



# Erasmus+ Project

Prevention of violent Radicalisation and Of Violent Actions in intergroup relations



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## REPORT WP3 A3.2

# Participatory Meetings with Stakeholders



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## WP3. A3.2 PARTICIPATORY MEETINGS WITH STAKEHOLDERS

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## REPORT WP3\_A3.2.

### PARTICIPATORY MEETINGS WITH STAKEHOLDERS

#### AIMS

The activity A3.2 of PROVA PROJECT WP3 was aimed at having impact on the local policies, particularly on the organisation of urban areas that are at risk of marginalisation, through a participatory process of re-imagination of these spaces.

The participatory meetings with stakeholders focused on a reflection about the rising of different forms of violent radicalisation in risky urban area, in order to develop possible prevention and de-radicalisation actions.

The expected results were:

- increasing the participation of policy makers, local authorities and representatives in contrasting violent radicalisation of young people;
- increasing the awareness about the importance of revitalizing urban spaces for a suitable collective use;
- increasing the competence to work in synergy with all local social actors.

#### WHO AND WHEN

**Duration (all the countries):** from February 2018 until May 2018 (except for Germany, which scheduled all meetings on October 2017).

**No. of participants attending the meetings (all the countries):** Italy: 31<sup>1</sup>; Romania: 36; Spain-Catalunya: 29; Germany: 24 Professionals, 70 Stakeholders/audience<sup>2</sup>. Stakeholders involved were: minors' supervising judges, directors of Prisoners' Treatment Office, assistant coordinators of prison officers, representatives of the university facility for students in detention, representatives of Restorative Justice Office, educators/teachers/social workers (working with Juvenile Justice System), psychologist–psychotherapists, pedagogical coordinators, ombudsmen, municipal councillors, presidents of association and cooperatives, managers of social cooperatives, managers of the immigration office, directors of the Department of Educational System, heads office of Juvenile Justice System, school counsellors, university and high school professors, heads of departments, sociologists, inspectors, stakeholders coming from: the Senate Department for Justice, Consumer Protection and Anti-discrimination, the Senate Department for Education and the Senate Department fur Culture and Europe.

**No. of meetings (all the countries):** Three participatory meetings (except for Germany, which organised 10 interactive presentations of the results of the WP3 Training with open discussions with stakeholders and public audience).

**Average no. participants/meeting (all the countries):** from 10 to 25 per meeting (for Germany, 70 stakeholders/public audience).

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<sup>1</sup> In Italy, the total number of attendees was 31 (as indicated), the target was 23 persons (as indicated in the Italian report).

<sup>2</sup> Since Germany organised theatrical performances with audience during the meeting, numbers of participants may be different (greater) from other countries.

## HOW

### 1. THEMES

#### ITALY (Giovanni Michelucci Foundation, in collaboration with University of Florence and LabCom)

1. *“Using the fear in local policies”*
2. *“How to use urban spaces for fostering inclusion”*
3. *“Networking and actions in marginalised contexts”*

#### ROMANIA (Psiterra Association)

1. *“Networking and actions in marginalised contexts”*
2. *“Sports, motion and healthy lifestyle in prevention of violent conflicts”*
3. *“Local policies in approaching violent behaviours”*

#### GERMANY (AufBruch)

1. *“Capacities of integration in social processes”*
2. *“Methods to avoid the process of deculturation in prisons”*
3. *“How to involve marginalised groups in cultural projects”*
4. *“Social skills developed by cultural projects”*
5. *“Structures of radicalisation”*
6. *“Networking and actions in marginalized contents”*
7. *“Patterns of radicalisation”*
8. *“To develop skills to create synergies with local social partners”*
9. *“How to use urban spaces to foster inclusion”*
10. *“Development of tools for working with imprisoned persons”*

#### SPAIN-CATALUNYA (Universitat de Barcelona)

1. *“Perceptions about the phenomenon of youth violent radicalisation and professional day-to-day situations”*
2. *“Meeting with the collaboration professional expert in violent radicalisation”*
3. *“Discussion about good practices for de-radicalisation”*

### 2. METHODS

The methods used during the participatory meetings included:

1. **World Café technique**, an "interactive technique" that allows participants to generate new ideas on different themes, in order to achieve a final convergence on some aspects. **Specific questions** have been proposed for facilitating the discussion in the small groups. **Reflections** have been asked for drawing up the future **Guidelines**
2. **Roundtable** facilitated using narrative approach. The facilitation (particularly in Romania) followed the narrative interviewing scaffolding from “landscape of action” to “landscape of identity”, from concrete and factual, to relational, positional and ethical aspects (White, 2007).
3. **Discussion** and open dialogue
4. **Flow chart** and joint construction of a grid of factors
5. Interactive **Role Plays** with audience and Participants (Forum Theatre, Germany)
6. Participation in a **Theatre workshop** with different professionals and inmates (Germany).

