



# ORPHEUS

A European Interreg project  
in social innovation



ORPHEUS

SAFE SPACES

EVALUATION REPORT WORK PACKAGE 1

January 2023

## ORPHEUS

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## ABBREVIATIONS

LP, CoM: Lead Partner, City of Mechelen

PP2, PCC: Portsmouth City Council

PP3, UoP: University of Portsmouth

PP4, AUC: Artevelde University College for Applied Sciences

PP5, GGL: Greta Grand Littoral

PP6: Ceapire

PP7, UCR: University College Roosevelt

PP8, CdT: Contourdetwern / RNewt

## EXECUTIVE SUMMARY

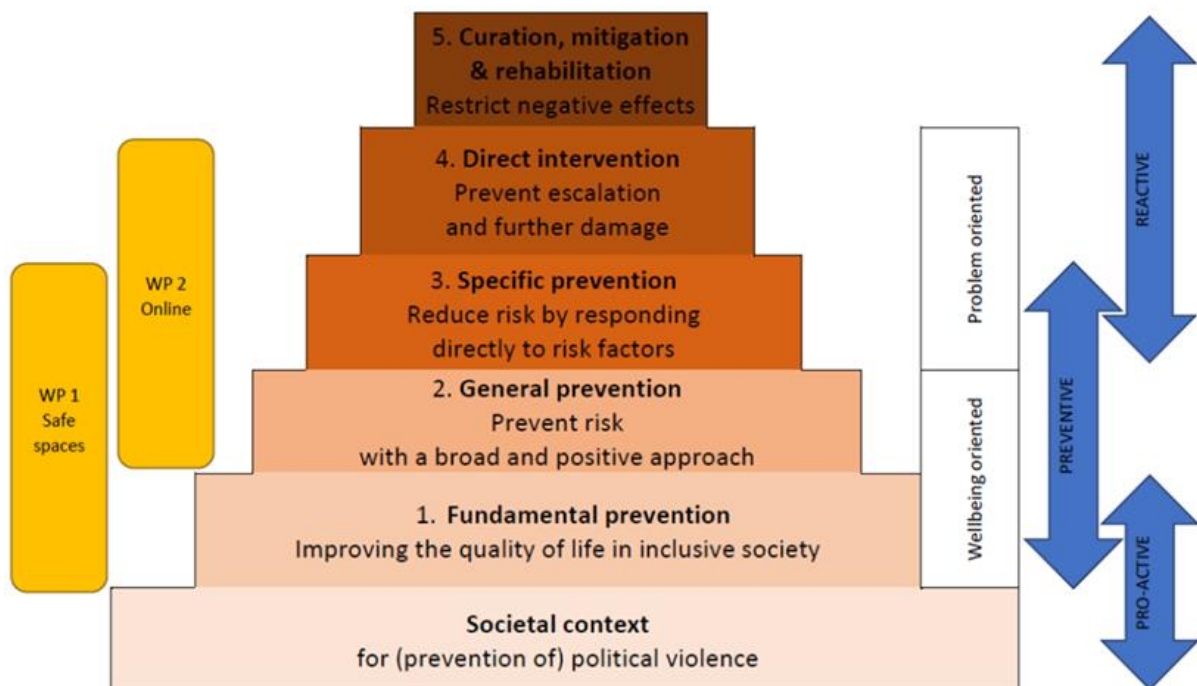
In the evaluation report (PP1 and PP4) on safe spaces, we draw conclusions from

- the monitoring Excel of the pilot partners (PP1 and 6, PP2, PP5 and PP8),
- the focus groups,
- from interviews with frontline workers and young people,
- as well as from the feedback surveys received during and after the pilots.

We will look into the successes and failures of the piloted methods.

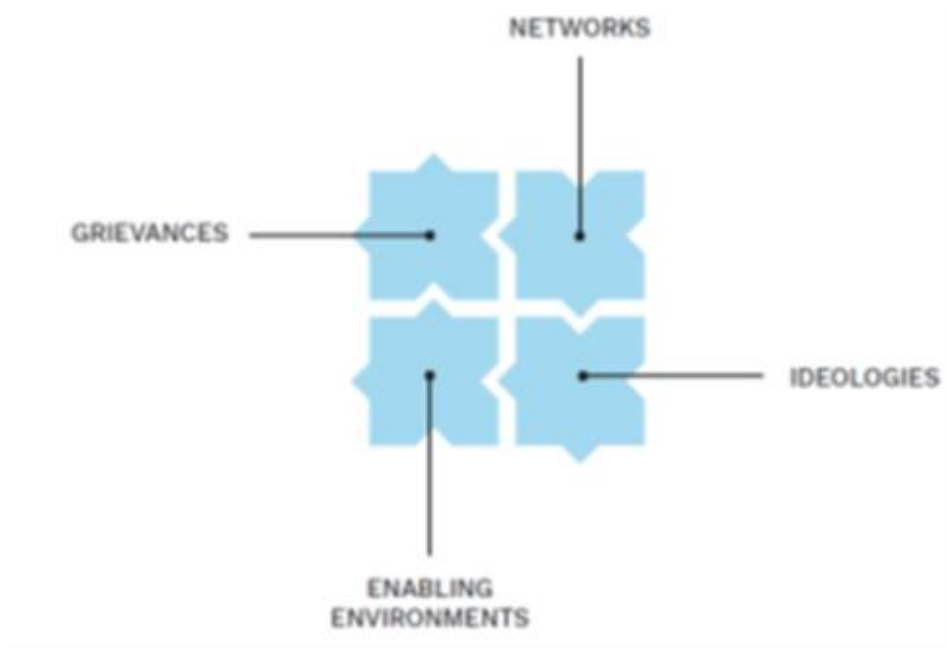
### 1 Introduction

The safe spaces work package brought an innovative approach in prevention work by aiming at the lower levels of the ORPHEUS prevention pyramid:



Within the safe spaces work package, ORPHEUS tackled the (interplay of) three risk factors of violent extremism by

1. strengthening positive networks for young people,
2. offering channels for expressing grievances and
3. promoting inclusive alter-narratives.



In order to emphasise the logic in terms of content and practice we structured the deliverables and activities in four parts:

1. piloting safe spaces
2. training field workers
3. reflecting on safe space methods
4. developing politicisation methods

The pilots within this work package started at the end of 2019 and would have been on cruising speed by March 2020. Public events, focus groups, the organisation of safe spaces, the trainings of frontline workers, ... were planned from spring of 2020 onwards. Due to the corona pandemic all those activities needed to be postponed. At

the same time, the lockdowns brought new challenges and urgent problems for young people in vulnerable situations. Pilot partners shifted their attention even more to the online life worlds of young people. To be able to reach all the targets in WP1, we asked for an extension of most deliverables, however without any effect on the end date of WP1.

*If you want to read more > see 1. Introduction*

## 2 Piloting safe spaces

Although 'safe spaces' was rather simply described in the application as a location with specific activities, it became clear right at the start of the pilots that this did not correspond to the **complex reality** of the organisations and their local context. Therefore, it was decided to start with a framework that would allow experimenting with the concept of 'safe spaces' in prevention work in the pilots. Through documentation by the professionals in the pilots and field visits by researchers, these experiments could feed **bottom-up method development**.

The safe spaces activities themselves took an **erratic course**, partly due to the pandemic, partly due to organisational and contextual difficulties in the pilots themselves. Corona stimulated ORPHEUS to develop existing cautious experiments with online work forms more robustly. An additional question now became whether and to what extent the **online environment** would change the character and guidance of safe spaces and what implications this would have for the professional supervisors.

ORPHEUS considers the young people involved in safe spaces in the first place as actors. As young equal citizens in our democratic societies they can be part of the solution, not of the problem. Although there is a very large consensus within the partnership on this view, **young people's agency** in safe spaces remains a challenge.

We identified a tension: is working with safe spaces a relevant method for specific prevention issues, or does it fit better in a more **general view on prevention**? Safe spaces connect to the lower layers of the ORPHEUS prevention pyramid: 'prevent risk with a broad and positive approach'



When safe spaces are applied to the third layer of the pyramid: **specific prevention**, there is a danger that the specific safety and agency of young people will be eroded. However, safe spaces can make a positive contribution to tackling risk factors in the ORPHEUS puzzle model **in a reserved and rather indirect way**

- controversial topics can be addressed comfortably >> narratives or 'ideologies'
- positive social bonding is supported >> 'networks'
- raising awareness of injustices and supporting the public expression of grievances >> 'grievances'

The **specific (in)formal contexts** of safe spaces have effects on the safe climate, activities, agency of young people, role of professionals, ... The online context was important and became only more relevant during the covid pandemic. In our evaluation we made parallel but also different observations in online prevention work.

We were able to develop crucial insights and detect preconditions in '**what makes a space safe(r)**'

The concept of a '**brave space**' gets a lot of support by professionals in the pilots. This stays vague in practice and professionals are reluctant in supporting the public expression of grievances. The professional role (perception) and the organisational culture set boundaries. The method development on politicisation (part 4 of this report) addresses this challenge.

These insights are further developed and illustrated in the publication on safe spaces that is presented during the ORPHEUS closing conference (November 2022).

*If you want to read more > see 2. Piloting safe spaces*

### 3 Training the professionals

The aim was to raise the level of **confidence** in different competencies of professionals by strengthening them through training. Based on the concept of safe spaces where delicate topics can be shared (internal dimension) and the public expression of their grievances is supported (external dimension), ORPHEUS decided to develop a training 'dealing with controversial issues' for the **internal dimension**, and a training 'politicisation' for the **external dimension** of safe spaces.

The training on **dealing with controversial issues** remained the key training.

- This training focuses on offering young people opportunities to express their **grievances** in an interactive, constructive and informal environment.

- Attention for a safe and respectful climate during intense discussions and for recognising opposites without lapsing into enmity contributes to **positive networks**.
- For the puzzle element of '**ideologies**': this training helps key persons to support young people in critical thinking on ideas, narratives, ...

The training on politicisation focused on supporting professionals in:

- Building/ strengthening positive and constructive **networks** among young people
- Offering channels to address **grievances**
- creating an **environment** where young people as fellow citizens can weigh in on the policies of their city/neighbourhood/country

Hence, there was great enthusiasm to invest more in training by developing three other trainings. These can also be linked to the puzzle model:

- The training on **online literacy** – cyber awareness has the aim to support professionals in the skills, knowledge, ability and confidence to support young people to develop their critical thinking skills to be able to evaluate effectively the information (including (false) information on ideologies) they encounter online (**ideologies**)
- The training **street culture** supports frontline workers in coping with the countering elements of youth culture. By highlighting the positive elements of youth culture, frontline workers can make an important connection with young people (positive **networks**). Frontline workers can help young people to express the countering elements of youth culture in a constructive manner (**enabling environments**).
- **Strengthening personal safety in safe spaces** support skills, knowledge, ability and confidence to build safe spaces amongst young people and in their relationship with professionals (positive **networks**).

The planning was tight, there was great enthusiasm. Corona, however, was a spoilsport for the testing of the trainings. We finally succeeded in developing the 5 training courses in co-creation with partners, with for each training three **products**

- an extensive manual with flexible small, medium and large versions of the training
- a resource pack for the trained professionals
- and Power Points that can be used during trainings.

The first **results** of these trainings were promising: 90% of professionals reported increased overall confidence in the topic-specific competencies following completion of the training, and 83% reported increased confidence for the general project competencies.

*If you want to read more > see 3. Training the professionals*

#### 4 Developing methods for politicisation

ORPHEUS accepts the need of supporting young people to express and address their grievances in the public sphere as part of our prevention efforts. We developed **methods** on 'politicisation with vulnerable youth' with a three-language **manual** as a result.

Despite the broad 'theoretical' support for this new approach within the ORPHEUS partnership, the idea of 'politicisation of grievances' was met with some **reluctance** from pilots, professionals and organisations. This reluctance undoubtedly had to do with the confusion about and unfamiliarity with the **concept of politicisation**. After all, this is often (negatively) associated with politics.

That is why we chose for the slogan 'Get up, stand up' and for the baseline: '**supporting young people in their struggle against injustices**'. This made it immediately clear that the focus is on collective awareness and social action against economic, cultural and political forms of injustice. The developed method focuses on recognising these forms of injustice and on guiding processes of supporting young people in their struggle against injustice.

Due to the lack of knowledge, skills and practical experience of many professionals and their concerns about their professional role in this field, we decided to make a very **practice-oriented manual** with more than twenty cases from different countries. Different strategies and methodical steps in processes of politicisation are shown. The inevitable link with unequal power relations and the building of networks of supporters is explained.

The **training** is directly linked to these chapters in the handbook and aims to increase the insight and skills of professionals in interactive workshops where their experiences, questions, doubts and ambitions are explicitly considered. In the period September 2022-February 2023, this training will be valorised in various **training courses**, ranging from short practical workshops with youth workers to a more intensive master class.

The action research in preparation of this handbook, the handbook itself, the presentation during a conference for youth workers and prevention workers in April

2022 and the training modules linked to this handbook were all developed in **intensive co-creative processes** with young people, youth workers and educators in the youth work with young people in socially vulnerable situations. These co-creative processes ensured that the **agency** of young people and youth workers was very explicit and clear.

*If you want to read more > see 4. Developing methods for politicisation*

## 5 Output of Work Package 1: Safe spaces

We produced several publications and trainings in Work Package 1. These are all to be found on our website: <https://www.orpheusproject.eu/en/home>

1. *ORPHEUS' Position Paper. Basic Concepts and Models*, 2019.
2. Bart Van Bouchaute, Reyhan Görgöz, Raf Debaene, Denoix Kerger & Tim Vanhove (2020) *From 'de-radicalisation' to 're-politicisation' in youth welfare work?*. Artevelde University of Applied Sciences Ghent, Belgium

Five training courses and related manuals, resource packs and presentations for professionals, are available in English, Dutch, and French:

3. Bart Van Bouchaute, Reyhan Görgöz, John Webster and Charlie Pericleous, (2022), *Dealing with controversial issues. Manual for the training of professionals*. ORPHEUS Consortium.
4. Bart Van Bouchaute, Reyhan Görgöz, John Webster and Charlie Pericleous, (2022), *Dealing with controversial issues. Resource pack for professionals*. ORPHEUS Consortium.
5. Bart Van Bouchaute, Reyhan Görgöz, John Webster and Charlie Pericleous, (2022), *Omgaan met controversiële kwestie. Handleiding voor het trainen van professionals*. ORPHEUS Consortium.
6. Bart Van Bouchaute, Reyhan Görgöz, John Webster and Charlie Pericleous, (2022), *Omgaan met controversiële kwestie. Resource pack voor professionals*. ORPHEUS Consortium.
7. Bart Van Bouchaute, Reyhan Görgöz, John Webster and Charlie Pericleous, (2022), *Traiter les questions controversées. Manuel de formation pour les professionnels*. ORPHEUS Consortium.
8. Bart Van Bouchaute, Reyhan Görgöz, John Webster and Charlie Pericleous, (2022), *Traiter les questions controversées. Pack de ressources de formation pour les professionnels*. ORPHEUS Consortium.

9. Baarendse Lies, Park Eri, Van Leuven Alexander (2022) *Strengthening personal safety in safe spaces. Manual for the training of professionals*. ORPHEUS Consortium.
10. Baarendse Lies, Park Eri, Van Leuven Alexander (2022) *Strengthening personal safety in safe spaces. Resource pack for training professionals*. ORPHEUS Consortium.
11. Baarendse Lies, Park Eri, Van Leuven Alexander (2022) *Versterken van sociale binding en groepsvorming met jongeren. Handleiding voor de training van professionals*. ORPHEUS Consortium.
12. Baarendse Lies, Park Eri, Van Leuven Alexander (2022) *Versterken van sociale binding en groepsvorming met jongeren. Resource pack voor de training van professionals*. ORPHEUS Consortium.
13. Baarendse Lies, Park Eri, Van Leuven Alexander (2022) *Renforcer la sécurité dans les espaces sûrs. Manuel de formation pour les professionnels*. ORPHEUS Consortium.
14. Baarendse Lies, Park Eri, Van Leuven Alexander (2022) *Renforcer la sécurité dans les espaces sûrs. Pack de ressources de formation pour les professionnels*. ORPHEUS Consortium.
15. Jolijn van der Grinten, Peter van Mullem and Youcef Naimi (2022) *Moral panic, youth and counterculture. Resource pack for training professionals*. ORPHEUS Consortium.
16. Jolijn van der Grinten, Peter van Mullem and Youcef Naimi (2022) *Moral panic, youth and counterculture. Manual for training professionals*. ORPHEUS Consortium.
17. Jolijn van der Grinten, Peter van Mullem and Youcef Naimi (2022) *Morele paniek, jeugdcultuur en tegencultuur. Handleiding voor de training van professionals*. ORPHEUS Consortium.
18. Jolijn van der Grinten, Peter van Mullem and Youcef Naimi (2022) *Morele paniek, jeugdcultuur en tegencultuur. Resource pack voor de training van professionals*. ORPHEUS Consortium.
19. Jolijn van der Grinten, Peter van Mullem and Youcef Naimi (2022) *Panique morale, jeunesse et contre-cultures. Manuel de formation pour les professionnels*. ORPHEUS Consortium.
20. Jolijn van der Grinten, Peter van Mullem and Youcef Naimi (2022) *Panique morale, jeunesse et contre-cultures. Pack de ressources de formation pour les professionnels*. ORPHEUS Consortium.

