



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

January 24, 25 2022



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SPEAKERS' ABSTRACTS

DAY 1 SPEAKERS (January 24)

9:00-11:00 Keynote Speakers

Dr. Howard Williamson, Professor of European Youth Policy at the University of South Wales

‘Wind in our back’? A new framework for youth work throughout Europe

The presentation will reflect on the development of youth work in Europe over the past two decades, culminating at the end of 2020 in a transnational commitment to a European Youth Work Agenda. This will set the context for conference deliberations on young people’s lives and societal responses as they address the triple challenges of employment, health (Covid) and climate in a world of insecurity, democratic backsliding and alternative facts.

Dave Walker, Director of Calm Mediation; Community Mediator/Facilitator

“A voice, a choice, a chance for change”

Reflecting on 36 years of experience in the field of conflict resolution and community cohesion, David will outline how relying on statutory agencies to be the gatekeepers of the peace process can come at a price. David will share the opportunities for community-led restorative interventions that would reduce the trauma of long standing disputes, create an environment where we get to see each other at our best through collaborative working at a grass roots level, building positive relationships based on need and respect.

11:30-12:30 Parallel workshops

GROUP 1: ERASMUS+ "A CHANCE FOR CHANGE" PROJECT

RJ4All (UK)- Dasia Ngundam-Bohi, Restorative Justice for All CIC Institute; Junior Projects and Admin Officer

RJ4All A Chance for Change

This presentation will be based upon the research carried out by RJ4All for the Chance for Change project. The presentation will particularly focus on gender-based violence in the UK and restorative justice.

OTI (Cyprus)- Theo Mavrosavva, ‘One Terrene International’; International Projects Manager

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

Our workshop elaborates on the actions and overall work, done by One Terrene International as a delegate of Cyprus. In the 2 year period plus the additional time to complete the project within the framework of Erasmus+ KA2, the project concluded successfully under the name A Chance for Change: Empowerment and Restoration or C4C for short. One of the main responsibilities of OTI was the realisation of the Visibility, Communication and Disseminations Strategy of the project and

taking part in all research phases and development of the outputs. Below we describe the processes adopted by our team, from the start that includes research and findings along with national limitations within youth work in Cyprus. We elaborate on the process of gathering information from

Epimorfotiki (Greece)- Tatiana Iliadou, EPIMORFOTIKI KILKIS sm LLC; Training Center

Using restorative justice and media education to combat gender-based violence in youth settings - The Greek experience

The presentation includes some general information about the Greek training centre “EPIMORFOTIKI KILKIS”, and the work carried out in Greece as part of the Erasmus + KA2 project “A Chance for Change: Empowerment and Restoration”, since the beginning of the project in September 2019. A record of the experiences of youth workers concerning gender-based violence, identification of gaps in their skills concerning gender-based violence, restorative justice and media education and ways to provide them with the skills needed to face gender discrimination and gender-based violence in youth settings, using the values of restorative justice and media education can be found in this presentation, as well as some interesting statistical data about all these issues. The presentation also includes the connection of this information to the project's intellectual outputs to ensure that they will be really helpful to the youth workers in their fight against gender-based violence and the encouraging results of piloting the intellectual outputs.

ASAD (Italy)- Società Cooperativa Sociale; ASAD works in personal services, in the field of child protection services, on behalf of the Juvenile Court and the local social services.

Chiara Burini, Professional educator and doctorate in educational consultancy and coordination of training interventions

Claudia Bizzarri, Professional educator

Chance for Change in Italy: Skills of youth workers and educators for the prevention of gender-based violence

The social cooperative ASAD has been working in Italy for more than 40 years in Perugia, among other sectors, in the field of child protection services, on behalf of the Juvenile Court and the social services of the territory.

