



# Handbook for the prevention and detection of radicalisation

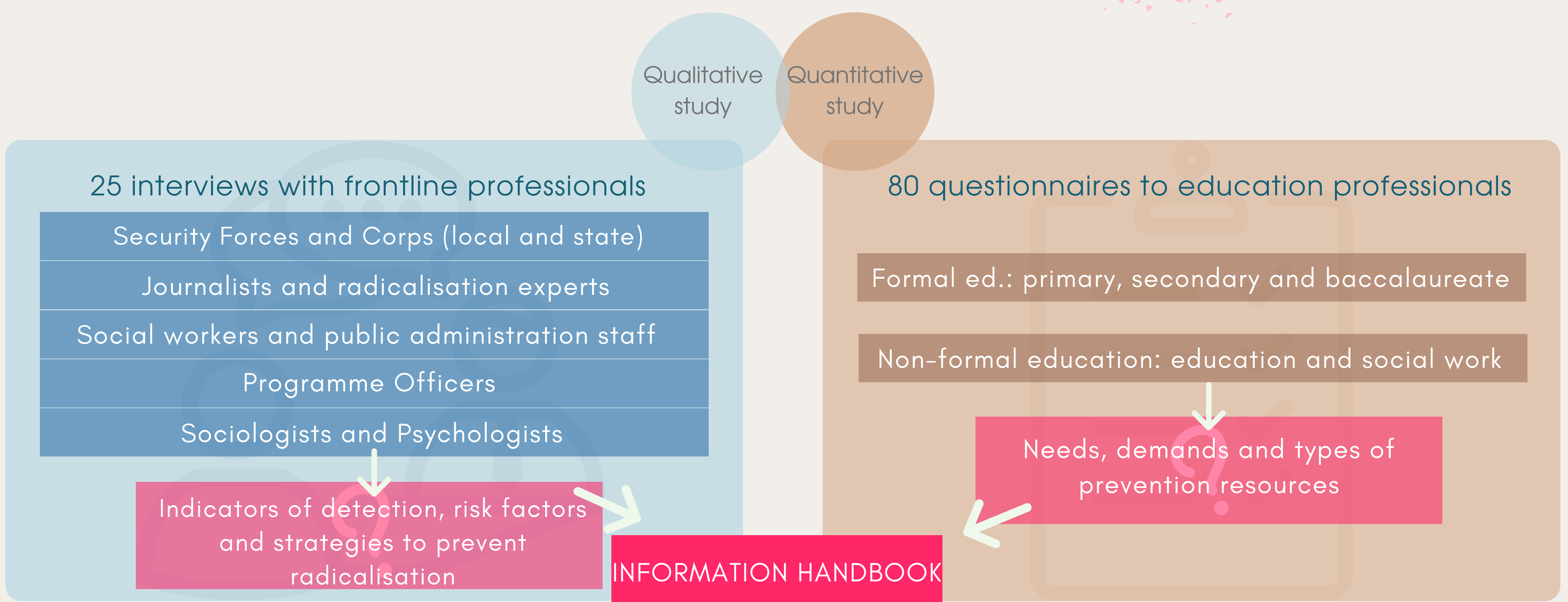
This manual is part of the project "**Prevention of terrorism and violent radicalisation in Spain**", coordinated by the Centre for International Security (Francisco de Vitoria University) and funded by the Fundación de Víctimas de Terrorismo.

The information gathered here is based on the "**Research Dossier on the Prevention and Detection of Violent Radicalisation in Spain**".

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## How did the study develop?



# Processes of violent radicalisation in Spain

## ETHNO-NATIONALIST PROCESS

Ethnonationalism, also called "**ethnic nationalism**" or "**ethnicism**", is defined as a type of nationalism where "nation" is understood in terms of ethnicity. This perspective advocates a **shared heritage** that generally includes a common language and faith, as well as an ethnic ancestry.

If these elements are defended by justifying **violence**, it can generate ethnic conflict and racial hatred towards the ex-group, which can lead to "ethno-terrorism". This process of radicalisation may be the result of **non-peaceful resolution of political conflicts**.

EXAMPLE IN SPAIN: the continuous terrorist attacks by **ETA**.



## POLITICAL IDEOLOGICAL PROCESS AND HATE CRIMES



The growing politicisation of citizens for reasons of ideological-political radicalisation is due, in part, to the disproportionate hatred that **political leaders** pour on **certain groups**, thus increasing **hate crimes** due to real or perceived belonging or sympathy to a group with common characteristics (race, ethnic origin, language, religion, colour, sex, age, physical or intellectual disability, sexual orientation or other similar factors).

These hate crimes can lead to **processes of extreme ideological radicalisation**, understanding violence as a legitimate means to achieve their objectives.

EXAMPLES IN SPAIN: **Hogar Social Madrid** (ultra-right) and **Distrito 14** (ultra-left).

## JIHADIST PROCESS

**Extremist religion** is another quintessential pillar that explains the aetiology of radicalisation. Jihadism is understood as a set of **Muslim fundamentalists** who legitimise armed struggle for religious purposes, self-defining **jihad** as a **holy war**.

The ultimate goal of this radical group focuses on the **creation** of an **Islamic state** governed by **Islamic Sharia law**. They also oppose democracy because, in their view, God is the sole legislator.

It is considered the **most active terrorist threat in Western Europe**, which is why the European Union's efforts to alleviate this global problem continue unabated.

EXAMPLES IN SPAIN: **11M** in **2012** and terrorist attacks in **Catalonia** in **2017**.



# Which social actors are key to the prevention and detection of radicalisation?

## AT A PERSONAL LEVEL

Awareness and training should be given to:

Peer group;

- **family members**;