21. Annie Kirby, Vasileios Karagiannopoulos, Shakiba Oftadeh-Moghadam and Céline Devienne (2022) *Critical literacy and online awareness. Manual for training professionals*. ORPHEUS Consortium.
22. Annie Kirby, Vasileios Karagiannopoulos, Shakiba Oftadeh-Moghadam and Céline Devienne (2022) *Critical literacy and online awareness. Resource pack for training professionals*. ORPHEUS Consortium.
23. Annie Kirby, Vasileios Karagiannopoulos, Shakiba Oftadeh-Moghadam and Céline Devienne (2022) *Kritisch denken en online bewustzijn. Handleiding voor de training van professionals*. ORPHEUS Consortium.
24. Annie Kirby, Vasileios Karagiannopoulos, Shakiba Oftadeh-Moghadam and Céline Devienne (2022) *Kritisch denken en online bewustzijn. Resource pack voor professionals*. ORPHEUS Consortium.
25. Annie Kirby, Vasileios Karagiannopoulos, Shakiba Oftadeh-Moghadam and Céline Devienne (2022) *Approche critique et sensibilisation en ligne. Manuel de formation pour les professionnels*. ORPHEUS Consortium.
26. Annie Kirby, Vasileios Karagiannopoulos, Shakiba Oftadeh-Moghadam and Céline Devienne (2022) *Approche critique et sensibilisation en ligne. Pack de ressources de formation pour les professionnels*. ORPHEUS Consortium.
27. Bart Van Bouchaute, Peter Cristiaensen (2022) *Get Up Stand Up. Supporting young people in their fight against injustice. Manual for the training of professionals*. ORPHEUS Consortium.
28. Bart Van Bouchaute, Peter Cristiaensen (2022) *Get Up Stand Up. Jongeren ondersteunen in hun strijd tegen onrecht. Handleiding voor de training van professionals*. ORPHEUS Consortium.
29. Bart Van Bouchaute, Peter Cristiaensen (2022) *Get Up Stand Up. Accompagner les jeunes dans leur lutte contre l'injustice. Manuel de formation pour les professionnels*. ORPHEUS Consortium.

A book, based on the action research, on politicization, available in 3 languages. The Dutch version was printed, the English and French version are available on our website (see above):

30. Bart Van Bouchaute, Reyhan Görgöz en Peter Cristiaensen (2022) *Get Up, Stand Up. Jongeren op de bres tegen onrecht. Praktijkboek vol voorbeelden van politisering door jongeren*. ORPHEUS Consortium.
31. Bart Van Bouchaute, Reyhan Görgöz en Peter Cristiaensen (2022) *Get Up Stand Up: Young people at the forefront against justice. A casebook full of examples of politicisation by young people*. ORPHEUS Consortium.

32. Bart Van Bouchaute, Reyhan Görgöz en Peter Cristiaensen (2022) *Get Up Stand Up: Les jeunes en première ligne contre l'injustice. Recueil d'exemples de politization par les jeunes*. ORPHEUS Consortium.
33. Reyhan Görgöz, Denoix Kerger and Alexander Van Leuven (2023) *From Safe to Brave Spaces*. ORPHEUS Consortium.
34. Reyhan Görgöz, Denoix Kerger en Alexander Van Leuven (2023) *Van Safe naar Brave Spaces*. ORPHEUS Consortium.

We organized 8 ORPHEUS webinars, all available on the Youtube-channel of ORPHEUS ([https://www.youtube.com/@orpheus\\_project3528](https://www.youtube.com/@orpheus_project3528)).

For work package 1 the following webinars are especially relevant:

35. *The prevention pyramid as a basis for developing methods tackling the risks of violent extremism? A critical reflection*. 2020
36. *When do individuals radicalise? In search of an integrated model for the explanation of violent extremism* (Rik Coolsaet, professor Emeritus of International Relations at Ghent University (BE)). 2020.
37. *Safes Spaces: Lockdown Edition*. 2021

# INTRODUCTION

## 1 Safe spaces work package in the application

Within the safe spaces work package, ORPHEUS tackles the (interplay of) three risk factors of violent extremism by 1) strengthening positive networks for young people, 2) offering channels for expressing grievances and 3) promoting inclusive alter-narratives about societal issues.

*“A safe space will be a location where young people can meet each other, supported by professionals they trust. In safe spaces delicate topics can be addressed comfortably, young people are stimulated to engage in social institutions, and are supported in the public expression of grievances. These safe spaces are organised in such a way that they enable us to offer a pedagogical support as opposed to a disproportional repressive reaction.”*

In our prevention model we cover two dimensions of safe spaces:

### ❖ Internal dimension

We will develop safe spaces for young people, organised as an integrated network of social services aimed at youth in vulnerable situations. We engage two target groups.

On the one hand, key players (such as social and youth workers, educators, voluntary key players and peers) receive coaching for upskilling. They are advised and informed on how to engage in and facilitate implementation of safe space solutions for young people who are at risk of social alienation. In this way, we integrate a preventive role for key players. Alter-narratives from WP2 are included in the safe spaces training.

On the other hand, young people are offered safe spaces for dialogue with peer-to-peers and skilled educators. These open dialogue sessions give young people the opportunity to express their grievances in an interactive, constructive and informal environment and engage in legitimate ways to address them. We will run four pilots in the four countries. The aim is to test and compare different safe space pilots with different key players who all work in a preventive way with alienated young people.



### ❖ External dimension

We will support young people to strengthen their **positive network** with family, friends and institutions. Young people are stimulated to engage in social institutions.

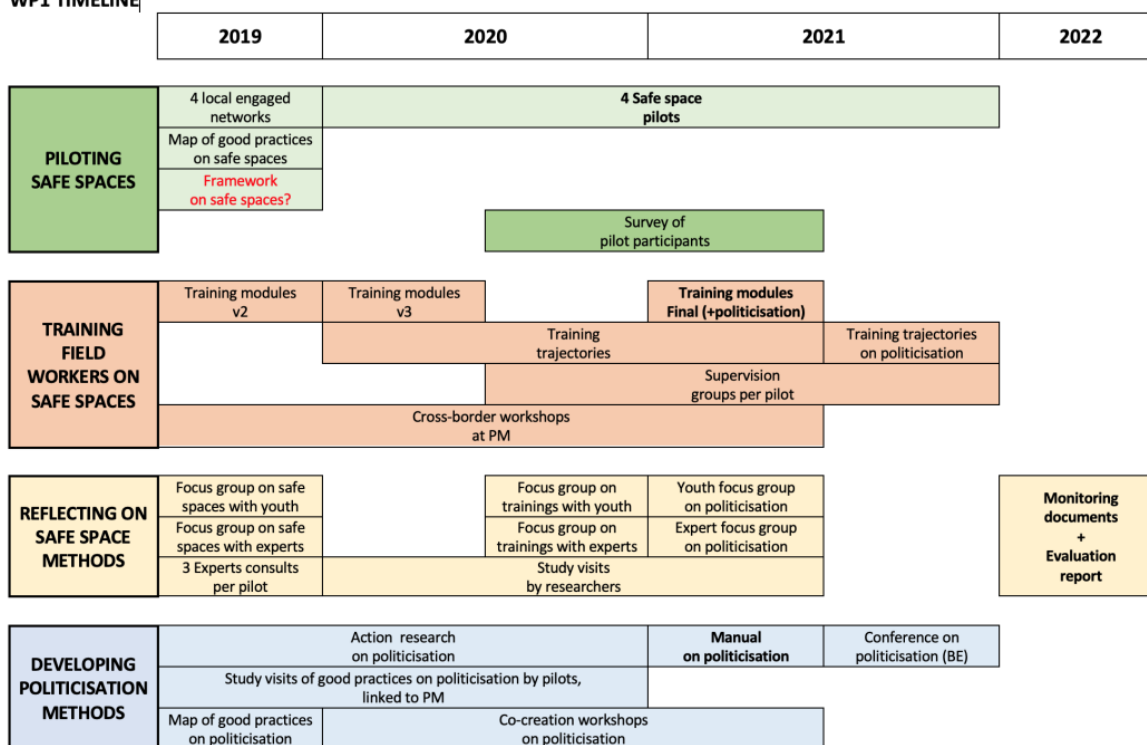
We will develop methods to support young people to **express their grievances** in the public sphere. Field workers will be supported and trained to empower young people to work in the public sphere to express and address their grievances in a legitimate way. We will develop methods on 'politicisation with vulnerable youth', with a three-language manual as a result. The method and manual are integrated in the training trajectory and the group supervision for field workers."

## 2 Structure of the work package

Within this work package, we have grouped the deliverables into larger, coherent wholes for our internal operation. In order to emphasise the logic in terms of content and practice. In the original timeline we structured the deliverables and activities in four parts:

1. piloting safe spaces
2. training field workers
3. reflecting on safe space methods
4. developing politicisation methods

### WP1 TIMELINE



## 3 Modification

The pandemic had a huge impact in this work package. The pilots within this work package started at the end of 2019 and would have been on cruising speed by March 2020. Public events, focus groups, the organisation of safe spaces, the trainings of frontline workers, ... were planned from spring of 2020 onwards. Obviously, all those

activities needed to be postponed. At the same time, the lockdowns brought new challenges and urgent problems for young people in vulnerable situations. Youth workers testified that a lot of young people “disappeared from the radar”. Being confined to their homes, young people went more than ever online. Pilot partners took up their responsibility and shifted their attention even more to these online life worlds of young people. In this sense, we asked for changing the title of WP1, by deleting the word “offline”.

To be able to reach all the targets in WP1, we asked for an extension of most deliverables, however without any effect on the end date of WP1.

**PROPOSAL MODIFICATION WP1 TIMELINE (1/10/2020)**

	2019	2020	2021	2022
PILOTING SAFE SPACES	4 Local engaged networks	2 meetings with the local network/pilot		
	Framework on safe spaces	Mapping safe spaces		
		4 Safe space pilots		
	Survey of pilots participants			
TRAINING FIELD WORKERS	Overview existing material PPs	Training modules Draft 1	Training modules Draft 2	Training test versions controversial issues 1/20 other topics 01/21
				Evaluation Training modules 09/21
				Final version Training 12/21
		Training trajectories (test version)		
				Training trajectories (final version)
	Supervision groups per pilot			
REFLECTING ON SAFE SPACE METHODS	1 Focus group on safe spaces with youth per pilot			
	1 Focus group on safe spaces with experts per pilot			
	3 expert consults per pilot			Monitoring documents + Evaluation report
	Study visits by researchers			
DEVELOPING POLITICISATION METHODS	Action research on politicisation			
	Framework on politicisation	Mapping good practices of politicisation	Study visits/online seminars of good practices on politicisation in pilot region, linked to PM	
	Co-creation (live or online) workshops on manual method politicisation			
		Training poliitisation 01/21		PM 09/21 Concept manual
				Manual politicisation Conference (B)

In this evaluation report we will further refer to the amended application and the adapted work plan. We present it in a transparent way so that additions and deletions compared to the original work plan are clear.

## 4 Evaluation of the safe spaces work package

### ❖ Evaluation deliverables

In the amended application two evaluation deliverables are described:

#### D 131 Monitoring Document

For each pilot we keep a document with quantitative data such as the number of young people participating, the topics covered, number of key players involved, number of trainings received, etc. Qualitative and quantitative data are also collected from the feedback surveys ~~completed by the pilot participants~~.

PP4 conducts field visits to each pilot to gather qualitative data feeding D132 and WP3.

The monitoring is ongoing and will feed the evaluation and cross-border sessions on exchange between PPs project partners on the effectiveness of our approach (all PPs).

The following data were systematically reported in the **ORPHEUS Central Registration system**:

- PARTICIPATION
  - FOCUS GROUPS
    - D112 participation focus group young people (pilots)
    - D112 participation focus group frontline workers and experts (pilots)
  - PARTICIPATION TRAINING OF FRONTLINE WORKERS
    - D121 participation Pro: training of frontline workers (pilots)
  - YOUNG PEOPLE SAFE SPACES
    - D122 participation YP: safe spaces
  - SUPERVISION GROUPS WITH PROFESSIONALS
    - D124 participation Pro: 8 local sessions of supervision groups (pilots)
- QUESTIONNAIRES
  - YOUNG PEOPLE PARTICIPATING IN SAFE SPACES

- D122 Questionnaire-YP: Feeling less socially alienated (pilots)
- PROFESSIONALS PARTICIPATING IN TRAINING
  - D113 Questionnaire-Pro: more confidence (pilots)
  - D113\_PP4\_Questionnaire-Pro: after training on politicisation (integrated in test versions of trainings)

As WP1 leader Arteveldehogeschool proposed to include field visits to pilots in the amended application. This is a qualitative research part meant to complete and deepen the monitoring efforts in WP1.

D132 Evaluation report on prevention work 1 30/06/2022

In the evaluation report (PP1 and PP4) on safe spaces we draw conclusions from the monitoring Excel of the pilot partners (PP1 and 6, PP2, PP5 and PP8), the focus groups, from interviews with frontline workers and young people, as well as from the feedback surveys received during and after the pilots. We will look into the successes and failures of the piloted methods.

### ❖ Sources for the evaluation

The basis for the evaluation was the **registration** in the Central Registration System

- Safe spaces:
  - The qualitative reporting on the safe space activities by the pilots
  - The feedback survey with participants
- Training for professionals: the evaluation of the test versions of the training programs
  - The qualitative reporting by the pilots with templates
  - The pre- & post-tests for participants
- The focus-group 1/ with young people and 2/with field workers and experts on different topics concerning 'safe space methods'.

In addition, we integrated the **field visits** in the pilots to support the evaluation but also the method development. The qualitative reporting on the safe space activities and the trainings (with templates) had to fit in these field visits: we expected the pilots to systematically collect and share information in preparation for the field visits.

## 5 Structure of the evaluation report

In this evaluation report, we synthesize our deliverables in three parts

- (1) We start with our central output and deliverables: piloting safe spaces with young people.
- (2) We describe and evaluate the trainings we developed to support the professionals.
- (3) We focus more specifically on our method development on the public expression of grievances (politicisation).

# PILOTING SAFE SPACES

## 1 Overview of deliverables

For piloting the Safe Spaces, the following Deliverables in WP1 are connected to specific targets and results:

### D 1.1.1 Local engaged network - 30/09/2019

In each pilot area (PP1 with PP6, PP2, PP5 & PP8), we identify places where connection with young people can be made in safe spaces: schools, leisure clubs, youth work or any other relevant organisation. Together with key players we search for an appropriate approach to tackle reluctance or unawareness. We map good practices of the politicisation of grievances in the project area (PP4). The project partners work locally and review cross-border to provide feedback on the engagement processes.

### D 1.2.2. Safe space pilots to offer young people the place & space to express themselves safely – New End Month 30/04/2022 (originally 31/12/2021)

We organise open dialogue sessions, **both offline and online**, in all pilot areas PP1/PP6, PP2/PP3, PP5 and PP8. We set up an open dialogue with participation of young people, local key players, peers, role models, experts and/or moderators, depending on the context, to enable us to adapt the setup to specific needs and compare effectiveness of the approach. ~~We target monthly sessions during the school year with groups of young people and with follow up every 4 months depending on availabilities.~~ We experiment with diverse settings and activities. **A framework for offline safe spaces (PP4) is extended with online work.**

The specific results are:

- young people in vulnerable situations are less socially alienated, less frustrated towards society and more resilient, which decreases their risk of radicalisation.
- Key players - like frontline workers, educators from school, youth work & social organisations - are better skilled to open a dialogue and are less reluctant, so they will engage in prevention to decrease the risk of radicalisation.

Targets:

- 40 Key players are active partners in a local integrated prevention service: the consortium as a whole connected to 49 key players
- 400 Young people participate in a safe space activity of which 20% feel less socially alienated

D 1.1.1 Local engaged network		
Project partner	Pilot	Organisations are involved to support the implementation of WP1
LP1 + PP6	Pilot in Mechelen (BE)	20
PP2	Pilot in Portsmouth (UK)	12
PP5	Pilot in Calais (FR)	10
PP8	Pilot in Dordrecht (NL)	7
Total		49
D.1.2.2. Safe space pilots to offer young people the place & space to express themselves safely		
Project partner	Pilot	Young people participating in Safe Spaces
LP1 + PP6	Pilot in Mechelen (BE)	133
PP2	Pilot in Portsmouth (UK)	119
PP5	Pilot in Calais (FR)	120
PP8	Pilot in Dordrecht (NL)	95
Total	All pilots	467



## 2 Starting framework: safe between protection and emancipation

*At the start of the ORPHEUS project, the team of the Artevelde University of Applied Sciences developed a paper based on the application and the position paper on basic models. The aim was to support the further development of 'safe spaces' within ORPHEUS. The framework was discussed with all partners during the 2nd Partner Meeting in October 2019 in Ghent. Here, we highlight the main topics in this document*

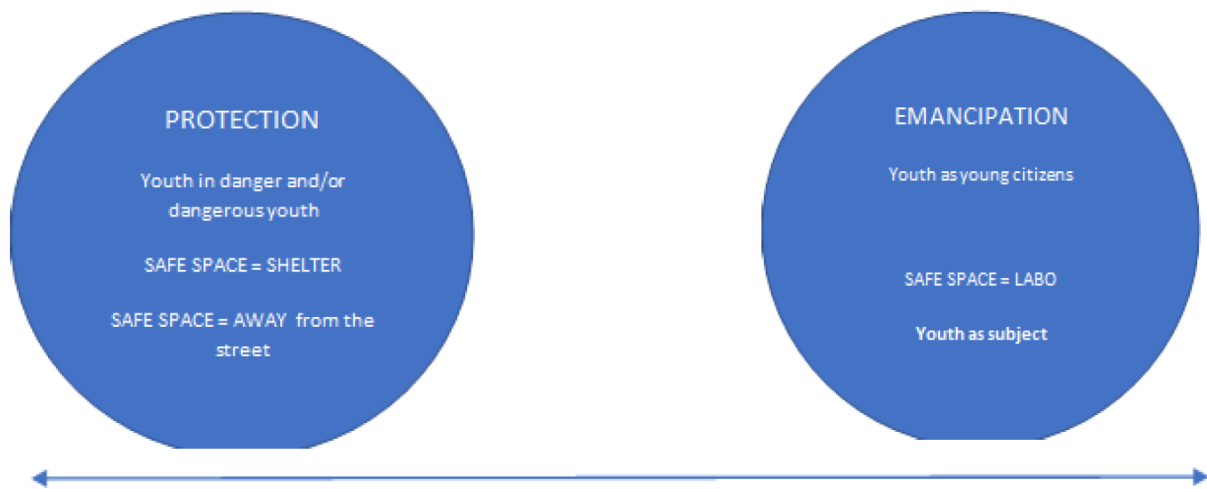
The purpose of this framework was to draw lines, formulate conditions and characteristics on safe spaces instead of defining what safe spaces should be in ORPHEUS. This has two reasons:

- (1) the variety on *contexts of the pilots* in which safe spaces will be developed, and
- (2) *ethical and methodological principles*. We cannot determine in advance what safe spaces are, as they will be defined or developed in co-creation between professionals and young people.

