



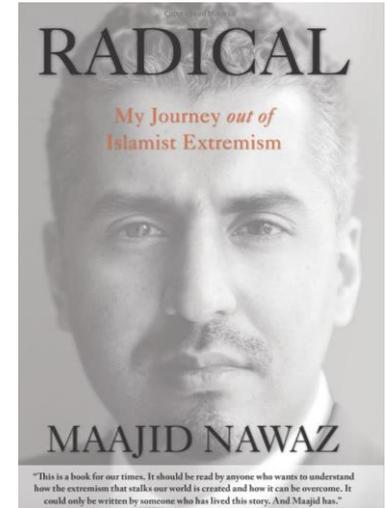
Violent Extremism. Deradicalization or Disengagement?
Or reintegration?

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Aim and structure

- Aim at presenting in a critical way the state of art on:
 - Why and how people engage & disengage from radical networks?
 - Promising examples and evidence

Based on:



Evidence for the scientific literature

Consultations with experts and practitioners

and

Case studies – e.g. Maajid Nawaz – ex-islamist

Let us clarify the terms

- **Radicalisation** represents a dynamic process whereby an individual increasingly ***accepts and supports violent extremism***. The reasons behind this process can be ideological, political, religious, social, economic or personal. (CoE)
- **Violent extremism** consists in ***promoting, supporting or committing acts*** which may lead to terrorism and which are aimed at defending an ideology advocating racial, national, ethnic or religious supremacy or opposing core democratic principles and values. (CoE)
 - Involves engagement in some action
- **Deradicalization** – interventions that seek to ***change and offender's ideological convictions, attitudes or ways of thinking*** that motivate/justify extremist offending or militancy.
- **Terrorism** – violent acts that have political, ideological or religious objectives
- **Disengagement** – ‘involves a complete break with the social norms, values, attitudes, relationships and social networks’ associated to terrorism (Horgan, 2009).
 - Interventions that seek to change offender's relationship or identification with the extremist group.
 - Less contact or restraint from action
 - Or changed their position or responsibilities in the group
- **Other concepts** – re-education, demobilization, deprogramming, rehabilitation etc
- **Reintegration** – a process whereby the ex-prisoner is accepted back into society (symbolic dimension) by re-connecting him to practical services (e.g. employment, accommodation, education etc.) and to networks of pro-social opportunities and networks

I. Why some people become radicalized?

‘They all were looking for something ...’

Predispositions (**but no distinguishing profile**):

- Worldviews, mindsets or psychological propensities:
 - **Authoritarianism** - rigid, dual cognitive style, intolerance to ambiguity – submission to authority, staunch conventionalism and aggression towards out-groups
 - **Dogmatism** – closed cognitive system of beliefs about reality, intolerance towards others.
 - **Apocalypticism** – they think death will come and they know how and when.
 - **Fundamentalist mindset** – dualistic thinking, paranoid ideas and focus on a charismatic leader

Becoming

The '3Ns' (Webber and Kruglanski, 1994) – the significance quest theory

- Needs
 - Loss of significance – discrimination, humiliation, injustice, dishonor, shame etc.
 - Terrorism as an opportunity to significance gain
 - Significance loss leads to a need for cognitive closure
- Narratives
 - To justify violence
 - Not only justifiable but necessary and laudable
 - Delegitimization of the target: dehumanization (stripping them of the human features – rats, serpents, cockroaches etc.), outcasting groups (infidels), defining them as enemies etc.
- Networks
 - Important for consensual validation of narratives – peer validation
 - Small groups endorse extreme values
 - Second family
 - 'fused' identities – strong in-group bonds – their identity as the one with the group identity
 - 'fused' individuals ready to sacrifice themselves for the group

Becoming (Precht, 2007)

- **Background factors:** personal issues with religion, identity, discrimination etc.
- **Trigger factors:** mentor or charismatic leader or dramatic events
- **Opportunity factors:** access to networks

Becoming

- Common elements **Integrated Model** (Borum, 2011):
 - **Predisposing life experiences** – exposure to discrimination – significance loss
 - **Activating situations** – e.g. state policy or action
 - **Predisposing vulnerabilities** – e.g. ‘needs
 - **Social and group dynamics** – access to a network
 - **Ideology / Narrative** – collective narrative about the grievance and who is responsible

Becoming Process models

Borum (2003) – four stages:

