

# 'Wind in our back'? A new framework for youth work throughout Europe

The RJ4All Annual International Conference  
**Pandemic no more?**  
January 2022

Howard Williamson



## Non-existent youth work?

- European Union White Paper on Youth **2001**
- Council of Europe Agenda 2020 **2008**
- European Youth Strategy **2009**
  
- Non-formal education? Non-formal learning? Informal learning?
- Socio-educational instructors?

## Histories of **youth work** in Europe?

- 2008 Blankenberge, Belgium Vol 1 2009
- 2009 Blankenberge, Belgium Vol 2 2010
- 2010 Gent, Belgium Vol 3 2012
- 2012 Tallinn, Estonia Vol 4 2014
- 2014 Espoo, Finland Vol 5 2016
- 2016 St Julians, Malta Vol 6 2018
- 2018 Ljubljana, Slovenia Vol 7 2019

## Growing profile and recognition of youth work?

- **2010** The 1st European Youth Work Convention (*the heart*) – celebrating diversity & ‘making a world of difference’
- **2015** The 2nd European Youth Work Convention (*the head*) – finding common ground & ‘spaces and bridges’
- **2020** The 3rd European Youth Work Convention (*the courage of our convictions*) – implementing the ‘Bonn Process’
- *Leading to:* **2010** EU Resolution on Youth Work
- *Leading to:* **2017** Council of Europe Recommendation on Youth Work
- *Following from:* **2020** EU Council Resolution on the European Youth Work Agenda

# European institutions' youth (sector) strategies – Youth work embedded?

- European Union youth strategy (**2018**)
  - Engage
  - Connect
  - Empower (with the role of **youth work** prominent)
- Council of Europe youth sector strategy 2030 (**2020**)
  - Revitalising pluralistic democracy
  - Young people's access to rights
  - Living together in peaceful and inclusive societies
  - **Youth work**

# Challenges for **youth work**?

- **Defining youth work**
- **Historical – pressures, space, rationale, style, value**
- **Boundaries and parameters – age, target, issue**
- **Structures for delivery**
- **Building rapport (and permeable boundaries)**
- **Education and training**
- **Quality assurance**
- **Missing links – urban/rural; a level playing field; European, national, local**
- **Politics, policy and practice - recognition**

# Challenges & the EU Resolution 2020

- **Conceptual framework**
- **Competence**
- **Credibility**
- **Connections**
- **Crisis and opportunity**

## Wider context for **young people**

- **COVID-19**
- **Mental health**
- **Youth unemployment**
- **Discrimination / intersectionality**
- **Democratic backsliding / shrinking civic space**
- **Climate crisis / emergency**
- **Disinformation and media**



# Signposts for the Future (1): Implementing the Bonn Process

- **The youth work community of practice & the European Youth Work Agenda**
- **The social situation of young people in Europe & non-formal education and learning**
- **European youth work & youth work in Europe ('spaces and bridges')**
- ***Bringing these together to address the Challenges.....***

# **Signposts for the Future (2):Implementing the Bonn Process**

## **Growing youth work throughout Europe**

- **Youth work provision – local offer; working together; funding**
- **Quality development**
- **A common direction**
- **Beyond the youth work community of practice**
- **Recognition**
- **Innovation and emerging challenges**
- **Policy frameworks**
- **A strategic framework for youth work development**

# 2022

- **A European (or just EU) Year of Youth....**
- **Revitalising pluralist democracy**
- **The 50<sup>th</sup> anniversary of the Council of Europe youth sector**
- **Forging forward faster – and fairer?**
- **Learning recovery – the place of youth work?**
- **Climate, Economy, Security – the triple whammy facing young people**
- **Learning mobility: what replaces Erasmus + (Turing and what?)?**

**Thank you**

**Questions, Comments, Concerns?**



**PANDEMIC NO MORE:  
OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND  
MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

# A Chance for Change project at **RJ4All**



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# What is C4C?

## SUMMARY OF C4C

**This project aims to combat gender-based violence amongst youth through:**

- Helping youth workers have the tools to prevent or address GBV-creation of a Competences framework and Self-Assessment tool
- Media Education
- Restorative Justice
- Gender Pedagogy

**IO1**

**These topics are also addressed in the e-courses IO2**

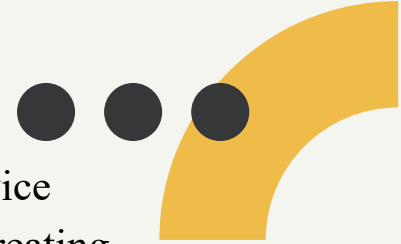


# What was RJ4All responsible for?

- Project & Quality Management Plan which thoroughly outlined key information on leadership, documents, meetings and reporting to ensure all partners were clear on the management needed to deliver the IO's at the highest standard.
- RJ4All along with our partner OTI were responsible for coordinating a youth advisory board who were involved in all stages of the development of Intellectual Output 1 (IO1) GBV Youth Workers Competences Framework and Self-Assessment tool.
- IO3 which is the production of the Giving Us a Chance e-book which combines all the findings and research of all partners into one published work.



# Desk research–A lack of GBV competences in the UK and strides the UK has taken to address GBV.



## A lack of GBV competences in the UK

- The first is a Youth Work Curriculum provided by Merton Youth Service which focused on making youth contributing members of society by creating economic wellbeing.
- The next is the London Competency Framework. This document focuses on competency in relation to safeguarding children.
- The third framework is the Delivering Better: A competency Framework for YIACS. This competency framework centres around making sure youth have access and information to youth services. All these sources unite in their lack of information on GBV and the restorative justice approach.



# Desk research-A lack of GBV competences in the UK and strides the UK has taken to address GBV.

## Strides the UK has taken to address GBV

- The UK's most notable action of addressing GBV is the 2010 paper **Call to end violence against women and girls**. The coalition government launched this paper in 2010 and it discussed the strategic action and resources needed to see a reduction in GBV.
- Modern Slavery which is a legislation that partially consolidates human trafficking offences
- EIDA is a network of more than 150 companies and public sector organisations who have united to exchange information about best practice, and to encourage, promote and develop action to support staff who are either victims or perpetrators of domestic abuse.

# Feedback from Focus groups

## The suitability of Restorative Justice practices in the context of GBV

- predominant concern raised on how restorative justice could potentially re-victimise victims.
- Participants also addressed the belief that restorative justice could empower the victim through allowing them to control their trauma through making abusers accountable

## Biggest barriers to accessing help from the 'system'

- Not being believed
- Alienation
- False racial perceptions, especially from the police
- Language barriers
- Immigration issues

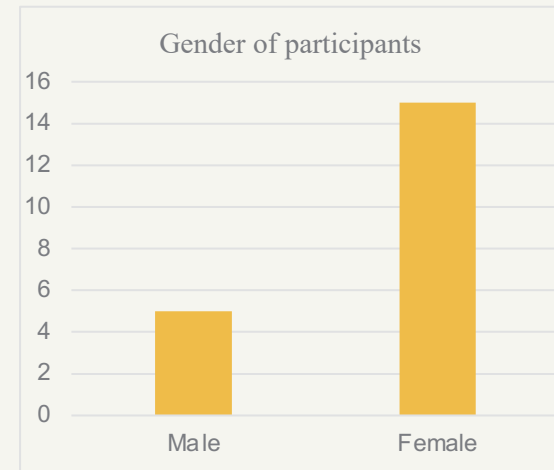
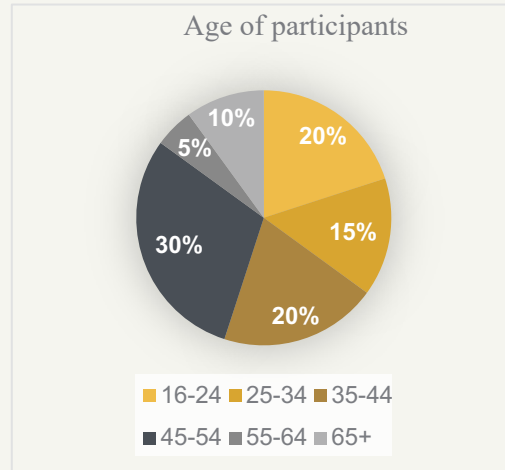
## Instances of technology facilitating GBV

- An awareness of how the media has brought challenges in protecting youth from GBV.
- Suggestions of new legislation relating to tech abuse would be necessary in tackling GBV
- Critical thinking in the consumption content and training on the correct use of social media should be part of education.



## *Fieldwork and Piloting results*

From December 2020 to December 2021 RJ4ALL has disseminated the Self-Assessment tool and Evaluation. By the 10<sup>th</sup> of December 2021 we had 20 participants who completed both.



# Critical reflection



In order to address the lack of Competency Frameworks related to GBV, RJ4All has concluded that it may be useful to increase the intersection between legal and political input and youth work.

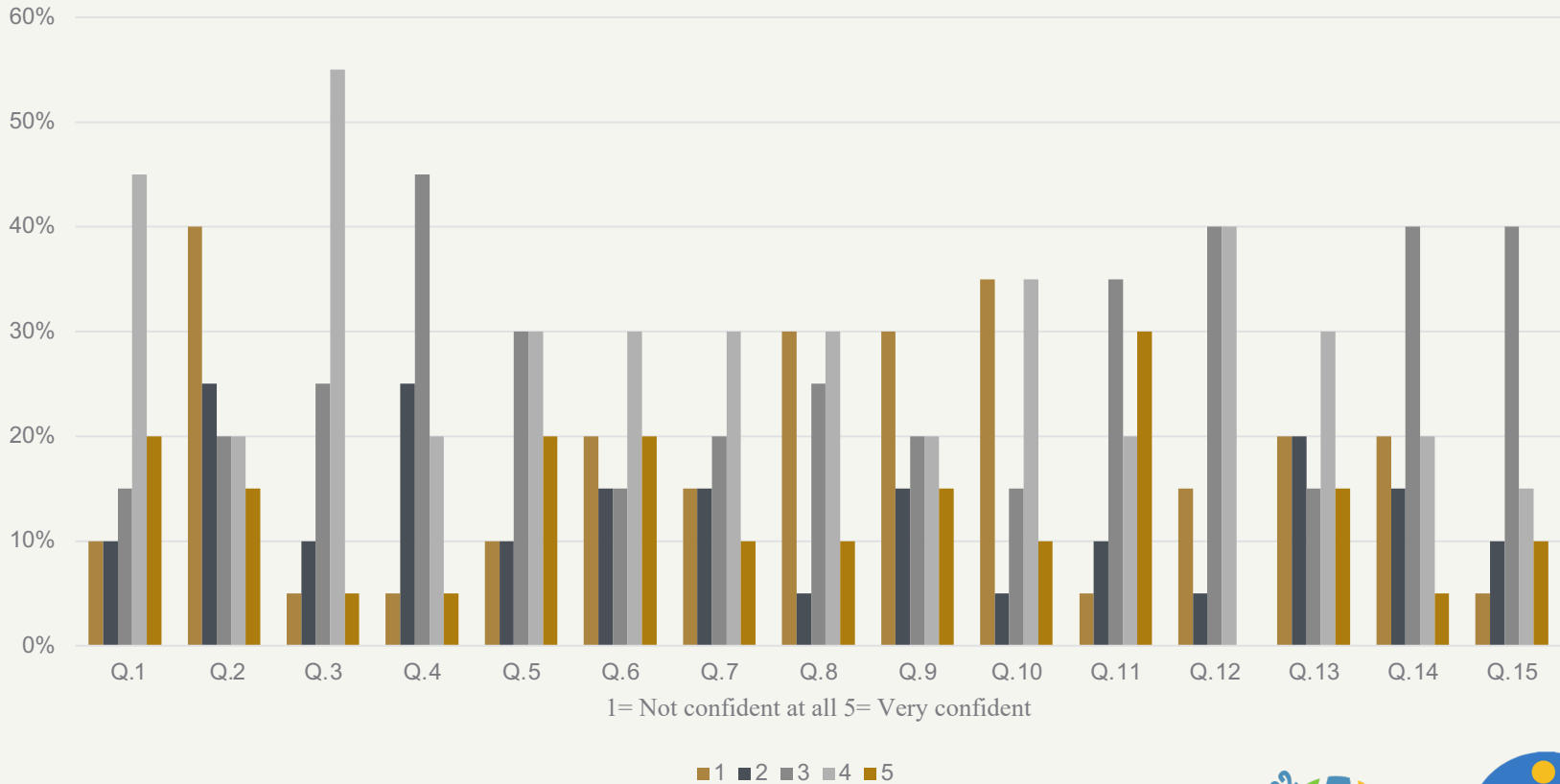


In order to reduce the concern that Restorative Justice can re-victimise victims, it is necessary to create a theoretical and practical counter argument on how Restorative Justice produces the opposite effects of revictimization.



Participants expressed that victim of GBV are often deterred from reporting their issues due to negative experiences public services. It would be vital to enable youth workers with the information to help victims access public services, in particular housing and health care.

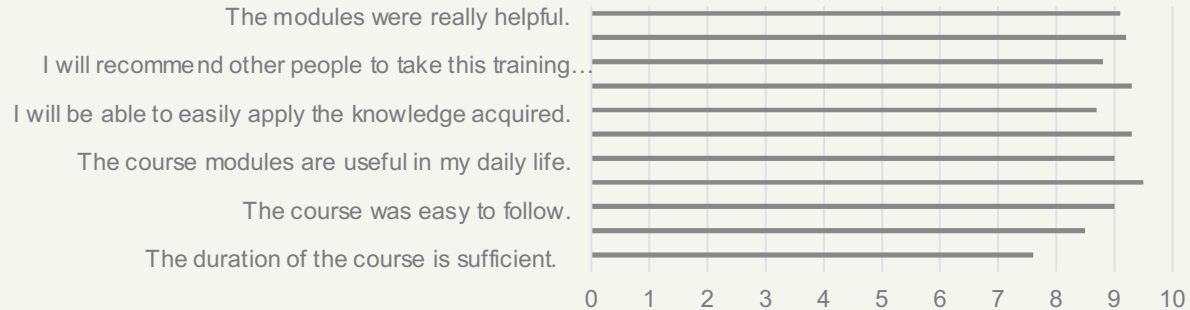
## Self-Assessment Results



### Train the trainer to prevent gender-based violence E-course average evaluation rating



### Preventing gender-based violence in youth through restorative justice and media education E-course average evaluation rating



# Policy recommendations

## Increase efforts to change European law, setting a common legal definition of gender-based violence

The new legislation should also cover all forms of violence and discrimination based on gender, against women and girls, and LGBTIQ+. This will enable youth workers to receive the training they require to carry out their work with sufficiency and sensitivity.

## More statistics relating to Gender-based violence on a European level

Unreported gender-based violence is one of the biggest obstacles facing the European Union. The lack of accurate, comprehensive data across the European Union makes it harder to develop an effective and efficient strategy to eradicate gender-based violence.

## Punish those who do not comply with the UN SDGs goal for eliminating gender-based discrimination by 2030

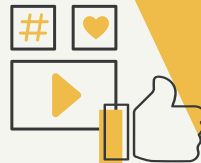
In order to achieve the objectives, set out under the Sustainable Development Goals and the Istanbul Convention, C4C believes that there should be measures put in place, which punish member states who do not comply as well as frustrate the legal and political processes set in place.



# Thank you!

## **RJ4ALL INTERNATIONAL INSTITUTE**

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# **PANDEMIC NO MORE: OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

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## **Summary Findings from Spain**

Daniela Jaramillo-Dent  
University of Huelva





# Intellectual Output 1

Desk Research, Focus Groups, Self Assessment Piloting,  
Competency Framework



# Desk research results



**Restorative Justice** and **Media literacy** are included in different Spanish laws relating to Gender-Based-Violence, and they support training that includes these competencies, but we found no explicit competency frameworks that include all three together, which supports the need for the framework proposed by the Project A Chance for Change (C4C).





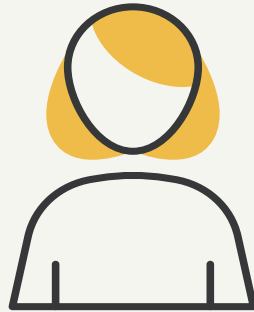
# Focus Group Results



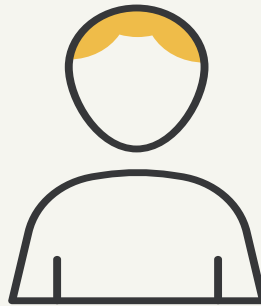
Participating youth workers (7) reported being familiar with the notions of **Media Education** and **Restorative Justice** and use them in different ways and to prevent Gender-Based-Violence in their institutions. They consider them very useful for their professional practice.



# Self-Assessment Piloting

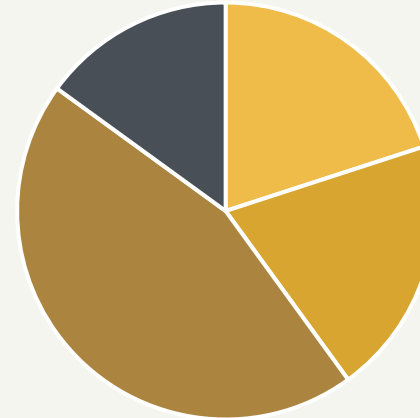


12 female



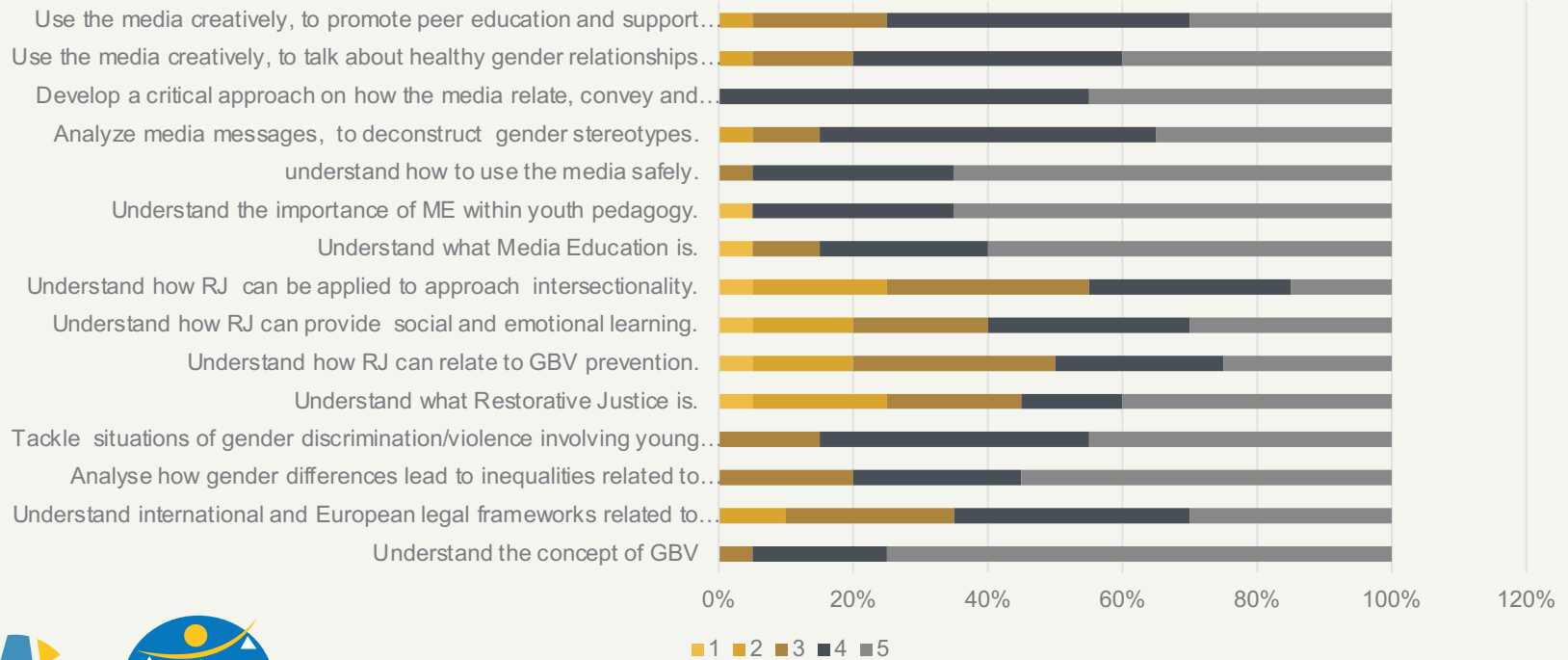
8 male

Age



- 25-34
- 35-44
- 45-54
- 55-64

# Self-Assessment Results



# Competency Framework





# Intellectual Output 2

E-Courses





# E-Courses Piloting

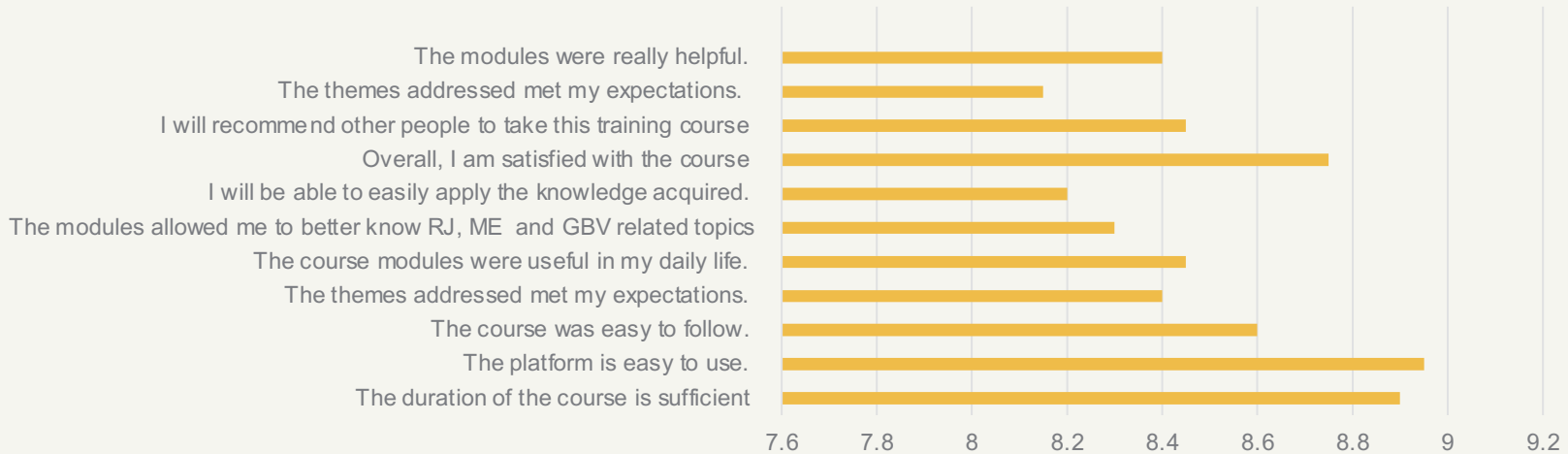


22 participants

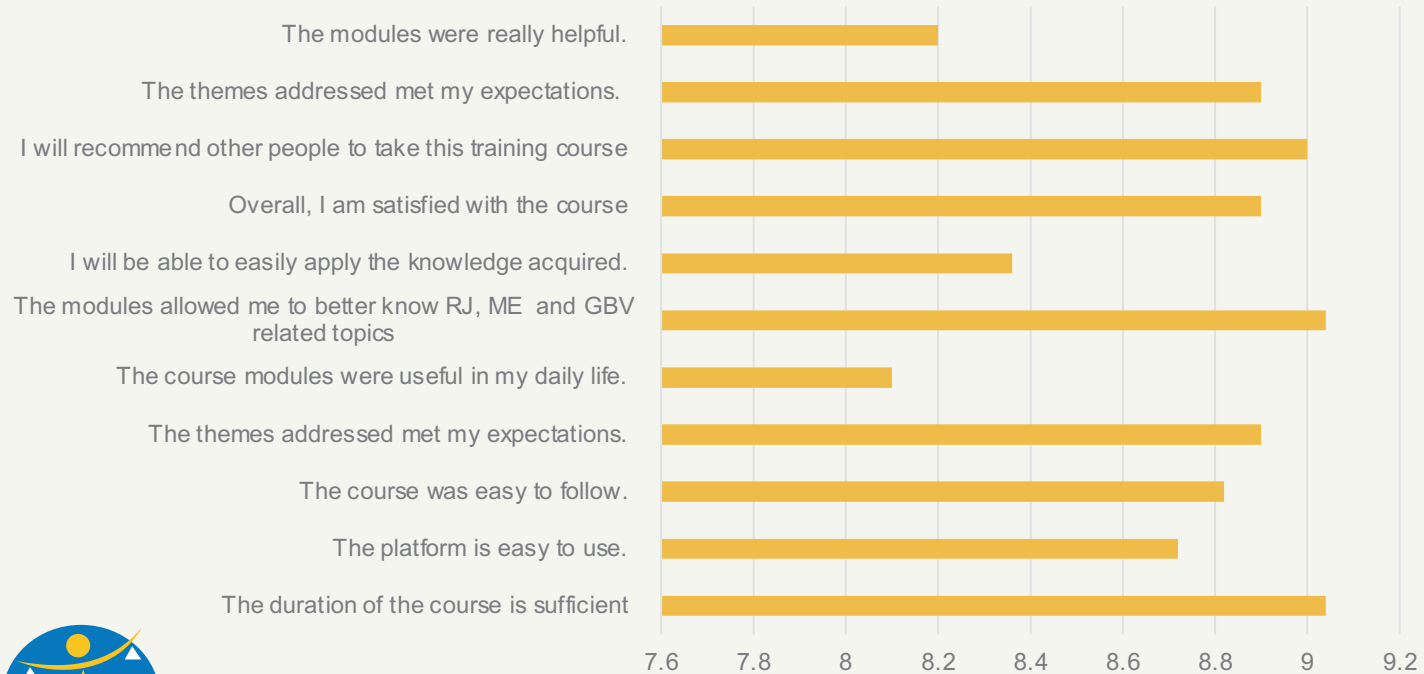


# Train the Trainer Course

Average ratings for each item on a 10-point scale



# GBV prevention Course



# Recommendations for policy makers: Spain



It is necessary for legislation in Spain related to GBV to consider its different forms, including violence that affects LGBTQ+ individuals and victims of typologies of GBV beyond the domestic sphere.



It would be useful to include restorative justice principles in youth contexts to approach GBV in a way that considers different perspectives and resolutions.