## WHAT – OUTCOMES

### 3. SYNTHESIS OF FINDINGS

In this section, we summarise the findings, divided by country and grouped according to the main emerged **themes**.

#### ITALY

##### 1. PERCEIVED FEAR AND POLICIES

<b>POOR INFORMATION</b>	<p>A better knowledge has to be provided to citizens, who have poor and often manipulated information about migrants and migrations.</p> <p>They are worried for (presumed) prevailing migrants' rights in access to public housing, work, and services (problems that are rising from other causes than migration). As a consequence, they are asking for <i>securitarian</i> policies.</p> <p>We have to avoid competition in the field of human rights, by acknowledging both migrants and poor Italian families.</p> <p>It is necessary to improve relationships starting from families with longer settlements in our country, promoting projects and activities, being preliminarily in touch with migrants' communities.</p>
<b>MIGRANTS' FEAR</b>	<p>Migrants are also afraid: they need regularisation, they have fear for the future and perceive loneliness. It would be necessary to improve welcome and listening to their difficult situations.</p> <p>A crucial point is education for migrant youth, so to give them suitable alternatives and effective instruments for inclusion.</p>
<b>POLICIES</b>	<p>There is an "<i>Institutions' loneliness</i>", which requires to build social networks. Moreover, the importance of "<i>opening the doors</i>" of institutions (including juvenile prisons) has been underlined.</p> <p>The Partnership between public authorities and the NGOs (associations and voluntary organisations) is essential to well-addressed public choices. Nevertheless, the NGOs may be insufficient for such complex interventions.</p> <p>Stakeholders need to be more involved in planning policies and interventions for social inclusion, in particular for the new generations potentially exposed to violent radicalisation.</p>

##### 2. TRAININGS

<b>EMPOWERMENT</b>	<p>It is important to plan <i>empowering trainings</i> among professionals, educators, and police officers on one hand, and <i>empowering interventions</i> with minors and families on the other hand, in order to cope with exclusion and lack of opportunities and positive relationships. This is an aim common to social and educational institutions and to the juvenile justice system.</p>
<b>CULTURAL COMPETENCE</b>	<p>Training for professionals need to increase knowledge about cultural and social differences (or vulnerability) of young generations, and to improve the ability to support them in the development of their social identity.</p>
<b>SHARED TRAININGS</b>	<p>Rethinking the training: a training protocol may be useful.</p> <p>Improvement of shared trainings among different services.</p> <p>Methods: defining goals, fostering cooperative learning and teamwork. Social budget and social impact evaluation are compulsory, in times when the cuts on budgets are above all on the monitoring.</p>

### 3. SPACES

<b>TOWNS</b>	Towns are the scenarios where the main changes in the socio-demographic and economic structure occur, and where the inequalities in income emerge with more clearness. Generally, inhabitants live “one next to others” and not “with others”, in mono-cultural isles that favour contrasts. For this reason, the promotion of inclusion – where differences have a dialogue in a common project of cohabitation – may positively impact on urban life.
<b>GOOD PRACTICES</b>	Municipal Authorities, who are more careful towards social cohesion, have planned local actions against socio-cultural discrimination, and synergies among local representatives, migrants’ associations, and NGOs, actively involved in a consultation process. They have fostered, in particular: Living lab experiences, for promoting participation, inclusion and entrepreneurial activities, in order to increase the sense of community among citizens in the neighbourhoods. Workshops with stakeholders, where inhabitants are involved for possible proposals in restoring urban – private and public – places.
<b>INDICATIONS FOR REDEVELOPING SPACES</b>	The emerging proposals concern: Rediscovering and reactivating public spaces, as the squares and the urban places for meeting together, and also relational places, as political, religious and social groups involved in inclusion. Paying attention to both social and detention spaces, which need to be qualified, because unsuitable spaces may prevent the community development, shared values, and membership.

