



UNIVERSIDAD DE CÓRDOBA

Programa de Doctorado en Ciencias Sociales y Jurídicas (Psicología)

INTERVENCIONES DE PREVENCIÓN Y AFRONTAMIENTO DEL EXTREMISMO

VIOLENTO DESDE UN ENFOQUE PSICOSOCIAL

PREVENTION AND COUNTERING VIOLENT EXTREMISM INTERVENTIONS FROM

A PSYCHO-SOCIAL PERSPECTIVE

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TÍTULO: INTERVENCIONES DE PREVENCIÓN Y AFRONTAMIENTO DEL
EXTREMISMO VIOLENTO DESDE UN ENFOQUE PSICOSOCIAL

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JOSEP GARCÍA COLL

TÍTULO DE LA TESIS:

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INFORME RAZONADO DE LAS/LOS DIRECTORAS/ES DE LA TESIS

(se hará mención a la evolución y desarrollo de la tesis, así como a trabajos y publicaciones derivados de la misma)

La tesis "Intervenciones de prevención y afrontamiento del extremismo violento desde un enfoque psicosocial", presentada por D. Josep García Coll, es un trabajo original que, desde nuestro punto de vista, cuenta con todos los requisitos científico-académicos para ser autorizada para la presentación y defensa como tesis doctoral. De dicha investigación se derivan varios trabajos científicos, un libro, capítulos de libro y trabajos de transferencia, entre los que destacamos los siguientes:

- García-Coll, J. (2022). Community attitudes towards the reintegration of violent extremist and terrorist offenders: A neglected challenge? In D. Suljic & E. Allen (Eds.), *Exploring Trends and Research in Countering and Preventing Extremism and Violent Extremism* (pp. 87-92). Hedayah.
- García-Coll, J., & Lobato, R. M. (2022). La encrucijada entre la radicalización y la desradicalización: Teorías, herramientas y aspectos aplicados. *Los Libros de la Catarata*.
- García-Coll, J., Lobato, R. M., Martín-Criado, J. M., Gracia, J., & Moyano, M. (in review). Mentoring to prevent violent extremism among young people from vulnerable contexts: Evaluation of an intervention from the 3N model.
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- García-Coll, J., Martín-Criado, J. M., Moyano, M. (2023). Prevención de la radicalización violenta en el ámbito sociolaboral: Una aproximación a los países del Sur global desde la cooperación internacional. *Fundación CIDEAL de Cooperación e Investigación*. <https://www.cideal.org/wp-content/uploads/2023/05/Paper-prevencion-radicalizacion-5.pdf>
- Lobato, R. M., García-Coll, J., Martín-Criado, J. M., & Moyano, M. (2023). Impact of psychological and structural factors on radicalization processes: A multilevel analysis from the 3N model. *Psychology of Violence*, 13(6), 479-487. <https://doi.org/10.1037/vio0000484>
- Lobato, R. M., García-Coll, J., & Moyano, M. (2023). Disconnected out of passion: Relationship between social alienation and obsessive passion. *Journal of Interpersonal Violence*, 38(1-2), NP1950-NP1969. <https://doi.org/10.1177/08862605221094631>
- Lobato, R. M., Rodríguez-López, Á., García-Coll, J., Moyano, M., & Sainz, M. (2022). Attitudes towards terrorist rehabilitation programs: Psychological mediating and moderating mechanisms. *Psychology, Crime & Law*. <https://doi.org/10.1080/1068316X.2022.2137164>
- Lobato R. M., & García-Coll, J. (2022). Desradicalización y desvinculación: Aspectos formales y teóricos. *Revista de Estudios en Seguridad Internacional*, 8(1), 191-210. <http://dx.doi.org/10.18847/1.15.12>
- Lobato, R. M., Sainz, M., García-Coll, J., & Moyano, M. (in press). Context-tailored or user-tailored: Which approach is better for violent extremism prevention programs? *Crime & Delinquency*.
- Moyano, M., García-Coll, J., Martín-Criado, J. M. (in press). Radicalización violenta. In F. Córdoba-Alcaide, E. M. Romera-Félix, & R. Ortega-Ruiz (Coords.), *La Práctica de la Orientación Educativa y sus Desafíos para el Trabajo en Equipo y en Comunidad*. Editorial Graó.

Adicionalmente, y como parte de su proceso formativo, el doctorando ha presentado varias comunicaciones orales y escritas en congresos nacionales e internacionales. Sus niveles de constancia y motivación le han llevado a realizar una estancia en la Freie Universität Berlin (Alemania) para la obtención del doctorado internacional. Además, dentro de su tesis, ha explorado de forma amplia y novedosa las diferentes manifestaciones de la prevención del extremismo violento, y combina diversas metodologías como revisiones de la literatura, estudios de corte cualitativo y estudios experimentales. También es de destacar la labor de transferencia y divulgación en formato de informes y de un libro. Por tanto, esta tesis reúne todas las condiciones exigidas y la calidad suficiente como para optar a la obtención del grado de Doctor con mención internacional de la Universidad de Córdoba.