As part of the Chance for Change-Empowerment & Restoration project for the prevention of gender-based violence, a research team first conducted an in-depth study to understand what skills were needed in this work to prevent all forms of this type of violence. It involved its educators and youth workers to better understand what skills needs emerged from the experience to prevent gender-based violence through both a focus group and an online skills self-assessment tool. With the results that emerged, Asad helped to structure two specific online training courses, which were then administered to educators and youth workers based on their experience:

- In Course 1: Preventing gender-based violence in youth contexts through restorative justice and media education, in which Asad developed module 1 "Basic knowledge on gender-based violence";
- Course 2: Training the trainer: media education based on the prevention of gender-based violence, in which Asad developed module 2 "Gender as a topic in youth work".

Educators and youth workers were then asked to evaluate both the competence assessment tool and the course they had attended.

GIDE (France)- Corinna Bartolett, Data Analysis and IT development company; project manager and researcher

Using restorative justice and media education to combat gender-based violence in youth settings - The French experience

GIDE will present the processes and the results linked to the A Chance4 Change Project's resources for GBV prevention. Specifically how the e-course co-construction and pilot of the training programme were conducted in France. We'll be providing an overview of the existing good practises in the country and report how the French audience responded and what feedback provided respect to the innovation proposed by the Chance4Change Programme within the domain of GBV prevention training landscape.

Universidad de Huelva (Spain)- Daniela Jaramillo-Dent, Doctoral Candidate in Communication

Summary Findings from Spain for C4C

This chapter describes the work carried out by the Spanish team over the last two years as part of the Erasmus + KA2 project A Chance for Change: Empowerment and Restoration. We will describe the process, from the initial search and collating of relevant information to identify gaps in youth workers' competencies in training programs. We describe the process of gathering information from relevant documents and a focus group with youth workers in Spain. We then move to our contributions to the Competence Framework, Self-Assessment tool and the design of two modules for two open e-courses, drawing from our expertise in Media Literacy and its relevance in youth work and gender. The strategies to engage with youth workers at the national level in the piloting and improvement of the materials developed reflect the difficulties and opportunities of virtual communications forced by the COVID-19 pandemic and related limitations.

GROUP 2: "IT IS ALL ABOUT YOUTH"

Kate Haywood, University of South Wales; Senior Lecturer/ youth worker

Restorative Justice in youth settings

Restorative practice is the practice of restorative justice (Thorsborne and Blood, 2013), a philosophical approach to wrongdoing that places the responsibility to put right the harm committed at the centre of a collective problem-solving process. A global social movement (Robinson and Shapland, 2008) such practises are valued as a transformative approach to resolving conflict occurring within schools, families, communities, state care and child welfare services (Hayden and Gough, 2010).

This workshop discusses a South Wales based ethnographically informed collective case study, exploring the use of restorative practises in three settings: schools, youth justice services and residential children's homes, accommodating care experienced children. Suzuki and Wood (2018, p.451) argue that it is "almost axiomatic today" that youth restorative conferencing is considered valuable. Such all-pervasiveness, therefore, necessitates a deeper and more critical understanding. Just because a practice is widespread, we should not assume it is a good thing. This workshop explores the roots of restorative practises in justice and non-justice settings, their rationale for use with children and young people and the potential risks.

Silvia Semenzin, University Complutense of Madrid; Post-doctoral researcher

The Use of Telegram for Non- Consensual Dissemination of Intimate Images: Gendered Affordances and the Construction of Masculinities

My presentation analyses the role of digital platforms in orienting, amplifying, and normalizing the non-consensual diffusion of intimate images (NCII), an exponentially growing kind of online sexual violence against women and young girls. I focus on Telegram as a case study to argue that platforms' affordances are "gendered affordances" as they orient male participants' harassment behaviours and, in concert with an established misogynist culture, contribute to the reinstatement of hegemonic masculinity. This presentation draws on previous research operated through an online covert ethnography of Italian Telegram channels and groups, which was published both as an academic paper and a book (together with dr Lucia Bainotti).

Dr Tania Johnston, IDIBAPS (Spain); Post-doctoral researcher

New Tools For The Prevention Of Dating Violence In Teens And Young People: Virtual Reality Interventions At Home And In The Classroom.

