



Participation

Community Mapping national report Poland

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POLISH PLATFORM FOR HOMELAND SECURITY

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1. Introduction

The report summarizes the activities undertaken as part of the research carried out using the Community Mapping technique according to the guide developed by the Polish Platform for Homeland Security together with T6.3 partners: CeSi, CESIE, KMOP, PATRIR, EFD and UM within PARTICIPATION project.

Community Mapping research in PARTICIPATION project was divided into several stages, which are presented in the diagram below.

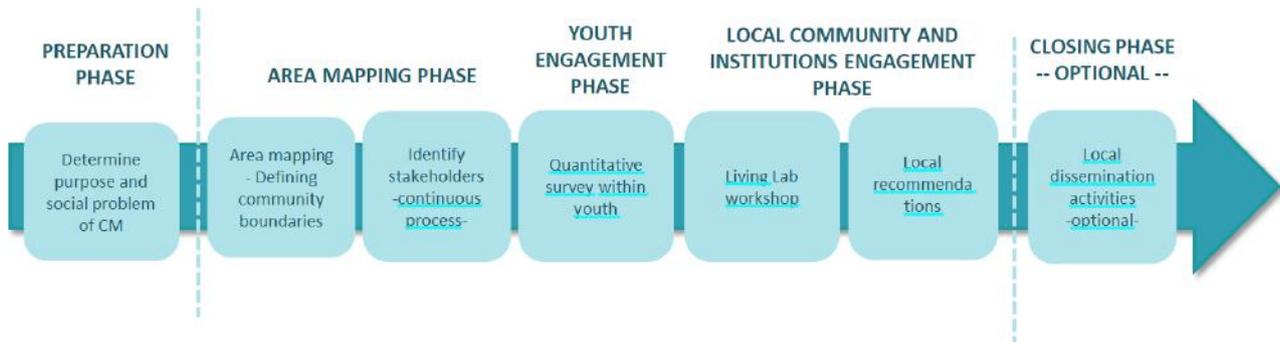


Figure 1. A diagram showing the steps in the implementation of Community Mapping

The above research tasks have been enriched with the closing phase - local dissemination activities. A report has been prepared for local institutions and communities, where research took place. The local dissemination report is a social diagnosis of the studied area in terms of counteracting the phenomena of alienation, polarisation, radicalisation and extremism. To promote PPHS actions was prepared a short dissemination movie ([access here: ...](#))

3. Area mapping

POZNAŃ was chosen as urban area for the community mapping process. The city is located in the west-central Poland and it is the capital of the Greater Poland Voivodeship. It is the biggest city in the region and fifth-largest and one of the oldest cities in Poland. The city is an important junction in Europe’s East-West corridor and is a significant centre for trade, services, industry, culture, higher education and science.

As of June 2021, the city's population was 530 464. The gender structure in the city was as follows: 247 604 male and 282 860 female (Central Statistical Office, 2021). The Poznań metropolitan area, comprising of Poznań County and several other communities, was inhabited by 1 055 044 people in 2020 (Statistical Office in Poznań, 2020). In 2020 in Poznań, there were approximately 6.3 thousand foreigners registered with permanent or temporary residence. They held the citizenship from over 100 countries, including 84% from Europe (15% from European Union countries). The number of foreigners residing in Poznań was much higher taking into account all the unregistered. Just in 2020 there were 50 thousands Ukrainians living in Poznań (*I am researching the City Database*, 2020).



Picture 1. Map of Poznań city

The city covers an area of 261,9 km² which makes it the fifth biggest city in Poland. Poznań lies on the banks of the Warta River in the Greater Poland Lake District. The area of Poznań is relatively urbanised. The built-up and urbanized areas constitute 46.2% of the total area, a large part of the city's space has agriculture purpose (31.3%) and the forest areas constitute 13.6% of the city area (*I am researching the City Database, 2020*).

In 2018 the gross domestic product per capita totalled 108 264 zloty placing Poznań on the second place just behind Warsaw (Statistical Office in Katowice, 2020). The average monthly gross salary in 2021 totalled 6468, 86 PLN. Poznań is one of the major trade centres in Poland. It is regarded as the second most prosperous city in Poland after the capital. The structure of the city's economy is mainly based on services and trade and to a lesser degree on industry, agriculture and forestry pay insignificant role (*I am researching the City Database, 2022*).

According to the latest available data the number of employed persons for 2020 in Poznań was 346,042. This means that 650 people worked in Poznań per 1,000 people, which puts the city in the second place just behind of Warsaw (*I am researching the City Database, 2022*). In 2021 the registered unemployment equalled 5 654 with the unemployment rate of 1.6% which was the lowest among all the big cities in Poland. The percentage of unemployed women was 53,3% and unemployed men 46,7%. 13,6% of the unemployed benefited from the right to social assistance. In 2021, the most numerous age group among the unemployed were 35-44 years old, their number is constantly rising since 2019. There was a decrease of unemployment among the younger age group. However, the number of unemployed in the age group of 45+ is increasing. The majority of the unemployed have either higher education (26%) or second level or lower education (25%). The number of long-term unemployed, over one year, is rapidly growing in the recent years (Poviat Labour Office in Poznań, 2021).

The functional area of Poznań is characterised by a very well-developed communication network of interregional, national and international importance, including railway routes: from Brussels to Terespol and from Świnoujście to Ostrava and national routes of national and regional importance. European transport corridors run through this area: corridor II Berlin - Poznań - Warsaw - Moscow, corridor VIa Grudziądz - Poznań and international Trans-European Transport Networks (TEN-T). The city of Poznań is the main communication junction of the voivodship, where important road routes of European importance as well as routes of national importance intersect. In Poznań, there is an airport "Ławica" with a modern cargo terminal and a new passenger. There is also a second airport within the city limits - the military airport in Krzesiny, which plays an important role in NATO structures area (*I am researching the City Database, 2020*).

The city has a strong base of primary and secondary education institutions with diverse educational profiles. In September 2020, there were 312 primary and secondary schools in Poznań attended by 87 thousand students. Moreover, Poznań is one of the largest centres of higher education in the country. There are 24 universities here, with a total number of 102 thousand students (*I am researching the City Database, 2020*).

Poznań is governed by a city's president and a municipal legislature known as the city council. The city council is made up of 34 councillors and is directly elected by the city's residents. In Poznań there are 42 District Councils – self-government auxiliary units that represent residents before the authorities and organisational units of the municipality (*I am researching the City Database, 2020*). In the last parliamentary election in 2019 majority of the residents supported the opposition alliance Civic Coalition (45,38%) and the

ruling party Law and Justice received 25,33% of the votes followed by the Left (16.49%) (www.poznan.pl, 2019).

In 2020 the Police recorded 13.7 thousand crimes within the administrative borders of Poznań. In that year, the number of crimes in the city increased by 2%. The vast majority of crimes identified in Poznań were criminal offenses (71.8% of all crimes). Economic crimes constituted 21.7% of all identified crimes whilst road crimes were characterized by the lowest percentage (4%). Crimes against property accounted for more than half of the crimes identified in Poznań in 2020 (60.2%). The percentage of crimes against the family was 6.7%. The share of crimes against public safety and safety in transport amounted to 4.6%, and crimes against life and health - 2.1%. In 2020, the rate of detection of perpetrators of crimes in Poznań amounted to 57.6% (*I am researching the City Database, 2020*).

The neighbourhood within the urban area chosen for this study was **Stare Miasto (Old Town)**. The neighbourhood is located in the centre of the city and it is its oldest part, it covers an area of 3,91 km². The number of inhabitants in 2019 equalled 24 819 (Project Coordination and City Revitalization Office, 2019).

The phenomenon of unemployment is one of the key factors in assessing the social condition of individual neighbourhoods. It contributes to gradual falling into poverty and presents a risk of marginalisation in the life of the local community. Stare Miasto is one of the districts in Poznań where long-term unemployment is mainly concentrated. As the data from 2018 shows the number of unemployed equalled 33 people per 1000 inhabitants. The increased intensity of the unemployment problem most often contributes to social exclusion and the prevalence of poverty. In the scale of the city of Poznań significant intensification of the phenomenon can be observed in Stare Miasto where 73 people per 1000 inhabitants were receiving social welfare due to poverty in 2019 (Project Coordination and City Revitalization Office, 2019).

Significant intensification of the crime phenomenon can be observed in the Stare Miasto district where the cases exceed the city-specific reference value for the year 2017. According to the statistics Stare Miasto the district with one of the highest numbers of crimes which equalled 0,8 per 1000 inhabitants (Project Coordination and City Revitalization Office, 2019).

Taking all of the above into consideration, Stare Miasto is one of the areas in Poznań with the highest concentration of negative social phenomena in the city and for these reasons was chosen as the urban area for the purpose of the community mapping.

Researching the peri-urban areas we came upon a study on the March of Independence in Wrocław, which analysed the presence of radical groups at the march and in the public sphere. The article focused on the phenomena of radicalisation in the city. It turns out that all the activities aimed at intracultural dialogue and preventing radicalisation are directed at the people living in Wrocław and similar educational activities are lacking in smaller peri-urban areas. Youth in these mainly homogenous areas do not experience the same level of cultural and social diversity as their peers in the urbanised city of Wrocław. As a result, in these places the risk of developing intolerant or even hateful tendencies towards other races, religions, cultures or ideologies increases. Youth from villages in a close proximity to Wrocław comes to the city to study or work and they experience the diversity and multiculturalism for the first time. The clash with the differences sometimes results in hostility towards "the others" (Center for Sociological Interventions of Collegium Civitas and the Office of the Ombudsman, 2019).

The problems of radicalisation, hate speech and intolerance are usually tackled on the level of big cities not giving enough attention to the smaller nearby towns and villages where those phenomena are also present. This is why, exploring factors leading to polarisation, alienation, radicalisation and extremism, we want to

study youth in in one of these peri-urban areas. The city of **Syców** was chosen as the peri-urban area where the community mapping research will be conducted.



Picture 2. Map of Syców city

Syców belongs to the Wrocław agglomeration and is the seat of the municipal-rural commune of Syców. In 2021 the official population of the city equalled 10287 residents out of which 4930 were men and 5357 woman (Central Statistical Office, 2021). The city is located in the north-eastern part of the Lower Silesia Voivodeship, 50 km from Wrocław. It is an important communication junction with the international route S8 and the national roads. The city is located along the existing and planned communication routes of regional,

national and European importance. Syców is situated 45 minutes from the international airport (City of Syców website). The economy of the city is mainly focused on industry. The factories located in the city and commune of Syców are associated with traditional fields of industrial production: wood, carpentry, furniture and metal. Additionally, the Wałbrzych Special Economic Zone operates in Syców. Thanks to numerous farms, agricultural production is also present. Some of the smaller companies perform mainly forwarding, general construction or commercial services (City of Syców website).

Registered unemployment in the Syców commune in 2020 was 7.4% (9.9% among women and 5.1% among men). In 2020, the average monthly gross salary in the Syców commune was PLN 4,773.90, which corresponds to 86.40% of the average monthly gross salary in Poland. 20.7% of economically active residents of the Syców commune work in the agricultural sector, 42.6% in industry and construction, 14.8% in the service sector and 1.6% work in the financial sector (Syców Commune in numbers).

There are 8 institutions providing first level education in the city of Syców: 5 kindergartens and 3 large primary schools. There are also two secondary schools in the city: T. Kościuszko High School and Secondary School Complex in Syców. In addition to the above-mentioned schools, the First Degree State Music School in Syców also conducts educational and musical activities in the commune (City of Syców website).

In Syców there is a Culture Centre responsible for organising cultural and extracurricular activities. According to the data from 2016, there were 9 sports clubs gathering 535 members in the Syców commune (Syców Commune in numbers).

It is estimated that in 2020, 240 crimes were committed in the Syców commune. This means that for every 1,000 inhabitants, 14.26 crimes were recorded. The crime detection rate for all crimes in total in the Syców commune was 73.20%. Per 1000 inhabitants of the Syców commune, the highest number of crimes was of a criminal nature - 9.46 (detectability 70%) and crimes against property - 6.11 (detectability 48%). Next, there were road crimes - 2.08 (99%), economic crimes - 1.85 (46%) and crimes against life and health - 0.21 (100%) (Syców Commune in numbers).

On the 12th of December 2017 there was an attempted arson of Beata Kempa's parliamentary office in Syców. A man threw a container with a flammable substance at the door. As established in the investigation the perpetrator acted to express his disapproval of the current ruling coalition in Poland and to force the Government and parliamentarians of the ruling coalition to refrain from certain actions, in particular legislative actions related to the reform of the justice system and the organisation of elections. This was the basis for attributing the terrorist nature to the suspect's behaviour (National Public Prosecutor's Office website, 2017).

4. Action undertaken within the Community Mapping

The Community Mapping study was divided into several phases, which involved conducting a quantitative survey among young people from selected schools in a selected area and conducting a Social Lab workshop with stakeholders in a selected urban (Poznań) and peri-urban area (Syców).

4.1. Youth engagement – Quantitative survey within youth

The aim of the survey was to analyse the factors leading to alienation, polarisation, radicalisation and extremism of youth in urban and peri-urban contexts. For this reason the research sample needed to have specific features (should be a radicalised environment). As for this the selective sample technique was deemed appropriate. The first step of the Community Mapping research included area mapping. In that process we identified the radicalised urban and peri-urban areas. In each of the areas we chose a high school where we carried out a survey with youth. The identified schools were the **Poznań General Secondary Music School of Mieczysław Karłowicz** in the urban area and the **Tadusz Kościuszko High School in Syców** in the peri-urban area.

To ensure a wide representation and the credibility of the conclusions derived from the analysis of surveys we set the amount of 70-100 responders in each locality as a target. Even though we opted for the selective sample technique we still wanted to make sure that the survey will reach a diverse group of responders. For this we decided that the survey should be filled out by students at all the levels of high schools. Moreover, we aimed for reaching students with different studying profiles. The survey in the Poznań General Secondary Music School was carried out in three classes, all in different grades. In the High School in Syców the survey was distributed among students of different ages with different studying profiles. The classes were indicated by the school headmaster.



Picture 3. The appearance of the survey in the online tool <https://webankieta.pl>

Finally, the survey was completed by **116 students, 69 from the Poznań** General Secondary Music School and **47 from the High School in Syców**. 69 students started the survey but did not complete it. The total number of responders was 186. It was difficult to reach the responders because of the extensive procedure of the triple consent for participation of young people in the survey, applicable in Poland: consent of the school principal, parents' council and students. Unfortunately, we were confronted with refusals (in 4 schools) at the first stage of obtaining consent, which consequently resulted in the choice of school in Poznań. For this reason, we did not manage to reach our goal of receiving min. 70 answers in each locality. Looking at the number of unfinished surveys it can be assumed that the students found the survey too long or too difficult. For the purpose of analysis we only studied the completed surveys.

4.1.1. Characteristic features of the research sample and analysis of the respondents' characteristics

In the survey females constituted 71% of the students from the big city and 66% of the students from a small city, while males made up 27.5% of the students in the urban and 25.5% in the peri-urban area respectively. Among the students coming from a small town, 3 declared themselves to be non-binary. Two respondents did not want to answer the gender question.

The survey also asked about the family structure of the teenagers (Appendix 1, Table 4). The vast majority of the students came from two-parent families (84.3% of the total group), although in the group of students from a large city their share was higher (88.2%) than that of a small city (78.7%).

While 11.3% of students came from single-parent families, in the group of pupils from a large city they accounted for 7.3% of their group and outside a large city for 17% of the group. It should be noted that growing up in a single-parent family is associated with poorer material conditions, which can translate into deprivation in other areas of life.

Additionally, students were asked to assess their family's material standing (Appendix 1, Table 5). More than half of the respondents rated their situation as good (51.3% of the total), although there were slightly more in the group studying in a large city (54.4%) than outside of it (46.8%). Students studying outside a large city were just as likely to rate their financial situation as good or satisfactory (both 46.8%). In addition, 6 students rated their family's material standing as unsatisfactory, 4 of which were studying in a large city (5.9% of the group). One person, studying outside a large city, rated the material situation as tragic.

4.2. Social Lab workshops

The Social Lab workshop in Syców was held on June, 1st and in Poznan on June, 8th. Both workshops started at 9:00 and finished at 15:00. The agenda of the meeting had six panels. In the opening part all the participants were welcomed and the organising party – PPHS and the PARTICIPATION project were introduced. In the next panel, in an open discussion the participants agreed on a common definition of the concepts of alienation, polarisation, radicalisation and extremism. Then the participants were divided into four smaller groups which represented youth, community experts/stakeholders and stakeholders from the institution level. The small groups started the activities of the panel with a map where they defined and marked diverse areas in their localities. The participants answered on questions:



Picture 4. Agenda of the Social Lab workshop in Poznań

- What do you like in this area / place?
- What do you dislike about this neighborhood / place?
- How do you feel when you are in these places?
- How would you like these spaces to look like in the future?