It is important for professional associations of youth workers, training programs for these professionals and institutions serving youth to set guidelines and standards that are specifically targeted at preventing different forms of GBV, including those enabled by digital media.



# Intellectual Output 3

E-books



# Publications

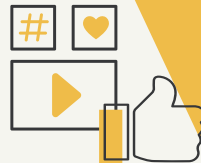




# Thank you!

**DANIELA JARAMILLO-DENT**

UNIVERSITY OF HUELVA





# **PANDEMIC NO MORE: OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

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**A Chance for Changing minds in  
Cyprus about restorative justice,  
media education and gender-  
based violence in  
youth work.**



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# A Chance 4 Change (C4C)

Restoration & Empowerment



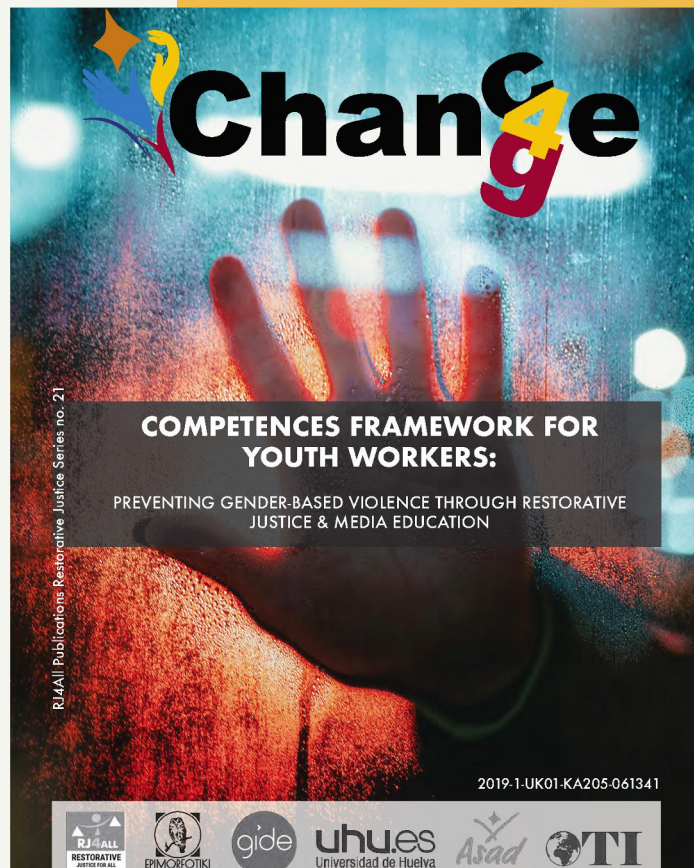
# The role of in C4C



- To gather and present the current realities of restorative justice, media education and gender-based violence within youth work in Cyprus
- To collectively design the competence framework, assist in the production of the self-assessment tool and the development of the e-courses
- To be involved in all the intellectual outputs and deliverables
- To design and maintain the website of the C4C project
- To execute and deliver the Visibility, Dissemination and Communication Strategy in producing materials for the promotion and visibility of the project online by issuing the Press Releases, Newsletters and Social Media content about and for the project.



# 101: Competence Framework





After the Desk Research and Focus Groups that included 28 young people and youth workers from Cyprus.

The 15 page Competence Framework Identifies and elaborates on 3 domains:

**Domain A:**

GBV and Gender Pedagogy Competences.

**Domain B:**

Restorative Justice Competences.

**Domain C:**

Enabling Media Education Competences.





# I01: Self -Assessment Tool





How helpful did you find this self-assessment tool in understanding your personal level of competences in Restorative Justice, Media Education and Gender-Based Violence related topics?

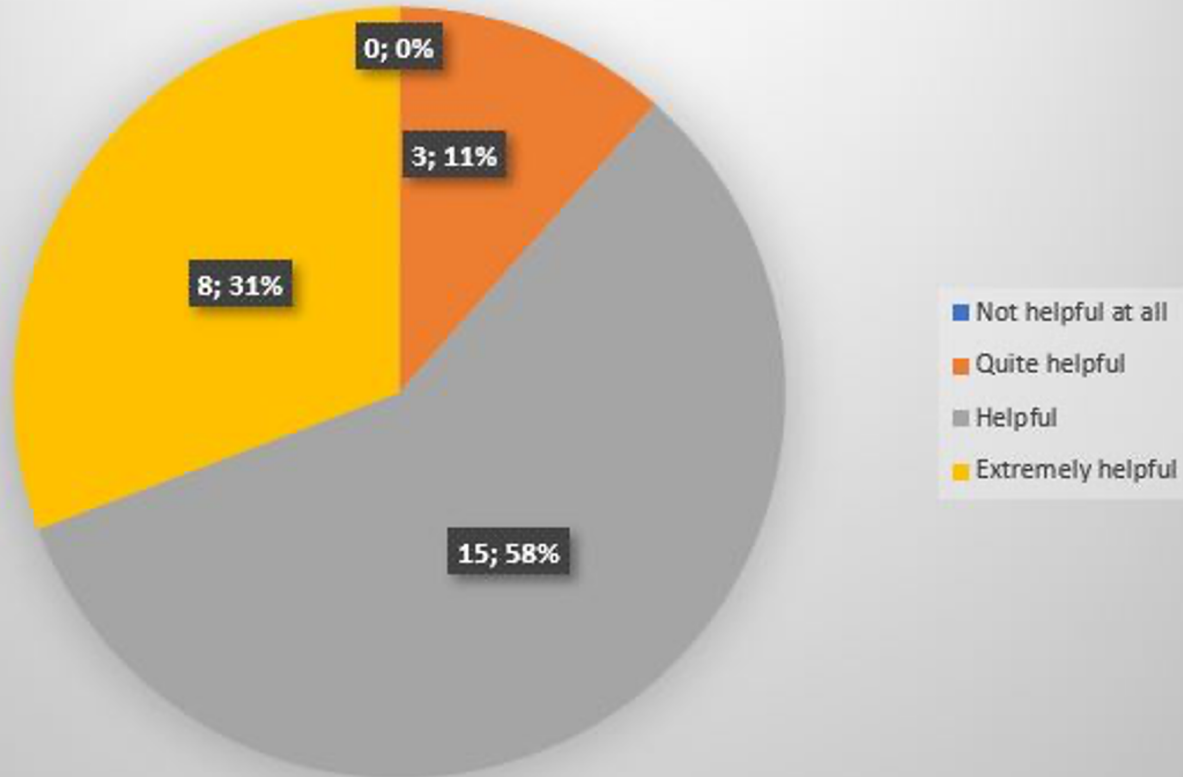


Figure 3a Results of questions related to the helpfulness of the Self-Assessment



## How specific were the results of the self-assessment for you?

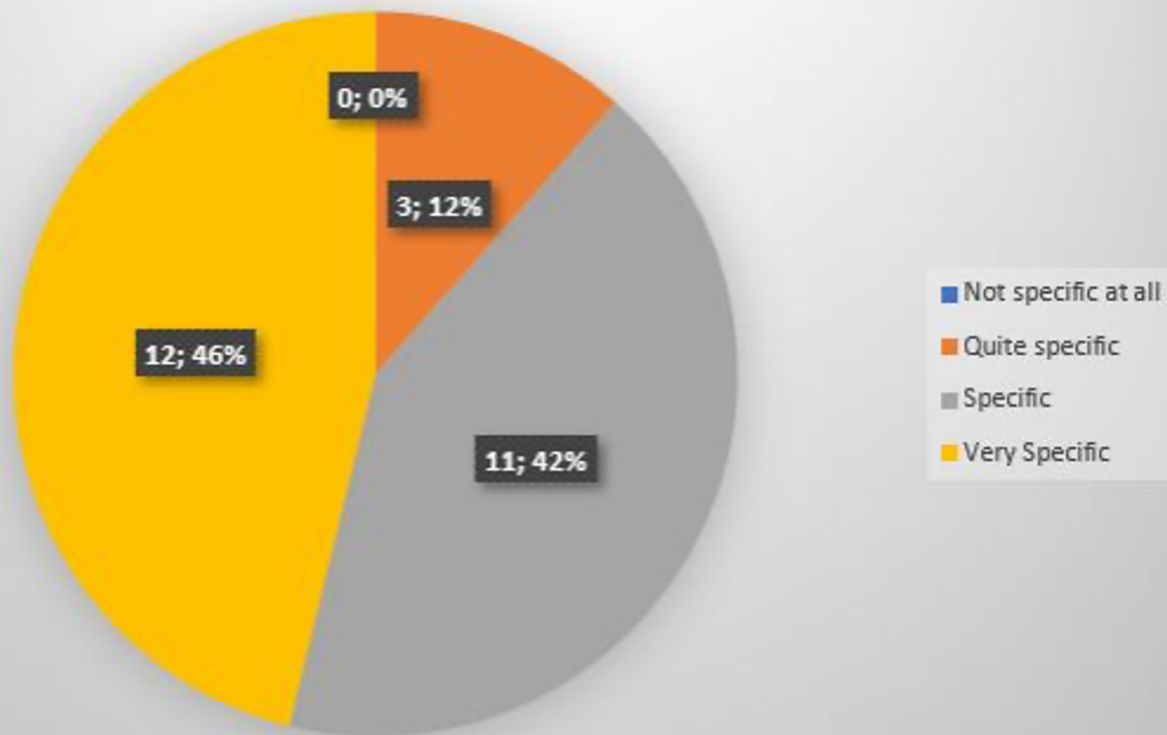


Figure 3b Results of questions related to the helpfulness of the Self-Assessment



# 102: The e-courses



**Change**

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The CPD Certification Service

**FREE** ✓  
**CPD CERTIFIED E-COURSES**

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# The 2 Modules by



1

**Educational tools, Media competences and tools for supporting informal, non-formal learning on GBV prevention and Media Creation: Methodologies, Materials, Sources**

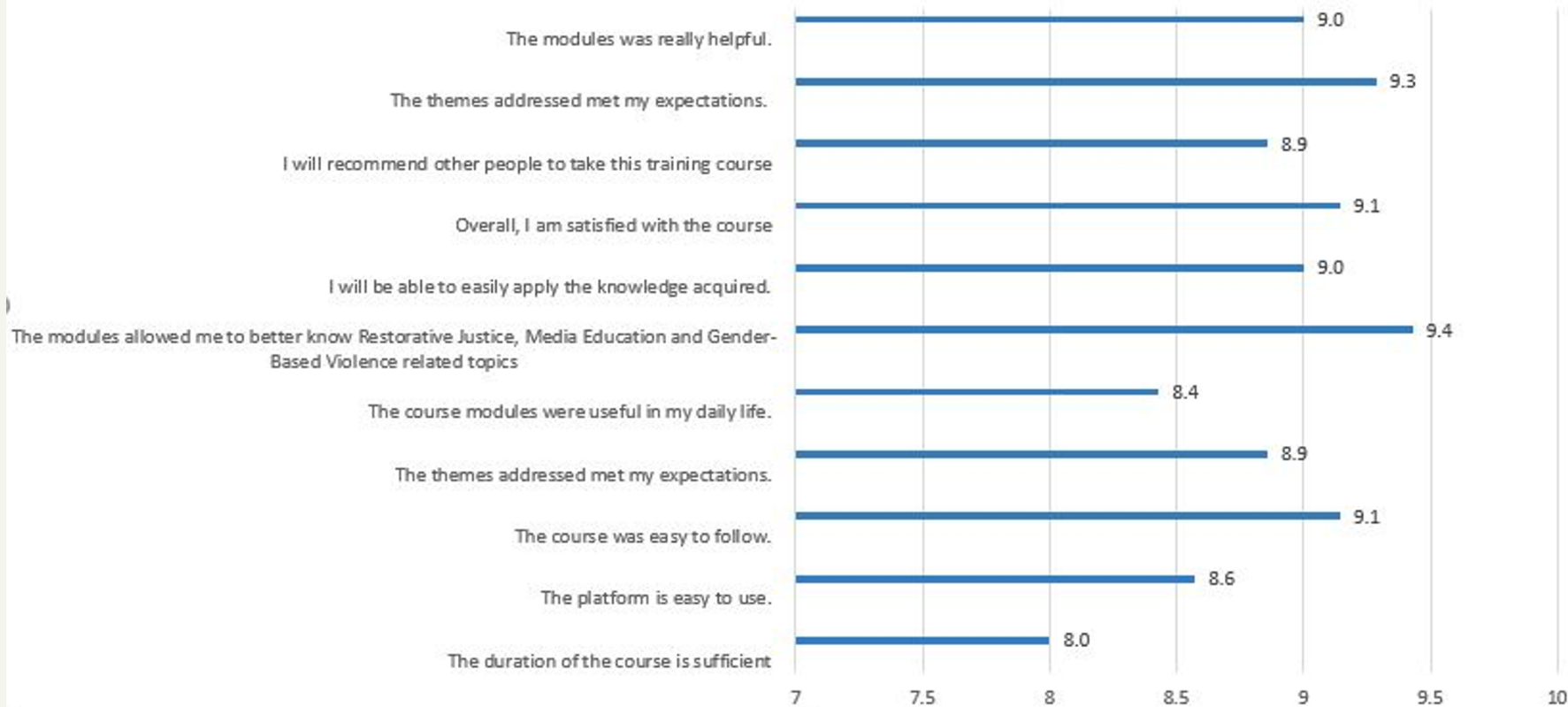


2

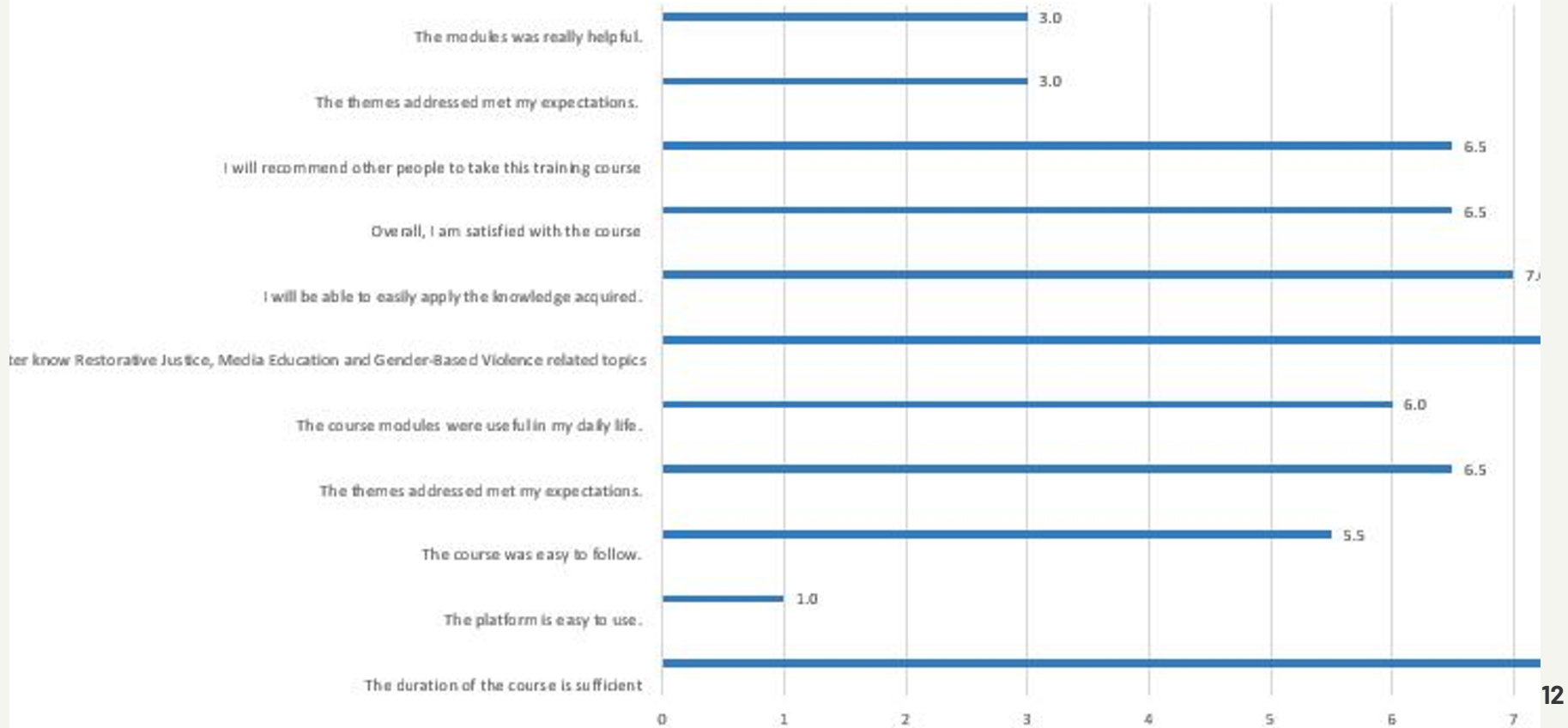
**Overcome Situations of Gender Discrimination / Violence in working with young people**



### Preventing gender-based violence in youth settings through restorative justice and media education



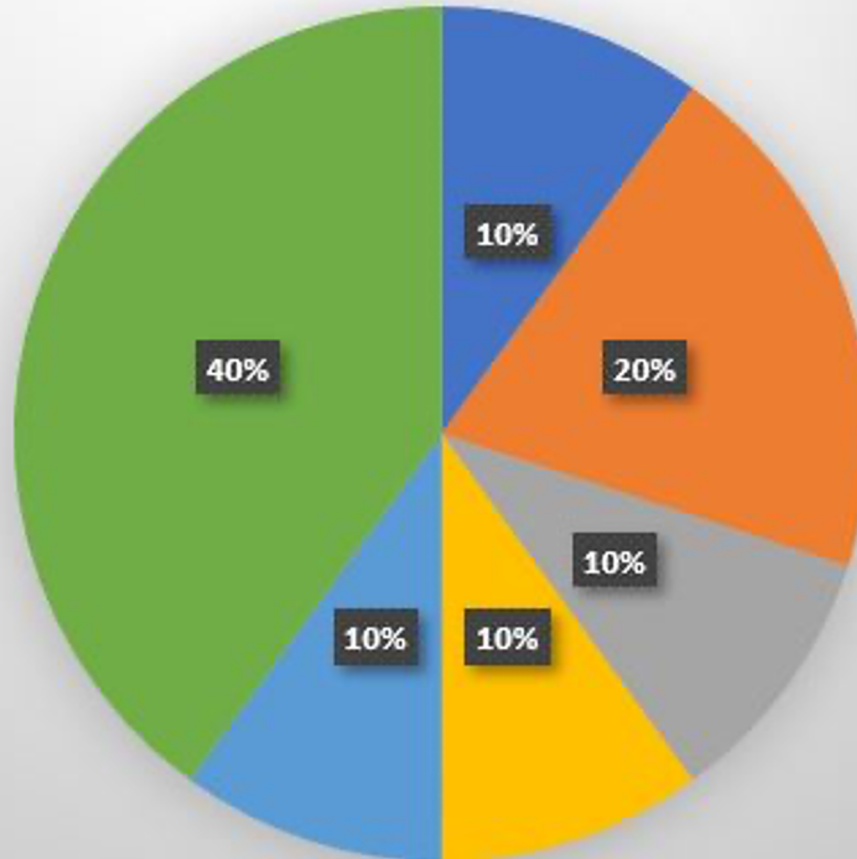
### Train the trainer: media education based on GBV prevention



# Countries of Youth Workers



- Romania
- Slovakia
- Ukraine
- Turkey
- Bulgaria
- Cyprus





# 103: The e-books



Ending gender-based violence in youth settings  
through restorative justice and media education



**FREE**

e-Book  
**PUBLISHED**



# The 2 free e-books



1

Ending gender-based violence in youth settings through restorative justice and media education

2

Restorative justice and media education: Forces against gender-based youth violence



# Visibility, Communications & Dissemination

- [Newsletters](#)
- [Press Releases](#)
- [Website](#)
- [Facebook](#)



# Thank you!



**A Chance for Change: Empowerment & Restoration**

[www.achance4change.eu](http://www.achance4change.eu)

KA205 - Strategic Partnership for Youth

2019-1-UK01-KA205-061341



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Universidad de Huelva



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# EPIMORFOTIKI KILKIS sm LLC

USING RESTORATIVE JUSTICE AND MEDIA  
EDUCATION TO COMBAT GENDER-BASED  
VIOLENCE IN YOUTH SETTINGS-THE GREEK  
EXPERIENCE

# EPIMORFOTIKI KILKIS sm LLC

- Was founded in 1995 in Kilkis, Greece
- It is a Lifelong Learning Centre, certified by the Greek competent authority of the Ministry of Education
- Since its foundation it has offered educational services to over 20.000 people

► **Scope:**

To provide high quality services in the field of the Development of Local Human Resources.

# EPIMORFOTIKI KILKIS sm LLC

► **Specializes on:**

- Modern Vocational Training and Lifelong Learning (LLL) services
- Advanced Consultative & Supportive Services, to promote sustainable development of Kilikis Province, entrepreneurship and the development of local human resources



Europe



Indone





Kilikis

# Kilkis





# ΕΠΙΜΟΡΦΟΤΙΚΗ ΚΙΛΚΙΣ sm LLC

## PREMISES

- **4 classrooms** (capacity 100 trainees), fully equipped with ICT facilities
- **Conference room**
- **Administration offices**

## HUMAN RESOURCES

- **10 employees** with long experience and profound knowledge in the field of Vocational Training, LLL and Consultancy
- A network of **external collaborators & associates**, national & European (Universities, Training Institutions, Associations, Youth Organizations, Local & Regional Authorities, etc.)



# EPIMORFOTIKI KILKIS sm LLC

## **SERVICES PROVIDED**

1. Vocational Training Programmes
2. Implementation & Management of LLL activities, in particular E-Learning services
3. Consultative & Supportive Services to enterprises, local authorities, educational institutions/schools, associations
4. Research and studies related to the local development and the human resources of Kilkis area
5. Participation in Integrated European Initiatives, co-funded by the EU
6. Planning, Implementation & Management of Training Courses, Workshops & Events, approved & granted by the EU

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

- ▶ “EPIMORFOTIKI KILKIS sm LLC” is a member of the partnership working on the Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration” under the guidance of the institution “RJ4All”.
- ▶ The main idea of the project is to provide youth workers with the necessary skills, to recognize gender discrimination and to face gender-based violence in youth settings, using the values of restorative justice and media education, through the creation of two intellectual outputs:
  - ▶ **a Competence Framework and Self-Assessment tool (IO1) and**
  - ▶ **two open e-courses (IO2).**



## Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

### Intellectual Output 1: Competences Framework and Self-Assessment tool

- ▶ The implementation of IO1 started with collecting and reviewing existing frameworks of youth workers and peer educators competences in Greece within the context of gender-based violence/restorative justice/media education.
- ▶ The Greek partner also organized a focus group with youth workers to collect information about their point of view and knowledge regarding gender-based violence, restorative justice and media education, to include it in the competences framework.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## **Intellectual Output 1: Competences Framework and Self-Assessment tool**

- ▶ No specific competencies framework could be found at a national level, combining gender-based violence, restorative justice, and media education. A guide issued by the Greek General Secretariat for Gender Equality – Ministry of Interior (2018), responsible for gender-based violence issues, focuses on how to deal with gender-based violence and includes a set of competences for intercultural counselling and other competences.
- ▶ At the European level, competences frameworks regarding youth workers and gender-based violence, or youth workers and media literacy could be found, in the framework of other European projects, but again not combining all the above factors.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## **Intellectual Output 1: Competences Framework and Self-Assessment tool**

- ▶ As part of IO1, the Greek partner conducted a focus group consisting of 10 youth workers. The participants were primary and secondary school teachers, vocational trainers and psychologists/social workers, working with young people aged 6-29, from different national, educational and social backgrounds.
- ▶ Regarding gender-based violence, the majority reported familiarity with the concept and its various forms.
- ▶ Regarding restorative justice, the participants reported little to fair familiarity with its values and practices.
- ▶ Regarding media literacy, the majority was very familiar with the concept and the use of various tools, while working with young people.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## **Intellectual Output 1: Competences Framework and Self-Assessment tool**

- ▶ In Greece, 20 youth workers participated in piloting IO1.

The piloting revealed an overall satisfaction concerning the structure, the formulation and the fields covered by the questions of the self-assessment tool. 40% of the participants would recommend the self-assessment tool to others, and 55% would strongly recommend the self-assessment tool to others.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## Intellectual Output 2: Two e-courses

- ▶ The Greek team was responsible for developing Module II in the e-course: ***“Preventing Gender-based violence in youth settings through restorative justice and media education”***, entitled ***“Gender pedagogy and intersectionality.”***
- ▶ The topics of this module were related to understanding gender, gender-responsive pedagogy and how to apply it and the connection between intersectionality and gender pedagogy.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## Intellectual Output 2: Two e-courses

- ▶ The Greek team was responsible for developing Module I in the e-course: “***Train the trainer: Media education based on gender-based violence prevention***”, entitled “***The structuring of the social laboratory***”.
- ▶ The topics of this module were related to understanding peer education, the qualities of a peer educator and how to plan a peer education intervention/training programme.



# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## Intellectual Output 2: Two e-courses

- ▶ Twenty youth workers (12 women and 8 men) from Greece participated in piloting IO2. After completing the e-courses, the participants filled out an evaluation- questionnaire, choosing from a grading scale with a minimum score of 1 and a maximum of 10.
- ▶ **Regarding the first e-course, the chart below reflects its evaluation. The average of the scores ranges from 7,4 to 9,1.**

Preventing gender-based violence in youth settings through restorative justice and media education



# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## Intellectual Output 2: Two e-courses

- ▶ Regarding the second e-course, the chart below reflects its evaluation. The average of the scores ranges from 7 to 8,9.

Train the trainer: media education based on GBV prevention



# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

## Intellectual Output 2: Two e-courses

- ▶ Regarding the e-courses, as can be seen from the above comparative data in the charts, the course “*Preventing gender-based violence in youth settings through restorative justice and media education*”, received a slightly higher score than the “*Train the trainer: Media education based on gender-based violence prevention*”, course.
- ▶ In both courses, the questions about the usefulness of the acquired knowledge in everyday life and the ability of easy application received the lowest scores. The second course was easier to follow, while the first course enriched the participants’ knowledge more. Overall, the participants were satisfied with both courses, and the themes addressed their expectations.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

- ▶ They highlighted the need for specific training on how to prevent gender-based violence, using the principles of restorative justice and media education and the need for an official policy, on which to base their actions.
- ▶ The projects' value is that it filled out a gap concerning the competences of youth workers in various fields, like gender-based violence, restorative justice and media education.