### ❖ Safe spaces between protection and emancipation

In the context of prevention, safe spaces can be seen as an attractive concept because it supposedly **protects** young people from risks. Safe space work opens a door for renewed socialisation, creating the 'good democratic citizen'. These processes lead to moulding young people towards a certain ideal and a stance where safeguarding is the central issue.

Another view on safe spaces is to consider them as a laboratory, where people can experiment with different forms of participation, identities, behaviour and ideas. Some of these places were not only set up from a protective perspective but could also have an **emancipatory function**. In some cases, to prepare young people for the 'real world', in other cases by self-emancipation. This space and praxis should be more attractive, promising and rewarding than the easy alternatives 'outside'. Certain groups, organisations and movements promise quick and easy identities and ways to engage (Sieckelinck, 2017).



### ❖ The educational view behind safe spaces

So, the concept of safe space is not so much characterised by a location, institution, organisation... but by the **educational view** behind it. This view should be aimed at rebalancing the protection and emancipation dimension, and **(re)install 'safe spaces as laboratories'** where young people are in charge, working together in empowering ways and participate in the whole society. In ORPHEUS, we conceive safe spaces as hubs for experimenting, conscientisation, taking up responsibilities, engaging and organising in actual and local context. In these safe spaces, 'radicalisation' and 'polarisation' and the effects of this focus can indeed be an issue - if it is brought up by the participants. However, the main focus should be on expressing needs and grievances and finding ways to cope with challenges.

The professional in safe spaces

A key element in the development of safe spaces is **the presence and role of the professional**. Taken for granted ideas and traditions on the role, on creating conditions, the use of safe spaces and ideas of emancipation or empowerment are to be discussed and shaped by professionals, in cocreation with young people. Various studies (Van Alstein, 2017; Van Bouchaute e.a., 2018; MENARG, 2019) have indicated that professionals need **support** in at least three key elements:

- Maintaining a relation of trust and confidentiality,
- Overcoming a lack of confidence to intervene,
- Dealing with the question 'what is negotiable and what isn't?' in discussing controversial issues with young people.

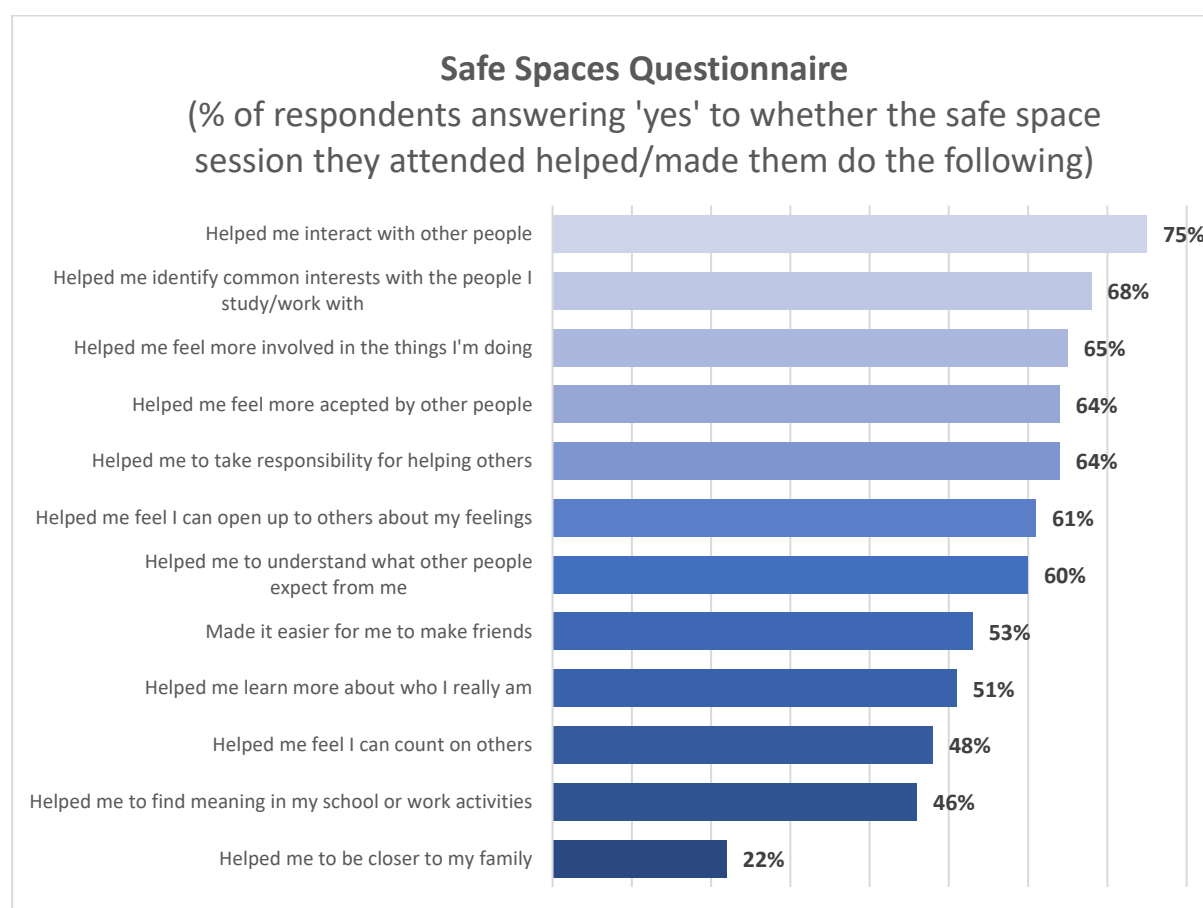
❖ **Developing safe spaces in the local context with young people**

A last idea on safe spaces, is that it has to be situated in **context**. In certain neighbourhoods, communities, families, a school can indeed be considered as a safe space in the perception of young people. The same goes for embedded youthwork. If these places are not considered as safe by the users, ORPHEUS should engage to develop these places towards (more) safe spaces and/or to install new spaces. The defining and creation of safe spaces should be in **cocreation with young people**, since they have to consider the places as safe.

### 3 Overview and interpretation of the quantitative evaluation

Young people attending safe space sessions were invited to complete a short questionnaire to help measure whether the session had reduced their levels of social alienation. The questions in the survey were adapted from the Jessor and Jessor scale of social alienation designed for adolescents. This scale measures generalised alienation in terms of uncertainty about the meaningfulness of daily roles and activities and a belief that one is isolated from others.

Based on 114 survey responses, 96% of young people who attended a session indicated a decrease in social alienation in a least one area. The percentage of respondents responding positively to each question is shown in the chart below:



Jessor, R. & Jessor S.L. (1977). Problem Behaviour and Psychosocial Development: A Longitudinal Study of Youth. New York, Academic Press.

## 4 Qualitative evaluation

The qualitative evaluation was based on the field visits in the pilots and the participatory observations in safe spaces

1. Presentation of and discussion on the monitoring system with the pilots 02/21
2. Preparation of the field visits:
  - Pilots keep templates of 'safe space activities' – researchers read them and all relevant documents in the Central Registration System
  - Shared agenda by researchers and pilot
3. Participatory observation by KU Leuven University
4. Field visit PPI/PP4: interviews with field workers and with managers of the organisations

Due to corona we had to reschedule, postpone, change to online meetings...

Eventually we conducted interviews in:

- City of Mechelen
  - ContourdeTwern in Dordrecht
  - Greta Grand Littoral in Calais
  - Portsmouth City Council
5. Analysis of the interviews 03/-04/22
  6. Discussion on key topics during cross-border workshop PM Portsmouth 5/22
  7. Integration in draft evaluation report 06/22
  8. Feedback from all partners 07-08/22
  9. Final report WP1 09/22

## 5 Safe spaces and/in prevention work

### ❖ Societal context

- New prevention issues have developed in the course of the project, e.g., the increase in the threat of violent extremism from the extreme right, polarisation during the corona pandemic, conspiracy theories, ...
- Events in society have a great impact on the possibilities for prevention work e.g., the assassination of the French teacher Paty in October 2020 has increased the fear in schools to talk with young people, parents a.s.o. about controversial issues.
- We identify a tension: is working with safe spaces a relevant method for specific prevention issues, or does it fit better in a more general view on prevention? This issue is linked to our view on prevention in our prevention pyramid (see lower)
- Another tension is the gap between prevention issues in/of society and the prevention issues felt and expressed by young people, e.g., their problems with identity and gender issues, body shaming, social position, future.... This is one of the issues about the agency of young people in prevention work (see below)
- Covid brought new challenges: the frustration of young people about the corona restrictions, the risk of riots in neighbourhoods, cities and countries.
- The restrictions as a result of the covid pandemic meant that a lot of the offline safe spaces had to close or evolve to online safe spaces. This was something the professionals (youth workers) were not necessarily ready for. Even now, as most of the restrictions have been removed, the online field work in general and online safe spaces are still concepts that haven't been fully developed.

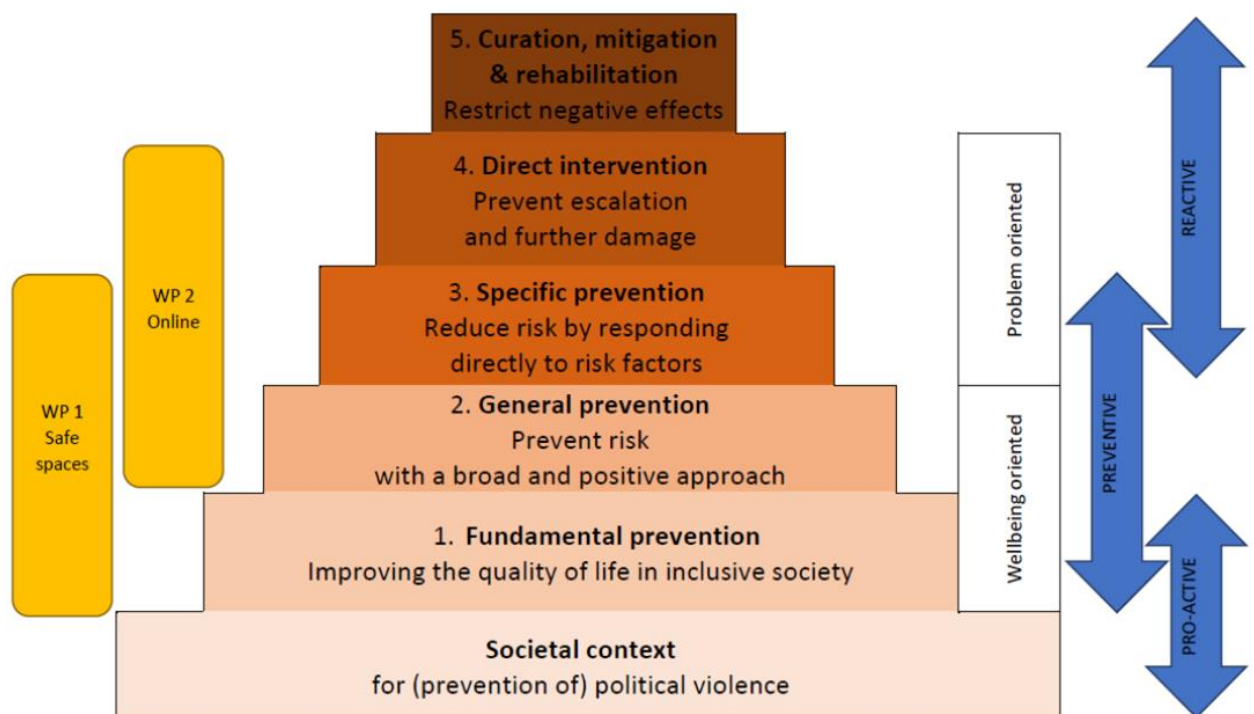
❖ **'Safe space': a broad concept with various interpretations**

- Due to the bottom-up development of safe spaces in our project, we noticed that the concept functioned as a container concept that was interpreted in many different ways by professionals in the pilots.
  - Safe space as 'specific activity' delimited in space and time.
  - Safe space is 'space' of young people, as a professional you enter their space, or it is just a safe space because it is not controlled by adults.
  - Safe space is not so much a place, but a certain feeling or 'mindset'.
  - Safe space is a safe climate.
  - Safe space is not more than/more than a method.
  - Safe space can be a virtual concept which leads to online safe spaces.
- In any case, we can state that the narrow interpretation of safe spaces as 'a location' in the application has less connection with reality. We think that the notion of 'safe space as a 'social pedagogy' in our provisional framework is more promising for the further development of the concept.
- From that perspective safe spaces can better be understood as a relational process than as a fixed formula or product to implement. 'To make the space safer or better' is the core of this process.

❖ **Safe space as a general pedagogical approach or as a solution to specific problems?**

- During our interviews with field workers and managers in the pilots, we noticed a tension: is safe space a general approach for all young people/all kind of issues or is it a specific approach targeted to problematic issues and/or specific target groups? ( I.e., youth in vulnerable situations)
- In the more generalist view, safe space work relates to ideas on civic education for all young people. Key aims are strengthening critical thinking, discussing delicate topics, ... This view implies two challenges

- The underlying question here is: what is the 'good' citizen? Within our project we warn for a very depoliticised view on the model citizen within a harmonic society: a democratic society implies inevitably differences in views and lifestyles, so a 'one size fits all' approach is not appropriate and productive.
  - When 'safe space' is considered a kind of 'baseline' for a pedagogical approach e.g., by youth workers, they are very reluctant to a 'specific' safe space method for prevention work. This could lead to an instrumentalization of the core aspects of good youth work
- We can support this view on 'safe spaces' with a reference to our prevention pyramid. Here we emphasise the need for prevention work at the 'lower' levels of the pyramid. Safe spaces connect in that approach to the second layer of the pyramid: 'prevent risk with a broad and positive approach'

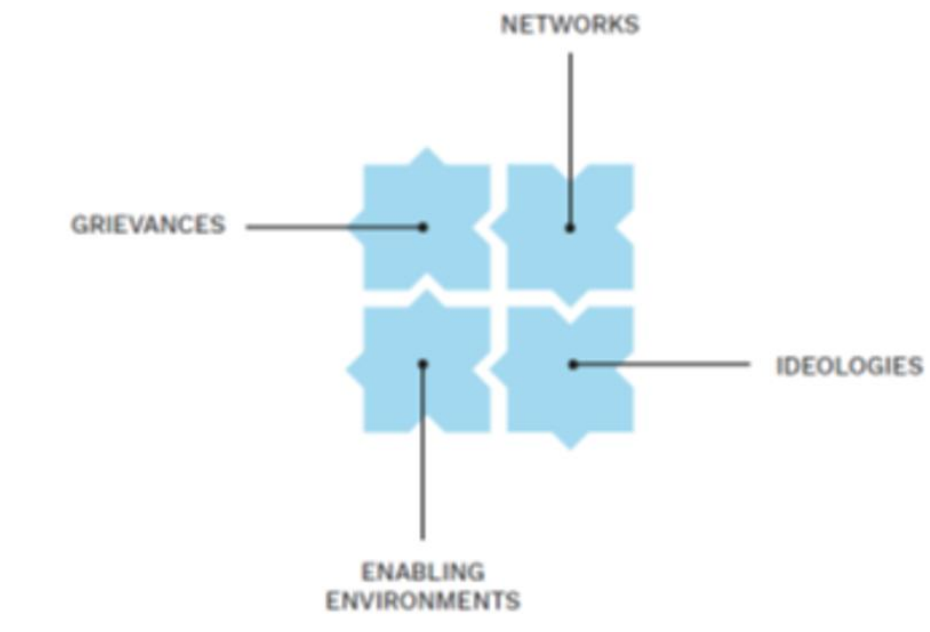




- At the same time, we also heard problem definitions and aims connected to the third layer of the pyramid: specific prevention. In these understandings of safe space work, specific risk factors could/should be reduced by responding to them in safe space activities. An overview:

Problem definitions	Aims
Alienation of socially vulnerable youth	Social bonding
Poor integration of migrant youth	Alter-narratives Social bonding
Negative self-identity	Positive identity development
Unsafety and/or material need	Shelter
Experiences of injustice and discrimination	Awareness Individual coping Social action
Nuisance and petty crime	Monitoring & early detection
Polarising narratives	Alter-narratives Critical thinking, Discuss controversial topics

- Again, we can compare this with the basic concepts of our project: instead of a process model, we use the puzzle model where four risk factors for violent extremism are presented as interrelated. In our application we covered at least three of these factors by pointing out that in safe spaces:
  - controversial topics can be addressed comfortably >> narratives, ideologies;
  - young people are stimulated to engage in social institutions >> networks. These networks can be offline but also online. The online networks are however influenced by, among other things, algorithms and bots which the person isn't fully aware of;
  - young people are supported in the public expression of grievances >> grievances.



