing and anti-Islam hatred, poses difficulties. Some young people who profess to be Muslims see the local Islamic community as an enemy to be fought because of ideological indoctrination with notions derived from terrorist organizations like Al-Qaeda and Islamic State. Islamic communities may perceive imams not as reference figures but as enemies.

Existing expertise and what else is needed

Expert 3 stated that guarantors have a preventive and proactive role in observing the progress of projects with the eye of an outsider. They mention their experience collaborating with two experts in the past and how the guarantors were more active then, participating in spaces for dialogue and intervention, including penal institutions, to protect fundamental rights and ensure that issues are dealt with appropriately.

Expert 4 explained their role as an observer, analyst, and operational translator in addressing issues of radicalisation and the risk of marginalisation of minors and adolescents entering adulthood. They have focused on the Turin and Italian context, with a comparative look at various international contexts.

Expert 2 discussed their experience working in the field since the early 2000s, including involvement in EU directorate projects after the Madrid and London attacks and working on the role of victims of terrorism in preventing and countering radicalisation. They mentioned that the first Italian project on these issues was held in Turin, which used the testimony of victims of terrorism in schools, and they have been involved in various projects focusing on victim narratives.

Expert 6 described their research in history, focusing on terrorism and disinformation. They have explored the main challenges teachers face in dealing with controversial topics, discussions, and conflicts within school life in France, Belgium, and Italy, producing useful guides to managing these situations. They have also provided policy makers with studies and research based on reliable evidence to facilitate effective policies and measures in the prevention of violence and radicalisation. Their work is focused on academic study, research, and analysis, with a circumscribed knowledge of prison issues.

Expert 7 discussed their research and analysis work on jihadist, extreme right-wing, extreme left-wing radicalisation, and violent anarchism. They work between universities and think tanks, mainly focusing on research on radicalisation with a particular interest in Europe and the Italian case, as well as responses to radicalisation in the field of counter-terrorism. They have collaborated with national and international institutions, including the Ministry of Justice, and recently dealt with violent left-wing extremism and anti-Semitism. They will be working on prison rehabilitation this year with the RAN consortium.

Available training and educational tools and which else are needed

Expert 6 shared data from the research experience conducted within the Participation project, which involved administering a survey to 200 secondary school teachers located in six EU countries. The analysis aimed at investigating the main challenges and needs for teachers in dealing with controversial topics and divisive situations, and with problems of social polarization that enter the school context with students. They found that appropriate and effective training is needed to manage critical situations, but many teachers fear acting badly or contravening unclear rules. One-off training courses without a systemic framework that envisages a step-by-step training growth path are not effective, according to the survey. The lack of real-life elements and examples in these training courses is also a challenge, and there is a need for concrete examples and practices that can be tried out in the classroom experience.

The moderator emphasized the importance of reporting the failure of the English approach within schools, due to the high number of children being reported for random or insufficient reasons. They suggest the "Be Internet Citizen" project, which has been successfully implemented in several schools in England and produced a community toolkit accessible on a site. This project raises awareness of cross-cutting issues, such as hate speech and filter bubbles, and can prevent rifts between students and teachers that were highlighted by research done for Participation.

Expert 2 suggested the RAN collection as a repository of practices, specifically mentioning the education sector. The case of a young student translating an Islamic State text into Italian, is mentioned, who has been contacted by a theologian active in Italian Islamic associations who continues to try and support the student's de-radicalization. Expert 2 agreed with the importance of training for teachers in dealing with polarizing topics, but believes that civil society organizations should oversee these activities, rather than teachers, due to their lack of training and knowledge of methodologies. **Expert 2** also mentioned the need for a third actor to create a relationship of trust between the actor and the target group, which civil society organizations can quickly build due to their informal education tools. They discuss the dichotomy concerning polarization and how civil society organizations can safeguard themselves from criticism within the school or from anyone who challenges their work.

Recommendations for the train-the-trainers (ToT) programme

Recommendations for the ToT programme in prisons:

- Create ad-hoc project involving constitutional experts and, if required, spiritual guidance to support the disengagement, resocialization and reintegration in society of extremist inmates;

- Ensure the respects of human rights of extremist detainees through the strengthening of the work of National Guarantee of Detainees;
- Creation of workshops on inter-religious dialogue in prisons.

