

*15th Symposium on the Contributions of Psychology to  
Peace*

21 – 27 May 2017, Rome and Florence, Italy

**Bridging Across Generations:  
Turning Research into Action for Children  
and Families**

# Abstracts





## Foreword from the Symposium Hosts

*A message from Nikola Balvin, UNICEF Office of Research  
- Innocenti, Florence*

On behalf of the Committee for the Psychological Study of Peace (CPSP) and the UNICEF Office of Research - Innocenti, it gives me great pleasure to welcome you to the *15<sup>th</sup> Symposium on the Contributions of Psychology to Peace* in Italy.

Co-hosting this symposium with Sapienza University of Rome has connected UNICEF Innocenti and CPSP to critical Italian thought leaders and I hope is the beginning of a strong ongoing collaboration for peace. I am grateful to Sapienza for its open-mindedness and forward thinking in taking on this partnership with UNICEF and to CPSP for encouraging this collaboration. Bringing together peace psychology pioneers from Sapienza and researchers from the world's largest child rights organization, UNICEF, the theme of the 2017 symposium unfolded naturally and easily, with the host organizations finding many synergies in their interests and objectives. *Bridging Across Generations: Turning Research into Action for Children and Families* captures the intergeneration transitions and new forms of identity that are at the

heart of many peace psychology issues in Italy, but also applies to more global issues such as migration, urbanization, digital divides and the social identity conflicts that stem from them. The theme emphasizes the importance of children and the supportive role of the family in their lives – concepts which are central to UNICEF’s agenda. The love of children and family cohesion are also at the centre of Italian cultural values and in this symposium we have asked presenters to emphasize how their work is applicable to creating peace for children and families. For some, this was a natural trajectory, with many peace psychologists trained in developmental psychology and several founders of CPSP turning to studying peace as a result of the impact fear and misconceptions during the Cold War had on children’s well-being. Others found it more difficult to link their research to the family context, but through the helpful feedback of reviewers and application of an ecological framework and a historical lens were able to draw out the relevance of their work to the youngest generation. The last component of the theme relates to examining how to turn evidence from research into positive social change, i.e. “turning research into action”. The interest in this aspect of peace psychological work emerged strongly during the 14<sup>th</sup> Symposium in South Africa and also aligns well with UNICEF Innocenti’s

approach to research. UNICEF uses evidence to inform its programmes and policies for children and its research needs to answer relevant questions and pressing issues of child well-being and be accompanied by a thorough dissemination plan for its uptake and use. Throughout the abstract review process, authors were asked to reflect on the relevance of their work to policy and practice and it is my hope that the symposium discussions will illuminate ways in which peace psychologists can ensure their work has a positive impact on the lives of children, families and communities.

The organization of the 15<sup>th</sup> Symposium has been a tremendous effort, which lasted over three years and to which numerous people contributed. I wish to thank the sponsors who generously supported this symposium: UNICEF Office of Research – Innocenti and the Italian Psychological Association. I am grateful to members of the scientific and organizing committees at Sapienza and UNICEF – whose names are listed below – for guiding the vision of the symposium, shaping the scientific program and establishing a rich cultural program which will introduce participants to historical and contemporary issues of peace and conflict in Italy. I am also grateful to the abstract reviewers and members of CPSP who

were involved in shaping the symposium theme and program streams at their inception. I especially wish to acknowledge the longstanding and strong leadership of CPSP's dedicated leader and co-chair, Professor Daniel Christie. Dan's dedication to peace psychology has been pivotal in establishing it as a sub-discipline of psychology, which today is taught as part of undergraduate degrees, with several universities offering dedicated peace psychology postgraduate programs. The [Peace Psychology Book Series](#) and the [Encyclopedia of Peace Psychology](#) edited by Dan represent a great effort which brought together the knowledge in this field and are a vital foundation for future work.

Finally and most importantly, I wish to express my gratitude to Professor Mauro Sarrica who boldly accepted my invitation to co-host the *15<sup>th</sup> Symposium on the Contributions of Psychology to Peace* with the UNICEF Office of Research – Innocenti. This collaboration was full of “firsts” for both our institutions and for the symposium. It not only included the challenges of coordinating the operational processes of two large organizations, but had an additional layer of logistical challenges associated with moving an entire delegation from Rome to Florence. I am grateful to Mauro for his creativity, enthusiasm and the incredibly

hard work he dedicated to organizing this symposium. I hope our efforts pay off and you are stimulated intellectually, creatively and have a wonderful time in Italy!

Special thanks to the members of the scientific and organizing committees, including:

<b>Name</b>	<b>Organization</b>
Anna Kusic	Sapienza, University of Rome
Giovanna Leone	Sapienza, University of Rome
Bruno Mazzara	Sapienza, University of Rome
Tina Pastorelli	Sapienza, University of Rome
Paola Perucchini	Sapienza, University of Rome
Kerry Albright	UNICEF Office of Research - Innocenti
Patricia Arquero Caballero	UNICEF Office of Research - Innocenti
Patrizia Faustini	UNICEF Office of Research - Innocenti
Michelle Godwin	UNICEF Office of Research - Innocenti
Alina Potts	UNICEF Office of Research - Innocenti

*A message form Mauro Sarrica, Department of  
Communication & Social Research, Sapienza University of  
Rome, Rome*

Researchers and practitioners from different parts of Italy and the world - from the main universities, organisations and associations operating for peace, are joining together in Rome and Florence on the occasion of the 15<sup>th</sup> *Symposium of Contributions of Psychology to Peace*.

Where does the commitment of so many scholars and activists come from? The occasion of sharing ideas and projects with colleagues from all around the world is of course a driver, and so is the attractiveness of the symposium theme: *Bridging Across Generations: Turning Research into Action for Children and Families*. The theme resonates with challenges currently faced by Italian society. However, reading the proposals we received, I feel there is much more to this, including a deep understanding about the role that Psychology could play in the current historical crisis, and a sense of urgency. Let me try to illustrate a few of the subterranean rivers that are flowing beneath the surface and that, I believe, lead us here.

The first element I would like to outline is that the roots of Italian pacifism are intertwined with the themes of many contributions that will be discussed at the symposium. Three key figures of Italian pacifism are particularly relevant: Don Milani, Alex Langer and Giorgio La Pira. The thought of Don Lorenzo Milani implicitly resonates in the way we look at schools as places of inclusion and development. They are places of justice as opposed to the structural violence of “making equal parts among unequal people”. Migrants – the so called second and third generations – are questioning our capacity of imagining our schools, and thus the future of our societies, in an open way, and not as “hospitals that cure the healthy and reject the sick”. Alex Langer’s commitment to interethnic dialogue among youth and the idea of pilot groups that could experiment the problems and limits of interethnicity on themselves and foster constructive approaches to conflict still provide insights –thirty years later – to those studying intergroup encounters. His political action traced clear links in the nineties between the commitment to peace (e.g. in the former Yugoslavia) and pro-environmental activism. Intercultural approaches and environmental sensitiveness, which are present in the contributions to the symposium, are still issues that need to be solved in contemporary societies. Lastly, the visionary ideas

of Giorgio La Pira, the unforgotten mayor of Florence spring to mind. La Pira's political action aimed at re-establishing the value of the cities and the centrality of Europe for peacebuilding and against the danger of nuclear weapon. Unfortunately, these issues still persist if we think of the tensions at the East and South of the continent. Together with these main themes, I would like to point out one of La Pira's thoughts which seem particularly pertinent to the spirit of the Symposium: *"The current generations have no right to destroy a patrimony that has been entrusted to them in view of future generations! These are assets that come down from past generations and will be bequeathed to the present generations, the legal heirs of the trustees: the ultimate beneficiaries of this legacy are the next generation"* (speech to the International Red Cross in Geneva, 1954).

A second reason that brings us here comes from the number of previous events and initiatives that have been conducted to promote peace psychology in Italy throughout the years. It is impossible to all of them, but I would like to outline a few which directly involved the symposium's organising committee: a) the experience of the Italian Association of Psycho-social Sciences for Peace (SISPA) and the founding event organised in Bari 2003, *La Pace ha Tutti i Costi*; b) workshops on intercultural psychology organised by

the Italian Psychological Association and the Faculty of Communication, since in 2008; c) conferences and seminars held at Sapienza's Departments of Psychology over recent years, on themes ranging from radicalisation to family violence, from intervention in schools to resilience in post-genocide contexts. It is due to these premises that we can further the network of scholars and practitioners working in the field of peace psychology.

The third component of the Symposium is individual engagement, which for all participants goes well beyond pure academic research. In this case, I cannot but evoke a few memories of narratives of the World War II, which were received or silenced by my grandparents and relatives. They pertain to their participation in fascist colonialism and experiences of prisoners of war in Texas or Yugoslavia, or to the antifascism and resistance under the dictatorship. Memories passed from my parents on the rise of political terror in the 70s in Italy, and on the everyday practices of resilience. Memories of my own, about bombers at night flying towards Belgrade, or about summer 2001, which include the image of the Twin Towers crumbling and violence perpetrated by police forces in Genova on demonstrators and those who were taken as prisoners. These are all wounds in the

Italian society (and in Europe), that have been left open, and that need to be addressed generation after generation. Although these are my personal memories, many of these themes are present in the contributions at the Symposium. Along with our scientific interests and attendance of previous events, our personal experiences were also pivotal in bringing us to this Symposium.

As Nikola wrote, the organisation of this Symposium was not an individual effort. I wish to thank her for involving me in this project, for her energy and commitment from the start to the very last days, when all the pieces of the puzzle have to fit into place. I join her in expressing my gratitude to the sponsors who generously supported this symposium (UNICEF Office of Research - Innocenti and the Italian Psychological Association) and to all the friends who helped us along the way.

However, if we really want to profit from this joined effort, we have to acknowledge at least two limits that hindered the establishment of Peace Psychology in Italy. A first limit derives from the difficulty of overcoming boundaries among disciplines and even within psychology. This Symposium is thus a great occasion to bring together scholars and practitioners

from developmental and social psychology, as well as from clinical psychology, education, communication studies, and the social sciences at large to share perspectives. It is up to us in the next few days to profit from the richness of interdisciplinarity and also to avoid its pitfalls.

A second limit that we have to consider carefully, especially when thinking about the new generation of students and scholars, has to do with the value given to research. In this symposium we will hear about the difficult, time consuming, risky research that has been conducted in peace psychology with the aim of making a difference. These types of studies require a lot of time and effort, and provide outputs that cannot simply be compared with those coming from mainstream, experimental settings, in which all of us have been trained. While research practices (in Italy and elsewhere) are pushing towards standardisation of research topics, methods, and outputs, I think that we should not miss the opportunity to reflect on the importance of alternative approaches –theoretically and methodologically grounded – for the academic community, policy makers, the communities we are working with, and the society at large. Peace psychology has deep roots in Italy and this Symposium is an opportunity to strengthen the field

and make it grow, so that it will give its fruits to the next generations of citizens.

