

# Report Format

## Summary of research

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### 1. Country specific literature background

#### 1.1 Literature on Radicalization

##### Reports

De Schepper, D. (2015) *Jihadisme ! What now? Looking for a Belgian approach*. Not published Masterproof, UGent.

FOD, Federal Government Justice (11 maart 2015). *Action Plan: against radicalization in prisons*.

Diamant program: report effectstudy:

Feddes, A. R., Mann, L., Zwart, N. de & Doosje, B. (2013). Duale identiteit in een multiculturele samenleving: een longitudinale kwalitatieve effectmeting van de weerbaarheidstraining Diamant. *Tijdschrift voor Veiligheid*, 12 (4), pp. 27-44.

De Graaf B.A., Weggemans. D. (februari 2016).

After release. Observations and dilemmas in connection with (former) terrorists.

##### Newspapers

Newspaper article 30 maart 2016: We must now address the real causes of radicalization

Devroe, E., Ponsaers, P., (30 maart 2016). *We moeten nu de echte oorzaken van radicalisering aanpakken*. De Morgen.

Newspaper article of January 16, 2017

<http://www.hln.be/hln/nl/4833/Gevangenis/article/detail/3056019/2017/01/16/Gevangenisdirecteurs-bevestigen-dat-deradicalisering-te-wensen-overlaat.dhtml>

Newspaper article monday 3 juli 2017 - 11u24:00:

<http://www.hln.be/hln/nl/32616/Terreurdreiging-in-Belgie/article/detail/2187248/2015/01/19/Prof-Veel-parallellen-tussen-radicale-moslims-en-andere-criminele-bendes.dhtml>

#### 1.2 Definitions of radicalization

Radicalization can be seen as the process of increasing radicalism in a person or group, where the willingness grows to pursue and / or support such profound changes in society and the democratic rule of law (possibly undemocratic) Encourage others to do so. Radicalization is a long-lasting process because cutting tires with the established society costs time. It is layered in the sense that

it can involve groups, generations, relatives and individuals. It is also multiform because of the different dimensions: politically, religiously and socio-cultural. " For example, where terrorism experts believed that the progress of a radicalization process would last 5 to 7 years, it is now said that the process can evolve so rapidly that it remains fully under the radar of intelligence and security services. Thus, a part of the above definition is eliminated. (De Schepper,2015)

Deradicalization is a profound process in which someone discards his radical beliefs. Retirement or disengagement involves changing behavior, clothing and disassociation of radical networks. (De Graaf e.a., 2016).

Many people have traits of terrorists, yet they are not all about terrorist violence. Declaration is found in the ethiological crime theories.

- a. Devious behavior: A youth in a dysfunctional family with (minor) crime, drug use or trade results. Involvement of justice leads to a custodial sentence. In prison then the realization grows that life is worthless of being stigmatized.
- b. Crucial meeting: this new phase arises in detention or after imprisonment via the internet or through friends. The crucial encounter is a deep contact with a charismatic person in which perspective on bondage, revival, religious awakening is stimulated and initiated.
- c. The role of these ronselaars must not be underestimated. Despite being arrested by the court, this does not lead to the neutralization of the radicalization processes of the young people involved. The progress of the various phases happens at some fast pace.
- d. Initiation trip: A stay (long or short) in (near) a fire place somewhere in the world where jihadists fight.

Radicalization has no necessary connection with retardation and a life in a problematic neighborhood. They accentuate radicalization but are not the cause. The crucial meeting and initiation journey are the causes of radicalization ( Devroe, 2016).

### **1.3 Prevention of Radicalization in Prison**

Policy makers and experts discuss on some critical criteria that should be monitored.

Prevention policy on radicalization must focus on the real causes, namely the opposition to the "crucial meeting" and the "initiation trip".

- Prevent any form of recruitment and recruitment. To counteract the home grown radicals here (the crucial meeting), our security services have a major impact in limiting freedom of faith.
- Avoid fresh radicalizing young people being able to make an "initiation trip". Much stricter control on the journey to a war area (in the current situation Syria).
- The return of young people after an initiation trip must be taking care with extreme caution. The process of radicalization has been completed. From then on, there must be fear of a jihadist action

Valérie Lebrun Prison Director Ittre says: "A prison is a collection of vulnerable people looking for a new identity and new security in their lives".