Recommendations for the ToT programme in local communities:

- Support the creation of educational programme for young people focusing on countering hate speech against minorities in schools or educational environments;
- Support the creation of specific courses on Islam and Islamic principles in schools;
- Support the creation of working groups on inter-religious dialogue at community level;
- Ensure the creation of long-term and sustainable agreements between municipalities and foreign communities at local level to foster cultural and social events of mutual understanding (e.g. open day of the mosque);
- Support the creation of educational programmes on citizenship or citizenship forums addressing, first and foremost, young people;
- Support the creation of university projects involving European and Mediterranean/Sub-Saharan universities;
- Create multi-level trainings for different target groups – care workers, doctors, social services, public officers etc. – to overcome stereotypes and prejudice in the workplace;
- Support the creation of trainings and educational programmes for teachers to understand better polarisation, violent extremism, radicalisation;
- Create educational workshops on this topics at schools that might be carried out by civil society organisations, associations etc. rather than by teachers themselves to avoid internal fractures.

Annex III: Minutes of the meeting – Romania

Approaches used and what could be used

Approaches Used

A wide-range of educational and training (formal and nonformal) approaches are implemented across a breadth of educational and training actors in Romania. However, when it comes to P/CVE Education:

- *P/CVE Education is not addressed as a specific focus in Romania*
- *There is a lack of clear taxonomy in P/CVE in relation to educational programmimg*

- *There is limited integration of P/CVE-related education into formal education in Romania*
- *Teachers are not explicitly trained in how to address topics related to P/CVE education*

Where programs exist in schools they are primarily implemented by NGOs who have received funding to carry out P/CVE or P/CVE-related (anti-hate, anti-polarisation, anti-discrimination) trainings or sessions with youth. These are often 'one-off', short-term interventions and are not implemented sustainably. The majority of NGO programs of this kind are oriented towards youth. There are fewer programs oriented towards training/supporting teachers or development of educational materials and curricula. Teacher training programs that tackle self-bias, institutional discrimination, prejudice are generally not available. In general, teacher training programs are not up to date in regards to new methods of education (eg. Online), participatory approaches and aimed towards social responsibility (eg. Global education) that could represent valuable platforms for P/CVE trainings.

While there are many innovations and divergent practices, 'mainstream' conventional educational processes in Romania today continue to be predominantly 'top-down', 'lecture-based' with high focus on 'cognition-based' learning and memorization. There are often strong dimensions of hierarchy between teachers and students. Curricula is also largely monoperspective and ethno-nationalist/exclusivist which is a situation often flagged by students, contributing to the distrust of students in the formal educational environment. Schools, however, are often open to collaboration with civic organisations to provide additional learning and experiential opportunities for students, however: there is a strong divergence of opportunity and availability of these programs, with larger/wealthier schools in major cities often benefiting from more opportunities, while students in schools in rural and urban areas have fewer. Whole-school approaches are not yet implemented in Romania, and also missing are approaches that encourage the perspectives of schools as eco-system, integrated and always affected by societal issues at large.

NGO approaches include training programs, workshops, a breadth of non-formal learning, experience-based training and student- and youth-led campaigns, where youth develop campaigns either to challenge 'extremisms', polarization and hate or to promote inclusion and tackle fake news and hate messaging.

Increasingly: schools and NGOs include a focus on well-being as essential to strengthen youth resilience to radicalization, extremism and hate, while some schools have also begun to include internet-safety and literacy programs. There is a specific focus on drug use prevention in these programs, but they rarely tackle systemic causes of addiction and abuse. Sexual education programming that can mitigate issues of misogyny and gender-based radicalization and extremist behaviour continues to be limited and contentious.

Approaches that could be used

Participants identified a wide-range of approaches that could be used. Importantly: there are examples of almost all of these approaches being used in limited / specific instances, thought they are not yet 'mainstreamed' or integrated systematically. 'Approaches that could be used' recommended by working group members include:

- ❒ *Learner-Centered Learning*
- ❒ *Project-based learning*
- ❒ *Critical Thinking & Constructive Thinking Skills, Methods & Approaches*
- ❒ *Experiential learning / learning by doing*
- ❒ *Practical Approaches & Problem-Solving*
- ❒ *Student-led / student-driven learning*
- ❒ *Focus on social-emotional learning, emotional intelligence, and emotional awareness*
- ❒ *Group-based learning exercises*
- ❒ *Culturally Inclusive Approaches and learning inter-cultural competencies*
- ❒ *Co-design of educational contexts*
- ❒ *Storytelling*
- ❒ *Peace Education, Democracy Education, Inclusive Education*
- ❒ *Well-being and resilience-based learning*
- ❒ *Immersive Experiences*
- ❒ *Reflective learning and education*
- ❒ *Digital Learning, Safety & Literacy*
- ❒ *Agency-based education recognizing the agency capacity of youth*
- ❒ *Self-bias training*

Importantly: participants recognized that mixed approaches are necessary 'one-size-fits-all' models don't work and a mix of approaches can improve learning and competency development.