## Background

### *About the Symposia*

International Symposia on the Contributions of Psychology to Peace bring together 40-50 invited participants from around the world every other year. The Symposia were initiated by the International Union of Psychological Science and continue to be coordinated by the Committee for the Psychological Study of Peace (CPSP).

The symposia enable scholars and practitioners to present their current scholarship and practice in peace psychology, while also providing a platform for mutual exchange of ideas and experiences in which participants engage in intercultural dialogue aimed at reducing cultural bias and ethnocentrism in research and practice in peace psychology. The goal is to bring forward voices from cultures and situations that are typically not included in peace discourses and to build an international community that promotes peace-related research and action.

### *15th Symposium on the Contributions of Psychology to Peace*

The 15<sup>th</sup> Symposium on the Contributions of Psychology to Peace is hosted by Sapienza University of Rome in collaboration with the UNICEF Office of Research - Innocenti in Florence, from 21 May to 27 May. The theme is *Bridging Across Generations: Turning*

*Research into Action for Children and Families* and its program aims to capture the research topics and priorities not only of peace psychology, but also of the host country and its convening partner the world's leading child rights organization, UNICEF. The program examines pressing research issues for children and families, but also focuses on how to leverage findings to make the most of them in programming, policy and advocacy and bring about change at all levels for children and families.

To enrich the cultural experiences of peace and conflict, the program also spans several geographical locations, taking place in Rome, Assisi, Rondine, and Florence. Visits to historical places of significance to peace and conflict are enriched by engagement with local organizations concerned with peace and justice, including those that save refugees crossing the Mediterranean, provide livelihoods for migrants, seek justice from wrongs inflicted by the Mafia and other criminal organizations, and empower young people whose lives have been affected by conflict.

### *Symposium streams*

The conference program and the abstracts in this booklet are organized around the following thematic streams relevant to children and families:

- Prosocial behaviour, civic engagement and participation in multicultural societies;
- Migration and refugees, including emergency, first reception and second generations;
- Research and interventions on violence in families, schools and communities;
- Social construction and deconstruction of diversity;
- Dehumanization and victimization;
- Intergenerational transitions and memories of war and terrorism;
- Environmental transformations, resilience and human rights;
- ICTs and media construction of peace/war culture;
- Peacebuilding programs for children and families;
- Unaccompanied children;
- Youth resilience and empowerment;
- From evidence to action.

## Panel 1.1

*Stream: Prosocial behaviour, civic engagement and participation in multicultural societies*

### **Experiencing diversity: Complexity, education, and peace construction**

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The relationship with diversity is at the core of human experience. In the present contribution, a broad definition of diversity is proposed, which includes, but is not limited to, cultural diversity. The analysis of the experience of diversity is especially focused on youths' attitudes and behaviour. The role of education is also highlighted. Though education is generally considered by the author in its broad sense, namely as the sum of all the elements of reality that in one way or other affect human development, a special emphasis is here given to school. Complexity is a particularly useful epistemological tool in this context, in that, among other things, it indicates the necessity of addressing human issues through newly created and multiple perspectives, as also studies on complex thinking have suggested. Indeed, the main assumption of the presentation is that complexity, diversity, education, and peace building are intimately interrelated.

Diversity is one of the essential components of complexity, and considerations regarding the reality of complexity should be the prerequisite of any educational programme and of any effort towards peace building. These reflections partly draw on a number of studies (especially through the use of anonymous open-ended essays) we conducted in Italian secondary schools in the last few years on youth's (aged 9-18) attitudes towards multiculturalism. Some suggestions are also prompted by a brief analysis of a scene from the Italian movie "Alì blue eyes." The scene is located in a secondary school in the outskirts of Rome.

### **Media and the construction of diversity: Reflections and research on minorities, migrants and people with disabilities in the Italian news media**

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Different forms of diversity pose to the media a fascinating dilemma. The diversity presents itself as indispensable raw material to the construction of interesting contents. However, diversity is a potential threat to the recognition and understanding of reality. Due to the combination of these two pressures, diversity is continuously built and rebuilt by the contemporary mediascape. All minorities are situated

on this border: they either are a source of news and entertainment, or a threat to the social order. Immigrants and strangers, mostly in contemporary Europe, are “imagined” as potential threats for subsistence of borders, “ethnic” minorities for cultural order, people with disabilities for subsistence of a symbolic and “normal” order. Media play a central role in this process of symbolic and social construction of public sphere and of social problems. This contribution aims to explore the coordinates (also the theoretical ones) of this issue through data and case histories originating from international literature as well as from empirical paths grounded on the topics analysed by a research-team coordinated by the proponents. The attempt is to find, through the concept of “social minority” (unusual at least for the Italian case), common characters in cultural and discursive construction of discrimination, normativity and the contamination/purification issue, in particular focusing on media representations. In this sense, the intergenerational topic and the focus on children and teenagers, can better highlight some of the features of the adopted frame. For instance, in the case of migration, images of children help to defuse the threat-frame and sometimes transform it in the pietistic or patronizing one. On the other hand, the focus on so-called “second generation” immigrants could contribute to a re-framing mechanism from a representation centered on the migration to the one centered on the idea of minority. Similarly, representations of people with disabilities are highly

influenced by age, contributing –in the case of children, to emphasize either a subordinating vision or one stressing the lack of autonomy, subjectivity and agency. Thanks to identification of these common frames, it will be possible (in our hypothesis) both the definition of main drivers of violent and discriminatory attitudes, and the construction of inclusive representations, through exempla of responsible media coverage, civic engagement, along with media advocacy. The contribution will point out some case histories able to enlighten how news reports or mediahypes construct news-frame and collective imaginaries of diversity, and how could possible narratives be offering forms of reframing or “counter-framing” and a representation of the “culture of difference”.

### **Dialogue in play - a sum of field experiences of creating a sense of togetherness**

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The psychological approach adopted highlights the process of knowledge construction essentially tied to the process of dialogical interaction. The basic condition of intersubjective space for dialogue is

diversity, the recognition of different perspectives, revealing similarities and differences, and then the recognition of a demand for harmonization. By recognizing differences, knowledge is associated with its perspective, becomes more subjective and recall for negotiation. Establishing shared goals helps to formalize harmonization. Thereby the different perspectives equally contribute to knowledge creation. In this way, we give scope to the definition of more comprehensive and innovative knowledges. The only way to realize such an inter-subjective space leads through an inclusive social system or community. These theoretical assumptions will be provided through two action research studies. A participative research action in community development was held in Rome in 2002-2004. In this occasion some Romani and not-Romani people forged an association in a bottom up way. Examples reported will highlight the importance of structuring dialogue, identity and knowledge representational changes through the co-working for shared aims. The second practical perspective will report the facilitator experiences of a restorative technique applied in the frame of a European Project "*Restorative Circles for Citizens in Europe*" through which participants find solutions to the problems of a community. The role of the facilitator consists to create a safe environment to promote dialogue. Both studies work on intergroup conflicts that indirectly influence the involved participants micro-contextual roles and deeply rooted

societal norms and value system. These indirect influences will be emphasized.

## **Radical initiatives that are improving the lives of families and children**

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Contemporary peace psychology is global in scope and recognizes peaceful relations are not sustainable without “justpeace,” a process in which both harmony and equity in human relations are pursued within and between ecological levels. This address, while animated by recent efforts to pursue justpeace in the Global South, will be situated in marginalized communities of the United States. At a time when perverse political incentives and partisan gridlock create barriers to justpeace at the national level, there are initiatives at the subnational level that are realizing the promise of justpeace. These “networks of justpeace” offer insights into the ways and means of pursuing justpeace more broadly. A vision for the future of peace psychology will highlight the psychosocial dimensions of programs and policies that are transforming social, economic and political structures into more equitable arrangements that

effectively satisfy the life-extending human needs of people in marginalized communities thereby promoting the well being of families and children.

## Panel 1.2

*Stream: Migration and refugees, including emergency, first reception and second generations*

### **An in-depth exploration of the negative path from discrimination to young immigrants' psychosocial adjustment: The pivotal role of identity processes**

Claudia Manzi, Laura Ferrari, Cristina Giuliani, Camillo Regalia

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The paper focuses on the negative impact of perceived discrimination on the psychological adaptation of immigrants' second generations in Italy. We present two studies underlying the negative impact of discrimination on second generation and show how identity processes play a pivotal role in the relationship between discriminating social context, supporting family context and individual adjustment. Discrimination is one of the most influential acculturation stressors on the development of individuals in this population. Building on social-ecological theory, the approach in this paper postulates that individual development occurs within a framework of multiple, interconnected social systems. At a microsystem level (e.g., family) we examine the role of parents in promoting the empowerment of

second generation and preventing negative outcomes related to discrimination. At the macrosystem level (e.g. social contexts) we draw on perceived discrimination from the social context and we tested the mediating role of identity processes to analyze the psychological processes which lead from discrimination to negative outcomes. Finally, at a chronosystem level (e.g., transitional contexts) we compare second generation migrants with two other types of migration histories: first generation and adoptees. The comparison between these other two three types of population sheds light on homogeneity and variation in the adaptation process of the second generations. We present results from two correlational studies. In the first study (168 second generation migrant adolescents; 160 transracial adoptee adolescents), we tested a model in which discrimination and parental autonomy granting were directly associated with Bicultural Identity Integration and directly and indirectly to depression. In the second study (122 first-generation Muslim migrants; 82 second-generation Muslim migrants) we tested a model in which discrimination and parental support were directly associated with religious identity and directly and indirectly to psychological adaptation (depression and satisfaction with migration).

## **Impact of migration on parents and children: How to support growing up in different cultures**

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Clinical practice and psychotherapy with immigrant children and families, allow us to identify specific items creating suffering, conflicts and relational and social maladjustment. Trauma following migration, traumatic events preceding migration, separation from family, loss of social bonds, lack of consistency between personal, cultural and social identity, may weaken parental competence and skills. Parents must face their own poor knowledge of new external society, their difficulties in all day life, and they cannot perform the important parents' task, to present the world to their children and lead them in a safe way. Instead, roles often reverse and children must perform parental functions, being more competent in speaking and moving around. Some steps in family development are particularly risky: the first child being born in the new country, because mother experiences solitude and broken bonds with feminine and maternal support; children entering primary school, because they have to invest on their cognitive and affective functions in a world they may feel as too much different from their family; adolescents who must construct their own identity belonging to two different worlds. Since 15 years we are leading transcultural family

psychotherapy, in mother tongue using mediation. Families are addressed and accompanied to us by the clinicians of public services who know them, and are received by a group of psychotherapists. During sessions we discuss and work through family history, trauma and cultural representations, with the aim of connecting split worlds and emotions. We also believe that prevention is most important in empowering parent child relation, so we are developing a program providing mother and child home visiting in the first six months /one year after birth, with a special setting for immigrant families, by means of a home visitor and a mediator who is helping to communicate and to understand specific needs. The results are validated by developmental scales and mother child relation's tests.

