

Gefördert von

Gefördert vom



Bundesministerium
für Familie, Senioren, Frauen
und Jugend

im Rahmen des Bundesprogramms

Demokratie *leben!*



Deutsches
Jugendinstitut

Sally Hohnstein and Michaela Glaser

Countering (Violent) Political Extremism Online – A Holistic Perspective

Presentation at „VOX-Pol Third Biennial Conference – Violent Extremism, Terrorism, and the Internet: Present and Future Trends“, Amsterdam, August 21, 2018

Deutsches Jugendinstitut e. V.
Franckeplatz 1, Haus 12/13
D-06110 Halle (Saale)

Telefon +49 345 68178-0
Fax +49 345 68178-47

www.dji.de

Countering (Violent) Political Extremism Online

A Holistic Perspective

Main Assumption

- Current responses to online manifestations of violent extremism tend to focus on online initiatives one-sidedly, thereby disregarding the individual recipient's side and following a „radicalisation“ model that regards recipients as „absorbing“ a given „content“ of these manifestations.
- Against the background of both, research findings and experiences from prevention and intervention work, this presentation promotes a different perspective on
 - ❖ why and how young people become extremists
 - ❖ the role extremist online manifestations play in this and
 - ❖ how to counter impacts of political extremism online by pedagogical work

Key Research Findings

Basis for Argumentation

Research undertaken by the *Arbeits- und Forschungsstelle Rechtsextremismus und Radikalisierungsprävention* at *Deutsches Jugendinstitut* in Halle (Saale) Germany

(www.dji.de/AFS)

- own empirical research in the field of (violent) extremism (Frank/Glaser 2017, Frank/Glaser forthcoming)
- systematic literature review and analysis (Glaser/Langner/Schuhmacher 2017)

Key Research Findings

- 1) Research has shown a variety of motives why people become attracted by violent extremism. These motives interplay in different ways in single biographies.
 - What *attracts* a person to (facets of) violent extremism differs from one case to another.

- 2) Individual relevance of these motives is linked to an individual's biographical experiences: Against the backdrop of specific experiences, violent extremist ideologies and social contexts might appear as functional solutions and answers, not being available elsewhere.

- 3) The functions and solutions to be „found“ in extremist ideology might be very different, even contrary – depending on what an individual is searching for and what biographical “problem” they have to solve.

Key Research Findings

Conclusion

- The perception of extremist manifestations is always a co-production process:
 a multidimensional interplay of ideological and social promises and subjective interpretation influenced by living conditions, (biographically acquired) coping strategies and available resources
- People interpret both, virtual and physical extremist manifestations in a very individual and selective way
- Prevention of extremist manifestations – offline or online - has to consider this and refer to the individual's side.

CVE and the Internet

Skills-oriented Resilience Building

Young people need specific knowledge, interpretation and classification skills in order to cope with “Extremism and the Internet” in mediatised societies:

➤ **Education on Extremism (online):**

- ❖ e.g. raising awareness for (virtual and physical) forms of extremism, discrimination etc.

➤ **Digital and media literacy education:**

- ❖ Teaching classification and evaluation skills and media-related critical faculties concerning media structures, production contexts, media genres etc.
- ❖ Raising awareness for mediatised social environments

➤ **Media-related civic education:**

- ❖ discussion of subjective media theories (e.g. media credibility, media biases)
- ❖ teaching practical knowledge: e.g. online search skills or the ability to enter into respectful and non-violent discourse

CVE and the Internet

Lifeworld-related Social Support

Extremist propositions work subjectively, i.e. are “expedient” in light of the respective individual’s background and experiences – despite media-related skills and knowledge.

- Socio-cultural support is required, which takes people’s situation, experiences and socialisation conditions into account.
- Linkage of virtual and physical approaches in disengagement and deradicalisation work
 - ❖ Online outreach work: good chance to reach people who might be otherwise barely reachable or totally unreachable on the spot
 - ❖ But still real social support is required, since social problems, difficult biographical experiences and psychological stress can play an important part in disengagement work (Hohnstein/Greuel 2015).

References

Frank, Anja/Glaser, Michaela (2017): "Ich hab' einen Standpunkt, das ist der Islam.". Zur biografischen Bedeutung und Funktion radikaler, ideologischer Islamauslegungen. In: Lessenich, Stephan (Hrsg.): Geschlossene Gesellschaften. Verhandlungen des 38. Kongresses der Deutschen Gesellschaft für Soziologie 2016. Bamberg

Frank, Anja/Glaser, Michaela (forthcoming): Biografische Perspektiven auf radikalen Islam im Jugendalter. In: Glaser, Michaela/Frank, Anja/Herding, Maruta (Hrsg.): Gewaltorientierter Islamismus im Jugendalter. Perspektiven aus Jugendforschung und Jugendhilfe. Sozialmagazin, 2. Sonderband 2018. Weinheim/Basel: Beltz Juventa, S. 62-79

Glaser, Michaela/Langner, Joachim/Schuhmacher, Nils (2017): Rechtsextremismus und gewaltorientierter Islamismus im Jugendalter. Eine vergleichende Diskussion der Forschungsstände zu Motiven, biografischen Hintergründen und Sozialisationserfahrungen. In: Möller, Kurt/Neuscheler, Florian (Hrsg.): "Wer will die hier schon haben?". Ablehnungshaltungen und Diskriminierung in Deutschland. Stuttgart: W. Kohlhammer, S. 223-241

Hohnstein, Sally/Glaser, Michaela (2017): Wie tragen digitale Medien zu politisch-weltanschaulichem Extremismus im Jugendalter bei und was kann pädagogische Arbeit dagegen tun? Ein Überblick über Forschungsstand, präventive und intervenierende Praxis im Themenfeld. In: Hohnstein, Sally/Herding, Maruta (Hrsg.): Digitale Medien und politisch-weltanschaulicher Extremismus im Jugendalter. Erkenntnisse aus Wissenschaft und Praxis. Reihe: Schriftenreihe der Arbeits- und Forschungsstelle Rechtsextremismus und Radikalisierungsprävention. Band 13. Halle (Saale): Deutsches Jugendinstitut, S. 243-281

Hohnstein, Sally/Greuel, Frank/unter Mitarbeit von Glaser, Michaela (2015): Einstiege verhindern, Ausstiege begleiten. Pädagogische Ansätze und Erfahrungen im Handlungsfeld Rechtsextremismus. Band 12. Halle (Saale): DJI