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PART 1 –ANALYSIS OF THE LITERATURE

Isotta Rossoni, University of Malta

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Overview

➢ Breakdown of the research

➢ Definitions of radicalisation

➢ 3 main strands which emerge in the literature on radicalisation

➢ Key findings

➢ Topics for training course

➢ Challenges

➢ Further discussion

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BREAKDOWN OF THE RESEARCH

What resources can we draw on?

- Academic papers
- EU documents
- Government decrees
- Newspapers articles
- Programmes/projects (implemented locally/nationally and aimed at different target groups)
- Other media (e.g. flyers)
- Questionnaires

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WHAT IS RADICALISATION?

Radicalisation represents a dynamic process whereby an individual increasingly accepts and supports violent extremism.

Extremist and unique way of thinking, which does not consider other alternatives rather than one's own, which involves violent actions and behaviour derived from lack of respect, responsibility and empathy towards the rest of society, other beliefs or cultures
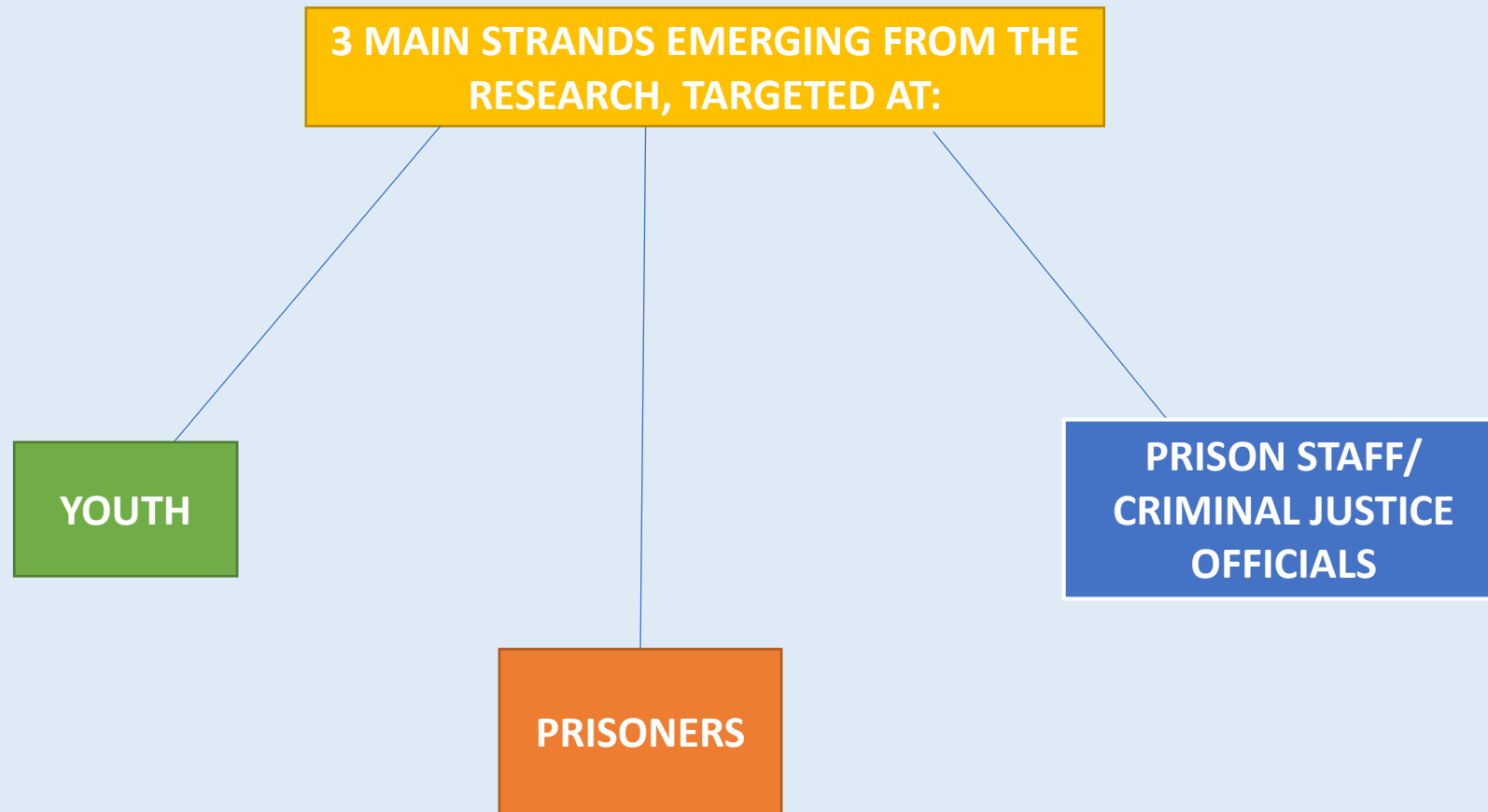
Pushing ideas to the extreme