After this panel there were panel followed by the discussion on the main challenges and assets in the local community in the area of youth alienation, polarisation, radicalisation, and extremism where participants answered on questions:

- What are the main challenges/difficulties of the local community regarding alienation, polarization, radicalization and extremism, and who are they affected by?
- In what areas of life do these difficulties occur?
- What actions are being taken to overcome these difficulties?
- What are the strengths / weaknesses of the local community in dealing with the phenomena of alienation, polarization, radicalization and extremism?

After that the participants in their groups identified, evaluated and finally prioritised the factors leading to alienation,

polarisation, radicalisation and extremism. In the last panel the discussion was focused on recommendations and actions that could be implemented at the local level (short-term, medium-term and long-term). At the end the Facilitator summed up the discussion and thanked all the participants for the fruitful collaboration.

As the urban and peri-urban areas were located in two different cities we had to conduct two Social Lab workshops – one in each locality. The Social Lab in the urban area took place at Novotel Hotel in the city Poznań center. In Syców the Social Lab was organised at Aroma Stone Hotel. We chose the hotel as the place to host the Community Mapping as it is a neutral place where all the participants could feel equal and free to express their knowledge and experiences. The workshop was organised in a conference rooms facilitated with all technologies and facilities necessary to run the workshop. Additionally we were provided with lunch and refreshments at the hotel restaurants.

Community Mapping stakeholders should represent different points of view and perspectives when looking at the problem of alienation, polarisation, radicalisation and extremism. This is why when selecting the participants of the Social Lab we made sure that the stakeholders would represent the widest possible spectrum of institutions, with varying levels of involvement in the problems. Firstly we identified the potential stakeholders through desk research and next we revised the lists in terms of: representativeness, credibility and diversity. The youth invited for the Social Lab were students from the two high schools where we



Picture 5. Photos from Social Lab Workshop in Syców and Poznań

contacted the survey on factors leading to alienation, polarisation, radicalisation and extremism. We also



Picture 6. Photo from Social Lab Workshop in Syców

introduced the schools' environment staff, psychologists and pedagogists. When selecting the stakeholders representing the public institutions we contacted the local police and security services, the municipal authorities and their units responsible for issues of alienation, polarisation, radicalisation and extremism. We also contacted the representatives of social care institutions operating in the defined urban and peri-urban areas. As the subject of our study is the youth we deemed it appropriate to invite representatives of educational authorities to the workshop. As already mentioned, our aim was to ensure a wide representation of stakeholders from various levels of knowledge and experience. This is why we also identified

civil society actors active and involved or likely to be involved in the issue of radicalisation, polarisation and extremism. We identified non-governmental organisations whose activities area is close to the above mentioned issues. Moreover we identified local media representatives who have the knowledge of current events and problems in local communities. All the selected stakeholders were identified in the process of desk research studying the local institutions and civil society organisations. They were contacted directly via official letter and email and invited to take part in the workshops.

The Social Lab in Syców was attended by 17 participants: 4 representing youth, 5 community experts from the institution level, stakeholders and 3 NGOs and 5 representing education. **In Poznań the Social Lab was attended by 13 participants:** 1 representing youth, 3 community experts from the institution level, 5 representing Police nad social assistance and 3 representing NGOs with educators.

4.2.1. The Facilitator of the Social Lab workshop

Monika Wiktorowicz-Sosnowska was the Facilitator of both Social Lab workshops. Monika Wiktorowicz-Sosnowska has a PhD degree in social sciences with the specialisation in sociology of social problems. She is



an assistant professor at the Institute of Sociology, Department of Applied Sociology and Social Work of the University of Wrocław. Member of the Polish Sociological Society. Psychologist and psychotherapist under training. Social work specialist - for many years working with young people at risk of social exclusion and with families, cooperating with the third sector of NGOs. Nordic walking trainer – for several years involved in projects aimed at seniors. The subject of her scientific research is focused on sociology of social problems, the sociology of deviation and around the phenomena of stigmatisation related to the qualitative analysis of biography. A special area of her research interests and practical activities is foster care, and above all fosterlings – children and adolescents.

5. Local factors leading to alienation, polarisation, radicalisation and extremism

The results obtained from the questionnaire survey completed by youth from Poznań and Syców concerned the assessment of risk factors and protective factors. The test statements were categorised into five areas of life:

1. psychological,
2. sociological,
3. ideological,
4. political,
5. economical.

5.1. Psychological area

In a survey conducted among young people in Poznań, among the risk factors (Annex 1, Graph 1) in the psychological area, the vast majority of high school students mentioned: **addictions** (86.9%). A similar number of students indicated **emotions** (86.9%) that are difficult to cope with, which may be a source of seeking acceptance from people with similar experiences. For 85.5% of the students, **powerlessness**, is caused by the belief that opportunities and failures in life depend on others. This issue points to the feeling of a lack of perpetration over one's own life. And thus reveals the vulnerability of the individual to influence from others (including negative influence). Slightly fewer people (68.1%) strongly agree or rather agree that the **proclivity** to break the rules increases with the benefits of this behaviour. For 66.7% of respondents, **health problems** (including mental health problems) increase the proclivity to believe extremist narratives. Similar results (63.7%) can also be found among indications that **frequent failure and humiliation** contribute to a person's agreement with the views (including radical views) of others.

In turn, in the study conducted among young people in Syców, among the risk factors (Annex 1, Graph 8) in the psychological area, the most frequently mentioned issue was **powerlessness** caused by the belief that opportunities and failures in life depend on others (74.5%). This issue points to the feeling of a lack of perpetration over one's own life. And thus reveals the vulnerability of the individual to influence from others (including negative influence). Almost the same number of students indicated **addictions** (74.4%). For 65.9% of the students, **health problems** (including mental health problems) increase the tendency to believe in extremist narratives. Slightly fewer (61.7%) strongly agree or rather agree that the **proclivity** to break the rules increases with the benefits of this behaviour. Similar results (59.6%) can also be found among indications that **frequent failure and humiliation** contribute to a person's agreement with the views of others (also radical). Interestingly, the fewest number of people (51.1%) indicated difficulties in dealing with **emotions** as a factor increasing the tendency to seek acceptance among people with similar experiences.

In the case of protective factors both in Poznań and Syców (Appendix 1, Graph 2, Graph 9), students almost agree that both support from outside the family (Poznań 88.4%, Syców 85.1%) and the feeling of being valuable (Poznań 84.1%, Syców 80.9%) help in coping with everyday difficulties.

5.2. Sociological area

In this area, the analysis concentrated on structures (school/family/social group), the manifestation of interaction in these environments, and social rules (norms).

In the area of risk factors, both in Poznań (84%) and Syców (76.6%) (Appendix 1, Graph 3, Graph 10), high school students pointed to **addiction** in family systems as a factor contributing to extremist behaviour. It should be noted that this factor was also highly rated at the psychological level. It can be assumed that addictions are the biggest problem and a serious threat to the safety of youth. Especially when we consider that the family environment is the primary place of socialisation for a young person.

In both cities, an equally important level of youth functioning concerns the assessment of the school environment. For the respondents, **favouring students** at school (Poznań 78.3%; Syców 74.4%) may exacerbate undesirable behaviour, as may a **lack of attention** paid to students. A high percentage of responses also concern the assessment of the relationship between **experiencing violence** from peers and aggressive behaviour. In this case, 63.8% students in Poznań and the same in Syców rather agree or strongly agree with this statement. It should be borne in mind that violence rating indicators are not correlated with personally experienced violence, which in the latter case was not taken into account in the survey. To the smallest extent, students tend to agree or strongly agree that **living in peripheries** contributes to fewer chances of obtaining an education (Poznań 30.4%, Syców 46.8%).

According to the youth the most common protective factors (Appendix 1, Graph4, Graph 11) are, in order:

- **trust** to others and associated with it sense of belonging to a community (Poznan 86.9%; Syców 87.3%);
- in the area of school: **help and support from teachers**, influencing building of resistance to extremist narratives (Poznan 79.7%; Syców 72.4%);
- **the authority of another** who can convince to their views (this is a protective and risk factor) (Poznan 71%, Syców 74.5%);
- **support from family** (Poznań 69.6%; Syców 70.2%);
- personal interests and hobbies (Poznań 55.1%; Syców 42.5%);
- higher education as an indicator of pro-social behaviour (Poznań 40.5%; Syców 38.3%).

High indicators in the area of risk factors and protective factors relate to the school space. On the one hand, pupils point to the problem of favouring students at school and insufficient teacher attention directed at young people. On the other hand, 70-80% of the students strongly emphasise that help and support from teachers are protective factors against risky behaviours. Family support was rated slightly lower, but equally highly. It can be assumed that what is located in the area of pupils' needs may have an impact on their level of satisfaction of being recognised or their success at school and in life. Both family and teachers have much to offer in this dimension. A decrease in life satisfaction can translate into a sense of lack of authority figures at school and in the family. Referring to Hirsch's (1969) control theory, it is important to emphasise that strengthened bonds in the family, school and peer group act as mechanisms to eliminate antisocial behaviour. Importantly, according to students it is the authority figures that influence the behaviour of young people.

5.3. Ideological and political area

Ideology and the political sphere refer to different areas of life and can affect an individual through different channels. According to Bronfenbrenner's ecological model, the development of an individual requires mutual adaptation of the person and the environment and, with regard to ideology, is created by macrosystem. This includes: politics, government, system of beliefs, attitudes, ideologies in the culture or subculture of a given community (Bronfenbrenner, 1986 pp. 723-742; Jaros, Jaros, 2014, pp. 103-105).

The analysis of the results in the discussed areas (Annex 1, Graphs 5) showed that for students from Poznań (81.1%) **insulting terms** directed at others in the local environment have the greatest impact on shaping the behaviour of young people. They encourage the adoption of similar behaviours. Which is not at all surprising when one considers that patterns of behaviour are acquired by observing the reactions of others in a given situation (Bandura, 1971). The second important factor is **religion** which, for 65.2% of the students, can influence extreme attitudes. In contrast, the analysis of the questionnaires completed by the students from Syców in the discussed areas (Annex 1, Graphs 12) showed the reverse order. For pupils in this area, **religion** is the most important (83.0%) in shaping the behaviour of young people. On the other hand, **offensive terms** (70.3%) directed at others in the local environment are the second most important factor. Interestingly, in both Poznań (44.9%) and Syców (46.8%), the **Internet** was ranked third as a risk factor that high school students rather agree or strongly agree with. This may be due to the fact that the Internet is currently the primary channel of communication for young people.

However, this does not change the fact that many threats can be encountered online, which cause relativisation of norms and life patterns, leading in consequence to a distorted perception of the axiological-normative world (Tyszka, after: Czabański, 2009). A person constantly exposed to an aggressive stimulus stops reacting to it. A process of desensitisation occurs. As a consequence, the reasonability of responding to inappropriate content diminishes.

In Syców, less than 25.6% of respondents believe that the use of violence is acceptable when it results from a person's ideology and beliefs. In both Poznań (13%) and Syców (19.2%), young people are least likely to agree with the statement that the cultivation of tradition is the only way to protect national identity.

A protective factor for pupils in Poznań (91.3%) and Syców (83%) is overwhelmingly the **acceptance of cultural, ethnic, gender or national differences** (Appendix 1, Table 1 and Table 2). Students are unanimous in this respect. At the same time, such high indications may translate into the need to be tolerant, also of others towards young people.

Political factors, on the other hand, concerned the following aspects (Annex 1, Graphs 6, 13):

- aggressive political messages in the media,
- hate speech present in the mass media,
- the indifference of politicians to the needs of the society,
- unrest in daily life related to the unstable political situation in the country,
- and 'us versus them' divisions.

The greatest number of indications among youth in Poznań (84.1%) was for the **anxiety** felt in everyday life, caused by the unstable political situation, which may consequently lead to conflicts in society. Meanwhile, in the analysis of young people from Syców (85.1%), this factor appeared second. For youth from Syców (89.3%), on the other hand, the factor that manifests itself most strongly is the "us versus them" **divisions**. For 78.3% of Poznań youth, the "us vs. them" **divisions** are conducive to negating the values of other groups. At the same time, it should be recalled that according to young people, **acceptance of otherness** is a protective factor. It is therefore worth implementing prevention programmes that develop tolerance and acceptance towards otherness.

Both young people in Poznań (75.4%) and Syców (72.3%) frequently pointed to aggressive political messages in the media. Meanwhile, In Poznań a large majority (81.1%) also agreed that slogans present in the mass media are a form of hostility towards others. In Syców, it was 72.3%. For the Poznań (68.1%) and

Syców (66%) students, the indifference of politicians to the needs of society encourages anti-social behaviour. Looking at the above values, one can pose the thesis that the area of politics is a very strong factor, noticeable and definable by youth in the category of risks.

5.4. Economical area

The final area of analysis (Annex 1, Graphs 7, 14) relates to the material issue, which determines access to other areas of social life. As a result of deprivation, people are unable to fulfil many needs. Consequently, the material standing can be a factor that differentiates society and promotes conflict. In this area, young people were asked about their assessment of material conditions, housing or access to the labour market. Interestingly, in all statements from the economic area, the youth answered similarly. In Poznań, both **poverty** and difficult **housing conditions** were assessed at an identical level (85.5%). Both of these factors, according to youth, lead to a feeling of inferiority and may generate conflicts. Similar results (69.6%) were obtained for **financial insecurity** and the associated **feeling of unequal opportunities on the labour market**.

In contrast, for 91.5% of students from Syców, difficult housing conditions can generate feeling of **inequality**. Similarly high indications appeared for **financial insecurity** (82.9%), which can translate into **difficult housing conditions** (80.8%) and intra-family conflicts. For 74.4% of the students, **poverty** can translate into a feeling of being inferior and a **sense of financial exclusion** (72.4%), which, according to the students, encourages young people to move into environments that have difficulty respecting norms. In Poznań, this factor was pointed in 59.4% of indications.

Undoubtedly, material deprivation translates into an inability to fulfil needs, which consequently leads to alienation. It should be emphasised that deprivation in the material area can lead to neglect in the context of meeting the material needs of young people, such as going on holiday, going to the cinema, etc.

5.5. Other conclusions of the analysis

Spearman's rho¹ correlation analysis (Appendix 1, Table 6) was used to study the association of the assessment of risk factor with parental education and financial situation, due to the ordinal nature of the measurement of these variables. The analysis yielded a number of statistically significant results. The mother's education was positively correlated with the risk assessment in the sociological area ($r = 0.21$) the ideological area ($r = 0.28$), the economical area ($r = 0.20$) and the general risk factor index ($r = 0.27$), the effects were weak. This means that the higher the educational level of a mother, the more weight the students attributed to risk factors in these areas. These associations did not occur at all for the father's level of education. In the case of the material standing and the assessment of risk factors, all associations were statistically significant and weak. The results of the correlations indicate that the more severe the financial conditions of the students' family were, the more seriously they rated the risk factors of alienation, polarisation, radicalisation and extremism in all areas.

Comparing these two groups of respondents in Poznań and Syców (urban and peri-urban area), the analysis yielded no statistically significant results, indicating that students studying in the big and small city did not differ in their assessment of risk factors (Appendix 1, Tables 3-7).

¹ Spearman's rho is one of the non-parametric measures of the monotonic statistical relationship between random variables. A positive sign of the coefficient indicates the existence of a positive correlation, a negative one indicates a negative correlation. The closer the correlation coefficient is to one, the stronger the correlation is. In the case when $r_s = 0$, it means that there is no correlation relationship between the examined variables.

5.6. Comparative conclusions between urban and peri-urban areas

When comparing these two groups of respondents (Poznań and Syców), divided into five areas, containing the summed up items, the analysis yielded no statistically significant results, indicating that **students studying in a big and small city did not differ in their assessment of risk factors**. However, when the items (test statements) in each area were analysed separately, it appears that slight differences emerged in the responses between urban and peri-urban students.

In the **psychological area**, for the students from Poznań the two factors which received the highest rates were emotions (86.9%), which are difficult to cope with, as a source of seeking acceptance from people with similar experiences, and addictions (86.9%). Among students in Syców, emotions were indicated by the fewest number of students (51.1%), and the highest number of responses was on powerlessness caused by the belief that life chances and failures depend on others (74.5%). Syców is a small town where being anonymous is more difficult. Perhaps this is the reason why the feeling of being influenced by others is felt more strongly by the students from Syców. This last factor (powerlessness 85.5%) was indicated just as highly for the youth from the urban area, but not as much as it was for the students from Syców. It should be emphasised that people who believe that they are dependent on others and that the goals they achieve are the result of chance, fate or others are deprived of a sense of ownership over their own lives, shifting responsibility for their fate to others. As a rule, such people feel helpless in the face of life's events. As a result, they do not take any initiatives to change their situation. This results in compliant or passive behaviour. Such persons are distrustful of their abilities and in situations of failure they resort to mechanisms of denial (Cumberbatch 1995, Sęk 2008).