Por todo ello, se autoriza la presentación de la tesis doctoral.

Córdoba, a 20 de junio de 2024

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Research Group Conflict and Human Security (HUM-1084).

Por supuesto, la búsqueda de los orígenes de la violencia política no puede terminar aquí. No todos los jóvenes musulmanes de un barrio pobre de París, Bagdad o Gaza se unen a grupos militantes o cometen actos de terrorismo; ni todos los jóvenes estadounidenses se convierten en torturadores en Irak o en operadores de drones en Nevada.

RICHARD JACKSON

Y si bien la investigación psicológica sobre el comportamiento terrorista todavía tiene un largo camino por recorrer para proporcionar el tipo de respuestas que queremos, el rigor de la psicología, su dependencia de métodos probados y experimentados, derivados de extensos conocimientos teóricos, demuestra que sabemos mucho más sobre el comportamiento terrorista ahora que nunca antes.

JOHN HORGAN

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PREVENTION AND COUNTERING VIOLENT EXTREMISM INTERVENTIONS FROM
A PSYCHO-SOCIAL PERSPECTIVE

Abstract

This doctoral thesis aims to analyze and offer effective strategies for the prevention of violent radicalization across different contexts. The research focuses on four specific objectives: (1) identifying and examining psychosocial and environmental factors contributing to violent radicalization; (2) evaluating the effectiveness of primary intervention programs aimed at the general population; (3) assessing secondary prevention interventions designed for at-risk individuals; and (4) analyzing tertiary prevention strategies aimed at rehabilitating and reintegrating individuals who have exhibited violent behavior. Objective 1 is examined in a literature review and two empirical studies highlighting the role of obsessive passion and social alienation in violent radicalization, and the impact of structural factors on radical narratives. Objective 2 was targeted by reviewing primary interventions in the school context and in the Global South, showing mixed effectiveness. Objective 3 was covered by evaluating a mentoring program with vulnerable youth in the South of Spain, demonstrating improvements in personal significance but limited changes in violent narratives and networks. Objective 4 was discussed in four literature reviews. A first review concerned theoretical approaches, whereas a second one dealt with interventions and their effectiveness. The last two literature reviews dealt with practical challenges in tertiary prevention, that is staff recruitment, management and training, and community attitudes to reintegration of former violent extremists. The thesis highlights the multivariate nature of radicalization, the importance of targeting both structural and individual factors, and the potential of schools in prevention efforts. It also underscores the need for diverse and well-trained professionals in P/CVE programs and the integration of the community in deradicalization efforts.

Keywords: P/CVE, Violent radicalization, Psycho-social factors, Interventions, Deradicalization.

INTERVENCIONES DE PREVENCIÓN Y AFRONTAMIENTO DEL EXTREMISMO VIOLENTO DESDE UN ENFOQUE PSICOSOCIAL

Resumen

Esta tesis doctoral tiene como objetivo analizar y ofrecer estrategias efectivas para la prevención de la radicalización violenta en diferentes contextos. La investigación se centra en cuatro objetivos específicos: (1) identificar y examinar los factores psicosociales y ambientales que contribuyen a la radicalización violenta; (2) evaluar la efectividad de los programas de intervención primaria dirigidos a la población general; (3) evaluar las intervenciones de prevención secundaria diseñadas para personas en riesgo; y (4) analizar las estrategias de prevención terciaria destinadas a personas que han exhibido comportamientos violentos. Para cubrir el objetivo 1, la tesis incluye una revisión de la literatura y dos estudios empíricos que destacan el papel de la pasión obsesiva y la alienación social en la radicalización violenta, y el impacto de los factores estructurales en las narrativas violentas. El objetivo 2 se abordó mediante la revisión de intervenciones primarias en el contexto escolar y en el Sur Global, mostrando una efectividad no concluyente. El objetivo 3 se cubrió evaluando un programa de mentoría con jóvenes vulnerables en el sur de España, demostrando mejoras en el significado personal, pero cambios limitados en las narrativas y redes violentas. El objetivo 4 se trató en cuatro revisiones de literatura. Una primera revisión se refirió a los enfoques teóricos de la desradicalización/desvinculación, mientras que una segunda trató sobre las intervenciones y su efectividad. Las dos últimas revisiones de literatura trataron sobre desafíos prácticos en la prevención terciaria, como son la contratación, gestión y formación del personal, y las actitudes de la comunidad hacia la reintegración de los ex-extremistas violentos. La tesis destaca la naturaleza multivariada de la radicalización, la importancia de abordar tanto los factores estructurales como los individuales, y el potencial del entorno escolar en los esfuerzos de prevención. También subraya la necesidad de profesionales diversos y bien capacitados en los

programas de prevención y la necesidad de integrar a la comunidad en los esfuerzos de desradicalización.

