

Radicalisation: What does it mean and what can teachers do?

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'Radicalisation'

- Which **phenomena** do you think of?





Foreign fighters
Violent jihadism
Terrorism
Violent extremism
Islamist extremism
Extremism
Radical ideas
Polarisation
Diversity

EU counterterrorism policy concept post 9/11

- Catch-all concept, framed in religious terms
 - Unease over immigration & Islam
 - Polarisation

Different perspectives

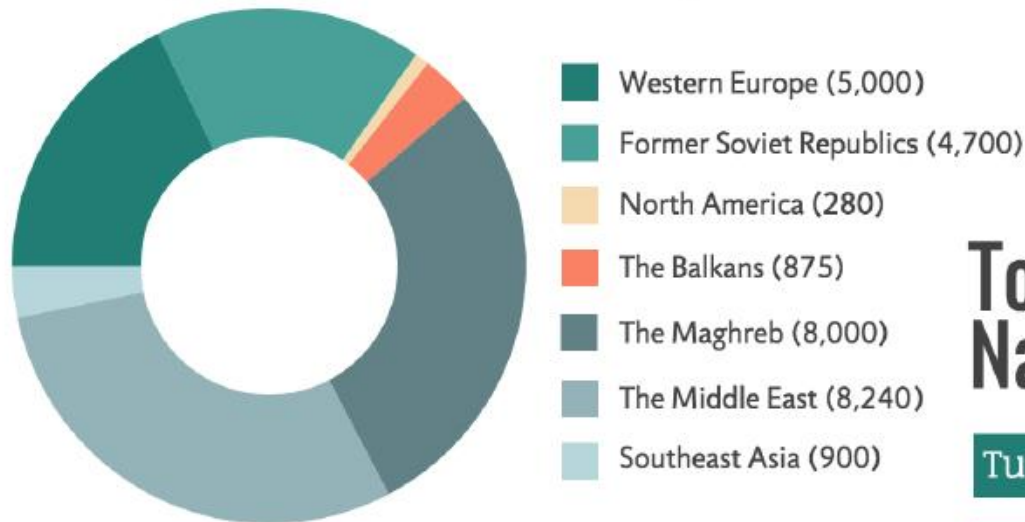
- Security policy: **Process**, individual or group influenced
 - mentally prepared for extremist / **violent** / terrorist acts
 - ideas detrimental to the democratic legal order
- Pedagogy: Political or religious ideals, fundamentally different from general expectations, undermine pedagogic relationship.
- Historical: Discontent with social order, an idea of who's responsible, how it could be changed.

→ **Security & pedagogic perspective**

Radicalisation on the EU political agenda

- **Civil war in Syria / Iraq**
- **30.000 foreign fighters (40%)**
in extremist groups in Syria / Iraq
100 countries (not new phenomenon)
- Since 2012 **Europeans fighting** in Syrian civil war
5000-7000 European fighters in Syria / Iraq
- **Terrorist incidents**
 - Security threat for Europe
 - political agenda