### 4. NETWORKS

<b>INSTITUTIONS’ NETWORKING</b>	An important issue concerns the networking among institutions, institutions and citizens, and institutions and Third Sector (recommended also by the principal European agency, the RAN-Radicalisation Awareness Network) in order to build local partnerships able to face societal crisis and violence. Steady networks - as structural best practices and not only in emergency time - seem to be the main pathway towards cultural change, to create or consolidate a local (national and international) partnership for sharing ideas on possible strategies and for developing effective preventive projects (based on good practices) to deal with violent radicalisation. Working in emergency situations prevents the reflection and the planning of long-term solutions (e.g. re-inclusion of detainees).
<b>MAIN ISSUES</b>	Lack of “protocols” as operational procedures (as a way to follow common methods in interventions), even though this may turn them more rigid without caring subjective aspects. Existence of unaware networks to be improved (making networks aware), or informal networks – even though lasting – to be strengthened. There is a lack of coordination and synergies in exploiting resources and in reaching new ones. Making more competent and open the networks: it is a “craft made” activity that requires a daily and continuous commitment. The network has to be “small” and “real”, “If there is a network, I feel the weight as less oppressive”.
<b>STRATEGIES</b>	Urging for building new networks by providing incentives for participation, and supporting existing networks, as a way also to increase capacities of Third Sector, in times of crisis of public resources, enhancing the specificities of NGOs and voluntary organisations (avoiding the risk of benefits’ system). Improve community building.

### 5. INFORMATION AND COMMUNICATION

<b>NARRATIVES</b>	Media and communication, that need more balance in the usage of specific words and more attention in speaking about violent radicalisation phenomena, reducing the risk of social warning.
<b>LACK OF INFORMATION</b>	Lack of information and communication in Institutions and among different “knots”. It is necessary to create permeability also in total Institutions.
<b>“GOOD NEWS”</b>	“Good news VS fake news”: increasing communication enable better solutions to problems.

## ROMANIA

### 1. NETWORKING AND ACTIONS IN MARGINALISED CONTEXTS

<b>HUMAN RIGHTS</b>	<ul style="list-style-type: none"> <li>A priority of inviting NGOs in human <b>rights to explore</b> the extent in which Penitentiaries manages to respect human rights.</li> </ul>
<b>NETWORKING WITH COMMUNITY PUBLIC AND PRIVATE ORGANIZATIONS</b>	<ul style="list-style-type: none"> <li>Networking with community public and private organizations would permit future community and professional sensitization and awareness campaigns regarding the use and the effects of stereotyping, personal, and professional labelling. Such a campaign would increase the awareness on the personal and professional responsibility with regard to persons affected by violence and being in investigation or sentenced as a result of their acts. Important targets are the potential employers and the professionals involved in reintegration and vocational training and counselling of the inmates or former detainees.</li> </ul>
<b>STEREOTYPES ABOUT PENITENTIARY SYSTEM AND DETAINEES</b>	<ul style="list-style-type: none"> <li>The general public and media are continuously exposed to presentation of Penitentiary staff as “warden” only, which does not describe properly the various new staff positions and specializations as well as their different professional roles, especially those referring to the education and reintegration team members. This is related to the recent changes in the justice field, which redefined professional statutes and consequently, professional identities in penitentiary and probation systems.</li> <li>The penitentiary work is under the media and public pressure of the need to improve prison conditions and, at the same time, of being accused of creating “<i>better conditions</i>” than some areas in poor communities in Romania, generating a “<i>cycle of dependence</i>” where some inmates “<i>commit illegal activities to return to prison due to the severe poverty, - and lack of opportunities in their communities</i>”.</li> <li>“<i>Detainees’ responsibility</i>”, when they are in a continuous positioning “<i>against</i>”.</li> <li>A high level of mistrust, which is chronic and sometimes acute in prison, whereas “<i>responsibility</i>” and higher levels of “<i>trust</i>” appear a result of respectful interactions.</li> </ul>
<b>“TENSION” BETWEEN PENITENTIARY WORKERS</b>	<ul style="list-style-type: none"> <li>The “<i>tension</i>” is reported between penitentiary workers, among various specializations – educators, psychologists, prison officer (with direct contact with the detainees) and persons who work in the administration (with no direct contact with the inmates). It is “<i>a tension that is spreading to everybody</i>”. In this climate some inmates “<i>profit</i>”, that is, have demands or abuse their rights or use violence or negligence destroying or abusing the facilities there are offered.</li> </ul>
<b>MORE TRUST IN WOMEN STAFF</b>	<ul style="list-style-type: none"> <li>Inmates have “<i>more trust</i>” in women staff and explain this with the perceived flexibility of women and their ability to identify the inmates’ “<i>profiles</i>” and needs. The main description of staff’s role is “<i>offering services</i>” and “<i>being custodians</i>” with the connotation of “<i>caring for the needs of the inmates</i>”.</li> </ul>
<b>DEVELOPMENT AND FUNCTIONING OF INTERNAL NETWORKING</b>	<ul style="list-style-type: none"> <li>Another important factor in prevention of violence is the development and functioning of internal networking and coordination between different prisons’ functions and professionals – between services and between professionals -. The policies in the field are changing quite often with effects in staff mobility and transfers, with a high variability of the workloads and a mix of newcomers in the profession and departure of the seniors and experienced staff (due to pension age or to vertical mobility, advancement in career). As a result, it is fundamental to get to know various colleagues and their function and tasks.</li> </ul>
<b>NEED FOR WORKSHOPS, ROUNDTABLES AND PROFESSIONAL/ COMMUNITY MEETINGS</b>	<ul style="list-style-type: none"> <li>Workshops, roundtables and professional/ community meetings (as those performed in PROVA Project) are unique, offering for the first time opportunities to interact in both formal and informal ways with different professionals, and exchanging perspectives and professional tools and practices. This contributes to a better coordination and to the development of an elevated sense of professional identity for everyone and for others, reciprocally.</li> <li>Such professional and community events facilitate the centrality of two key professional qualities for penitentiary staff: capacity to acquire knowledge about each other (staff and detainees) and tolerance (which are preconditions for interactions that develop trust) to confront the most pervasive attitudes, avoidance, suspicion and mistrust.</li> </ul>