- **neighbours**; and

- **work environment**

of the potentially radicalised person

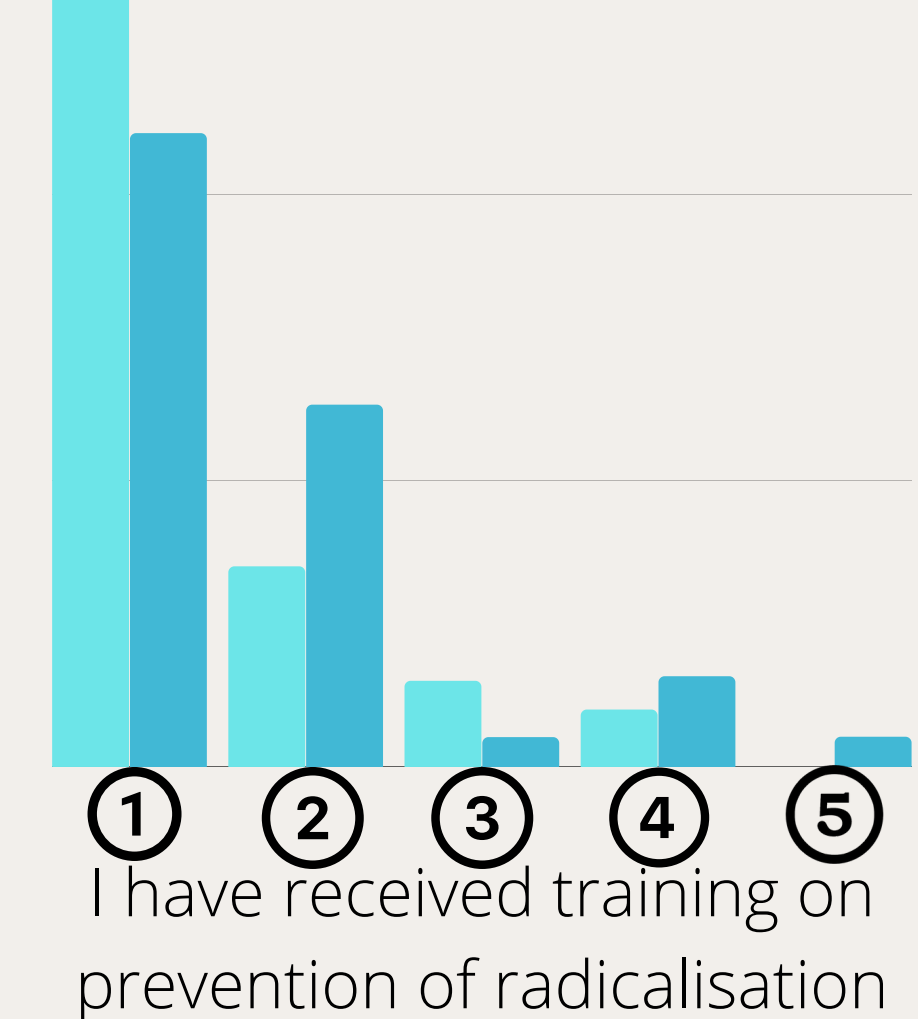