## 1.4 Statistics on radicalized people in prison (if they exist)

We don't get the official statistics (not published or classified).  
Belgium organization for this statistics is OCAD (organ for coordination and analysis the threats). ([www.OCAD.be](http://www.OCAD.be))

## 2. Information from the field

### 2.1 Courses offered to Staff

#### LSCI Life Space Crisis Intervention

LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI views problems or stressful incidents as opportunities for learning, growth, insight, and change. This non-physical intervention program uses a multi-theoretical approach to behavior management and problem solving. ([www.lsci.org](http://www.lsci.org))

It takes a 6 days training for staff to learn how to use the LSCI method.  
(theory, skill training, role play...)

The format of an intervention uses 6 phases:

**DRAIN OFF** acknowledge feelings, drain off intensive emotions, control your own aggression

**TIME LINE** by using affirming, listening and decoding skills discover the youngsters point of view  
who, where, when,, intensity, frequency, purpose, duration, catchiness

**CENTRAL ISSUE**

escalation by intense feelings	(red flag)
good intention, wrong skills	(new tools)
wrong perspective	(reality rub)
guilt and punishment	(massaging numb values)
irrational justification, no guilt	(symptom estrangement)
manipulation of peers	(manipulation of body boundaries)

**INSIGHT** make the issue comprehensible / learningmoment  
understand the principles of the conflictcycle  
discover solutions and opportunities

**NEW SKILLS** principles of problem solving and skill training

**TRANSFER OF TRAINING** ensure the agreements and guide back to group/  
context

Youngsters who are used to interact in a “LSCI – modus” get a better insight in their own and in others behavior, become better motivated to learn and change and increase their level of trust in other people.

This is an important foundation to start a successful reintegration after a period in (closed) institution.

The conflict cycle helps staff and youth to reflect about and analyse a difficult situation.

The longer you use this method, the more it becomes a solution cycle.

### **CEAPIRE**

Centre of expertise and advice for prevention and intervention in radicalism and extremism: CEAPIRE Provide support and advice on prevention and interventions and offer customized trainings to policy makers, Governments and police services, education, ... Active in Netherlands and Belgium and member of the AVE network (AGAINST VIOLENT EXTREMISM) ([www.ceapire.be](http://www.ceapire.be))

### **Youth Islam and Identity Program**

VZW Motief: recognized training institution, specialized in the theme of life and society. Have a four-day training package (named Youth Islam and Identity Program) for youth workers around identity development at Muslim young people (young people, islam and identity). This organisation also developed two working instruments: Youth Islam box Gender Methodologies (8 detailed methodologies) and dvd material (Islam Whats the difference).([www.motief.be](http://www.motief.be))

### **Support team immigrants**

OTA (support team immigrants): in cooperation with Youth Welfare Agency with the aim of strengthening competence youth workers. Two objectives: culturally sensitive training and awareness raising for the prevention of the process of radicalisation.

### **Culture sensitive care**

De Touter: training offer around radicalisation and interculturalisation named culture sensitive care.

### **Living together in society**

VZW Elegast: SLIM - training program (living together in society): focuses on identity development. Start conversations with young people (individual and group), developed a tool for teachers and counsellors to support young people and offer workshops in helping the teacher of speaking around this in class. ([www.elegast.be/slim](http://www.elegast.be/slim))

### **Government support**

Support from the government on special topics for teams called VVSG (Flemish association for cities and villages) First point of contact for signals and organization study days, support by the Flemish Government to local communities.

## **COPRA Light**

Training for front-line staff recognize signals on radicalisation

## **2.2 Courses offered to inmates**

### **The Other Imagined/Imagined Danger**

vzw Orbit: The Other Imagined/Imagined Danger: discussion diversity, radicalism and cultural sensitive themes in classes

### **Equip**

Cognitive behavioral program about social skills – regulation of aggression and moral development by reasoning.

Peergroupprogram.

### **Rock and water**

Rock and Water: psychophysical resilience training focused on development of social skills and resilience.

### **Bounce**

BOUNCE young is a resilience training program for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In ten (inter)active group trainings, youngsters train and strengthen different aspects of their resilience.

### **Victim in the picture (VIP):**

VIP is an alternative juridical sanction that considers a crime as a conflict situation with three actors involved: delinquent, victim and each one's entourage and the society.

It started as a project in 1995, and is now one of the regular methods in working with delinquents.

There are two similar procedures: one for minors (14-18 y) and one for adults. The VIP method takes about 20 à 30 h.

To stand still with the impact of the crime in the life of the victim is not always comprehensible for the delinquent. VIP uses group discussion (4 à 8 persons), role play and writing sessions to try to give the delinquent an insight in the victims perception of the situation. The final goal is to start a healing process that facilitates the recovery of the delinquent.