Attitudes of acceptance of dating violence predict its perpetration and victimisation (Borrajó, Gámez-Guadix, & Calvete, 2015; Orpinas et al., 2013) and hence are a key target for its prevention. Immersion in virtual reality has proven a good tool to modify bias and attitudes (e.g., Banakou et al., 2016; Gonzalez-Liencre et al., 2020): we will present two studies in which we used the potential of VR for prevention of dating violence.

In study 1, we immersed A-level students in 360°VR scenes depicting psychological dating violence in which the victim responded with different levels of assertiveness, to reduce their perceived acceptability of dating violence and to model teenagers' own response if they were confronted to the situation. In study 2, we extended this design to university students and measured not only self-reported, but also implicit attitudes towards dating violence. Due to the pandemic, this study was conducted entirely online, with low-cost cardboard VR glasses sent to each participant. Preliminary results and feasibility of such an approach will be discussed. Finally, after demonstrating some of the scenes we used, we will reflect upon the challenges and opportunities of the use of VR as a prevention tool, in classrooms and at home.

13:30-14:30: Parallel workshops

GROUP 3: "THE POWER OF EDUCATION"

María Amor Pérez Rodríguez, Grupo Comunicar; Associate Professor

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

Technology has increased the communication opportunities for citizenship, with all the advantages and risks that this entails. In the context of gender-based violence, these new configurations and connective affordances eliminate spatial and temporal limits, facilitating intrusion into the victim's most intimate sphere. Violent behaviours are amplified in the multiple interaction options that are generated, specifically in the use of social networks. Aspects such as anonymity, mismanagement of privacy, personal identity, recursiveness and the ease of expanding and sharing content are the main causes of the increase in practices that lead to new forms of gender-based violence. This is why it is necessary to address a critical literacy that provides youth and other citizens with 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 behaviours. This work in the context of an R+D research project articulates a proposal to conceptualise media competence based on the 7 W's: What?, Why?, What For?, Now what?, How?, With what?, Who?, with a focus on gender violence.

Penka Wood, Rhodopaea - Balkanica Association; Chairperson

A Charter for students' rights in the school

I will present students' Charter "My Rights in My School" created by students for students and it is connected to the topic "Gender-based violence in the context of young people."

Emily Segal, Restorative Justice for All; Senior Project Officer

Using digital media to lead student discussions about identifying relationship abuse

In today's society, using thought-provoking video and social media content can be an effective way to engage young people in important discussions. Talking to students about gender-based violence in the classroom can be a challenging task. In this presentation, I will highlight how video and social media content can help educators lead lesson plans about identifying healthy and unhealthy behaviours in relationships. I will present short video clips that can be used in classroom settings to support discussions with young people about identifying relationship abuse.

GROUP 4: "EUROPE FOR CITIZENS REUNITE PROJECT: HATE, BIAS & INTOLERANCE: STEPS TO REUNITE"

Sabina Civila de Dios, FPI; Predoctoral Researcher

Hate speech through hashtags: how Instagram allows discrimination content

Social Media has changed the way people communicate and have allowed users to create their own content becoming prosumers. The features of social media provide an opportunity to publish content against people who belong to a minority group inside one society. Platforms, such as Instagram, are supposed to ban this kind of content but on the contrary we detected that it serves as a media to promote racism and hate. The main objective of our research is to understand how Instagram is used to demonise Muslims and the role of the platform in this process. To reach it we have carried out an analysis of 474 posts under the hashtag #StopIslam using the instrument "Five walls of Islamophobic hate". The study has proved that Instagram serves as a platform to promote hatred of Islam and denigration of people who practice, allowing users to post Islamophobic messages under a hashtag which is against their guidelines. The conclusion will answer three questions: How does Instagram foment hate? How is Instagram used to demonise Muslims? And which are the social consequences of hate speech?

Monica Bonilla del Rio, Alfamed Joven; FPU researcher

Haters on TikTok: Violent behaviour and hate speech towards influencers with disabilities

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. Furthermore, 1 in 3 children and

adolescents report that they have been victims of violence during their development, and this percentage is accentuated in situations of vulnerability, as is the case of persons with disabilities.