### **Resilience and support for migration communities and host countries: Integrating methods of dialogue and improvisation**

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This paper explores the use of mixed methods of dialogue and improvisation in working with children and families in migration contexts. The current refugee crisis in Europe, and ultimately the rest of the world, has reached proportions demanding immediate

and innovative approaches to respond to the multiple levels of need presented by this dire situation. While community agencies, governments and policy makers may be addressing issues of housing, employment and residency, as psychologists, we must use our knowledge to work with issues of trauma, resilience and community healing. Methods that may work with adults often have less success with children and adolescents. The methodology of Applied Improvisation is one that is being used with great success with many populations as an alternative approach to trauma and community building. Combined with dialogue around critical issues between migrant community members who might be importing historical conflict as well as between migrant and host community members struggling with forced co-existence, improvisational methods provide a welcome and necessary alternative to working with challenged populations. Based on principles of collaboration, generosity, spontaneity, creativity, connection and quick thinking, improvisational methods work the muscles needed for resilience and community healing, thereby opening the door to more effective dialogue. The methods include a combination of games, experiential activities and content related processes that allow people to release trauma, find joy and explore community issues in participative ways that increase the processes of engagement and agency. For younger children, adolescents and adults, these methods have been effective in even the most extreme circumstances. They

provide a welcome relief from more intellectual and problem focused approaches that inform a majority of community-based interventions. The work proposed happens at the local level, and has implications at the wider community and global level as well. Research has shown that diaspora communities have a great deal of impact on peace related issues in both the host context and the home country. Children and adolescents in migrant contexts will form the next generation's psychology. It is critical we find ways to engage them effectively.

### Panel 1.3

*Stream: Social construction and deconstruction of diversity*

#### **Cleavage lines and consensus in social order and experienced situation representations among young Tunisians**

Dorra Ben Alaya

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Since Ben Ali's regime fall (2011), the Tunisian context is crossed by important ideological and societal tensions where oppose different reality and societal pattern visions. A study was carried out in 2015 with the assumption that the Tunisian young population would be constituted of very contrasted groups concerning their experienced problems and social order vision. The study aimed more precisely to identify the cleavage lines that would distinguish these groups at the social representations level, as well as their possible consensus points. A survey was conducted by interviews and focus groups. The interviewed sample (N=57) was aged between 18 and 30 and composed of individuals of both sexes, different backgrounds (urban / rural), education levels (basic / secondary / higher) and status (active / inactive / student or in training). A content verbatim analysis shows that issues related to the social order foundation, give rise to irreconcilable conceptions

among young people. Those conceptions could be designated by terms as "liberalism", "conservatism", "secularism", "sacrality", "individualism" and "materialism". However, objects relating to more cyclical facts constitute for the young interviewees, consensual issues. The lack of prospects for the future, the devaluation of diplomas and a sense of injustice and lack of recognition, provide an interpretation of some current issues such as illegal immigration.

*Stream: Migration and refugees, including emergency, first reception and second generations*

### **C.I.S.O.M.'s intervention in migrant recovery operations: Psychological support to rescuers**

Mara Paola Germani, Pierluigi Policastro  
C.I.S.O.M., Corpo Italiano di Soccorso dell'Ordine di Malta/  
Order of Malta Italian Relief Agency

The report describes the psychological intervention for rescuers involved in the assistance and recovery of migrants in the Mediterranean Sea. Since 2008, CISOM has been involved in rescue medical care and first aid about the physical health status of migrants recovered in rescue operations at sea. Over the years, it has been emphasized the need to integrate medical intervention with psychological healthcare activities to assist rescuers directly involved in the complex migrant recovery operations. Following a particularly tragic

event we have structured a psychological intervention plan aimed at monitoring and evaluating psychological reactions to high emotional events and enhancing the rescuers' non-technical skills. We have therefore envisaged the activation of specific spaces to promote the expression and listening to emotional experiences and to prevent the onset of post-traumatic disorders. At the request of local institutions, following some particularly serious episodes, our intervention has also been addressed to local citizenship.

### **Can activism help integration? A study with first and second generation young immigrants**

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Migrants' expectations for a better life in the receiving society are often hampered in those contexts that relegate them to lower layers of society. On arrival to a new country, migrants usually face language barriers, cultural barriers, discrimination, and other sources of unjust contextual conditions that lower their chances of a successful experience (Handy & Greenspan, 2009). This scenario compromises the migrants' levels of well-being and supports a tendency toward social fragmentation in the places of settlement (García-Ramírez, De la Mata, Paloma, & Hernández-Plaza,

2011). In the face of this situation, migrants' community engagement in civic life has been identified as an important element for developing both individual well-being and cohesive communities (Gilster, 2012; Stoll & Wong, 2007). The present work is a part of a larger research with the aim to evaluate the possibility that an immigrant's civic commitment could facilitate his or her own personal socio-cultural integration process (European Foundation for the Improvement of Living and Working Conditions). In literature, activism has been identified as an important factor for the promotion of immigrants' integration. The present work explores, through a qualitative study, the way in which activism relates with the immigration of youth of African origin, of the first and second generations, who are active in national and ethnic associations. The work aims to explore some variables related to activism and their relationship with integration, ethnic and national identity, digging into the motivations underlying activism, the perception of the context of immigration and some changes that activism promotes in the immigrants on a personal and social level. The participants were 21 young immigrants of first and second generations from 18 to 33 years old. Some in-depth interviews were carried out on which a thematic analysis of the transcripts is presently underway.

## Panel 2.1

*Stream: Intergenerational transitions and memories of war and terrorism*

### **Looking for reconciliation. 'Years of Lead' and victim's meaning reconstruction processes**

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Shared collective memories have a crucial role in any peacemaking process. Working on collective memories for the injustices and transgressions that a group suffered allows to operate on the event as a function of the actual interests. Unfortunately, that was not the case in Italy about its gravest political and social crises represented by the "Years of Lead", the Italian political season of terrorism. The political need of stopping the violence and moving on did not permit to pay attention to the importance of elaborating the trauma produced both by the terrorists' violence and the inability of the justice system to clarify responsibilities and faults. A recent study revealed how "Years of Lead" still represents a social trauma across the generations and how lack of collective memories represents the main open wound. Thus, we think that working on collective memories could represent a goal

in order to permit reconciliation processes. Literature underlines how listening to the experiences of the direct victims is a key factor building the possibility of shared collective memories. Thus, the present study aims to give voice to the direct victims, wives, husbands, sons and daughters who lost their relative during the Years of Lead. Utilizing a mixed method we explored the victims' personal memories about the injustice they had suffered. The narrative analysis showed different types of family adaptation to the loss in relation to the social attribution perceived. The quantitative analysis highlighted how the victim's social and personal well-being is related to the social attribution perceived about own grief. The results will be discussed suggesting some possible peace building directions.

### **Perceptions of armed conflict, peace and reconciliation in high- and low-income groups of children**

Wilson López. Gabriela Fernández Miranda, María del Rosario, Duran Jaramillo, Andrea Correa-Chica  
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Colombia is facing the challenge of creating social and cultural transformations with the goal of building

peace scenarios, which requires the participation of the civilian population. This study aimed to identify how the armed conflict in Colombia, forgiveness and the process of reconciliation are understood by children from different income groups in Bogota. The study was conducted from a qualitative perspective, using Grounded Theory to analyse results. Sixty-three boys and girls participated - 34 were from high-income areas (12 girls and 22 boys), and 29 from low-income areas (13 girls and 16 boys). Narrative analysis resulted in four categories: armed conflict, meanings of forgiveness, meanings of reconciliation, and peace scenarios. Amongst the main findings, we observed conceptions of war as a manifestation of violence and as a conflict over disagreements. Forgiveness is considered to be substituting negative feelings like hate or resentment for positive feelings like compassion, ability to engage in dialogue, and creation of new opportunities for the aggressor, or a mechanism of forget. Reconciliation is understood to be a process of acceptance and interaction that involves both aggressor and victim. However, the two groups of children seem to have a different understanding of the conflict; on the one hand, low-income children could not identify violent actors and actions related to the armed conflict, nor did they find differences between forgiveness and reconciliation, and they linked conflict to delinquency. The high-income group, on the other hand, reported that the conflict is more than an armed confrontation, and that peace would not be reached only by signing an agreement, but by many more

peace-directed actions. This exploratory study shows possibilities of implementing interventions that promote forgiveness in both types of groups in order to build sustainable and inclusive peace scenarios.

**Privilege and epistemology: Interpreting peace, conflict and violence among young people in Melbourne**

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This research examines the ways in which place and social positioning of young people contribute to the way 'peace' is constructed. Eighteen in-depth interviews were conducted with youth based in different social demographic environments within Melbourne, providing a contrast between those from privileged backgrounds and those from poorer suburbs with high levels of new arrivals from diverse cultural backgrounds. Through thematic analysis, the interview data uncovered the complexities, fluidity and subjectivities of social realities around peace, conflict and violence. The findings show that place and social positioning not only contribute to knowing and unknowing of violence, they shape the epistemology of peace.

## Keynote 1

*Stream: Intergenerational transitions and memories of war and terrorism*

### **Breaking the silence: Intergenerational narratives about past violence**

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The paper's aims are threefold. First, it aims to disentangle social denial of in-group responsibilities for intergroup violence from other types of silence about intergroup violence. Secondly, it argues that intergenerational narratives which omit information about in-group responsibilities for violence that occurred before the birth of younger generations are highly risky to the descendants of perpetrators. Finally, the paper emphasizes the importance of exploring in greater depth the understudied moment when a literal social denial about past in-group war crimes is exposed. To support these aims, the paper presents results from a recent mixed methods, quasi-experimental study, which used between and within subjects comparisons. The study was conducted by our Department and asked young Italian university students to read an explicit text (“detailed text”) vs. a more nuanced one (“mild text”) about Italian war crimes occurring during the colonial invasion of

Ethiopia. Data were collected before reading the text, during the reading, and after it. Texts were constructed by manipulating the wording of a single historical narrative, taken from a textbook currently used in Italian high schools. The inclusion of this information in Italian history textbooks is quite recent, taking place approximately 70 years after the end of the war. Prior to this a widespread social denial silenced these crimes and as a result they were largely ignored in general social discourse. Results showed that participants reacted not only to the new information received, but also to the way in which it was conveyed. The detailed narrative, by frankly taking a moral stance on past violence (a strategy that we named, after classic works of Foucault, 1983, *parrhesia*), provoked a better understanding of information, together with an increase of negative group-based moral emotions. Interestingly, while collective guilt did not differ between participants exposed to a detailed or a mild text, moral emotions distancing young participants from the responsibilities of older generations increased when these crimes were clearly exposed.