VIP goals (for the delinquent):

- To become aware of the consequences for the victim
- To reinforce empathy
- To stimulate taking responsibility for the victim

Only via:

- Judge (law on probation)
- attorney (law on mediation in criminal matters)
- juvenile judge (minors)

## **Rehabilitation**

Reintegration is most effective if the detained person is willing to abandon his life as an extremist.

In the practice of reclassification, attention should be paid to individual practical and psychological counseling, but also to the group-related aspect of radicalization and deradicalization. A radicalization process must be linked to the realization of own identity and identification with others. (De Graaf, 2016).

Integration programs focusing on language and labor.

Rehabilitation programs:

- Citizenship, eg in Denmark, give the prisoners lessons about democracy
- Strengthen identity; Flanders has a 4-day training package on identity development among young people.
- Provide future prospects
- Mentorship that teaches that violent struggle does not take place in the realm of real Islam. Since 2015, Flanders has a qualitative education course (De Schepper, 2015).

## **Action Program Integrated Jihadism Approach**

The Action Program Integrated Jihadism Approach (2014) deliberately selects a collaboration of all local and national actors and with the Islamic community itself. Islam does not promote horrors in itself, but the subjective interpretation that results from it often leads to atrocities. The jihadists rely on verses from the Qur'an and hadith but interpret them wrongly (De Schepper, 2015).

## **Action plan Federal government**

In an action Plan: against radicalization in prisons says the Belgian government of justice (FOD) (2015) the central objective of the policy is twofold:

1. To prevent detainees from being radicalized during their stay in prison
2. Detain prisoners by the influences of extremist messages. This can be achieved by:
  - A. Developing a specialized framework
  - B. Follow-up radicalized and powerful follow-up within the prison walls
  - C. By striving for:
    - better living conditions in the penitentiary settings
    - A stronger information position;
    - efficient consultation and coordination structures;

- the digitization and automation of the information flow;
- A better detection of radicalization;
- a well-considered placement policy;
- an individualized approach where necessary;
- a systematic involvement of representatives of the worshipers;
- De-radicalization and disengagement programs
- Enhanced partnerships with the local level, the Länder and Europe.
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### **Slotervaart Action Plan**

In the Slotervaart Action Plan (2007), the occurrence of radicalization is seen as a administrative responsibility in which the role of the police is advising and signaling. In case of serious suspicion of actual violent attacks, the primary role is for police and parquet. Example, the Belgian police's hard-handed action against returnees. Hard-handed means that the returnees are rushed to be guilty of crimes (De Schepper, 2015).

## **2.3 Statistics or other outcomes from de-radicalization programs**

### **Diamant**

Diamond is a promising system-based approach to helping a risk group to get the 3 w's: work, home and wife, developed by the Research Foundation of Intercultural Participation and Integration (SIPI).

The method is aimed at Muslim youth who do not have a job or education, are regularly treated unfairly, have low self-esteem and an increased risk of social isolation.

Training consists of 3 modules. Module 1: turning point, helping young people towards a job or training by means of Interview talks, development of social and professional skills and assistance in practical and organizational matters. Second module: 'Moral Judgment Formation', empathic insight, which leads them to learn more about their own behaviors and ideas and those of others. Third module: 'Conflict management', teaches young people to deal with negative emotions and unfair treatments such as discrimination.

Feddes and his colleagues (2013) discovered some side effects in his measurement. They found, inter alia, that the engagement of the young people on their own responsibility was demotivating. During the training, the youngsters became increasingly "released" by the supervisors, and they were expected to perform their goals independently. Instead of this resulting in a positive empowerment of their own power, they just motivated them because they felt they were no longer being accompanied.

It can be imagined that the youngsters will find it difficult to hold the positive results after training. Therefore, Feddes and his colleagues advised the trainers

to keep a finger on the wrist and keep in touch with the young people in order to maintain the achieved effects.

Another side effect, however, had an unexpectedly active effect and that was the ethnicity of the trainers. The trainers, like the participants, were Islamic and had a Moroccan background, which resulted in a shared group membership between the trainers and the participants. Trainers could thus communicate more easily with the participants. If needed, the trainers also spoke Arabic; The mother tongue of many of the participants and thus often a language in which the young people more easily express their emotions. The link between trainer and contestants is crucial for succeeding in such an approach and therefore it is recommended in future.

The research by Feddes and his colleagues is useful in understanding the active elements of the diamond method, but not enough to prove the effect of the method. Feddes and his colleagues have investigated a very small group and no control group has been considered. It might be that these motivated young people in the six months they followed were booked the same results without the Diamond approach, although that is not very plausible.

### **Other relevant information**