For protective factors, students from both localities almost agreed that both support from outside the family and a sense of being valuable help to cope with everyday difficulties. Values took more than 80% of the responses in both groups.

In the **sociological area**, all respondents pointed to the same risk factors, ranking the answers identically. In view of this, the most important risk factor are addictions in the family (84% - Poznań, 76.6% - Syców). The least frequently indicated factor was living in the periphery (30.4% - Poznań, 46.8% - Syców), which in turn affects lower chances of obtaining an education. Also among the protective factors, trust to others and the associated sense of belonging to a community played a key role for all the respondents (both from urban and peri-urban areas). The rest of the indications were almost identical. In both groups, young people emphasised the support and help of teachers as an important protective factor (over 70% in both groups). Interestingly, support from school staff was emphasised even more than support from family. However, both areas were indicated as protective factors by the majority of the surveyed students.

Slight differences emerged in the **ideological and political areas**, which nevertheless illustrate the context for the development of various processes and phenomena characteristic of a small and a big city. Such a difference can be seen in the choice of the conformity of religion (83.0%) as a threatening factor, which was indicated first by the group of young people from Syców. The peri-urban area has its strong religious traditions, which are passed on generations. Religious cultivation arises not only from individual choices, but also from social pressures, as mentioned by stakeholders participating in the Social Lab workshop. Such situations can contribute to 'us vs. them' divisions that foster the negation of other groups' values, and which were indicated most frequently as a risk factor (89.3%) by the students from Syców. The highest number of responses among the young people from Poznań were in the category: anxiety (84.1%) felt in everyday life due to unstable political situations, which can consequently lead to conflicts in society, which the pupils from Syców marked as the second risk factor.

Among the *rather or strongly agree* responses of students from Poznań, religion (65.2%) came in second place. There are no statistically significant differences in the other factors.

For both groups, acceptance of cultural, ethnic, gender or national difference is a protective factor. The students agree in this respect. At the same time, such high indications may translate into the need to be tolerant, also of others towards the youth.

In the **economic area**, young people from Poznań rated both poverty and difficult housing conditions (85.5%) at a high, identical level. Responses were basically similarly distributed in the group of students from Syców, with the difference that poverty, which can translate into a feeling of being inferior and a sense of financial exclusion, was ranked last.

To sum up, the minor differences with the indication of the individual factors, arise from the functioning of a community in the given context (small/big city) and are related to processes of dependency or lack of e.g.: anonymity, control, perpetration, etc. The dual nature of these processes should be emphasised. Control and less anonymity can reduce the sense of perpetration and create conflict in one area. In another area, it can shape those behaviours that conform to the community norm.

5.7. Research limitations

The problematic nature of the study of the processes that foster alienation, polarisation, radicalisation and extremism among high school students arises from the need to take into account the many factors that influence their functioning. Consequently, it is not possible to address at least those factors that arise from individual differences. Boredom of the respondents, due to the elaborate form of the questionnaire, may have been a disruptive factor. Access to the respondents proved to be a limitation, which could undoubtedly have affected the results.

Despite the identified limitations, the conclusions of the research presented here can be used as preliminary research as a starting point for further multidimensional analyses.

Future research on the issue of radicalisation should be conducted by taking into account greater participation of individuals using a variety of tools to verify multidimensional areas of life where factors favouring risky behaviour are present.

6. Local findings after Community Mapping process

The Social Lab Workshop has identified a number of good practices reflecting community efforts towards shared security. These relate to different sectors: society, labour market, social security, education, social welfare, population including ethnic minorities. The mapping exercise also identified a number of drivers of alienation, polarisation, radicalisation and extremism. During the group work, opportunities to counteract the threats towards increasing the responsibility for community safety were identified.

6.1. Local findings from urban area - Poznań

6.1.1. Safe and hostile spaces in the Old Town, Poznań

The analysis of the urban area by the workshop participants came down to 3 spheres: culture in the broadest sense, infrastructure and social attitudes and behaviours.

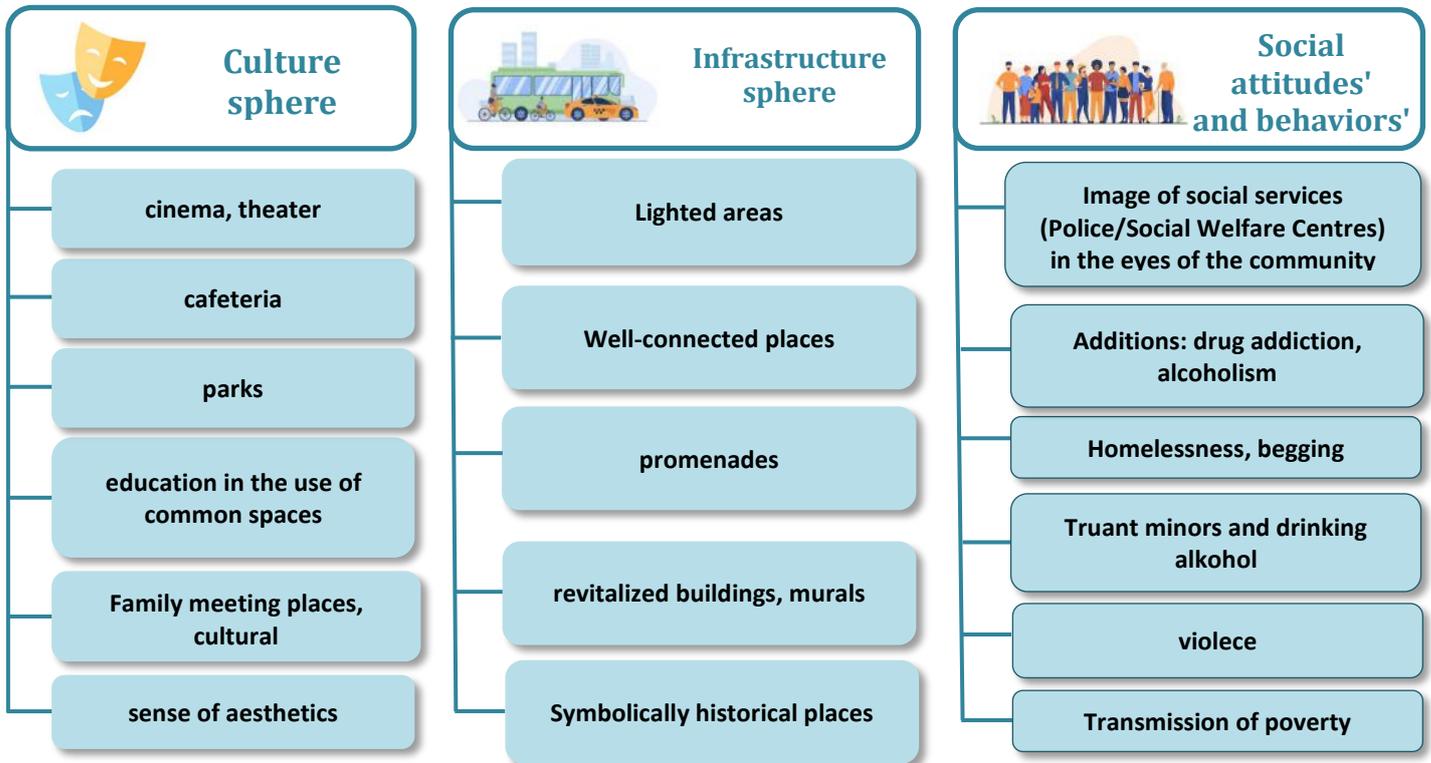


Figure 2. Diagram showing an analysis of the urban area made during the Social Lab workshop as part of the Community Mapping process

Within the three spheres, places and situations that foster alienation, polarisation, radicalisation and extremism were identified, as well as places that are perceived as safe ones. Supporting questions were used to provide more complete narratives.

- **What do you like about this area?**

Places that were indicated as evoking positive emotions, in the responses of all groups, referred to spaces which were identified as safe areas by the responders. These were places located in the cultural sphere (such as: **Old Market Square, Freedom Square, Mickiewicz Square, Avenue of the Order of the Smile – a park, cinemas, etc.**) and the sphere of infrastructure. These places had an entertaining, integrative function providing an opportunity to meet with family and friends and at the same time were assessed as aesthetically pleasing and well-kept



Picture 7. Safe and friendly places in Old Town in Poznań

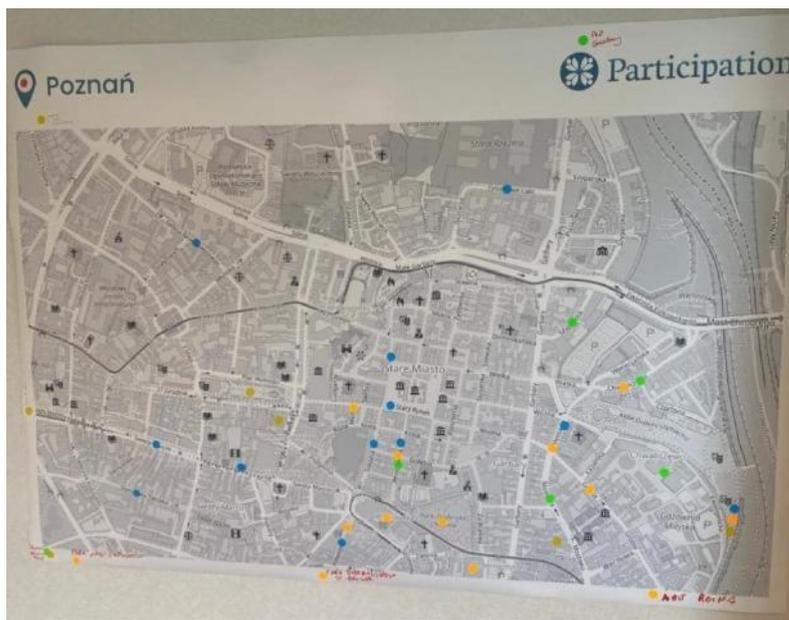
places. They are perceived as accessible to the community; with a well-planned communication network, well-lit streets and spaces holding symbolic value.

According to young people and representatives of local institutions, some places change their functionality depending on the time of day. Such places include bars, restaurants or so-called *Containers*, i.e. clubs with a beach which are a leisure area. During the day, these places are safe, but at night they create a sense of danger, due to mugging and drunken behaviour.

- **What do you dislike about this area?**

In the answer to this question all respondents focused on dangerous places, i.e. places that are neglected in terms of infrastructure. Social safety is identified by the sphere of behaviours and attitudes of individuals to which the responders paid attention. Dangerous places are inhabited by families and communities that are regularly monitored by the police and being also clients of the Social Welfare Centre. In these environments, there is intergenerational transmission of poverty and paucity and of a lifestyle which is usually falling outside the social norm.

Educators and NGO representatives point out the lack of clear rules on the use of urban space, the lack of education on the use of common space, too much noise, which exacerbate undesirable phenomena.



Picture 8. Hostile and dangerous places in Old Town in Poznan

Educating is related to raising public awareness. Consequently, continuously sustained education can protect the local community from risks and is part of the prevention of risky behaviour. Representatives of local institutions feel unsafe in places where there is a lack of lighting after dark The services, i.e. those representing the Police and the Social Welfare Centre (MOPR), draw attention to the dangers related to the sphere of social attitudes and behaviours. Among them are: begging, domestic violence (the Old Town is second in terms of initiating Blue Card procedures in Poznan), drug addiction, homelessness visible in parks and on benches, youths skipping classes in Stary Browar and underage drinking in Dąbrowskiego Park. Youth used the expression that they feel at home despite the dangerous places. According to the young people, places are perceived subjectively. They are identified with periods in the past e.g. childhood. This attitude reflects a strong sense of belonging to a place and identification of identity based on the spaces defined. Even if objectively a place is a threat, young people experience it subjectively, depending on their experiences with the place. Young people emphasised that they dislike places that are neglected, unsafe, where they can expose themselves to being bugged or inappropriate comments.

- **How would you like this area to be in the future?**

Educators and NGO representatives called for: respecting the rules on the use of common space, an increase in green areas, more places for spending time with families, more cultural institutions, animations and making urban space available for different initiatives. Representatives of local institutions indirectly drew attention to the issue of pollution and in connection the exclusion of more streets from car traffic in favour of more pedestrianised places. Attention was drawn to the need to improve safety after dark. Places identified by the group as unsafe need to be revitalised. The Police and the Social Welfare Centre group called for a change in social attitudes, an increase in respect between people, a reduction in social pathology and crime, an increased sense of security and improved trust in services. It was noted that both Police and Social Welfare Centre workers are treated disrespectfully by the local community. Youth focused on the need to revitalise tenements, to increase the aesthetics of buildings, (proposal for murals on neglected tenements), to develop an active neighbourhood that cares about its own space, but also responds to threats. The participation of residents in a common space and taking care of common security is becoming a desirable direction.

6.1.2. Local factors leading to alienation, polarisation, radicalisation and extremism

Participants of the workshop focused on a detailed identification of the main community difficulties fostering alienation, polarisation, radicalisation and extremism and the assets in their local urban areas. In this part, the mapping was divided into four stages.

- **What are the main challenges/difficulties in the local community regarding alienation, polarisation, radicalisation and extremism and who is affected by these issues?**

Educators and NGO representatives pointed to: addictions/alcoholism; financial and educational inequalities; belonging to different social, ethnic and religious groups; reluctance to integrate (fear of the outside world); media messages; stereotyping; cultural diversity through the influx of migrant population; poverty; homelessness, disability; problem with access to culture, to the health system significantly among seniors. These problems mainly concern: the Social Welfare Centre's clients (families), foreigners, groups that do not fit into social norms, the poor, the disabled, the homeless. Representatives of local institutions included among the difficulties: homelessness; they pointed to the place of the so-called "nomads", created by the minority of Romanian Roma; the progressive impoverishment of the society (especially seniors (low pensions, rising cost of living) and minimum wage workers), resulting in a process of alienation visible mainly among seniors and disabled people. In addition, the influx of refugees from Ukraine and the associated difficulties in the areas of: education, housing, labour market, availability of services, or the exodus of men of Ukrainian origin from the labour market due to the ongoing war were identified as challenges to be overcome. The Police and the Social Welfare Centre workers turned their attention to the problem of ethnic minorities – the homelessness of the Roma community, which causes further challenges. These include: stereotypes, limited access to work; school absenteeism of Roma children; inability to adapt to the norms of social life; exploitation of children for begging, delinquency. Youth drew attention to the ease of categorising others on the basis of a distinctive feature (e.g. physical appearance) and the subsequent processes resulting from this, i.e. prejudice or stereotyping. These difficulties mainly affect young people (up to the age of 35), who find it easy to draw quick automatic and often hasty conclusions. Another group are cyclists and drivers, who feel tensions resulting from different needs related to the use of common spaces. The diversity of needs may create tensions and conflicts.

- **In which areas of life do the abovementioned difficulties occur?**

In all groups, these areas were as follows:

- Economical (work, housing, daily life)
- Educational (area where inequalities are formed)
- Social (sociological)(time with family, friends; withdrawal from neighbourhood life, social life, atomisation understood as breakdown of ties, breakdown of societies (Ritzer 2004: 190-198),
- Cultural (lack of sense of aesthetics, lack of access to cultural venues, limited cultural code of people coming from deprived backgrounds; sports sphere)
- Psychological (attitudes, emotions)

- **What actions are undertaken to solve these challenges?**

Educators and NGO representatives separate activities aimed at solving difficulties into two perspectives:

1. Activities of municipal and provincial institutions - these include: activities of family assistants/ financial assistance/ training courses in cooperation between institutions/ municipal initiatives/ cooperating Local Initiative Centers and Family Initiative Centers, cooperation with NGOs.
2. NGO activities, implementing projects responding to the needs of communities in the urban area.

Representatives of local institutions highlighted the city's senioral policy, cooperation between the authorities and NGOs; existing activity clubs, senior initiative centres (a city unit organising workshops, training, volunteering for seniors), care services, the *viva senior* package, which involves cooperation between the city and NGOs. In the Police and the Social Welfare Centre group, those working with the Social Welfare Centre benefit from assistance, benefits; activities promoting the value of education, frequent police checks, increasing public awareness through education about the Roma community, responding to the current needs of the Roma minority. Youth, on the other hand, include among the activities: creation of Local Activity Centers, based on partnership, education and democratisation.