## Panel 2.2

*Stream: Social construction and deconstruction of diversity*

### **Tolerance towards immigrants among adolescents and youth**

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Tolerance toward immigrants currently represents a key issue in many Western democracies. During adolescence, individuals gradually develop attitudes toward an increasing variety of others who are very different from themselves and from their families. Past research suggests that tolerance toward immigrants increases with age and that experiences at school (e.g., school climate; Gniewosz and Noack, 2008), and social and political participation (Côté and Erickson, 2009) may represent important learning contexts for democratic attitudes, favouring the development of tolerance. However, how these factors operate is still unclear; for example, a greater participation is not always associated with increased tolerance. The aim of this contribution is to investigate the relationship between different forms of participation and tolerance toward immigrants, in two samples of adolescents and

youth, male and female (age 16-24 years). The analyses were based on the Italian data from two multinational research projects, both funded by the European Union: H2020 CATCH--EyoU (Constructing Active Citizenship with European Youth: Policies, Practices, Challenges, Solutions) and FP7 PIDOP (Processes Influencing Democratic Ownership and Participation), investigating different aspects of adolescents' and youths' participation. In Study 1 we investigated the relationship between different forms of civic and political participation, and tolerance toward immigrants. In Study 2 we investigated the relationship between different forms of participation, school climate and tolerance toward immigrants and refugees. Differences according to gender, age, education and migrant status were also assessed. Results showed that younger participants had lower levels of tolerance toward refugees and immigrants. Different forms of politically committed participation (on-line and off-line, more or less conventional) were positively associated with tolerance. School climate did not demonstrate a clear effect on tolerance. The discussion emphasizes the importance of civic and political participation as a "school for democracy" in which people learn a range of civic skills, with a specific focus on the implications of the results for youth policies, in order to enhance adolescents' tolerance toward immigrants.

## **Possibilities of existence – the relationship between inclusion, diversity and identity construction**

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Identity is embedded in social relations and can be considered a dynamic process which incorporates identifying oneself and being recognized by others (Andreouli, 2010). Social representation is a key element of these processes, mediating how we are presented and through them how we represent ourselves and others (Jovchelovitch, 1996, Howarth, 2002, Andreouli, 2010). Members of stigmatized communities have to cope with negative content which dominates their social representations and is often maintained by the majority group (Breakwell, 1999; 2001a; 2010a), leading to conflict at the interpersonal and intergroup levels. It is important to consider that these conflicts which react to the majority group and majority identity processes are embedded in the same dynamic as that between the Self and Other. This conflictual relation evokes an identity protector mechanism on both sides, deepening the psychological divide between groups and leading to extreme intergroup behaviours such as hate crimes. Identity studies show that widening the content of social representations leads to more permeable group

boundaries and facilitates the integration of different identity elements, decreasing interpersonal and intergroup conflicts. A possible approach to decreasing such conflicts is the creation of inclusive spaces where the contradictory identity elements are recognized and elaborated, leading to diversity being considered a value rather than a threat. This theory will be demonstrated using a multi-year field study from Hungary, which aims to facilitate the inclusion of first generation Roma and disadvantaged students. The project's elements include a tutoring and mentoring system, research and learning methodology, Roma identity strengthening, personal and social competence development, and community building. The inclusive space reflects on the identity crisis and offers alternatives to cope with the stigma and threat.

### **Conscientization on positive peace among youth in Indonesian fragmented societies**

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Within Indonesia's democratic transition, with its political struggles over power at the local and national levels, enmity between "us versus them" along ethnoreligious cleavages is unceasing. Various extremist social groups from secular to religious ones

have played out their inordinate political influence, heightened mutual demonization that leads to mutually exclusive policy-making. Ethnoreligious minorities become targets of political epistemic violence from Islamist extremists who label most non-Muslims as “infidels”, and those who do not adhere to Sunni orthodoxy as “blasphemers” and “hypocrites”. Meanwhile, the Muslim majority claims to suffer from structural violence as the country’s wealth is systematically misappropriated to the economically dominant numeric majority. Both minority and majority groups use the same term of social injustice to describe the main cause of their sociopolitical grievances. While much research and many action programs focus on eradicating epistemic violence to build harmonious ethnoreligious social relations, the structural violence and absence of positive peace are less attended to by research and advocacy. Recently, faith-based groups have initiated efforts to promote the positive roles that multicultural communities can play in inculcating and cultivating a culture of positive peace that reach out to youth. This paper explores interfaith civic engagement and participation in Indonesian multicultural societies by using multi-critique approach and pluriversal lenses to address all three types of violence in Indonesia’s fragmented pluralistic societies. The paper highlights interfaith community building through existing multi-religious networks, organizations and groups, and uses theories of community psychology to analyze interfaith citizen mobilization and participation to cultivate a culture of

positive peace. The paper critically examines whether these approaches have been effective in cultivating a culture of positive peace in all levels of ecological systems, and discusses the risk of deepening the existing ethnoreligious cleavage along social justice issues and gaps.

*Stream: Peacebuilding programs for children and families*

### **“Culture of peace”: A contribution from the Focolare Movement**

Simonetta Macari  
Focolarini Community

In our globalized world it is hard to find a balance able to guarantee peace. In critical times like these, various projects dedicated to education for peace acquire special significance. In our contribution we make reference to the “culture of unity” that has its origins in the Focolare Movement\*. There are many educational experiences spread all over the globe, both at an international level (like “Living Peace International,” “The World Forum of Youth for Peace,” “Run4Unity,” which is the annual relay race for peace that takes place in hundreds of cities on all five continents), and on a local level. This presentation focuses on the ‘Trent Project’, which started in 2001 in the city schools with the aim to promote values linked to peace and solidarity, and positive relationships. The

project are involves students, teachers and parents, all working together under an “education pact.” The initial results from this grassroots network are many: “Day for Peace”, which takes place every year involving more than 3,000 children; “Panel Presentation all about Peace,” composed of more than 100 teachers from every teaching institution of the city; and “Living Peace,” an ongoing notebook to educate about peace. A new project called “Trent, a city that educates” grew out of this multifaceted process, along with “a network among networks”, which is supported by associations, local government, and a scientific committee. Its goal is to promote a culture that wants peace. From a psychological perspective, the prosocial dimension is a key component in all steps of the project, starting with effective community-building skills and dynamic social networks and leading to promoting behaviours and motivations for active participation and sharing. The movement also supports the development of relational models, such as resolving conflicts through negotiations that include emotional awareness, understanding the position of the other party and valuing diversity.



## Panel 2.3

*Stream: Social construction and deconstruction of diversity*

### **Identity as a source of conflict and peace: Implications for youth**

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In societies across the globe, conflict arises and is maintained often due to competing identities. These identities can be based upon a variety of social categories such as nationality, race, gender, social class and occupation. Much of the psychological research on identity is based on the premise of social identity theory, which posits that we tend to divide our world into social categories and define ourselves in terms of the group we feel we belong to. In order to promote psychological distinctiveness, groups compare themselves to others through social comparison processes; often (but not always) resulting in-group love, out-group derogation. At the same time, however, identities can be a source of peace; bringing groups in conflict together and promoting group relations. In this paper the role of identity as a source of conflict and a source of peace will be discussed. Here, the focus will be on young people for whom identity processes may be particularly salient. This is because adolescence is a critical period in which young

people negotiate who they are. A wide range of empirical studies from contexts across the globe, including some new data focusing on approximately 400 youth in Northern Ireland will be used to demonstrate both the positive and negative consequences of group identification for youth. It is argued that a comprehensive account of the role of youth in society cannot be complete without understanding identity processes.

**Intergroup resource distribution among children:  
The role of living in segregated neighborhoods  
amid protracted conflict**

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In conflict settings, there is increasing attention to how distal levels of the social ecology affect child development. These contextual influences not only have direct effects on child outcomes, but also moderate the impact of individual-level factors. In Northern Ireland, a setting of protracted conflict, a key dimension of the social ecology is segregated living patterns. In Belfast, homogenous neighborhoods of Catholics and Protestants are side by side, separated by 'peace walls' or physical barriers that demarcate 'interface' areas which have higher levels of violence

compared to non-interface areas. Social Identity Theory (SIT) explains how this sense of threat from the other community in interface areas often leads to a stronger sense of ingroup identity, which in turn shapes other child outcomes, such as preferential treatment for ingroup members. In addition, research in settings of intergroup conflict has found that outgroup attitudes are key to understanding children's prosocial behaviors toward outgroup members. Therefore, the current study is the first to systematically examine the impact of living in interface areas on these factors for young children in Belfast. As part of a larger study, these data were collected through elementary schools in both interface and non-interface areas. Children ( $N=88$ , 48% female/52% male; 85% Catholic/15% Protestant) were recruited from grades 2 through 5; ages ranged from 5 to 9 years old ( $M=7.5$ ,  $SD=1.40$ ). Strength of ingroup identity (i.e., toward the Catholic or Protestant community) and outgroup attitudes were measured with established scales, while prosocial behaviors were assessed with a task in which children distributed valuable resources (7 stickers) between a (fictitious) ingroup and an outgroup child in hospital, followed by debriefing. Results revealed that children in interfaced neighborhoods gave more stickers to an ingroup compared to an outgroup child (Figure 1:  $M_{in}=3.93$ ,  $SD_{in}=1.11$ ;  $M_{out}=2.86$ ,  $SD_{out}=1.61$ ;  $t(86)$ ,  $p<.001$ ); there were no significant differences in ingroup/outgroup giving in non-interfaced areas. With regard to ingroup giving (Figure 2), bootstrapped moderation analyses

found that for children with stronger ingroup identity, there were no differences by area; however, even among those with lower ingroup identity, children still gave more stickers to ingroup members in interface compared to non-interface areas ( $b = -.24$ ,  $se = .11$ ,  $p < .05$ ). With regard to outgroup giving (Figure 3), bootstrapped moderation analyses found that children with more positive outgroup attitudes gave more stickers to outgroup members ( $b = .14$ ,  $se = .06$ ,  $p < .05$ ), but only in non-interface areas ( $b = -.24$ ,  $se = .11$ ,  $p < .05$ ). The pattern of findings suggests that even among young children, resource allocation along group lines is affected by the context in which they are raised. Consistent with SIT, children with stronger ingroup identity and those living in interface areas were more likely to provide benefits to ingroup members. Additionally, more positive outgroup attitudes predicted giving to the outgroup; however, the positive link between outgroup attitudes and giving was not present in interface zones. These findings suggest that different types of interventions are needed in interface and non-interface areas and may have long-term implications for resource sharing across group lines in a setting of protracted conflict.

## **Social dominance and cross-group friendship: Moderators of imagined contact on implicit views of an ethnic outgroup**

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Although meta-analytic research supports the effectiveness of imagined contact, there is a need for identifying ways of optimizing this intervention for promoting more favourable intergroup attitudes in diverse societies. In a moderately sized Canadian city, we investigated two potential moderators of imagined contact effects on young adults' implicit prejudice towards East Asians. Imagined contact had greater impact on people high in social dominance orientation (support for social hierarchy) and those with no cross-cultural friendship experience (friends from other backgrounds). We also assessed the effectiveness of a vicarious version of imagined contact, which involved imagining a friend's cross-group friendship. Applied implications of this research will be discussed in terms of how to maximize the effectiveness of imagined contact as a prejudice-reducing intervention for various groups in society.