Other problem factors are not covered in our model, and the key question is if these problem definitions are useful and productive in a safe space pedagogy.

## 6 Agency of young people in safe spaces

One of the key challenges in the ORPHEUS project was to consider young people as equal actors. In mainstream radicalisation approaches persons are perceived or as initial innocent, vulnerable subjects or as harsh criminals (Sieckelinck, 2017). Prevention policies focus on young vulnerable people and construct them as victims of malicious recruiters/groomers, or as victims who have nothing left to lose and continue their criminal career in a more 'promising' context – from 'zero' to 'hero'. The other figure is that of the monstrous criminal: the malicious ideological driven radical is beyond the reach of social prevention policies. This leaves no other possibility than a defensive answer, signalling and separating.

ORPHEUS acknowledges the pitfall of approaching young people as victim or as fanatic criminal. We consider the young people involved in the project in the first place as actors. As young equal citizens in our democratic societies they can be part of the solution, not of the problem.

How did this view play out in our safe space work? How was the perspective and agency of young people respected?

As part of the qualitative evaluation in our piloting we engaged the Institute for Media Studies at KU Leuven University. The purpose of this study was also to see how a bottom-up approach, which is in line with our social pedagogical approach, would improve our impact on the problems we are tackling. This proved more challenging than initially conceived. From the perspective of our initial frame of reference, participation should be more and different than disclosing information and include a thoroughly shared ownership between the organisation/professional and the young people. The level of participation and the balance between bottom-up and top-down approaches, does make a significant difference.

Almost all safe spaces explored in the project where subjected to participatory observation, this resulted in spending about 10 safe space hours with about 120 youth between the ages of 14 and 24. The background of this youth in terms of socialisation and vulnerability varied in the different groups, as did the level of participation.

Theoretically the level of agency in socialisation is the subject of time-old debate of epistemology in the social sciences. A traditional approach argues there we are all puppets on the strings of the institutional structures (family, school, associations, etc.) to which we are born and belong. Others flip this view and argue that these fixed structures are the result of our own or social construction, hence they are amendable. And then there are positions in between that account for both the agency of the latter approach but within a system that has its agentic limitations.

In the ORPHEUS project we did not solve this epistemological conundrum and we were focussed on preventing alienation or the disconnection from these structures. Concretely the study was interested in, from a bottom-up youth (insider) perspective, which of these institutions were supportive of dealing with grievances, or not, and also, which threats were involved in challenging these institutions.

In discussing the results, we distinguish two types of ownership, permitted by agency. The first is ownership in relation to dealing with grievances and the second is ownership in relation to the ORPHEUS safe spaces.

### ❖ Ownership of grievances

What are the grievances of youth?

In the ORPHEUS project we diverged from a top-down anti-terror informed approach to determine threats, but still in our safe spaces (and in our trainings - see further) we discerned topics based on evidence review and professional expertise. Dependent on the context, we noticed different framings of grievances, implicit or explicit in safe space settings. As experienced, professionals working with youth we believe we know very well what the grievances of youth are. Still, we observed and noticed in safe spaces that the youth perspective is different.

- Young people acknowledge **top-down coined threats** in their own words such as online disinformation, climate change and extremism, ideologically condoned violence, hate speech, social exclusion, etc. Yet they go wary of a disproportionate attention to said threats and their framing.
- Youth are largely concerned with **identity** related threats
  - First and foremost, there is corporeality and body-shaming, which gets a lot of their concern.
  - Yet girls indicated they just get used to weekly inappropriate advances from men, online and offline. Sexuality and relations, body shaming, sexting are issues they bring up.
  - The issues of discrimination and racism remain actual issues where young people have grievances about.
  - Different identity markers (gender(**roles**), sexual orientation, faith, ...) are questioned by young people

- And then there is the question of how much **agency** they will have in life. All of them, but especially the most vulnerable positions, are concerned whether they will be allowed to join institutions especially the labour market for non-white people. They experience meritocracy does not apply to them and uphold a traditional view on their agency in society.
  - Access to marriage is seen as a solid support for gaining access into other institution or keeping away from criminal alternatives to legal institution. Again, this attest for inclusion connection or agency as the main protective measure against violence.
- Other issues are feeling **unsafe** on the streets, safety from conflicts in the neighbourhood, between groups.
- **Online safety** is also a rising worry: safety from doxing, online sextortion, online trolls, etc.
- Basic **material issues** as the search for shelter and food stay important.

#### ❖ Effect of the covid pandemic

In the specific period of the ORPHEUS project, the Covid pandemic and lockdown-measures had effect on young people. It increased the vulnerability of young people, and they mention material problems (loss of income from small jobs), isolation, increased substance abuse. On the other hand, the common enemy, be it the virus or the measures, reduced the tensions between youth groups.

Youth workers and educators mention the effect on the relationships, sometimes loosing groups or individuals (young people went 'underground'). Youth workers lost connection and had a hard time finding the groups, knowing what was on their mind. Online alternatives did not cover the young people they traditionally reach. This had many reasons.

- Not all young people have the same online facilities at home nor the private space that is needed.
- Home is also not necessarily a safe space to talk about certain grievances.
- Youth workers also did not have all the required online platforms and online communication skills to reach young people.

### ❖ Ownership of Safe Spaces

The **terminology defining the target groups** is different depending on who is organising or speaking. Local policy tends to use 'vulnerable youth', other organisations use 'youth in vulnerable societal positions'. Idem with the expression (risk of) alienation: for young people it is hard to identify with this terminology. This is problematic if safe space work wants to consider the young participants as actors, capable of defining their own situation.

#### *You don't know me!*

Within the scope of the study notes were compared with Brussels' safe spaces, where youth formulated the lack of institutional support in the exclamation: *You don't know me!* At the time it referred to teachers not grasping the notion that meritocracy is for white people. But as a prism to safe spaces studies in the ORPHEUS project it reaches much further.

Also, white youth expressed that their teachers get far more leniency when it comes to respecting the rules of the school. It is found to be discouraging. Youth hence mind to administer reciprocity accordingly. It has been proven a crucial adagio for schools: first relationships, then results. It matters gravely whether students are treated as equals.

#### *Ownership makes a difference*

This reflects in the organisation of safe spaces. For example, safe spaces on marriage, which proved to be a vital institution, were informed to counter sham marriages and forced marriages. The forced safe spaces were organised as professional as possible. They respected the tempo of the participants, had multiple sessions, starting with identity (which proved to be the main source of grievances of youth), moving on to relationships, sexuality and marriages. This posed following problems as seen in other forced safe spaces:

- Although youth acknowledge this topic is well chosen and beneficial to their development, they lack the ability to compartmentalise their grievances and dedicate themselves to the topic at hand, even if the professionals are considerate of this in the process of their training.
- It reinforces the grievances they have towards the institution providing this safe space.
- It runs the risk of aggravating facilitators and pushing them towards biased explanations of youth behaviour propagated by exclusionist groups, sometimes fuelled by violent extremists.

When giving youth ownership over the safe space, the process of self-reflection and internalisation is far stronger. Even stronger than very strong non-formal education methods such as psychodrama or even very open Socratic conversations.

- Patience is highly rewarding. When youth decide they want to discuss sexuality or the much-covered protective institute of marriage, the process of learning is much stronger. As the highly successful educator Alexander S. Neill said: *"the role of the teacher is greatly overestimated. S/he doesn't put knowledge in the heads of students, yet s/he facilitates students in doing that themselves."*
- Neither are we to underestimate youth in what they are capable of. Every single safe space session was a surprising invitation to what ownership youth can achieve if we permit them the agency.
- Young people ask for and appreciate support on keeping focus, coaching, group dynamics etc... Agency does not mean: do it all by yourself.
- Introducing ownership implies discussion on the ground rules; these rules can change during the process, and this is part of safe space pedagogy.

### Own safe spaces

Young people created their own safe spaces out of sight of educator and youth workers. This became manifest in case youth workers and educators are engaged or involved in managing the covid measures after some clashes between young people and police enforcing the covid measures.

## 7 Safe spaces in schools

### ❖ Context of schools

The specific pedagogical context of a school has consequences for implementing safe spaces:

- **Choice?** Is organising or supporting 'safe spaces' a choice of the school or the result of 'external' pressure to install safe space methods, e.g., because of involvement in the ORPHEUS project?
- **Power relations**, discipline, authority? In schools, young people become pupils who are assessed, evaluated. As a pupil, can you escape from this evaluation during a safe space? Can a teacher combine supporting safe spaces and evaluating pupils? This has effects on the issue of ownership. Power relations are also external, towards the city council, parents etc.
- **Rules:** Are these the same in safe spaces or are other rules agreed and applied here, as 'ground rules' for the safe spaces? This goes along with the role and position of the facilitator (internal/external). Schools and staff also have mandatory responsibilities (e.g., towards minors) which makes it not so obvious to discuss some ground rules or to cope with e.g. issues on substance abuse, sexuality and minors, petty crime or survival strategies of young people, ... to name a few.

How are these rules enforced in an online environment? What kind of side communication is allowed between pupils?

- **Time and place?** Is 'safe space activity during class and thus within a well-defined location of the classroom and a defined time of a lesson or is it outside of class? Working on exclusive male or female issues is sometimes at odds with the composition of class groups or levels.

Can teachers organise online safe spaces? Pupils can experience more "equal" with the school staff behind their computers but again, home is not necessarily safe to discuss certain topics with your teacher.

- **Program?** Does safe space work fit in the educational curriculum of the school (e.g., civic education, social skills, ...) or is it considered and felt as an 'extra' by the staff? Co-creation is less obvious in the context of schools, or the co-creation is only possible in the safe space activity. The next hours students are back in the common pedagogical regime.
- **Professionals?** Are the facilitators teachers or other school staff, or external experts? bringing in experts diminishes the ownership or responsibility of the school staff



- **Participation of youngsters?** is their participation voluntary, or obliged? Is one free to follow a workshop? Who defines or frames the 'problems'?  
If they participate in an online safe space. Do they have to be alone in the room? Can siblings or parents be present?
- **Actors?** Many actors can be included and have influence on the safe space: pupils, parents, staff, managers, local communities, local authorities, ... How can the 'safe' character of these activities be protected in a context with a lot of influences/pressures?

Depending on the answers to these questions we can say that a 'safe space activity' in schools reaches a lower or higher level on a scale of 'less safe/safer space' for the involved young people.

#### ❖ Safe spaces and schools

The preceding remarks about the school context already make it clear that safe spaces are not obvious in schools. During our interviews, we heard very interesting but divergent thoughts on the subject:

- "I think schools are already providing a safe space and children already come willingly to school and are happy to be in school and it's something where they feel safe anyway."
- "If the school isn't safe for young people, we need specific safe spaces at school."
- "Safe space at school cannot really be understood as a physical place, but as a 'circumstance' among young people."
- "The kind of outcomes and the objectives were really clear at the beginning. It's got to be clear in a school context. It's got to be very clear: clear boundaries, high expectations, transparency ... There's got to be consistency and clear lines of communication as well." "
- "A safe space has no predetermined goal and is based on trust and that takes time. Just these two things are not evident in a school context."

#### ❖ Activities

The activities were mostly in a formal context and very diverse from one-to-one meetings, groupwork or work with a whole class. Typical activities in schools are:

- Games and discussions on identity

- A session with a group on a controversial issue
- A workshop critical thinking, cyber awareness, ...

The question arises if most of these 'safe space activities' aren't just a new term for 'resilience training' or 'civic education' in schools? These activities can be very valuable, but does it add value to label them as 'safe space'? Are they really safe or is it merely an instrumentalization of working with safe spaces?

### ❖ Young people

Some remarks about the participating young people:

- The population of young people can be diverse (more than in another context) depending on the school. Next to the manifest differences between the staff (age, training, social class) and the pupils, there is the diversity between pupils in a classroom e.g., working on identity issue increases the complexity by introducing intersectionality and ergo all societal discussions and controversy on these subject
- The mere fact of 'safe space activity with minors' raises the issue of accountability. Schools are embedded in power relations with city councils, national policy, mandatory responsibilities, parents, media... This can have the effect of risk avoiding of safeguarding approach. This effect can be counterproductive because, for example, engaging in controversy always implies a risk of derailment. A safe space is not sterile and will involve controversy.
- The participation of young people does not automatically imply that the safe space is co-created. The agency of young people remains a difficult issue. Can young people e.g., develop or be allowed to create a safe space of their own within a school context? Who brings in the issues? Are these traditional issues as we noticed that e.g., working on middle class youngster with extreme right sympathies is a very difficult theme as some of these youngsters come from integrated middle-class contexts.
- Online safe spaces have the possible benefits of allowing anonymous participation. Pupils can, by using certain software, anonymously 'vote' for a certain position or view and voice their opinion by writing anonymously. This can also be abused, so trust is important.
- In contexts like schools, participating at a safe space could be (or feel) compulsory, and thus reduce feelings of safety. It is important that young people are not forced to answer or voice their opinions, neither by the

professional, nor by peers. On the other hand, we heard strong testimonies that voluntary participation is possible in a school context, e.g.:

“A lot of the girls have very strong views about that..., wanted a voice to talk about ... conflicts that might arise between the gender male and female. We wanted to bring together a group of young people that could talk from different perspectives about their experiences and their thoughts and their feelings...”

### ❖ Professionals

The facilitators are internal teachers/staff and/or external specialists or youth workers.

- Internal: teachers or other professionals
  - The fear of loss of control is omnipresent. The question is: how safe are safe spaces for teachers?
  - Discussing controversial issues might raise questions or opposition from parents, or higher levels of management of schools, local or national policy makers (e.g., promoting neutrality)
  - The team is very important with crucial elements: shared view, complementarity, positive view on young people. How safe is the team?
- External: working with specialists or youth workers as facilitators has:
  - Disadvantages:
    - this can lead to avoiding controversial issues by the teachers and weaken their confidence; the ownership of the staff diminishes.
    - teachers fear of tackling difficult issues, so they ask a specialist to come in and deliver. It could therefore be less embedded as it will not be reinforced over time - just a one-off event.
  - Benefits:
    - ‘Outside the fixed framework’ of the school
    - Experience, knowledge... > role model
    - Style and communication skills

“It was quite impressive to see how in essence it was quite simple what he was doing.... It was the questioning behind that and the reflection that the children were coming up with that made the interesting and enriched dynamic...”

❖ **Safe spaces in schools: not evident but it can work**

- A clear win of the safe space activities is that delicate issues are discussed in schools instead of being avoided
- These activities lead young people '(and teachers?) out of their comfort zone:  
"They're still talking about the day and how their sort of views was explored and the work that was done in those workshops."
- Two pivotal preconditions are:
  - Transparent communication with schools, young people, teachers, parents, ...
  - Minimal 'safe climate' for the involved youngsters and professionals

## 8 Safe spaces in youth work

### ❖ Context

- The context is more informal, so group dynamics become even more important than in schools
- Participation is voluntary. A central concern then becomes: who are we reaching and who are we not, and how can we better reach them?
- The pedagogy of some youth work traditions has a lot of elements in it that are in line with the idea of safe space.
- There is less steering of youth behaviour.
- Youth work organisations in our countries have problems of continuity, both in staff and funding, closed tasks descriptions and imposed targets.

### ❖ Activities

The activities were very diverse, from structured workshops to informal talks to social gaming.

Some typical activities with a high 'safe space' character were:

- Workshop 'social injustice' Ceapire
- Revolt R-Newt: youth issues at stake

### ❖ Young people

- Who do we reach (and NOT) in covid times was a key discussion on the participation of young people. Creative solutions for contact with young people and recruiting for activities were found, e.g., gaming, online communication. This online terrain is still largely unexplored. What kind of online activities do young people want and need? Who is attracted by gaming safe spaces and who is not? What are the benefits/disadvantages of creating open/closed online sessions?
- Youth work often works with specific target groups, a selection of the youth in an area. In the context of safe spaces, the discussion on categorial work (e.g., girls, young migrants, LGBTQI ...) is pivotal. Developing a safe climate for discussion, development and action for these groups can be a strong

motivation in favour of categorial work which does not mean that intersectional approaches are banned

- We heard a lot the expression of ‘doing’ or ‘giving’ safe space: the co-creation of safe spaces remains a challenge.
  - We met some ‘good practices’ where space, time, issues, guest speakers, ...were agreed upon by the young people
  - We must not romanticise the agency of young people in safe spaces as ‘leave them on their own’: group dynamics can threaten the safe climate e.g., when older boys dominate ... this is an issue for the facilitators.

