

Workshop: “Radicalisations and its multiple manifestations”

Objectives:

- Demystify the concept of radicalisation and its manifestations;
- Identify structural social problems that can lead to radicalisation processes in the case of Portugal;
- Define possible strategies to prevent radicalisations in a specific country.

Description

This workshop had the presence of teachers, trainers and other educators. The Xeno Tolerance project and the topic of Radicalisations were presented and discussed, under an analysis based on country – in this case, of Portugal (it can be adapted depending on the country).

We organised a workshop in three main dynamics: The first included the presentation and discussion of the concept of radicalisation and possible manifestations of it in the Portuguese context. At the second dynamic, we presented the guidelines and toolbox under the Xeno Tolerance project. The third dynamic required the planning of strategies according to specific country’ difficulties regarding social phenomena that can lead to radicalisation.

Dynamic 1:

The following presentation introduced the concept of radicalisation, and why it is related with other social phenomena and *grand social narratives*, as Social Exclusion:

RADICALISATION(S): A polysemic concept

- The concept of radicalisation started to be known at the turn of 2015 (Hörnqvist & Flyghed, 2012: 319), despite its different meanings (Conversi, 2012: 1973), from the «private use of reason» to the «public use of reason» (Kundnani, 2016) and the common sense (Macaluso, 2016)
- Radicalisation «is usually understood as a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspiration that reject or **undermine the status quo**» (Wilner & Dubouloz, 2009 cit in Sieckelinck, Kaulingfreks & De Winter, 2015: 330).
- It has as main objective to **disturb society standards** (Githens-Mazer, 2012: 556).

Radicalisation

Terrorism

Schmid & price, 2011;
Pels & Ruyter, 2012

RADICALISATION(S): A multiple phenomena perspective

E.g: studies of Sieckelinck, Kaulingfreks & De Winter, 2015).

Existent **grand social narratives** (Hörnqvist & Flyghed, 2012: 320)

Social Exclusion Discrimination Racism Xenophobia Inequality

Transformative behaviour (Moghaddam, 2005; Wilner & Dubouloz, 2011; Ghosh et al, 2017)

Moral Disengagement (Bandura, 2002)

Marginalisation/ Radicalisation paths

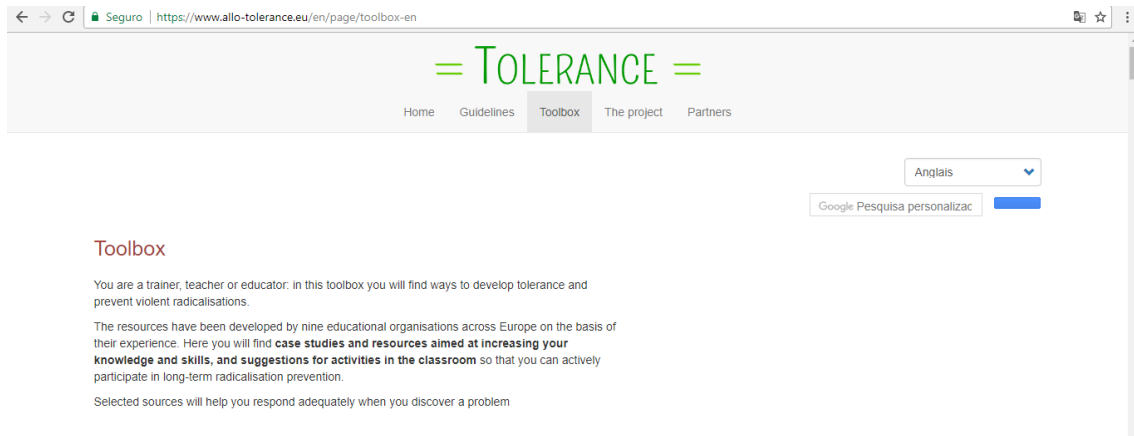
Perspectives from teachers/trainers/educators regarding the phenomenon of radicalisation:

- Radicalisation is a complex process that affects minorities but also hegemonic groups (the example of extreme right wing parties);
- Radicalisation in Portugal is very much related with social marginalised groups and vulnerable people (culturally apart, as gypsies);
- Radicalisation can occur through extreme manifestations of racism and xenophobia, which are huge problems in Portugal;
- Radicalisation is growing due the internet, the influence of social networks and fake news;
- Radicalisation targets particularly vulnerable young people, because they are easier to reach and to manipulate, so
- Portugal needs to increase in schools and under non-formal education, activities that instigate participation, democratic values and mediation between different cultural universes.



Dynamic 2:

After the explanation of the context, we presented both the guidelines for teachers, trainers and educators, as well as the toolbox, in order to stimulate the discussion.



Participants' feedback:

The teachers/trainers found very interesting **the use of the toolbox** to prevent radicalisation, but also to tackle related issues. The toolbox is very diverse and dynamic, and it has full activities and case studies that can support teachers/trainers action during lessons or training sessions.

The participants mentioned that the **guidelines** are a good way to help teachers in their practice, because it has theoretical information that supports the strategies

Participants reflected, however, that some of the guidelines/strategies and the resources might need to be adapted, depending on the target groups and national/local contexts.

Dynamic 3:

For the third part of the workshop, participants worked in groups to define situations of potential radicalisation, attending to its relations with other phenomena as Social Exclusion and Discrimination, at the Portuguese context. In a second moment, they defined strategies, according to what they discussed during dynamic 2.

Here we present some of the Strategies that participants mentioned after the group work:

STRATEGIES
<ul style="list-style-type: none">- Have more time for work towards social themes with students/trainees;- Involve families and peers in common social and cultural activities at school;- Raise awareness on fundamental values;- Continuous training of teachers on the topic;- Creation of a network environment that involves schools, training centers and other relevant institutions, to a better climate on education.

At the same time the participants referred some **DIFFICULTIES** related with...

- Different non dominant groups in Portugal that still are not fully included on the main society institutions, as schools (gipsy people mainly);
- People with disabilities have more difficulties to have an active role in society and frequently are put aside;
- The space for opening discussions about society problems is diminished when compared to the need to taught the curriculum,
- Teachers/trainers have a range of responsibilities and tasks to do, which sometimes makes more difficult to respond to certain social phenomena as radicalisations.

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*Final remark: the images number 1 (document cover) and 4 (page 3) of this document are from:
<http://www.projects.socialsciences.manchester.ac.uk/global-social-challenges/radicalisation/>