## **Taking advantage of direct contact intercultural videos to implement vicarious contact: A school-based intervention for improving intergroup relations**

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Although direct, face-to-face contact between groups is more and more frequent in multicultural societies, phenomena of ethnic re-segregation and practical and organizational difficulties make interventions based on direct contact impractical. However, recent research showed that also observing in-group members interacting with outgroup individuals is sufficient to improve outgroup attitudes. Based on these premises, we implemented a vicarious intergroup contact intervention, using stimuli created with a previous direct intergroup contact intervention. The aim was to create an engaging intervention for schools, where videos of direct contact at school would inform a subsequent vicarious contact intervention. Participants belonged to both the ethnic majority (Italian) and the ethnic minority group (immigrant), and were all high-school students. In the preparatory direct contact

phase, participants took part in a competition for the best video on intercultural friendships. This way, we obtained the stimuli for the second phase. In the vicarious contact phase, videos created in the first phase were shown to participants who had not taken part in the direct contact phase. Results showed that vicarious contact, compared with a control condition, improved outgroup attitudes, reduced negative outgroup stereotypes, and increased intentions to have contact with outgroup members. Interestingly, these effects only emerged when intercultural friendships in the videos were clearly noticeable. The effects were mediated by inclusion of the other in the self, thus confirming the role of this variable in explaining vicarious contact effects. We discuss theoretical and practical implications of the findings.

**Promoting reconciliation through community relations work: A comparison between young people in Belfast (Northern Ireland) and Vukovar (Croatia)**

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In Northern Ireland and in Croatia, a series of reforms aimed at promoting intercommunity dialogue, have been introduced in post-conflict years at policy, legislation, and infrastructure levels. Changes at the

macrolevel over the last two have resulted in the proliferation of a broad range of community relations initiatives, programs, and organizations especially in the cities of Belfast (the Northern Ireland) and Vukovar (Croatia). This study aims to explore the role of civic organizations and projects that have been designed in post-conflict years to assist the cross-community work with young people in Belfast and in Vukovar, with an objective of promoting peace education, breaking down enemy images, and reducing fear and distrust toward “the other side.” The methodology involved in this study comprised in-depth interviews with representatives of 13 civic organisations in Vukovar and 25 in Belfast. A description was made of the types of civic organizations and of approaches used by them in promoting intercommunity contact and to deal with salient social (ethnic and religious) identity. Lastly, this study tries to assess the sustainability, strength, weakness, opportunities, and barriers for peace education through community relations work in these two contexts.

## Panel 2.4

*Stream: Intergenerational transitions and memories of war and terrorism*

### **The relationship between psycho-political attitudes, family cohesion, and willingness to commit lone-wolf attacks against Israelis among Palestinian youth**

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Between September 2015 and March 2016 more than 400 Palestinians carried out stabbing attacks against Israeli security forces and civilians. The violence erupted on the background of increasing frustration among Palestinians from the political situation in the Palestinian Territories, and was stimulated by intensive incitement in the Palestinian media. In contrast to previous waves of organized terrorism, those attacks were characterized by high involvement of youth and even children, with little extremist ideological or religious background, and with no affiliation to political or militant groups. They often acted spontaneously, with little preparation, and sought martyrdom. Such lone-wolf attacks are understudied from a psychological perspective, and

despite increasing awareness to the magnitude of the phenomenon, there are hardly any studies on Palestinian youth' willingness to engage in such high-risk violence. Using survey data (not yet available at the time of writing), we set to examine whether individual and family characteristics that were previously found to predict violent and non-violent collective action among young people can also explain Palestinians' engagement in lone-wolf terrorism. Specifically, we examine the extent to which higher identification with religious and political groups and personal and political grievance contribute to support for, and willingness to commit stabbing attacks among Palestinian youth. In addition, we investigate whether supportive family interactions and parental control, as well as psychological factors such as loneliness, depression, and low self-esteem, are related to support for and willingness to commit attacks. Finally, we also test the role of hope for victory, perceived efficacy of violent and nonviolent protest, and exposure to incitement in mediating these effects. The presentation will show preliminary results and will discuss their contribution to understanding and preventing political violence and terrorism among children and youth.

## **Young Suspects: State responses in countering extremism**

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Over the last two decades countries that have focused largely on laws and strategies countering 'terrorism', 'extremism' and 'radicalisation' have relied upon a range of assumptions and views about young people's motivation and participation in projects of political violence. Drawing upon field research carried out in Australia, the UK and South Asia, this paper interrogates how effective these strategies are for the protection and support of young Muslims at risk. It argues that instead of safeguarding marginalised children and youth, the narratives of 'counter-terrorism' and 'counter-radicalisation' are predicated on identities of young Muslims as *suspects* and perpetuate institutional racism. This argument is explained, firstly, in the context of the security practices of schools, community centres, mosques, and Islamic bookshops through surveillance and interventions. Secondly, the context of the radicalisation discourses that portray children and youth as deviant and potentially dangerous, and Muslim communities as the source of risk are identified. The presentation emphasises that young people should be free to be 'radical' and dissenting

without fear of being seen as being on the path to violence.

**Promoting civic engagement and participation in multicultural society without increasing extremism: Lessons learned**

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The need for youth to become engaged in political and civic life as volunteers and activists is clear. Many challenges from climate change to the integration of refugees and the just treatment of minorities require citizens to be not just informed but active in the challenges of their times. Yet after the social polarization of fifteen years of the “war on terror,” it is clear that youths can be radicalised from their early experiences in social and political activism, a process which is sometimes problematic for the new extremists as well as their host societies. The present talk will present data examining anti-immigration, pro-environment, and pro-LGBT rights activism, in six

experiments with youth and community samples, to discuss trajectories of radicalisation and deradicalisation. The studies examine the success and failure of conventional and radical political actions in relation subsequent actions, political alienation or engagement, and well-being. Our presentation will address the themes of “Prosocial behaviour, civic engagement and participation in multicultural societies” as well as “Youth resilience and empowerment”, although the work is also relevant in other areas as can be seen above. We will seek to answer the symposium’s questions “How can we sustain prosocial behavior, civic engagement and participation in multicultural society?” as well as “What works to improve child and family well-being, resilience, capabilities? How do these approaches fit into an ecological model? What are the best approaches for communicating this evidence and successful examples of research uptake?”.Our approach is grounded in the social psychology of group processes and intergroup relations, and we seek to engage with inter-disciplinary theory and research, and to address questions of broad social and political relevance.



## Tribute

### A tribute to Morton Deutsch

Diane Bretherton, Daniel Christie, Michael Wessells  
On behalf of the Committee for the Psychological Study of  
Peace  
Giovanna Leone  
Sapienza, University of Rome, Italy

In March we heard the sad news that Morton Deutsch, one of the world's foremost social psychologists and a pioneer of the fields of conflict resolution, cooperative learning and social justice, passed away at the age of 97. Morton was born on Feb. 4, 1920, in the Bronx to Charles and Ida Deutsch, Jewish immigrants from what is now Poland. His father was a butter and egg wholesaler. Raised in the Washington Heights section of Manhattan, he read Freud and Marx when he was 10, graduated from Townsend Harris Hall and entered City College when he was 15 planning to become a psychiatrist. He received a Bachelor of Science degree from City College in 1939 and a Master's degree from the University of Pennsylvania. After the Second World War he studied for a PhD at MIT with Kurt Lewin, whose favourite dictum was "There's nothing so practical as a good theory."

In 1963 Morton made what would be his final move between institutions and started at [Teachers College, Columbia University](#) after being invited to found a

new [social psychology doctoral program](#). At Teachers College he mentored nearly 70 Ph.D. students, including many current leaders in the fields of conflict negotiation, peace studies and mediation. He founded the International Center for Cooperation and Conflict Resolution (since renamed for him, but known as ICCCR). He retired in 1990 as Edward Lee Thorndike Professor Emeritus of Psychology and Education, but continued to run the Center for nearly a decade and remained active up until his death, authoring more than 50 additional papers or book chapters during that time. He was a brilliant scholar who identified with the oppressed throughout his career. His ideas have been applied to marital conflict, education, industry and labor negotiations and international relations, yet always with an emphasis on human interrelatedness as a basis for finding common cause. Morton played a significant role first as a member and then as a senior advisor to the Committee for the Psychological Study of Peace. His work, his mentoring, his warm personal support and encouragement have been important to many of us who are attending this Symposium.

## Panel 3.1

*Stream: Youth resilience and empowerment*

### **Longer-term perspectives of conflict in young emerging leaders in China: Implications for translating research into action**

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China plays an increasingly prominent role in the world and how we understand international relations. However, studies of conflict from the Chinese perspective are infrequent in the research literature and when they occur tend to be either cultural or political in their orientation, although in practice these intertwine in a complex way. This paper will report on a study of the perspectives of conflict in young emerging leaders in the Peoples Republic of China. The research method was developed in collaboration with Chinese academics, was elicitive and dialogic, used context-grounded vignettes of conflict scenarios and aimed to build a foundation for deepening dialogue and engagement. In this presentation we will discuss the practical and theoretical implications of the finding that respondents tended to approach conflict in a

centripetal fashion, starting with the macro-system periphery and working inward to smaller scale organizational and interpersonal conflicts. In relation to approaches to conflict, particular emphasis will be given to the way that conflict resolution is viewed as a long-term gradual proposition. The participants are young Chinese identified as emerging leaders in government, though in China generational patterns suggest they will not come into positions of leadership for several decades, in contrast to the shorter-term cycles often assumed in CR theory and practice. The findings have many implications for translating research into action: not only for the practical purpose of engaging and negotiating with the Chinese but also for reviewing some of the assumptions made by Western theories of conflict analysis and resolution, including timeframes for conceptualizing change.

### **Reconsidering the role of young people in public life and in building peace: Action, democracy and sustainability**

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A careful review of policy documents quickly reveals a major and chronic gap between official discourse about young people and the fact that young people are

often not active participants in public life. This contradiction is part of a long-standing design in modern societies to dissociate education from life and democracy. If democracy is based on the principle of people engaging in public processes to govern themselves and young people are removed from these processes, there is obviously a serious problem. It is therefore critical to reconsider the conceptualizations of democracy, learning, and the role of action in human development across micro, meso and macro levels. In this review, I first demonstrate that research across various disciplines shows that action and civic engagement benefit young people. Secondly, lack of participation by young people weakens public institutions, particularly schools, and democracy. Because they cannot engage in acts that are valued by the society, youth are perceived as obsessed with leisure and behavior that many adults disapprove. Third, the UN Convention on the Rights of the Child mandates young people's participation in public processes and this mandate is often ignored. Fourth, democracy is often reduced to elections in representative democracy. Moreover, citizenship has been ill-defined for young people even where democratic traditions are strong (e.g., in EU): Considered "citizens-in-the-making", young people are given very few chances of engaging in meaningful public action. They are either implicitly or actively discouraged from participation in public life, even in schools where they spend most of their time and their citizenship particularly matters. Fifth, the

inability of young people to engage in public processes and to contribute to the public life is particularly detrimental in the Global South where the majority are young. Finally, when young people are prevented from participating in public processes, they cannot take action *against* violence, coercion and social injustice, and *in favor* of peace, both locally and across borders. Peace cannot be achieved, sustained and improved when young people are not actively engaged with it.