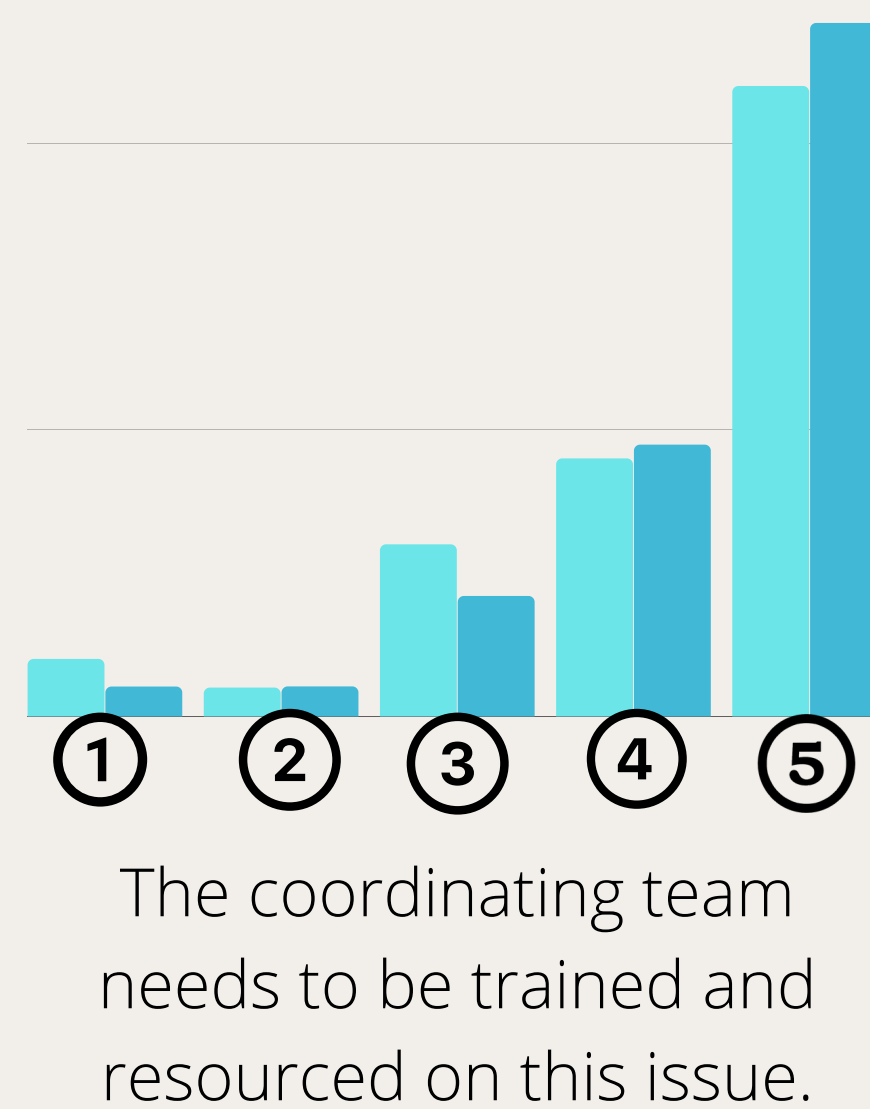
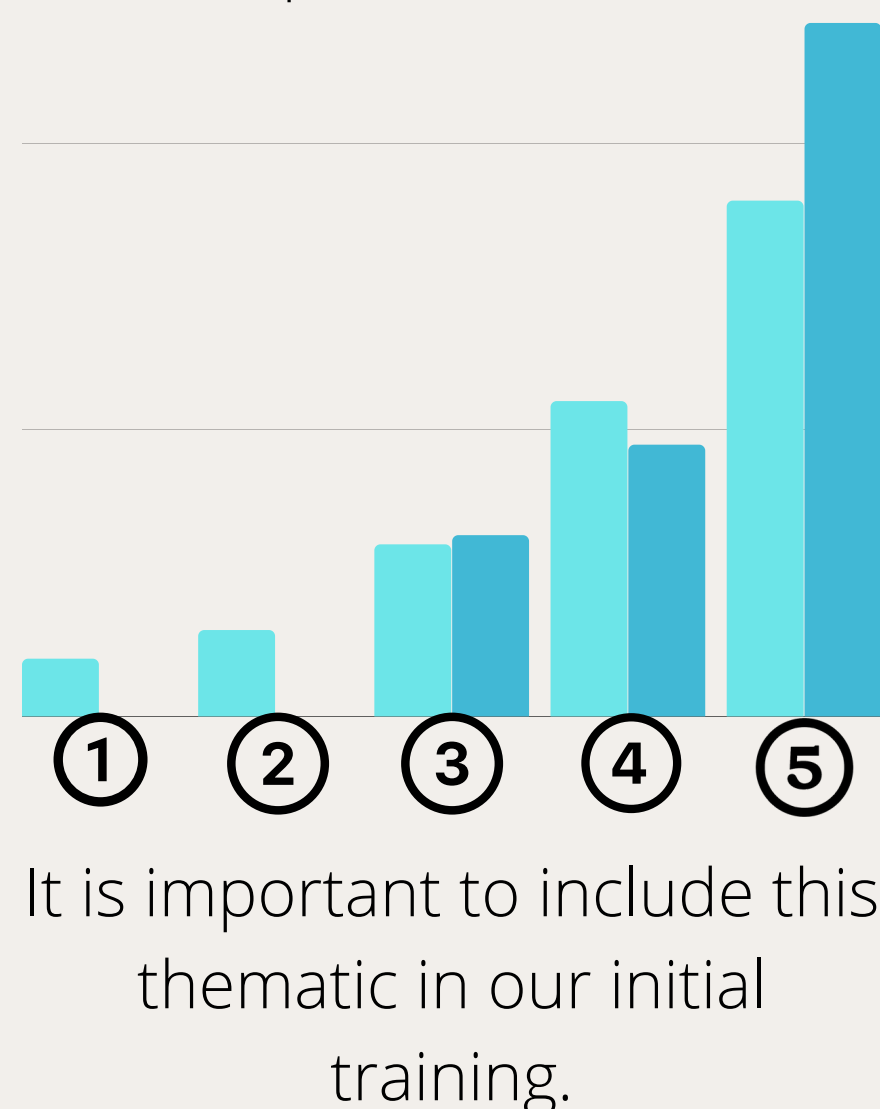