Foreign Fighters by Region



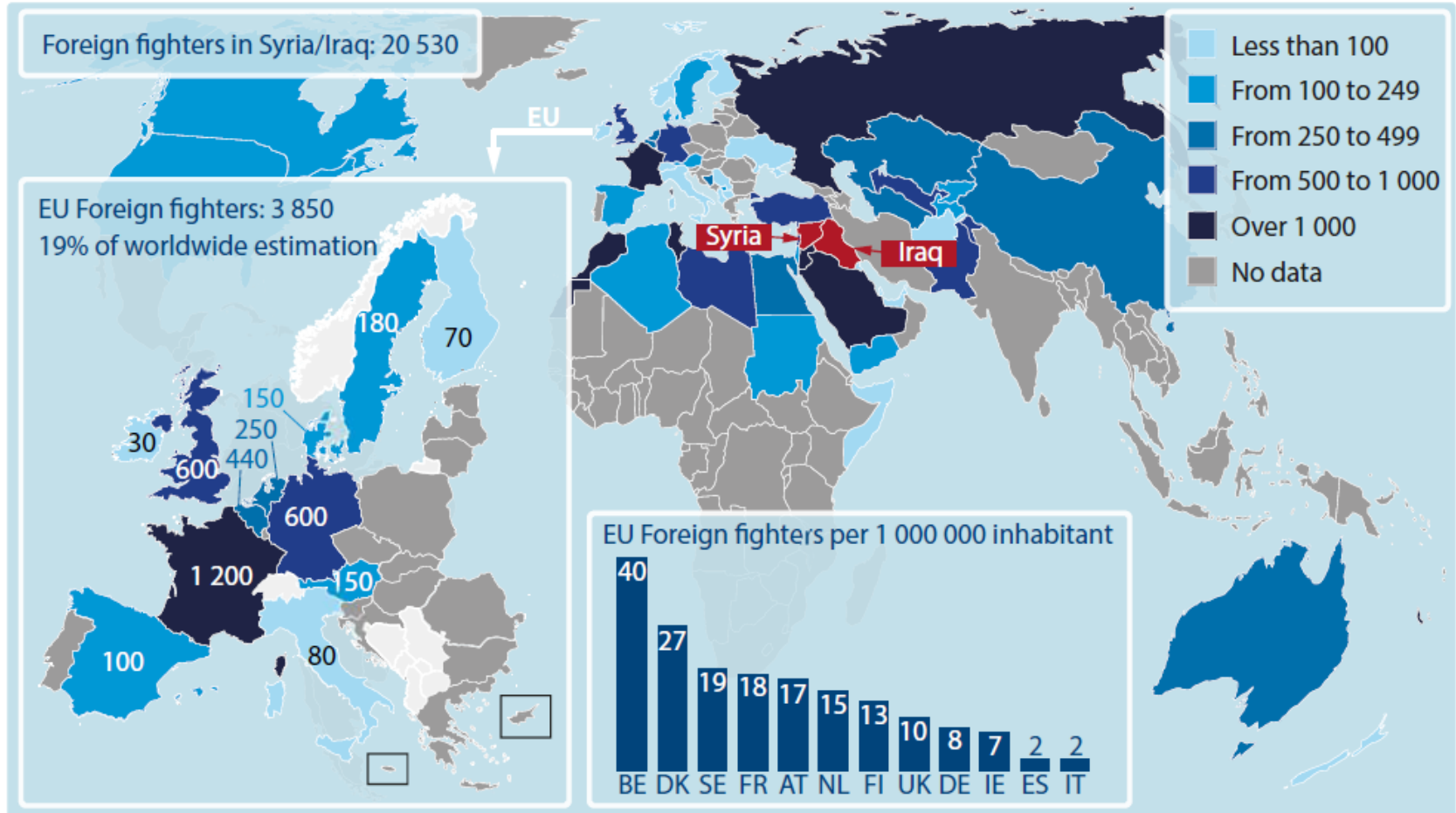
Top Foreign Fighter Nationalities



The Soufan Group, 2015

Radicalisation on the Belgian political agenda

Figure 1: Estimated number of foreign fighters in Syria and Iraq by country of origin in 2014



Source: [ICSR](#), 2015. NB the figures used are ICSR's higher estimates in all cases.

- 'Brussels jihadi capital'
- 500 foreign fighters from Belgium
130 returned (in West 20-30%)
80 killed
- <http://syriestrijders-per-gemeente.silk.co/>
93 different towns; axis Antwerp, Vilvoorde, Brussels
- Terrorist attacks
 - security threat
 - political agenda
- International conflict, broad array of local challenges:
Security & social-pedagogical, ...

Root causes

- Holy grail of EU counterterrorism post 9/11:
Profiles & root causes
- Monocausal explanations (religion / deprivation)
 - Polarisation & legitimation for extremists
 - Influences security policy, foreign policy & integration policy

Root causes: complex interplay of factors

Macro-, meso- and micro:

- Individual psychological
- Social
- Political
- Religious
- Identity
- Group dynamics
- Recruitment
- Social media

Push:

- Social, political, economic grievances; frustration; dissappointments; polarisation
- Senses of injustice, discrimination, exclusion
- Personal / familial / identity crisis
- Alienation, marginalisation
- Fascination with violence, criminality, youth subculture

Pull:

- Belonging to social network with absolute belief system, control & loyalty
- Romantic idea of ideology & cause, promise of heroism & redemption
- Excitement & adventure

From profiles to processes

- No profiles
- Radicalisation processes:
 - Being pushed away
 - Being pulled towards
 - Passionate personalities

Processes away from radicalisation

- ‘Deradicalisation policy’:
 - UN, EU, national authorities, local authorities
 - Counternarratives, ...
- ‘deradicalisation’ / ‘disengagement’ interventions
 - Not obvious: individual / group / context

Radicalisation at school

- How are you **confronted** with radicalisation?