- **What are the local strengths and weaknesses in dealing with alienation, polarisation, radicalisation and extremism?**

Participants' responses have been categorised and presented in the table below:

COMMUNITY'S WEAKNESSES	COMMUNITY'S STRENGTHS
<ul style="list-style-type: none"> • Reluctance to change • Poor social diagnosis (need) • Lack of funds • Attachment to patterns characteristic of the Poznań community • Infrastructure inadequate for people with disabilities • Insufficient offer of cultural services aimed at people with disabilities • Rising inflation and an impoverished society • Romowie obciążają budżet państwa, nie asymilują się ze społeczeństwem i jego normami • Roma community burdens the state budget, they fail to assimilate with the society and its norms • High-speed streets (noise/space barrier) • The need to continuously sustain local 	<ul style="list-style-type: none"> • Strong bottom-up initiatives • Strong NGOs • City of Poznań policy supporting community activities • The city's senioral policy • Cooperation between the city and NGOs • The Environmental Homes of Self-Help offer wspierającymi • Solidarity and unity in the Roma community and the cooperation of many Roma with support institutions • Local events: e.g. St Martin's Day, integrating • Valuable spaces for organising events (squares, parks, etc.).

Table 1. Urban (Poznań) Community's strengths and weaknesses.

Identifying the risks fostering alienation, polarisation, radicalisation and extremism, a lively discussion was held in the topic of refugees from Ukraine and the challenges faced by the urban area (but also Poland) in securing the needs of the migrant population. Participants pointed out that the support system must be responsive to the needs of the local community and the needs of refugees. With limited housing and financial resources and limited accessibility to the education or health system, it comes to a division between these communities. The inability to fulfil the needs can lead to worrying processes such as polarisation. It has been noted that increasing inflation in Poland may cause social unrest among people who are experiencing or will experience deprivation in various areas of life. Altruistic attitudes aimed at supporting refugees through grassroots initiatives may be abandoned in favour of concern for one's own livelihood. The aforementioned elements will also contribute to a **decline of social security**. It has been pointed out that Poles also bear the consequences (economic/social/psychological) of the Ukrainian-Russian war.

Polarised attitudes, according to participants, can also appear in areas that are supposed to benefit health, e.g. sport (fans), but can cause stratification. This can be explained by a lack of tolerance of distinctiveness and divisions between supporters and opponents, characteristic of the polarisation phenomenon.

6.1.3. Local findings related to the identification, evaluation and prioritisation of local factors fostering alienation, polarisation and radicalisation

Out of the listed risks that were identified by the stakeholders in the local community, attention was drawn to those that occur **MOST FREQUENTLY**. The table below shows the problems arranged by the participants in a hierarchical order starting with those that occur most frequently in the community. In addition, the factors posing the greatest risk are highlighted.

EDUCATORS AND NGO REPRESENTATIVES	LOCAL INSTITUTIONS	POLICE AND THE SOCIAL WELFARE CENTRE	YOUTH
<ul style="list-style-type: none"> • <u>inequality</u> • <u>exclusion</u> • seclusion/ loneliness • <u>fear of the new, the unknown</u> • an unreflective approach to a situation and downplaying it (linked to the feeling that "it's out of my control", so I don't react) • media coverage (including fake newsy) • stereotyping • a sense of superiority, elitism towards those who are alienated and excluded 	<ul style="list-style-type: none"> • <u>low level of education</u> (early termination of education and low awareness of differences between people) • <u>environmental factors</u> (background, patterns of attitudes, reactions to otherness) • <u>social stratification</u> in economic terms • <u>inheritance of poverty</u> • <u>reluctance to take up work</u> • <u>social factor</u> - stereotypes in society (Roma stereotype) • <u>social mentality</u> (closure to otherness) • <u>low public awareness</u> 	<ul style="list-style-type: none"> • <u>addictions</u> • unemployment • <u>poverty</u> • homelessness • disability (including mental illness) • being different 	<ul style="list-style-type: none"> • <u>media image</u> (so-called fourth power) and stereotypes and prejudices • so-called socio-information bubbles – i.e. patterns in which we remain because we are comfortable, not wanting to adapt to the new, resulting in so-called ghettoization (<u>confinement to one's own world</u>) • <u>lack of community discussion and animation</u> (no space for confrontation, to discuss, implement something) • individual problems: <u>focus on one's own cognitive perspective</u> and evaluation of the world through this perspective, unwillingness of a group to accept an individual foster radicalisation • <u>identity confusion</u> (who am I?, where am I going?) - fostering the search for an identity "to take" or to meet the expectations of others, leading to radicalisation in order to express oneself, especially when the individual was previously unable to do so.

Table 2. List of risks in Poznań mentioned by participants in order of most frequent occurrence.

Among the **untypical factors**, the Educators included the **feeling of superiority of the inhabitants** of Poznań towards people from outside the city. The police and the Social Welfare Centre mentioned **social orphanhood**, i.e. parents have limited rights, but due to a lack of space in foster care, children continue to stay in the family home. This creates a problem of *decent care*. The child awaits for a place in foster care while in the care of a police officer or a social worker. The group also mentioned as a problem the support system that is not adapted to the needs of the community. The institutions are not adapted in their office hours to the existing social problems. They are available temporarily (maximum till 16:00). And problems occur around the clock. The other two groups did not indicate factors untypical for their community. The issue of social orphanhood is only pronounced for participants from the local community. It is noteworthy that social orphanhood was discussed by the representatives of the services, namely the Police and the Social Welfare Centre, as units predisposed to respond in situations of danger and to prevent the loss of health and life. Hence, in their experience, this issue arises. However, this is a national problem, not just a local community problem. On the other hand, the importance given by the group to social orphanhood, placing it among the *untypical factors*, may refer to the unpredictability and particularity of the problem, as felt by the participants. This factor indicates the non-triviality of the problem of securing, caring for and supporting the child shifting responsibility from the family system to the institutional system. Which was highlighted in the participants' statements.

6.2. Local findings - Syców

6.2.1. Safe and risky spaces in Syców (peri-urban) area

The analysis of the urban area by the workshop participants came down to 3 spheres: culture in the broadest sense, infrastructure and social attitudes and behaviours.

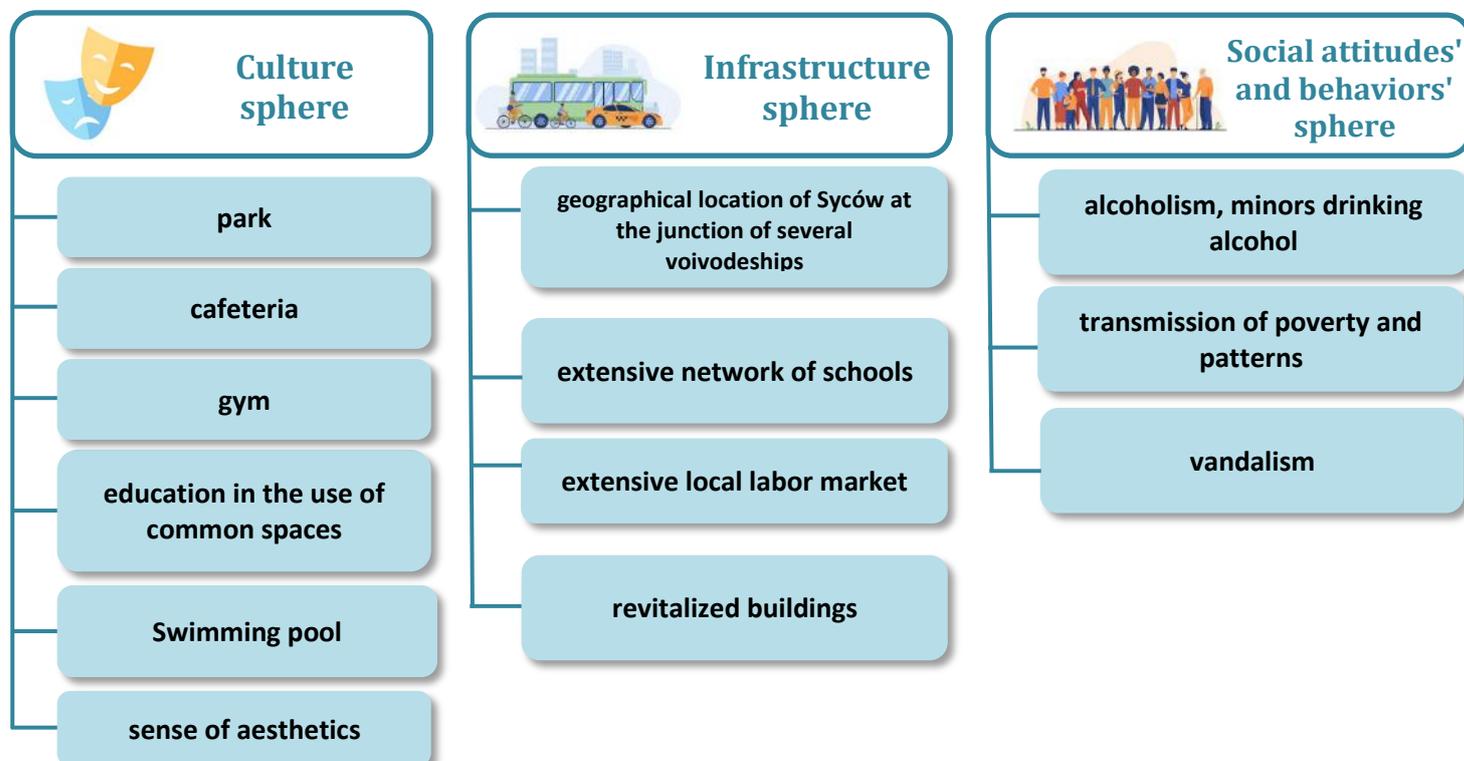


Figure 3. Diagram presenting an analysis of the peri-urban area made during the Social Lab workshop as part of the Community Mapping process

Within the three spheres, places and situations that foster alienation, polarisation, radicalisation and extremism were identified, as well as places that are perceived as safe ones. Supporting questions were used to provide more complete narratives.

- **What do you like about this area?**

Places that were indicated as evoking positive emotions, in the responses of all groups, referred to spaces which were identified as safe areas by the responders. As a resource, stakeholders indicated the location of Syców and of the municipality, situated at the crossroad of different voivodeship, different cultures. The space that the city has was also indicated as a resource. There is a park in the centre, there are green areas in the city which translate into a sense of safety and aesthetics for the resident. The park was mentioned as a place liked by all workshop participants. Syców "stands for education", which translates into a large number of schools and kindergartens, and above all the human potential was emphasised as Syców's



Picture 9. Safe and friendly places in Syców

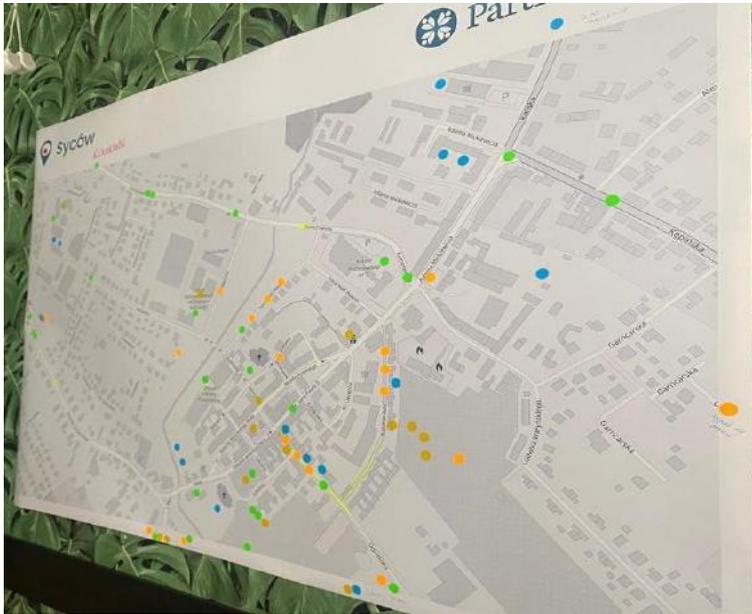
pride. There are recreational places in the town: gyms, playgrounds, Municipal Sports and Recreation Centre, a tennis court. The potential of various NGOs was also emphasised; Syców has a fire brigade, a police force, a swimming pool and a health centre, all of which contribute to a sense of security. Syców is a monitored city, which increases the sense of security of the inhabitants. There are cultural and sport events in the city. A resource is the openness of the inhabitants, which is verified especially when organising bottom-up initiatives. Residents are aware of receiving assistance in various spheres of life (health, safety, childcare e.g. in kindergartens), which also translates into a comfortable community life. In Syców, different social groups have a sense of self-fulfilment and support (seniors, athletes, children, youth). Residents also have a sense of employment security (work), as the local market offers a variety of employment opportunities. For young people a valuable place is the so-called "Scout's House", where they can pursue their interests. Syców provides opportunities for personal development for young people, but according to the youngest participants of the project, this is insufficient.

In safe places, participants feel: comfort, peace, happiness, a desire for action, a sense of community, a sense of acceptance.

- **What do you dislike about this area?**

The answers to this question were all concentrated on unsafe places, i.e. places that are aesthetically neglected; dirty, places where various people hang out leaving a mess in these places. Lively discussion came down to talking about the difficulty of communication and information exchange between organisations. NGOs point out the crowding (large number of cars), bad air quality (especially in winter), related to flat's heating. A negative aspect is the lack of change, despite appeals (e.g. about underage drinking) or lack of feedback. Syców lacks an extensive educational and cultural offer directed to young

people. There is sometimes a lack of support from services despite notifying them by the citizens. There is also a lack of adequate communication, information arrives late or not at all, a lack of knowledge on how to react in specific situations, a lack of a juvenile officer who could provide quick support to both children and adults in youth risk situations. Residents experience resistance to change due to fear of the new, in relation



Picture 10. Hostile and dangerous places in Syców

to vulnerable places. Consequently, they do not react condoning risky behaviour. In relation to dangerous places they feel: fear, anxiety, powerlessness, resentment and regret and disappointment in relation to the wasted potential of Syców. Representatives of local institutions, on the other hand, point out the strong influence of religion creating tensions between residents. "Religion should unite, not divide." Busy streets in urban spaces and irresponsible drivers are listed among the dangerous factors. The group highlighted intolerance of youth to a different image, for which parents are responsible. Widespread unconstructive criticism (hate speech) is present on social media.

This pattern replicated by children comes from the trends of the whole family system and a sense of superiority towards those who cannot afford branded items. In consequence a person who does not meet the expected standards is excluded from the group. Such behaviour is fostered by the lack of communication mentioned by the NGOs, which promotes the ease of uttering offensive words without facing consequences. Residents avoid direct communication. This is related to the peculiarities of small towns, where most residents know each other. Syców lacks bicycle lanes. Hooliganism, consumption of alcohol in public places, the damaged infrastructure of the city (both public and private facilities) are dangerous. These are places overgrown with bushes, they are dirty. In these places they feel anxiety, fear, unease, a sense of danger, dissatisfaction, discouragement, insecurity, hatred to hate, indifference.

The educators stressed that there are places in the Syców that are both safe and dangerous. Such places include the city park. It is a charming place, with good infrastructure, where school and local events can be organised, a monitored place. It evokes a sense of contentment, safety, but during the day. The place changes its functionality after dark. The park then becomes attractive for people drinking alcohol (including young people), then vandalism occurs. After dark park users leave behind a mess. According to the educators, there is a lack of police patrols in the area. The silence is disturbed by loud, sometimes vulgar music. Educators avoid dangerous places that cause fear, anxiety and disgust. There is a lack of places to relax in the pack, such as benches. Youth had similar feelings about what they do not like in the space of Syców. The park, which on the one hand is an incentive to relax and on the other hand is a meeting place for people who drink alcohol, became a particular subject of discussion. In addition, among the dangerous places they listed the alleys and passageways where one can meet people who cause anxiety by their behaviour. The bus station is a disgusting place in the opinion of young people. Feelings of anxiety and fear appear in these places.

- **How would you like this area to be in the future?**

Representatives of the NGOs call for the transfer of cultural life to the park, which involves setting up a stage in the park. For this group, it is equally important to activate the *sołectwo* (an administrative unit in Poland) so that activities in the town can spill over into neighbouring villages. This is to contribute to improving the potential of the municipality. Important for the NGO representatives is the disappearance of the communication barrier so that "people are not afraid to speak up". They would like to involve other actors, organisations, institutions, associations, which under the common banner of "psychological-educational care and upbringing", will work for the good of the community. They call for integration and cooperation rather than competition. It is important that the educational offers are aimed at all audiences (from pre-schoolers to seniors). The basis for joint activities is the community of Syców.