Adopting extremist ideas in the religious field with the aim of bringing more inmates or people together to be on his/her side

Being intolerant and believing to possess the truth

Intolerant process that leads to fanatism

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3 MAIN STRANDS EMERGING FROM THE RESEARCH, TARGETED AT:

YOUTH

PRISONERS

PRISON STAFF/ CRIMINAL JUSTICE OFFICIALS

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STRAND 1 : YOUTH

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Out of 144 projects mentioning radicalisation, 11 are relevant for SERA:

- ❖ Youth for All...All for Humanity

- ❖ CHRIS: Countering Human RADICALISATION In School

- ❖ Say Yes for Diversity - Preventing Radicalisation through identity development

- ❖ Preventing Radicalisation through identity development

- ❖ Rights, duties, solidarity: European constitutions and Muslim Immigration

- ❖ Prevention of violent radicalisation and of violent actions in intergroup relations

- ❖ Training of trainer in citizenship education: global responses in preventing radicalisation

- ❖ European learning environment formats for citizenship and democracy

- ❖ Peers for peace

- ❖ Xeno tolerance – supporting vet teachers and trainers to prevent radicalisation

- ❖ Learning communities for peace

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Secularism SERA Radicalization

Erasmus+

How I was de-radicalised

By Tim Mansel
BBC World Service, Aarhus

2 July 2015 | Magazine

Syrian civil war

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Preventing violent extremism: A failed policy?

By Dominic Casciani
BBC News home affairs correspondent

7 June 2011 | UK

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Lynne Cameron
16930027
PA IMAGES

Influencing Factor	Level of Risk
Emotional Well Being	Low to medium—AK was emotionally secure and had no previous mental health issues even though he had served a jail sentence in Belmarsh prison.
Social Inclusion	Low to medium—AK was well integrated and did not show strong patterns of identity conflict, lack of belonging, or social exclusion.
Perceived Grievance	Medium-high—Due to feeling that his arrest and detention were not warranted, that he was labeled as an offender under the Adolescent and Children's Trust (TACT), and that this label will hold for the rest of his life.
Extremist Ideology	Medium—AK had extreme political views and was strongly influenced by extremist preacher Anwar al-Awlaki and other jihadist ideology and had associations with 21/7 individuals.
Foreign Policy	High—AK had very strong anti-Western and anti-Indian views relating to what he described as the "occupation" of Kashmir and the massacre of Muslims in Gujarat in 2002

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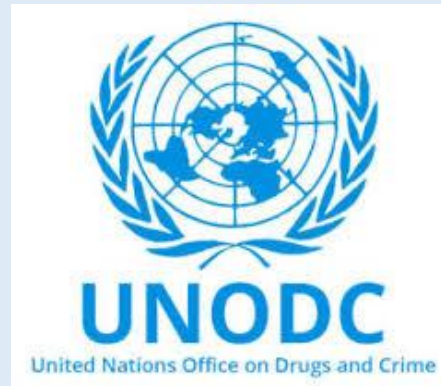# 2nd STEP - STATE OF THE ART

STRAND 2 : PRISONERS

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STRAND 3 : PRISON STAFF/ CRIMINAL JUSTICE OFFICIALS

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KEY FINDINGS

1. Most projects/programmes combine one-on-one sessions (usually with a psychologist/counsellor) with group sessions. Others rely on mentorship.

