

TRAINING IN PREVENTING RADICALIZATION AND VIOLENT EXTREMISM

RADICALISATION PREVENTION: IMPROVING RESPONSE TO PREVENT RADICALISATION LEADING TO TERRORISM AND VIOLENT EXTREMISM

GENERAL LEARNING OBJECTIVES

Teachers and educational staff enjoy a privileged role in making individuals being aware, at very early stages, of the danger of radical thinking. But they are also professionals capable of or authorised to imposing sanctions or punishment on those practising violent extremism or radical behaviours conducting even to violent or criminal acts, as they play a key role in conforming their personality along very important stages of their lives. However, they can also explore other techniques that can complement/substitute more restrictive measures to avoiding a potential trend to radicalisation. In so doing they come across some difficulties, in particular those related to the respect of the concerned individual's human rights and fundamental freedoms; those related to new scenarios and difficulties with regard to radicalisation; and, likewise, difficulties in order to attain a holistic approach and interagency cooperation in these matters.

Despite the huge number of elements to be explored and the existing amount of information on this issue, this course intends to provide teachers and educational staff at all levels specific and specialised training on main aspects concerning the overall objective of preventing and countering radicalisation through education, and to provide course members with a comprehensive approach and an easy access to learning on applicable instruments as well as some key hints given by particular case law on these problems.

SPECIFIC LEARNING OBJECTIVES

- a. To understand the concept of radicalisation in its dynamic dimension
- b. To understand its nature far from a clear legal/theoretical/psychological concept

- c. To be aware of different approaches to the radicalization concept, consequences of choosing any of them and of current existing definitions
- d. To learn about radicalisation key elements
- e. To grasp general principles ruling action against radicalisation
- f. To be aware of new challenges concerning the radicalisation process and of the obligation to respect human rights when combatting and difficulties in so doing
- g. To understand the differential aspects in the radicalisation processes of women and men in terms of their opportunities and expectations
- h. To be aware of existing lacunae for combating this phenomenon and to acknowledge nowadays' particular challenges on this issue
- i. To be aware of the key and privileged role of education professionals in the de-radicalisation process
- j. To understand the importance and usefulness of a comprehensive approach to radicalisation and violent extremism and of measures trying to combat them
- k. To acknowledge international instruments dealing with radicalisation
- l. To understand general impact on measures adopted by teachers and educational professionals on the concerned individual's rehabilitation and his/her social rights and his/her family's.

SYLLABUS OF THE COURSE

MODULE I: GENERAL REMARKS AND INTRODUCTION

- A. INTRODUCTION AND GENERAL REMARKS
 - 1. PROTECTING VULNERABLE COMMUNITIES
 - 2. COMBATTING CRIME AGAINST LESS FAVOURED PEOPLE HELPS VISUALIZING FIGHT AGAINST IMPUNITY
- B. KEY LEGAL AUTHORITIES/ACTORS
- C. KEY SOCIAL/COMMUNITY PEERS

MODULE II: PRELIMINARY CONCEPTS

- A. LEARNING OBJECTIVES
- B. OVERVIEW AND CONCEPTS
- C. RADICALISATION: KEY CONCEPTS
- D. STAGES IN THE RADICALISATION PROCESS

E. POTENTIAL DEFINITION

MODULE III: THE HUMAN RIGHTS APPROACH

- A. RADICALISATION KEY ELEMENTS
- B. COUNTERING RADICALISATION IN MOTION
- C. RADICALISATION: GENERAL PRINCIPLES
- D. ACTION AGAINST RADICALISATION & LIMITS: HUMAN RIGHTS
- E. RADICALISATION: NEW CHALLENGES

MODULE IV: LEARNING THROUGH CASES

- A. GENERAL OBJECTIVES OF THIS MODULE
- B. SPECIFIC OBJECTIVES OF THIS MODULE
- C. RADICALISATION PROCESS: STORY OF A REAL CASE. GIULIANO DELNEVO
- D. SOME OTHER ELEMENTS CONSIDERED TO PLAY A ROLE IN THE RADICALISATION PROCESS
- E. RADICALISATION PROCESS: THE CASE OF THE “YOUNG TROOP” OF ATTACKERS AT BARCELONA & CAMBRILLS

MODULE V: LEARNING FROM LINKS WITH OTHER CRIMES

- A. RADICALISATION AND CRIMINAL ACTIVITIES

MODULE VI: RADICALISING FACTORS IN MOTION

- A. MICHAEL ADEBOLAIO
- B. ABDOULLAKH ANZOROV
- C. OMAR MATEEN
- D. MICHAEL ZEHAF
- E. ABDELHAMID ABAAOUD
- F. ANDERS BREIVIK
- G. BRENTON TARRANT
- H. THE ROLE OF RELIGION

MODULE VII: LEGAL FRAMEWORK ON COUNTERING RADICALISATION

- A. LEARNING OBJECTIVES
- B. INTERNATIONAL LEGAL FRAMEWORK
- C. UN LEGAL INSTRUMENTS
- D. EUROPEAN LEGAL FRAMEWORK:
 - 1. COUNCIL OF EUROPE INSTRUMENTS/LEGAL FRAMEWORK
 - 2. OTHER COUNCIL OF EUROPE INSTRUMENTS
- E. EUROPEAN UNION INSTRUMENTS/LEGAL FRAMEWORK

MODULE VIII: RESPECTING HUMAN RIGHTS WHEN COUNTERING RADICALISATION

- A. RADICALISATION & LIMITS: HUMAN RIGHTS & ECJ
- B. RADICALISATION & LIMITS: HUMAN RIGHTS & THE ECtHR

MODULE IX: ALTERNATIVE MEASURES TO DETENTION

- A. GOALS
- B. LIMITS
- C. INTERNATIONAL RECOMMENDATIONS
- D. UN ALTERNATIVE MEASURES LEGAL FRAMEWORK
 - 1. THE TOKIO RULES
 - 2. THE NELSON MANDELA RULES

MODULE X: RADICALISING OTHERS

- A. THE RADICALISING PROCESS: DIRECT CONTACT v. VIRTUAL CONTACT
- B. RADICALISING OTHERS: DISSEMINATING RADICAL OPINIONS AND IDEAS
- C. ECtHR CASE LAW ON TERRORISM AND HATE SPEECH
- D. SELF-INDOCTRINATION: ACQUIRING A RADICAL THINKING
- E. SOMME COMMON FINAL REMARKS

FINAL CONCLUSIONS