- Experiencing some unsatisfying event/grievance
(it is not right/it is not fair)
- The injustice is targeted on something/somebody
(it is your fault)
- The responsible party is vilified or demonized *(you are evil)*
- Which justifies the aggression

Maajid Nawaz – becoming an Islamist

- He is a man born in Southend, Essex, UK in 1970
- With Pakistan origins, parents from Gujrad, Pakistan, with liberal or moderate views
- First experience of racism – in elementary school, ‘this game is not for paki’, eating pork sausages
- Second racism experience – in high school – Mickey and his gang (‘whites’) harassing and attacking the ‘non-whites’ – context Combat 18 – collective experience, knives, one man killed while defending him.
- Young man looking for allies , friends and identity
- Joined Hizb al-Tahrir (HT) – an international organization of Muslims, set up in 1953, fighting for *khilafah*.
- Recruited by Nasim – ‘a young man, bright, with good thinking and no beard’- charismatic, great speaker and good role model – use of friends and family networks
- Maajid transformation – no more ‘hanging around’ but visits to the mosque, study with friends, films with injustice, purpose in life – recruit as many people for the HT cause.
- Exposure to ideology - *halaqah* – 4-5 people, one topic, discussions to destroy all the prejudice and build up another one. Stories to support Islamism – **half truth**
- ‘everything that I was hearing with my young mind seemed credible’
- ‘who was I? HT managed to give me the identity that was missing’

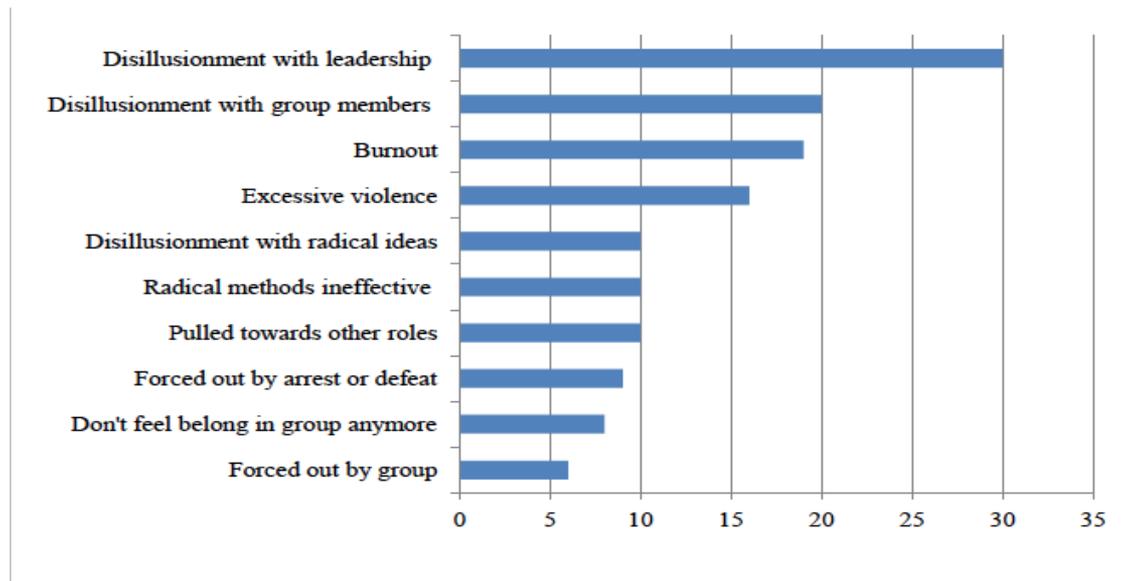
II. What makes people leave the radical networks?

A. Voluntary

- Altier et al. (2014)
 - Push factors
 - Negative social sanctions
 - Losing faith in the group ideology
 - ‘things went too far’
 - Losing status
 - Exhaustion
 - Pull factors
 - Desire for a normal life
 - Maturation
 - Wanting a different future
 - New priorities – family, child

Why do they leave voluntarily ?