## 2. SPORTS AND HEALTHY LIFESTYLE IN PREVENTION OF VIOLENT CONFLICTS

<p><b>SPORTS AS SELF-DEVELOPMENT ACTIVITY</b></p>	<ul style="list-style-type: none"> <li>• Tension, conflict even violence that may manifest in high stake competitions between athletes and their trainers or coaches were considered as an effect of the pressure to win or to obtain records or qualification to certain levels. These pressures were deemed to have opposite effects on the main values of healthy and balanced lives that physical activity and sports purports.</li> <li>• The importance of clarifying the distinction between agonistic traits in sports and violence in sports; sports use force and competition with report to a higher end, not to the destruction of the other participants. In this sense through sports there is a cultural and moral exercise, participation in sports is educational and contributes to self-development, knowing yourself, and to socialization skills.</li> <li>• Being active, practicing sports, engaging with a healthy lifestyle “domesticates” aggression and violence, cultivates constructive ways to express stress, tension, frustration and conflict. The immersion in the digital world and the digital identities seem often to marginalize the other ways of expression and interaction, the other identities, excluding bodily engagement with oneself and others, and nature. As a countering force, promoting physical activity, sports and a healthy lifestyle is inviting people to have self-control and discipline in choosing the appropriate ways to express themselves.</li> <li>• Engagement with sports activity provides opportunity to become responsible though, at times, there is a risk of becoming over-responsible (due to pressures from internalized conceptions, relations, discourses, or cultural forces).</li> </ul>
<p><b>ROLE OF SCHOOL COUNSELLORS AND TEACHERS</b></p>	<ul style="list-style-type: none"> <li>• School counsellors are perceived as warden, instead of acknowledging, their professional role in preventing difficulties and improving school life and relationships. The teacher is perceived in this last case as a development agent from a “mastery” of various skills towards virtuous “rules of engagement” or expression, against monotony, frustration, conflict or violence.</li> </ul>