The fundamental assessment was the need to move from top-down, hierarchical, outdated 'approaches' to education/learning to learner-centred approaches based on respect for children, youth, students, understanding of child and youth development and psychology, and rooted in 'peace schools, democratic schools, safe schools, inclusive schools' models.

P/CVE education should be integrated across education, but also not necessarily as P/CVE education, but instead oriented towards improving all students'/youth's capacities for problem-solving, well-being, resilience, emotional literacy and intelligence and overcoming discrimination, polarization, and hate.

Existing relevant target groups and other groups that can be targeted

Existing Target Groups

P/CVE education is currently predominantly done towards youth, with a majority oriented towards highschool age youth. There are very few programs targeting 'younger' youth / children and early childhood education, as well as very few specifically towards university age youth. The majority of youth reached are also those in larger / wealthier cities and urban centers. There are some but limited programs providing training on P/CVE and P/CVE related content to teachers. Adults and life-

long learning approaches to P/CVE (for instance, intergenerational programs) represent major gaps. Some NGOs working with youth benefit from European training opportunities to be exposed to P/CVE education/training-related topics, but not continuously or systematically. There are few to no programs in most areas towards parents. State institutions and law enforcement agencies do not receive training on P/CVE education and training relevant to youth unless benefiting as participants in European projects or NGO provided training – but again this is not done consistently, systematically, or integrated into their core training and professional development opportunities.

Groups that could be targeted

- ***Students***: *Systematically reach more youth across economic, geographic and social divides by integrating into the formal school system*
- ***Early Childhood***: *increase programs focusing on early childhood education – in particular on emotional literacy, problem solving, communication skills and diversity education / overcoming discrimination*
- ***University Students***: *Increase training and education opportunities for university age students – in particular university age men – a primary target group and vulnerable to targeting / recruitment by radical/extremist groups*
- ***Teachers***: *Ensure proper support for teachers including training teachers in P/CVE education*
- ***Parents/Families***: *Parents should also be targeted by P/CVE education as they often have limited exposure to, awareness and understanding, and as parents/families have a crucial role re children/youth*
- ***Law Enforcement, Social Workers, Local Authorities***: *LEAs, Social Workers, Local Authorities in Romania have had very limited to no training or exposure to P/CVE. This leads to a lack of its integration and awareness of issues in relation to youth and education. Training and education programs to these actors can help improve resilience and support to youth.*

Methodologies used and what could be used

Methodologies Used

Schools: As with 'approaches' there are a very wide-range of methodologies used in Romania in both formal and non-formal education and training. However: the vast and overwhelming 'majority' of mainstream education in public schools and universities rely upon top-down, cognitive, 'delivery-based' learning such as 'lectures' and 'presentations'. Schools are increasingly, however, using project-based methods, group work, 'exercise-based' learning where students are given an 'exercise' or 'task' to complete. At various points in their education including in some university faculties students will also often have 'internships' or 'practice-based learning'. Debates, report writing, presentations are frequently used methods. Elementary and secondary schools are also increasingly engaging children/youth in discussing and even sometimes organizing 'campaigns' about local, national and global issues, however this is frequently dependent upon the initiative of the individual teacher and not necessarily streamlined.

NGOs: NGOs used a wide-range of non-formal, participatory methods, including (but not limited to): role-plays, simulations, campaigns (online and offline), discussions circles, coaching, project-based learning, mini "lectures" and presentations, group exercises, forum theatre, making videos / film, public speaking exercises, empathy-based methodologies to understand the perspective of others, dialogue exercises, and more.

Methodologies that could be used

One of the strongest recommendations made is to bring more non-formal or 'effective' / student and youth-centered learning techniques and methods into school-based learning and P/CVE programs. Methodologies listed that could be used included:

❒ *Role playing* ❒ *Simulations* ❒ *Study visits and exchanges* ❒ *Community Service* ❒ *Forum Theatre* ❒ *Dialogue*	❒ *Projects (Project-based methods)* ❒ *Meditation, Mindfulness* ❒ *Breathing Exercises* ❒ *Student-led, student driven* ❒ *Job / Organisation Shadowing*

Formats used and what could be used

Formats currently used in schools are primarily 'class-room based'. Formats used by NGOs include: workshops, trainings, study visits and exchanges, campaign and project-based learning. Since COVID there has also been an increase in 'online formats' including webinars.