## Panel 4.1

*Stream: Research and interventions on violence in families, schools and communities*

### **Evidence based interventions to tackle school bullying in Italy: Insights from evaluation studies of *KiVa* and *NoTrap!***

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In order to decrease and prevent bullying and cyberbullying our group has been working with two programs found to have positive outcomes: *KiVa* and *NoTrap!*. Both are school-based interventions, which aim to involve bystanders in action that reduces experiences of bullying and cyberbullying among school-aged children. The *KiVa* program is devoted to younger students (primary school children) and uses teachers as agents of change in the classroom. The second program *NoTrap!* focuses on older students (preadolescents and adolescents) and uses a peer-led approach to changing attitudes and behaviors in the peer group. Previous studies have shown the efficacy and effectiveness of both programs (Palladino et al. 2016; Nocentini and Menesini 2016) in decreasing

bullying and victimization experiences among children and increasing defending behaviours in the classroom. This presentation will focus on the mechanisms explaining the positive results and specifically on: the involvement of teachers, students and other relevant bystanders; recognition of the victims' suffering and enhancement of empathic feelings toward the victims; promotion of defending behaviours of positive coping strategies for bystanders and victims involved in the problem. Policy and educational implications of these findings will be discussed.

### **Risk and protective factors in family violence**

Luca Milani<sup>1\*</sup>, Paola Di Blasio<sup>1</sup> Serena Grumi<sup>1</sup>

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Child maltreatment is a major public health issue, which threatens psychophysical well-being of almost 100.000 minors in Italy. The prevalence and social burden of this issue clearly indicate the need for preventive efforts, early identification of victimized children and a rapid risk assessment of families referred to Child Protection Services (CPS). The present study fits the symposium theme about

research and interventions on violence in families, addressing in particular the issue related to the main signs of violence against children. In more specific terms, it aims to identify proximate and distal risk and protective factors of maltreatment and recidivism against children. Distal risk factors imply a condition of vulnerability but exert an indirect influence on the child's developmental trajectory, while proximate factors (both risk and protective) exert a direct influence on the adaptation of the child. Factors of the Protocol of risk and protective factors (Di Blasio, 2005) were investigated through the compilation of an ad hoc checklist. 342 social records of families referred to CPS due to the risk of child maltreatment were retrospectively analyzed. Bivariate analysis showed that multiple factors significantly discriminate families assessed at high vs low risk for the children. Logistic regression model ( $\chi^2=111.02$ ;  $p<.001$ ;  $R^2$  Nagelkerke=.45) underline that *parents' experience of neglect, violence or abuse during the childhood, lack of knowledge or interest relating to child development, discomfort related to the dependence on Services, autonomy/independence and supportive network of relatives and/or friends* represent the most predictive factors. A better comprehension of risk and protective factors in family violence may inform and guide preventive interventions on primary, secondary and tertiary level.

## **Breaking down the silos: Addressing sexual abuse and teenage pregnancy in Kenya and Sierra Leone**

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The protection of children's rights demands a holistic approach, yet fragmented, siloed approaches that are woven into the humanitarian architecture make it difficult to achieve a holistic approach. The field of child protection, while addressing issues such as violence against children, typically has not addressed issues of teenage pregnancy and early sexual debut, which are often regarded as part of health sectoral work. Yet in multiple contexts in Africa, these issues have been identified by communities as the most serious child protection harm facing children. In Sierra Leone, one third of pregnancies stem from sexual exploitation, while in Kenya, girls who engage in early sexual debut are on a pathway to sexual exploitation. In this presentation, findings from two action research studies will be presented: ethnographic data from Sierra Leone describing the drivers of teenage pregnancies following the Ebola crisis, and quantitative data from a population based research study in Kenya which focuses on the drivers of early sexual debut leading to sexual exploitation and teenage pregnancy. Both studies indicate the

importance of taking a multi-sectoral, participatory approach to addressing child protection issues. The paper fits into the theme on violence in families, schools and communities, and addresses the symposium question: 'What are the main drivers of violence and discrimination against children? How do we address them at different levels? What do we need to know to make lasting change in this area?' The presentation will fit within an ecological model axis, emphasizing the children's microsystem.

**Telefono Azzurro: A constant effort on behalf of children**

Ernesto Caffo

University of Modena and Reggio Emilia, President of Telefono Azzurro, Italy



## Panel 4.2

*Stream: Peacebuilding programs for children and families*

### **Psychosocial support programmes for children in Syria**

Evan Rai  
UNICEF Syria - Via Skype

### **Transformative spaces - and limits - of psychosocial interventions? Challenges of building community resilience with Syrian refugee men for gender-based violence and child protection in Lebanon**

Angela Veale<sup>1</sup>, Fiona Shanahan<sup>1</sup>, Alaa Hajizi<sup>2</sup>  
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Presenting author: Angela Veale

Email:

Domestic violence, sexual harassment and exploitation, as well as forced/early marriage, remain the main protection concerns for Syrian refugee women and adolescent girls in the region. Syrian refugee men and boys report experiencing stress due to the impact of the conflict on them and their feelings of powerlessness because of their inability to fulfil

traditional roles as family providers and protectors. Additionally, the deteriorating socio-economic situation in Lebanon, coupled with limited access to education, has resulted in an increase of reported cases of child labour and child marriage. The breakdown of community protection mechanisms due to displacement also places children and caregivers at greater risk of violence and abuse. As psychologists, we are keen to act in social spaces to facilitate social justice and change. Yet building individual and community resilience is complex; it starts with people 'getting along' so that interactions are collective experiences, which, in turn, create a sense of community and which can then form the basis for community problem solving and positive change. This presentation case-studies a community-based intervention which sought to foster community resilience to reduce gender-based violence and other forms of violence with Syrian refugees and host community members in Lebanon. The project also aimed to enhance men's capacity to prevent violence, abuse and exploitation. The challenges of developing transformative psychosocial spaces in a challenging social context is explored.

## **Psychosocial problems and resilience strategies of children and youth who are living in the front line zone in the East of Ukraine**

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Volodymir Savinov, Viktoria Solovjova  
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This paper presents one of the first systematic investigations of the psychosocial problems of children and youth who are living in the buffer zone in East Ukraine. We describe life conditions of children and their families, as well as the impact of the ongoing war conflict on psychosocial wellbeing of children. This paper systematically investigates resilience strategies that allow Ukrainian children to grow up well in adverse situations. A combination of structured interviews with 67 children, 30 key experts, and four focus groups with children, parents and psychosocial service providers were conducted. Results provide an in-depth understanding of psychosocial problems of children that could become a platform for planning further psychosocial interventions, as well as for conceptualizing a culturally specific resilience construct. The results of the interviews are presented for three age groups: 9-11 years old, 12-14 years old,

and 15-17 years old. The most frequent problems mentioned by the children in each age group were identified. Two problems categories common for all three groups were found: quarrels in the families and fear of war. The main characteristics of children that help those to grow up well in adverse situations were found to be optimism, happiness, and the ability to help others. The most effective ways to overcome sadness and stress were reported to be conversation with others and support provided by the families. This contextualized understanding of key resilience components will be compared to other resilience constructs in the literature, with an emphasis on the role of others in the child`s environment.

### **Psychological well-being and resilience among violence affected institutionalized orphans in Kashmir**

Meena Osmany\*, Mir Shahid Ali\*, Waheeda Khan\*\*

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Since, the initiation of armed conflict in Kashmir, many transformations at the micro and macro level, which have major implications for children, adolescents and their families, have taken place. This has resulted in an

alarming increase in number of orphans during past few decades. Orphans are one of the most disadvantaged groups, living in community with meagre resources allocated to them to face manifold challenges in accommodation, education, health, social and psychological development. The aim of the present research was to study the well-being and resilience of conflict affected male and female orphans in Kashmir. A sample of 104 institutionalized orphans, with equal number of males and females, was purposively selected from different orphanage homes located in Kashmir. The participants were asked to complete informed consent forms and completed the scales of Resilience (Wagnild & Young, 1993) and Psychological Well-being (Ryff, 1989). Data were analyzed using t-test, product moment method of correlation and regression analysis along with other descriptive statistics using SPSS-21. Results indicated that female orphans had significantly higher mean scores as compared to their counterparts, with respect to resilience, well-being dimensions of environmental mastery, personal growth, positive relations with others, purpose in life, self acceptance and overall psychological wellbeing. Significant positive correlation between resilience and dimensions of psychological wellbeing was observed in both male and female orphans. It was found that males are more actively involved in strikes and protests against government directly and indirectly than females which in return make them more vulnerable. Female orphans in this study were mostly from the institutions where

the religious teaching where given along with the general education, which help them to develop better resilience and psychological wellbeing .Multiple regression analyses yielded resilience as a significant predictor of overall psychological well-being (explaining 27% of the variance).

## Keynote 2

*Stream: Peacebuilding programs for children and families*

### **Education for peacebuilding: Lessons learned from UNICEF's Peacebuilding, Education and Advocacy Programme in conflict-affected contexts**

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Conflict and insecurity have been described as the “primary development challenge of our time” (World Bank 2011, p.1). While mediation, diplomacy, support for government and economic reforms, reconstruction and security continue to play an important role in peacebuilding undertakings, recent discussions have also focused on the potential contributions of social service providers working in the areas of child development and protection, water, sanitation, health, and nutrition – to strengthen social cohesion and stabilize fragile systems (Peacebuilding Support Office, 2012). UNICEF's Peacebuilding, Education and Advocacy Programme [PBEA] – implemented from 2012-2016 – presents a very recent example how education and early childhood development services can be leveraged to meet both children's developmental needs while also mitigating drivers of

conflict. This paper will summarize the PBEA experience by, firstly, listing PBEA-generated evidence in support of the argument that education and child development interventions do strengthen social cohesion. Secondly, PBEA's programming approach for leveraging education services for conflict mitigation, and frameworks for monitoring and evaluating peacebuilding impact will be introduced. Thirdly, a number of programme interventions will be presented, and their impact as well as limitations will be discussed. The paper concludes with recommendations for agencies interested in operationalizing social services programmes that contribute to the mitigation of violent conflict, and social cohesion strengthening.