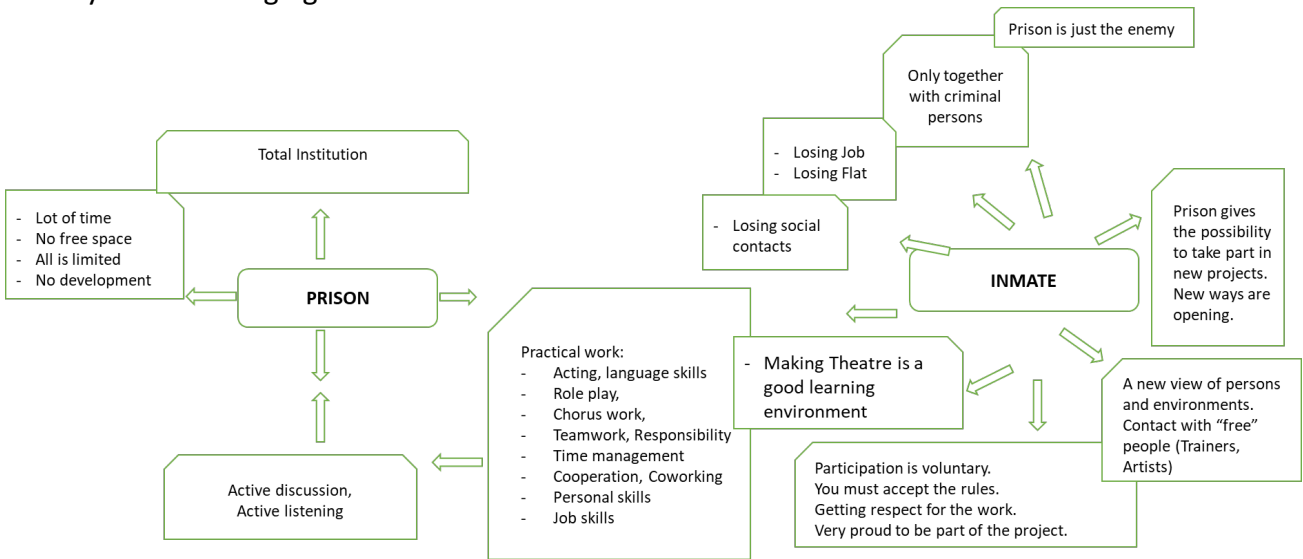
## 3. LOCAL POLICIES IN APPROACHING VIOLENT BEHAVIORS

<p><b>PREVENTING VIOLENCE AT SCHOOL</b></p>	<ul style="list-style-type: none"> <li>• Local policies stipulates that every school should have a Violence Prevention Commission, but it is not enough</li> <li>• Preventing violence, conflicts and aggression by organizing prevention activities in schools and implementing awareness campaigns</li> <li>• Using university students as an important volunteering resource</li> <li>• Universities, schools and justice system institutions should have a network for preventing violence radicalisation and conflicts</li> <li>• NGOs should be more present in schools</li> </ul>
<p><b>INVOLVING THE COMMUNITY</b></p>	<ul style="list-style-type: none"> <li>• Local policies are perceived as too rigid and bureaucratic. They should involve more local communities in projects that would raise community awareness on violent behaviours.</li> <li>• Community and NGOs’ involvement in helping families with difficulties.</li> <li>• Creating more friendly urban spaces in some neighbourhoods, increasing civic engagement.</li> </ul>