# Erasmus+ KA2 project “A Chance for Change: Empowerment and Restoration”

- ▶ Thank you very much for your attention



# **PANDEMIC NO MORE: OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

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## **Roots, Rationale and Risks:**

The use of restorative practices with children and young people in England and Wales.

**Kate Haywood**

**PhD student  
University of South Wales**

[Catherine.haywood2@southwales.ac.uk](mailto:Catherine.haywood2@southwales.ac.uk)



# Research context

**Use, experience and effects** of restorative practices with children and young people in different settings;

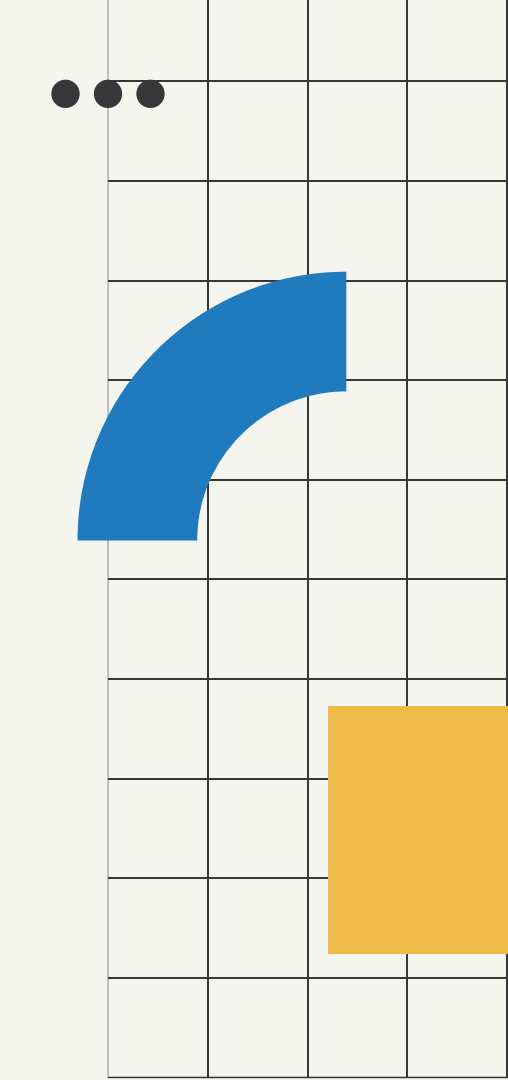
**Commonalities and differences;**

**Strengths, limitations and risks** of their use;

**Transference** (young people and practitioners);

Collective case study - **interpretivist and ethnographically informed.**





Philosophical approach to wrong-doing that seeks to put right the harm committed using a **collective problem-solving process**;

Described as the “**most ancient and prevalent** approach in the world to resolve harm and conflict” (Liebmann, 2007, p.37);

“Global social movement” (Robinson and Shapland, 2008, p.337);

**Transformative approach** to resolving conflict within schools, families, communities, state care and child welfare services (Hayden and Gough, 2010).

Multiplicity of methods and models used.





# The 'tenets' of Restorative practices

- Voluntary engagement
- Harm doer takes responsibility
- Restoration of harm
- Rebuilding relationships
- Involvement of community
- Victim centrality
- Empathy and emotionality
- Humanization and learning
- Use of reintegrative shame (Braithwaite, 1989)

# Roots



Pre- colonial form of community conflict resolution amongst the indigenous peoples of Canada, North America, New Zealand and Australia and observed in Celtic, African and Asian communities to a lesser degree.

In New Zealand specifically restorative justice was used to settle land disputes and to reclaim responsibility for young people.

The New Zealand Children, Young Persons and Their Families Act (1989) FGC became the hub of the entire juvenile justice system (Zehr, 2002).

New Zealand became the first nation to institutionalise restorative practices (MacRae and Zehr, 2011) seeing the closure of most Youth Detention centres.

# Roots



New Zealand... Australia (Wagga Wagga, 1990) ... England (Thames Valley, 1998)

Context in England and Wales:

- loss of confidence in rehabilitation and deterrence,
- resurgence in rights, and value, of the victim
- rise of interest in community, rather than custodial based justice
  
- **A new paradigm emerges** – prioritising healing and repair; informal and non punitive; reliance on cooperation and victim centered.

# Rationale



## Justice:

Crime and Disorder Act 1998/ Youth Justice and Criminal Evidence Act 1999;

Migration and mainstreaming of RP;

‘Rapid hold’.

## Schools:

Wider sphere;

Mid 1990s – school conflict resolution programmes;

Complementing ‘new’ pedagogy: group work, circle time, social skills groups.

## Residential children’s homes:

Desire to reduce criminalisation of care experienced cyp;

FGC ‘fit’ with context;

Hertfordshire 2000s onwards.

# Rationale



Reduced recidivism (Morris and Gelsthorpe, 2000; Pollard, 2000) and higher than typical victim satisfaction;

The Welsh context – *relational engagement* in schools complementing the direction of travel of Welsh policy;

Appreciation of the school to prison pipeline (Skiba et al, 2003);

Restorative practices integral to the transformation of the state parent role – offering a welfare orientated chink of light and an alternative disciplinary framework.

# Risks



Shame



Capacity

The problem with apologies

Community

# Shame



**“disapproving of the evil of the deed while treating the person as essentially good”**

(Braithwaite, 'Restorative Justice and a Better Future', *The Dalhousie Review* 76, 1997)

Contrasts with disintegrative shame.

Gilligan (2001) see shame as a *cause* of offending – violence among boys and men, in particular.

We feel ashamed of feeling ashamed – cycle of repression (angry that you are ashamed and ashamed that you are angry).

Can we distinguish and separate guilt and shame?

# Capacity



Young people are less mature and less emotionally and cognitively developed. Therefore if they offend a less formal response is appropriate.



Profile of young people in the justice system?

Reintegrative shaming **relies** on emotional maturity, the ability to feel and show empathy and communication skills.



# The problem with apologies



“When we feel shame, we are most likely to protect ourselves by blaming something or someone, rationalising our lapse, offering a **disingenuous apology**, or hiding out’ (Brown, 2012, p. 72).

Zernova (2007) in her study of English restorative justice reported forced apologies made by children and young people.

Dear Victim

I dont no Why iam Writing a letter to you! I have been forced to Write this letter by ISSp. To be honest I'm not bothered or Sorry about the fact that I burgled your house. Basicly it Was your fault anywayS. I'm going to run you through the dumb mistakes you made. firstly you didnt close your curtains which most people now do before they go to sleep. Secondly your dumb you live in StarnburnS a high risk burglary area and your thick enough to leave your downStairs kitchen window open. I Woulnt do that in a million years. But anywayS I dont feel Sorry for you and I'm not going to Show any Sympath or remorse remorseS.

yourS Sincerely



# Community

What if the community doesn't want to reinclude the young person?;

Some young people do not recognise or want to be included in communities that they may only tentatively connect to, or experience discrimination within;

What if the shamed person accepts the shaming of their deed, but the community view it differently;

Shame as reintegrative depends on the offence being seen as a transgression by family and community – what happens if they don't?

Even in the most closed and close settings (such as RCH) homogenous communities do not always exist.

# In conclusion



The ideological mixed bag of restorative practices can be advantageous and disadvantageous;



Meaningful differentiation or dilution and displacement;

All pervasiveness of any practice necessitates critical understanding;

The very reasons that restorative practices are judged appropriate for use with young people may mitigate against the appropriateness of their use *with some young people in some contexts.*

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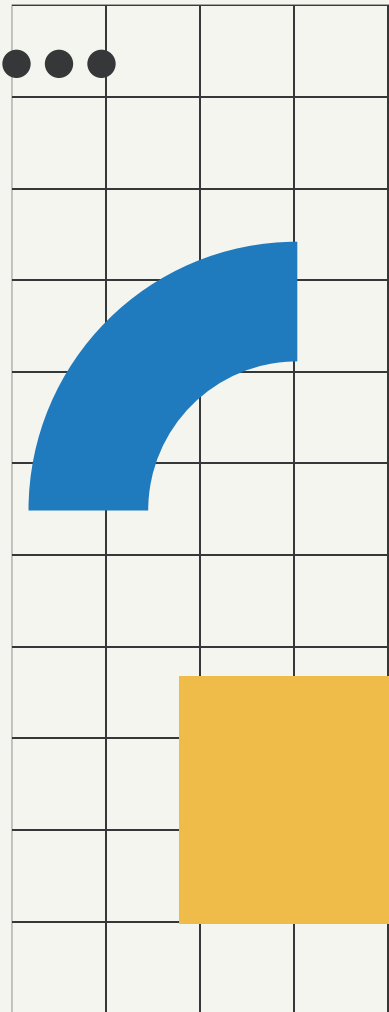
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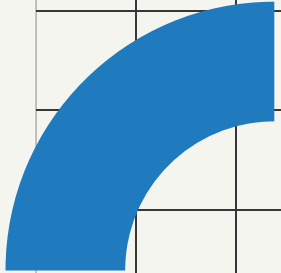
Morris, A. and Gelsthorpe, L. (2000) 'Something old, something borrowed, something blue, but something new? A comment on the prospects for restorative justice under the Crime and Disorder Act 1998', *Criminal Law Review* January: pp. 18–30.

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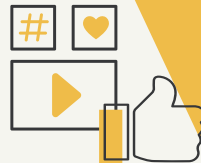




# Thank you!

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# **PANDEMIC NO MORE:** **OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

## **Online violence against women and girls: revenge porn and the role of digital platforms**

**Dr Silvia Semenzin  
University Complutense of Madrid  
University of Amsterdam**







# Online violence against women is real

- One in three women have experienced a form of violence in her lifetime
- One in ten women have experienced cyberviolence since the age of 15
- Around 70% growth during pandemic

(EIGE, 2017; UNWomen, 2021)



# Types of practices

- Hate speech
- Cyberstalking
- Cyberharassment & shitstorms
- Hacking
- Dissemination of intimate images, videos & sexts ('revenge porn')
- Creepshots
- Deepfakes
- Sextortion
- Doxing
- Online impersonification

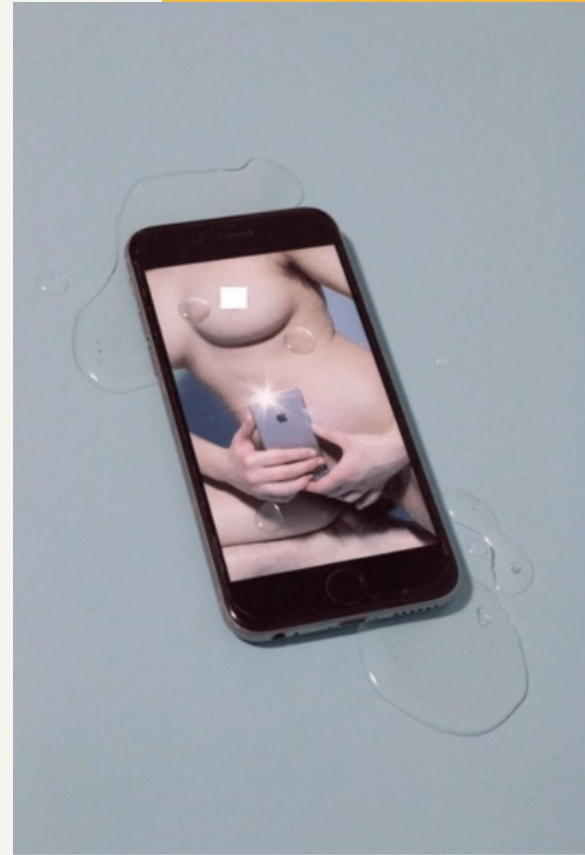




# RevengeXporn

Non-consensual dissemination of intimate images

- It's not only about revenge
- It cannot be considered as a form of pornography





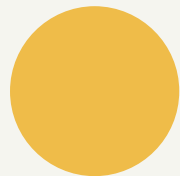
- 90% of victims/survivors are females (European Women's Lobby, 2019)
- 51% has thought of suicide (European Institute for Gender Equality, 2019)
- 15% of lesbian, gay, and bisexual (LGB) Internet users report that someone has threatened to share their explicit images; 7% say someone has actually done it (Data & Society Research Institute, 2016)
- Compared to April 2019, in April 2020 the Revenge Porn Helpline (UK) received 98% more cases (Revenge Porn Helpline, 2020)



# Societal and cultural roots

- Persistence of a **double-standards** and **gender stereotypes**
- Stigmatization of **sexting practices**
- Regulation of **female sexuality**
- **Victim blaming**
- Persistence of the **rape culture**

# The case of Telegram in Italy



NCII and the performance of masculinities

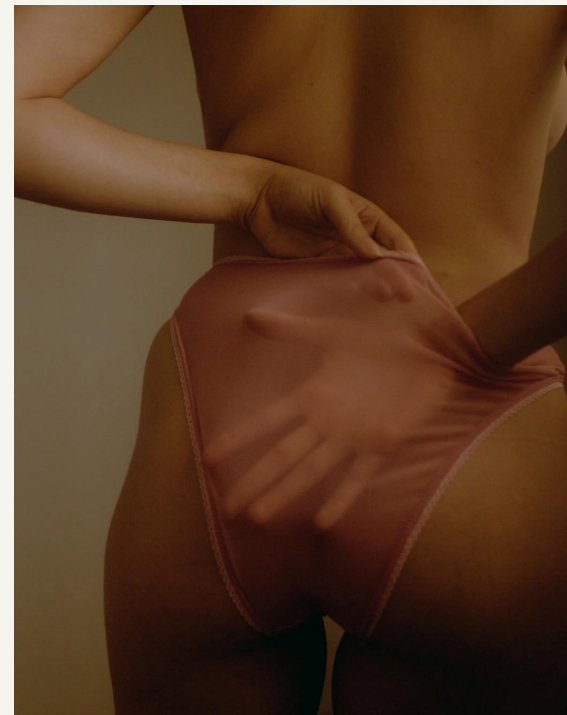
**Elaborate on what you want to discuss.**



Digital platforms' responsibilities

**Gendered affordances and non-neutrality**

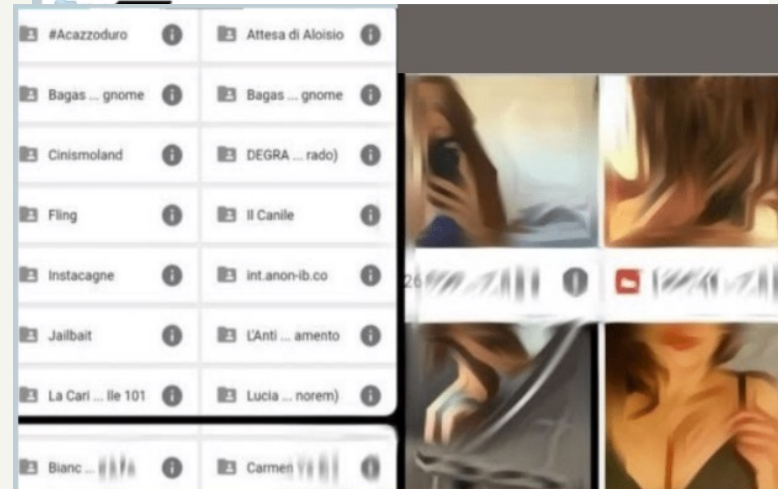
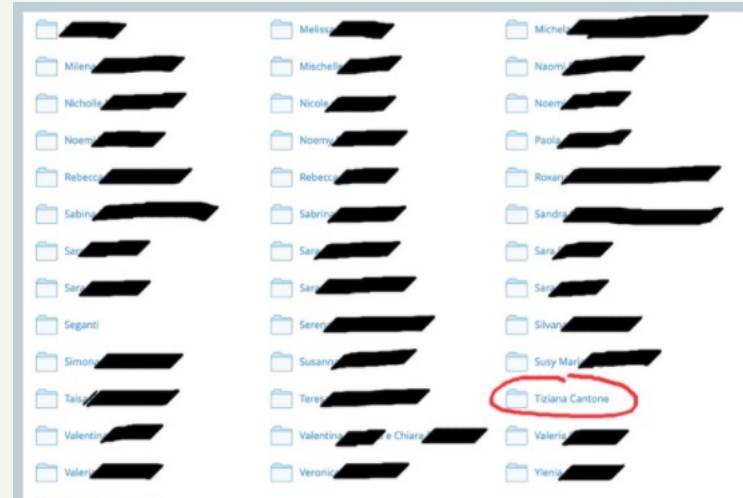
Semenzin, S. & Bainotti, L. (2020): The Use of Telegram for Non-Consensual Dissemination of Intimate Images: Gendered Affordances and the Construction of Masculinities. *Social Media + Society*



# Why Telegram?

- Pseudo-anonymity
- end-to-end encryption & sense of privacy
- Big groups (up to 200.00 users) & channels
- Loose platform regulation

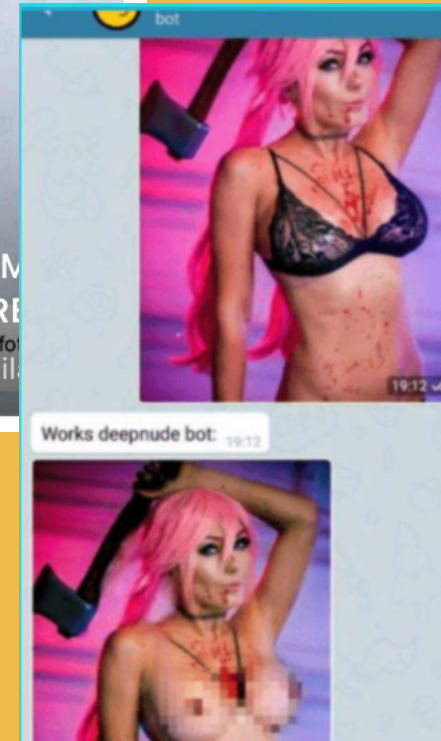
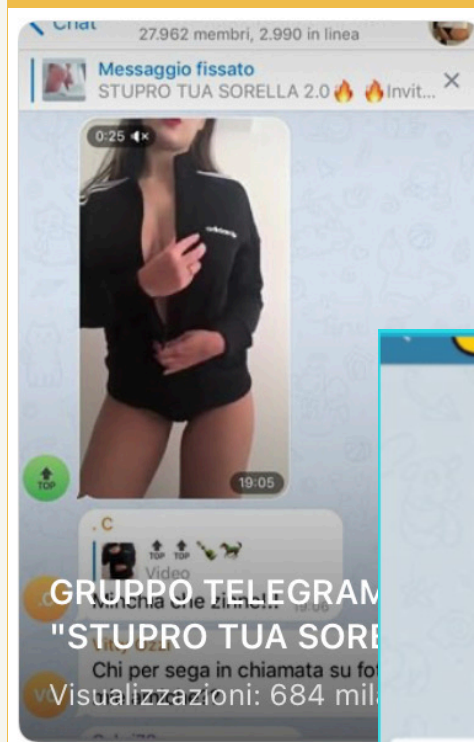
- Different types of channels
- Different types of practices



# The construction of masculinities in homosocial contexts

(Kimmel, 1994; Flood, 2008)

- The categorization and objectification of the female subject
- The negotiation of consent
- The construction of masculine performativity





# Which solutions should we undertake?

- **Cultural level**

Omnicomprehensive sex education & digital education

- **Legislative level**

Improve and or provide legislative regulations aiming at criminalising NCII and related practices

- UK: Criminal Justice and Courts Act (2015)

- Mexico: Ley Olimpia

- IT: Art. 612-TER P.C. (2019)

- **Platform regulation level**

What is the role of social media platform in deciding which kind of content can be shared and which practices are allowed? Which actors (should) take these decisions?



# Thank you!

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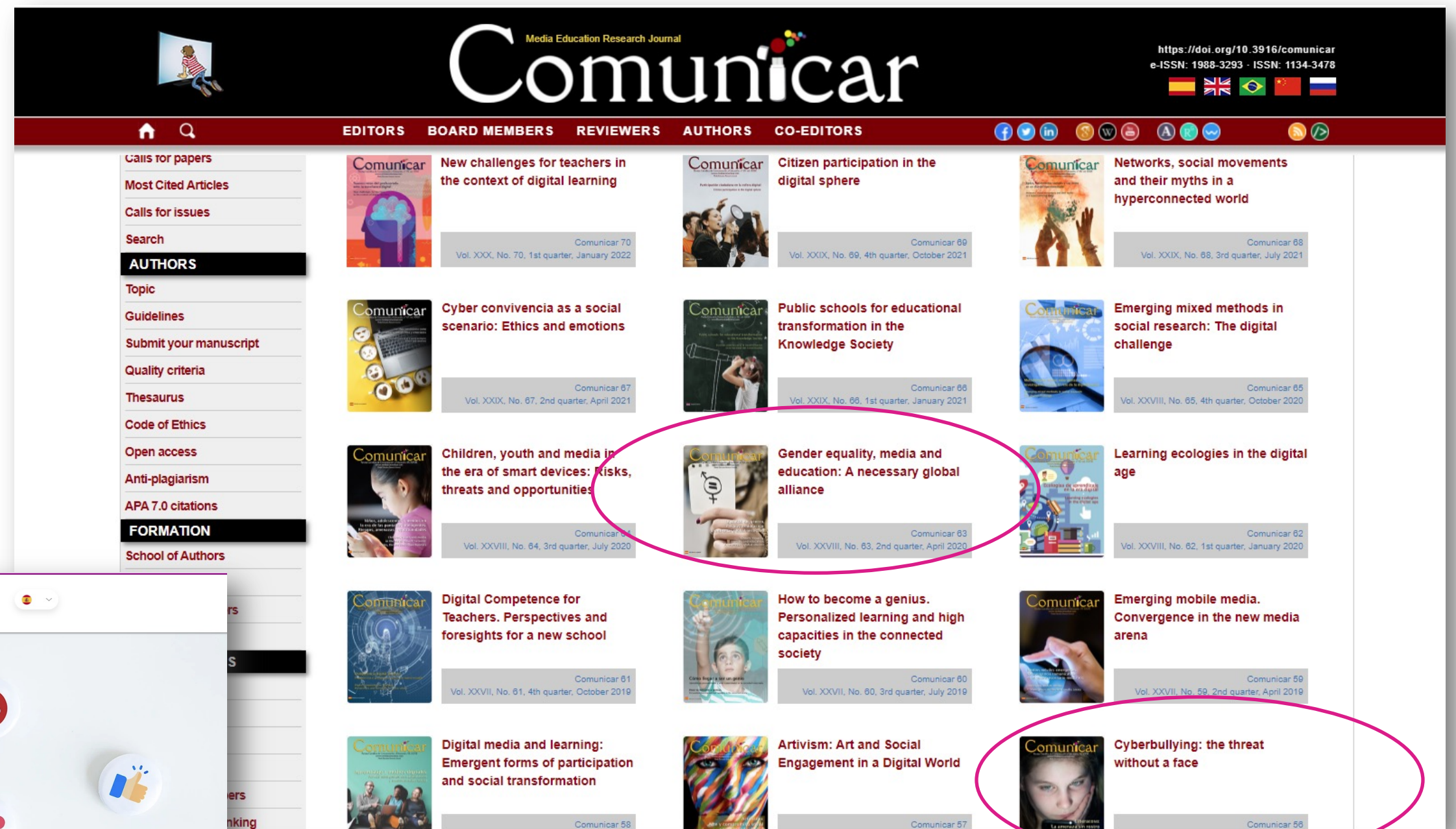
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# 7 Ws for Youth Media Competence related to Gender-Based-Violence



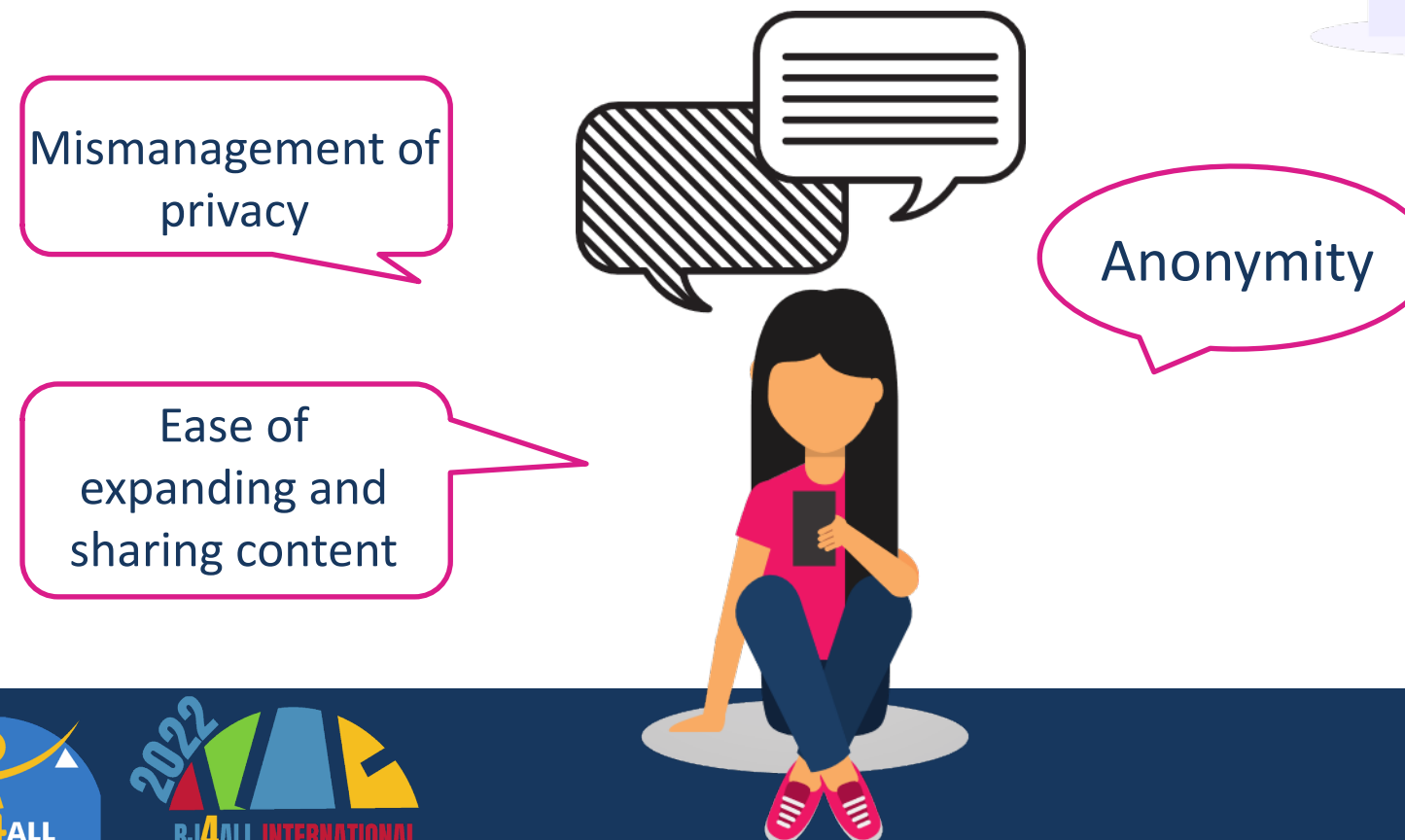
# Background

- Comunicar Group
- Educommunication



# Media Literacy

- Technology has increased the **communication opportunities** for citizenship.
- New configurations and connective affordances eliminate spatial and temporal limits.
- **Violent behaviors are amplified** in the multiple interaction options that are generated in the use of social networks.
- Increase in practices that lead to new forms of **gender-based violence**.