KEY FINDINGS

2. Many programmes rely on an individualised, tailored approach

KEY FINDINGS

3. Many programmes combine prevention with rehabilitation

KEY FINDINGS

4. A multidisciplinary team is likely to yield better results

KEY FINDINGS

5. Inter-institutional cooperation facilitates the more effective running of programmes

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KEY FINDINGS

6. Involving 'credible' speakers can impact the success of a programme
(e.g. imams/de-radicalised people that target groups can relate to)

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KEY FINDINGS

7. Teaching the values of moderate Islam is one of the main aims of many existing projects

KEY FINDINGS

8. It may be preferable to involve prisoners who will soon be released

KEY FINDINGS

9. The involvement of the family/social network of prisoners is desirable

KEY FINDINGS

10. Programmes for youths should be different from programmes for adults

KEY FINDINGS

11. Many programmes are voluntary, but this may also be a limitation

KEY FINDINGS

12. Completing the programme is crucial, and support should be offered after completion of the programme

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SHORTCOMINGS

1. Lack of a gender perspective
2. Lack of focus on protective factors
3. Potential stigmatisation/isolation of Muslim sphere
4. Risk of re-indoctrination/ censoring important topics
5. Lack of a holistic approach
6. Risk of programmes being too 'packed' and leaving no space for introspection

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What are the aims?

➤ Desistance from violence

➤ Abandonment of radical mindset

➤ Anger management

➤ Conflict management

➤ Resilience to radical views

➤ Psychological Rehabilitation

➤ Religious Rehabilitation

➤ Emotional literacy

➤ Development of critical thinking

➤ Taking responsibility

➤ Strengthening of self-esteem

➤ Development of relationship skills

➤ Integration

➤ Respect for diversity

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What could a training course include?

GLOBAL CITIZENSHIP

MODERATE ISLAM

GENDER EQUALITY

ANTI-DISCRIMINATION TRAINING

LIFE SKILLS

CONFLICT MANAGEMENT SESSIONS

HUMAN RIGHTS

COUNTER-NARRATIVES

TRAINING IN MULTICULTURAL VALUES

ANGER MANAGEMENT SESSIONS

CIVIC EDUCATION

THERAPY

RELATIONSHIP SKILLS

RELIGIOUS PLURALISM

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Some challenges for SERA:

There is no standardised definition of radicalisation

There are a lot of programmes/projects , but there is no real measure of what 'success' should look like

There is a risk of replication

National and cultural differences should be taken into account

V.I.: Let's not forget the target group that we are dealing with!

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What's missing?

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Let's discuss:

What should the operational definition of radicalisation be?

What are the main issues in each partner country in relation to radicalisation?

What structure should the course have?

What topics should it include?

Which approach and methodology should we opt for?

How will we identify participants?

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Let's discuss:

How will we measure success?*

How can we develop a standardised programme that takes into account national and contextual differences?

How will SERA fit in with existing educational programmes?

*Indicators

UNODC Handbook on the Management of Violent Extremist Prisoners and the Prevention of Radicalisation:

'Indicators of the impact of interventions could include: changes in the prisoners' behaviour; level of engagement with the interventions; number of institutional incidents: reduced security level for prisoners; and number of interventions completed. It should also be remembered that even if the intervention is not showing any impact on a prisoner's behaviour, risk assessments and interventions enable the prison administration to find out more about prisoners and the risks they pose'

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PART 2 – Dr. Trevor Calafato

What identified strengths/recommendations have to be immediately involved in IPP (Individual Pedagogical Project) sequences by SERA participants with considerations to "what could be still missing on prison education vs radicalisation"?

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"We know that prisons are a massive incubator for radicalisation" Gilles de Kerchove

For example Areso (2007) pointed out:

La Sante, Paris, France

Topas, Salamanca, Spain

From the thousands of Muslims in prison those jihadi militants in Spain, England and Wales, prisons range around 10% = around 100 to 150 militant jihadi prisoners (Silke, 2011)

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"We know that prisons are a massive incubator for radicalisation" Gilles de Kerchove

How best to deal with a:

Burglar?

Rapist?

Paedophile?

So what are the best ways to deal with radicalised prisoners?

What's the difference among these prisoners?
The **DEVOTION TO THEIR CAUSE!**

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Policy debates in Europe:
Best ways to tackle radicalisation!?!

Is it better to place convicted extremists in the **same prison**?