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. This research, which is part of my doctoral thesis, aims to analyse the interactions of TikTokers with disabilities when they receive negative comments on their videos from haters. To this end, a content analysis was carried out on 10 profiles of TikTokers with disabilities. Preliminary results describe the type of response of these influencers, the content generated as a result of these negative comments and their attitude towards these violent behaviours. These findings lead to the conclusion that TikTok has become a tool that allows this group to defend diversity and promote social awareness.

Prof. Theo Gavrielides, RJ4All Founder and Director

The spectrum of hate: A positive prevention strategy

The application of restorative justice (RJ) with hate crime remains an underdeveloped field of research, policy, and practice. This workshop aims to advance the understanding of these two areas of inquiry: RJ and hate crime. It is known that while most hate incidents involve minor, punishable offences, their impact can be long lasting and detrimental to victims and affected communities. The article investigates how RJ is conceptualised within the hate crime context. The findings are based on a 3-year research program, which combined theoretical analysis, literature review, and U.K.-focused field research that was carried out through a combination of qualitative methods. These included semistructured interviews with an expert sample of practitioners and policy makers as well as focus groups with young victims and offenders of hate incidents. Direct observation was also carried out with two RJ practises.

14:30-15:30: Keynote Speakers

Liza Dresner, Outreach Manager; 4in10 London's Child Poverty Network.

Flying Against Gravity: A Human Rights approach to child and family poverty and why it matters

This presentation will argue that unless poverty is tackled holistically the issues raised during this conference will continue to surface. That without tackling the root causes of poverty there can be no justice and that poverty itself is a denial of the most basic of human rights.

Looking at definitions and rates of poverty in the UK against a backdrop of pre and post pandemic responses the 4in10 Child Poverty Network is well placed to have an overview of the myriad of ways the voluntary sector in particular has tried and is trying to mitigate the effects of poverty. Are we all flying against gravity or are there ways that collectively we can make a difference that is lasting and a precursor to real societal change?

Key words like dignity and equality must be part of the wider response to poverty in 21st century Britain. Or should we just take to the streets and riot?

Ben Lyon (RJ4All Vice President) and Dasia Ngundam-Bohi, Restorative Justice Practitioner and Junior Projects and Admin Officer

Have your voices heard: Walking the talk

The long awaited Victim's Law is due to be delivered, with a month long consultation in its last stages and possibly unnoticed by many in our field of interest. The formal consultation will conclude by 3rd February. RJ4all and fellow practitioners have long been critical of the legal standing of victims and their treatment within the Justice System. We offer this last minute chance to have your say on the forthcoming legislation. We will concentrate on legislative points and changes that attendees consider essential to improve the legal position of victims, as this is likely to be the last opportunity to create legislation for years to come. Restorative Justice has a good record for having provided a non legislative support for victims to have their say and an opportunity for us to learn of the harm that the current legal process can exacerbate, so we have much to offer and are well motivated. Participants' views will be sought, then collated as a matter of record, before being jointly.

DAY 2 SPEAKERS (January 25)

9:00-11:00 Keynote Speakers

Dr Gerard Drennan, Consultant Clinical Psychologist, South London & Maudsley NHS Foundation Trust

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

The restorative justice paradigm seeks to bring people who have been affected by conflict into communication. The working model is that through supported dialogue, in a ritual structure, something profound can take place that will change the lives of the participants. The critique of this model of transformation is that it depends upon an almost alchemical process, and therefore lacks a model of change, or in other words, a model of rehabilitation. Rehabilitation services for people who are attempting to recover from trauma have created a wide range of intervention models, but which almost always start with some form of skills development. Rehabilitation services for people who have committed offences and have significant mental health challenges have also created models of rehabilitation that begin with skills development. This paper will describe the current progress in the South London & Maudsley mental health services in the development of a stepwise, progressive rehabilitation programme of skills acquisition to enable access to formal restorative justice interventions for mental health service users who have experienced harm or caused harm. These programmes have drawn heavily on art and creativity to fashion an experiential learning platform that makes sustainable change more likely. Recommendations for the further development of this work will be considered.