# Media Competence

- Skills and strategies to increase their awareness of the many ways in which the dissemination of messages in the networks affect their daily lives and behaviors about **gender issues**.
- Media Competence as a capability that transcends the more instrumental skills of ICT. The development of media competence would support a **new concept of education**, fostering critical thinking, cooperation, dialogue and the production and management of new knowledge, the functionality of learning, tolerance and diversity that can also be applied to **topics related to gender equality**.



# 10 Dimensions

## Media Competence



### Knowledge

Policies and media industry  
Production processes  
Technology  
Language  
Access to information



### Comprehension

Reception and comprehension  
Ideology and values



### Expression

Communication  
Creation  
Citizen involvement

## 7 Ws

### Youth Media Competence related to Gender Equality



#### WHAT

Knowledge and use of media and technologies, reflection strategies and more instrumental skills, knowledge, behaviour and attitudes, with a clear commitment to the development of critical thinking, communication and creativity.

#### WHAT FOR

Media literacy plays a decisive role in promoting active and responsible citizenship in democratic societies.

#### WITH WHAT

Use of different digital tools that allow students to interact and create new knowledge

#### HOW

Good practices to strengthen media literacy for a tolerant, democratic and critical citizenship



#### WHY

Knowledge of risks, manipulations and negative aspects is a form of empowerment, but also to be competent in the options of visibility or dissemination that benefit the interactions and communications among citizens.

#### NOW WHAT

It is important a clear policy for a curricular development in Media Literacy in schools.

#### WHO

Different socialization agents - such as family, school and government - play an active and fundamental role in teaching media literacy.



# What

Knowledge and use of media and technologies with a clear commitment to the development of **critical thinking**, communication and creativity.

# Why

Knowledge of risks, manipulations and negative aspects (fake news, rumours, viral contents, the digital footprint and identity) is a form of **empowerment**, but also to be competent in the options of visibility or dissemination that benefit the interactions and communications among citizens.

# What for

Media literacy plays a decisive role in promoting active and responsible citizenship in democratic societies. In the case of **gender issues** its inclusion in the educational sphere is essential to promote the free expression of citizens, strengthen social communication in multiple contexts and form critical minds capable of analyzing and evaluating different media products.





It is important a clear policy for a **curricular development** in Media Literacy in schools.

Different digital **tools that allow students to interact and create new knowledge**. Use of different platforms/networks and their affordances. Knowledge o hypertextuality, different types of texts, genres, transmedia narrative, crossmedia, oral uses in post, videos and media, recreations and remixes, animated images, GIFs, stickers, photography, illustration, memes, emojis, videos, audios, etc.

**Media policy**, Media regulatory authorities: commercial interests, consumer rights, platform rules, restrictions and passwords for uploading content, ethics in the use of each platform in terms of the **rules and rights** applicable to media content.



# Now what

# With what

# Who

# How

Good practices to strengthen media literacy for a **tolerant, democratic and critical citizenry**.

Didactic proposals that focus on media competence and **gender equality**

Procedures for accessing information

Different languages that encode messages today

Reception and comprehension of this messages

Technology spreading this information, especially in social media,

Production

Policies and ideology of the media industry and social media

Citizen involvement

Creativity dimension



Training citizens to be autonomous and critical towards the media and **gender issues** would be a success. Asking the **right questions** is the first step.

Thanks!  
[amor@uhu.es](mailto:amor@uhu.es)





# PANDEMIC NO MORE: OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
 Chamber and Queen's Room Ashley Building Middle Temple  
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## MY RIGHTS IN MY SCHOOL (Creation of a Charter for the Students' Rights in School – by Students for Students)

**Leading organisation:** 'Rhodopaea –  
 Balkanica' Association, Kardzhali, Bulgaria

**Partner:** 'Petko Rachov Slaveykov'  
 Secondary School, Kardzhali, Bulgaria

**The project is funded by the European Youth  
 Foundation, Strasbourg, France, Pilot activities**



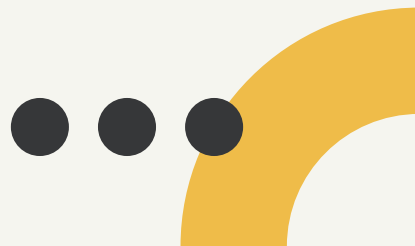


# GROUP 3: THE "POWER OF EDUCATION" "A Charter for students' rights in the school"



## WHY RIGHTS ONLY?

**Because without understanding our own rights we will be in the world of manipulation, discrimination and degradation of the personality. The right place to learn about the rights is the SHOOL.**



## AND OBLIGATIONS?

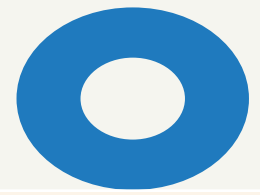
**Traditionally, students know about their school obligations – knowledge, order, and discipline. In the Charter we empathize on the written and unwritten rights, which are BEYOND the obligations.**





- **What are the cases of discrimination and violence in school?**
- **What are the typical stereotypes in school and outside of school environment?**
- **What are the typical cases of prejudice in school and in friend groups?**
- **How to overcome the negative examples in schools through ethical and behavioral standards?**





## **STUDENTS' RIGHTS IN THE LEARNING PROCESS**

- **Teachers' high expectations from students to be avoided, rather to be recognized their individual potential.**
- **To not be shown segregation of students for outside of school reasons (social status, social influence of their parents, financial opportunities, etc. )**





# RIGHTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND ASSURING THE TOLERANCE IN MULTIETHNIC SCHOOL ENVIRONMENT

- To not allow separation and discrimination of students with SEN, based on personal results in school subjects.
- To not allow discrimination on ethnic and religious basis in school and to respect the right to self-determination of the students.



# STUDENTS' RIGHTS TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES

- Students to be encouraged to take part in volunteering initiatives, through which they will acquire important communication and behavioral skills.
- Students to participate in charity events, which will help them form moral values, humanitarian principles, and empathy towards those in need.



# STUDENTS' RIGHTS TO PERSONAL DEVELOPMENT AND SOCIAL ACTIVITY

- To create opportunities for forming successful leaders in school, who represent their classmates. The choice of leaders to be by criteria: morality, fairness, responsibility, motivation ,and inspiration.
- Students to express their point of view and opinion freely without fear of rejection and ignorance due to the lack of life experience.





**“Petko Rachov  
Slaveykov”  
Secondary School,  
Kardzhali,  
BULGARIA**

# ARE THE RIGHTS FOR OUR SCHOOL ONLY?

Of course NOT!!! We DREAM for the Charter to reach many schools in the country and abroad, so every student knows about their rights, which form them as a successful, creative and active person.



**NAME**

**Title or Position**



**NAME**

**Title or Position**



**NAME**

**Title or Position**



**NAME**

**Title or Position**

# Resource page

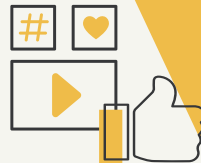




# Thank you!

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# **PANDEMIC NO MORE: OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

## **Using Digital Media to Lead Student Discussions About Identifying Relationship Abuse**

Emily Segal





A decorative vertical grid pattern consisting of dark grey squares separated by thin white lines, located on the left side of the slide.

# The Background

Conversations about gender-based  
violence with young people



**1 in 2**

**trans & nonbinary  
people**



**over**

**1 in 3  
women**



**nearly**

**1 in 3  
men**

in the United States have experienced some form of intimate partner violence during their lifetime.



One Love was founded in honor of Yeardley Love, a then-senior at the University of Virginia, whose life was tragically cut short by her ex-boyfriend. After the trial, Yeardley's family learned that her death could have been prevented had anyone in her life recognized the signs of an abusive relationship.

## Two Key Elements for Change: Education + Mobilization



- Give the next generation a language for talking about the difference between healthy and unhealthy relationships
- Help young people practice responses so they're ready in the future and teach them where to go for help



- Engage communities in action to help spread our educational goals
- Support a diverse set of community leaders by helping to develop their mobilization skills



- Improve lives**
- Shift social norms**
- Reduce the statistics**



# Sample Classroom Activity

## 10 signs of a **HEALTHY RELATIONSHIP**

comfortable pace  
trust  
honesty  
independence  
respect  
equality  
kindness  
fun  
healthy conflict  
taking responsibility

**#ThatsLove**

## 10 signs of an **UNHEALTHY RELATIONSHIP**

intensity  
possessiveness  
betrayal  
isolation  
manipulation  
sabotage  
guilting  
volatility  
belittling  
deflecting responsibility

**#ThatsNotLove**



onelove  
joinonelove.org



## *Learning Objectives*



Know the signs and spot the signs



Engage in conversations about healthy and unhealthy relationships



Practice healthy behaviors



Communicate boundaries and practice consent



Help a friend in an unhealthy relationship



Navigate endings



Access resources when in need





## ***Content Awareness***

The films that we are about to watch depict examples of relationship abuse. These are very heavy films and can be difficult to watch, even if you have not been in a similar situation. Please take care of yourself and feel free to leave the room or put your head down at any time. You can seek help from someone at the school if you need to as well.

**If you feel uncomfortable, you are free to leave the room.**









#ThatsNotLove



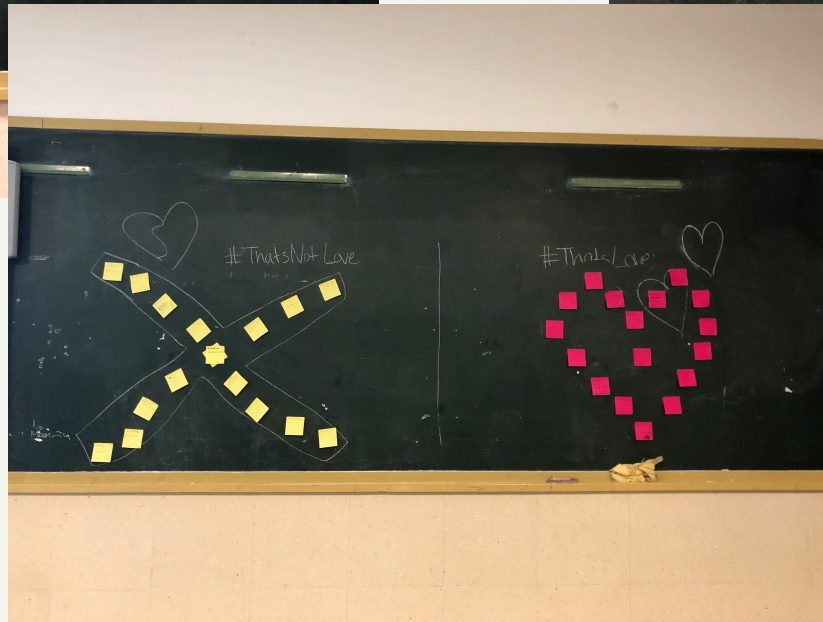
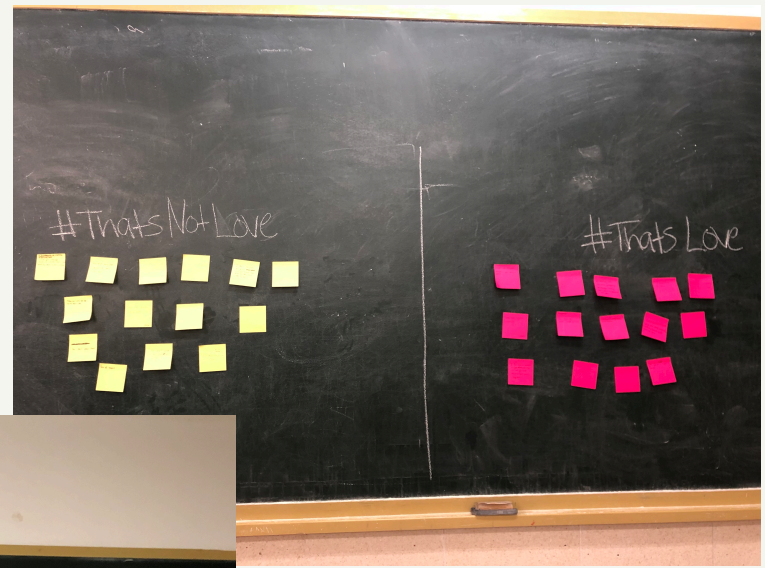
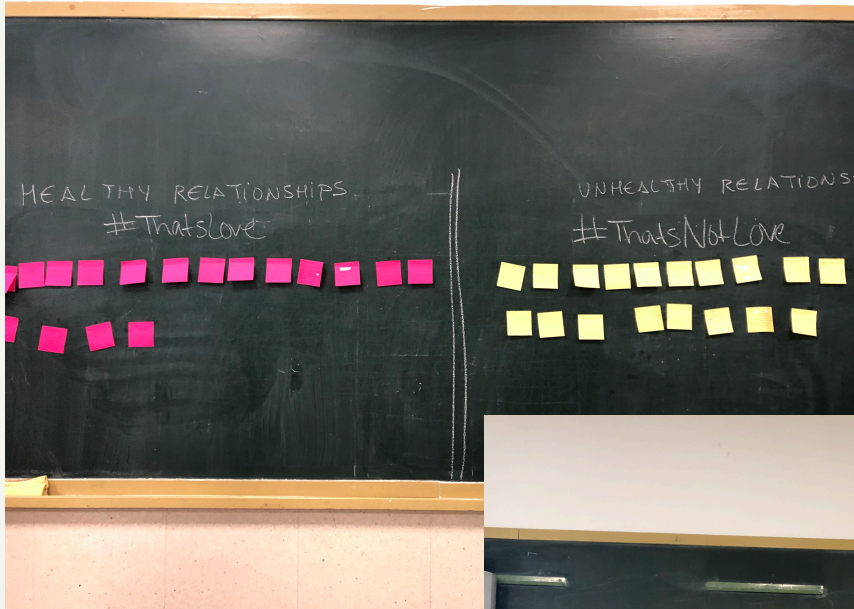




## #ThatsLove #ThatsNotLove

**On your post-it notes, write an example of a *healthy behavior* and an *unhealthy behavior* on each note. Then, you can walk up to the board and place them under either #ThatsLove or #ThatsNotLove.**





## Continuing The Conversation: Groupwork

***How do you want to be treated in a relationship? What is and is not okay in your opinion?***

At home, you can fill in your own examples for the worksheet that has “10 Signs of a Healthy Relationship” and “10 Signs of an Unhealthy Relationship.”





# Thank you!

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JANUARY 2022

# Hate Speech through hashtags: How Instagram allows discrimination content.

Sabina Civila, Luis Miguel Romero Rodríguez, Amparo Civila



# Introduction

---

me coming back to instagram after  
closing the app 10 seconds ago







## Help Centre

"It's never OK to encourage violence or attack anyone based on their race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, religious affiliation, disabilities or diseases. When hate speech is being shared to challenge it or to raise awareness, we may allow it. In those instances, we ask that you express your intent clearly."

More information:



“

# #STOPISLAM

Posts: 17.3K

[#islamterrorist #stopislamizationofeurope]

It may cause exclusion, discrimination, and demonization of Islam

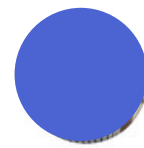
# What happened when I reported it?



## Gracias por denunciar esta cuenta

Recibirás una notificación cuando hayamos revisado tu denuncia. Gracias por ayudarnos a que Instagram siga siendo una comunidad segura y solidaria. Si necesitas ayuda para denunciar una foto, un vídeo o un comentario específicos publicados por esta cuenta, puedes [obtener más información aquí](#).

[Más información](#)



Has denunciado de forma anónima a [deutscher.zusammenhalt](#) por contenido o símbolos que incitan al odio.

2 d



**No hemos eliminado la cuenta de [deutscher.zusammenhalt](#)**

No consideramos que esta cuenta infrinja nuestras Normas comunitarias. Si crees que hemos cometido un error, vuelve a denunciarla.

Instagram es una comunidad internacional, por lo que comprendemos que las personas se expresan de distintas maneras. Usaremos tus comentarios para mejorar esta experiencia para todos.

Si no quieres ver a [deutscher.zusammenhalt](#) en Instagram, puedes dejar de seguir, silenciar o bloquear esta cuenta para ocultar sus publicaciones y comentarios de tus noticias.

2 d



We do not consider this account to be in violation of our Community Standards. If you think we've made a mistake, report it again.

Instagram is an international community so we understand that people express themselves in different ways. We will use your feedback to improve this experience for everyone.

If you don't want to see xxx on Instagram, you can unfollow, mute, or block this account to hide their feed posts and comments.



## OBJETIVE

To know how post with that hashtag demonize Islam and Muslims

## SAMPLE

474 post with hashtag #Stopislam

## INSTRUMENT

The instrument we used was validated in previous research and represent the most frequent Islamophobic behaviors:

- Muslims are terrorist
- Muslims as rapist
- A war between Muslims
- Muslims should be deported
- Muslim's women are a security threat

---

# Method

# Results

The hashtag represent Muslims as:

63%

Muslimism as a  
security threat

18%

Muslims  
as terrorist

13%

Muslims  
should be  
deported

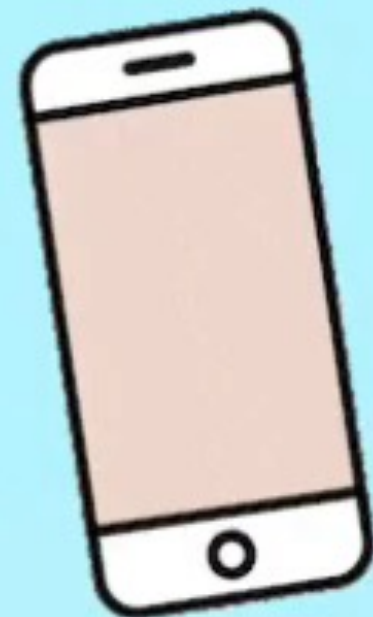
8%

Muslims  
as rapist

1%

Women as a  
security threat

# TYPES



1. POLITICAL RIGHT-WING CAMPAIGN
2. MIGRATION
3. PATROTISM
4. TERRORISM-VANDALISM

# EXAMPLES

Name account Seguir



Islam is not a religion, it's an ideology, the ideology of a retarded culture.  
— Geert Wilders —

Les gusta a tlmkt y otras personas  
atheistsmind Make your dog a muslim and he'll live happily the rest of his life. Make a man muslim,... y más  
Ver los 5 comentarios

RIGHT-WING CAMPAIGN

Name account Seguir



Les gusta a douglas.maycow y otras personas  
laurenmartins18 #StopIslam  
Ver 1 comentario  
27 de marzo

MIGRATION

Name account Seguir



Les gusta a carl\_881 y otras personas  
ribs\_and\_wolves #defendeuropa #nationalism  
#nationaliste #identitaire #generationidentitaire... y más  
17 de febrero · Ver traducción

PATRIOTISM

Name account

**Bacon Fact:**



Eat bacon my friends

People who eat bacon are less likely to blow themselves up

TERRORISM-VANDALISM

# Conclusion

1

Instagram, belonging to Meta, serves as a platform to promote hate and Islamophobia, allowing the expansion of anti-democratic messages through hashtag #Stopislam.

2

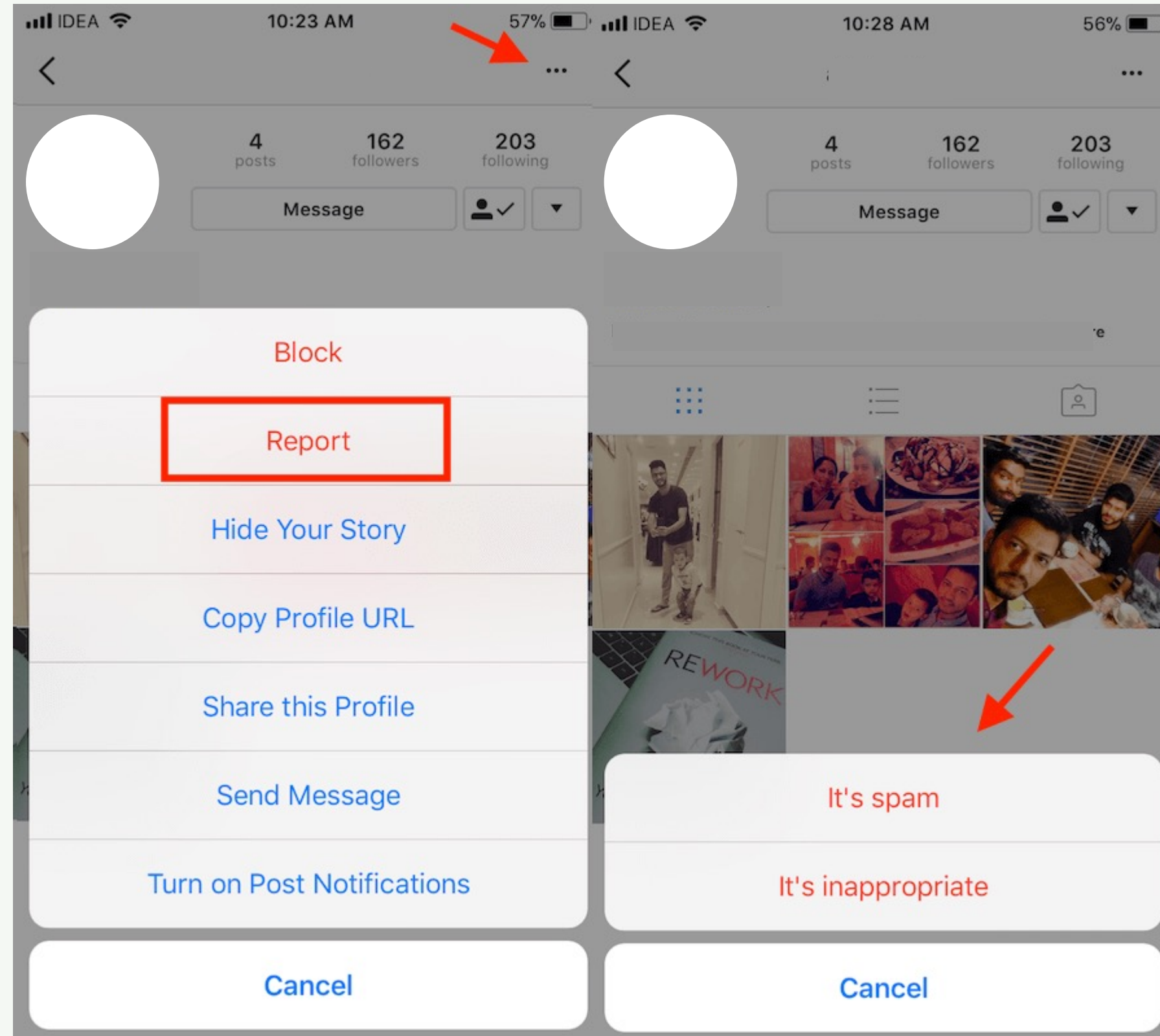
The primary way to demonize Muslim people through this hashtag on Instagram is composed of three pillars, (i) through the political messages of extreme right-wing groups such as PVV, (ii) reinforcing and expanding the Muslim-terrorist binomial, and (iii) inciting fear of being invaded by a culture that does not fit with the European.

3

Posts which do not follow the Instagram Community Standards must be report it.



# Report post



More information:



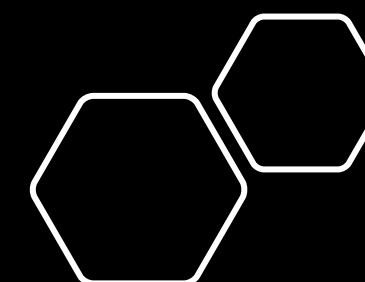


**Junta de Andalucía**



**European Union**  
European Regional  
Development Fund

**Funding:** This study is supported by the R+D+I Project (2019–2021), entitled “Youtubers and Instagrammers: Media competence in emerging prosumers” under code RTI2018-093303-B-I00, financed by the **Spanish Ministry of Science**, Innovation and Universities and the European Regional Development Fund (ERDF) and the R+D+I project (2020–2022) entitled “Instagrammers and youtubers for the transmedia empowerment of the Andalusian citizenry. Media literacy of the instatubers”, with code P18-RT-756, financed by **the Government of Andalusia**, in the 2018 call for tenders (Andalusian Plan for Research, Development and Innovation, 2020) and **the European Regional Development Fund (ERDF)**.



# Thank you

✉ [sabivivila@gmail.com](mailto:sabivivila@gmail.com)

📷 Follow me :



Read the paper:





# **PANDEMIC NO MORE:** **OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

## **Haters on TikTok: Violent behavior and hate speech towards influencers with disabilities**





# Context

## MENTAL HEALTH

- Mental health and violence prevention have become a priority for international agencies.
- Surveys conducted in 2020 by UNESCO and UNICEF, among others, have shown that the COVID-19 pandemic has affected the mental health of children and adolescents.

## DIGITALIZATION

Digitalization during confinement has also influenced the need of young people with disabilities to access digital platforms in the different areas of their lives, finding benefits in social media, but also barriers and problematic situations.

## SOCIAL MEDIA

Social networks sites, such as TikTok, are platforms that allow the dissemination of content, interaction and the reach of a large audience, so these types of resources are ideal for raising the visibility of groups at risk of social exclusion.



# Research objective



This research, which is part of my doctoral thesis, aims to analyze the interactions of TikTokers with disabilities when they receive negative comments on their videos from haters.



# Method

A content analysis was carried out on 10 profiles of TikTokers with disabilities.