Palabras clave: P/CVE, Radicalización violenta, Factores psicosociales, Intervenciones, Desradicalización.

CHAPTER 1: INTRODUCTION

Violent radicalization one of the most relevant social issues in our time. According to the Global Terrorism Index for 2023, 6,701 people died in 2022 as a consequence of terrorist attacks. Despite sub-Saharan Africa being the epicenter for terrorism, ideologically-motivated violence saw an increase in some Western countries, like the US (Institute for Economics & Peace, 2023). Furthermore, around 15 attacks (some of them foiled) took place in Europe in 2021, most of which were of jihadi inspiration (Europol, 2022), and 162 right-wing terrorist and violent events (attacks, plots and arms discoveries) were recorded for the year 2021 in Europe (Ravndal et al., 2022). In fact, despite the significant allocation of resources initiatives of Prevention and Countering Violent Extremism (P/CVE), it has been observed that these efforts might have not had the expected impact (Marrero & Ruipérez, 2022; Martini & Fernandez de Mosteyrín, 2021), and that we have seen an increase in polarization, hate speech, and right-wing violent extremism (Abbas, 2017, 2020; Koehler, 2016; McNeil-Willson et al., 2019).

Likewise, scientific efforts to study the phenomenon of violent radicalization have not been scarce in the last two decades (Neumann, 2013), even though several trends have come after each other, due to the lack of consensus in understanding the phenomenon. Initial explanations talked about religious and cultural elements at the root of violent radicalization. Based on these theories, individuals of the Muslim faith, for example, would be vulnerable to engage in jihadi terrorism if they followed the Islamic precepts to the letter, and it would be just a matter of time that they would do it (see Borum, 2011b). Sageman (2004) started looking into the data and effectively debunked these theories. First because data proved that the vast majority of individuals within certain cultural and religious groups did not suffer violent radicalization. Second because many violent extremists did not have a strong cultural and religious identity or had a dubious relationship with religion right before they radicalized. In

fact, most individuals that engaged in violent extremism had no specific Islamic upbringing or education that could be linked to ‘jihadi brainwashing’ (Sageman, 2004).

Another initial scientific trend looked at the geographical origins of violent extremists to understand their militance. The idea would be that poor, desperate, naïve men from third world countries would be more vulnerable to recruitment into terrorist groups (Sageman, 2004). Nonetheless, Sageman’s initial research showed how when looking at specific data the results present important disparities between countries that share socioeconomic status, religious composition and geopolitical situation.

Similarly, analysis of the issue as a consequence of socioeconomic status became prevalent (Bartlett & Miller, 2012). However, it proved to be ineffective, since most militants would have come from middle and upper classes (Sageman, 2004), and individuals going through similar socioeconomic situations showed a big diversity of attitudes towards violent extremism (Bhui et al., 2014).

In summary, the main reason why all these theories looking at static risk factors did not succeed, might be that most individuals pertaining to specific cultural and religious groups, geographical areas, or socioeconomic classes were not radicalized. It is precisely because of this, that an approach based on social and political factors might be limited in understanding such a complex phenomenon, and that we might need explanations rather looking at process than at static factors (Horgan, 2008a). This would allow us to understand why the path taken by a certain individual in a similar situation could be completely different from that taken by another individual in the same situation, which should make researchers pay special attention to individual risk factors when analyzing violent radicalization. Likewise, it was argued that we could not understand the radicalization process as a linear one that would start with adopting certain beliefs and end with committing acts of violence (see Moghaddam, 2005), since trajectories were much more varied (Lygre et al., 2011). A further development of this idea

came with McCauley and Moskaleiko's (2008) differentiation between radicalization of thought and radicalization of action. Their research presented a model in which two processes of radicalization might be taking place in a parallel way and with an unclear relationship between them (McCauley & Moskaleiko, 2017), which would explain, for example, why some individuals with extreme ideologies do not engage in violence, whereas individuals with no specific relationship with extreme ideologies might.

Nonetheless, the question of who is vulnerable to violent radicalization and to actually engage in violent acts remained open. Having discarded static factors linked to religious identity, geographical origin, socioeconomic situation, and even putting interrogation marks over the ideological element, made it necessary to look into models that try to explain the radicalization process from the individual level. These models should be able to explain both those cases that end up in violence and those who do not. It is probably here that the work of Kruglanski and colleagues (2009, 2013, 2014) with the 3N model becomes principal. The 3N model stems out of studies about motivation and presents the universal need for personal significance (the need to matter, to deserve respect and recognition) as the main trigger in the radicalization process. Opportunities to either regain personal significance, to increase it, or to avoid a potential loss of it will ignite the significance quest, making individuals join networks where extremist narratives are held as sacred values. Sacrifice in the name of these values will be rewarded with the group's recognition, increasing the individual's personal significance. Therefore, the 3N model presents a comprehensive explanation for both individuals that end up carrying out attacks, but also for those who, while on the significance quest, are presented with alternative non-violent networks and narratives that allow them to gain or re-gain personal significance and take alternative paths to violent radicalization (Kruglanski et al., 2014).