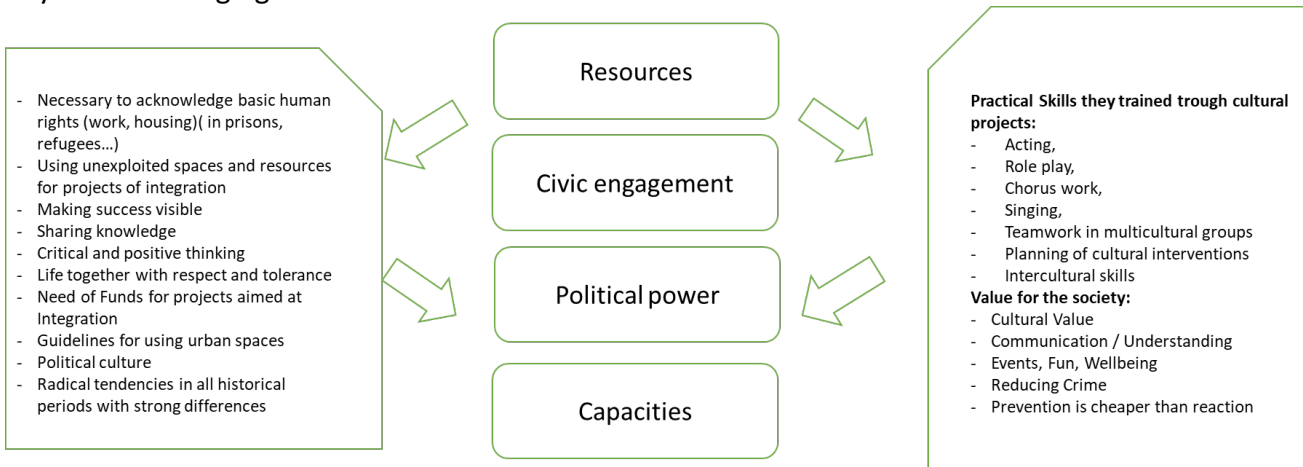


**GERMANY**

*“Methods to avoid the process of deculturation in prisons”*  
 Key words emerging from World Café



*“How to use urban spaces to foster inclusion”*  
 Key words emerging from World Café



## SPAIN-CATALUNYA

<b>VIOLENT RADICALISATION IN YOUNG PEOPLE</b>	<ul style="list-style-type: none"> <li>• Young people/Adolescents vulnerable: there is greater vulnerability to radicalisation in adolescents and young people since they are in a constant process of evolution, maturation, self-exploration and identity formation. So there is more <b>propensity to</b> associate with radicalised groups.</li> <li>• Concept of young migrant/citizen for the media: it is perceived that there is a certain social labelling that can be seen reflected in the mass media, as well as in the general population. This phenomenon goes through attributing criminal characteristics to migrant people from other countries, forging stereotypes of "young-emigrant-delinquent". That is why we reflect on social responsibility in the process of radicalisation.</li> </ul>
<b>MIGRATION AND VIOLENT RADICALISATION</b>	<ul style="list-style-type: none"> <li>• Migration processes exist throughout the world: in Spain, there is a larger process of agglutination of immigrant groups in certain urban areas than in other countries. The existence of nuclei with the highest density of migrated population seems to suggest a greater focus of conflict in comparison with other countries.</li> <li>• Migration is related to the radicalisation process: on the one hand, the welcome to the society through activities that encourage the feeling of group, family or networks of support, supposes inclusive facilitators. However, the non-acceptance by the native group can generate frustration, and this frustration, coupled with the lack of identity and the lack of a facilitating and integrating environment, can degenerate into processes of radicalisation.</li> </ul>
<b>IDENTITY DEVELOPMENT AND VIOLENT RADICALISATION</b>	<ul style="list-style-type: none"> <li>• Group identity: the person builds "what is" around us, legitimises and configures the whole identity, entering into a dichotomy of good (us) and evil (they, everything that does not belong to us). This "us" can be built on the basis of a religious, political, racial, nationalist, and even sports discourse.</li> <li>• Formation of identity in young immigrants: the stage of greater change in a person is adolescence and early youth, so that young immigrants are involved in an identical crossroads, since "they are neither here nor there" In this case, two identities fighting - the one of origin and the host - coexists in the young person.</li> <li>• Difference between first and second-generation young people: it is understood that there are integrating differences in young people who have come to the country accompanied by their parents, or those who have already been born here and are of the second generation. In this last case, they are in a conflict, since their parents have already integrated within the dynamics of the host country, so the degree of dissociation between host culture and origin is even greater.</li> </ul>
<b>DEVELOPMENT AND CHARACTERISTICS OF VIOLENT RADICALISATION PROCESSES</b>	<ul style="list-style-type: none"> <li>• Radicalisation is a dynamic and complex phenomenon and is difficult to detect. This creates uncertainty when it comes to intervening in the phenomenon.</li> <li>• Process of radicalisation susceptible to reductionism: the phenomenon of radicalisation encompasses multiple collectives, although it tends to relate mainly to the group of radical Islamist youth. In Catalonia, the majority of cases of violent radicalisation have been for issues related to Latin bands.</li> <li>• Integrated people are also radicalised: violent radicalisation and Islamism is not inherent. Many cases are autochthonous young people who derive their ideology from fanatic behaviours.</li> <li>• There is no a radicalised person profile nor radicalised adolescent's profile: the coexistence of factors as diverse as context, companies and idiosyncrasy, makes impossible to establish a generalizable profile of distinctive features or identifiable behaviours.</li> </ul>
<b>EDUCATIONAL AND LEGAL RESPONSE TO</b>	<ul style="list-style-type: none"> <li>• Inadequate response in prisons: It is understood that prisons are good places to work on radicalisation, where young people are located with clearly defined regulations. However, the answers offered by professional teams have limited resources, and, in</li> </ul>