The sample selection was random and by convenience, locating two videos from each profile in which the TikTokers responded to negative comments.





# Results

## Content generated as a result of these negative comments

- They create content from these comments as a response to the haters, using this TikTok functionality.
- They usually make a video explaining what has upset them and showing their opinion about the violent comment they received, usually speaking directly to the camera.
- An existing TikTok audio is used twice performing Lip syncs.
  - “He doesn't stop, he doesn't stop, he doesn't stop...” (“How many times have the TikTok dogs told you that they are going to put you in 3?”)
  - “You have to laugh”
  - “But it didn't make me laugh”
  - “But they think so”.
  - “Ahhh, hahahaha” (“Then I call you carrot”)





## Type of response of these influencers

Type of comments	Examples of comments	Type of response
<p><b>Comments related to their own disability</b></p>	<ul style="list-style-type: none"> <li>• “The one without legs, not the one without wheels” (@alanelruedas)</li> <li>• “I thought it was a filter, but no, no, it’s her original face 😂” (@oyirum)</li> </ul>	<ul style="list-style-type: none"> <li>• “What a scare... No, I’m still the wheels. It’s not the same if the legs don’t work as if they’re not there”. Humour and self-affirmation.</li> <li>• Use of emojis in response: “aaaaggghhhh 🤢”. Emotions of disgust and feelings of pride about herself.</li> </ul>
<p><b>Offensive comments</b></p>	<ul style="list-style-type: none"> <li>• “POV: Entering in the casting of Campeones 2” (@enrique_bernabeu)</li> <li>• “Two illnesses, what a bad run XD” (@juan.pish)</li> </ul>	<ul style="list-style-type: none"> <li>• “It is an easy joke”, “I take no offense” “I am limping and with great honour”. He is proud of his disability and demands more presence of people with disabilities in series, films...</li> <li>• “You are sicker, who send hate messages to people you don’t even know on social media, let people be free from whoever they are”. He demands respect and freedom in relation to sexuality.</li> </ul>

## Type of response of these influencers

Type of comments	Examples of comments	Type of response
<p><b>Comments on the consequences of disability</b></p>	<ul style="list-style-type: none"> <li>• “Disgrace your life for a bad act“ (@alanelruedas)</li> <li>• “Girl, time goes by and when you realise you'll be all alone” (@soyandrea)</li> </ul>	<ul style="list-style-type: none"> <li>• “I'm sorry, but I don't see myself as disgraced”. “I respect but do not share your opinion that being in a wheelchair is making your life miserable”.</li> <li>• “This is a comment I received on my video that I don't like physical contact (...) But this person is telling me that if I don't move my limits that I'm completely comfortable with, I'm going to end up all alone”.</li> <li>• Self-affirmation, they defend their position and what they believe in.</li> </ul>
<p><b>Comments for using social networks</b></p>	<ul style="list-style-type: none"> <li>• “Well, NOOOOOOOOOOOOOOOO, smart ass, because as you become a public figure, we can ALL have an opinion about you and your foolishness” (@enrique_bernabeu)</li> </ul>	<ul style="list-style-type: none"> <li>• “This wonderful hater tells me this. (...) Here it is necessary to establish some limits, I put my life in social media, but you give your opinion of what I am telling or what I am talking about, not what you imagine, this does not work like that, sorry”.</li> </ul>

# Purposes of TikTok's response videos

## Visibility

They use the platform to show and “normalize” their disability.

## Social awareness

They use the social media to try to make people recognise and understand the reality, barriers and needs of people with disabilities.

## Demand/Claim

They use TikTok to demand respect, freedom, empathy and visibility of disabilities.

# Conclusions

Social media are platforms where hate is promoted. Disability is a condition that unfortunately continues to be used to promote violent behaviour.

TikTok gives users with disabilities the option to respond with powerful and activist messages, as well as interact with their audience, which encourages their social participation.

TikTok has become a tool that allows this group to defend diversity and promote social awareness.



MÓNICA BONILLA-DEL-RÍO

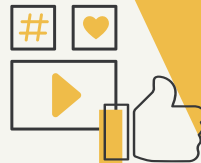
University of Huelva



# Thank you!

## RJ4ALL INTERNATIONAL INSTITUTE

The RJ4All Rotherhithe Community Centre, 30 Plough Way  
London SE16 2LJ, UK | [admin@rj4all.org](mailto:admin@rj4all.org) | @RJforall |  
+44(0)7708758600 or +44(0) 2072371813 |



FOLLOW: RJforALL

The background features a large, stylized logo for '4in10'. The numbers '4' and '10' are rendered in a bold, blue, sans-serif font. The word 'in' is rendered in a bold, yellow, sans-serif font, positioned between the '4' and '10'.

**4in10**

**London's Child Poverty Network**

**[www.4in10.org.uk](http://www.4in10.org.uk)**

**Child and Family Poverty as an Abuse of  
Human Rights**

# Defining Poverty

- Relative Income Poverty
- Relative Poverty
- Absolute poverty
- Material deprivation
- Destitution



**Poverty takes away dignity from those experiencing it and removes autonomy.**

4in10 London's child poverty network

**Come and join us!**

**[www.4in10.org.uk](http://www.4in10.org.uk)**





# Some Statistics

- **15 million people living in poverty out of a population of 76 million in the UK**
- **4.3 million children living in poverty in the UK.**
- **700,000 children in London are living in poverty.**
- **49% of children living in lone-parent families are in poverty**
- **46% of minoritized (BAME) children are currently living in poverty**
- **75% of children growing up in poverty live in a household where at least one person works**

# Causes of Poverty

- **Unemployment and/or insecure and low-paid jobs**
- **Lack of affordable and accessible childcare**
- **The demise of Trade Unions**
- **Lack of child care**
- **Punitive and inadequate system of social security**
- **The high cost of housing and essential goods and services**
- **Specific needs**
- **The Poverty Premium**
- **Discrimination**
- **Family Breakdown**

## Health as a measure of poverty

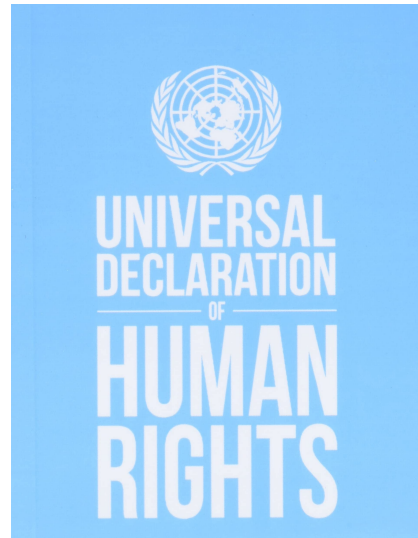
- **Premature death rate pre pandemic in Barking and Dagenham 404 per 100,000 population; The City of London, 216 per 100,000.**
- **Infant Mortality in Lambeth 4.7 per 1,000 live births; Richmond upon Thames 2.2 per 1,000 live births**

## Margaret Thatcher 1987

*I think we have gone through a period when too many children and people have been given to understand 'I have a problem, it is the Government's job to cope with it!' or 'I have a problem, I will go and get a grant to cope with it!' 'I am homeless, the Government must house me!' and so they are casting their problems on society and who is society? There is no such thing!*

# Tools to tackle poverty

- **Data**
- **Voices**
- **Learning**
- **Unity**
- **Understanding Human Rights**



# Approaches to Challenging Poverty

- The Courts
- Campaigning
- Research and Evidencing
- Meeting immediate obvious need
- Ensure the voices of those living on low income are heard.
- Change public perception
- Riot!





**PANDEMIC NO MORE:  
OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND  
MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

**Victims Law: We  
need your help**





## What is Victims law?

“A victims’ law would ensure that victims’ rights, such as to information, making a personal statement and accessing independent support services, are legally enforceable. With a Victims Law, we have the opportunity to truly transform the victims’ experience of the justice system.”

The Victims’ Commissioner for England and Wales, Dame Vera Baird QC





# The 4 headings of the HM Government consultation



1. Meeting victims' expectations
2. Improving oversight and driving better performance
3. Supporting victims of crime
4. Improving advocacy support



## ***Our Consultation: Now **have your say** !***

- *What essential measures do you want to advocate for?*
- *How do we make the measures work in practice?*
- *Equitable outcomes - not political platitudes.*
- *what have they missed?*



# ••• Additional ways to feed in your views

- This consultation is open to the public. We would be particularly interested to hear from victims of crime, organisations representing victims, the police, criminal justice practitioners, service providers, health care professionals, Police and Crime Commissioners, local authorities and community safety partnerships.
- The consultation period is from 9 December 2021 to 3 February 2022
- **Email: [victimsbillconsultation@justice.gov.uk](mailto:victimsbillconsultation@justice.gov.uk)**
- **Please send your response by 3 February 2022 to:** Victim and Witness Policy and Strategy Team Ministry of Justice  
102 Petty France  
London SW1H 9AJ
- A response to this consultation exercise will be published in due course at: <https://consult.justice.gov.uk/>

# Port murders

- Inquest jurors heard Cundy's review highlighted concerns over the quality of the initial investigations into the deaths of **Anthony Walgate, Gabriel Kovari, Daniel Whitworth and Jack Taylor**.
- The review found police ignored intelligence, including from the victims' families and friends, and that the Met's murder squad turned down requests from borough officers to take over the investigations.
- Failure to properly engage with the LGBTQ+ community.
- The inquests further heard that there were substantial delays in analysing evidence on Port's laptop, which was seized after his initial arrest over Walgate's death.



# Black Women, Domestic Abuse and the Criminal Justice system

- Sistah Space, 86% of women of African and/or Caribbean heritage in the UK have either been a victim of domestic abuse or know a family member who has been assaulted. However, only 57% of victims said they would report the abuse to the police.
- The Valerie's Law petition, is named after Valerie Forde, who was murdered by her former partner in 2014 alongside their 22-month-old daughter. She had previously asked the police for help after her ex had threatened to burn down the house with her in it, but this was recorded as a threat to property.
- Between March 2020 and June 2021, Black women were 14% less likely to be referred to Refuge for support by police than white survivors of domestic abuse.



# Why many Black women don't report abuse to police ?

- False racial perceptions, especially from the police (information collected from RJ4All focus group for C4C project)
- A recent poll found 8 out of 10 of all black Britons – not just black men – fear the police are biased against them. Black women fear they too will face racial stereotypes, their complaints may be dismissed and **ultimately, they will be failed as victims.**
- **“Black women are strong, I’m surprised you let this happen”, “we can’t see the bruises on your dark skin”** *Senior IDVA (Independent Domestic Abuse Advocate)*  
*Rose Lewis, Sistah Space*



## Possible suggestions to support victims

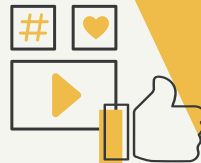
- **Mandate specialist training** for all police and other government agencies that support black women and girls affected by domestic abuse. (Valerie's Law)
- Make it compulsory for all police officers to prove that they have been referred to support by police.
- **Address police ineptitude-** increase funding for training police on how to carry out a proper investigation and reform the systems of investigation that exist
- **Coroner Sarah Munro QC ruled out homophobia as an issue for the jury to consider-**make this impossible to rule out because of institutional homophobia.



# Thank you!

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+44(0)7708758600 or +44(0) 2072371813 |



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# Skills for living, skills for healing: A place for creativity in rehabilitation and recovery from harm

Dr. Gerard Drennan Ph.D.  
Consultant Clinical Psychologist  
Head of Psychology & Psychotherapy  
Behavioural & Developmental Psychiatry

RJ4All Conference - PANDEMIC NO MORE: OVERCOMING GENDER-BASED  
VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES

24 & 25 January 2022

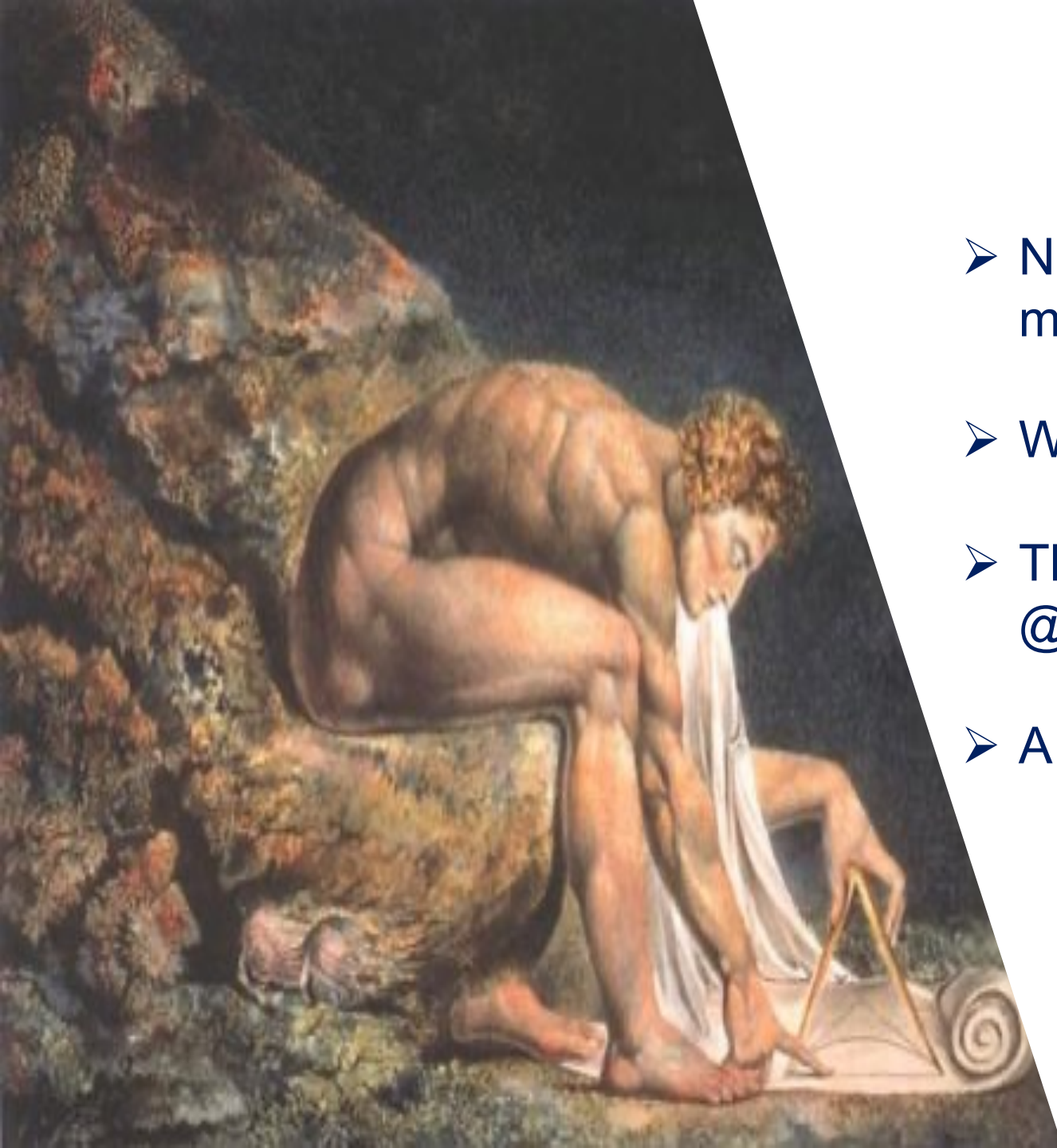






# Overview

- National picture for restorative practice in mental health
- What is a model of rehabilitation?
- The development of the Restorative Circle @SLaM
- A relational framework in response to harm



# National Context

## UK Forensic Mental Health 'map'

National Commissioning NHS England / Wales / Scotland / N. Ireland

High Secure Facilities: **3** (NHS)

Medium, Low, Combined Secure Facilities: (NHS & Private Providers)

Community Forensic Mental Health Teams

## INTRODUCTION

This is the first thematic report published by the Quality Network for Forensic Mental Health Services, and uses the data collected from member services who completed their peer-review against the Standards for Forensic Mental Health Services: Low and Medium Secure Care – 3rd Edition (2019).

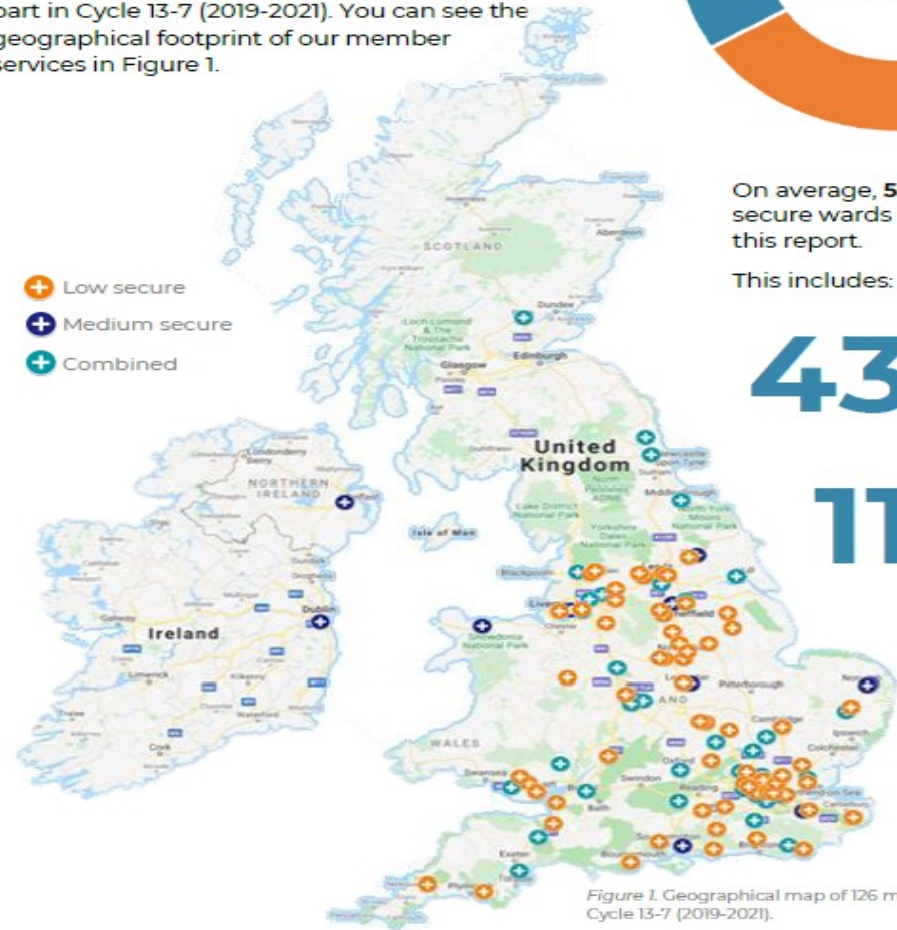
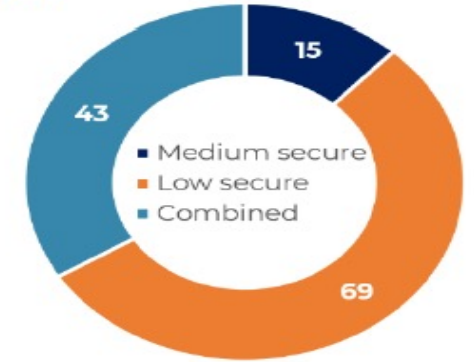
### MEMBERSHIP

From 2019 – 2021, 127 medium and low secure services from across the UK and Ireland took part in Cycle 13-7 (2019-2021). You can see the geographical footprint of our member services in Figure 1.

## DATA COLLECTION

62 trust and organisations have been represented.

127 secure services have been included in this report.



On average, **552** medium and low secure wards have been included in this report.

This includes:

**431** MALE WARDS

**117** FEMALE WARDS

Figure 1. Geographical map of 126 member services that took part in Cycle 13-7 (2019-2021).

## Mental Health & Serious Harm in the Community

On average more than 120 victims of homicide by someone with a formal mental health diagnosis per year – all will have surviving families & loved ones

But, tragically, the victims are more likely to be partners, mothers, fathers, children

Stranger homicide is rare – most victims are known to the harmer / patient

Severe mental health difficulties, either psychosis or trauma or substance-induced  
- Not recognised, not treated, not well-managed, can lead to ‘acting out’ & violence

*“Hurt people hurt people”*

*“pain that is not transformed is transmitted”*



# Harm towards Health Workers

Assaults on Emergency Workers (Offences) Act 2018 (England and Wales)  
Emergency Workers Act (Scotland)

- NHS Protect – violent incident data until 2012/13
- Data is no longer collected / published centrally
- The number of incidents had risen by 4% between 2014/15 and 2015/16
- 200 reported physical assaults on NHS staff every day in England
  
- FOI requests by the Health Service Journal (2018)
- A 9.7% increase in violent attacks between 2015/16 and 2016/17.
- Across 39 Mental Health Trusts - 33,820 reported physical assaults in 2016/17 (average of 867 per organisation)
- The larger the Trust, the larger the number of incidents







West London  
South London & Maudsley  
Sussex Partnership  
Kent & Medway



**None** are mental health services



## *Evaluating the adequacy of an intervention*

1. Is there an underpinning theory of rehabilitation?
2. Can the theory explain offending in context of mental illness?
3. What are the aims of intervention?
4. What is the proposed mechanism of change?
5. Does the theory address attitudinal, motivational and relational aspects of treatment?
6. What is the underpinning values-base?

Ward & Maruna, 2007



## Offender Recovery OR Recovery from Harm

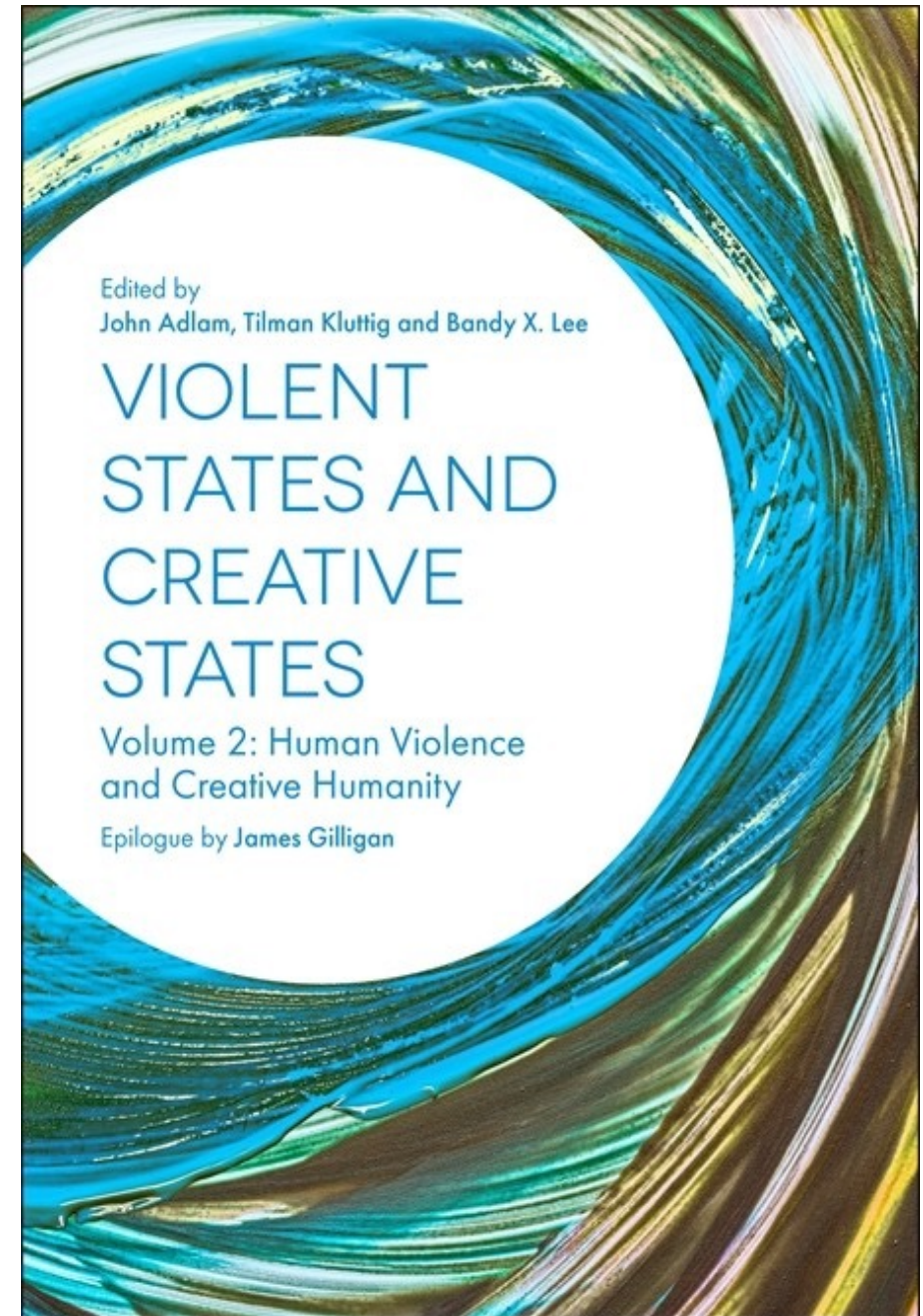
**Recovery from Harm** the processes by which a person who has caused harm, directly or indirectly, recognises and accepts the harmful impact of their actions, is willing to take steps to prevent future harm, and is engaged in coming to terms with what this will mean for their own future

(Drennan, 2018)

Accountability & Agency are enabled through restorative processes & are fundamental to recovery processes

### **New focus for Rehabilitation?**

To systematically create opportunities to promote Recovery from Harm in multiple ways, for all service users, whatever their needs