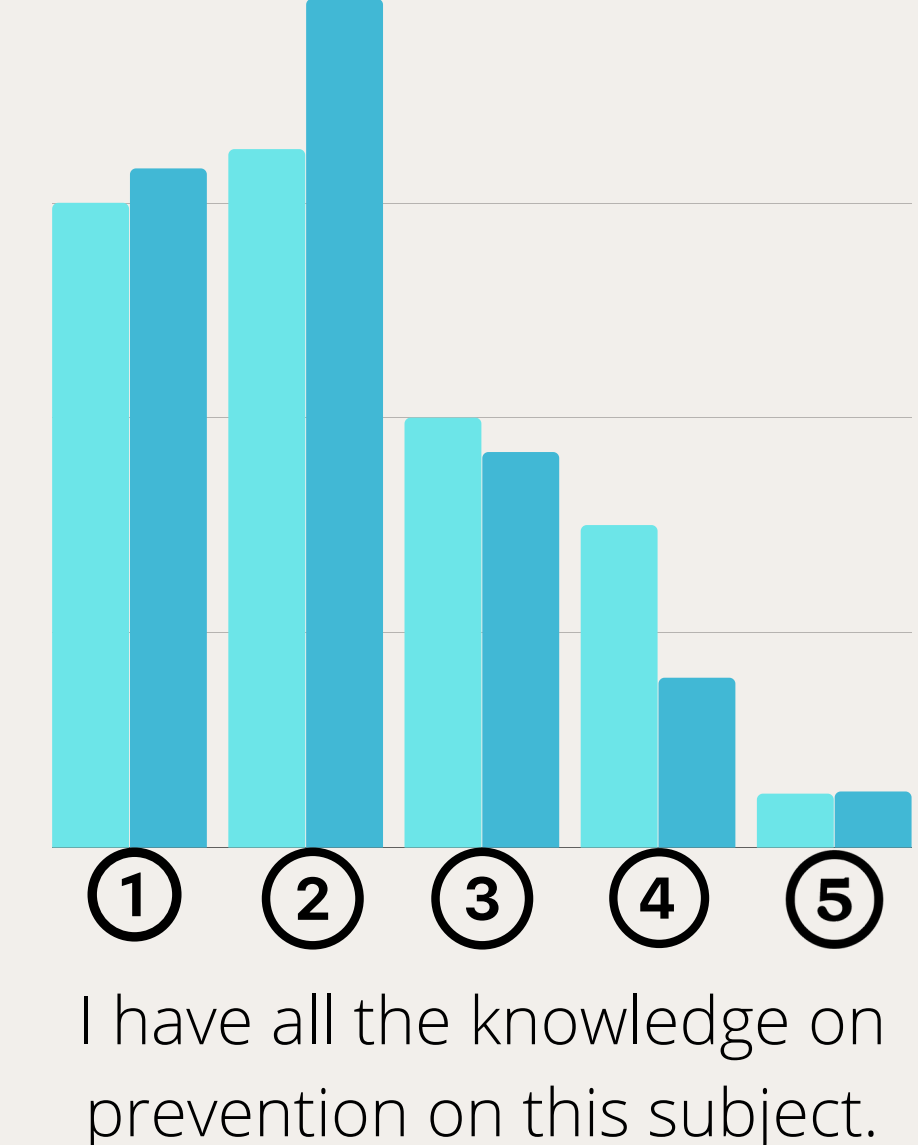
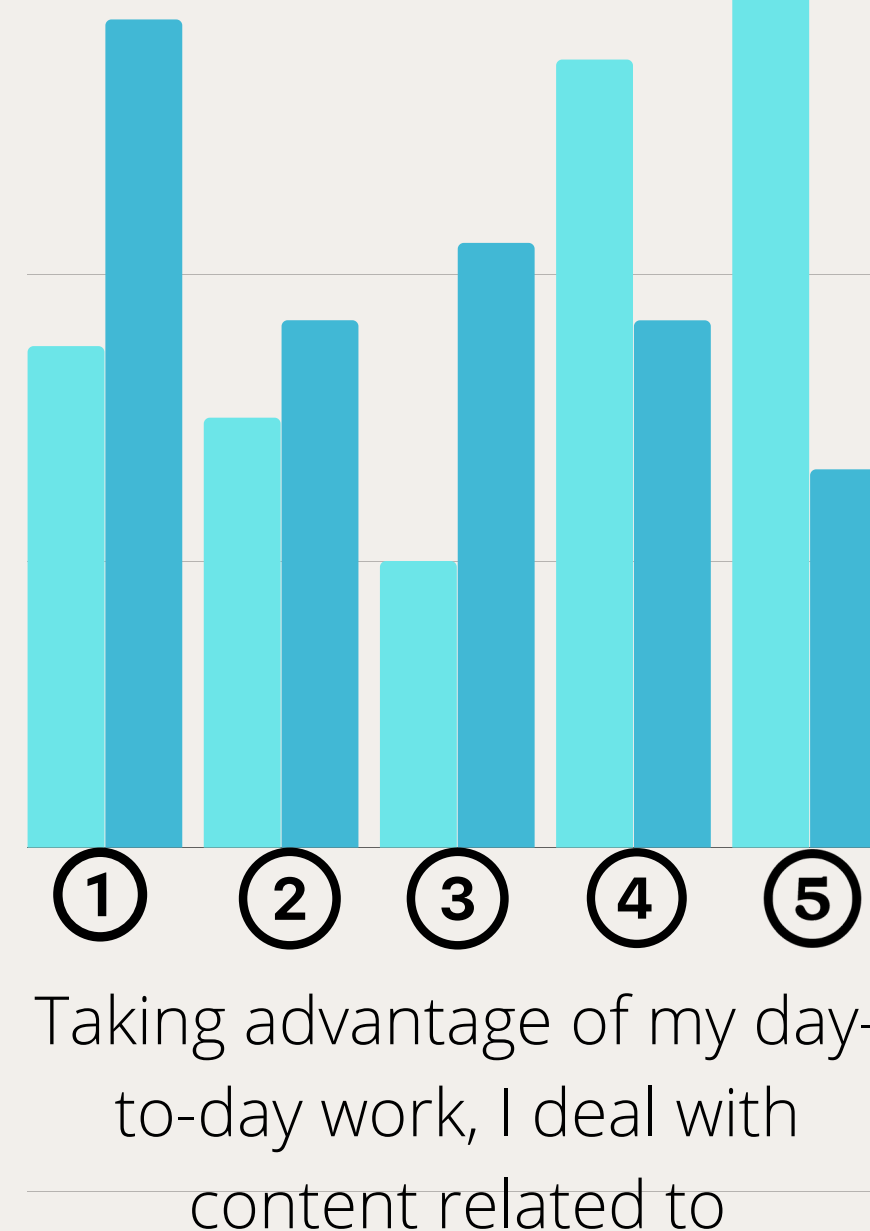
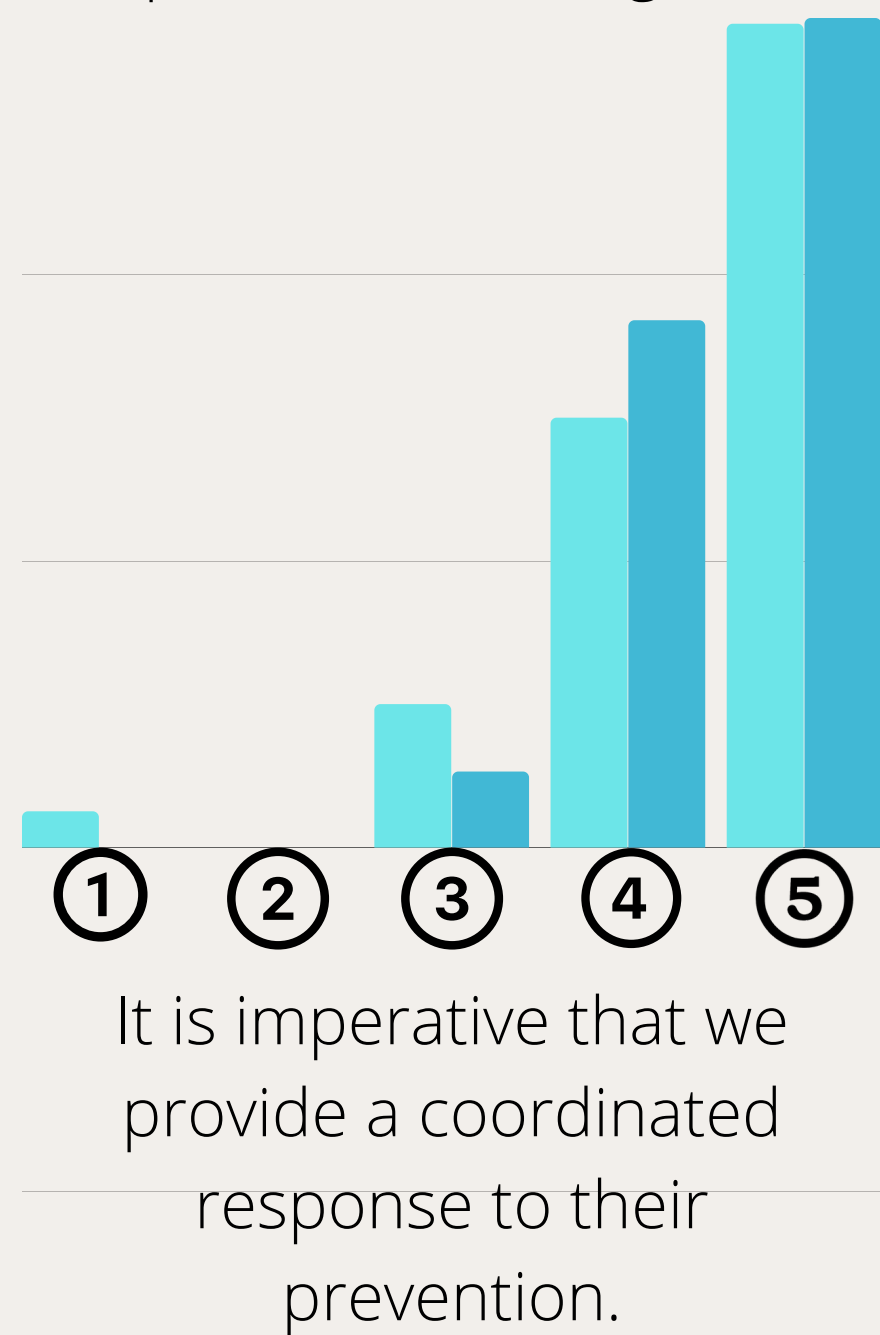