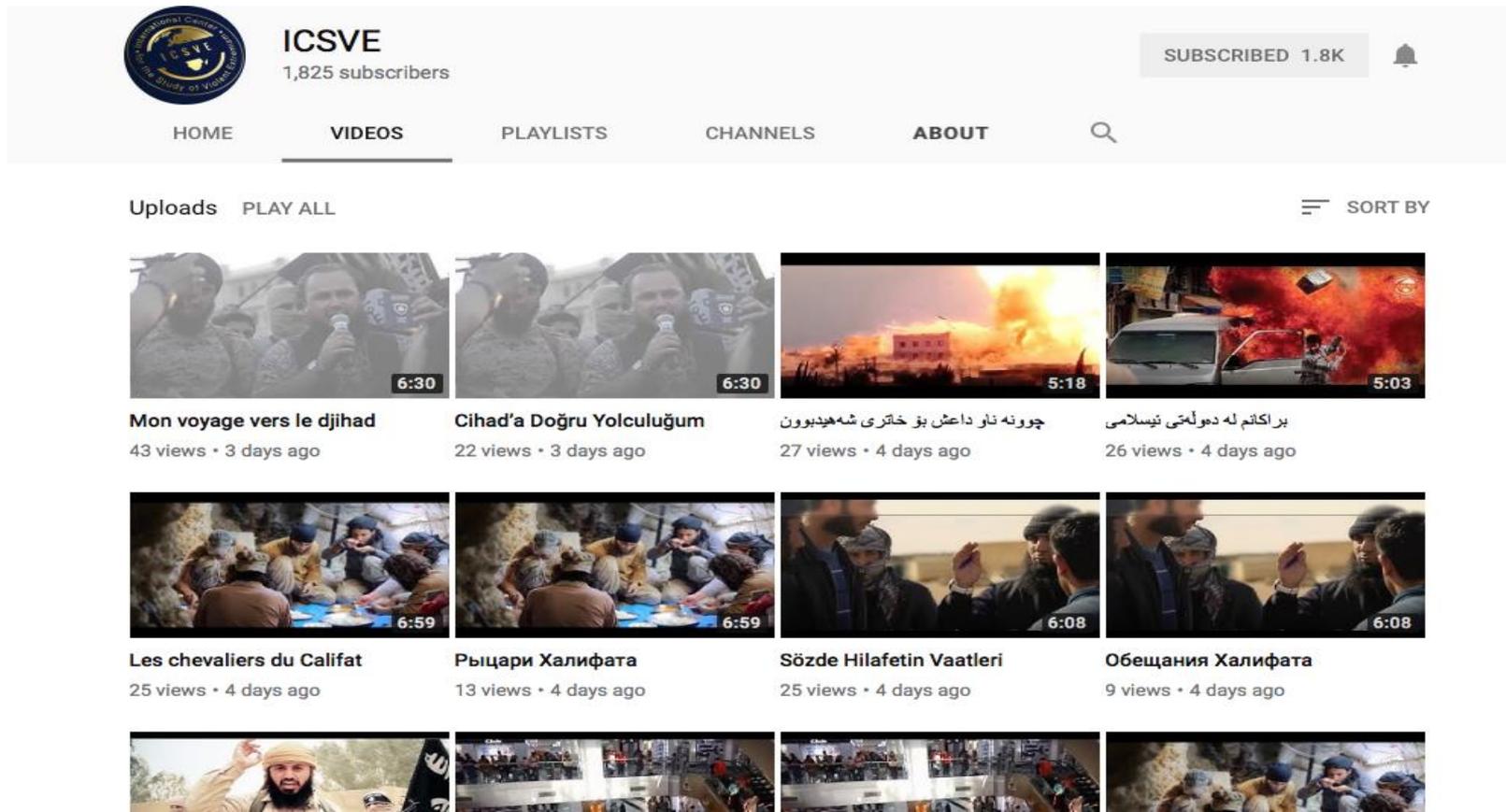
- Barrell (2014) – study on 22 former terrorists:



See also Nawaz video (10:20) !!

Important resource for counter narratives

- International Center for the Study of Violent Extremism – ICSVE – YouTube channel



The screenshot displays the YouTube channel page for the International Center for the Study of Violent Extremism (ICSVE). The channel has 1,825 subscribers and is followed by 1.8K users. The page shows a grid of video uploads with the following details:

Video Title	Duration	Views	Time Ago
Mon voyage vers le djihad	6:30	43 views	3 days ago
Cihad'a Doğru Yolculuğum	6:30	22 views	3 days ago
چوونه ناو داعش بۆ خاتری شههیدبوون	5:18	27 views	4 days ago
براکاتم له دهولهتی ئیسلامی	5:03	26 views	4 days ago
Les chevaliers du Califat	6:59	25 views	4 days ago
Рыцари Халифата	6:59	13 views	4 days ago
Sözde Hilafetin Vaatleri	6:08	25 views	4 days ago
Обещания Халифата	6:08	9 views	4 days ago