- aim: to stop the spread of extreme ideas
- Racism, prejudice, profiling

Is it better to spread them **across prisons** so that their impact and support is diminished?

- May result in the radicalisation of other individuals
- May lead to greater levels of radicalisation – prisons are a route to isolation!

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'The devoted actor's will to fight and the spiritual dimension of human conflict'

Ángel Gómez,, Lucía López-Rodríguez, Hammad Sheikh, Jeremy Ginges, Lydia Wilson, Hoshang Waziri, Alexandra Vázquez, Richard Davis and Scott Atran
Nature Human Behaviour (2017)

This study notably included members of the Kurdistan Worker's Party (otherwise known as the PKK), Peshmerga (Kurdish Regional Government forces), Iraqi army Kurds, and Arab Sunni militia, as well as captured IS fighters.

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Investigate two key components:

- 'the devoted actor'—sacred values

- identity fusion with a group—to better understand people's willingness to make costly sacrifices.

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Revealed three crucial factors

commitment to non-negotiable sacred values and the groups that the actors are wholly fused with

readiness to **forsake kin for those values**; and

perceived **spiritual strength of in-group** versus foes as more important than relative material strength.

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Results of this study

Prisoners are very difficult to deal with!

Participating on voluntary basis does not work with a number of prisoners, with radicalised inmates it is even more difficult

There is no panacea or program that proved to be effective

The professionals delivering the program cannot become *vendeurs de miracles* (miracle sellers)

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Findings from the collected info

The de-radicalisation campaign by the government favours a climate of suspicion

Some de-radicalisation programs are counter-productive and against human rights

One should be wary about policing thought

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Findings from the collected info

Programmes should encourage radicalised people to reconsider their beliefs

Misguided desire to inculcate Republican beliefs in radicalised people who are being detained through participation in de-radicalisation programmes

For prisoners: better to rely on a different approaches e.g. relying on programmes preventing recidivisms

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Findings from the collected info

Majority of studies and intervention programmes focus on risk factors and disregards important factors, such as those that might reinforce the resilience of individuals and communities vis-à-vis violent radicalisation.

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Findings from the collected info

Focus on males – what is the relationship between embracing ideological violence and the construction of masculinity?

Plus some studies highlight the role played by some women in terrorist acts
Sunnat al-Khawlah

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Sunnat al-Khawlah

Sister, you can perform following tasks:

1- Help to publish and distribute jihadi literature.

2- Jihad by pen. Write essays supporting cause of jihad.

3- Organize religious gatherings at home. Try to preach right aqeeda/ belief , true meaning of tauheed, emphasise on the necessity of leading life as per dictated by Quran and Sunnah…

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4- Organize secret gatherings at home and invite like-minded jihadi sisters. Distribute literature reflecting on the obligation of jihad, arrange physical training classes for sisters. Learn how to operate simple weapons. Learn the use of grinades.

5- Very cautiously preach your family members the obligation, the duty on every muslim to struggle to implement law of sharia…

6- Create public awareness about the oppression of political rulers and generals. Support mujahideen to fight off oppressors.

7- Help the cause of jihad with money. Provoke like-minded people to support jihad by money.

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Findings from the collected info:

- Most programmes and interventions focus on risk factors, rather than on protective factors.

- 'secondary prevention' - individuals have already been exposed to radicalisation.

- Valid preventions programmes should be implemented way before the signs of radicalisation even manifest themselves in individuals or communities.

- Work with cultural communities & bi-directional integration are necessary to counter radicalisation

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Findings from the collected info:

Avoid stigmatising and isolating the Muslim community

Censor of some topics of discussion in the public sphere = counter-productive.

For example, should we be talking of what moderate Islam is and involves?

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Findings from the collected info

Programme of the Solas Foundation:

teachers offering courses on the basics of Islam and its pertinence in western society.

The teachers were born and raised in Scotland as Muslim, and experienced on their skin the reconciliation between Islam and life in Scotland.

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Findings from the collected info

Street project in London :

speakers experienced street life, community life and also have an in-depth knowledge of Islam = credibility in the eyes of youths.

Programmes focusing on the disengagement of right-wing extremists do exactly the same thing:

involve former neo-Nazis, who are in a better position to understand the process of disengaging from violent extremism e.g. 'Against violent extremism' network, a group of former right-wing extremist and gang members.