<b>VIOLENT RADICALISATION</b>	<p>many cases, they are inadequate.</p> <ul style="list-style-type: none"> <li>• Lack of tools to tackle radicalisation: We understand limited global knowledge regarding issues of radicalisation. Resources are overwhelmed by the complexity of the phenomenon and often few tools are available to intervene.</li> <li>• Importance of the role played by the environment and the social context within the process of radicalisation.</li> </ul>
<b>INTERVENTION STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Promote the construction of an identity that goes beyond the labels, both personal, group and social.</li> <li>• Work on the stigma related to immigration and crime.</li> <li>• Help people focus on what we have in common, accepting the differences as positive</li> </ul>

## CONCLUSIONS, OBSERVATIONS, RECOMMENDATIONS IN A EUROPEAN PERSPECTIVE

The **suggestions** coming from stakeholders' meetings of all Countries represent valuable remarks for drawing up the **Guidelines for best practices**, in order to systematize the existing positive experiences, and to plan new inclusive and preventive interventions.

According to the themes emerged from the findings, we developed the following Table in order to organise suggestions coming from stakeholders at European level, and to rethink of them afterwards for choosing **priorities**:

INCLUSIVE CULTURE	PUBLIC SPACES	NETWORKS AND PARTNERSHIPS	COMMUNICATION
<p>Improve social cohesion and knowledge, in order to share and overcome the feelings of fear. Inclusion by means of activities fostering group membership, social support, networking. Promoting a social identity beyond the individual and social labels.</p>	<p>Restore and remodel negative environments (including total institutions).</p>	<p>Increase the partnerships among public Authorities and NGOs, especially at the local level. Universities, schools and justice system institutions should have a network for preventing violence radicalisation and conflicts; NGOs should be more present in schools. - University students as an important volunteering resource.</p>	<p>Create a counter-narrative, against the political manipulation of information.</p>
<p>Spread in the school a different and inclusive culture, for migrants and for future citizens.</p>	<p>Rediscover and reactivating public spaces.</p>	<p>Improve unaware networks (making them aware), and strengthened informal networks.</p>	<p><i>"Telling successful histories".</i> <i>"Good news" to counteract "fake news".</i></p>
<p>Promote a culture of the <i>"otherness"</i>, so to <i>"integrate ourselves with migrants rather than migrants with us"</i>, through facilitators/mediators (teachers, volunteers, social workers, psychologists, <i>"role models"</i> in the local communities).</p>	<p>Creating more friendly urban spaces in some neighbourhoods, increasing civic engagement.</p>	<p>Foster shared training (and methods) among services.</p>	<p>Reflect on social responsibility to face stereotypes of "young-emigrant-delinquent" forged by mass media.</p>
<p>Justice system needs enlightenment and training in intercultural integration work.</p>	<p>Using unexploited spaces and resources for projects of</p>	<p>Networking allows professionals to value good practices that they are already doing, empowering them and</p>	

	<p>integration. Sports and exercise as promotion of self-development and relational skills. (Romania).</p>	<p>building more complete and effective interventions. Need of multidisciplinary analysis and coordination in preventing radicalisation. Importance of workshops and professional/ community meetings to interact with different professionals, exchanging points of view, tools and practices.</p>	
<p>Intensive cooperation in intercultural groups creates new networks and synergies. Cultural integration and participation reduces radicalisation tendencies. Theatre may be an important learning opportunity (Germany).</p>	<p>“Living lab” experiences, for promoting participation and inclusion. Workshops with stakeholders, involving inhabitants in restoring urban – private and public – spaces.</p>	<p>Networking with public and private organizations may foster communities’ and professionals’ sensitization, promoting awareness and preventing stereotyping and labelling.</p>	

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**Reference**

White, M. (2007). *Maps of narrative practice* (1st ed.). New York: W.W. Norton & Co.