### ❖ Professionals

- Youth workers with knowledge/experience of young people’s lifeworld are seen as an extra quality for facilitating safe spaces with young people. The ‘shared vulnerability’ e.g., in experiencing discrimination means that both youngsters and professionals need support from their organisation.
- *‘We don’t know’ – ‘We lost it’...* Is there a gap between the lifeworld of young people? And is this gap of all times or something contemporary, especially after covid?
- Sometimes youth workspace is not safe enough for young people. Young people go to ‘secret spaces’ because youth workers are ‘unsafe’ through their involvement in official networks. What is the (perceived) position of the youth workers? Some organisations develop outreach work as a reaction.
- Instead of a ‘neutral’ facilitator’, young people seem to prefer a worker ‘on their side’. This position is sometimes ambiguous e.g., when the youngsters develop grievances and claims that are clearly “not real” in the eyes of the professional.
- Through safe space work youth workers detect new issues in the lifeworld of young people
- Youth workers need to be trained to facilitate online field work in general and online safe spaces in specific.

## 9 From 'safe' to 'brave' space

### ❖ Making the space safe?

- Two elements on what is 'safe' for the young people are repeated: safe to express your feelings and views on even controversial issues, safe not to be hurt by the others. This is a delicate balance to navigate for facilitators.
- Connected to this issue is the discussion on 'ground rules'. For some professionals it is absolutely necessary to formulate these rules before starting an activity and draw a lot of attention to formulating these rules together with the young people. Others claim that everyone involved should know and feel what a safe and respectful climate is, and facilitators should intervene on the spot when things happen that make the situation unsafe for participants.
- Sometimes it means very concrete protection
  - against stigmatisation, e.g., agreements are made with the police about 'not entering the place'.
  - against unsafety or suffering from material need in the outside world (food, shelter, a cup of tea)
- Agency: who is involved in making the climate safe: young people, professionals, parents, organisation, social environment
- What are preconditions for safe spaces?
  - Building trust requires time and presence
  - Safety of the professionals
  - Confidentiality
  - Making ground rules explicit beforehand, or not at all?
- An important but delicate topic is the shared vulnerability of young people and professionals e.g., when they both experience discrimination.
- There is a clear tension between the ideal of 'safe space' and the real power relations:
  - between young people,
  - between professionals and young people
  - between the safe space work and the organisation, local authorities, ...

### ❖ Making the space 'brave'?

- The concept of a 'brave space' gets a lot of support by professionals in the pilots. It seems OK in theory, but vague in practice: we have not found much evidence on 'brave space' work.
- In most situations the professionals make the choice to NOT support the public expression of grievances
  - A safe space is a time/space for the ventilation of grievances and nothing more
  - Confidentiality leads to individual help or signposting
  - Professionals want to avoid escalation/polarisation
  - Empowering young people means supporting individual coping and resilience – not collective
- In the cases where they go further to a more public expression of grievances, we see:
  - Signalling grievances to policy makers (behind the screens)
  - Transferring grievances into a dialogue between young people and institutions e.g., police
  - And less: collective action - e.g., in Baaazz (Antwerp) a short film was made by youngsters with the aim of raising awareness and having discussions on gender related issues
- A precondition for 'brave space work' seems the degree of critical internal culture in the organization

Our final conclusions were published in:

Reyhan Görgöz, Denoix Kerger and Alexander Van Leuven (2023) *From Safe to Brave Spaces*. ORPHEUS Consortium.





## 10 Conclusions

Although 'safe spaces' was rather simply described in the application as a location with specific activities, it became clear right at the start of the pilots that this did not correspond to the **complex reality** of the organisations and their local context.

Therefore, it was decided to start with a framework that would allow experimenting with the concept of 'safe spaces' in prevention work in the pilots. Through documentation by the professionals in the pilots and field visits by researchers, these experiments could feed **bottom-up method development**.

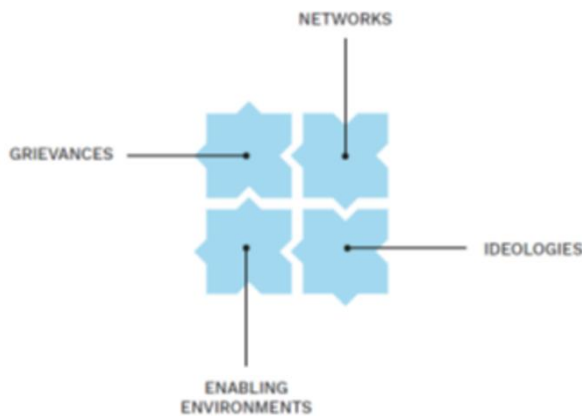
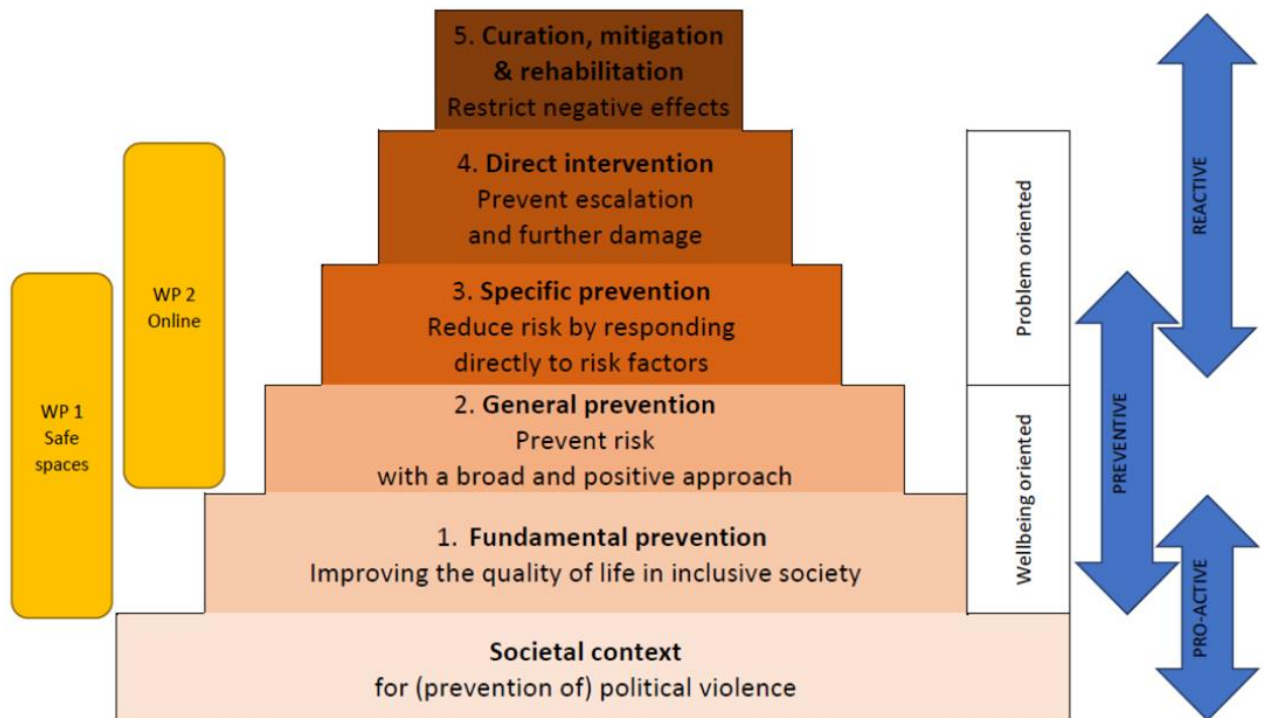
The safe spaces activities themselves took an **erratic course**, partly due to the pandemic, partly due to organisational and contextual difficulties in the pilots themselves. Corona stimulated ORPHEUS to develop existing cautious experiments with online work forms more robustly. An additional question now became whether and to what extent the **online environment** would change the character and guidance of safe spaces and what implications this would have for the professional supervisors.

A key insight from our evaluation of safe spaces in prevention work is that the concept of 'safe spaces' **does not connect seamlessly** with the concept of 'prevention'.

- In our position paper, ORPHEUS acknowledges the pitfall of approaching young people as victim or as fanatic criminal. We consider the young people involved in safe spaces in the first place as actors. As young equal citizens in our democratic societies they can be part of the solution, not of the problem.

Although there is a very large consensus within the partnership on the need to address this problem of mainstream prevention work in our safe space work, we found few explicit references to **young people's agency** in the documents and discussions in the pilots. This remains a challenge.

- We identify a tension: is working with safe spaces a relevant method for specific prevention issues, or does it fit better in a more **general view on prevention**? Safe spaces connect to the lower layers of the ORPHEUS prevention pyramid: 'prevent risk with a broad and positive approach'



- When safe spaces are applied to the third layer of the pyramid: **specific prevention**, there is a danger that the specific safety and agency of young people will be eroded. However, safe spaces can make a positive contribution to tackling risk factors in the ORPHEUS puzzle model **in a reserved and rather indirect way**
  - controversial topics can be addressed comfortably >> narratives or 'ideologies'

- positive social bonding is supported >> 'networks'
- raising awareness of injustices and supporting the public expression of grievances >> 'grievances'
- The **specific (in)formal contexts** of safe spaces have effects on the safe climate, activities, agency of young people, role of professionals, ...

We were able to develop crucial insights and detect preconditions in '**what makes a space safe(r)**' – see higher 'Making the space safe(r).'

The concept of a '**brave space**' gets a lot of support by professionals in the pilots. This stays vague in practice and professionals are reluctant in supporting the public expression of grievances. The professional role (perception) and the organisational culture set boundaries. The method development (see part 4) on politicisation addresses this challenge.

These insights will be further developed and illustrated in the publication on safe spaces (ORPHEUS closing conference).

# TRAINING THE PROFESSIONALS

## 1 Overview of deliverables

### ❖ Deliverables

**D.1.1.3. Co-created training modules for safe spaces (internal dimension) - New End Month 31/12/2021** (originally 01/10/2019)

Target: 3 4

We co-create with all PPs 4 training modules for safe spaces, targeting key risk factors of violent extremism, (~~based on training expertise and modules of PP3 & PP6~~). The modules are hybrid (on- and offline). The module 'Dealing with controversial issues' is the core module (PP4/PP2).

We incorporate input from the focus groups. At 6 cross-border workshops, PPs each project partner brings in their complementary and pedagogical expertise to optimize the training modules (PP4). During the test period, we collect feedback (trainers, participants, experts). We integrate the use of evaluation and progression tools in the training and education of professionals. We create 1 module in each language to be implemented in each pilot area (PP1 with PP6, PP2, PP5 & PP8). The 4 modules are translated in 3 languages.

**D.1.2.1. Co-created training trajectory to upskill frontline workers - New End Month 30/06/2022** (originally 31/12/2021)

We organise a training trajectory for all pilot areas with input from online material (WP2) to strengthen ~~offline~~ training and make educators aware of what happens online (most recruitment happens online). With different key players (sports clubs, youth work, schools, voluntary players) we set up a program, so we can exchange experience and create a network between the local key players. We target 20 groups of 10 people. PP4 takes care of sessions for trainers on politicisation of youth work.

## ❖ Rationale

In the application, the concept of safe spaces is mentioned in 2 challenges:

- The lack of safe spaces for young people to express their grievances in a peaceful way.
- The need to build resilience within young people, to increase the confidence of educators to address sensitive issues such as extremism and to engage youth workers.

The aim of organizing trainings is to: “Build resilience, critical thinking skills and increase confidence of educators”.

Based on the following idea: “We stimulate and organise open dialogue workshops with young people, where delicate topics are tackled, and positive expression is supported. Young people will learn to share grievances with other youngsters and educators (internal dimension). We support the public expression of their grievances (external dimension). Safe spaces are organised in such a way that can offer pedagogical support as opposed to a disproportional repressive reaction.” ...

... we decided to develop a training ‘dealing with controversial issues’ for the internal dimension of safe spaces and a training politicisation for the external dimension of safe spaces.

## 2 Developing the first versions

### ❖ Content of the trainings: from two to more trainings

The testing would start at the beginning of 2020, and we would finalise both trainings mid-2021 (see timeline in introduction). In the autumn of 2019, AHS sent a mail to all partners asking them to send in content around which the partners have expertise. They received a lot of material, analysed it and figured out which possible trainings could 'strengthen' professionals in setting up safe spaces. At partner meeting 3 (Dunkirk 9-11 Dec 2019) AHS proposed to work out 5 trainings in duos of 2 international partners instead of 2 trainings, in order to co-create and increase the international usability of the developed material:

#### Target group

Organizing training only for professionals or trainers of professionals.

#### Plan of action for the development of training material

Based on the expertise of partners, we decided on developing 4 topics for developing the co-creative training modules for professionals:

Topics for training	Improving cyber awareness of young people	Working with alter narratives with young people	Dealing with controversial issues with young people	Strengthening social bonding in working with young people
Link with the prevention pyramid	General and specific prevention	General and specific prevention	Specific and general prevention	General prevention
Pilots	Greta	Contourdetwern	City of Portsmouth	City of Mechelen
Involved partner	University of Portsmouth	Ceapire	AHS	UCR

#### Start material

From January on, on Teams there will be 4 folders with some information on the 4 topics.

#### Development of new topics?

On the PM in March 2020 extra topics can be proposed to develop. After that, we keep the flexibility to focus on new topic if their occur new opportunities because of societal issues

(The training on politicisation is not in the scheme because it was planned to be developed after the manual by AHS.)

## ❖ The development of trainings

Need for support in developing trainings

At the outset of training development, AHS received feedback that training development requires specific expertise. AHS considered how partners could be supported in developing training and proposed the following:

- AHS and the CPM could first start with the development of the 'dealing with controversial issues' training, so that this training would serve as an example for partners
- AHS could create a format with the components needed to develop a training course
- AHS made a proposal for the small, medium and large versions of the training based on the feedback that not all organisations have the same amount of time to run training courses
- AHS made a proposal for the development of a resource pack for training participants

These proposals were well received by the partners. AHS took off.

Changes in planning because of the changed plan of developing trainings

In PM 4 (Mechelen, 2-4 March 2020) all partners pitched their ideas on the content and the form of the trainings, other partners gave constructive feedback to the developers.

All partners agreed on first finishing the training 'dealing with controversial issues' to have an example to start with the other trainings. This meant an extension of the period of development of the other trainings with some months. The politicisation training would be completed simultaneously as all the other trainings.

Corona... a second reason delaying the development of the trainings

Corona made the initial planning impossible. When presenting the status of the developments of the training courses at the online PM 6 (1-2 October 2020), it appeared that there was a major delay in getting version 1 of the training courses ready, because of corona. The deadlines were not met, AHS proposed the following on the PM:

- An English version 1 of the training 'dealing with controversial issues' in S, M and L
- The suggestion to developers of trainings to involve the field of work as a critical reader of the trainings (e.g., for the training 'dealing with controversial issues' feedback sessions are planned with the umbrella organisation 'Uit de Marge vzw' and 'Extreme Dialogue').
- The suggestion of a 'deep dive' into the trainings as an alternative of testing with professionals.
- Realisation of a 'clean format of the manual and resource pack for the partners (with practical explanations included) of both documents.
- A new deadline for the 1<sup>st</sup> test version of the trainings: the end of January 2021.
- A new planning was made:

During PM 7 (February 2021), the state of affairs of the trainings was that only the trainings on 'dealing with controversial issues' and 'online literacy' were ready, the other trainings were in development. The different trainings were presented in parallel sessions, partners gave feedback to the developers of the trainings which were

ready.

During PM 8 (October 2021), some trainings were still in progress, others were ready to use.

## Training material ready for testing



Training	Manual			Resource pack		
	NL	ENG	FR	NL	ENG	FR
Strengthening personal safety in safe spaces	✓	✓	✓	Not developed yet	Not developed yet	Not developed yet
Dealing with controversial issues	✓	✓	✓	✓	✓	✓
Online literacy and cybercrime awareness	✓	✓	✓	Dutch version is a mix of English and Dutch - see mail Annie	✓	✓
Politicisation	✓	✓	✓	✓	✓	✓
Street culture			✓	Not completed	Not completed	Not completed



## The role of AHS in the development of the training packages

AHS lead the process of development of the trainings. There were monthly organized online WPI meetings in which the trainings were a fix topic in the agenda. Due to the delays because of Corona and the fact that there were no live meetings, extra staff of AHS was needed to follow up and support the process of developing content for the five trainings. During the development phase of the trainings, for each training an AHS employee monitored the content and gave at least in 2 phases very detailed feedback on the content of the training. For each feedback, a meeting was organised with the developers to discuss the feedback in depth and think about the implementation of the feedback.

Because the development process was not going as planned, it was decided that AHS would help design the street culture training.

In this way, AHS was a partner in the development of three trainings: youth culture, dealing with controversial issues, and independently developed the politicisation training.

## Translation into English, French and Dutch

We decided not to invest too much in translation work in the first versions of the training courses, as the courses will still be adapted after the test period. We decided to make the training courses in English, the pilot in Dordrecht and Mechelen took care of Dutch translations, Greta of French translations. This went quite smoothly, but the Greta employee was on her own to translate all material into French, so the process of translating into French was very slow.