### Panel 4.3

*Stream: Social construction and deconstruction of diversity*

#### **Language and conflict in multi-ethnic states: Implications for families**

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The focus of this research is the role of language in its various forms (literacy, expressive ability, dialogue, narrative, literature) to social conflict in multi-ethnic societies. There is growing awareness among researchers and conflict analysts that questions of language are implicated in social conflict, but what is the precise nature of the connection? What are the distinctive characteristics of language problems and conflicts in general social conflict and tension? In what ways are young people, adolescents and their families particularly affected by language and communication issues in conflict? The paper will report on the findings of the four-year Language, Education and Social Cohesion study, incorporating however, insights and evidence from longstanding research the presenter has done with indigenous and immigrant communities in Australia and elsewhere. While key themes affecting children and families related to

wellbeing, family cohesion and communication are explored the major focus of the presentation will be education and schooling, so that persistence in education, achievement and questions of identity and belonging will be linked to issues of language choice, literacy outcomes, and communication patterns.

*Stream: Dehumanization and victimization*

### **Fostering trust and forgiveness through the acknowledgment of others' past victimization**

Luca Andrighetto\*, Samer Halabi\*\*, Arie Nadler\*\*\*

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The present work aims to examine the acknowledgment of past victimization by rivals as an effective means to promote reconciliatory intentions in powerful groups entrapped in intractable conflicts. In doing so, we conducted an experimental study in which 115 (56 female) Israeli-Jewish students were exposed, depending on the experimental condition, to Palestinians leaders' messages acknowledging the Jews' sufferings from anti-Semitic persecutions (past victimization condition), acknowledging the Jews' sufferings from the ongoing conflict (present

victimization condition) or to a control message condition. Results showed that participants assigned to past victimization condition displayed more trust toward outgroup leaders than participants who were exposed to present victimization and control condition. Further, such increased trust mediated the relationship between acknowledgment of past victimization by rivals and enhanced forgiveness toward outgroup members. These results highlight how past victimization may represent an important marker of group identity that is transmitted across generations and deeply drive group members' collective responses to events, even more than present experiences of victimization. By fitting on a micro-macro ecological model of intervention, these findings could have important practical implications especially within intractable conflicts, where the involved groups are particularly prone to claim their victim status and the acknowledgment of others' sufferings due to the ongoing conflict is especially difficult to achieve.



## Panel 4.4

*Stream: Peacebuilding programs for children and families*

### **Promoting youth's prosocial behavior to counteract aggressive behavior: Evidence from a school based intervention**

Maria Gerbino<sup>1</sup>, Paula Luengo Kanacri<sup>1 2</sup>, Concetta Pastorelli<sup>1</sup>, Antonio Zuffianò<sup>3</sup>, Eriona Thartori<sup>1</sup>, Gian Vittorio Caprara<sup>1</sup>

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Education to prosociality may be an important instrument to build a culture of a peaceful living together and to “attack” the culture of violence and exclusion. Fostering prosocial behavior at school contribute to students' learning and personal and social adjustment (e.g., self-esteem, civic engagement; Eisenberg et al., 2006), and might neutralize and inhibit, aggressive and antisocial behavior (Pulkkinen & Tremblay, 1992). The present contribution is aimed to present findings about the effectiveness of a school-based intervention developed in Italy for the promotion of prosocial behaviors and civic engagement during adolescence (i.e., CEPIDEA,

Italian acronym for Promoting Emotional and Prosocial Skills to counteract Externalizing Problem in Adolescence). The rationale of the intervention stems from the integration of various research traditions (i.e., personality, developmental and social psychology) within a socio-cognitive perspective of prosocial actions (Bandura, 2001; Caprara et al, 2012). The CEPIDEA curriculum included four basic components (prosocial values; emotion regulation skills (management of negative emotions, and expression and reinforcement of positive emotions); perspective-taking skills; interpersonal-communication skills) and one component related to civic engagement. Data were collected at baseline and at the end of the intervention and after one year. The intervention group included about 150 students and the control group about 140 students from two Italian Junior high school. At one-year follow-ups we found positive effects of the school-based program on adolescents' prosocial behavior, interpersonal skills, self-esteem, hedonic balance, and academic achievement, and reduced physical aggression. Increase in Prosocial Behavior have been found as a mediating mechanism of the intervention. Furthermore, intervention has shown to be more effective for students with lower levels of prosocial behavior, self-esteem, and higher level of aggressive behavior. The program, pointing to the promotion of social cohesion to a micro-level of society (school), can probably undermine those processes of exclusion that lead to social conflict.

## **KidsMatter: An Australian mental health promotion, prevention and early intervention initiative for primary school children**

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This paper will describe the development, piloting and roll out of KidsMatter. The focus will be on the first 5 years of this initiative with the view to outlining a successful systems level intervention model and process for working with schools. The initial two year pilot included 101 schools from across the eight states and territories of Australia. Schools were provided with comprehensive resources and support to ensure the most effective implementation. There are four components of KidsMatter: a positive school community; social and emotional learning for students; parenting support and education; and early intervention for students experiencing mental health difficulties. These components ensure that all significant systems are addressed. An evaluation in 2009 by Flinders University of the pilot clearly showed that KidsMatter has a positive impact on schools, staff, children, parents and carers. There were: improvements in students' mental health and wellbeing; reduced mental health difficulties; positive effects on school work; improvements in teachers'

capacity to identify students experiencing mental health difficulties and teachers' knowledge of how to improve students' social and emotional skills as well as an increase in parents' capacity to help children with social and emotional issues. KidsMatter also helped place mental health as an issue on schools' agenda This paper will address the theme of Peace-building programs for children and families and address the question of 'What works to improve child and family well-being, resilience, capabilities?' It will describe how the KidsMatter Initiative fits into an ecological model at the micro, meso and macro levels.

### **Digital storytelling and children: Building bridges of peace and intercultural understanding**

Isabella Rega\* and Luca Botturi\*\*

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*Context and Research Question:* Telling a story means much more than reporting facts. It implies selecting relevant experiences and conveying a meaning that forms a consistent whole out of characters, events and locations. Telling a story is difficult, and learning to tell stories is a powerful way to learn to understand personal experiences and how to communicate it to

others. Sharing a story also means connecting with others. The evidence is that our societies are rapidly aging raises new social, economical, education and ethical issues. How can we harvest the potential of storytelling to tackle social issues? *Methods:* This contribution investigates the use of storytelling to create social change and generate meaningful learning and integration opportunities in development projects, through the so-called Digital Storytelling for Development (DSD) approach (Botturi and Rega, 2014). It will do so by presenting four experiences in which digital storytelling has been used to tackle social issues, such as intergenerational dialogue or intercultural encounters, involving children from different countries (Italy and Brazil), as well as Muslim female migrants and elderly people. *Findings:* These four experiences show how storytelling creates a venue where connecting with traditions becomes easier, even funny, and rewarding. Second, storytelling projects tend to be holistic: more issues can be tackled at the same time. Third, working on stories connects to our deep meaning, even when we work on already well-known fairy tales – because telling a story is an ancient activity that goes to our root, whatever culture, whatever generation. Fourth, digital storytelling can be a powerful method to investigate how children perceive adults, allowing educators to work on intergenerational relations and on the issue of trust; while, at the same time, opening a window on other cultural perspectives .

## **From research to action and the spaces in-between: Experiences from peacebuilding programs for young people in Cambodia and Uganda.**

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In international development, the purpose of conducting research has always been to apply its findings to improve the lives of people in need. Yet, despite many funders of research increasingly insisting that its impact be monitored and assessed, sound methods for how to do this are largely lacking. Through its Research for Development (R4D) initiative, the UK Department for International Development (DFID) has been a leader in promoting research uptake, use and impact and changing the culture of publications ending up on a shelf. Drawing on contribution analysis, we will present two peacebuilding case studies, showing how the research process and results contributed to gradual changes in practice and policy. Case studies of two different peacebuilding and education initiatives for children and young people from Cambodia and Uganda, will be used to examine the relationship between research,

program implementation and policy advocacy. Approaches adopted by a grassroots Cambodian NGO leading an inter-ethnic peacebuilding initiative will be compared with that of a United Nations agency as part of the Learning for Peace program in Uganda. Strengths identified in both contexts include the engagement of key stakeholders at different points in the process to increase ownership of the findings, while challenges relate to timing, budget and sustainability of pilot programs. Of interest is the emergence of a range of factors for both researching and implementing projects that emerge in this process or what can be considered as the spaces in-between. The presentation will conclude with implications for researchers, practitioners and children and young people.



*Stream: From evidence to action*

**Maximizing the use of your research in evidence-informed policymaking**

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In the world of international development, as in the world of peace psychology, most research is ‘applied’ in nature with the objective of bringing about positive social change. Despite these good intentions, far too little attention is generally paid to understanding the processes of evidence-informed policymaking, the contribution of research within this and the limits to the influence of evidence in decision-making, particularly in the so-called ‘post-truth’ era. This presentation will introduce the importance of thinking about research uptake from the outset of your research and share a conceptual framework to help maximize the chance of research impact, as well as some tools to help evaluate it. The presentation will highlight the critical importance of feeding scientific research into the policymaking process, drawing in some lessons from the science for peace movement and the speaker’s background in conflict management.

## **At the intersection between evidence, policy and practice: Lessons from the Multi Country Study on the Drivers of Violence Affecting Children**

Mary Catherine Maternowska, Alina Potts  
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*The Multi Country Study on the Drivers of Violence Affecting Children*, led by UNICEF Innocenti and national partners in Peru, Zimbabwe, Viet Nam and Italy, builds national research capacity across the four countries. Governments participating in the study wanted to know why violence was happening and how it might be addressed. Prevalence and incidence surveys capture static understandings of the scale of the problem but do not necessarily inform what lies behind violence in order to implement better prevention programming. Unpacking the drivers of violence and how they interact with the risk or protective factors that children face on a daily basis begins to explain the complexities of – as well as potential solutions to – violence prevention. The study has followed a process of capacity-building and ownership through data sovereignty to engage key stakeholders, positioning it at the intersection of evidence, policy and practice. Findings have already contributed to government's shifting their approach: violence prevention has entered the public dialogue;

evidence generated is informing national and regional agendas and plans. In all countries, the process has created new budget allocations for violence prevention. Previously disconnected ministries are now working together. This presentation will outline the different phases of the evidence-policy-practice engagement process, important lessons learned about adopting culturally appropriate approaches to discussing violence and insights on how researchers can better engage with key stakeholders to bring about positive social change.

### **Global Kids Online and engagement with policy makers**

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Global Kids Online is an international research project that aims to contribute to gathering rigorous cross-national evidence on children’s online risks, opportunities and rights by creating a global network of researchers and experts. Its aim is to gain a deeper understanding of children’s digital experiences that is attuned to their individual and contextual diversities and sensitive to cross-national differences, similarities, and specificities and to use this knowledge to shape policies and programmes that protect and empower them. Internet-related policy is a topic of fierce global

debate, with questions such as, should it be national or international, who should oversee it, what should it relate to, how should it be developed and who should be the main stakeholders?