11:30-12:30 Parallel workshops

GROUP 1: ERASMUS "RESTORING RESPECT PROJECT"

RJ4All (UK)- Dasia Ngundam-Bohi, Restorative Justice for All CIC Institute; Junior Projects and Admin officer

RJ4All Restoring Respect Project

This presentation will discuss RJ4All's contribution to the Restoring Respect Project (RRP).

CSI (Cyprus)- Emily Psara, Center for Social Innovation - CSI; Project Manager

Mapping the Cypriot Context: Migrants' integration and employment barriers

This presentation aims to map out the situation of migration in Cyprus and explore the relationship between migration and integration based on the findings on Restoring Respect Project's primary research. Integration in the field of employment refers mainly to the participation of migrants and refugees in the labour market. Employment is critical to integration.

Work is essential for refugees and migrants to rebuild their lives and integrate into the economic and social fabric of the host society. But employment outcomes for refugees in Cyprus are not the desired. Despite high levels of qualifications and work experience, many migrants and refugees in Cyprus face serious difficulties finding jobs that match their skills, and they often have to undertake informal, short-term, low-paid jobs. This situation can exacerbate their sense of marginalisation. Therefore, this presentation primarily focuses on the employability challenges of migrants and refugees in the island and finally discusses the ways to tackle integration challenges.

EDRA (Greece)- Eleni Sakelariou and Maria Kosmo, KSDEO: EDRA; Sociologist

Migration and Greek Society

This presentation will include statistics and information about the migrant population in Greece over the last decades.

ICSE (Italy)- Viola Gaba, ICSE & CO; Project Manager in the social field

Second Generations in Italy: challenges and opportunities

The formation of a new generation of Italians with a migration background is now a consolidated reality that requires an articulated and long-term process of inclusion through structural policies, able to include the requests of belonging of this young part of the population. Second generation 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.

Notwithstanding their potential, young people with migrant backgrounds face many obstacles in their personal and professional development with respect to their native peers. On the grounds of research carried out in the Tuscany Region over 60 young people with migrant backgrounds and several round tables with policy-makers, the presentation will introduce the main issues affecting their access to equal opportunity in terms of citizenship, education and labour market. Finally, there will be several recommendations proposed by young people themselves to policy-makers in order to be more responsive to their needs and expectations for the future both at national and European level.

GROUP 2: "MENTAL HEALTH AND HEALING"

Zsuzsanna Geréb Valachine, Georgia Nicolau, Mandula Valachi, Clinical psychologist, art therapist/volunteer, student/researcher, pedagogist; LOKA/ LOKA, MMT/ CSI

Messages of the Self- workshop group art activity

In our workshop, participants will experience how individuals can assert their voice, express their personal feelings and find common values. We will introduce ourselves to each other through a warm-up playful creation, where our own symbols will speak for us alongside our names. Then a few minutes of short imagination will follow to get participants in the mood for the creative process, using breathing and relaxation. The individual creations will be defined by what is happening in the here and now, messages from the participants' own feelings, thoughts and soul. From the individual messages we will eventually create a collective group creation. Participants will be able to reflect on the creative process, themselves and the group experience. Through the discussion of the community creation, we try to raise awareness of the values, resources and experiences that the group has. The workshop experience can be paralleled with the process of art therapy in a mental health setting, where we try to identify common human desires, needs and feelings. Healing is only possible with understanding, acceptance and inclusion, both at the individual and social level. The workshop includes art, creative writing and group discussion. No prior artistic training is required to participate.

Eno-Akpa Rene Nkongho, Student at The Virtual University of Uganda

The Fragility of Refugee Law and Restorative Justice for Involuntary Migrants

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

The IOM (2021) in the global annual report on the technological, geopolitical and environmental report shaping migration holds that the number of displaced persons (forced migrants) rose from 84.8 million in 2019 to 89.4 million in 2020. Of these, the number of refugees are 26.4 million in 2020, an increase from 26 million in 2019 and this increase is driven by armed conflicts in many parts of the world. This workshop examines the transition of the living victims of armed conflict and war into the status of 'refugee' from the perspective of law, fact and practice in a bid to understand why Refugee Law is a fragile regime. Against this background the workshop shall explore burdens (protection gaps) that Refugee Law(s) permit on Forced Migrants with the purpose of enhancing participants' sensibilities and actions on the implications that these protection gaps necessitate for restorative justice and practises for Forced Migrants.