## The Restorative Circles @ SLaM

### Events to raise awareness – Education and Awareness

1. Staff Awareness /  
Patient Awareness \*

Trauma-informed  
Harm Aware

Peer Participation /  
Recovery College  
Courses



DANIEL  
SPARGO  
-MABBS  
foundation

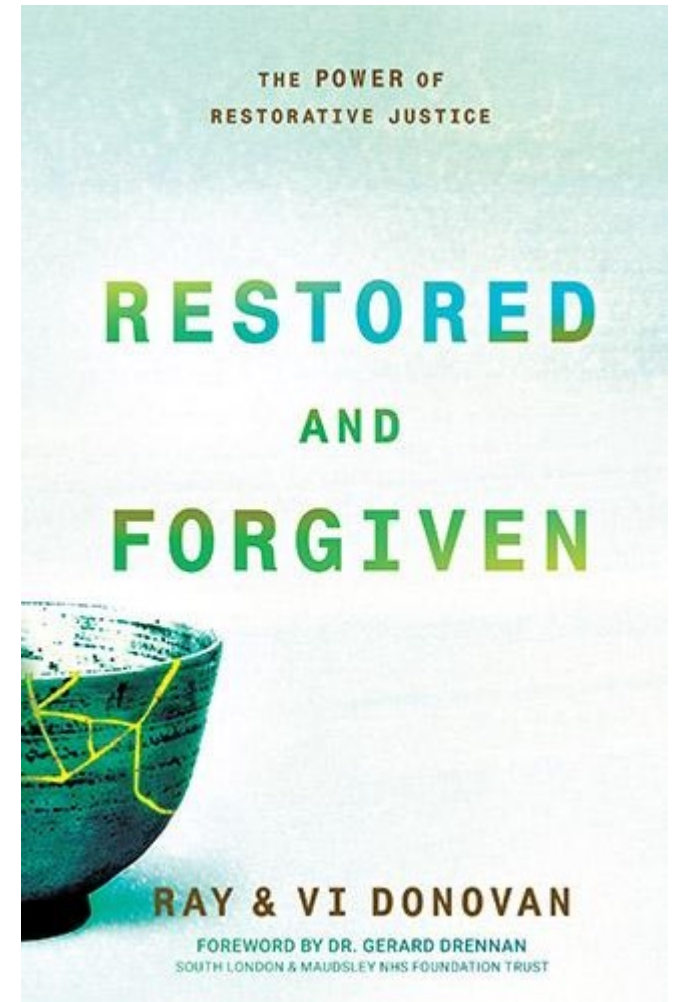
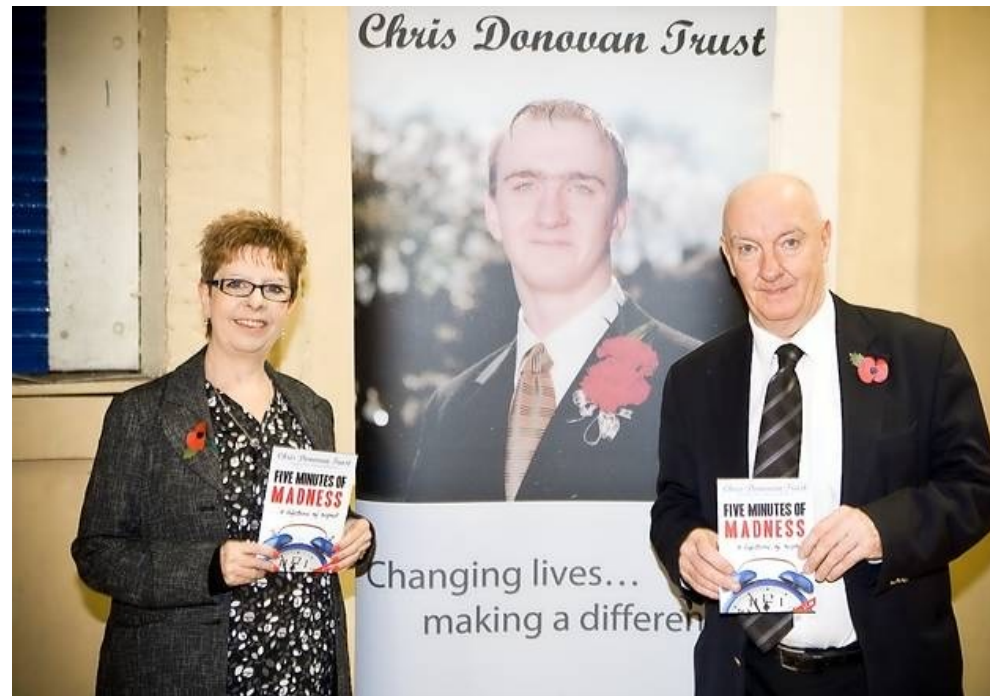


The Restorative Series – 36 events; 1100 people

## SYCAMORE TREE

### Victim Awareness and Restorative Justice

First ever delivery in a mental health service



- STP is currently delivered in 45 prisons in Eng & Wales and 34 countries round the world.
- **6 x 2.5 hour weekly** sessions – **skills & understanding**
  - ‘how do you repair a bicycle’
  - ‘how do you repair a relationship?’
- In week 3 - People who have been **victims of serious crime** come and speak to the learners
- The **victims’ story** continues to be **a fulcrum of reflection** in the remaining 3 weeks
- The **learners** are invited to **create** an **Act of Restitution** for Week 6 (e.g. a painting, a poem, a sculpture)
- The victims attend the final session to witness the learners’ acts of restitution
- ‘Representatives of the community’ attend Week 6 to ‘witness’ acts of restitution

# 'Kintsugi' 'Recovery College' Course

Make  
Decorate  
Break  
Repair  
Reflect



Victim  
Awareness

"Kintsugi is an art that helps to feel your deepest fear and problems of your journey, to be in touch with them emotionally, and work on them to find inner peace and or support."

Kray, peer trainer at the Kintsugi programme

<https://maudsleycharity.org/case-studies/kintsugi-workshops/>

**NHS**

South London  
and Maudsley  
NHS Foundation Trust



0:29 / 2:10





# Reflective Circle

- ▶ **A monthly facilitated group for families, carers, partners and supporters**
  - ▶ Recognising harm
- ▶ Understanding communication skills (eg Non-Violent Communication)
  - ▶ Preparing for dialogue

Restorative  
Dialogue





Evidence of delivery

\* Awareness

\*\* Participation

Outcome Measurement

+ Patient

++ Harmer & Harmed

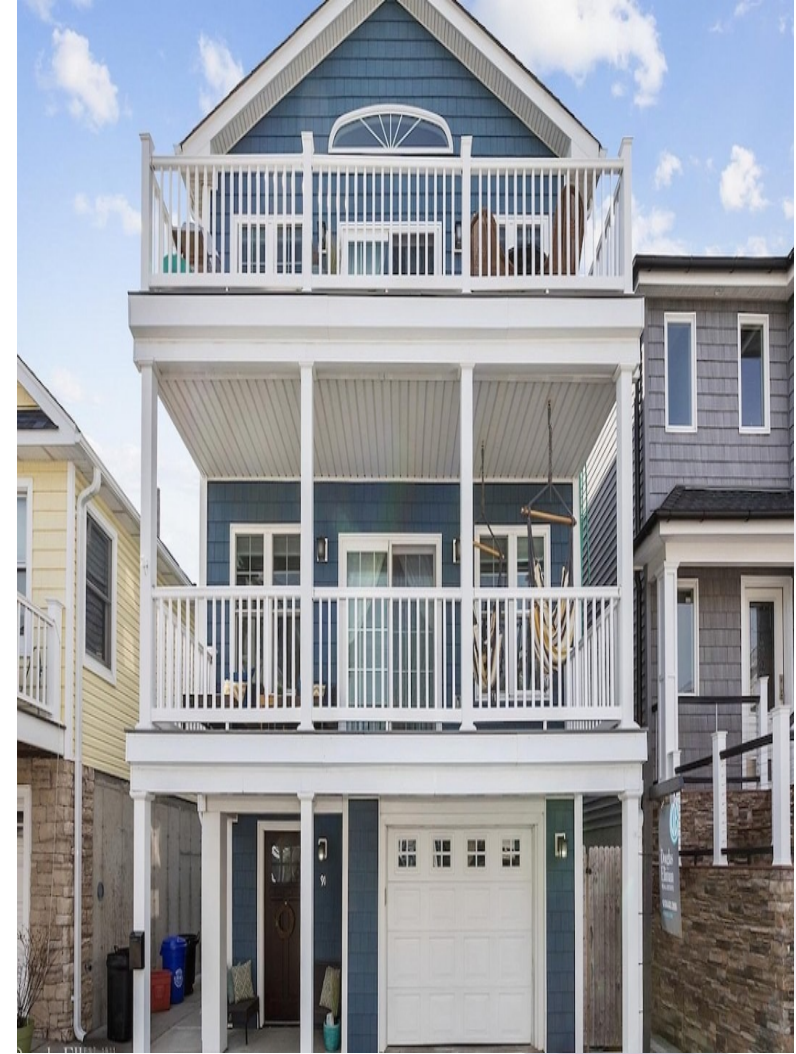
# Restorative Practices – develop a relational framework in response to harm

- ➔ A set of relational **values** with universal applicability
  - ➔ A **culture** of recognising & responding to harm
- ➔ A set of **interventions** – relational skills, understanding & human creativity  
in meeting the needs of the harmed  
& harmer & the community





***Where would  
you feel safe?***



# Thank you

## Questions & Comments

**Contact:** Dr. Gerard Drennan

Consultant Clinical Psychologist  
Head of Psychology & Psychotherapy  
Forensic & Offender Health Pathway

Behavioural & Developmental Psychiatry Directorate

++44 20 32286577

[gerard.drennan@slam.nhs.uk](mailto:gerard.drennan@slam.nhs.uk) / [gerard.drennan@nhs.net](mailto:gerard.drennan@nhs.net)





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**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

# **The Restoring Respect Project at **RJ4ALL****





# The objective of RRP

The ultimate objective of RRP is to address the employment gap between established and migrant communities, while restoring the respect in migrant populations who are often viewed and treated as unqualified and unable to contribute to their host country. RRP uses the underlying values of restorative justice including power sharing, equality, dignity and respect in relation to both its internal management and the production of its results.



# RRP Tools



## **E-book**

The purpose of this e-book is to map the needs of employers against prospective migrant and refugee workers over a range of areas.

## **Curriculum Vet E-toolkit**

The RRP platform includes also an online database of example certificates; template CVs and other resources for beneficiary research, and portfolio development.

## **E-Platform and Mobile App**

This will offer a host of useful resources, including an e-course, study forum, blog page and chat room for registered and approved users to access

## **Train the Trainer Tools**

The package is composed of digital material through which practitioners will be able to collect and analyse quantitative and qualitative data with regards to refugees' qualification and skills.





# Free Mobile Application: Empowering Migrants & Refugees

You can download the RRP app of the  
e-Course for free on your phone

RJ4All and the strategic partnership recommend the unique and highly interactive free e-course, aiming to empower migrants and refugees in their integration journey in their host country and strengthening their key employability competencies to (re)enter the labour market. The course is open for everyone and friendly to people with visual or hearing disabilities. Join the online course and participate in a great learning programme that will benefit your career and offer you a CPD accredited certification.

The app is available only for Android devices. You can find it on Google Play Store <https://play.google.com/store/apps/details?id=com.rrp.rpp> and download it for free on your phone. To quickly find the app, type **RRP** in the search box or scan the QR code.

With the Mobile app, you can learn wherever you are, whenever you want! Download it today and stay connected.



Grant agreement no.: 2019-1-UK01-KA202-061396



Erasmus+

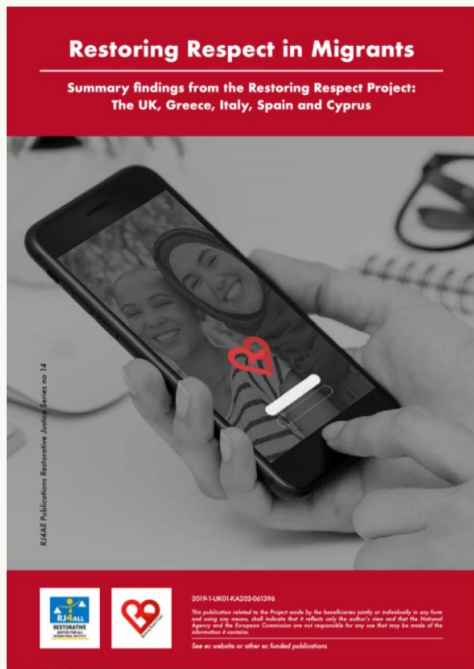


Center for Social  
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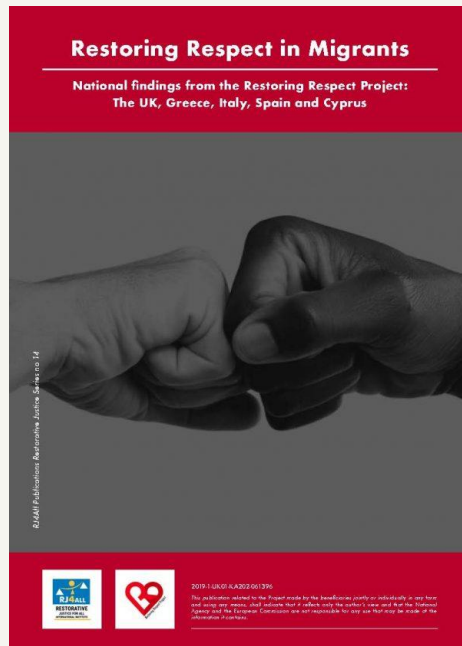


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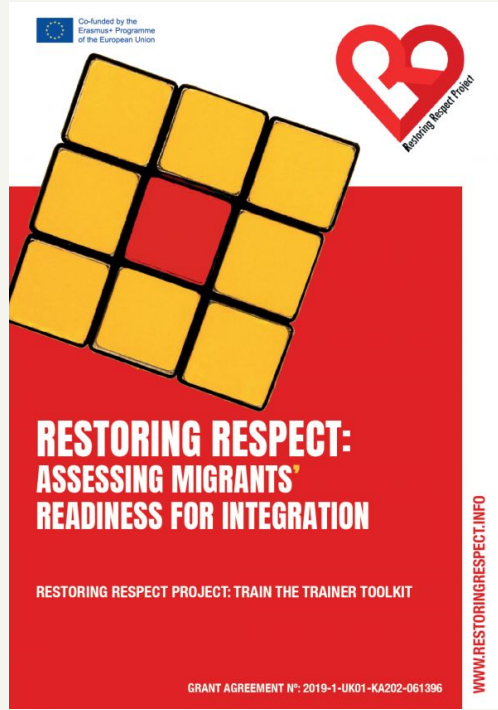
Restoring Respect in Migrants: Summary findings from the Restoring Respect Project: The UK, Greece, Italy, Spain and Cyprus – RJ4ALL PUBLICATIONS



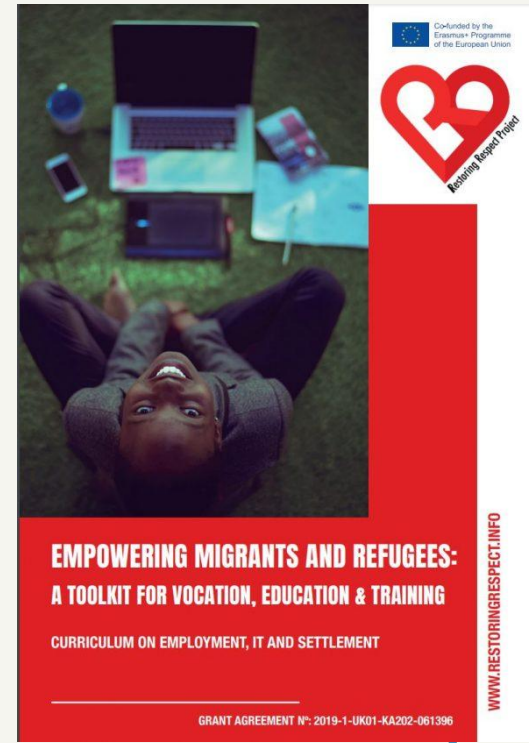
Restoring Respect in Migrants: National findings from the Restoring Respect Project: The UK, Greece, Italy, Spain and Cyprus – RJ4ALL PUBLICATIONS



RESTORING RESPECT: ASSESSING  
MIGRANTS' READINESS FOR  
INTEGRATION | Train the Trainer toolkit –  
RJ4ALL PUBLICATIONS



EMPOWERING MIGRANTS AND REFUGEES: A TOOLKIT  
FOR VOCATION, EDUCATION & TRAINING CURRICULUM  
ON EMPLOYMENT, IT AND SETTLEMENT – RJ4ALL  
PUBLICATIONS



# Different experiences of Migrants and Refugees in the UK

## **Migrants**

- Data show that most migrants work in the middle-low professions such as administration, sales, state care etc.
- Indians and European citizens are more likely to be employed in high skilled jobs – which are growing and expanding, whereas migrants coming from the Middle East, Pakistan and Southeast Asia are most likely employed in middle-low skilled positions, which are declining

## **Refugees**

- Participation in the labour market is seen as the most important factor favoring long term integration into society, however, the UK currently has no national strategy to aid the transition of refugees into the labour market.
- Many Refugees leave their countries before they complete their education making it very difficult to get a job.



# Field Work results

**RJ4All** conducted interviews to corroborate data on the lack of recognition of skills among migrants looking employment.



- Discussions between trade unions and policy implementers have noted that high requirements of English language proficiency often threaten opportunities of employment for migrants in particular sector

**“Even though I studied English since I was 6,7 years old, I still encountered a strong language barrier when I came to London [...] I have always read new in English, but then when I moved phone calls were very hard because, generally, you do not practice that much”**

## Language Barriers



- ❑ Trade unions and policy makers have also identified lack of knowledge of the UK labor market, and employment rights as another layer of barriers that many migrants face, when looking for a job.

**“Finding the right course to convert my degree was not smooth; I did not have a lot of guidance, but lucky enough I got very close with a girl who did what I have done. She helped me a lot” (Migrant, Italy)**

## Lack of knowledge about the UK labor market



- ❑ Research has heightened issues of gendered and religious discrimination in the UK labor market, however these interviews underlined racial

**“Definitely there is discrimination going on, with employers who would just cut a CV because the name is too ethnic, there are some who would not consider it because the applicant is an ethnic minority”. (Migrant, (Ivan)**

# Discrimination





# The UK policies on migrants' and refugees' integration in the labor market



The UK does not have a comprehensive national policy regarding migrants' labor market integration; therefore, it is difficult to have an overview of the rules which regulate migrants and refugees in the labor market.



The Home Office Indicators of Integration Framework 2019 emphasize that work is a key factor in the integration process for those migrants who do enter the UK labor market.



This shows a contradictory picture, between UK refugee integration strategies that focus on employment and the employability of refugees, and restrictive government policies that negatively affect access to the labour market.

# Recommendation for the UK to improve migrant integration



## Language training:

- Grammar spelling check
- Templates with most common vocabulary used in CVs and how you can use this vocabulary”



## Lack of knowledge Advertisement of job posts on social media:

- A clear description of the job, the qualification required (since the same job might have different requirements in different countries)



## Interviews:

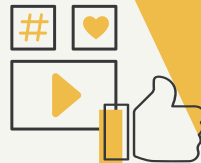
- Interview style: how employers expect you to behave
- Main questions
- Practical tips (e.g., dress code)



# Thank you!

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# **PANDEMIC NO MORE:** **OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
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**Center for Social Innovation**  
**Emily Psara, Project Manager**  
**[emily.psara@csicy.com](mailto:emily.psara@csicy.com)**



**Center for Social  
Innovation**





# Mapping the Cypriot Context

Migrants' integration and employment barriers



# Migration



- Migration can be caused or influenced by a combination of **economic, environmental, political and social factors**: either in a migrant's country of origin or in the country of destination.
- However, in the modern, **globalized economic society** the **factors** that encourage the geographical movement of people, individually or in groups, have **multiplied**.

# ••• Integration as a two way process!

- Integration can be defined as the **process of mutual adaptation** between the host society and migrants themselves.
- An individual or group is integrated within a society when they **achieve public outcomes**; are **socially connected** with members of a community and relevant **services and functions of the state**; have sufficient **linguistic competence** and **cultural knowledge**, and a sufficient **sense of security and stability**.



# Cyprus Statistics



- Approximately **24.8 migrants per 1000 inhabitants** (Eurostat, January 2019).
- Ranked **third** in percentage of **receiving migrants among EU member states**.
- Regarding **migrant workforce**, governmental data for 2019 shows that the average number of TCNs employed reached **35,003**.



# Migrants and Employment

- Work is essential for refugees and migrants to rebuild their lives and **integrate into the economic and social fabric** of the host society.
- Despite high levels of qualifications and work experience, refugees in Cyprus face serious difficulties finding jobs that match their skills, and they often have to undertake **informal, short-term, low-paid jobs**.
- It is important to note that according to the status of each migrant (for TCNs), they are **allowed to work in specific fields**, defined by the legal framework of Cyprus.

# Employment Barriers

**1** Mismatch between their qualifications / previous education and the type of employment they can find in Cyprus

**Challenges in recognizing migrants' academic and professional qualifications. Lack of guidance and counselling in finding a job and training opportunities.**

**2** Employed in sectors that are not related to their previous experience

**3** Language Barriers

# Employment Barriers

4

Lack of knowledge with regards to the human rights they have as migrant workers in Cyprus

5

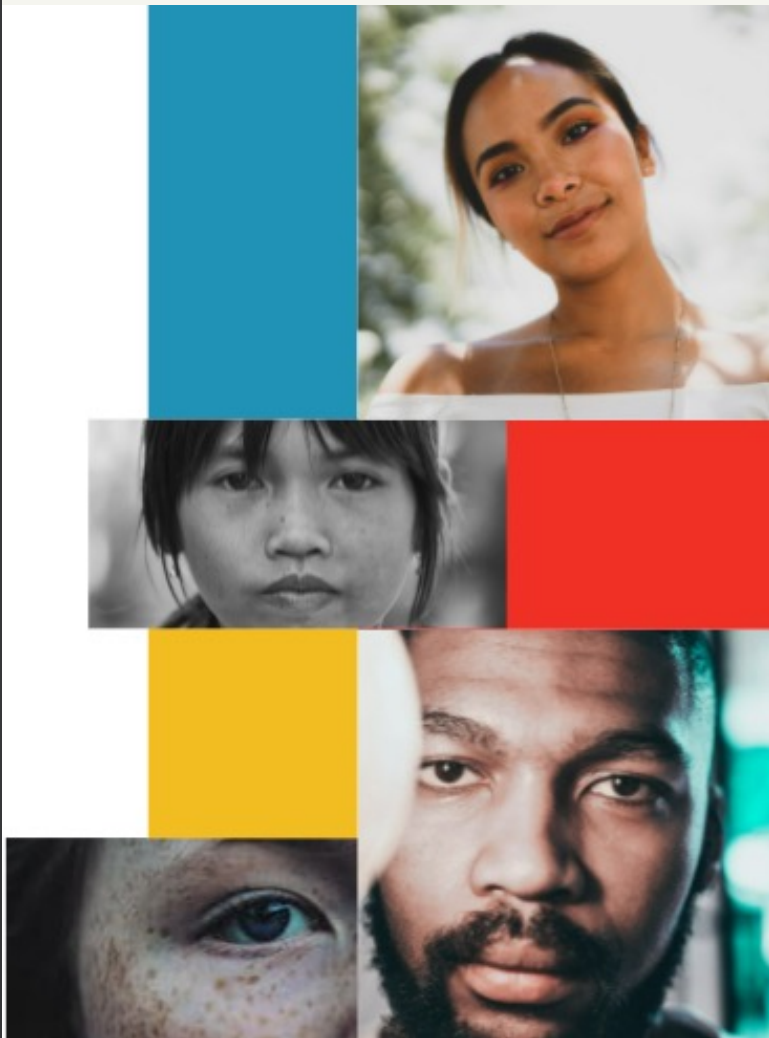
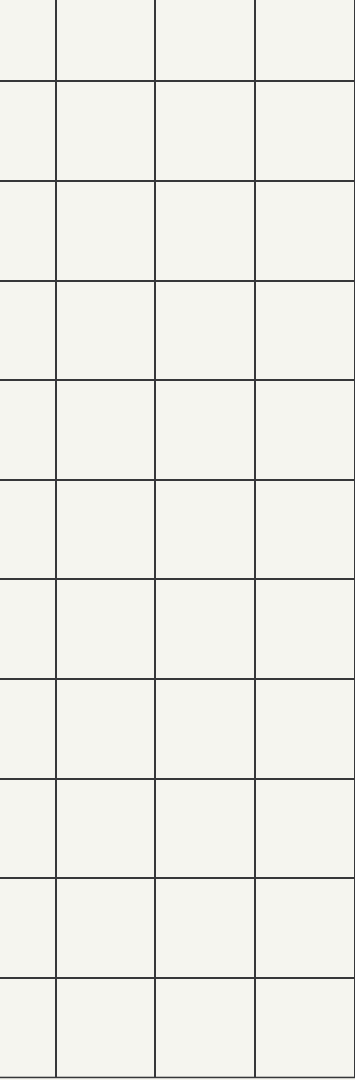
Lack of awareness on online learning tools and applications that have proven effective for migrants' integration

# Conclusions and recommendations

- Strategies need to focus on **individual employability** as well as measures to **overcome** both personal and **structural barriers**.
- **Employment strategies** such as language training, local work experience and information alongside systematic responses such as **qualification recognition**.
- Facilitating **access to relevant information**, job portals, employment support, CV builders, legal support, etc.
- **Access to welfare, social housing, health services** and other forms of support as well as **active participation in the labour market and education services**.

*RJ4all through its material attempted to tackle the above  
and to increase migrants' ability to secure conditions of self-reliance  
and thus self-autonomy.*





*“It is our responsibility to empower migrants to become creators of their own career paths, and maximize their employability opportunities.”*



# Thank you!

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## **Second Generations in Italy: Challenges and Opportunities**

**Viola Gaba**

**[viola.gaba@hotmail.it](mailto:viola.gaba@hotmail.it)**



## Second Generation in Italy: setting the terms

**According to the EU** : a person who was born in and is residing in a country that at least one of their parents previously entered as a migrant.

The term second generation according to the sociological perspective is a heterogeneous group and for the purposes of the project they are the children of immigrants have been identified as such:

- born in the host country to immigrant parents **(G2)**
- who have left their country of origin in 0-5 years **(G 1.75)**
- they left between the ages of 6-12 **(G 1.5)**
- who arrive in the host country between 13-17 years of age **(G 1.25)**





# Data on Second Generation



As of 1 January 2018, foreign children under 18 resident in Italy are just **over 1 million**: incidence equal to almost 11 per cent of the total population in that age group, which has grown by about **3 percentage** points in the last ten years (**ISTAT, 2021**)

Consolidated reality in Italy: **stabilization of the migratory phenomenon**

Italy is a country of recent migration compared to other EU counterparts , but still struggling to recognize the second generations as an integral part of society



# Main challenges



Evident shortcomings in terms of opportunities compared to native people

## 1. Citizenship law 91/1992

Those born **in Italy are not automatically Italian citizens**, unless a parent is an Italian citizen; those who are born in Italy to foreign parents can become Italian at 18.