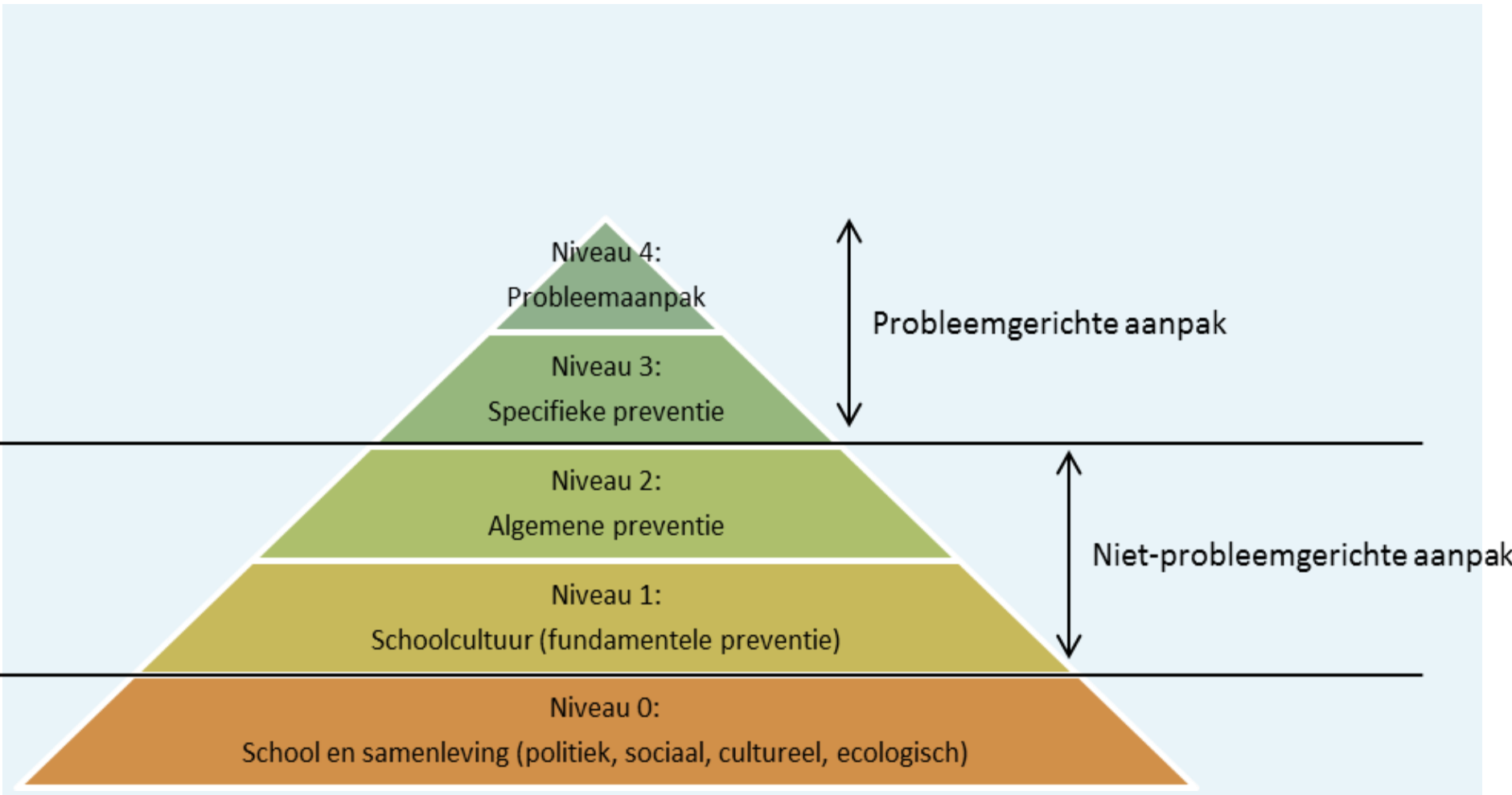


What can the school / teacher do?

- How do you **respond**?



What can the school do?



What can the teacher do?

- **Indicators**, risk assessment of violent extremism
No: checkbox with ethnic / religious signs
Yes: wrok tegen instellingen... (Soors fedasil)
- **Pathways** out of radicalisation:
Reradicalisation: authoritative coalitions (formers)

Dealing with controversy & diversity @school

- No path dependency between radical ideas and violence
→ Need for **pedagogical** approach to prevent ideals from going adrift

- What do teachers **need**?
From school, policy, training?