Representatives of local institutions pointed out the need to eliminate bad social habits passed down through generations and at the same time the need to increase the sense of security of calm and comfort. This need relates to the *human-place* relationship, i.e. for the space to be nice, calm and well-kept, as well as the *human-human* relationship, aimed at shaping desirable qualities. Order, cleanliness and tidiness are therefore important. The educators, in turn, draw attention to the need to maintain level of cleanliness in the common space, increased monitoring, respect for the city's property by users and teaching this respect to the youngest; servicing and inspecting outdoor equipment and playgrounds; more green areas and flower meadows.

Youth call for increased monitoring in places where they do not feel safe, i.e. alleys, streets, the park. It is important to create new places, e.g. cafés for youth, where they can meet, talk or listen to music. It was also pointed out that offers aimed at young people should take their needs into consideration. Without a proper diagnosis, activities aimed at young people will be misguided. In terms of sharing information and reaching out to young people, the best communication channel is the school's Instagram. This is a platform where young people exchange information. A specific large poster with a youth-oriented message that can be put up at the entrance of the school is also an idea for reaching young people. Flyers are not fulfilling their function. Young people also report the need to reactivate scouting as a potential for Syców.

6.2.2. Local factors leading to alienation, polarisation, radicalisation and extremism

Participants of the workshop focused on a detailed identification of the main community difficulties fostering alienation, polarisation, radicalisation and extremism and the assets in their local urban areas. In this part, the mapping was divided into four stages.

- **What are the main challenges/difficulties in the local community regarding alienation, polarisation, radicalisation and extremism and who is affected by these issues?**

NGOs indicated: lesser tolerance of otherness compared to a big city, an indicator of which is the cognitive message regulating behaviour: "what will people say". It results in the necessity to adapt to the requirements and expectations of the majority, often at the expense of giving up one's own choices (e.g. in a big city someone will wear trainers with a suit, in Syców it is not appropriate). Lack of communication; lack of respect and criticism of otherness; social and religious differences; dysfunctional families living in Syców.

Representatives of local institutions listed the following as difficulties: socio-material stratification of residents (economic disparities in families); lack of communication; criticism and hate; reproduction of negative family patterns; shame of using prevention sources in situations of difficulty; taking bad patterns from so-called leaders (youth, adults).

The educators directed their attention to the problem of alienation of people with disabilities (lack of adaptations of places for people with disabilities); lack of space for young people (lack of meeting places); religion in schools and discrimination against children who do not attend religion classes; availability of alcohol and psychoactive substances; lack of response from services; the influx of refugees and behavioural problems of refugee children in schools; lack of an intercity bus and additional transport connections.

Youth pointed out that the main difficulties are: educational problems; the belief that different means inferior and closure to new views due to ignorance (lack of acceptance of others' views).

- **In which areas of life do the abovementioned difficulties occur?**

In all groups, these areas were as follows:

- Economical (labour market-connections, daily life/self-development)
- Educational (area where inequalities are formed)
- Social (sociological) (relations between people; groups: children, young people, seniors, role models)
- Psychological (attitudes, emotions)
- Urban infrastructure (inaccessibility for disabled people)
- Religious (religion should unite not divide)
- Political (political slogans)

- **What actions are undertaken to solve these challenges?**

NGOs mentioned the activities of the education system, which include: extracurricular activities (mainly in schools up to grade VIII); psychological/pedagogical support; employment offers. Representatives of local institutions highlighted the intensification of activities, i.e. finding tools to solve difficulties; prevention; raising social awareness, encouraging society to become more socially active (inclusion). Educators mention among the activities: prevention in schools, informing authorities and police, charity actions, work of associations, probation officers and family assistants. Youth includes among the activities: meetings with psychologists.

- **What are the local strengths and weaknesses in dealing with alienation, polarisation, radicalisation and extremism?**

Participants' responses have been categorised and presented in the table below:

COMMUNITY'S WEAKNESSES	COMMUNITY'S STRENGTHS
<ul style="list-style-type: none"> • Fear of or unwillingness to change • Addiction and accessibility to various substances • Being ashamed to ask for help • Tradition and religion perpetuating rigid attitudes • The believe that bigger city gives better prospects than Syców • Poor Communication or lack of it 	<ul style="list-style-type: none"> • Strong grassroots initiatives • Support from the authorities • Experts at various levels • Labour market with new job offers • Strongly functioning NGOs • Young society of Syców (the youth) • Whispered advertising

- Stereotypes
- Shame, sense of lack of agency
- Entitlement, sense, that „I deserve it”
- Disinformation
- No response or poor response from the services
- Parental acceptance of children’s’ risky behaviours (e.g. smoking marihuana)
- Parental neglect – children lack emotional support, parents have no time for children, loneliness of young people
- Low availability of child psychiatrist
- The escape of young people into stimulants; resigning oneself to the role of victim and allowing others to ridicule oneself; the division into "us-them" groups
- Belonging to different social groups (diversity of ideas),
- Involvement of community groups e.g. teachers,
- Integration measures
- Work of the Municipal Commission for Solving Alcohol Problems
- Participation in volunteering, scouting, extracurricular activities

Table 3. Peri-urban (Syców) Community’s strengths and weaknesses.

In Syców, as in Poznan, while identifying the threats that foster alienation, polarisation, radicalisation and extremism, a lively discussion was held in the topic of refugees from Ukraine and the challenges faced by the urban area (but also Poland) in securing the needs of the migrant population. The support system must be responsive to the needs of the local community and the needs of refugees. With limited housing and financial resources and limited accessibility to the education or health system, there is a division between these communities. The inability to fulfil the needs can lead to worrying processes such as polarisation. Furthermore, it was noted that the education system has to deal with the consequences of the pandemic, which are currently felt among Polish children at school. And another challenge has already emerged in relation to the education of refugee children and the increasing manifestations of their negative behaviours.

6.2.3. Local findings related to the identification, evaluation and prioritisation of local factors fostering alienation, polarisation and radicalisation

Out of the listed risks that were identified by the stakeholders in the local community, attention was drawn to those that occur **MOST FREQUENTLY**. The table below shows the problems arranged by the participants in a hierarchical order starting with those that occur most frequently in the community. In addition, the factors posing the greatest risk are highlighted.

NGOs	LOCAL INSTITUTIONS	EDUCATORS	YOUTH
<ul style="list-style-type: none"> • <u>addictions/co-dependencies and dysfunctions in the family</u> (disability of one parent, single-parent family, migration of parents and related to this lack of support in the family, which can be a reason for radicalisation) • <u>physical and mental disability</u> • no alternative, no choice (for the family pattern) • <u>lack of tolerance</u>, fear of rejection • lack of assertiveness • <u>lack of alternatives</u> • <u>average age of the population</u> 	<ul style="list-style-type: none"> • <u>social permission to unacceptable behaviour</u> • <u>coercion by the majority</u>, putting pressure on others and lack of assertiveness • <u>social background</u> • trends • media • addictions and poverty • <u>lack of time for family relations</u> (pursuit of money) 	<ul style="list-style-type: none"> • <u>availability of psychoactive substances</u> • <u>lack of availability of specialists</u> • family dysfunctions • <u>parental neglect</u>, lack of support • <u>availability of media</u> 	<ul style="list-style-type: none"> • <u>material standing</u> (appearance of house/clothing etc.) • <u>dysfunctions</u> (diseases) • <u>family situation</u> • <u>stimulants</u> • <u>manifestations of aggression</u>

Table 4. List of risks in Syców mentioned by participants in order of most frequent occurrence.

Among the **unusual** factors the NGO representatives listed the pandemic, war and random events. Those representing local communities mentioned fashion, trends, lack of reaction to bad behaviour, lack of control, lack of consequences for one's behaviour, conflict in Ukraine. Factors atypical for Educators are the lack of response by the police and various services to signals of risky behaviour, e.g. of young people.

7. Recommendations for the future for the local community based on Social Lab workshop

This phase is characterised by the proposals developed during the workshop to counter alienation, polarisation, radicalisation and extremism, which can be implemented at the local level. In groups, workshop participants reflected on how they can stop ongoing processes that threaten community safety (including youth safety) and how to strengthen young people's resources and good habits.

7.1. Recommendations for local community in Poznań

- **What are the most effective mechanisms for countering polarisation?**

Educators and NGOs responded that it is important to prepare an interdisciplinary action group (such as a community group) that points out the differences in perspectives on reality. Learning about diverse perspectives is conducive to generating ideas for solutions to many difficulties, education and training. Representatives of local institutions, on the other hand, considered education as the most important mechanism to counteract polarisation when considered from three perspectives (short, medium and long term). Also important, according to the group, is the environmental factor, i.e. family and society and the support system for families in need (specifically the role of the family assistant and social worker), but also the social programmes such as family policy, sensorial policy, childcare policy for children under three. The police and the Social Welfare Centre believe that the most important thing is to react and intervene to threatening phenomena in cooperation with institutions. The most important mechanism is education and the creation of an action plan and strategy. Youth also pointed to the education system as the most important mechanism to counteract threats.

- **Taking into regard that young people are a particular group worthy of engagement and care, participants considered how to reach out to young people at risk.**

Educators and NGOs believe that in the case of school, the role of the educator and psychologist is very important, while in the case of institutions, the social worker or family assistant is such a contact person for young people. It is important to have political, social support for these positions in order to broaden the scope of their activities and possibilities to reach out to young people. Representatives of local institutions suggest contact with young people through social media and the Internet, moreover, it is important to invite people important (role models) for youth and to pay attention to the needs of young people and to communicate with young people in their language. The police and Social Welfare Centre highlighted the role of prevention and systemic solutions. Youth should be reached through education and social media. Youth proposes to create a space (place) for at-risk youth to benefit under the guidance of street-workers from: education in the area of socio-cultural animation, career counselling, etc. Youth can be reached through the aforementioned street-workers, schools and interest groups and priesthoods.

- **Among the solutions that can be implemented in schools the stakeholders identified:**

Educators and NGOs: anti-discrimination classes in every school, cooperation with NGOs, project activities focused on topics of inclusion and risky behaviours.

Representatives of local institutions postulate substantive support of NGOs, the presence of NGOs in schools. Topics of integration, acceptance should be present in school programmes.

The police and Social Welfare Centre proposed peer prevention.

Youth proposes: better organisation of advisory class, raising the quality of ethics classes in schools, but exclusion of religion classes from schools and holding social actions to promote knowledge of intercultural and sexual differences, etc.

- **Who has the biggest role in countering the threats?**

Educators and NGOs recognised that municipal institutions, the local community and central authorities have the same role to fulfil. According to the group, their task is to work together towards common proposals and solutions.

Representatives of local institutions pointed out that the actors they mentioned are arranged hierarchically (multi-level) in terms of power. Workshop participants pointed out that cooperation between actors is circular in nature. A feedback cycle is created. This is a term taken from the systemic view of the family. The actors interact with each other and a change in one part of the system causes a change in another part of the system. It can be hypothesised that it is the system not one part of it that is responsible for the problem. Consequently, it is important to look for circular causality by viewing the said entities as a whole (Cierpka, 2003: p. 108).

The entities that should co-operate are:

- the government that is building the system
- local government, implementing the provisions of government programmes
- schools delivering education.

The police and the Social Welfare Centre believe that the biggest role is up to the parents, the environment, the school, prevention leaders and class leaders.

Youth responding to the question of who has the greatest role to fulfil in terms of countering alienation, polarisation, radicalisation and extremism, pointed to two perspectives:

The first one refers to people who have to work the most on themselves. And here young people mentioned: patriots, the Catholic Church (and others), leaders and mentors of professional groups (teachers, educators, clergy avoiding one-sidedness) and young people - working on openness and understanding.

The second one refers to the people who can do the most for others: artists, cultural animators; teachers, educators and grant-makers-who allocate funds for important youth-oriented projects.

The outcomes were then arranged in three perspectives with an indication of the actors who have the greatest role in the context of preventing alienation, polarisation, radicalisation and extremism (see Table 5).

	Short-term (< 1 year)	Middle-term (< 5 years)	Long-term (< 10 years)
Educators and NGOs	<ul style="list-style-type: none"> • setting up an interdisciplinary group to deal with risky phenomena • constant education of 	<ul style="list-style-type: none"> • constant education, trainings • cooperation between institutions 	<ul style="list-style-type: none"> • constant education, trainings

	the society		
Local institutions	<ul style="list-style-type: none"> • education: trainings, workshops, meetings • city policy for families and integration (promoting civic participation) 	<ul style="list-style-type: none"> • education: regular classes on integration • city policies aimed at: families, seniors, children, etc. 	<ul style="list-style-type: none"> • education: modification of the education system (starting from kindergarten) introducing topics of alienation etc. • Municipal and governmental policies (e.g. on equal treatment)
Police and Social Welfare Centre	<ul style="list-style-type: none"> • Ongoing reactions and interventions 	<ul style="list-style-type: none"> • Education, creation of an action plan and a strategy 	<ul style="list-style-type: none"> • Prevention and systemic solutions
Youth	<ul style="list-style-type: none"> • Better organisation of advisory classes 	<ul style="list-style-type: none"> • education: improving the quality of ethics classes in schools (excluding religion classes from schools) 	<ul style="list-style-type: none"> • social actions (e.g. rainbow Friday - an event to promote LGBT tolerance) and intercultural actions

Table 5. Three time perspectives on action in urban area.

7.1. Recommendations for local community in Syców

- **What are the most effective mechanisms for countering polarisation?**

For the representatives of NGOs, preventive actions against addictions, co-addictions and dysfunctions are important. In turn, representatives of local institutions considered family and school to be the most important mechanisms for shaping attitudes. Educators believe that the most important mechanisms are cooperation and interdisciplinary actions, but also responding to risk factors. Youth also pointed to education, emphasising openness and a willingness to understand otherness, i.e. starting with themselves; educating themselves to tolerate otherness and to understand that 'other' does not mean inferior.

- **Taking into regard that young people are a particular group worthy of engagement and care, participants considered how to reach out to young people at risk.**

NGOs believe that the best channel of communication with young people is the Internet and direct contact. Meetings can be organised by schools, teachers and educators. Another suggestion to reach out to young people is through intensive prevention and workshops. Also, constructive authority figures can be used who can participate in modelling desirable patterns of behaviour in young people. Representatives of local institutions suggest reaching out to young people through a diagnosis of needs, which will enable prioritisation of problems and consequently responding to them in the form of prevention workshops and support activities. Educators pointed the role of: prevention, education and conversations, support, interest, help in solving problems as the most effective ways of reaching young people. Youth suggests conversations without grievances, showing that young people can trust a person, that they can count on them, showing interest in their problems.

- **Among the solutions that can be implemented in schools the stakeholders identified:**

NGOs: Integration of young people at class level/between classes and between schools. Prevention workshops to help develop techniques for young people to cope with difficult situations should be organised at schools. Representatives of local institutions postulate for inter-institutional cooperation, workshops and comprehensive programmes in educational institutions. Educators suggested increasing psychoeducation, psychological support and the availability of specialists. Youth suggests lessons with

psychologists, integration activities with other people, e.g. a meeting "with a living book", i.e. people who can share their experience of overcoming difficulties; so-called "trust boxes" can be introduced, where young people can drop a card with a description of a problem, which could be read by a psychologist or pedagogue. The card can be anonymous or personal (your choice).

- **Who has the biggest role in countering the threats?**

NGOs considered that the same role had to be played by the supervising authority – the legislator, the municipalities, the schools, the NGOs, the families.

Representatives of local institutions consider the following to have the most important role: family, school (prevention), Social Welfare Centre (alcohol commissions), consultation points, police/health centres, bureaus, municipality, sports institutions.

Educators believe that the ministry, the funding body; the governing body - the school; the family; and the institutions that support the school have the biggest role.

When answering the question of who has the greatest task to fulfil in terms of countering alienation, polarisation, radicalisation and extremism, youth indicated: peers, family, teachers and psychologists.

The outcomes were then arranged in three perspectives with an indication of the actors who have the greatest role in the context of preventing alienation, polarisation, radicalisation and extremism (see Table 6).