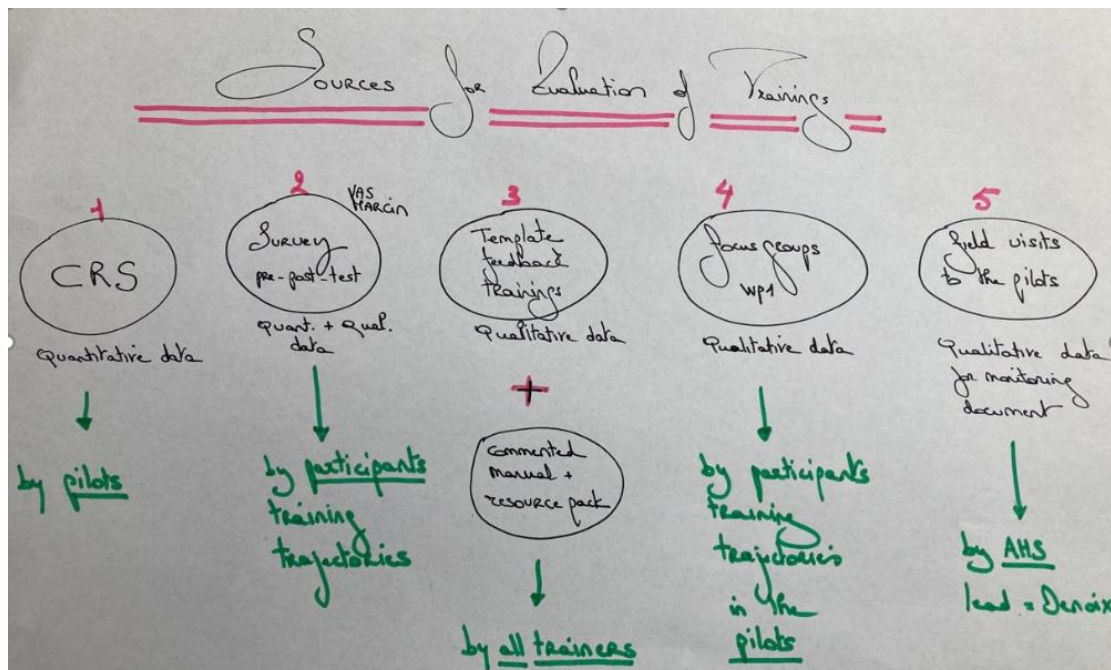
### 3 Testing en evaluating the first versions

The purpose of the test period was to gather feedback on:

- which parts of the training work and which parts needed to be adjusted
- examples and themes in the training: did they work? Did they fit the context? Which other examples/themes are suggested to make the training as context proof as possible?
- which information was missed and what are new suggestions?

During PM 7 AHS also prepared the partners for the testing of the trainings by suggesting various ways of collecting feedback and providing (1) a template on Teams for feedback that came out of the testings and (2) some suggestions of organising focus groups on the trainings.

During PM 8 (June 2021) the testings were prepared in detail. AHS prepared an 'overview of the testings' document and asked the partners to fill this in.



# Template feedback on Teams Mechelen



## Feedback form for test versions of trainings for professionals

Filled in by: .....

Filled in for the following training: .....

This feedback will help us in shaping our further refinements and finishing off the trainings. We appreciate the time that you will give to us and value your opinions.

1. *Are the key objectives clear and do we meet them?*  
*Are key items or skills missing in the objectives?*  
*Any further suggestions?*
2. *What do you think on the system of the training: trainers can choose and combine small, medium or large versions to develop their own training?*  
*Is the training matrix clear and easy to use?*
3. *What do you think of the combination of two products (manual and resource pack)?*  
*Can you see the link between the two?*  
*Is the Resource Pack 'hand-ons' enough?*
4. *What are your ideas on the content of the training? Do you miss information? Would you like to inspire us with*

Overview document to keep track of the <u>testings</u> of the trainings					
<b>Fill in this document</b> <b>(1) Date (s)</b> <b>(2) information of the organisation you provided the training for.</b> <b>Choose from: youth organisation, schools, social service, other, or mixed group.</b> <b>(3) the number of participants you aim at in the training</b>					
	Training 1 Dealing with controversial issues	Training 2 Online literacy – Cybercrime awareness	Training 3 <del>Strengthening</del> personal safety in safe spaces	Training 4 Streetculture	Training 5 <del>Communication</del> Politicisation
Example PP0					
S (at least 1)		22/09/2021 Teachers: Schools XYZ			
M (at least 2)	01/09/2021 and 03/09/2021 Youth organisation: ABC			In April 2021, date to be set Teachers: school XYZ and FGH	
L (at least 1)			01/03/2021 Mixed group		
Other (not obligatory to do) for example: deep dive on resource pack or manual				18/08/21 Youth organisation CDF: deep dive on manual 'street culture'	

The problem was that Corona made testings impossible in school contexts and not evident in youth work. Trainings for professionals what not a priority in the circumstances of 'post corona. Schools and the field held off, in August 2021 a possible planning of the testings in the autumn could be made. The overall conclusion on the meeting was:

- Working with professionals in schools is delayed by Covid, unclear how long this will take.
- The pilot in France (Greta) will not reach the target of 1 S, 2 M and 1 L training tests.
- The feedback on the trainings will be more limited than expected. still, the testing phase have to be completed by December 2021.
- We need to think about other ways of gathering feedback on the trainings.
- all pilot partners need the catch-up period from October to April 2022 to reach the target of 35 trained professionals.

Although the draft versions of the trainings were delayed/not yet ready, we decided to run the testings of the trainings from September 1st till the end of December 2021.

We organized several possible ways of gathering feedback on the test versions of the trainings:

- quantitative data via the Central Registration System and through pre- and post-questionnaires
- qualitative data via the template 'feedback form', through comments in the document of the manual and resource pack and via focus group reports
- via **online meetings** (WP1 meetings and others) feedback was gathered and discussed.

Unfortunately, corona kept on making it hard for the pilot partners to test the trainings. There was an **imbalance in the number of testings between the different pilots**. The fact that in the city of Portsmouth and in Greta, testing was to take place in schools, which was very difficult in the post-corona phase, played a very important role. The City of Portsmouth looked for other partners to make testing possible and managed to do a lot of testing via the Unloc organisation, among others. In Greta, other partners were also sought, but without success.

Because there were less testings than planned, there was also less feedback than expected. This was problematic for two trainings: (1) there was no feedback on the training 'strengthening personal safety in safe spaces' even though it was tested, and (2) the training on politicization was not tested and therefore there was no feedback too.

Because of this, the WP1 responsible sought for alternatives and made the following suggestions to the pilots:

- have testings take place in the form of 'deep dives', i.e., discuss the training with professionals and/or experts and formulate feedback;
- a 'Catch up period' was proposed until the end of February 2022;
- the training on politicisation will be tested by AHS itself by giving workshops in pilots and other organisations

#### 4 Summary of the testing and implementation of the trainings and number of trainees

There were 3 main targets for the trainings:

1. Development of trainings, testing, finalising and translating them into 3 languages.

This target has been met with the exception of the testing of the training strengthening personal safety in safe spaces. Not all pilots have tested all trainings (cfr. Effect of corona and schools in the pilot of Greta).

2. Per pilot 35 professionals had to be trained with the developed training material (deadline was April 2022).

This target has not been met by some partners.

Pilot	Number of trainees
Pilot in Mechelen (BE)	51 (+ deep dive politicisation)
Pilot in Portsmouth (UK)	35, but template needs to be completed
Pilot in Calais (FR)	24
Pilot in Dordrecht (NL)	24
Total	134

## 5 Quantitative evaluation of the trainings

Professionals who completed a training session were invited to complete questionnaires ranking their confidence in a number of relevant competencies. The survey was to be completed prior to the training and repeated afterwards, to enable the measurement of any increase in confidence in the relevant competency as a result of participating in the training.

The survey questions were divided into two parts. Part 1 consisted of 6-9 questions relevant to the specific topic of each training (e.g., Controversial Issues, or Youth Culture) and Part 2 consisted of 7 questions relevant to the more general project aims and objectives. The questions in Part 2 were identical for all the trainings (see Annex B).

Respondents were invited to rank their confidence in each competency, before and after the training, on a scale of 0-10, with 0 being 'not confident at all' and 10 being 'completely confident'. The respondents' overall scores for all the questions were then added up to obtain an overall 'confidence' score. Where the overall confidence score in the post-training survey exceeded the overall 'confidence' score in the pre-training survey, this was considered a successful outcome. (Confidence scores were calculated separately for the topic specific competencies and the general project competencies). Surveys where it was not possible to match a completed 'pre-training' survey with a completed 'post-training' survey from the same individual were excluded.

90% of professionals reported increased overall confidence in the topic-specific competencies following completion of the training, and 83% reported increased confidence for the general project competencies. The results varied across the different trainings, ranging from 75% - 100% increased confidence levels for the topic-specific competencies, and 71%-100% for the general project competencies. The charts and tables below provide the breakdown for each training, along with the mean 'competency' scores before and after completing the training for the topic-specific competencies for each training.

Total Results for all trainings		
Total pre-training surveys received	124	
Total post-training surveys received	69	
Total number of matched surveys	58	
Unmatched / rejected surveys	76	
Number / % of matched respondents more confident (topic specific questions)	52	90%
Number / % of matched respondents more confident (Orpheus general questions)	48	83%

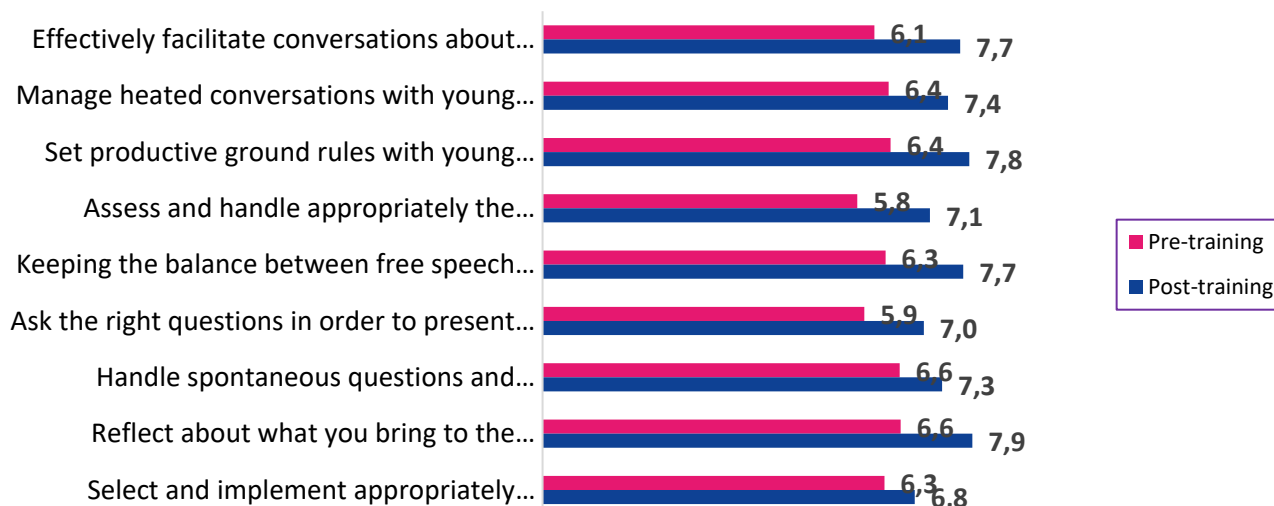


Controversial Issues		
Total pre-training surveys received	28	
Total post-training surveys received	12	
Total number of matched surveys	12	
Unmatched / rejected surveys	15	
Number / % of matched respondents more confident (topic specific questions)	9	75%
Number / % of matched respondents more confident (Orpheus general questions)	10	83%

### Controversial Issues

Confidence Levels for Training-Specific Competencies Pre and Post Training

(mean score for all matched responses) (0 = not confident at all; 10 = completely confident)



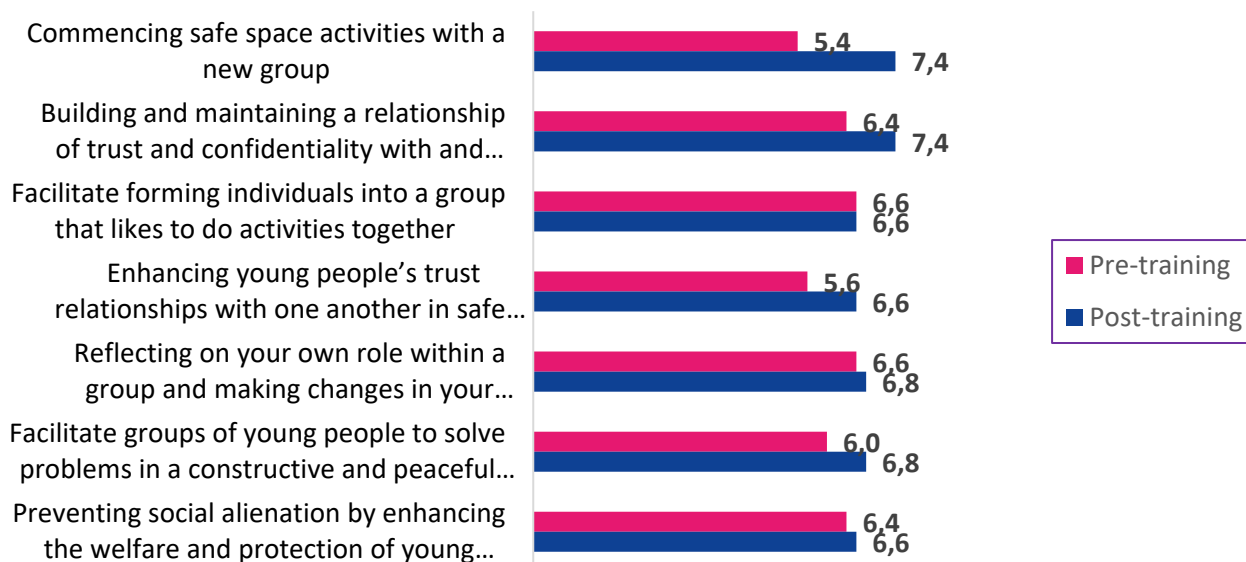
Strengthening Personal Safety in Safe Spaces		
Total pre-training surveys received	18	
Total post-training surveys received	8	
Total number of matched surveys	7	
Unmatched / rejected surveys	12	
Number / % of matched respondents more confident (topic specific questions)	5	71%
Number / % of matched respondents more confident (Orpheus general questions)	5	71%

## Strengthening Personal Safety in Safe Spaces

Confidence Levels for Training Specific Competencies Pre and Post Training

Training

(mean score for all matched responses) (0 = not confident at all; 10 = completely confident)

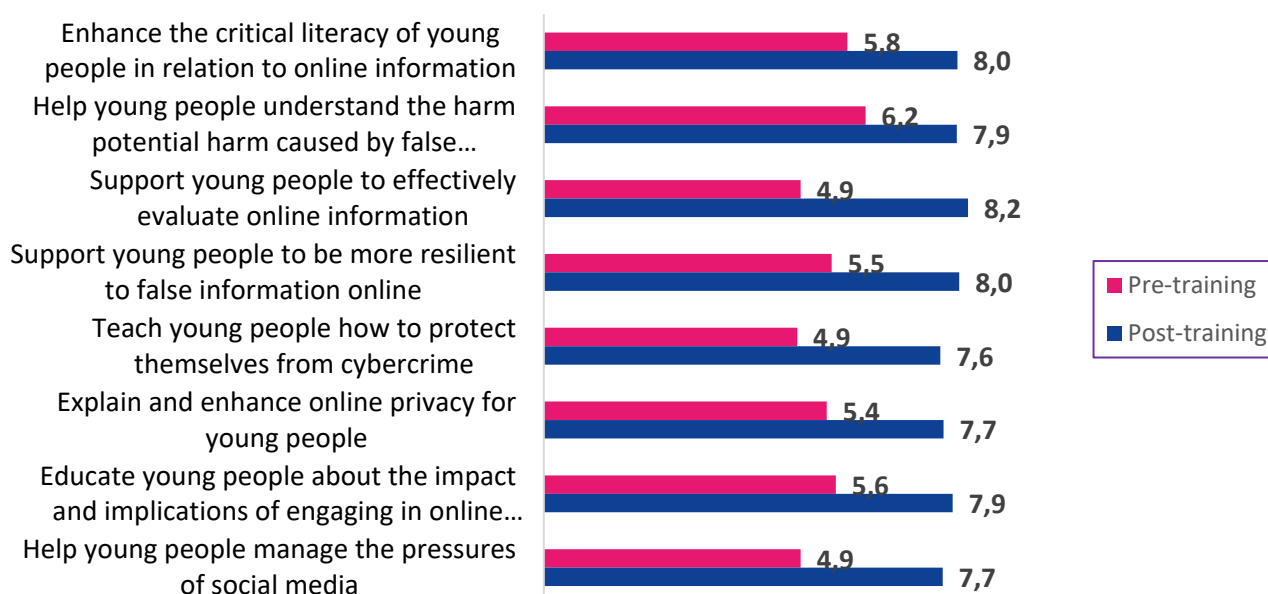


<b>Critical Literacy</b>		
Total pre-training surveys received	50	
Total post-training surveys received	31	
Total number of matched surveys	26	
Unmatched / rejected surveys	29	
Number / % of matched respondents more confident (topic specific questions)	26	100%
Number / % of matched respondents more confident (Orpheus general questions)	23	88%