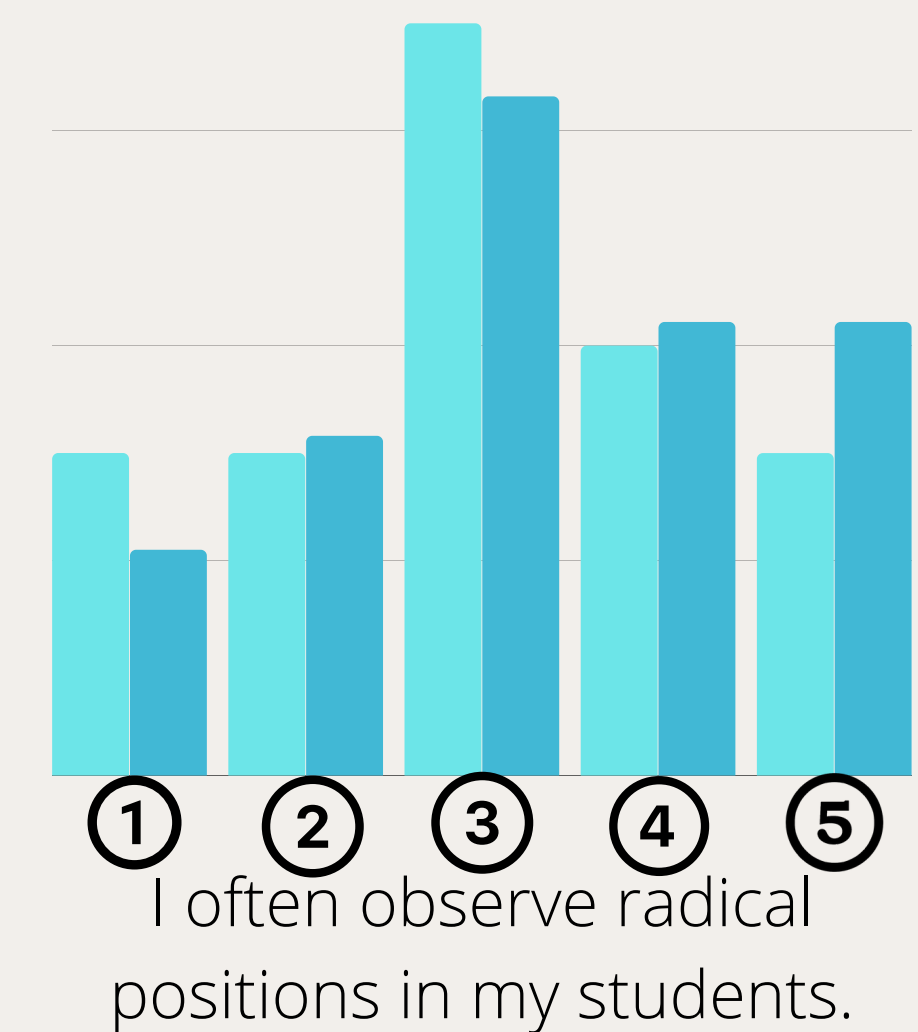
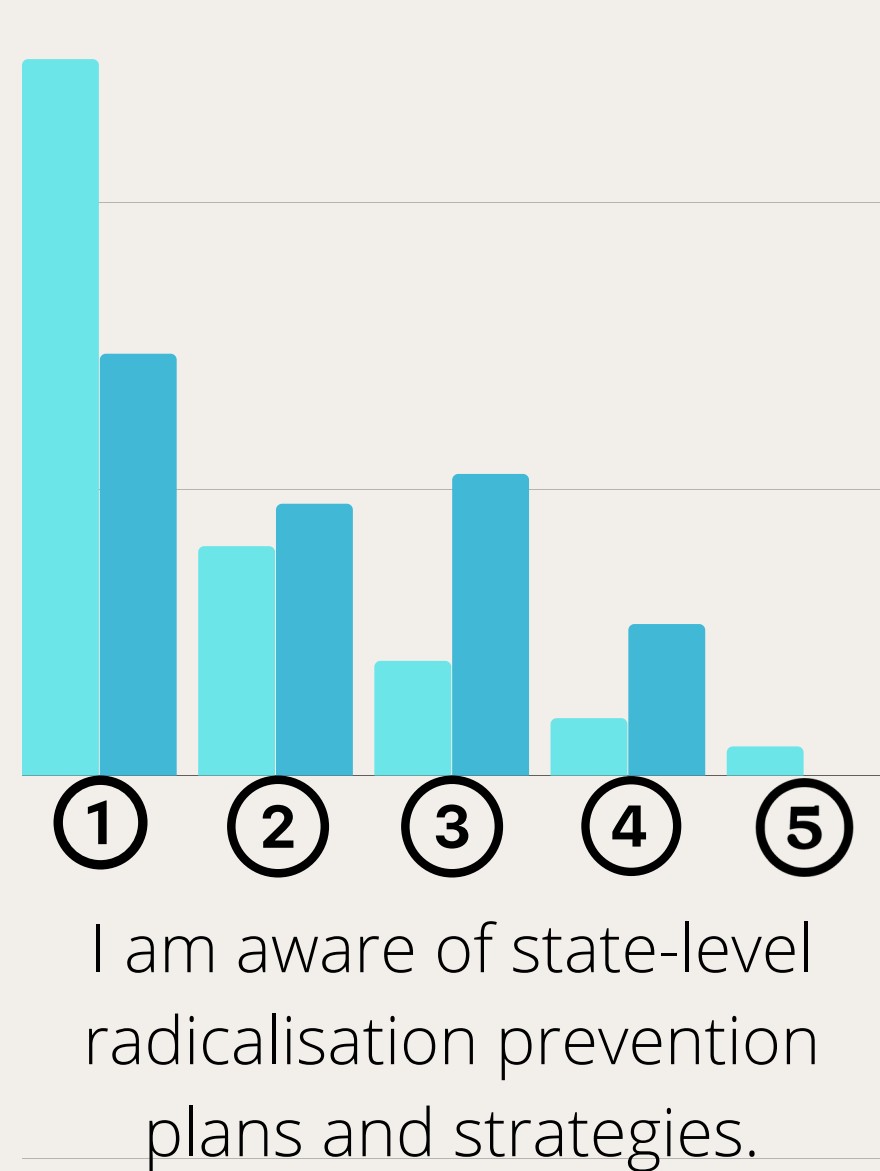