	Short-term (< 1 year)	Middle-term (< 5 years)	Long-term (< 10 years)
NGOs	<ul style="list-style-type: none"> • Improving the infrastructure (availability for people with reduced mobility) • Information campaigns (on risks and random incidents e.g. pandemic, war) • Creation of a space and place for the community to meet and self-realisation) • Creating a platform for joint Communication and cooperation 	<ul style="list-style-type: none"> • diagnosis of needs and creation of leisure alternatives (for young and old) 	<ul style="list-style-type: none"> • prevention of addictions/co-dependence and dysfunction • preventive programmes in schools (e.g. workshops on how to cope with stress, how to recognise and name emotions) • fostering empathy in young people
Local institutions	<ul style="list-style-type: none"> • social diagnosis which will prioritise problems • workshops for parents, children and youth • completing the aid information on where to find help 	<ul style="list-style-type: none"> • meetings with external role models • building premises (community and socio-therapeutic centres) • therapy, consultations with experts • further training for support persons • informing the society about the possibilities of seeking help • social education through alternative forms e.g. picnics, festivals 	<ul style="list-style-type: none"> • comprehensive programmes in educational institutions (programmes directed at students, parents, school staff) • restoring the authority of the services

	<ul style="list-style-type: none"> • joint institutional activities • map of needs • preventive content directed at parents e.g. through online school register • symbols in the urban space („Disconnect” action) • restoring the authority of the police, Social workers, teachers 		
Educators	<ul style="list-style-type: none"> • improving the information flow • diagnosing the needs of different social groups • cooperation with local institutions 	<ul style="list-style-type: none"> • planning joint activities; information actions, educational actions, volunteering, thematic picnics, integration activities 	<ul style="list-style-type: none"> • evaluation of previous activities • introducing changes in accordance with the outcomes of the evaluation and people’s needs
Youth	<ul style="list-style-type: none"> • working on oneself • meetings of people from different backgrounds (e.g. picnics) 	<ul style="list-style-type: none"> • appointments with specialists 	<ul style="list-style-type: none"> • educating oneself to increase knowledge of otherness (tolerance)

Table 6. Three time perspectives on action in peri-urban area.

8. Conclusions

Participatory involvement in community initiatives to counteract the phenomena of alienation, polarisation, radicalisation and extremism, requires coordinated, strategic and thoughtful action. The questionnaire survey and the Social Lab workshop, which were a part of the community mapping technique, allowed for the identification and description of areas in the large city (urban area) and small city (peri-urban area) that represent community strengths and weaknesses. Each stakeholder group identified places that represent the potential of the local community and relate to: the cultural sphere, e.g. cafés, common places for leisure activities (swimming pools, parks, gyms) and infrastructure, e.g. buildings, school network or labour market.

Threats were more often identified in the sphere of social attitudes and behaviours. These were related to, inter alia, addictions (the main problem being young people drinking alcohol), material inequalities, local trends, categorisation or the transmission of poverty and deprivation. The stakeholders located the identified factors in the following areas: economical, educational, social, religious, political, cultural and psychological. They mirror those areas in which high school youth made assessments in the quantitative survey and indicate the similarity of results in both studies (quantitative and qualitative). Like the workshop participants, the surveyed youth indicated the dangers that are associated with addictions, both at the psychological and at the sociological level. These analyses indicate the co-occurrence of multiple problems and behaviours. Hence, a holistic approach that draws attention to the diversity of the problem rather than focusing only on a selected one is justified (Łoś M., Hawrot, A., Grzelak, Sz., Balcerzak, A., 2017).

Among the developed recommendations, the groups pointed to education as the various mechanism to counteract the phenomena of alienation, polarisation, radicalisation and extremism. Starting from prevention directed at families (in a systemic approach), schools and other organisations and institutions,

multi-level cooperation was emphasised. The recommendations emphasised the need to raise awareness through constant education. Multi-level cooperation should refer to:

- responding to current threats,
- raising community awareness about risks and acceptance and tolerance of otherness,
- preventive measures to counteract the occurrence of risks,
- and the individual's own work, towards developing an increase in tolerance for diversity.

Similar results were recorded in surveys conducted among young people, pointing to education as a protective factor against risks.

Participants of both workshops agreed that interdisciplinary cooperation is essential in local communities to counteract undesirable phenomena. Listening, discussing and trying to understand a different perspective on the perception of urban space in terms of counteracting the phenomena of alienation, polarisation, radicalisation and extremism was very valuable for the participants and broadened their cognitive horizons. Participants indicated that 'giving voice' to youth was very important throughout the process, as it allowed them to get to know their perspective better and in more depth. In turn, the young people also commented on participating in the workshop as a good experience that shapes their view of the territory under study and also cognitively on the functioning of local structures. All participants agreed that social diagnosis by the Community Mapping technique is a very good solution and should be implemented in local communities.

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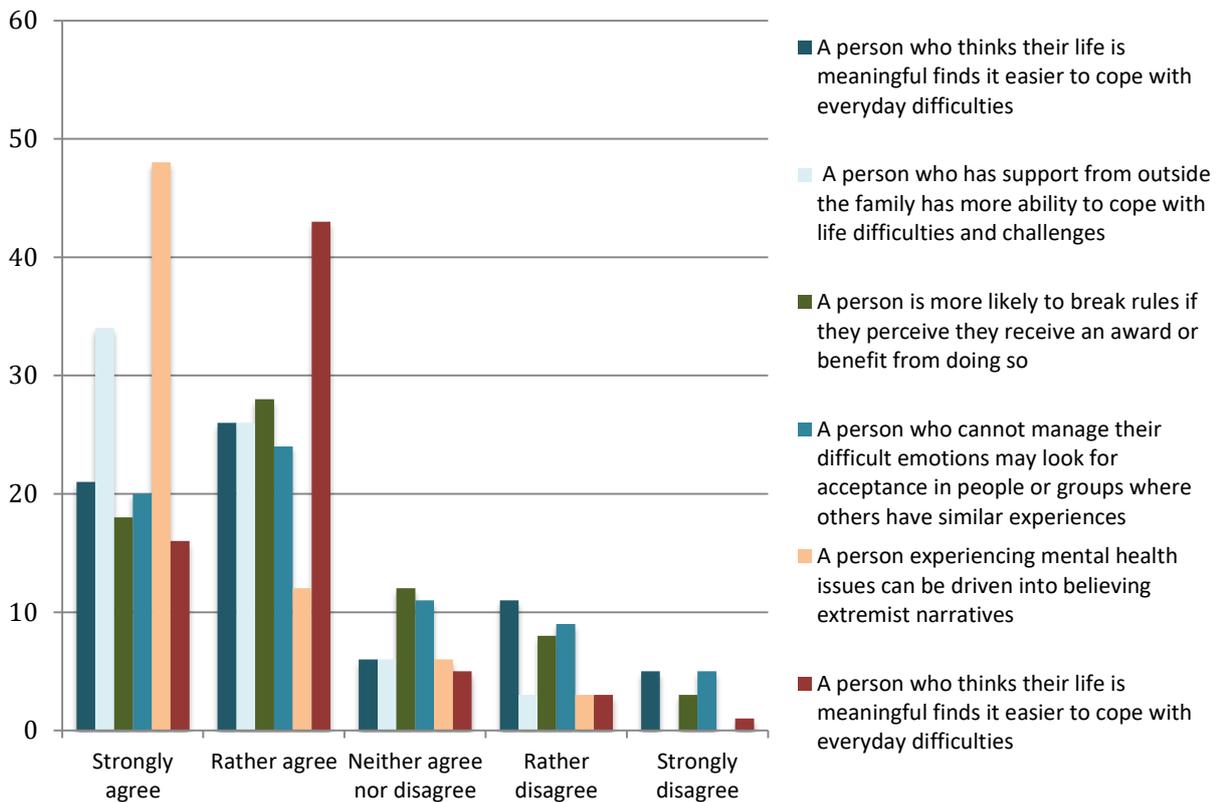
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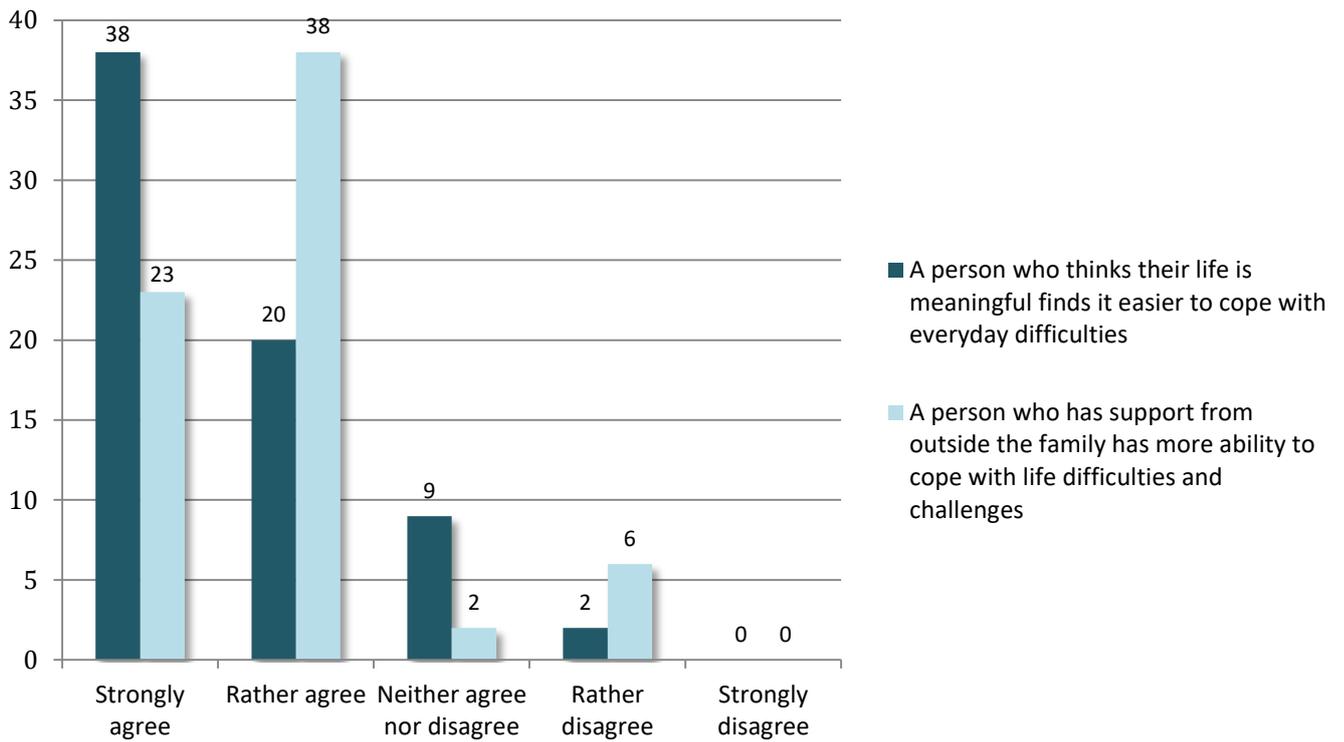
Attachment

1. Analysis (graphs and tables) of surveys in an urban area - Poznań

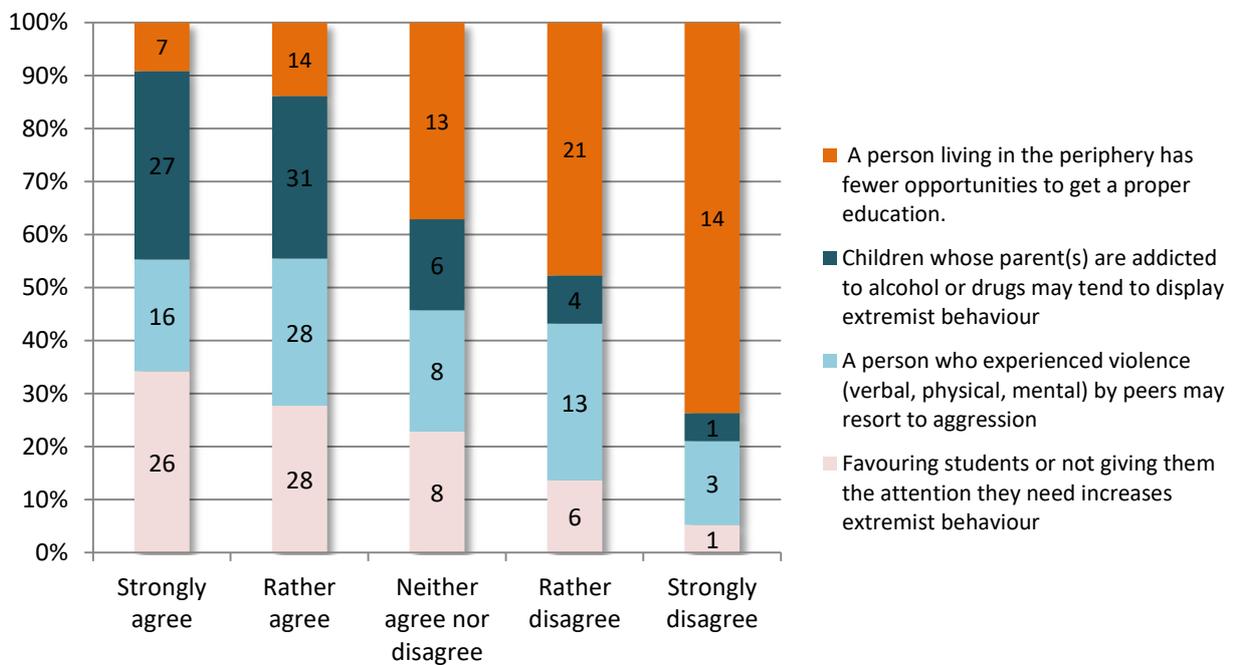
Graph 1. Urban area- Analysis of psychological risks factors [n=69]



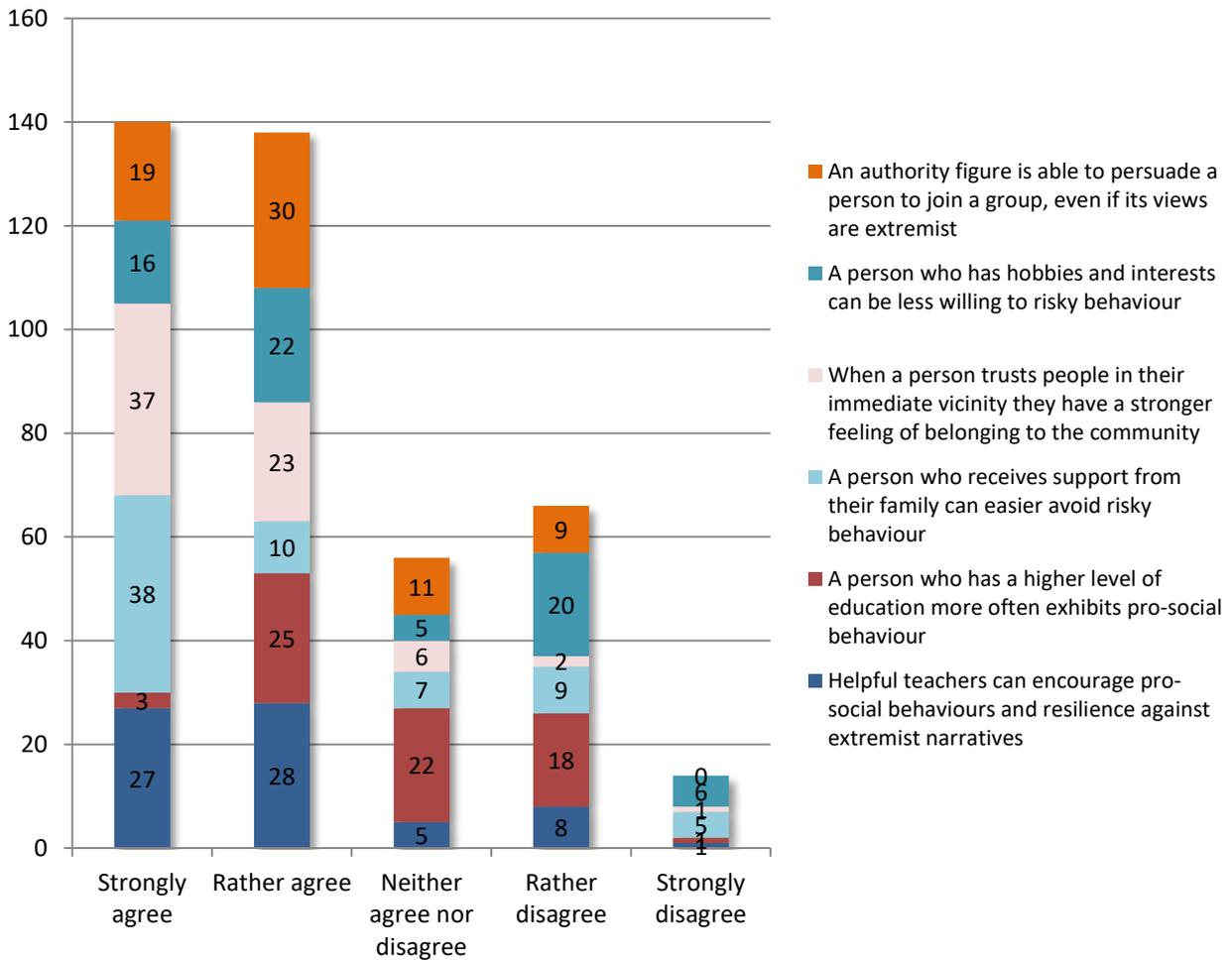
Graph 2. Urban area - Analysis of psychological protective factors [n=69]