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Findings from the collected info

Bouzar (French anthropologist) : an individualised approach is crucial,

because the path to radicalisation is very different for each individual.

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Findings from the collected info

Best moments to work with individuals is

when they are considering to re-join or leave an extremist movement e.g. intervene after a violent act carried out by a radical right-wing group.

[In prison] when inmates who are about to be released and have to reflect about their future, are good candidates.

In general, it is preferable to **concentrate on the future** of the individual, not their past: target their objectives and ambitions and help them develop a plan to fulfil themselves.

Findings from the collected info

Avoid re-indoctrination!

Focus on:

self-determination,

freedom,

autonomy

personal growth and

have much more positive effects

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Findings from the collected info

Re-humanise the enemy!

Put participants in touch with individuals considered as 'enemies'

To fight prejudice and discrimination :

- encourage empathy
- fight dehumanising propaganda of extremists.
- encourage communication and interaction between youths from different social, economic and ethnic backgrounds

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Programs should include:

- **IDEOLOGICAL FACTORS**: Important to have a <u>speaker that is considered credible</u> in the eyes of participants

- **EMOTIONAL FACTORS**: a programme should offer alternative means to help them deal with <u>their psychological and material needs</u>

- **PRACTICAL FACTORS**: many radical organisations offer services which attend to the basic needs of their members and their families. It is crucial that <u>de-radicalisation programmes don't only aid participants, but also their families in find alternative sources of revenue, accommodation, educatio</u>

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Saudi Arabia

Rehabilitation programme for violent Islamists - encourages prisoners to give up their radical ideology and facilitate their reintegration into society.

The programme targets 3 types of prisoners:

- People who have planned, facilitated or participated in terrorist acts

- Sympathisers (who haven't directed helped terrorists, but shown their sympathy publicly)

- Passive prisoners who are not cooperating with the authorities

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Saudi Arabia

➤ psychologists and psychiatrists evaluate the financial and psycho-social conditions of the prisoner

➤ determine the type of support to inmate and family e.g. financial support during his incarceration to ensure avoid putting his family in precarious conditions, which may lead to radicalisation.

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Saudi Arabia

Over 160 Muslim clerics, specialists in theology, academics etc. meet with the detainees.

Aim: to instruct the correct interpretations of Islam (in line with the version of Islam endorsed by the Saudi authorities)

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Saudi Arabia

Criticism - the programme is guilty of

're-indoctrination', which is a fast, but not a sustainable way of changing their way of thinking.

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Other programmes

Singapore

Denmark

Sydney (Australia)

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Singapore

The programme was inspired by the Saudi-Arabian model and has 5 dimensions:

- **Psychological rehabilitation** (regular meetings with psychologist)

- **Religious rehabilitation** (discussions with imams/ academics about the 'correct' tenets of Islam)

- **Social rehabilitation** – involves giving prisoners a chance to develop their professional skills (e.g. course or employment in prison to enhance their employability post release. The gov. also ensures a number of jobs are available to deradicalised prisoners upon their release)

- **Community involvement** (through Pergas, the Singaporean association of Islamic experts)

- **Family support** – through a community-based group that offers material and emotional support to families

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Denmark

Back on Track – since 2011 and targeted at radical left-wing, radical right-wing prisoners and religious extremists.

- Aim to support the prisoner and encourage him to avoid criminal and extremist environments upon release

- Facilitates the reinsertion of the individual in society post release. The mentor also collaborates with the family and the social network of the prisoner to ensure that he has support post his release

- Topics covered - training in conversation, active listening, conflict management, techniques to engage the support network

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Sydney

Community programme (since 2007)

➢ **C**ommittee formed by a psychologist, a social worker and a police officer liaising with community.

➢ They patrol the streets and identify hotspots where youths congregate.

➢ Identification is aided by local imams.

➢ The social worker then engages in conversation with youths about topics such as the importance of education, having a good job, a solid relationship with one's family etc.

➢ Economic and social needs are also assessed and referrals to relevant agencies are made, when necessary

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On Countering Violent Extremism programmes Horgan (2017) said:

- Imperfect

- Flawed

- In need of:
  - rigor
  - Evaluation
  - Constant improvement