If a parent acquires Italian citizenship, the minor will automatically be entitled to citizenship, too.

**Over one million second-generation people** were born in Italy or arrived in the country at a very young age but are not still citizens. (*Dossier statistico immigrazione 2019*)



# Education

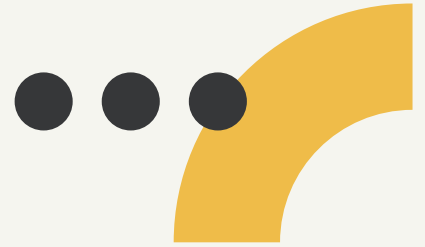


Equal opportunities for access and success in school must be guaranteed, **but** the official data available for several years have already highlighted the difficulties that foreign children and young people encounter in **participating, learning and succeeding** in school.

- higher school **dropout** than that of their Italian peers;
- higher **repetition rates**;
- lower learning levels, lower average grades;
- widespread **scholastic delay** mainly due to a first placement in lower classes than the corresponding one at the age of the child due to linguistic difficulties;
- more frequently opt for **less demanding** training courses or high schools.



# Which is their potential?



Second generations in Italy is a category considered as a “bridge generation”, which develops a fluid **multicultural “hybrid identity”**, able to adapt to different socio-cultural contexts.

- Plural and fluid identity: bridge between cultures;
- Bilingualism;
- Cultural mediation skills;
- Networks with countries of origin.



# Potential actors in the International Cooperation field.

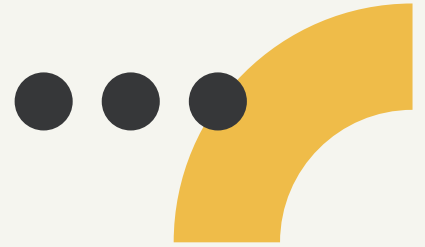


Value of second generations as relevant actors of International Cooperation, which can make an **innovative** and **very relevant** contribution to the experience of co-development.

## Research in Tuscany

Over 60 young people (16-29 years) with migratory background questioned on how they do perceive themselves, if a resource, human capital crucial for Italy both at local level and transnational level

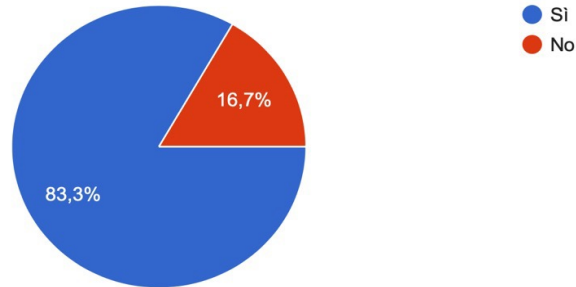


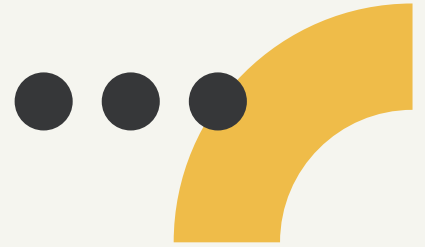


## Would you like to cooperate with your country of origin?

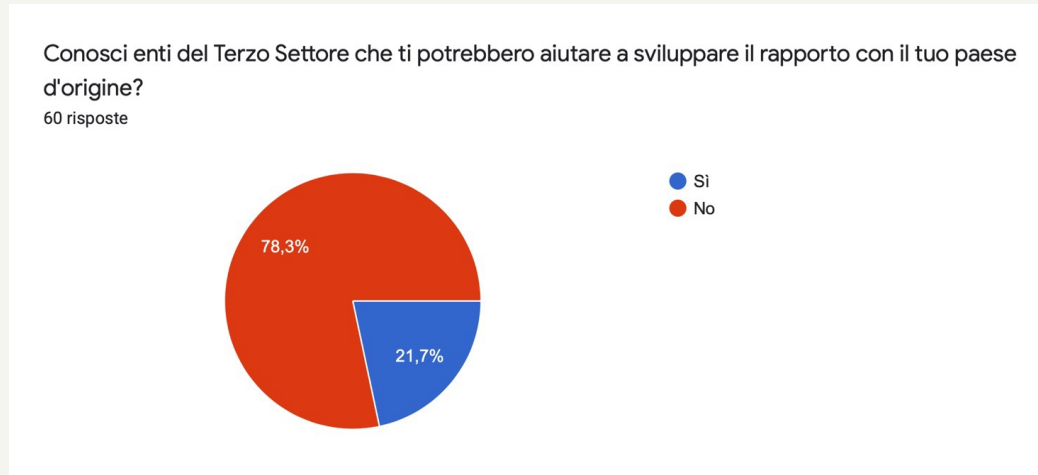
Se ne avessi la possibilità, avresti interesse a collaborare con il tuo paese d'origine?

60 risposte





Do you know NGOs, entities, institutions that could help you to cooperate with your country of origin?



# Results of the consultations



- Crucial issue related to the **law on citizenship** and the **identity crisis** it causes in some young people, called a "double absence" in which they feel trapped in an "identity limbo".

The difficulty of obtaining citizenship isolates people and hinders socialization.

- **The question of identity** becomes central to every project and every initiative, even among the most experienced activists. There is a need to have space to talk about it. There has been much talk of "**generational and cultural clash**" with parents





# Results of the consultations



- **Psychological support** - participants reported the need for psychological support especially during adolescence, when identity crises arise, also in the relationship with parents.
- A shared solution is to stimulate socialization among second generation young people and **strengthen the spaces in which they can share** their experience, feel part of a community and support each other.
- **Lack of family-oriented services**, very slow integration process, difficulties with language, access to services, etc.
- The **European and transnational dimension** is increasingly fundamental in every type of activity, business, social network. This **cross-cultural aspect of the second generations** is a significant added value that needs to be recognized and developed more and more.





# Thank you!

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*Elisa L. Iannacone*

# The Spiral of Containment:

Rape's Aftermath

<https://www.spiralofcontainment.com/>

<https://www.elisaiannacone.com/the-spiral-of-containment>

# The Fragility of Refugee Law and Implications for Restorative Justice Practices on Forced Migrants

By

Rene Nkongho Eno-Akpa

# Workshop Outline

- World Migration, 2021: the face and fate of forced migration
- Conceptualising Restorative Justice and practices
- Why does a Forced Migrant (FM) become a refugee?
- How does an FM become a refugee?
- How does the FM ought to live as refugee?
- What burdens does current Refugee Law Permit to Forced Migrants?
- What implications do these have for Restorative Justice and Practices? – A plenary session

# World Migration Report 2021, IOM




Displaced  
persons

**89.4 million** — **↑** Up from **84.8 million** in 2019  
people were living in displacement globally at the end of 2020 (includes refugees, asylum seekers, displaced Venezuelans and IDPs)

Refugees <sup>(e)</sup>	<b>26.4 million</b> refugees globally in 2020	<b>↑</b> Up from <b>26 million</b> in 2019
Asylum seekers <sup>(e)</sup>	<b>4.1 million</b> asylum seekers globally in 2020	<b>↓</b> Down from <b>4.2 million</b> in 2019
Displaced Venezuelans <sup>(e)</sup>	<b>3.9 million</b> Venezuelans displaced globally in 2020 (not including those who were refugees or asylum seekers)	<b>↑</b> Up from <b>3.6 million</b> in 2019
Internally displaced persons (IDPs) <sup>(f)</sup>	<b>55 million</b> IDPs globally in 2020: 48 million due to conflict and violence; 7 million due to disasters	<b>↑</b> Up from <b>51 million</b> in 2019

# The Human Face of Forced Migrants



 The Guardian

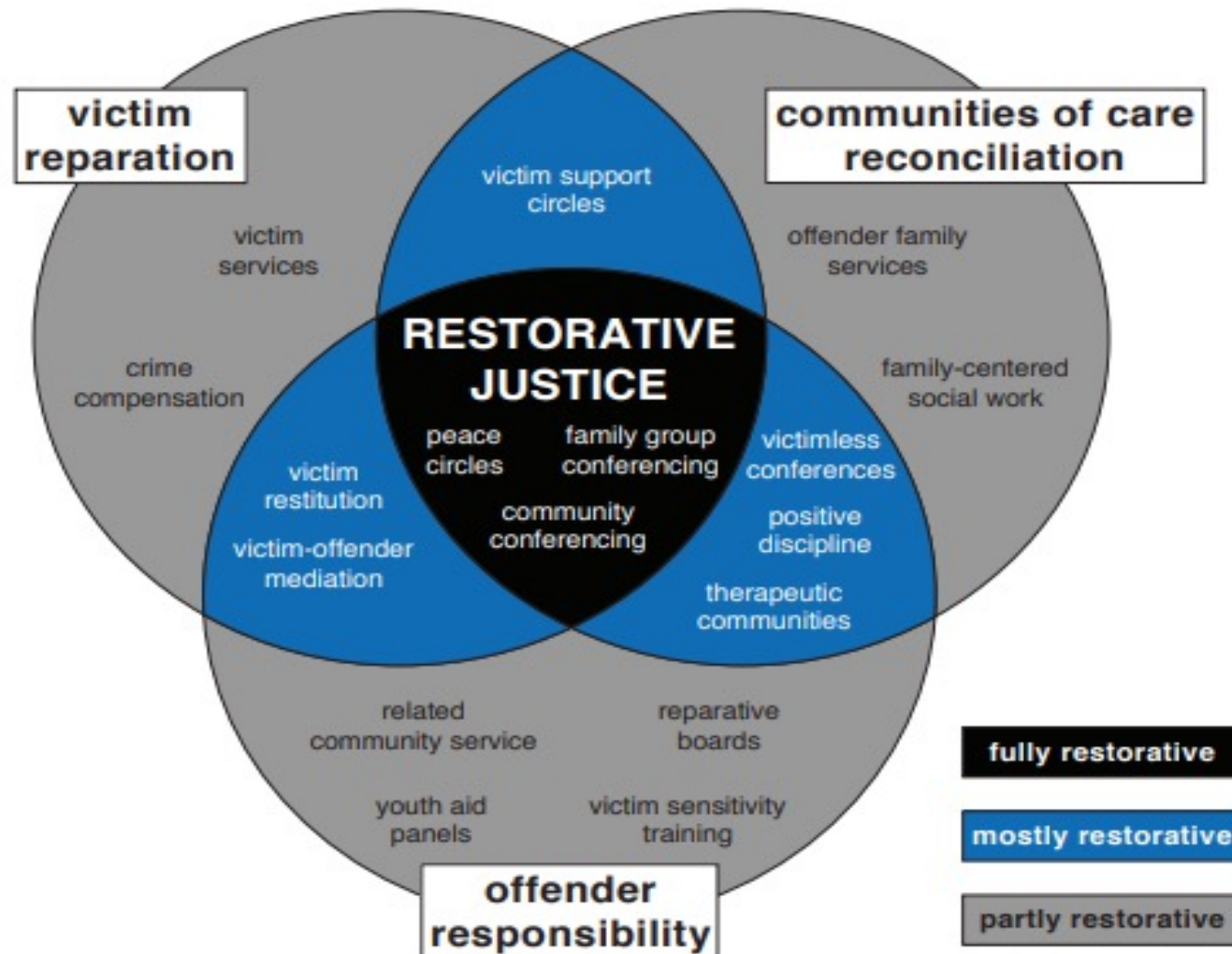
**I don't know where my family is': Cameroon's refugees flee brutality |**  
Conflict and arms | The Guardian

[Visit](#)

Activate Windows  
Go to Settings to activate Windows.

# Conceptualising Restorative Justice

Ted Wachtel, 2016





# Why does one become a refugee?

As a matter of law

1951 Convention on Status  
Refugees, Art 1A(2)

- Out of country of nationality or habitual residence
- Unable / Unwilling to return
- For founded fear of persecution due to race, religion, nationality or membership in social group

1969 OAU Convention, Art 1(2)  
Governing Specific Aspects  
of Refugee Problems in  
Africa

- External aggression
- Seriously disturbing public order

# Why does one become a refugee

As a matter of fact

## Law grants you refugee status

- International provisions + municipal provisions = Refugee status

e.g.

- 1948 Universal Declaration on Human Rights Art. 14(1) guarantees right to seek refuge in different country.
- 1951 Convention on Status of Refugees + 1967 Optional Protocol Relating to the Status of Refugees
- Uganda Refugee Act (2006)
- African (Banjul) Charter on Human and People's Right, Art. 12(3) right to seek and be granted asylum in a foreign territory, in accordance with the legislation of the state and international conventions.

# Why does one become a refugee? practice

Funny but real: What the legal and factual definitions did not spell out

- You are in a country nearest to the one of your origin
- You have evidence of your near-death experience
- You have waited for the international community to reach consensus that your country is really unsafe
- You can proof that your government is unable or unwilling to protect you.

# Some Questions

Should / can Stateless persons claim refuge in any country?

Should / can homosexuals claim refuge in countries of the East African Community?

# How does one become a refugee?

1. Well-founded fear of Persecution

2. Non-Refoulement

3. Surrogate protection

# Determining Well-founded Fear of Persecution: International and local practices

No definition in Convention and Opt. Protocol

- Past and future
- Persecution cannot be tagged to punishment
- From gov't or sections of population who no longer respect standards of State Law and Order.
- Evidence
- Attribution or Causation
- Sufficiency or Adequacy (cumulative events?  
Systematic mistreatment, single instance of torture?)

# Non-Refoulement Art. 31, 32, 33

- Prohibits deportation, extradition, expulsion to state of origin
- Non rejection at frontier

Art. 33 (1) of 1951 Convention Relating to Status of Refugees;

Art. 3(1) of UN Declaration on Territorial Asylum

Art. 3(1) of Convention Against Torture and other Cruel and degrading treatment.

- Granting of Status and Refugee Protection Rights
- Except: Refugee= danger to national interest or public order.

# Protection

- National or Surrogate
- If surrogate another state or Institution steps in to provide the protection, which the refugee's State cannot or will not provide.
- Protection is given within law provisions of host country- Not according to need.



# How does one ought to live as Refugee as per 1951 Convention

- Freedom of Movement

within host country (Art. 26); Out of host country (Art. 28)

- Right to Liberty and Security of Person (Camps or Settlements?)
- Right to Family (Grant derivative status to dependent relatives? Or just to nuclear family?)
- Equal Access to courts (Art. 16)
- Equal Access to Public Education
- Same access to wage earning opportunity as other foreign nationals (Art. 17)
- Same access to moveable and immoveable property as other foreign National (Art. 13)

# The fragility of Refugee Law

## State Law

Since 1648

Sovereignty

Territorial supremacy

Self preservation

## Refugee Law

Since 1951

Int. Provisions + Diverse  
Local Provisions =  
burdens on refugees

## IHL or IHRL

Since 1215

Principles of  
Humanitarianism

- Humanity
- Impartiality
- Neutrality
- Independence

# Burdens that Refugee Law permits on those fleeing persecution

- Massive HR violations – Forced Migration- Contrary law provisions / practices = Refugees in **Human insecurity at best** or at worst **dehumanised**
- 1951 Convention + 1969 optional protocol inspired by principles of humanitarianism but state centric (prioritises national security over human security).
- **Protection Gap** = refugees admitted within the law and remain with unattended physical hurt, psychosocial trauma, political use/abuse and manipulation of refugees.

# Find more in

- Guy S. Goodwin-Gill (2014), “International Law of Refugee Protection,” in: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona, (Eds, 2014), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press.
- Guy S. Goodwin-Gill and Jane McAdam (2007), *The Refugee in International Law*, 3<sup>rd</sup> edn., Oxford: Oxford University Press.
- Theo Gavrielides (Ed., 2018), *International Handbook on Restorative Justice*, London: Routledge.
- Websites e.g. *Restorative Justice for All International Institute*; *International Institute for Restorative Practices*; *IOM, UNHCR e.t.c.*
- Convention or Treaty documents cited

# Plenary Discussion

What Opportunities, Challenges or Setbacks do circumstances of Forced Migrants in the UK (for example) pose to Restorative Justice Practices?

**Thank you for your attention!**



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**The results of Mental Health  
Matters through restorative  
justice project in the Cyprus  
context**

**Georgia Nicolaou  
Center for Social Innovation,  
Cyprus**



Center for Social  
Innovation



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Methodology of carrying out the project in Cyprus.

With a subtitle



# Development of the project's IOs



- Centre for Social Innovation was actively involved in the development of all the outputs of the project.
- Initially, CSI got in contact with 10 relevant stakeholders and professionals in the field in order to collect valuable input that was our guide in developing the two modules for the training courses (5 mental health professionals and 5 art therapists).
- Most of the professionals were very interested and willing to collaborate in the project and that helped in the following implementation of the project at a local level.
- Apart from the recommendations and suggestions of the professionals, the results of the national report and the need analysis **carried for the development of the Training Manual**: 'The use of restorative art in mental health structures' were also used for the development of the two training courses.
- When developing both training courses – '**Improving mental health through restorative justice**' and '**Art as a relief and restorative justice tool for Mental Health**' – all that information was listed and shared with the consortium in order to detect similarities and differences regarding each partner's national context.

# Development of the project's IOs



- Following the instructions and suggestions of the training course's leaders as well as the findings from the needs analysis each partner developed one module for each training course.
- CSI was responsible for creating the module '**Creativity and Recovery: The mental health benefits of Art Therapy**' for the first training course, and for the module '**The use of performing arts as a restorative justice tool in mental health settings**' for the second training course.
- The modules were chosen regarding the experience of the organisation in the particular field and attention was given on creating interactive and powerful training material.
- When the development of the material was completed, both courses were tested locally through two online training sessions with professionals from the fields of arts and culture, psychology, mental health, education etc. Through the dissemination activities of the partnership, many other professionals were also reached and finally enrolled in the two e-courses.

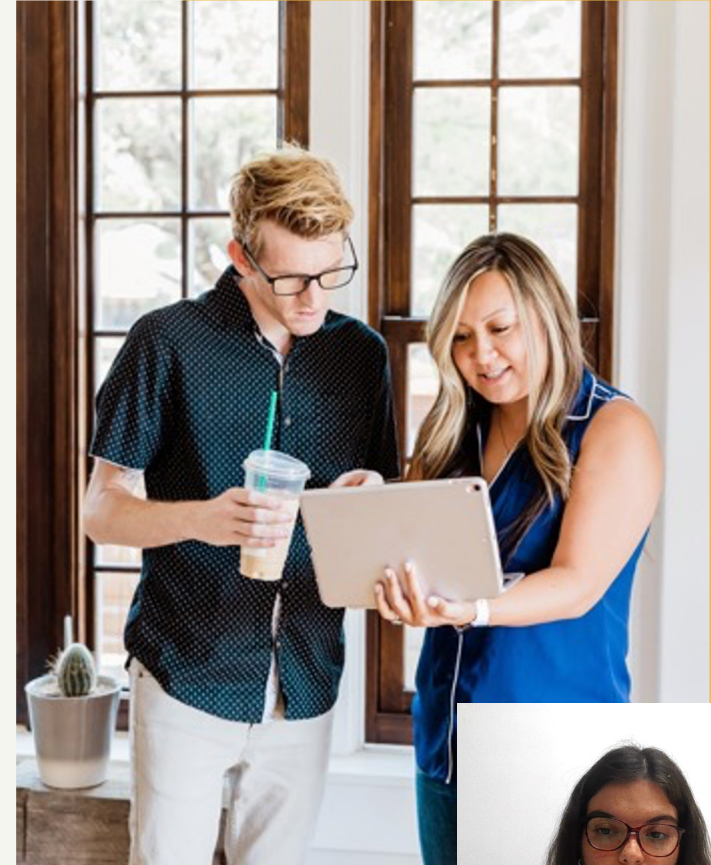
# Professionals engaged in the MHM project at a local level (Cyprus)



Professionals engaged in the MHM project at a local level (Cyprus)	
Need analysis study	10
Testing of the training course "Improving mental health through restorative justice"	9
Testing of the training course "Art as a restorative justice tool for mental health"	8
Total	27

# ●●● Current state of the art in Cyprus

- For the case of Cyprus, it was not possible to refer to the State of the Art as the identification of sources regarding the issue under examination was not possible.
- This reflects both the lack of relevant research regarding as well as the limited use of art therapy. In addition, it underscores the lack of information available to the general public on this issue.
- Conclusively, Art therapy in Cyprus is practiced in very limited ways. This fact is confirmed by the ignorance of the general public, by the absence of bibliographic/ research reference in this field, but also by its application to a very small number of organisations and structures.



# Implementing the project

In Cyprus



# Findings from implementing I02-I03 in Cyprus



Since both trainings were carried out online, it was possible for participants from different cities to take part in them and that assured the further dissemination of the project's intellectual outputs and e-courses.

## Implementing the training program 'Improving mental health through Restorative Justice'

- The training was carried out with nine participants.
- Among the participants were psychologists, restorative justice professionals and school psychologists.
- Through this training participants had the opportunity to learn about restorative justice and the ways it can be implemented in their professional practice.
- They also had the opportunity to think about the possibility of introducing artistic practices and activities in their work in order to support the recovery and social integration of people using mental health structures.

## ● ● ● Implementing the training program 'Improving mental health through Restorative Justice'

- Due to the occupation of the participants, some of them were already aware of the beneficial characteristics of art when used in mental health settings.
- However, not all of them were aware of the term restorative justice and its connection with art and mental health.
- Through this training, participants became aware of those connections and had the opportunity to learn about some practical examples and activities that can be used to implement restorative justice art in mental health therapy sessions.





## Implementing the training program 'Art as a Restorative Justice Tool for Mental Health'

- The training was carried out with eight participants.
- Among the participants were photographers, art teachers, musicians and visual artists.
- Through this training participants had the opportunity to learn about restorative justice and its positive effects when used in therapy sessions with people with mental health disorders.
- They also had the opportunity to think about ways in which they can use their art in order to support the recovery and social integration of people using mental health structures.

## ● ● ● Implementing the training program 'Art as a Restorative Justice Tool for Mental Health'

- Some of the participants were already aware of the beneficial characteristics of art when used in mental health settings.
- However, not all of them were aware of the term restorative justice and its connection with art and mental health.
- Through this training, participants became aware of the connections restorative justice has with art therapy and had the opportunity to learn about some practical examples and activities that can be used to implement restorative justice art in mental health therapy sessions.



# Conclusion of the trainings



Both sessions were summarised with a small discussion with the participants in order to reflect and provide feedback about the training and the activities that took place.



Participants gave very positive feedback about both training courses, and they mentioned that they are very interested in enrolling in the e-courses. They mentioned that the topic of the training is very interesting.



# Some reflections on mental health and art therapy

# Impact of the project

- Mental health professionals and artists are professions that can support people with mental health disorders in restoring the balance in mental health settings and empower them to overcome situations of exclusion and marginalisation.
- The MHM project indicated that the implementation of art-based practices informed by restorative justice ethos in mental health settings can assist in promoting the social rehabilitation of people with mental health issues.

# Impact of the project

- Through the implementation of the project and its outputs, it was understood that mental health professionals are very keen on implementing art-based restorative practices in order to improve the service provided.
- Furthermore, professionals working in the field of arts and culture are also very sensitive regarding mental health and are very keen on contributing to the recovery of people with mental health issues through their artistic practice.
- The MHM project contributed to raising awareness about mental health and the significance of assisting those with mental health disorders

**You can find out more about  
the project in our website**



<https://mentalhealthmatters.eu/>



# Thank you!

## Center For Social Innovation

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Center for Social  
Innovation







# **PANDEMIC NO MORE: OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

## **The results of the *Mental Health Matters* project in Spain**



Mental  
Health  
Matters

FUNDACIÓN  
**intras**





# CONTEXT

Mental  
Health  
Matters

# MHMM



# The situation of art therapy in Spain



In Spain, the **establishment of art therapy** as a unique and publicly accepted therapeutic approach to support the recovery of people with mental health issues only **took place recently**. Although the benefits of this practice have been recognised by many studies, it is still not **fully exploited** in many mental health services.



**INTRAS foundation**, on the other hand, as other organizations at national level, **fully recognizes the benefits of this practice.**

Over the years, this practice gained ground within the organisation and has become an **essential part** of our work in accompanying people with mental health issues in their **recovery process.**



Music therapy session at INTRAS Foundation, 2019



# What about Restorative Art?



The research carried out to elaborate the first MHM e-book indicated that, in the Spanish context, **Restorative Art had not been much explored**, although some Art Therapy approaches showed **consistency** with the values of restorative justice. Nevertheless, In the framework of the recovery approach that is currently the most widely used nationally to attend people with mental health issues, it was recognized that there were **good conditions** to make this practice one of the **pillars of the recovery process**. The study carried out has also shown the need to keep fostering reflection on the **connections between art, mental health and restorative justice**, as it has been demonstrated that this link needs to be consolidated.



# IMPLEMENTATION OF THE ACTIVITIES IN SPAIN

Mental  
Health  
Matters

MHMM

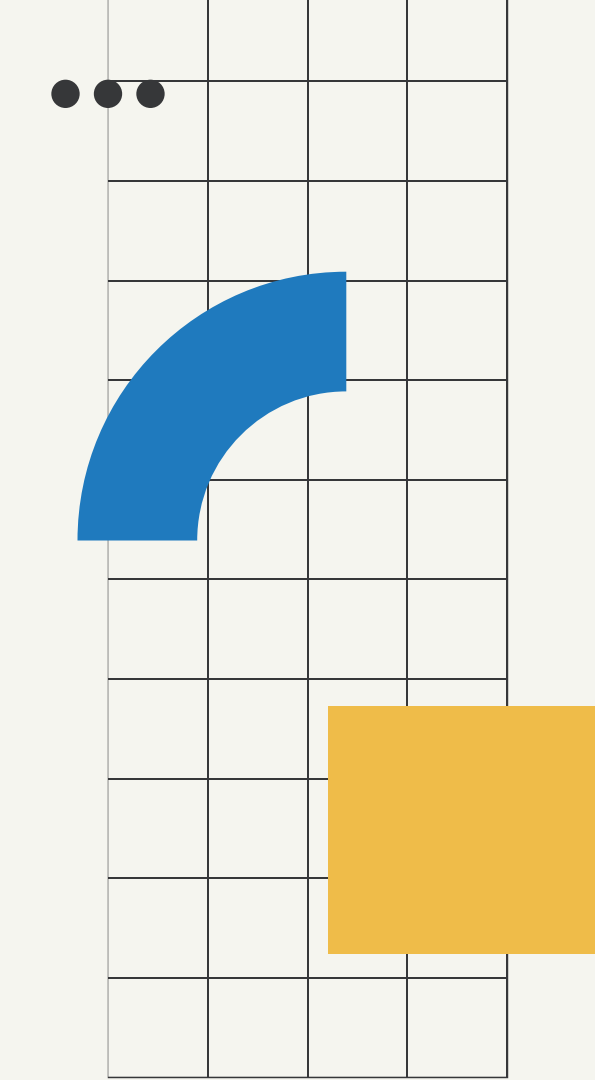




Photo by [Jason Goodman](#) on [Unsplash](#)

Since the very beginning of the project, INTRAS engaged relevant stakeholders in order to collect meaningful insights that actually guided the subsequent development of the training courses.