The presentation will show the complexity of research uptake and engagement with policy makers with a cross-cutting topic such as children's rights in the digital age. National policies related to the internet or electronic media fall under the information and telecommunication departments, whereas policies related to child rights tend to be scattered across different domains (health, education, welfare and justice). Children's issues are not sufficiently integrated into policy objectives related to the digital economy, digital society or to internet governance. At the global level, a different set of actors, including the private sector have a responsibility to develop ICT and child related policy. In this presentation, we review the relationship between research and policy in this area, and provide examples of the process we have used to engage decision-makers, the advances and challenges encountered along the way, and future plans and recommendations for research uptake in policy.

## **Lessons learned from the Transfer Project: A multi-country impact evaluation of government cash transfer programmes**

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In international development, research should never be a purely intellectual exercise. Its ultimate purpose should be to provide knowledge that can be used to improve the lives of poor and disadvantaged populations. *From Evidence to Action: The Story of Social Cash Transfers and Impact Evaluations in Sub-Saharan Africa* – a recently published book by UNICEF, FAO and partners – focuses on how evidence from impact evaluations was used to catalyze policy and programme change in the social protection arena. Not only did the social protection programmes have positive impacts on the lives of children living in poverty, but the research conducted to evaluate these programs had its own positive effects on shaping policy discussions, capacity-building, strengthening the case for social protection as an investment tool, and building the overall credibility of an emerging social protection sector. This presentation draws on key lessons captured in the book to outline what this multi-year and multi-country research consortium learned about influencing policy, programmes, and building the capacity of key stakeholders.



*Stream: From evidence to action*

**Research and interventions for minors, charged or involved with crimes**

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In Italy the new code of criminal procedure for minors is aimed to avoid youth detention, thanks to alternative measures and strategies for inclusion. Nevertheless there are still negative psychological issues, because alternative punishments are not easily applied to minors that lack social networks, and particularly for two sorts of them: the minors living in the South, often involved in organized crime, as *mafia* (in the Sicily), *camorra* (in Campania), and *ndrangheta* (in Calabria); and the foreign ones, whose presence is relevant in juvenile jails. As we know, Italy was the native country for many migrants in the last two centuries. In the Nineties, because of the Balkan's wars, the crisis in Eastern Europe, and the poverty in Africa, Italy became rapidly a host country for migrants, both adults and children. A large number of the last ones had not a real migration plan, so - without a study or work opportunity - they may have possibility to become involved in a deviant group. In juvenile jails

foreign minors are a very heterogeneous group, including those who came for family reunification, or born in Italy of migrant parents, or arrived here alone, escaping from war and deprivations. They are vulnerable in two ways, because they aren't able to fulfill their need on their own, and because of their migration status, which turns them to "stranger" and "different" within the social relationships. What's more, those who are *unaccompanied*, without a legally responsible adult, are facing all alone the difficulties, mostly when their behavior is unsuitable and needs controls. Forced to grow up quickly, they are often distrustful. The most serious problems appear outside, after their release, and at times – paradoxically – they may have more opportunities in justice institutions. Just at present our Community Psychology team is committed in a European Project to prevent violent radicalization in minors' justice institutions, including all the stakeholders from penal, educational and civic institutions, and foreseeing the involvement of young university students, so to build social networks among youth.

## **Education and its contribution for building the peace culture**

Silvia Guetta

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In the war-oriented culture conflicts are resolved through the use of physical, technological, direct and symbolic violence. In the peace-oriented culture, on the contrary, the aim is to learn resolution of conflicts through dialogue, mediation and acknowledgement of others as human beings, equal in rights, responsibility, law and freedom, in order to provide for themselves and the community they belong to the suitable well-being for the growth and the development of the new generations. A peace-oriented culture may be built referring to values, attitudes, behaviors and personal representations that have to be inspired by respect for life, individuals, and social contexts that belong to all humanity. The realization of a peace-oriented culture begins from the discovery of potential and skills of each person. Finding personal peace and resources provides the strength to defend and uphold the rights, the freedom of choice, the ability to listen and appreciate others and the willingness to share. The daily and careful involvement in education refers all these aspects. Walking together through the roads of complexity so to experiment with ourselves and with

others the continuous and personal commitment to build the culture of peace.

*Stream: Research and interventions on violence in families, schools and communities*

### **Growing up in violent contexts: Differential effects of community, family and school violence on child adjustment**

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Research showed that being exposed to violent settings during developmental years is associated to a wide range of maladaptive outcomes such as externalizing behaviors, internalizing symptoms, academic failure. The aim of our contribution is to detect the differential effects over time of exposure to violence in multiple settings, distinguishing between witnessing violence and victimization. Participants attended schools in the Neapolitan area, an urban context characterized by serious social problems and by the presence of organized crime. The probability that individuals will become victims of community violence or put

themselves in high risk situations that could amplify the likelihood of being exposed is higher in this context than in other Italian cities. A total of 600 subjects divided into two age-cohorts (10-13 and 14-17 years old) were followed at one year regular interval over four years. We measured: i) child maladjustment (internalizing symptoms, externalizing behaviors, and school failure); ii) at risk environments (exposure to violence at school, neighborhood and family as victim and/or witness as indexes); iii) personality variables (effortful control and moral cognitions). Cross-lagged models were performed in order to investigate the interplay between the above-mentioned variables. Concurrent, autoregressive and cross-lagged relationships were analyzed. Preliminary results confirmed that growing-up in violent contexts has a detrimental influence on child development. Results showed that, beyond the family and school context, also experiences in the neighborhood significantly influence child development. In addition, results showed that personality, behaviors and context influence each other over time. We discuss the need to implement intervention programs which should target personal, behavioral and contextual factors.

### **The history, philosophy, challenges and current undertakings of Libera: The association that fights the Mafia and other criminal groups**

Andrea Bigalli, Giulia Bartolini

Libera

## Keynote 3

*Stream: Environmental transformations, resilience and human rights*

### **The implications of climate change for children and youth**

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This paper considers climate change's current and future impact on children and youth, and implications for peace psychologists. In time, it is focused on the present and future. In location, it concerns a global issue with varying local implications. In terms of the ecological model, climate change is located in the macrosystem, with macro- to micro-system responses to it having direct and indirect impacts on children and youth. It relates principally to the symposium themes of: prosocial behavior; civic engagement and participation in multicultural societies; environmental transformations, resilience and human rights; and youth resilience and empowerment. The Paris Agreement (2015) reflected global acknowledgement that "climate change represents an urgent and potentially irreversible threat to human societies and the planet". It has been disproportionately caused by the minority world, but its effects will be disproportionately felt by the developing world.

Children and youth are likely to disproportionately suffer. The world is currently not acting fast enough to prevent 2 degrees of warming. Even if warming is limited to less than 2 degrees, the next generation will need to live in a low-carbon world, entailing massive changes in lifestyle. If it exceeds this, there will be more catastrophic changes. Psychological factors are central to both denial of climate change, and failure to act to mitigate it. How children and youth are responding to the climate crisis is under-researched, but evidence suggests that responses include anger, anxiety and loss of a positive sense of the future. To help cope with these feelings, young people need to see the adults around them actively working to mitigate climate change, and they need positive visions of life in a zero-carbon world. Further, to deal effectively with the rapid wide-ranging changes that climate change will bring, young people will not only need capacities for adaptability, resilience, problem-solving and conflict resolution, but also 'intrinsic' values and attributes such as empathy, tolerance, skills for cooperation, and beliefs in justice. These attributes are included in the 33-year Australian Temperament Project's model of adult positive development, and I discuss how these attributes might be nurtured. Psychological associations and groups are increasingly recognising their role in addressing climate change. I describe some of their efforts, leading into discussion of the particular contributions that peace psychology could make.

## Panel 5.3

*Stream: Environmental transformations, resilience and human rights*

### **Boosting the impact of research with children: The power of early engagement and collective ownership**

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A persistent challenge in peacebuilding has been to enable research uptake and use by leaders to change national policies. This presentation examines how early engagement and a collectively owned process in Sierra Leone enabled action research to achieve a significant national impact. The presentation shows how the action research grew out of a global evidence review and a strategic partnership with UNICEF aimed to help strengthen child protection systems. The research question focused on the effectiveness of community owned and led child protection work. Having outlined the research and its key findings and impact on the development of a new Child and Family Welfare policy that puts families and communities at the center and features community action, it presents five lessons on how it was possible to achieve a national impact. These include taking a collaborative, inter-agency approach that actively engages the

Government (via the Ministry of Social Welfare Gender and Children's Affairs) and national actors in the child protection system in the development and use of the research; organizing Government engagement at multiple levels; supporting multiple partners in taking the findings, methods, tools, and approaches on board; working with a broker to help manage power dynamics; and using an approach that integrated the strengths of a partnership among academics, UN agencies, NGOs, communities, and Government collaborators. Consistent with the ethos of peace psychology, this presentation emphasizes the value of people's power, shows the importance of cooperation and relationship building, and highlights the value of having compelling evidence as well. It will also discuss the use and limits of this approach in other contexts.

### **Strengthening the role of nonviolence in the UN and its agencies.**

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Peace psychology has stressed the importance of context in understanding human behavior and in designing interventions. The context in which children are usually studied is the family or school. However, peace and security for children and their families in the future will be dependent on the operations of global

systems. This exploratory paper takes the opportunity of being here at UNICEF to raise some questions about the contributions of peace psychology at the wider levels of the human ecology. It does not focus on UNICEF, but rather on the UN and its agencies as a whole. The purpose of the UN is to maintain international peace and security. But what concepts of peace and security inform its operation? Can peace psychology provide greater conceptual clarity about the nature of peace, and its relationships to security, at the international level? How well are children and their families represented by the current architecture of the UN? How can top-down interventions for peace adapt to local conditions and cultural variations to work with local initiatives? Peace psychology can contribute to the global effort by bringing its attention to macro-system variables and also researching complex models of thinking about and working for peace: models that not only apply known methods and findings but also learn from and incorporate new experience. Sometimes in the peace discourse of the UN and its agencies the dimension of nonviolence slides into related concepts such as disarmament. It will be argued here that this compromises the ecological approach and that maintaining the concept of nonviolence, and incorporating more knowledge of nonviolence into the training of UN staff, is critical for children and their families.

## **'Our space to define': Women, Peace and Security agenda in South Asia**

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Although normative frameworks such as the UNSCR 1325, CEDAW GR30, and other such instruments are crucial to strengthening the WPS agenda, they can become 'dominant frames' undermining knowledge held by women and girls involved in WPS efforts. This presentation asks what is required to create and maintain an enabling environment for young women's leadership in conflict transformation? Drawing on insights from fieldwork experiences in South Asia, this presentation argues that it is crucial to go beyond essentialising 'success', 'failure', 'effectiveness' and 'best practice'. It emphasises that central to the methodology, therefore, is working with the narratives generated by the conversations on the ground.