Elisa L. Iannacone, Reframe House; Author, Speaker, Cinematographer

Reframing Justice

Taking my personal experience with the legal system following pressing charges due to a sexual assault - I speak of the importance of restorative justice, and the power of healing and expressing trauma through restorative art - using "The Spiral of Containment: Rape's Aftermath", multi-media art exhibition and book as a key example.

13:30-14:30: Parallel workshops

GROUP 3: "ERASMUS: MENTAL HEALTH MATTERS"

RJ4All (UK)- Juozas Kelecus, RJ4All; Project Coordinator (MHM)

Findings of (MHM)

I will provide findings for MHM from the UK and dissemination numbers. Also, my presentation will include a brief exercise of restorative justice.

Jurgis Kelecus and Remigija Keleciene

"Mental health in practice: Stories from the users" Jurgis Kelecus and Remigija Keleciene (Lithuania)

This workshop will present the experiences of a mother who has been acting as a carer for her son in Lithuania. She will be supported by her son, a user of mental health services. Their experience by the mental health care system in Lithuania, the challenges they faced as well as their needs will be outlined. It is important that when new laws, policies and capacity building programmes are set up for mental health that they follow the restorative justice principles and include the users and their needs in their design"

EDRA (Greece)- Eleni Sakelariou and Nefeli Kresteniti, Head of European Projects Department

Edra-Coop's participation in MHM

This presentation aims to explain the way Edra-Coop took part in "Mental Health Matters". The presentation mentions the research for the modules, the piloting training on a national level, the final training in Spain and the experience of the greek professionals.

Fundacion Intras (Spain)- Claudia Erco, INTRAS Foundation; Project manager

INTRAS Foundation's participation in MHM

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. INTRAS foundation fully recognizes the benefits of this practice and since many years, its clients have been engaged in a variety of artistic activities, also involving local artists. Through the implementation of the MHM project, new interests have arisen regarding the introduction of restorative justice values into these practises or even in the identification of these values in different artistic activities already proposed by the foundation's professionals, who are now more aware of how Restorative Art can be used to promote their clients' social rehabilitation. Local art practitioners also had the chance to recognize how they can support this process. Hopefully, in the future there will be more and more opportunities to foster their collaboration in mental health services.

Georgia Nicolaou (Cyprus) - EU project manager at Center for Social Innovation, Cyprus

Center for Social Innovation's participation in MHM

Although the positive effect of mental health therapy through restorative arts on people with mental health disorders is widely recognised, its application in Cyprus is very limited. MHM project aimed to fill this gap through its activities and outputs. This presentation aims to present the results of the MHM project in the context of Cyprus where the Centre for Social Innovation – CSI was the organisation responsible for its implementation. The report will describe the methodology used to carry out the different activities of the project in the local context as part of CSI’s contribution to the development of the four intellectual outputs: the Training manual – The use of restorative art in mental health structures, the two training programmes addressed to mental health professionals and artists and this final eBook which will be the concluding IO of the project presenting the project’s results.

GROUP 4: "VICTIMS & VIOLENCE PREVENTION"

Didier Muller, RJ4All; Intern

Restorative Dialogue: Proposing an Alternative Approach to Preventing Violent Radicalisation and Violent Extremism in Young Adults

The violent radicalisation of young adults is becoming an increasing phenomenon worldwide. Individual, micro-environmental and societal factors can all exert impacts on young adults, increasing the likelihood of being exposed to and drawn into violent radicalisation. Negative life experiences, feelings of uncertainty and anxiety, and perceived injustice can be the driving factors of violent radicalisation. Family fallouts, social exclusion and lack of integration are also risk factors. In the U.K., upon the enforcement of the PREVENT strategy, a detection model has been adopted by health and education sectors to report potential cases of radicalisation. Such surveillance-based intervention has led to the unequal treatment and further stigmatization of certain ‘suspect’ communities, adding to the likelihood of young adults feeling disenfranchised, therefore, creating more targets for extremist recruitment.