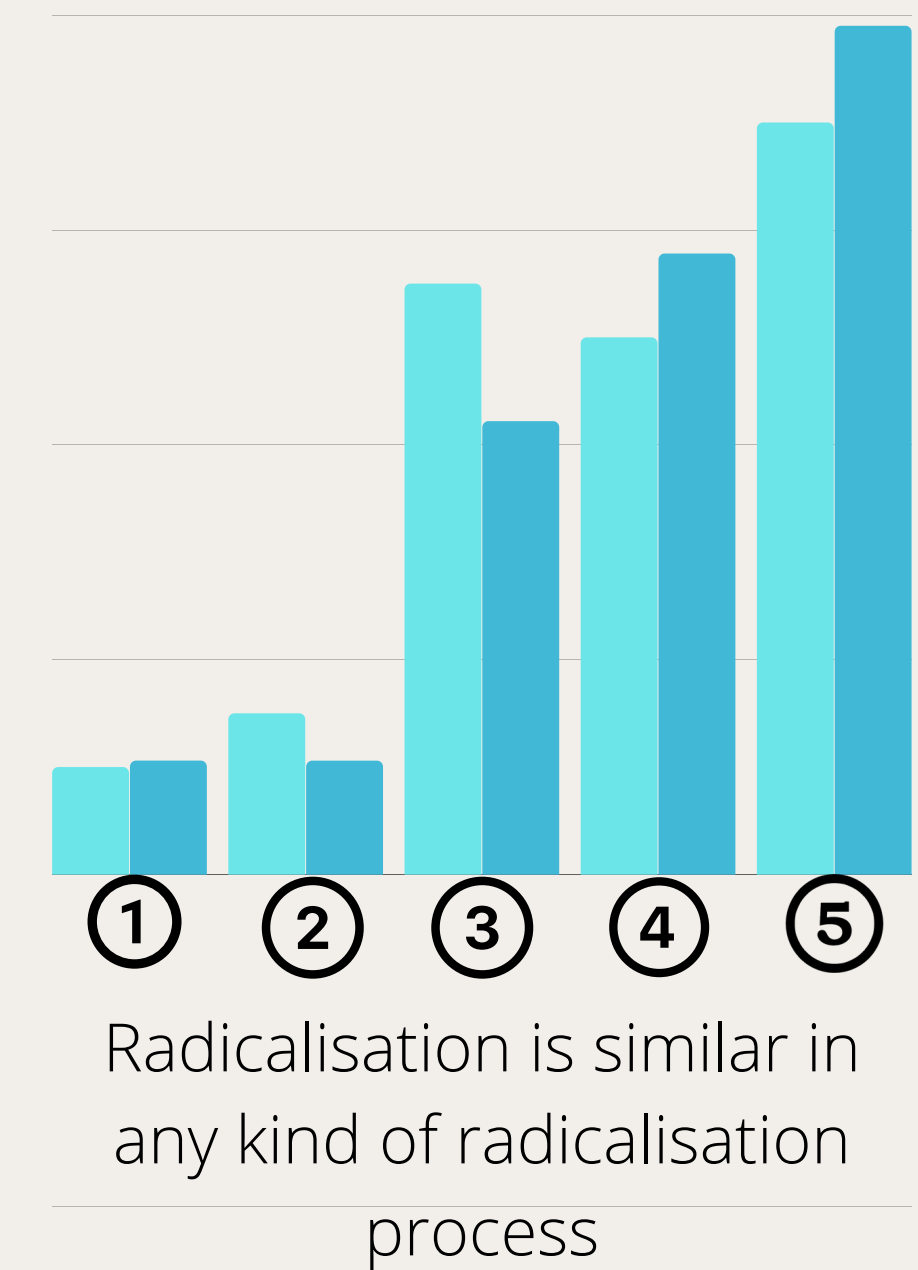
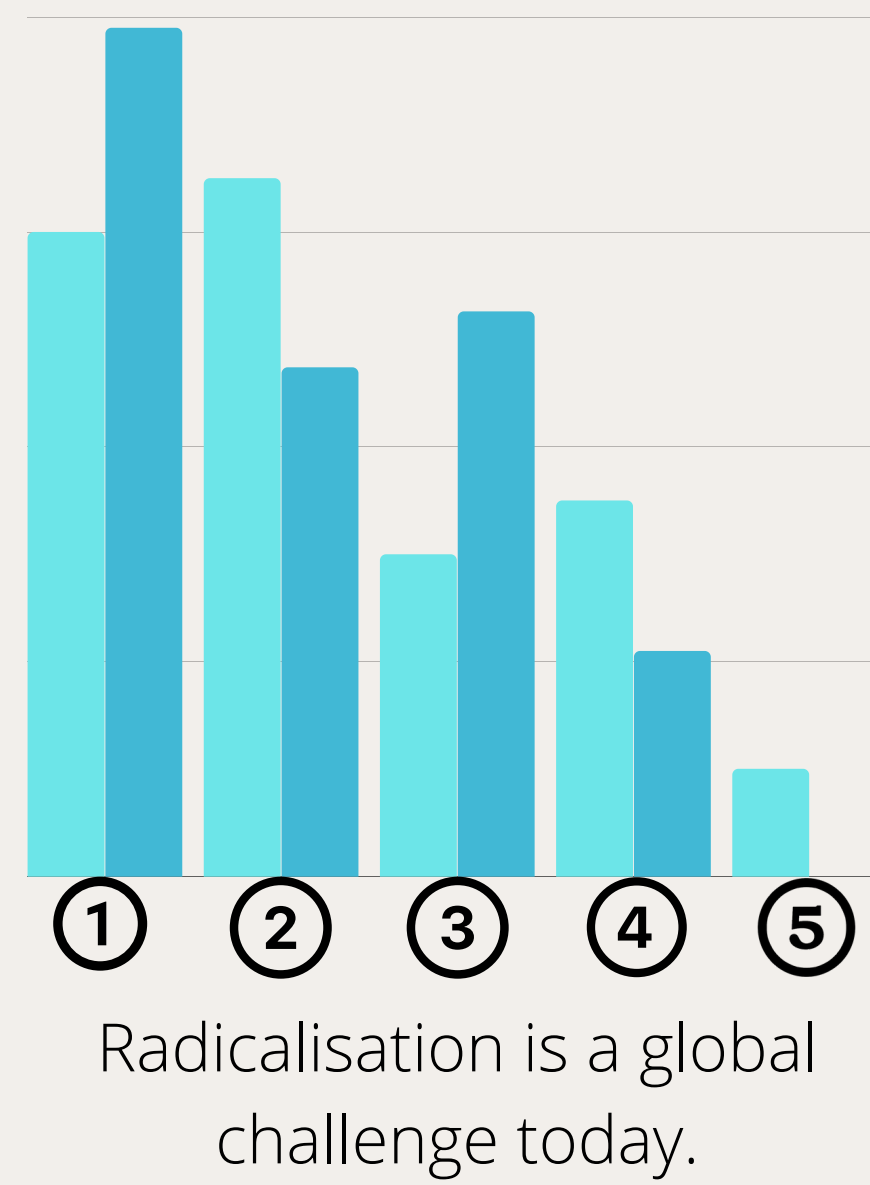
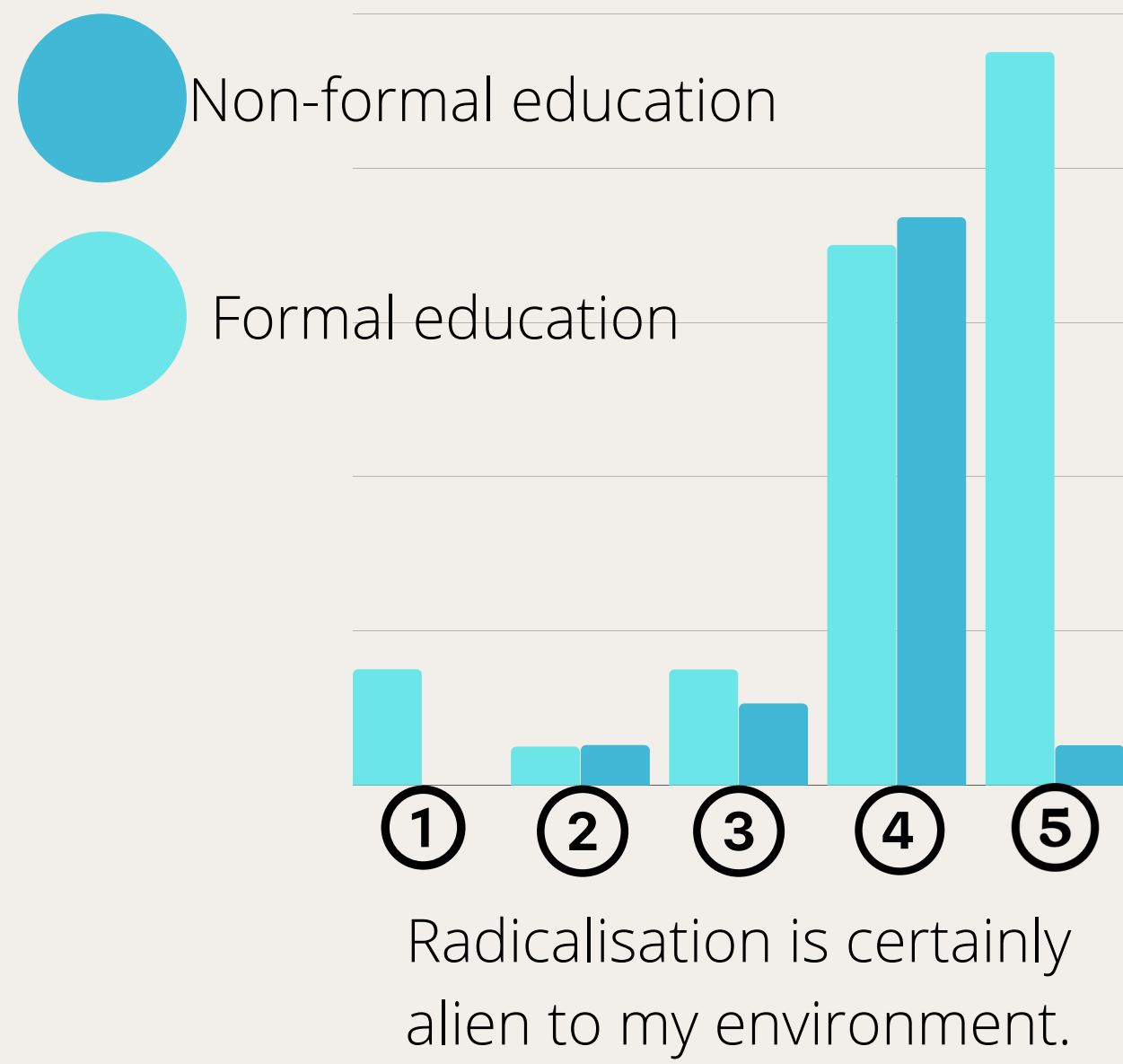