Graph 3. Urban area - Analysis of sociological risk factors [n=69]



Graph 4. Urban area - Analysis of sociological protective factors [n=69]



Graph 5. Urban area - Analysis of ideological risk factors [n=69]

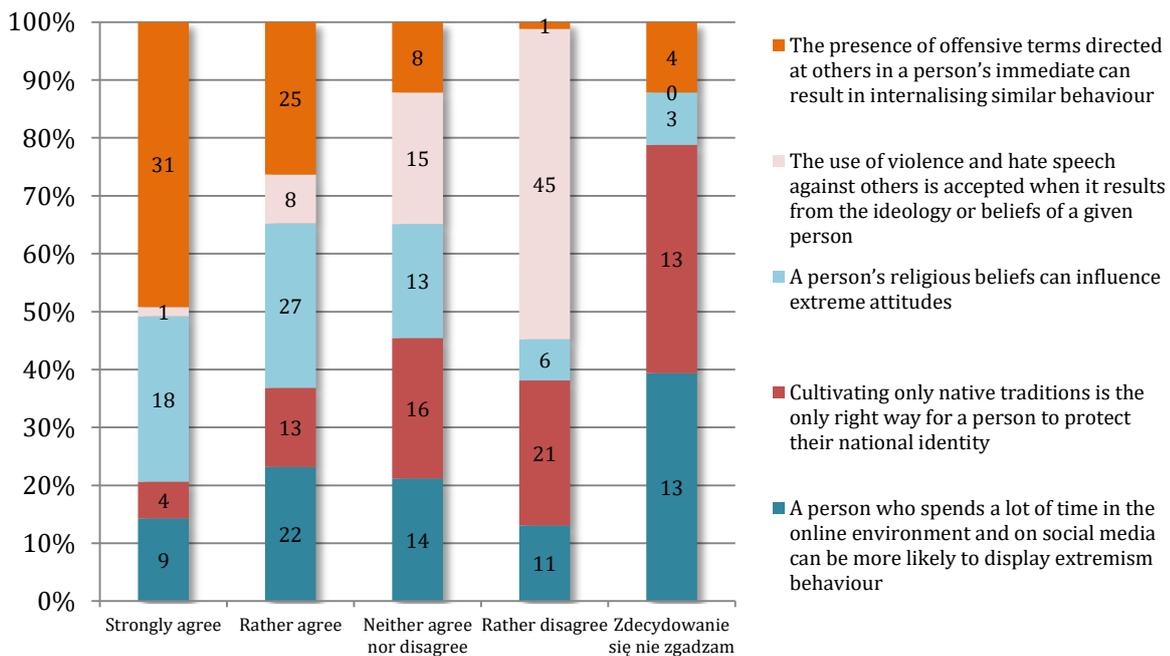
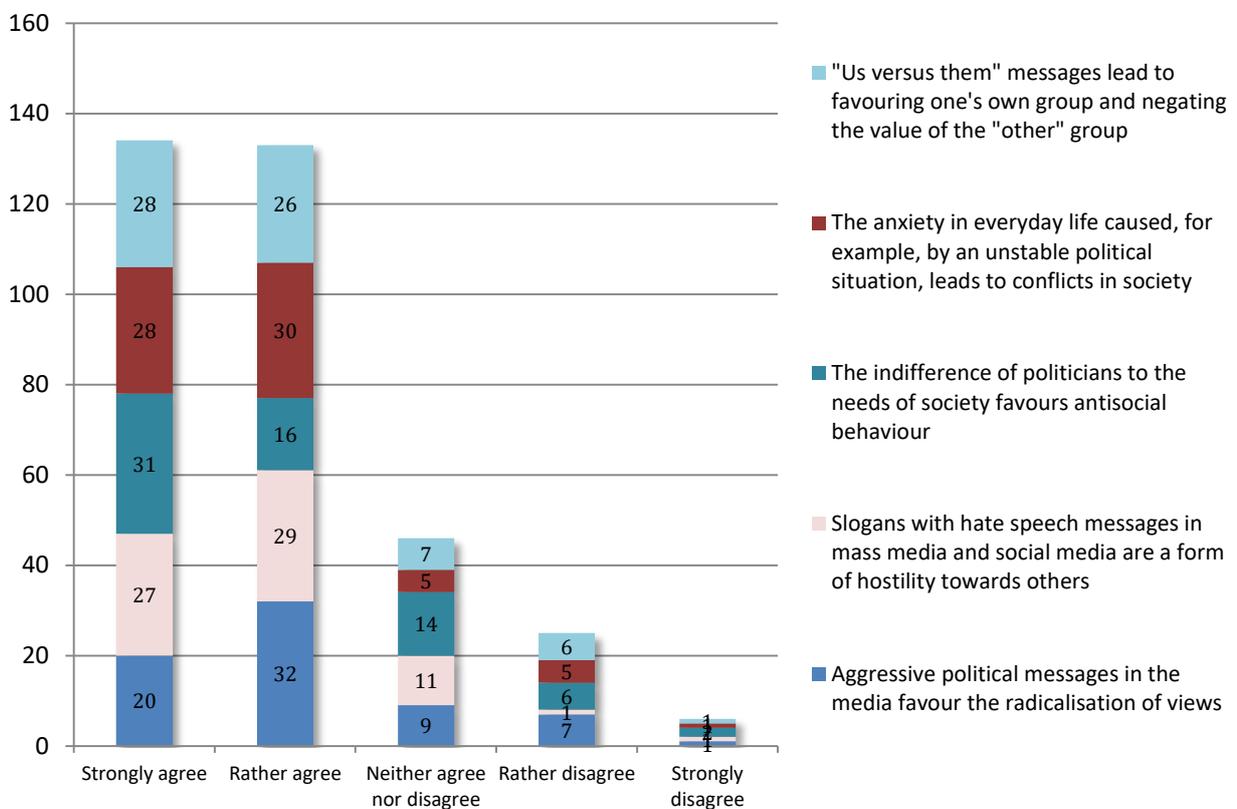


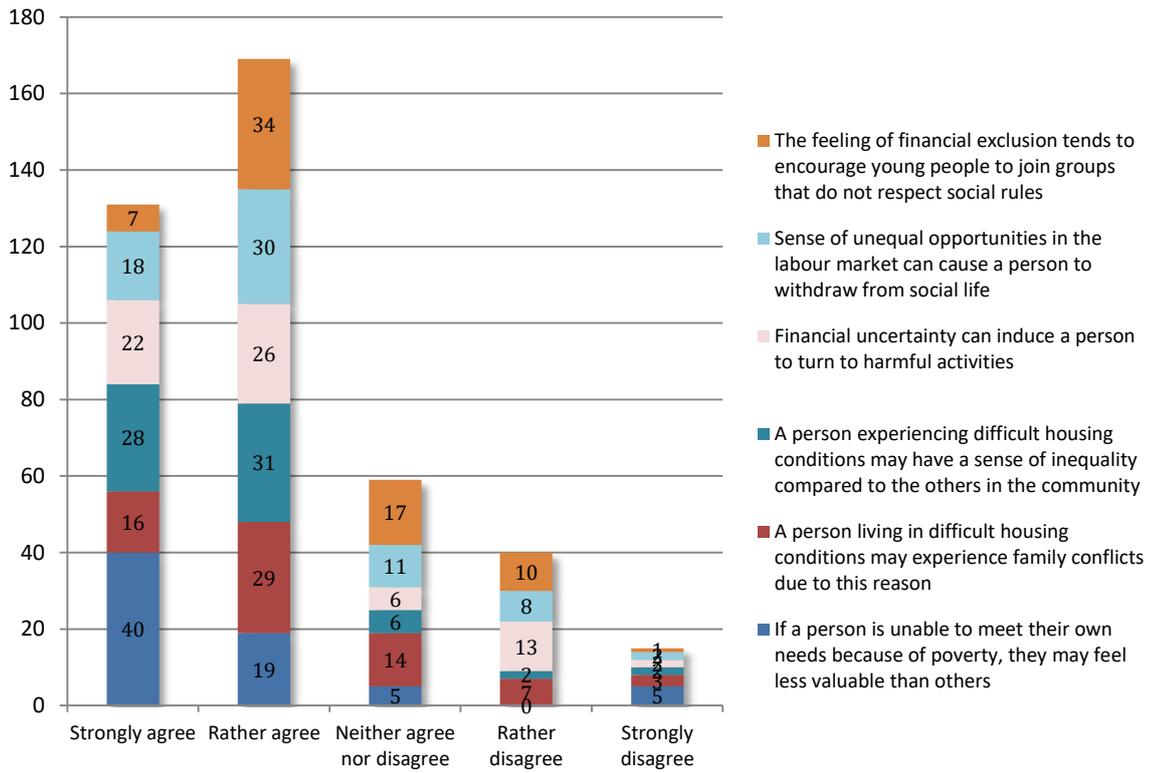
Table 1. Urban – Division of answers to the question: A local community accepting attitudes towards cultural, ethnic, gender, or national diversity is a conducive environment to shaping diversity attitudes

		Frequency	%	Percentage of important	Cumulative Percentage
Importance	1 Strongly agree	38	55,1	55,9	55,9
	2 Rather agree	25	36,2	36,8	92,6
	3 Neither agree nor disagree	5	7,2	7,4	100
	Total	68	98,6	100	
Lack of data	Lack of system data	1	1,4		
Total		69	100		

Graph 6. Poznań - Analysis of political risk factors [n=69]

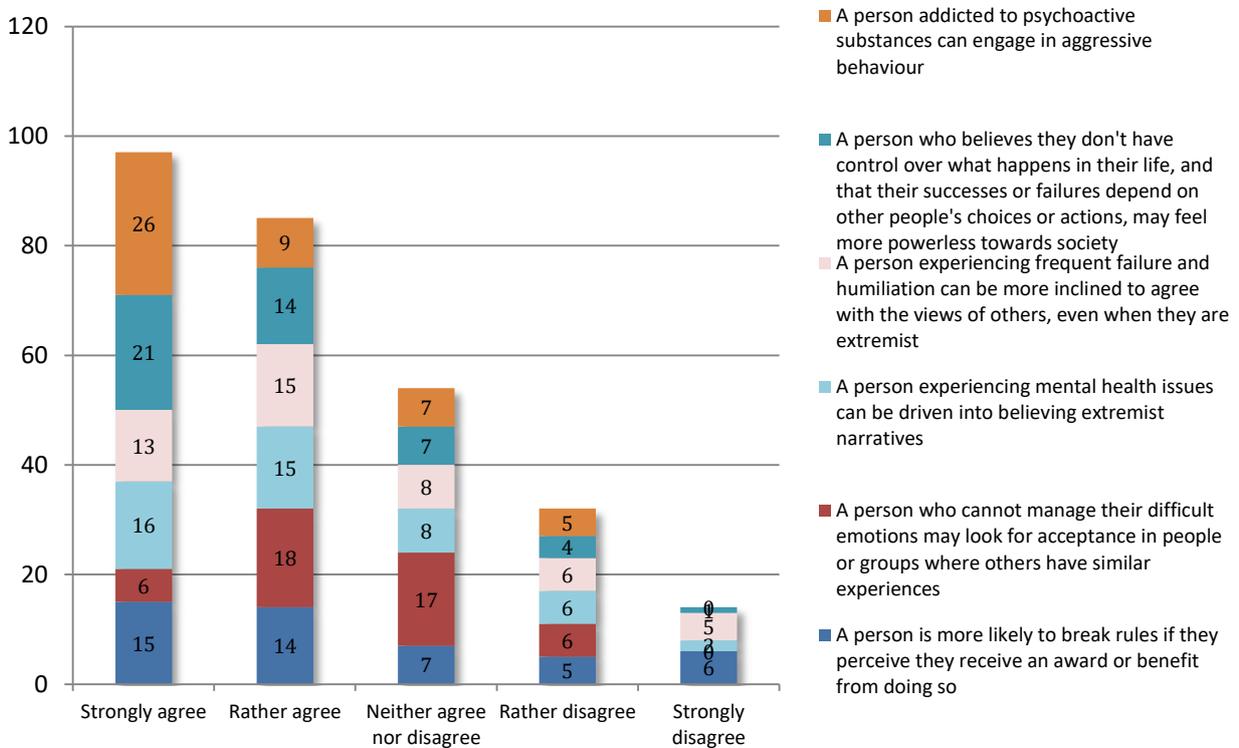


Graph 7. Urban - Analysis of economical risk factors [n=69]

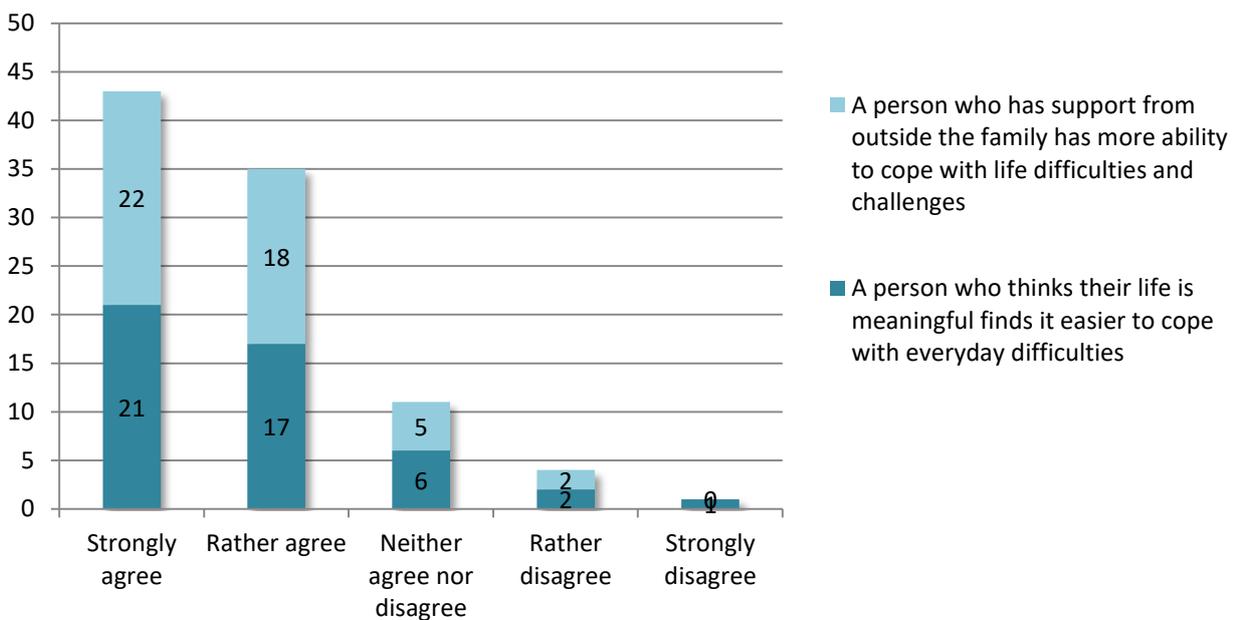


2. Analysis (graphs and tables) of surveys in a peri-urban area - Syców

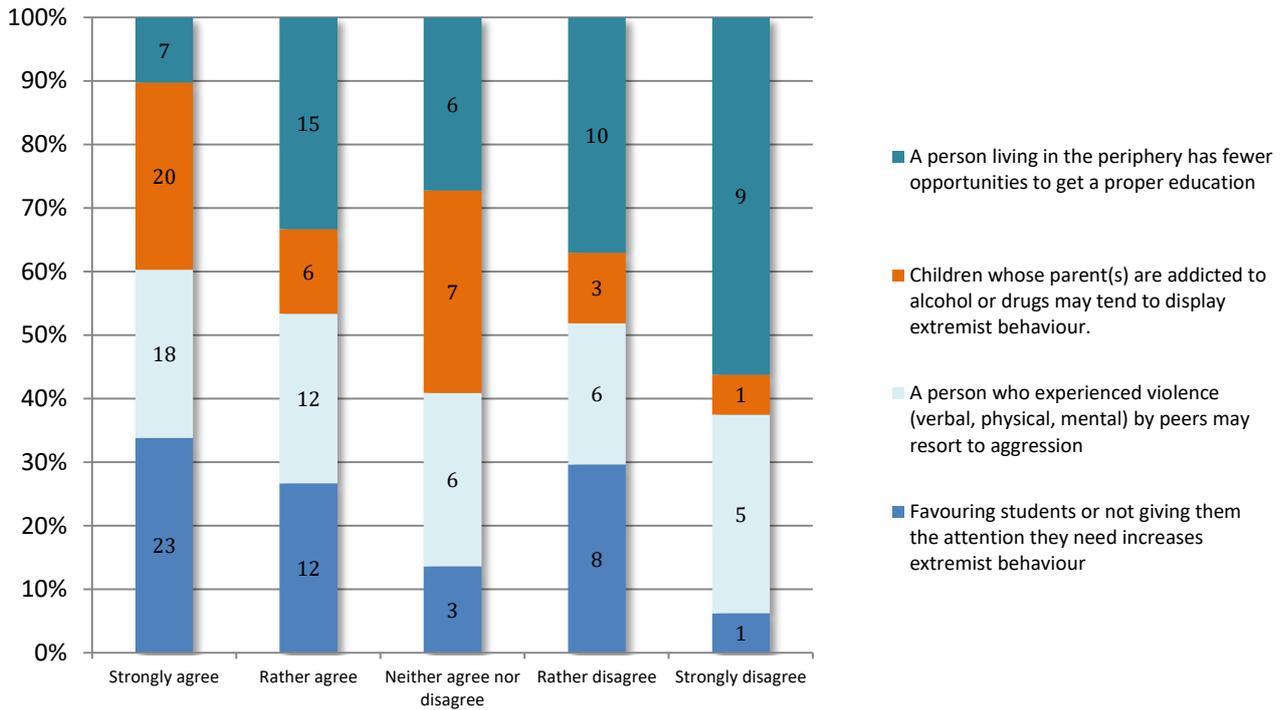
Graph 8. Peri-urban - Analysis of psychological risks factors [n=47]