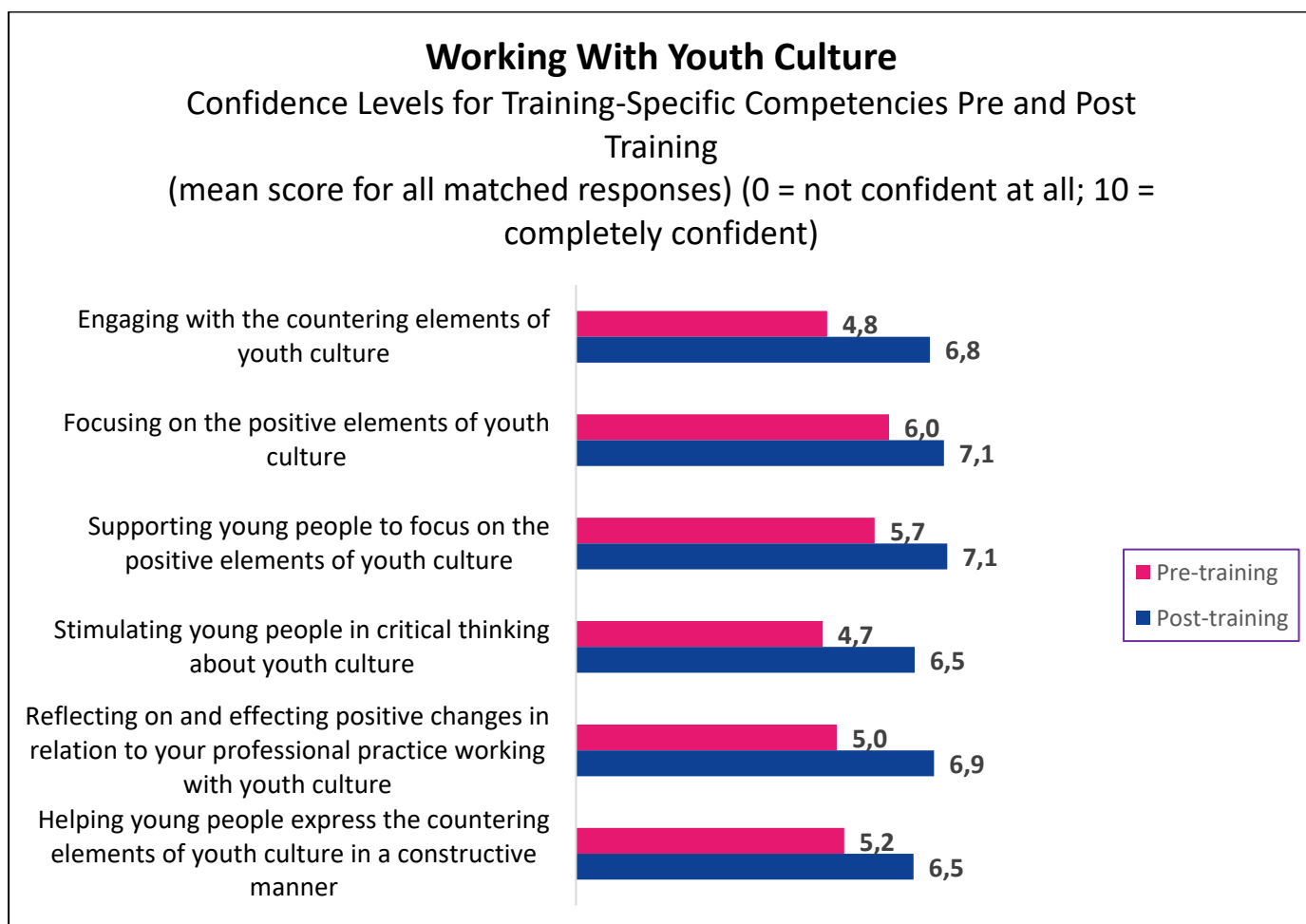
### Critical Literacy

Confidence Levels for Training-Specific Competencies Pre and Post Training

(mean score for all matched responses) (0 = not confident at all; 10 = completely confident)



Working with Youth Culture		
Total pre-training surveys received	25	
Total post-training surveys received	16	
Total number of matched surveys	12	
Unmatched / rejected surveys	17	
Number / % of matched respondents more confident (topic specific questions)	11	92%
Number / % of matched respondents more confident (Orpheus general questions)	9	75%



Politicisation		
Total pre-training surveys received	3	
Total post-training surveys received	2	
Total number of matched surveys	1	
Unmatched / rejected surveys	3	
Number / % of matched respondents more confident (topic specific questions)	1	100%
Number / % of matched respondents more confident (Orpheus general questions)	1	100%

Because of the low response, the evaluation of this training was not included in the report. This training is further developed in combination with the manual (Get Up Stand Up) and test training sessions are organised in 2022 – see Chapter 4.

## 6 Developing the final versions

We decided on changing the deadline for the final versions of the trainings in February 2022 and finishing the translations of all trainings on the end of March 2022. In practice, the trainings were ready in an English version in June 2022.

Because 5 training courses were now organised, there is both a manual and a resource pack for these training courses, the training courses are much more extensive than initially planned and AHS has invested more in the development of the training courses, the lead partner proposed to divide the translation work among all partners (see the diagram for the division of tasks).



State of affairs finishing off / translations					
		Responsible partners	English	French	Dutch
1	Controversial issues	AHS + PCC	PCC	GGL	AHS
2	Personal Safety	CoM + UCR	UCR	GGL	Com
3	Online literacy	UoP + GGL	UoP	GGL	CoM/Ceapire
4	Street culture	Ceapire + Cdt	Cdt	GGL	Ceapire (+ AHS)
5	Politicisation	AHS +	PCC + AHS	GGL	AHS

Finalisation basic texts (guide, ppt, ...): PCC, CoM, UoP, Ceapire, AHS  
before the end of February 2022

Translations into English: UCR, Cdt, PCC  
Translations into French: GGL  
Translations into Dutch: AHS, CoM/Ceapire

Final editing and lay-out: ??? 15 documents (see after budget evaluation)

Uploading on the platform: CoM

The deadline for the translations into Dutch and French was the end of August 2022.

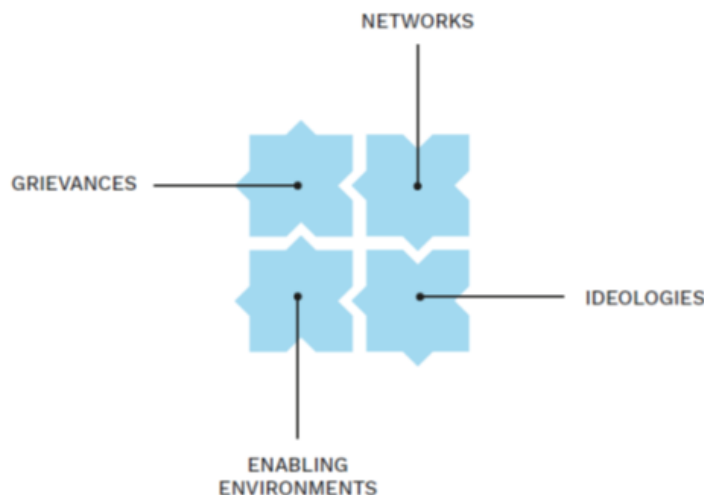
In the period between September 2022 and December 2022, all trainings will be made ready for publication, i.e., the editing of all trainings and lay-out to be distributed via the ORPHEUS website and various other channels of the project partners and involved organisations.

## 7 Conclusions

Based on the concept of safe spaces where delicate topics are shared with other youngsters and educators (internal dimension) and the public expression of their grievances is supported, ORPHEUS decided to develop

- a training 'dealing with controversial issues' for the **internal dimension**
- and a training politicisation for the **external dimension** of safe spaces.

The aim was to raise the level of **confidence** in different competencies of professionals by strengthening them through training. Hence, there was great enthusiasm to invest more in training by developing five instead of just two.



Different trainings link to the ORPHEUS puzzle model. This can be illustrated with the training on dealing with controversial issues. This training focuses on three of these **risk factors**:

1. This training focuses on offering young people opportunities to express their **grievances** in an interactive, constructive and informal environment.
2. Attention for a safe and respectful climate during intense discussions and for recognising opposites without lapsing into enmity contributes to **positive networks**.
3. For the puzzle element of '**ideologies**': this training helps key persons to support young people in critical thinking on ideas, narratives, ...

The planning was tight, the enthusiasm was great. Corona, however, was a spoilsport. The deadlines changed with every corona wave, and we were soon over a year behind. The **testings** yielded less information because schools and organisations held off on extra activities for professionals in view of the pressure and uncertainty in organisations. Some pilots experienced more problems with this than others. We always tried to think proactively about other ways to achieve the same result, often successfully. In this way, we finally succeeded in developing 5 training courses in co-creation with partners, with for each training an extensive manual in S, M and L version, a resource pack and Power Points that can be used during trainings.

The first **results** of these trainings were promising: 90% of professionals reported increased overall confidence in the topic-specific competencies following completion of the training, and 83% reported increased confidence for the general project competencies.



# DEVELOPING METHODS FOR POLITICISATION

## 1 Overview of deliverables

### ❖ Deliverables

D.1.1.4. Co-created method development on politicisation of grievances in safe spaces (external dimension) - **New End Month 30/06/2022** (originally 30/06/2021)

Based on the mapping of good practices, PP4 & PP7 will conduct an action research in 20 youth work organisations, actively engaged in the politicisation of grievances with vulnerable youth. This action research feeds the development of a method in 6 co-creation workshops with youth workers and through 4 study visits of good practices in each country. The method is validated in 4 focus groups of experts and youth workers in each country (connected to the focus groups in D1.1.2).

PP4+PP7 conduct an action research in 20 youth organisations, engaged in the politicisation of grievances with vulnerable youth.

PP4 conducts case studies on methods with young people and youth workers in 8 organisations. PP7 conducts interviews on views + needs for support with professionals in 12 organisations.

In 6 co-creation workshops (youth workers) and 4 study visits, the methods of politicisation **are developed**. **The methods are** validated in 4 focus groups (experts, youth workers, see D1.1.2).

**D.1.2.3. Manual on politicisation of grievances** – **New End Month 30/06/2022** (originally 31/12/2021)

Based on the method development (D1.1.4) a manual 'Politicisation in youth work with vulnerable young people' ~~will be~~ is developed (PP4) **in a co-creative process with youth workers, resulting in a cross-medial (print + online) product** in ~~3~~ **three** languages (NL, F, E) ~~Dutch, French, English~~. The manual is ~~will be~~ presented on a conference for youth workers and managers of youth and prevention organisations.

The **draft of the manual** is ~~will be~~ used in the training sessions (D1.2.1) and ~~will also~~ inspires the guidelines as described in WP3. Dissemination: ~~see will be done as described in~~ WP5 Communication.

## ❖ Rationale

In the ORPHEUS project, the **focus on radical beliefs** in mainstream prevention models is seen as a major problem. Instead of following the mainstream process models ORPHEUS uses the puzzle metaphor inspired by Hafez & Mullins (2015). This puzzle model is based on the interdependence of **four components**: grievances, networks, ideologies, and enabling environment and support structures.

**Grievances** are a driver towards violent extremism. A broad quantitative study of country-level data from 172 countries concluded clearly that countries with more economic discrimination of minority communities are more reidentified as important. See the ethnographic study by Garland & Treadwell (Abbas & Siddique, 2012). In a research summary Miller & Chauhan (in Colaert, 2017) conclude: “Both the subjective perception and objective existence of unfairness, discrimination and injustice can be important drivers of violent behaviour both when it objectively exists and when it is perceived.”

ORPHEUS accepts the need of public expression of grievances as an important part of prevention efforts. To empower educators in supporting young people to express and address their grievances in the public sphere, we will develop **methods on ‘politicisation with vulnerable youth’**. This is the **external dimension of safe spaces**. We will develop methods to support young people to express and address their grievances in the public sphere. Field workers will be supported and trained to empower young people to work in the public sphere to express and address their grievances in a legitimate way. We will develop methods on ‘politicisation with vulnerable youth’, with a three-language manual as a result. The method and manual are integrated in the training trajectory and the group supervision for field workers.

## 2 The concept of politicisation

Precisely the public character of expressing grievances links to the concept of **politicisation**. Politicisation refers to practices that contribute to the organisation of the public debate and disagreement about how we organise our society together. That public disagreement is intimately linked to a vital democracy (Oosterlynck, Hertogen, & Swerts, 2018). Various forms of consultation with professionals and organisations as experts or stakeholders or various discrete forms of lobbying or advocacy fall outside this delineation of politicisation – precisely because they miss that public character.

Because the concept of politicisation is closely linked to the public sphere in an open democracy, politicisation can be understood and elaborated differently, depending on the vision of that democracy. Theorists, organisations and professionals have different views on society, democracy... and this has different implications for the content and method of politicising work: dialogue and/or action strategies, influencing policy makers and/or sensibilisation of the public, mobilisation of 'followers' by leaders or people as 'active agents' in charge, ...?

Within practices of politicisation of grievances with vulnerable youth, different approaches can be used and even combined. All these approaches – how different and even contradictory to each other they may be - can be politicising, as long as they contribute to the public debate on how we organise our living together in society.

We notice that **radical expressions of young people** are often seen as a disruption of 'harmony' and cohesion in society. This gives young people less room or opportunity to make their voices heard. But it is precisely this disruption of the existing order in society that is at the heart of politicisation in a vital democracy. After all, we start from the democratic idea that everyone – young or old, established or newcomer, rich or poor, man or woman... – can have a voice in the debate about how to live together and that everyone is equal to anyone else (Rancière, 2005). Young people can also become audible and visible through all kinds of public channels to express their dissatisfaction and frustrations and thus bring about social change.

### 3 Action research Arteveldehogeschool

In order to develop methods for politicisation with young people in a socially vulnerable situation, an action study was conducted in collaboration with Uit De Marge, support centre for youth welfare work in Flanders. After all, they too note that the space for the public expression of grievances and frustration by young people in a socially vulnerable situation narrows. This is quickly seen as an unwanted polarisation in society. However, youth welfare work is convinced that there should be not less, but more space and more support for the voice of these young people. Uit De Marge is looking for ways to better support young people and youth workers in politicising work. They are working on this with concrete trajectories in their local projects.

In 12 case studies during three academic years, Arteveldehogeschool examined practices of politicising work with these young people. This gives us a better insight into how youth workers and young people experienced these projects. This can inspire organisations to better align their approach to politicising work with the points of attention that the participants indicate. All results of the action research were used in the development of the **manual** as the final deliverable.

#### FIRST ROUNDS OF CASE STUDIES 2019-2020

We do give a shit! Practices of politicisation in youth work with young people in vulnerable positions

In close collaboration with Uit De Marge four inspiring case studies were researched.

Cases:

- Project with minor refugees (Jongvzw)
- Project 'Geen Kind op straat' (Jong Gent in Actie)
- Project on the relation with police (Geraardsbergen)
- Project on public space for young people in new social housing development (Geraardsbergen)

Research:

- Interview with youth worker – transcript & analysis
- Group interviews with young people – transcript & analysis
- Feedback of preliminary analysis in focus group with Uit de Marge professionals 12 December '19

- Interview with the trajectory supervisor of the case in Uit de Marge
- Development of magazine 'Ceci n'est pas normal'
- Table of contents based on research December '19
  - Editing first draft 29-31 January '20 in co-creation with youth workers
  - Feedback on first draft from the cases and Uit de Marge
  - Final version april '20
  - Distribution of the magazine in the Uit de Marge network (training sessions/intervisions, ...)

The results of the first case-studies were processed in a **magazine** for the youth workers of Uit De Marge. This co-created magazine described the first four cases and explored key issues such as:



- Politicisation begins where fatalism ends
- What is success in politicising work?
- Trust and a safe climate as a pedagogical basis
- The role and profile of the professional in supporting politicising young people

- Preconditions for politicising work in organisations and society
- The contribution to the public debate
- The agency of young people in these processes

Each issue was elaborated with examples from the case studies and with discussion boxes for further reflection and training.

#### SECOND ROUND 2020-2021

Speak out! Perceptions of politicizing actions among youth and professionals in youth welfare work

At the request of Uit De Marge we conducted a perception study on policing among children, young people and professionals in youth welfare work. The results can help youth workers to adapt their projects to the challenges and difficulties that young people themselves report.

Cases:

- Vulnerable youth and children during the corona pandemic;
- Politicization of the image of young people in New Ghent after Level 4;
- Online activism from youth welfare organizations together with young people in a socially vulnerable position;
- Politicize vulnerable young people.

Research:

- Contact with case organization and record agreements
- Topic list design
- (Group or individual) interviews with young people and youth worker
- Coding and processing interview
- Feedback from youth worker/young people
- Focusgroup with UitdeMarge on the conclusions 12 December
- Final interview with supervisor of case: 7 December - 20 December
- Final version

### THIRD ROUND 2021-2022

Central issue: 'As a youth worker, how do you work with young people to express their grievances online?'

#### Cases:

- Stampmedia
- Tumult
- Globelink
- Uit De Marge
- Young fenix
- Betonne Jeugd

#### Research:

- Topic list
- Individual interviews with youth worker
- Transcript & analysis

Development of an online magazine 'De Kracht van Verbinding – online politisering in het jeugdwelzijnswerk'

- Table of contents based on research October 2021 – March 2022
- Editing first draft 31 of January 2022
- Feedback on draft 3 of February 2022
- Final version June 2022
- Distribution of the multimedia magazine: online:

<https://readymag.com/u259805809/krachtvanverbinding/>

## 4 Research UCR

**In a first step**, UCR conducted 12 individual and 2 focus group interviews with professionals working with youngsters in the Netherlands, Belgium, France and the United Kingdom: these included teachers, social workers, people giving pastoral care, and people working for municipalities in the field of social housing and community care.

The aims were to explore the concepts professionals work with, to which degree this may include ideas related to politicisation and reasons which may limit or even inhibit them, if they deal with grievances and their expressions of it. This was not limited to but included questions such as:

- What is their vision for the youths they work with and on what kind of reasoning/world view is it based on.
- Do they work (im-/explicitly) with a concept of political self-efficacy and want the youngsters to become actively engaged citizens who are aware of their agency and utilize it to contribute to political change in society (e.g., become involved in community projects in which they would act as role models for youngsters in a similar situation?
- From a practitioners' perspective, what are best practices to enhance political self-efficacy, prevent social alienation and empower, which should be promoted?
- How do practitioners deal with issues of security versus trust in this context? E.g., are there programs in place to contact the police/official agencies?