## AT THE PROFESSIONAL LEVEL

- Due to the necessary financing of the activities of many violent groups: **financial institutions, insurance companies, currency exchange institutions, notaries, lawyers, auditors, investment companies, the real estate sector and NGOs.**
- Due to the vulnerability of people in the processes of radicalisation who form part of the system: health sector (**doctors, nurses, etc.**); social services sector (**educators and social workers, mediators, workers in centres for minors, NGOs, city council and regional and provincial administration staff, etc.**); education sector (at all stages); transport sector (**railways, buses, private transport, air transport, etc.**); and religious and/or ideological sector (**political parties, religious congregations, associations, etc.**).
- Due to the power of workers in education and transmission of values and awareness-raising: **schools, institutes, training centres and universities.** The media (**written press, radio, television and internet**) are also essential. Religious and worship centres are also a priority.
- Those directly or indirectly related to security, such as **police, military, private security personnel, prison staff, justice officials and security departments of private and public companies.**



# The formal and non-formal education sector is essential, but... What are their needs in this area?



# Pedagogical guidelines for explaining radicalisation and terrorism to young children

## Adapt the explanation to their age

It is better to explain the truth to them, as the magnitude of the news will make them find out about it anyway.

## Speaking in clear language

There is no need to go into detail. It is better to use clear, direct language, without technicalities and without going into extremely dramatic details.

## Working on pro-social values

These situations can be used to work on positive values such as peace, tolerance, respect, freedom and solidarity.

## Conveying security

They need to feel that they are protected, conveying that the authorities are doing an excellent job in protecting us.

## Answering your questions

Do not lie to them or divert attention from their answers. Answer all their questions and if there is something you don't know, be honest and say that you don't know the information.

## Do not close the issue

Be prepared to answer their questions also in the days after the event, as the media and those close to them will continue to talk about it.

# Detection and indicators of radicalisation

## Ideological/political character

- Strongly consolidated ideologies
- Identity issues
- Belief in higher status



## Sudden changes in lifestyle

- Substantial change in routine
- Sudden changes in appearance



## Violent actions and verbalisations

- Hate speech and radical discourse
- Racist, xenophobic, homophobic, sexist attitudes, etc.



## Social media

- Radical internet activities



## Recruitment environments and radicalisation strategies

### Telematic media

- Alternative media and social networks
- Videos, video games or films

### Political environments

- Political parties of extreme ideologies
- Ideologically extreme militant groups