Existing expertise and which else is needed

Existing Expertise

There is a wide range of existing expertise in Romania and many exceptionally experienced individuals and organisations – however the expertise has not reached out 'broadly'. There is expertise in:

❒ *Counter Narratives / Alternative Narratives* ❒ *Critical Thinking* ❒ *Mindfulness* ❒ *Wellbeing and Resilience* ❒ *Tackling Fake News* ❒ *Overcoming Hate / Discrimination*	❒ *Safeguarding* ❒ *Preventing and Countering Violent Extremism and Radicalisation* ❒ *Peace Education* ❒ *Nonviolent Communication* ❒ *"Healthy Schools"*

What Expertise is needed

The main need is to 'broaden' the 'pockets' of expertise to make them more widely available. More broadly, teachers / schools need expertise in:

- *P/CVE Education (core concepts, methods, how to do it)*
- *Wellbeing and Resilience Based Education*
- *Self-bias, antiracism, anti-stereotype approaches*
- *Inclusive Education*
- *Peace Education*
- *Non-formal education methods, and participatory, student-led learning and 'learned-centred' approaches*
- *Online and digital education, including digital safeguarding and anti-online bullying*

In addition to the 'expertise' it was said that the entire 'culture' and approach to education needs to be rethought to help address radicalization and make education fit for the 21st century and needs of students today. Teachers would also need to know the are (and be) supported: by educators, the ministry of education and school inspectorate, and parents. (Teachers spoke about the difficulties of addressing 'difficult subjects' in schools and how they may be attacked by parents, the media, politicians for doing so).

Available training and educational tools and which else are needed

Available Training and Educational Tools

There are trainings available on challenging hate and discrimination (ethnicity, identity based). ACTEDO, a human rights organization, developed a new hands-on toolkit for teachers for challenging discrimination. There are, however, limited tools, manuals, materials available for teachers broadly on P/CVE education (teachers were unaware of what there might be in this area.

Training and Educational Tools Needed

Training is needed on P/CVE education including core concepts, methods and approaches. Importantly: the training should be contextualized for the local context – addressing issues and needs relevant in Romania. Tools and educational materials also need to 'fit' what can be done in/during class time and the educational system.

What trainings are needed in Romania to improve P/CVE Education: exercise responses

- *Critical Thinking and Constructive Thinking / Solutions Thinking*
- *Active Citizenship*
- *Empathy*
- *Training in Peace Education*
- *Nonviolent Communication*

- *Gender Education*
- *Circle of Safety Program**
- *"Ecosystems" Training*
- *ANPCDEFP Workshops, events DigitIN Connector**
- *Training Programs related to performance indicators (to improve / test teacher performance)*
- *Trainings in mixed methodologies and integrated approaches: how to 'educate' more than 'cognitive'-based approaches*

*Already existing trainings participants were familiar with

An 'educational tool' which would make available and consolidate all materials, handbooks, guides in the field in one location and with tutorials and video-guides on how to deliver them would be helpful for teachers across the country. A platform like this was created under an earlier government in Romania but it was unclear if it was still kept up.

Teachers also spoke of the need for 'support groups' for teachers (as exist in Finland). These can also be international (online).

Recommendations for the train-the-trainers (ToT) programme

The ToT should:

- *Introduce core ideas and concepts*
- *Address and be directed towards the situation in Romania and what teachers and youth face here*
- *Include training on practical materials – including approaches and methods – that fit the actual context here and that can be used / applied in classes*
- *Be 'hands-on' and practical as a training – not theoretical (or not only theory) but really going into tools, methods, approaches teachers / trainers can use*
- *Address 'challenging issues' that teachers face / may face and how they can address them in classes*
- *Use role-play*
- *Encourage teacher collaboration, co-teaching practices*
- *Teach phenomena-based teaching models for various ages.*

The ToT should preferably be at least a few days or over a period (series) of trainings to allow teachers/trainers to also 'test' and apply and come back with their experiences. It should be a really training, not just a 'lecture' or presentation. The people who deliver it need to know how to do trainings and have real expertise in P/CVE education and training. Participants should receive relevant materials in advance and after to help support their expertise development and be able to integrate learnings into their work. The ToT should also help teachers address 'own biases' and help teachers be aware of the roles they can play in P/CVE education. Extensive, national programs for

teachers that tackle prevention (of extremism), self-bias, self-awareness in the teaching process. This category has been identified as a multipliers of divisive and at times biased messages (Abrudean, 2022).

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