II. Why some people leave radical networks

B. Interventions

Theoretical model - Pro-Integration Model – Barrell, 2014

- Based empiric – 22 former terrorists
- Holistic
- Disengagement is an identity transition from being an outsider to belonging
- Five domains:
 - Social relations
 - Coping
 - Identity
 - Ideology
 - Action orientation

Pro-Integration Model

1. Social relations

1. Important push factor – disillusionment
2. Having out-group relations – sign of pluralism and de-radicalization

2. Coping

1. Many suffered traumas, depression, paranoia, burnout etc.
2. Especially where they used violence and coercion in-group
3. Need for robust personalities and strong social support

3. Identity

1. Readjusting personal and social identities as a member of the society
2. Sometimes an incident triggered the transformation
3. Contact with out-group

4. Ideology

1. An important step – to accept pluralism – acceptance of difference
2. Moderate views

5. Action Orientation

1. No longer using radical methods/ prosocial engagement in the society

II. Why do people leave the radical networks? Programs

- More than 40 programs (El-Said, 2015)
- Most well-known internationally – Saudi-Arabia, Singapore, Yemen, Egypt, Sri-Lanka
- Most well-known in Europe – Back on Track (DK), Entre (SW), HII (UK)
- Poorly evaluated in terms of impact – small numbers, poor data collection, different aim, applied only in one jurisdiction etc.
- Evaluated by peer experts and practitioners – promising – but not ‘hard evidence’

Exception

The Deradicalization program in Sri-Lanka

- Evaluated by Webber et al (2018)- Study 1 and Study 2 – deradicalization (‘as a more permanent desistance from violent extremism than disengagement’: 540) – longitudinal – successful on both !!!
- Based on significance quest theory – 3Ns theory
- On Liberation Tigers of Tamil Eelam (LTTE) – after 2009 post-defeat
- Prison program with seven programs: educational, vocational, psychological, spiritual, recreational, cultural/family and community
 - Educational – formal schooling or vocational education in different languages (incl Tamil)
 - Vocational – training in regionally appropriate vocations (agriculture, beauty culture, wiring etc.). Business community involved on-site and off-site.
 - Psychosocial rehabilitation – clinical psychologists and mental health workers, involved prestigious people – as mentors, creative writing, drama etc.
 - Spiritual rehabilitation – various religious organizations (Hindu, Christian etc.) involved in delivering religious ceremonies, yoga, mindfulness etc.
 - Sport & Recreational rehabilitation – sport activities on a daily basis: ‘cricket for change’, regional athletic meets etc., home gardening, art and craft - able to sell
 - Social, cultural and family rehabilitation – call and visit their families, prison leaves, educational tours of Sri Lanka.
 - Community rehabilitation – one month out prior to release and back to provide feedback, meetings with religious and community leaders to discuss reintegration and support, media campaign to accept them.

Europe - Back on Track (BoT)

- Created by the Prison and Probation Service in Denmark - 2012
- Inspired by the gang exit program
- Based on a mentoring scheme
- Targeting – inmates, probationers and vulnerable prisoners to radicalization
- Aim of the program – to help each inmate to better handle everyday situations, problems and conflicts.
- The role of the mentors – to support inmates and motivate them to pursue a positive change

BoT - Mentors

- Selected in two steps – telephone and psychological tests and interview
- Different background
- Trained for one year – 10 mentors
 - Communication and relationship skills
 - Use of personal reflection and personal experience
 - Motivational interviewing
 - Technical knowledge about radicalization and terrorism
 - A training manual
- Supported and monitored constantly by the PP Service

BoT – Mentees

- Referred by the security staff
- Self-selection – motivation for change?

BoT - Process

- After matching with a mentor
- Work together on preparing for release- work on the challenges
- Mentoring agreements – revised every three months
- Involve families and networks on a casa by case bases – only if positive resources
- Cooperation with other institutions – Advisory Group (including the Intelligence Service!!!)

BoT – Evaluation

- Small numbers
- Mentees in general satisfied
- Most mentoring agreements were implemented

Europe - Entre

The Entré programme

Theory manual

2016

- Developed by Swedish Prison and Probation Service
- One to one
- Cognitive behavioral program and problem solving designed to help VEO to leave terrorist networks
- Does not challenge the radicalised views but the use of violence and other criminal acts
- The client is his personal expert – targeting high risk offenders
- The role of the therapist is to show how the client's thoughts and behaviors have resulted in problems
- Also to provide perspectives and alternatives for a constructive life.