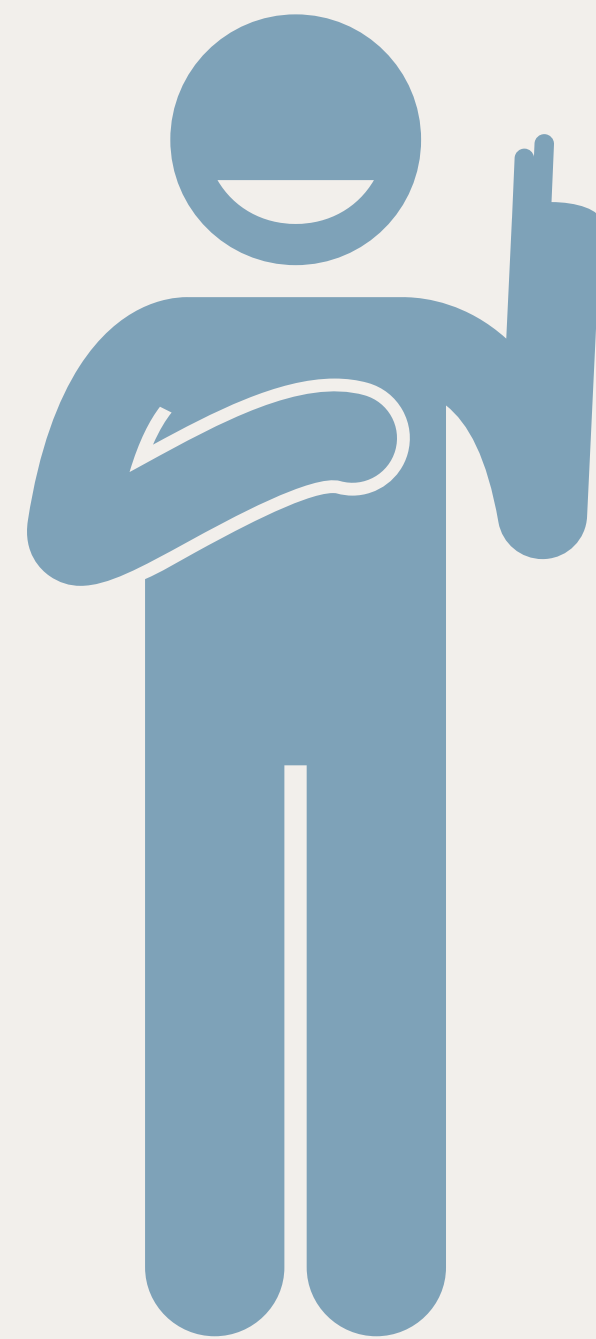
### Nearby social environments

- Groups with similar extremist preferences
- Socially exclusive environments

# Risk factors for radicalisation

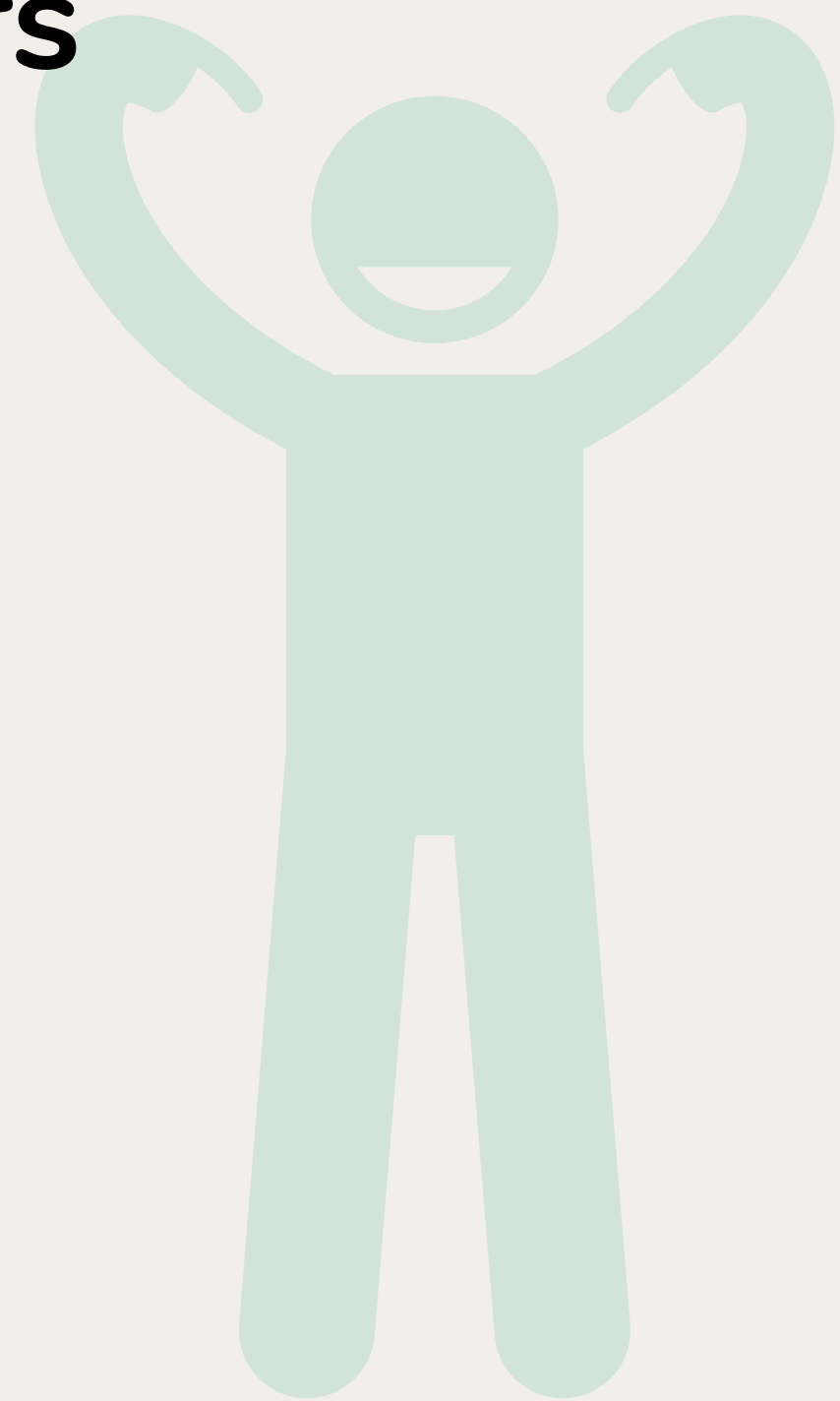
## Discursive factors

- Victimisation of their collective
- Absolute truth



## Personal factors

- Egocentrism and selfishness for their own sake
- Thrill-seeking and adrenalin-seeking



## Psychosocial and environmental factors

- Deficits in social skills, emotional and social isolation
- Rejection of their social support network



## Family and economic factors

- Precarious economic situation
- Lack of family attachment and role models



# Measures to prevent radicalisation

## Socio-educational intervention and employment guidance

- Intervention in the socio-community field
- Socio-economic intervention in deprived neighbourhoods
- Special attention to young people leaving the school system and those transitioning to adulthood.



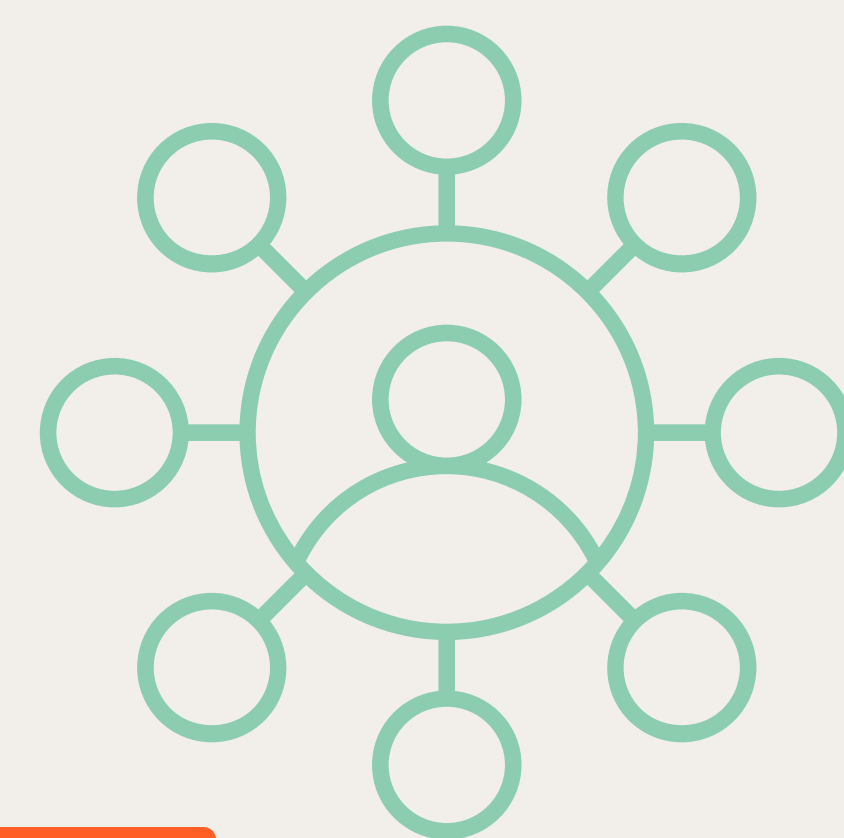
## Other stakeholder recommendations

- Local police as community policing (training and awareness-raising).
- Special attention to minors and young immigrants from African and Middle Eastern countries.



## Promoting social skills, critical thinking and healthy lifestyles

- Promoting a sense of healthy living
- Fostering a sense of belonging to a group
- Promotion of critical thinking
- Psychological care for victims
- Promotion of real role models
- Making victims visible



## Coordinated work of the social partners involved

- Education
- Awareness raising and sensitisation campaigns
- Networking
- Training of frontline actors
- Coordinated family-school work





# Teaching resources for dealing with radicalisation and terrorism

CHILDREN'S  
EDUCATION



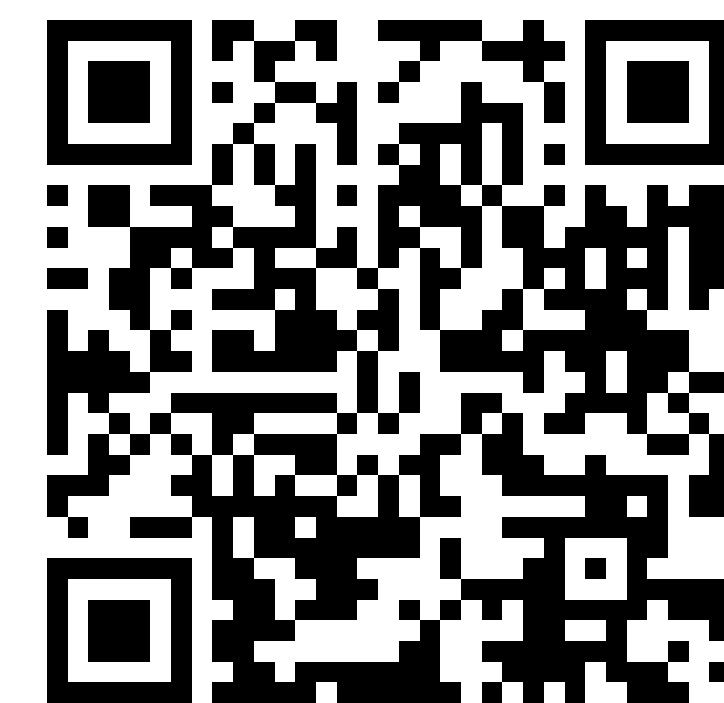
THE MOUSETRAP



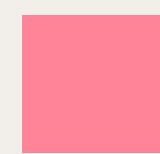
PRIMARY  
EDUCATION



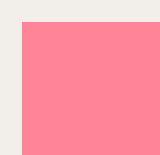
MY SISTER  
LIVES OVER  
THE  
MANTELPIECE



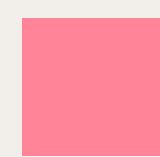
SECONDARY  
EDUCATION



SERIES



BOOKS



UNITS