This presentation proposes that improving the mental health status of young adults’ vulnerable to extremist recruitment could provide the necessary foundations for preventing violent radicalisation. Restorative Dialogue Against Violent Radicalisation (RDaVR) aims to introduce restorative dialogical methods against violent radicalisation as working tools for criminal justice professionals and volunteers working with young adult offenders, ex-offenders or individuals who are at risk of being drawn into violent radicalisation. It aims at the rehabilitation of young adults, granting them the personal skills and emotional resilience needed to deter them away from radicalisation. Such support can help young people develop social identities and a strong sense of belonging to their community, supporting their empowerment and encouraging political participation. So far, online surveys, interviews and focus groups which involved participants including victims of terrorisms, former offenders, and professionals who work with individuals at risk of violent radicalisation. The findings highlighted the importance of providing individualized mental health treatments for offenders, ex-offenders and individuals who are vulnerable to violent radicalisation.

This workshop will cover the potential uses of Restorative Dialogue for criminal justice professionals and volunteers working with young adult offenders. It will introduce new findings, detailing the success restorative justice has had within the field of preventing violent radicalisation and violent extremism.

Victoire Monet, RJ4All; intern

Mobilizing against extremism through countering and diverting radicalization of young people” Project (RADEX Project)

Mobilizing Against Extremism through Countering and Diverting Radicalisation of Young People (RADEX), is a 24-month project co-funded by the Erasmus+ Programme of the European Union (EU). The Project started from a diagnosis: in recent years, Europe is faced with an increased phenomenon of violent radicalisation, extremism and nationalism. 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 aim of RADEX is to make an impact on countering, preventing and diverting violent radicalisation of young people. To achieve this, two major needs have been identified: the need to provide tailored support to young people at risk of being groomed into violent radicalised acts and speech; and simultaneously, the need for youth workers and youth organisations to be equipped with knowledge and tools to detect the radicalisation process, online and offline.

The project RADEX will create by 2023 a full suite of educational resources containing research findings and information on youth radicalisation processes and best approaches on how to address it. An online training platform will be available containing all e-training modules, a video showcasing how, when and where different types of radicalization processes may take place, thus, empowering and fortifying young people, youth workers, social workers, youth organisations and any other professional working with youth.

Francesca Burt, Trainee Lecturer in A-Level Criminology

Prison Communication Through Covid: Women in the UK Penal System

This presentation falls under the categories of mental health and gender. Throughout the pandemic, inadequate support has been offered by the UK penal system to keep imprisoned women in touch with their families, despite promises from the UK government that communication will be continued. Previous data, alongside the limited data gathered through the pandemic so far, indicates that this will have had harmful consequences. This will have drastically impacted the mental health of both imprisoned women themselves, and their families (especially children). I will present some of the existing data, and consider the implications of Covid specifically for incarcerated women. This presentation is not part of any ongoing research, but builds on an essay written during my MPhil degree at the University of Cambridge.

14:30-15:30: Keynote Speakers

Simon Chambers, Senior Advisor for the British Council UK National Agency for Erasmus+

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

The four projects represented in this conference are among the 7,000 selected for funding under Erasmus+ and other of the EU's collaborative learning programme between 2013 and 2020. Erasmus+ has now ended and the UK is not part of the EU's successor programmes. For many people in this event, these kinds of projects and the experiences they offer are becoming less and less accessible. There are similar challenges for participants from outside the UK. Yes, there is still access to EU support - in theory; in practice, many organisations (in non-formal education, in particular) are struggling to preserve the capacity to work trans-nationally when national pressures are becoming more severe.

Some of this is due to Covid - and the expectations that young and community organisations (those that continue to operate at all) should focus only on the priority needs at local level arising from the



pandemic. But perhaps the way we've talked about trans-national learning projects has had an impact too. Perhaps we've not tried hard enough to answer the So What question - what difference has it made. This session suggests how we might think differently about our experience in these projects and others like them – so that they're recognised, celebrated and properly supported.