Entre – Structure

- Based on themes and treatment strategies
- Based on RNR
- Flexible format and administration – depending on the client's needs, risks and conditions.
- Assessment, Case Formulation, Treatment and Maintenance
- 50 sessions, twice per week, 60-90 minutes each.
- Five themes:
 - History of aggression – functional analysis
 - Interpersonal relations and associates
 - Attitudes and values
 - Identity and self-image
 - Problem solving

Table 2: General description of the three phases in Entré.

Phase	Aim	Goals	Central component
<p>Phase 1 – assessment</p>	<ul style="list-style-type: none"> • Establish rapport • Strengthen/maintaining client's engagement in treatment • Set rules and restrictions for treatment • Increase the client's personal and sanctional circumstances to complete the programme • Assessment • Hypotheses of learning history and maintenance of antisocial behaviours, and how these should be addressed in treatment • Goal formulation • Treatment planning 	<ul style="list-style-type: none"> • The client is interested, hopeful and engaged in treatment • A cooperative working alliance is established • Goals, opportunities and barriers are identified • A goal directed, guiding, theoretically sound, client specific & applicable case formulation and treatment plan have been written and discussed with the client • The client's personal and social circumstances are judged to be stable enough for continued treatment • Treatment can be administered under necessary safety conditions of the sanction 	<ul style="list-style-type: none"> • Introduction and description of the programme • Increase client's compliance and conditions for programme completion • Detailed assessment – inventoring opportunities and barriers, investigation of involvement in organised crime and/or violent crime, functional analyses • Case formulation and treatment planning
<p>Phase 2 – interventions</p> <p>Work on themes</p>	<ul style="list-style-type: none"> • Support the client in solving real, actual and important problems that makes it difficult to disengage from organised crime • Training in goal formulation • Social problem solving training • Self control and anger management training • Cognitive restructuring 	<ul style="list-style-type: none"> • Real, actual and important problems associated with disengagement have been solved • Priority themes are judged as thoroughly addressed and goals for themes have been reached • The client have positive and rewarding experiences of alternative behaviours 	<ul style="list-style-type: none"> • Investigation of and addressing themes • Application of suitable general and specific treatment strategies
<p>Phase 3 – maintenance</p> <p>Relapse prevention & maintenance plan</p>	<ul style="list-style-type: none"> • Increase conditions necessary for maintenance of behavioural changes by structured relapse prevention • Set up a maintenance plan for the future 	<ul style="list-style-type: none"> • The goals of treatment have been achieved • The client's awareness of his/her own recidivism process are increased • Plans for relapse prevention and maintenance have been written 	<ul style="list-style-type: none"> • Structured relapse prevention • Maintenance plan for the future • Evaluation and termination

Europe - Healthy Identity Interventions (HII)

- Developed by NOMS – UK since 2008.
- In place since 2012 (after piloting, evaluation etc.)
- Based on casework, literature review and what works

HII – Introduction

- Aims at encouraging and empowering people to disengage from an extremist group, cause or ideology.
- Challenges motivations, attitudes, values that support violent extremism
- Identity is the core concept of the program – people identify strongly with relationships, groups and values.
- Aim to help people step away from from things they identify with
- Delivered in one-to-one setting or two facilitators
- Flexible format depending on assessment – ERG 22+
- Approaches: what works, pro-social modeling, emotional management, identity development and mindfulness.
- Concrete aim:
 - For those strongly identifying and engaged - simply question their continuation
 - For those who begun to have doubts – to separate
 - For those already disengaged – consolidate their new commitments

HII – Modules and Sessions

- Engagement and Insight Sessions
 - Explore needs, beliefs, values
 - Identify what is important in their lives
- Foundation Sessions
 - Understand how they become what they are today
 - Explore why they become interested and involved in the cause/ideology/group
- Mindfulness Sessions
 - Teach participants how to manage thoughts and feelings that impair their daily lives
- Personal Identity Sessions
 - Re-examine their commitments they have made in life and how these commitments could be followed without offending.
- Group Involvement and Conflict Sessions
 - Explore costs and benefits of their involvement with offending
 - Explore what changes they can make to avoid offending
- Self-Image Sessions
 - Explore how they can preserve the desired self / identity without offending
- Seeking Change Sessions
 - Explore ways to pursue their legitimate goals without offending
- Moving on Sessions
 - Making plans on how they can move on with their lives without committing crimes, including developing new skills, taking other opportunities, create other relationships and so on.