Most of the **mental health professionals** and **art practitioners** involved in the investigation phase **showed great interest in Restorative Art** and willingness to collaborate in the project, which certainly contributed to its successful implementation at local level.



Those professionals involved in the investigation phase as well as new ones reached through the dissemination activities, participated in the piloting activities of the project:

- **Face-to-Face training days**
- **E-course piloting**
- **Training event in Spain (July 2021)**

The main results of these activities are shown in the following slides.



# Main results



**Mental Health Professionals**



**Art Practitioners**

# Mental health professionals

- Art was acknowledged as a **powerful tool to improve mental health**. Most of the involved professionals expressed their willingness to introduce art practices in their work with people with mental health issues.
- They had the chance to know what **restorative justice** is and how they actually implement some informal restorative practices both in their professional and personal life.
- Some professionals were aware of the benefits of the art practice for mental health in terms of **relaxation** and **increased self-esteem**, but through this training they became aware of the potentiality of art practices to contribute at the **modification of behaviors** and **mental schemes that provoke unrest**, as well as to **improve communication** and **human relations**.

Being highly aware of the barriers which difficult the social integration of people with mental health issues, mental health professionals found in the MHM training materials a guide to use art as an instrument to **give “voice”** to those people, facilitate the **expression of emotions, feelings, needs and desires**, improve the **communication, empathy** and **mutual understanding**.



Photo by [Priscilla Du Preez](#) on [Unsplash](#)

# Art practitioners

- These professionals got the chance to think about the possibility to use their **artistic interest and skills** to **support people with mental health issues**, but also to promote mental health among different kind of target groups in situation or at risk of social exclusion.
- They understood that in order to support people with mental health issues they need **further specializations** but, they were also informed about the possibility to engage in projects and initiatives where their **collaboration**, even without prior experience in the mental health setting, might be really **enriching**, although they should be supported by mental health professionals.

# Art practitioners

- They had the chance to understand better the concept of **mental health** and **psychosocial disability**. They were informed about the **barriers** that people with mental health issues have to face daily (mainly due to **stigma**) and that, very often, limit their **opportunity to participate** and be included.
- Most of the involved professionals, in addition, did not know **restorative justice**, its principle and the possibility to **promote social changes** through its application. They welcomed the fact that they could get to know this model.



To sum up, they showed great awareness about the **need to promote mental health**. Through this training they had the chance to understand how they can contribute with their art not only to support people suffering from mental health issues but also to improve the mental health of the general population. The **Covid-19**, indeed, highlighted people **fragility** and pointed out the need to care for **mental health** and to acknowledge that it is a **community issue**.



Photo by [Frankie Cordoba](#) on [Unsplash](#)

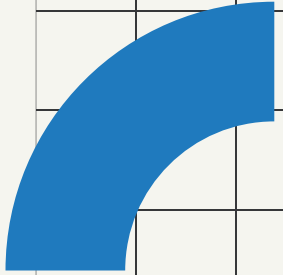


# CONCLUSIONS

# MHMM

# Mental Health Matters



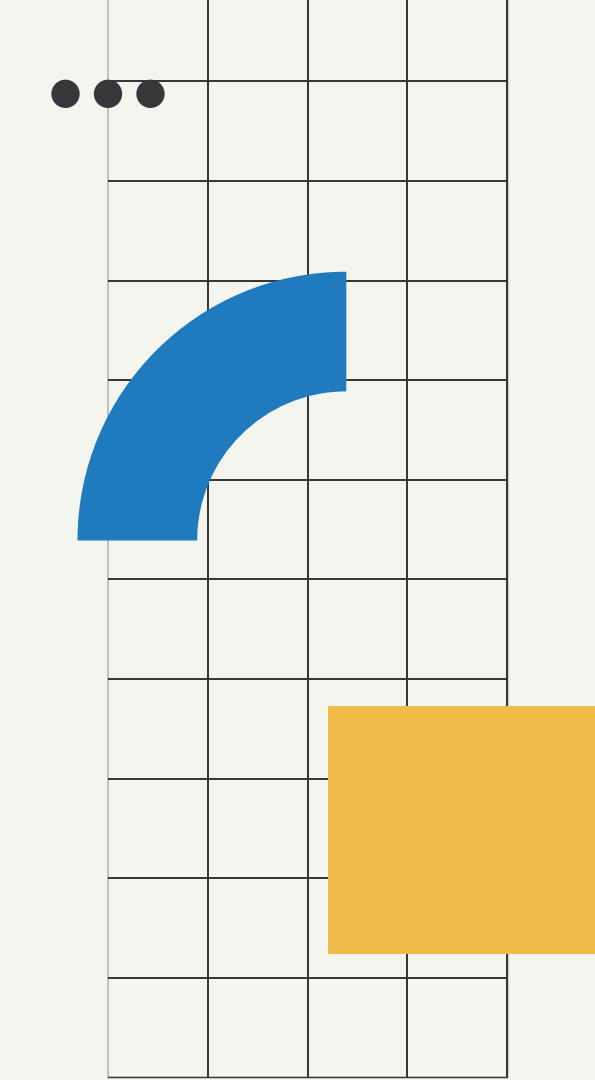


Mental health professionals daily strive to support people with mental health issues, empowering them to overcome situations of **exclusion** and **marginalization**.

The MHM project pointed out that, through the **combination of art-based practices and restorative justice values**, it is possible to promote their **social rehabilitation**.

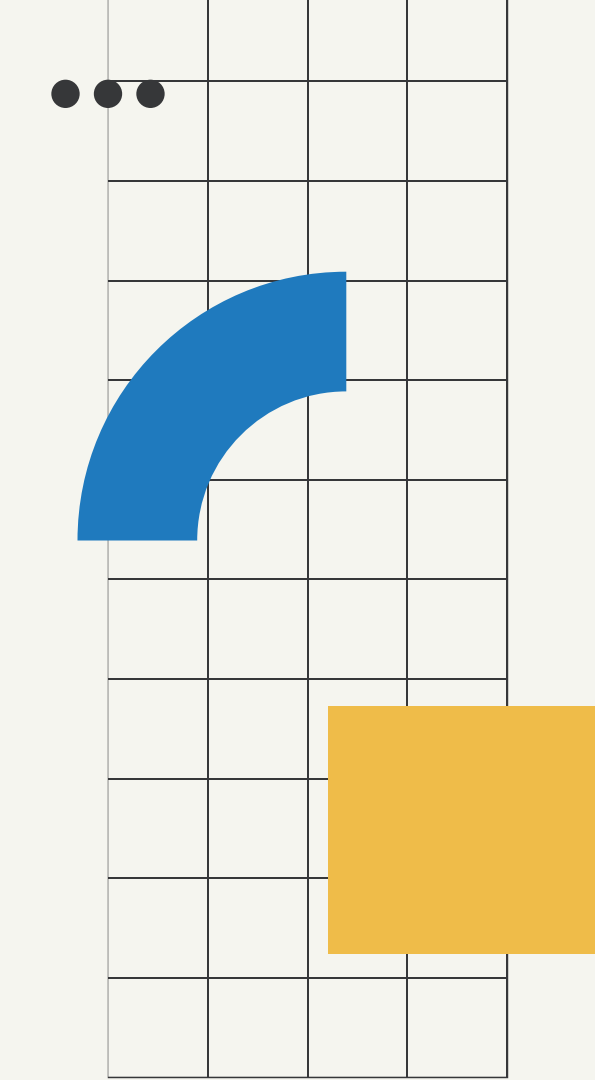






Through art, people with mental health issues can express their feelings, thoughts, needs and concerns. Art can open a **communication channel** which can get them closer to the professionals involved in their recovery process, but also to their families, friends and their own community.

**Restorative justice art**, as a practice which combines art-based activities and restorative justice values and principles, can promote this process by taking advantage of the **power of art** to improve communication and the **power of restorative justice** to use communication to improve wellbeing and relationships.



Through the implementation of the project, it was possible to acknowledge not only that Spanish mental health professionals are really keen to **improve the service** provided to people with mental health issues through the implementation of **restorative justice art**, but also that there are **other professionals**, like those working in the **field of art and culture**, who are also very sensitive about mental health and keen on **contributing to the recovery** of those suffering from mental health issues.



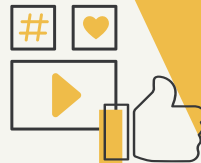
# Thank you!

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PRISON COMMUNICATION THROUGH COVID:  
WOMEN IN THE UK PENAL SYSTEM

# INTRODUCING MYSELF

[HTTPS://WWW.YOUTUBE.COM/WA  
TCH?V=8-906FAIFIA](https://www.youtube.com/watch?v=8-906FAIFIA)

## CONTENT

- This is a compilation of the existing literature to try to offer some speculations about the impact that Covid-19 will have had on female prison populations, developed from an essay written about prisoners' family relationships during my MPhil degree

- How many of you have seen a family member in the past 24 hours?
  - The last week?
  - The last month?
- How many of you have contacted a family member in the past 24 hours?
  - The last week?
  - The last month?



# THE IMPACT THAT GOOD COMMUNICATION HAS ON MENTAL HEALTH OF PRISONERS

In a survey, the majority of prisoners agreed/strongly agreed that they felt close to their family (74%) and that they would want their family to be involved in their life (88%). More prisoners stated that they were a source of emotional support for their family (64%) and that their family was a source of emotional support for them (74%).

Being able to communicate with those outside is part of providing a safe and decent environment for prisoners and contributes to a reduction in self-harm and suicide (GOVUK 2019)

The breakdown of relationships can be linked to heightened suicide risks or drug use in prisons

Families important in helping staff to identify prisoners who may be struggling.

Power that prisons hold over family contact; can increase prisoners' anxieties and frustration, especially when it is inconsistent (Lanskey et al. 2018)

Relationships recognised as women's more prevalent 'criminogenic need' (Farmer Report 2019)

# WHO ARE FEMALE PRISONERS? WHY IS THIS IMPORTANT?

THESE ISSUES ARE PARTICULARLY PERTINENT TO THE FEMALE PRISON POPULATION BECAUSE OF THEIR HEIGHTENED CHANCES OF EXPERIENCE MENTAL HEALTH ISSUES

- Plugge et al. (2005) recorded the health status of 500 female prisoners in England and Wales upon reception into custody and found that 78% exhibited some form of psychological disturbance, whilst 58% reported daily drug use within the 6 months prior to incarceration (Plugge et al. 2005)
- Women are more likely to suffer from depression and lack of self-worth (Jack 1992; MacKenzie et al. 2003, cited by Ludlow and Liebling 2016; Tyler et al. 2019)
- Some literature focuses specifically on the particular deficits in prison healthcare for women, with research demonstrating that women prisoners have 'complex inter-connected needs manifested in life-threatening physical and mental ill-health, addiction, low self-esteem, and self-harm and suicide' (HMCIP 1997; HMCIP 2000)

# WHO ARE FEMALE PRISONERS? WHY IS THIS IMPORTANT?

This extends beyond the prisoners themselves; the imprisonment of female prisoners can have a negative impact on families too.

- Difficulty in maintaining contact: research indicates that when their mother is imprisoned, only 9% of children are cared for by their father during her absence (Corston 2007) — children often end up in care or in the care of extended family or friends.
- People may not be willing to take the child to the prison, or the mother may not want the child to have to visit a prison (629) — distance, finance and time resources are a further issue here
- Additionally, the average distance women in prison are held from their home is 60 miles (Women in Prison 2013)
- Only 5% of children remain in the family home when their mother is imprisoned (Caddle and Crisp 1997): contributes to a sense of loss: changes in schools, friends, potential separation from siblings
- British and American research on mothers in prison has also studied the stress and pain associated with being a parent in prison. Imprisoned mothers, for example, have been found to experience a reduction in parenting confidence, which can be alleviated somewhat through frequent contact between the incarcerated mother and her child(ren)... (Flynn 2012)
- These factors can contribute to the intergenerational transmission of crime

## THE IMPORTANCE OF MAINTAINING FAMILY CONNECTIONS

This issue thus works both ways; impacting both the prisoner and the prisoners' family.

- Family relationships have been labelled as the 'most important resettlement agency' by HM Inspectorate of Prisons (HMIP 2016: 4)
- Lord Farmer reported that supportive relationships 'are utterly indispensable' for the rehabilitation of female prisoners (2019)
- Prisoner contact with their families is important in facilitating offenders' transitions back into society, and therefore in reducing reoffending when they are released from prison (Niven and Olagundoye, 2002; Niven and Stewart, 2005; May, Sharma and Stewart, 2008).

## WHO ARE FEMALE PRISONERS? WHY IS THIS IMPORTANT?

- Matthews (1991, 8): 'Prisoners families... remain out in the cold. No agency has any statutory responsibilities towards them... they are just not on anybody's agenda'
- Family and parenting variables are key predictors of criminal behaviour through the life-course (Farrington 2002; Loeber and Stouthamer-Loeber 1986)
- Roger Shaw: (20+ years ago) if we do not attend to the effects of imprisonment on children, we face the possibility of punishing innocent victims, neglecting a seriously at-risk group, and possibly causing crime in the next generation (Shaw 1987)
- Children can suffer from a range of problems during their parents' imprisonment: depression, hyperactivity, aggressive behaviour, withdrawal, regression, clinging behaviour, sleep problems, eating problems, running away, truancy and poor school grades (Boswell and Wedge 2002; Centre for Social and Educational Research 2002; Johnston 1995; Kampfner 1995; Sack et al 1976; Sharp and Marcus-Mendoza 2001; Shaw 1987; Skinner and Swartz 1989; Stanton 1980).
- It is commonly cited that up to 30 per cent of prisoners' children suffer mental health problems, compared to 10 per cent of the general population (Philbrick 1996) — no documented evidence to support this claim (446)

WE CAN SEE THAT FAMILY  
RELATIONSHIPS AND COMMUNICATION  
ARE PARTICULARLY PERTINENT ISSUES  
FOR FEMALE PRISONERS, AS RECOGNISED  
BY THE FARMER REPORT.

## THE USUAL COMMUNICATION SYSTEMS WHAT DID THINGS LOOK LIKE PRE-PANDEMIC?

- Visits are often considered a privilege for prisoners, rather than a right for families, and prison visiting has declined in recent years in the UK (Brooks-Gordon 2003)
- Visiting can be frightening, take too long, involve unpleasant searches, and facilities tend to be physically uncomfortable (Brown et al. 2002)
- Children can find visits confusing, frightening and upsetting (Richards et al. 1994)
- Despite this, children generally seem to like contact with their imprisoned parent (Boswell and Wedge 2002) and most adolescents say that contact is extremely important to them (Brown et al. 2002)

## HOW COVID HAS IMPACTED THIS

- On or around 13th March 2020, prisons in the UK moved to restricted regimes which included a ban on all social visits
- Although within the first few weeks of the lockdown period every person in prison in England and Wales was given £5 additional phone credit per week to enable them to retain contact with family, the cost of calls from prison remains high and families still found it hard to pay for sufficient phone time
- Studies showed that children thought that their parent didn't want to see them anymore, or maybe their parent no longer loved them. Children blamed themselves for this. — *compounding the mental health issues that are already experienced with further feelings of self-doubt and confusion*
- Some prisons re-opened for social visits in the summer and early autumn of 2020, but there continued to be restrictions, and whilst the pandemic continued, prisons did not return to pre-pandemic visiting regimes. Some prisons did not allow children to visit whilst others imposed an age limit, or maximum number of children who could attend. No physical contact was allowed between children and parents and in at least one instance when a one-year-old touched her father, both mother and child were told that they were banned from all further visits (17)



UNPACKING THE INFORMATION  
FURTHER

# HOW COVID HAS IMPACTED THIS

## GOVUK prisons closed (March 2020)

- 'In recognition of the importance of continued contact with family and to ensure stability in our jails the Government has moved quickly to keep prisoners in touch with their family members by other means.'
- 900 secure phone handsets given to UK prisoners across 55 prisons prisoners?
- Currently more than 50 prisons across England and Wales have in-cell telephony which allows prisoners to stay in touch with their family members in a controlled and safe manner
- The handsets are a temporary measure, intended only for use during the current period where contact with family and friends is limited as a result of the Government's social distancing measures.

This equates to roughly 1 per 88 prisoners

At the time there were 79,453 prisoners

117 prisons in the UK

## HOW COVID HAS IMPACTED THIS

- It took until 28th January 2021 for the MoJ to announce that all prisons in England and Wales have the ability to provide phone calls
- According to MoJ statistics, 90,000 calls have been made since March 2020
- With a prison population of approximately 78,700 in December 2020 this equates to just over one call per person across a 10-month period

# HOW COVID HAS IMPACTED THIS

## GOVUK Video Call Protocol

- You can have a video call using an app on your phone or table. It is not possible to use a computer.
- The 'main caller' must be over 18 (people under 18 can be on the video call, as long as they are on the prisoner's visitor list)
  - Secure video calls are limited to 1 per month
- You must be over the age of 18, with proof of this, to make a video call through Purple Visits, the app
- Calls will be paused if anyone who: is not booked on the call appears on the camera, behaves in a way that would not be appropriate for a social prison visit, tries to record the call or take a screenshot
  - Clear sight of everyone on the call
- Make sure that your whole face – and the faces of any additional people – can be seen clearly
  - If there are young children on the call, make sure they either look directly at the camera or else stay out of the picture
- The call may be paused if only part of a face or the back of a head can be seen

**During the Coronavirus Pandemic (published March 2020, updated March 2021)** <https://www.gov.uk/guidance/coronavirus-covid-19-and-prisons>

- Prison social visits are suspended in England, except on exceptional compassionate grounds which should be agreed in advance with the prison. Visits to children in the Youth Custody Estate (YCS) will continue. Official/legal visits will continue as necessary but will be done remotely where possible.
- Additional temporary secure phone handsets were issued to all prisons that did not have in-cell telephony installed.
- Prisons and young offender institutions (YOI) across England and Wales have secure video calling. Video calls are currently free for both prisoners and their families. [Find out more about prison video calling.](#)

## ADDITIONAL PROBLEMS WITH VIDEO CALLING

We also need to consider the socio-economic backgrounds of prisoners, with many prisoners and their families coming from deprivation.

In order to make video calls, families need the appropriate equipment; many children with a parent in prison are living in low-income households without computers or tablets, Wi-Fi or phones with adequate data.

The logo for 'purple visits' is located in the bottom right corner. It features the text 'purple visits' in a white, lowercase, sans-serif font. The word 'purple' is positioned to the left of 'visits'. To the right of the text is a purple speech bubble icon with a white outline and a drop shadow, containing the word 'visits' in white. The entire logo is set against a solid purple rectangular background.

purple visits

WE KNOW ALREADY THAT PRISONERS OFTEN COME FROM THE MOST DEPRIVED SECTIONS OF SOCIETY, SO COVID WILL HAVE EXACERBATED THIS MORE

- Research has consistently documented an association between imprisonment and various forms of family hardship: material adversity, social deprivation, emotional difficulties, mental health problems and stigmatisation (Lanskey et al. 2019)
- Social stigmatisation: families considered to be undeserving of help because they were associated with the imprisoned parent (Lanskey et al. 2019)
- Friedman found that children of jail inmates were more often rated below average in the school world on social, psychological and academic characteristics compared to controls (Friedman and Esselstyn 1965)
- Compared to the general population, prisoners are more likely to have been unemployed, to be of low social class, have multiple mental health problems, marital difficulties, and to have their own experiences of abuse and neglect (Dodd and Hunter 1992; Singleton et al. 1998)

## THE PRESENT STATE OF THE ISSUE

- The Farmer review in 2019 suggested this to improve the state of women's imprisonment: Each prison to provide a physical space where women can spend private time with family members and significant others with appropriate risk assessment and safeguarding procedures in place (Farmer 2019)
- Comparatively, June 2020, prisoners were reportedly spending just 30 minutes outside of their cells each day

TYING THAT ALL TOGETHER TO MAKE  
PREDICTIONS ABOUT THE IMPACT THIS WILL  
HAVE HAD ON WOMEN

- Due to the pandemic ongoing, these issues have had limited research attention
  - It is not yet understood what impact the pandemic will have had on prison populations, but we can speculate – given the context of women's imprisonment – that it will have been catastrophic for both female prisoners themselves, and their families
  - This is likely to be an issue that has significant ramifications for the future in terms of rehabilitation, restoration to wider society, and for the children of prisoners growing up



# RESTORATIVE PRACTICE

THANK YOU FOR LISTENING

**PANDEMIC NO MORE:  
OVERCOMING GENDER-BASED VIOLENCE, EXCLUSION AND  
MENTAL HEALTH CHALLENGES**

**January 24, 25 2022**

**The Honourable Society of the Middle Temple, Parliament  
Chamber and Queen's Room Ashley Building Middle Temple  
Lane London EC4Y 9BT**

**RADEX  
"Mobilising Against Extremism  
through Countering and  
Diverting Radicalisation of  
Young people"  
Project**



# Overview of the RADEX Project

Europe reports increased phenomena of **violent radicalisation**, **extremism** and **nationalism**.

Despite efforts by the European Commission and many Horizon and Erasmus+ projects, there is still a need to provide tailored support to young people who are at risk of being groomed into violent radicalised acts and speech.

24 months Project, from December 2020 to November 2022



Strategic partnership addressing these concerns

- **RJ4All** (UK- coordinator)
- **Synthesis Centre for Research and Education Limited** (Cyprus)
- **European Association For Local Democracy ALDA** (France)
- **Club for UNESCO for Education, Science and Culture** (Greece)
- **Ingenious Knowledge GmbH** (Germany)
- **Inclusive Europe** (Belgium)





# Genesis of the Project



# It all starts with a diagnosis

Radicalisation and indoctrination processes may start as early as 11-12 years old and **extreme militant groups' main target is thought to be young people** between 16-24 years.

The EU defines radicalisation as a complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses, or condones violence, including acts of terrorism, to reach a specific political or ideological purpose

- ▶ There is a need to provide tailored support to young people at risk of being groomed into violent radicalized acts and speech.
- ▶ At the same time, youth workers and youth organisations need to be equipped with knowledge and tools to detect the radicalization process, online and offline

# Our objectives :

- To prevent and divert young people's radicalisation
- increase the capacity and improve skills, knowledge and awareness of youth workers, social workers, practitioners, organizations, educators of restorative justice
- to improve the knowledge of young people to identify the radicalisation process including online

# Target Groups:

- The youth
- Youth organisations
- Youth workers
- Social workers





# Production of the Project

Intellectual outputs





# Intellectual Outputs

## Methodological framework design and implementation

Research and Report analysis :

01-1

- National report analysis on online and offline youth violent radicalisation in our target countries

Methodological framework


## Curriculum design and development

01-2

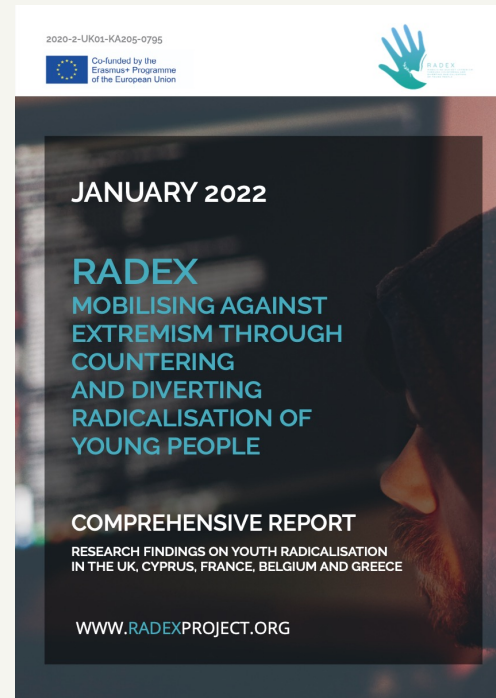
Create educational resources and material

Develop an online platform : curriculum available online and offline

- Positive approach : young peoples as problem-solvers



**Dissemination to our target groups**





# Impacts

Young people will be aware of online and offline radicalization processes and they will have the necessary knowledge to detect them

Vigilance and alertness of young people concerning online safety and critical thinking will be improved and accelerated among local national and European networks

Professionals will be prepared and equipped with tools needed to identify patterns, methods and different processes of youth radicalization

# Follow RADEX

- Website  
<http://radexproject.org/>
- Facebook Page  
[@radexproject](#)
- Project Email  
[RADEX@rj4all.org](mailto:RADEX@rj4all.org)
- Subscribe to our newsletter on RADEX's website

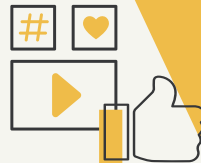




# Thank you!

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**FOLLOW: RJforALL**

The RJ4All Annual International Conference

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**What difference have we made,  
when all is said and done?**

25 January 2022

**WE DID IT!**



# impact

customer research sales impact  
project performance  
organization **Complex**  
probability **data** retention  
assessment identification retention  
project **Risk** impact project  
management **opportunity** project impact project  
performance organization retention  
sales **planning** implementation monitor project  
analysis performance  
assessment identification impact project  
project **process** impact management  
project **cost** impact  
evaluation retention  
performance project organization retention  
project **treatment** retention impact  
project **plan** strategy research  
project **resources** performance important organization  
retention impact  
performance evaluation performance organization  
project **risk** performance  
assessment retention impact **Plan** sales management impact retention  
evaluation performance organization  
scope

- 
- **Chance for Change:** how can youth workers involve young people in challenging the attitudes and behaviours that lead to gender-based violence?
  - **rEUnite - Europe for Citizens:** how can youth organisations encourage young people to share their understanding of Europe's past and their hopes and concerns for Europe's future?
  - **Restoring Respect:** how can new digital tools support migrants and refugees in accessing opportunities for employment and enterprise?
  - **Mental Health Matters:** how can adult education use the potential of restorative art to support mental health?



---

**Why  
don't you  
give  
the young people  
the keys?**