We conducted:

- 10 individual interviews in the Netherlands
- 2 individual interviews and 1 focus group interview in the United Kingdom
- 1 focus group interview in France

**In a second step**, we offered two workshops for these practitioners, during which we presented our findings, asked for feedback and gave them the opportunity to collectively brainstorm ideas how to tackle issues within their working lives which were raised.

**In a third step**, we ran three workshops with 'empowered youth': young people who are passionate about contemporary political topics and actively involved in the fight to tackle these – and could therefore be considered as being 'highly politicised' (e.g., participating in political gatherings and protests, organising and signing petitions, trying to raise awareness when they can). In a nutshell: all of them know how to and



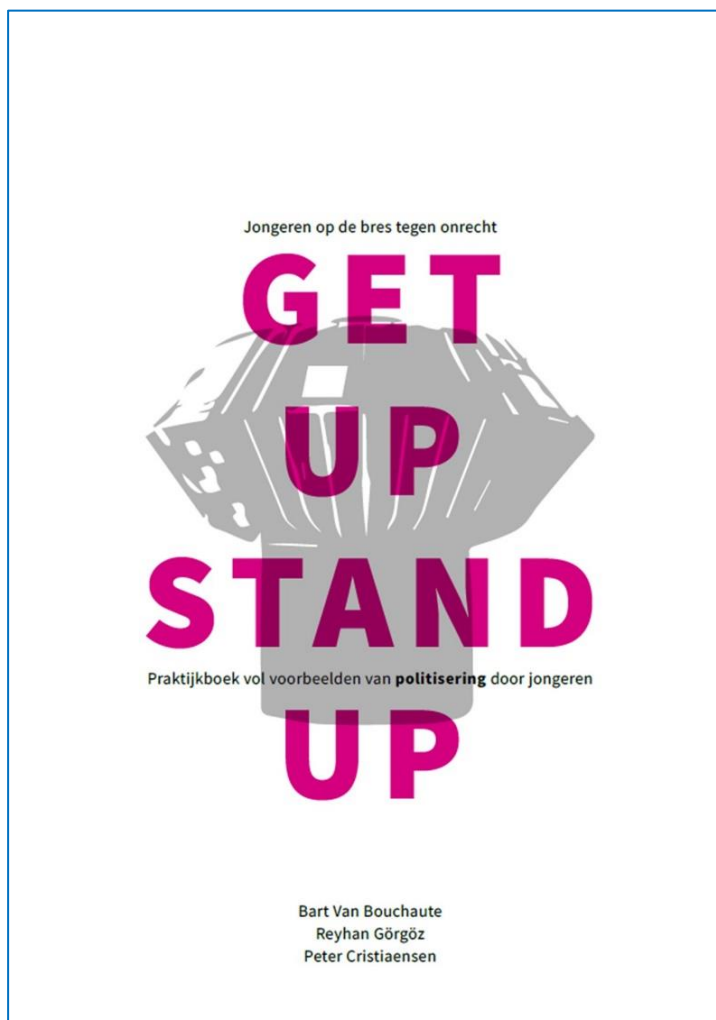
translate their grievances about political topics/the state the world is in into action to tackle these issues within the political sphere. Here, one of the research questions was to explore the criteria for a safe space from a young person's perspective, what kind of prerequisites and support they need within the process of politicisation and to develop their potential.

**In a fourth step**, based on the analysis of these (individual and group) interviews and workshops with practitioners and politicised youngsters, we wrote a paper as source for the handbook 'Get Up Stand Up' for practioners.

## 5 Development of the manual 'Get Up Stand Up'

We wrote and published the 'casebook' GET UP STAND UP in order to clarify the concept of politicisation to youth workers and professionals and to support them in supporting youth workers.

This book was developed in a co-creation process with staff members of Uit de Marge. In different meetings of the editorial board the content, cases, style, ... of the manual was elaborated. The relevance for the training of professionals was a key issue during these discussions. This resulted in a practice-oriented book where the different chapters open with revealing cases that inspire the further content of the chapter and further reflection/discussion by youth workers.



## The Chapters:

- What's in a name? about the importance of politicisation in a lively democracy
- At the forefront against what? about economic, cultural and political injustice (Fraser)
- At the forefront! But how? About different strategies of politicisation (raising awareness, making the matter visible, demanding change and realising change)
- DIY kit for politicising actions. About the important steps when you want to start a politicising process
- From safe to brave. About the necessity of trust relations between youngsters and youth workers and the need of opening the space to a brave space.
- Power and counter-power. About possible obstacles.
- Hot topics. Is there space for politicisation? What if politicisation goes in the wrong direction? What is success in politicising projects?
- Wanted: youth worker (m/f/x) with an enthusiasm for politicising work.

The strength of this manual are the cases, 23 in total! This makes the concepts very tangible. We found the cases:

- In the action research by Arteveldehogeschool and Uit de Marge vzw (see 4.3).
- New cases were found in the Artevelde network
- 2 cases were visited and discussed during the PM in Antwerp ('safe space' and 'BAAAZ') and interviewed afterwards
- Some international cases were found thanks to the ORPHEUS' network.

The UCR research (see 4.4) was used in the chapter 'From safe to brave' to clarify the role and position of professionals.

Bart Van Bouchaute, Reyhan Görgöz and Peter Cristiaensen (2022). *GET UP STAND UP, Young people at the forefront against injustice. Casebook full of examples of politicisation by young people.*

110 pages (Dutch print) or 60 pages (French and English translation, PDF).

## 6 hybrid product: website with extra resources and training manual

During the Partner Meeting on 3/06/2021 the manual was discussed in a cross-border workshop with the partners. This scheme was presented to clarify that the handbook will function as an umbrella. On the website [Get up stand up | Arteveldehogeschool Gent](#) the different versions of the manual can be downloaded and extra material for professionals and trainers is available.

### A HYBRID PRODUCT FOR TWO TARGET GROUPS



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## 7 Testing of the training material

The first version of the training was not well experimented with (see chapter on trainings). We decided to use the manual to finalise the training and link it directly to the manual.

In the period spring 2022 – end of the project the training is tested with workshops (3-4 h):

- pilot Mechelen with youth workers autumn 2022
- pilot Dordrecht with youth workers (NL) autumn 2022
- community work Saarno (BE) October 6<sup>th</sup> 2022
- (other workshops are planned)

A more intensive masterclass is organised for experienced youth workers in cooperation with Uit De Marge on 24<sup>th</sup> January and 14<sup>th</sup> of February 2023.

## 8 Conclusions

ORPHEUS accepts the need of public expression of grievances as an important part of prevention efforts. This is the **external dimension of safe spaces**. To empower educators in supporting young people to express and address their grievances in the public sphere, we developed **methods on 'politicisation with vulnerable youth'** with a three language manual as a result.

Because of corona, there was more time for development and less for live activities, so we decided to work out the politicisation training immediately and include it in the testing. This testing was included in the pilots to a very limited extent. This showed once again that 'politicisation of grievances' was met with a lot of **reluctance** from pilots, professionals and organisations, although there was broad **'theoretical' support** for this new approach in the prevention of violent extremism within the ORPHEUS partnership.

This reluctance undoubtedly had to do with the confusion about and unfamiliarity with the **concept of politicisation**. After all, this is often (negatively) associated with politics. That is why in the cocreative development of the method and the manual, the choice was made for the slogan 'Get up, stand up' and for the baseline: **'supporting young people in their struggle against injustices'**. This made it immediately clear that the focus is on collective awareness and social action against economic, cultural and political forms of injustice. The developed method focuses on recognising these forms of injustice and on guiding processes of supporting young people in their struggle against injustice. Due to the lack of knowledge, skills and practical experience of many professionals and their concerns about their professional role in this field, we decided to make the manual very **practice-oriented** with 23 cases from different countries. Different strategies and methodical steps in processes of politicisation are shown. The inevitable link between these processes and unequal power relations, and the building of networks of supporters is explained.

The **training** is directly linked to these chapters in the handbook and aims to increase the insight and skills of professionals in interactive workshops where their experiences, questions, doubts and ambitions are explicitly considered. In the period September 2022-February 2023, this training will be valorised in various **training**

**courses**, ranging from short practical workshops with youth workers to a more intensive master class.

The action research in preparation of this handbook, the handbook itself, the presentation during a conference for youth workers and prevention workers and the training modules linked to this handbook were all developed in **intensive co-creative processes** with young people, youth workers and educators in the youth work with young people in socially vulnerable situations. These co-creative processes ensured that the **agency** of young people and youth workers in this part of the ORPHEUS project was very explicit and clear.

# ANNEXES

## 1 ANNEX A FIRST FRAMEWORK ON THE CONCEPT OF SAFE SPACES

(Presented and discussed during PM 2 October 2019)

### THE METHOD OF SAFE SPACES IN ORPHEUS: BETWEEN PROTECTION AND EMANCIPATION

Reflection on the concept safe spaces for further development

We choose to draw some lines, formulate some conditions and characteristics on safe spaces instead of **defining** what safe spaces should be in ORPHEUS. This has two reasons:

- (1) the variety on *contexts of the pilots* in which safe spaces will be developed, and
- (2) *ethical and methodological principles*. We cannot determine in advance what safe spaces are, as they will be defined or developed in co-creation between professionals and young people.

Spaces between protection and emancipation

We are aware of the inherent ambiguities of the concept safe spaces. 20<sup>th</sup> century youth have spent their time in well organised reserved 'safe' spaces and places, separated from adults, with the aim

- to **protect them** from bad influences in society (child at risk)
- or to **protect society** from the unpredictability of their behaviour (the dangerous child) by putting young people in relegation zones.

In most cases, these spaces were physically and symbolically separated from society in schools, playgrounds, juvenile courts, child movies, ... and had the consequence that young people were considered essentially different (youth as objects). Some of these places were not only set up from a protective perspective but could also have an **emancipatory function**. In some cases, to prepare young people for the 'real world', in other cases by self-emancipation. These places were interesting for young people to behave, communicate, organise and experiment in ways not tolerated outside and was essential in formulating claims for change (see politicisation). Both these visions were applied in youth work (see further).





‘Radicalisation’: safe spaces as an instrument of prevention work with young people?

In the context of terror attacks and the culture of fear, the trees, whereunder traditional youth work and young people used to work, have shaken. It is well known that young people have until now played a relative minor role in recent terroristic attacks and extremist violence, nevertheless a lot of the attention of policy makers is focused on young people. The very conceptualisation of ‘**radicalisation**’ as a process contributed to the main focus on young people as a **consequence** of the idea of early prevention. This had led to several initiatives in some countries, in some cases to the restructuring of funding and the instrumentalisation of **youth work**.

In this context, the safe space is seen an attractive concept wherein young people are supposed to be protected from dangers in times of polarisation, violence and terrorism and opens a door for renewed socialisation, creating the ‘**good democratic citizen**’. These processes lead to moulding young people towards a certain ideal and a stance where safeguarding (in a narrow sense) is the central issue.

The challenge: safe space as a laboratory

Based on a recent mapping of theories of radicalization (Ahmad & Monaghan, 2019) we may wonder if the prevention efforts in youth work are mainly centred on an **individualistic approach** - working in individual resilience, individual skills, individual ideas, peer groups, ... The more **structural approaches** in youth work seem to be very scarce (for Flanders see: Henkens & Kastit, 2019; Van Bouchaute e.a, 2018). Nevertheless, in some youth work practices the construction of spaces, activities and praxis are different. The space is conceived as a **laboratory**, where people can experiment with different forms of participation, identities, behaviour and ideas.

This is not completely new but has more to do with a shift in steering youth work. Although, it is too easy to say that youth work has always been emancipatory, it has been a fundament. Several youth work organisations say that the problem is not so much organising safe spaces but **losing the opportunity to work in a ‘safe space’** (see statements of youth workers in Belgium in Flachet & De Backer, 2019; Henkens & Kastit, 2019). These organisations want to reclaim the safe space they used to have. In other locations, with demographic and cultural changes these spaces will have to be installed. Anyway, **these space and praxis should be more attractive, promising and rewarding than the easy alternatives ‘outside’**. Certain groups, organisations and movements promise quick and easy identities and ways to engage (Sieckelinck, 2017). This might be the toughest issue for professionals as democracy works slow, is unpredictable and works on polemic, debate and exchanging ideas.

The pedagogy behind safe spaces

So, the concept of safe space is not so much characterised by a location, institution, organisation... but by the **pedagogy** behind it. The pedagogical view should be aimed at rebalancing between protection and emancipation, and **(re)install 'safe spaces as laboratories'** where young people are in charge, working together in empowering ways and participate in the whole society. Safe spaces as laboratories could counterbalance the objectivation and individual or social psychological approach that is dominant in youth work or education. The cocreation of a safe space should be open ended and allow youth workers to avoid pitfalls. In ORPHEUS, we conceive safe spaces as hubs for experimenting, taking up responsibilities, engaging and organising in actual and local context. In these safe spaces, 'radicalisation' and 'polarisation' and the effects of this focus can indeed be an issue - if it is brought up by the participants. However, the main focus should be on expressing needs and grievances and finding ways to cope with challenges. In a way this is part of the DNA of modern youth work.

#### The professional in safe spaces

Another aspect of the safe space is **the presence and role of the professional**. What ideas do they have on the challenges and their role in the process of emancipation of young people? The taken for granted ideas and traditions on the role, on creating conditions, the use of safe spaces and ideas of emancipation or empowerment are to be discussed and shaped by professionals, in cocreation with young people. Youth workers clearly need tools for guiding young people in the context of 'prevention of radicalisation' and the instrumentalisation of youth work in that prevention work.

Various studies (Van Alstein, 2017; Van Bouchaute e.a., 2018; MENARG, 2019) have indicated that youth workers need **support** in at least three key elements:

- keeping a relation of trust and confidentiality in the context of 'deradicalisation' policies,
- the problem of action embarrassment
- the question 'what is negotiable and what isn't?' in discussing controversial issues with young people.

Developing safe spaces in the local context with young people

A last idea on safe spaces, is that it has to be conceived in **context**. In certain neighbourhoods, communities, families, a school can indeed be considered as a safe space in the perception of young people. The same goes for embedded youthwork.

If these places are not considered as safe by the users, ORPHEUS should engage to develop these places towards (more) safe spaces and/or to install new spaces (see mapping). The defining and creation of safe spaces should be in **cocreation with young people**, since they have to consider the places as safe.

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## 2 ANNEX B: TOPICS IN QUESTIONNAIRES FOR PROFESSIONAL TRAINEES

### Dealing With Controversial Issues

- Effectively facilitate conversations about controversial issues
- Manage heated conversations with young people
- Set productive ground rules with young people for discussions about controversial issues
- Assess and handle appropriately the difference between heated discussion and negative polarisation
- Keeping the balance between free speech and respect for each other during discussions of controversial issues
- Ask the right questions in order to present issues fairly in the absence of neutral, balanced or comprehensive sources of information
- Handle spontaneous questions and remarks of a controversial nature
- Reflect about what you bring to the discussion (e.g., your identity, opinions and biases) and assume a facilitation style that will allow participants to engage effectively
- Select and implement appropriately according to circumstance a range of roles in dealing with controversy e.g., 'neutral chairperson', 'balanced' approach, 'devil's advocate' and 'stated commitment'?

### Online Critical Literacy

- Enhance the critical literacy of young people in relation to online information
- Help young people understand the harm potential harm caused by false information online
- Support young people to effectively evaluate online information
- Support young people to be more resilient to false information online
- Teach young people how to protect themselves from cybercrime
- Explain and enhance online privacy for young people
- Educate young people about the impact and implications of engaging in online hate speech and harassment
- Help young people manage the pressures of social media

### Working With Youth Culture

- Engaging with the countering elements of youth culture
- Focusing on the positive elements of youth culture
- Supporting young people to focus on the positive elements of youth culture
- Stimulating young people in critical thinking about youth culture
- Reflecting on and effecting positive changes in relation to your professional practice working with youth culture
- Helping young people express the countering elements of youth culture in a constructive manner

#### Strengthening Personal Safety in Safe Spaces

- Commencing safe space activities with a new group
- Building and maintaining a relationship of trust and confidentiality with and within a group of young people
- Facilitate forming individuals into a group that likes to do activities together
- Enhancing young people's trust relationships with one another in safe spaces
- Reflecting on your own role within a group and making changes in your behaviour if needed
- Facilitate groups of young people to solve problems in a constructive and peaceful way
- Preventing social alienation by enhancing the welfare and protection of young people

#### Politicisation

- Understand the meaning and importance of politicising work with young people
- Increase the space for young people to make their grievances audible and visible
- Help young people to transform grievances into a shared problem formulation
- Make strategic choices about goals and activities in a politicising process
- Analyse the network of supporters and opponents
- Co-create with young people appropriate forms of expression to make grievances public
- Deal flexibly with unexpected events, setbacks and opportunities in a politicising process

- Reflect on their own perspective and role in practices of politicisation

#### General Questions

- Developing a safe space for discussions among young people
- Setting up a constructive dialogue among young people on sensitive topics
- Supporting young people to express their grievances in a peaceful way
- Addressing sensitive issues in open dialogue with young people
- Helping young people to become more resilient to attempts to manipulate them emotionally
- Helping young people to make informed judgements
- Strengthening positive networks for young people