HII- Evaluation

- Only by practitioners and participants
- Positive feedback

Other interventions

At least 18 programs in Europe (Mehra, 2016)

- CoSa – in The Netherlands
- Al-Furqan – UK – distinguish between truth and falsehood
- RIVE – in France – evidence based, developed for APCARS

Existing interventions (Marsden, 2017)

- Prison based – some innovative – Denmark – involving ex-offenders
- Provide community support and practical help but in a monitored environment – possibility of recall if any sign of reactivating (e.g. reconnecting with ex, Webber et al, 2018)
- Run by the state
- Some very well resourced – Saudi Arabia, others ad-hoc- Indonesia
- Some involve ex-militants or other outsiders – for legitimacy
- Trust and legitimacy – crucial
- Most of them are multi-modal – more issues: ideology, psychological support, counseling, work, education, housing , family support etc.
- Target ideology – Islam militancy- one to one or group work with imams, ex-militants – misled
- Some programs offer support to the families pre and post release – prevent them to turn to terrorism groups for support (Abuza, 2009),
- Some programs offer financial help (Malaysia, Egypt) or governmental jobs (Yemen)
- Social and psychological support – mentors (Denmark,) or ‘intervention coach’ (Netherlands), religious counselor (Singapore)

Learning points

- Run by states in partnership with external actors – legitimacy
- Are holistic – multi-modal
- Include ideology in their menu
- Promote relational change – mentors, ex-militants etc.
- Target reintegration – a recovery of citizenship and dignity
- Missing up to now – the **macro-level and meso-level** interventions (Koehler, 2017)
 - Macro-level – policies and counter-narratives developed at the national/regional level
 - Meso-level - community component – see Prevent as an example (UK, 2011 reviewed) – ‘taking care of each other’:
 - Involve NGOs, businesses, community leaders – ‘tipping point connectors’
 - Improve quality of life and collect early signs
 - Make everybody responsible for community safety and wellbeing
 - Inform and make people aware of the consequences of discrimination
 - Reduce grievances and therefore reduce triggers
- Good example coming from ‘pilot cities’ - meso-level– Flemish cities with large numbers of foreign fighters (Colaert, 2017):
 - Information sharing and coordination
 - Manualization of interventions
 - Sharing good practices
 - Employment, youth and integration initiatives
 - Early detection and engagement
 - Training for ‘radicalization officers’
 - Helpline for parents
 - Network of Islam experts to support schools(to be evaluated !!!)

Principles of effective practice with violent extremists (CoE Guidelines, 2016)

- Respect for human rights and fundamental freedoms
- Respect for data protection and privacy:
 - any supervision should be proportionate,
 - information exchange should be based on clear procedures,
 - appropriate autonomy and independence of rehabilitation.
- Imprisonment as the last resort – youth
- Good prison management
 - Respect diversity, tolerance and human dignity
 - Avoid violence, racism or islamophobia, discrimination
 - Consult with prisoners
 - Staff with intercultural and multi-faith awareness
 - Develop education and rehabilitation activities
 - Adequate resources
- Good assessment
 - Multi-disciplinary teams
 - Accurate tools used regularly
- Inter-agency co-operation
 - Within justice, security but also inclusion agencies
- Special programs
 - Mentoring, former violent extremists
 - Involvement of religious representatives, volunteers, pers, family members
- Post-release work
 - Links with community organizations
 - Case-by-case – family and networks
 - EM together with other professional interventions

These principles should complement the principles detailed in:

- European Prison Rules (Recommendation [Rec\(2006\)2](#) of the Committee of Ministers),
- Council of Europe Probation Rules (Recommendation [CM/Rec\(2010\)1](#) of the Committee of Ministers),
- European Rules for juvenile offenders subject to sanctions or measures (Recommendation [CM/Rec\(2008\)11](#)),
- Recommendation [CM/Rec\(2012\)12](#) of the Committee of Ministers concerning foreign prisoners,
- Recommendation [CM/Rec\(2014\)3](#) of the Committee of Ministers concerning dangerous offenders and Recommendation [CM/Rec\(2014\)4](#) of the Committee of Ministers on electronic monitoring.

Questions??

Thanks.

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