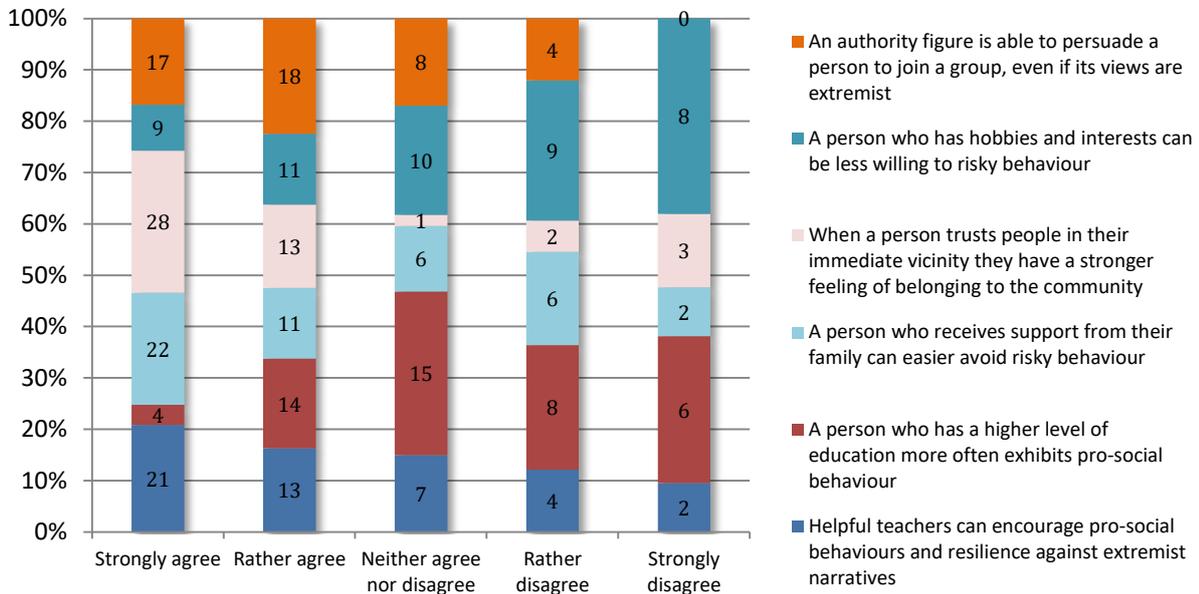
Graph 9. Peri-urban - Analysis of psychological protective factors [n=47]



Graph 10. Peri-urban - Analysis of sociological risk factors [n=47]



Graph 11. Peri-urban - Analysis of sociological protective factors [n=47]



Graph 12. Peri-urban - Analysis of ideological risk factors [n=47]

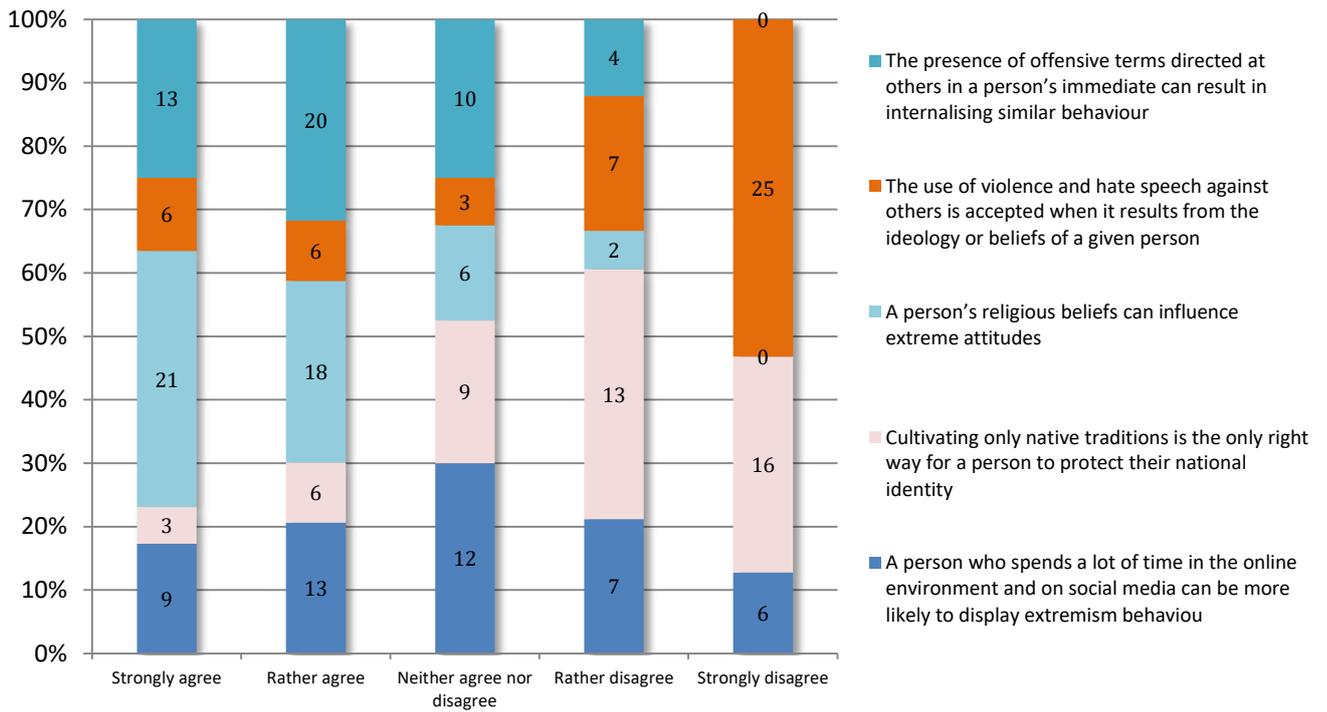
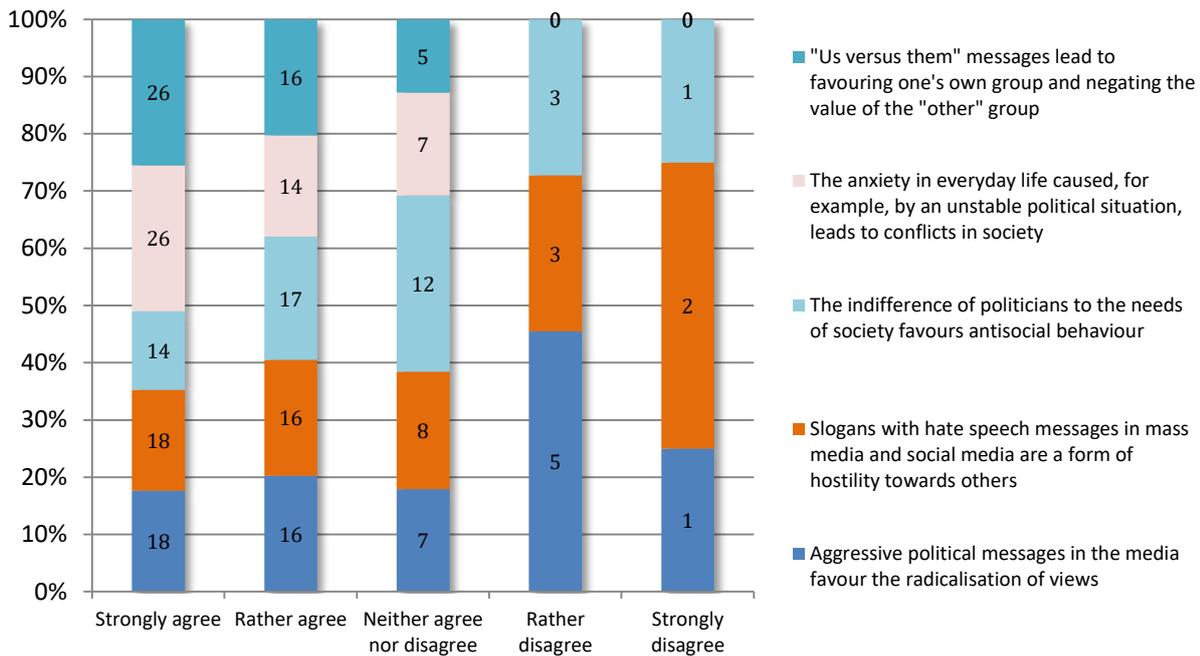


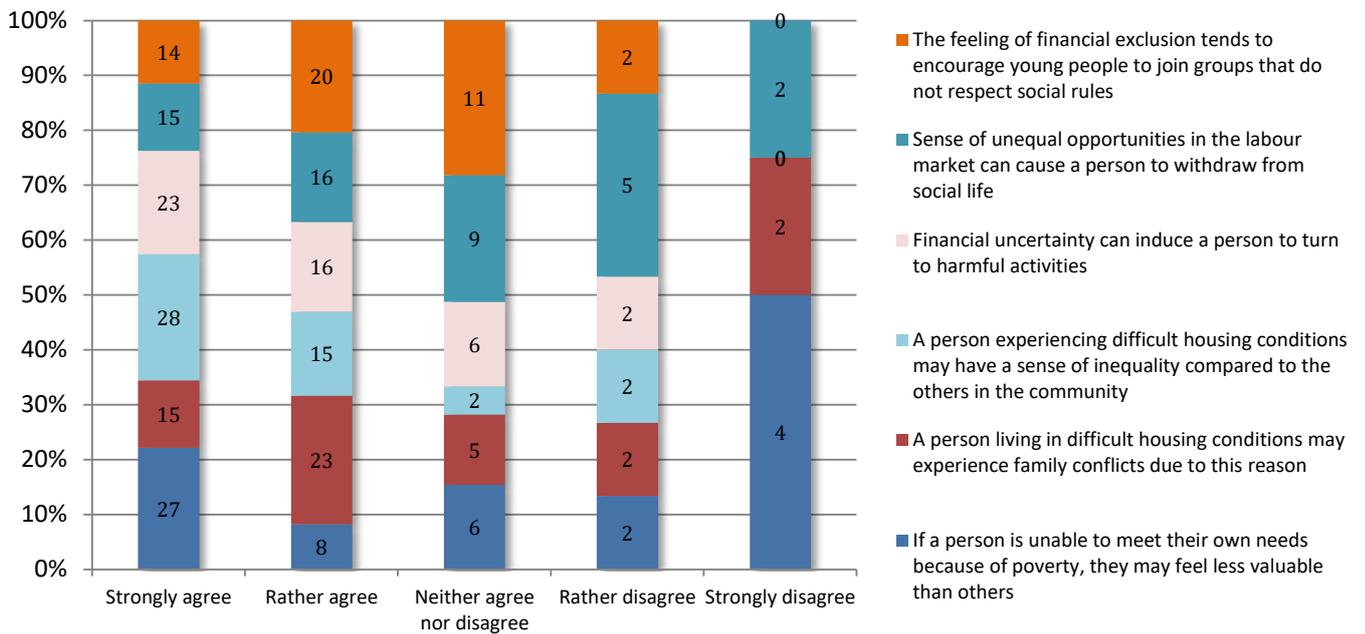
Table 2. Peri-urban – Division of answers to the question: A local community accepting attitudes towards cultural, ethnic, gender, or national diversity is a conducive environment to shaping diversity attitudes [n=47]

		Frequency	%	Percentage of important	Cumulative Percentage
Importance	1 Strongly agree	25	53,2	53,2	53,2
	2 Rather agree	14	29,8	29,8	83,0
	3 Neither agree nor disagree	6	12,8	12,8	95,7
	Total	1	2,1	2,1	97,9
Lack of data	Lack of system data	1	2,1	2,1	100
Total		47	100	100	

Graph 13. Peri-urban - Analysis of political risk factors [n=47]



Graph 14. Peri-urban - Analysis of economical risk factors [n=47]



3. Correlations between urban and peri-urban areas

Table 3. Gender of the surveyed students, broken down into groups

	Urban area		Peri-urban area		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Women	49	71,0%	31	66,0%	80	69,0%
Men	19	27,5%	12	25,5%	31	26,7%
Non-binary	0	0,0%	3	6,4%	3	2,6%
I don't wish to tell	1	1,4%	1	2,1%	2	1,7%

Source: Own study, *n*= 116.

Table 4. Structure of the family of the surveyed students divided into groups [n=116]

	Urban area		Peri-urban area		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Two-parent family	60	88,2%	37	78,7%	97	84,3%
Family with single parent after divorce	2	2,9%	7	14,9%	9	7,8%
Family after single parent after separation	3	4,4%	1	2,1%	4	3,5%
Enlarged family(another marriage of parent)	1	1,5%	1	2,1%	2	1,7%
Same sex family	0	0,0%	1	2,1%	1	0,9%
other	2	2,9%	0	0,0%	2	1,7%

Table 5. Financial situation of the surveyed students, divided into groups [n=116]

	Urban area		Peri-urban area		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Good, we can afford a lot	37	54,4%	22	46,8%	59	51,3%
Satisfactory, sufficient for current needs	27	39,7%	22	46,8%	49	42,6%
Unsatisfactory, sometimes missing for basic needs, but we manage	4	5,9%	2	4,3%	6	5,2%
Bad, often we need help from others	0	0,0%	1	2,1%	1	0,9%

Table 6. Correlations between the assessment of risk factors, parents' education and the family's financial situation [n=116]

		Mother's education	Father's education	The material situation of the family
Psychological area	rho Spearmana	0,11	-0,09	0,19
	relevance	0,278	0,374	0,038
Sociological area	rho Spearmana	0,21	0,06	0,27
	relevance	0,028	0,528	0,003
Ideological area	rho Spearmana	0,28	0,14	0,19
	relevance	0,005	0,173	0,046
Political area	rho Spearmana	0,09	0,10	0,29
	relevance	0,351	0,326	0,002
Economic area	rho Spearmana	0,20	0,07	0,19
	relevance	0,036	0,483	0,042
Protective factors	rho Spearmana	0,12	0,00	0,23
	relevance	0,221	0,988	0,015
Risk factors	rho Spearmana	0,27	0,09	0,29
	relevance	0,006	0,350	0,002

Table 7. Differences in the assessment of risk factors in groups studying in urban and peri-urban area [n=116]

	Urban area (n = 69)				Peri-urban area (n = 47)							
	Average rank	M	Me	SD	Average rank	M	Me	SD	Z	p	r	η ²
Psychological area	56,74	16,55	17,00	3,92	61,09	16,91	17,00	3,74	-0,69	0,493	0,06	0,00
Sociological area	58,39	22,78	23,00	5,79	58,66	22,79	22,00	5,87	-0,04	0,966	0,00	0,00
Ideological area	59,67	17,00	16,00	7,07	56,78	15,85	16,00	2,80	-0,46	0,646	0,04	0,00
Political area	59,28	9,68	10,00	3,03	57,35	9,38	10,00	3,20	-0,31	0,760	0,03	0,00
Economic area	62,91	12,77	13,00	3,84	52,02	11,38	12,00	3,54	-1,72	0,086	0,16	0,03
Protective factors	56,00	20,25	19,00	5,15	62,17	20,79	21,00	5,07	-0,97	0,331	0,09	0,01
Risk factors	60,23	57,54	57,00	13,63	55,96	54,51	54,00	11,49	-0,67	0,501	0,06	0,00

Participation



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