The traditional response to the phenomenon of violent extremism and terrorism has been reactive and securitarian. Thus, the focus has been to repress and control individuals and

groups that might end up engaging in violent acts, without further analyzing the subjacent causes (Schmid, 2013). This reactive approach has proven to be ineffective in preventing further radicalization processes. In fact, it has been argued that these approaches present relevant conflicts with democratic principles (Aradau, 2004). Far from mitigating the problem at stake, this could escalate the situation, stigmatizing communities, and increasing the vulnerability to violent radicalization of certain groups (e.g., Neumann, 2013; Ragazzi, 2017; Richards, 2011). Therefore, the role of initiatives that prevent and counter violent extremism by looking at the social and psychological causes seems to be uncontested (Aldrich, 2014; Brouillette-Alarie et al., 2022). These initiatives should look at the subjacent factors that make individuals vulnerable to violent radicalization, attempting to mitigate risk factors and enhance protective factors through work with the communities at stake (Saraiva & Erfe, 2023).

Prevention efforts can be structured in three levels according to the communities they are targeting (Caplan, 1964). Primary prevention targets the general population and aims to reduce risk factors associated with radicalization before it occurs. Interventions at this level include educational programs that promote critical thinking, tolerance, and respect for diversity, as well as community initiatives that foster social inclusion and cohesion (Davies, 2009). Secondary prevention focuses on individuals and groups at risk of radicalization. Interventions include monitoring and early identification of signs of radicalization, as well as mentorship and psychosocial support programs for those showing vulnerability to extremism (Romaniuk, 2015). Tertiary prevention is aimed at individuals who have already been radicalized and have participated in extremist activities. Interventions at this level include deradicalization and social reintegration programs, which aim to help individuals abandon extremist ideologies and rejoin society in a constructive manner (El-Said, 2015). The three levels of prevention will be addressed in specific objectives of this thesis.

Social psychology can play a crucial role in the development of explanatory models for violent extremism and in the consequent design and implementation of effective P/CVE interventions. By understanding group processes, identity dynamics, and social influences, psychologists can design programs that not only prevent radicalization but also foster resilience in communities (Hogg & Adelman, 2013). The following thesis attempts to demonstrate this by presenting substantial theoretical content, combined with specific empirical research. The thesis is structured according to the different environments and contexts where either the risk-resilience analyses or the interventions were carried out. Nonetheless, they respond to a general objective and four specific objectives that can be identified in different chapters. In this way, the general objective of the thesis is to analyze and develop effective strategies for the prevention of violent radicalization across different contexts, by identifying key risk and protective factors, and evaluating the efficacy of various intervention programs. The specific objectives are: (1) Identifying and examine the psychosocial and environmental factors that contribute to violent radicalization; (2) Evaluating the effectiveness of primary intervention programs aimed at reducing risk factors and enhancing protective factors in the general population; (3) Assessing secondary prevention interventions designed for at-risk individuals, focusing on early detecting and targeted support measures; and (4) Analyzing tertiary prevention strategies aimed at rehabilitating and reintegrating individuals who have already exhibited violent behavior, within the context of education, community and the justice system.

In order to cover these objectives, this doctoral thesis is organized into an initial introduction and five chapters. Objective 1 is mainly covered in Chapter 2, where there is a theoretical approach to violent radicalization from the psychosocial perspective. This chapter explores various theoretical models and provides a comprehensive understanding of the factors contributing to radicalization. Article 1 from this chapter, along with Article 3 from Chapter 3, and Article 5 from Chapter 5, constitute empirical studies on psychosocial and environmental

factors contributing to violent radicalization. Objective 2 is mainly covered in Book Chapter 2 from Chapter 3, where different possible prevention principles and interventions to be carried out in the school context with the general population are covered. Article 6 from Chapter 5 also analyzes the principles and evaluates the effectivity of primary prevention programs based on the creation of employment opportunities for the general population in the Global South. The assessment of secondary prevention interventions specified in Objective 3 is covered in Article 2 from Chapter 3. This article evaluates a prevention intervention using mentoring with vulnerable youth from the South of Spain. Finally, the analysis of tertiary prevention strategies aimed at individuals who have already engaged in violent activities is covered in Chapter 4 and Chapter 6. Article 4 from Chapter 4 presents the theoretical principles behind deradicalization and disengagement strategies. Book Chapter 3 from Chapter 4 illustrates the theory with the different interventions available and evaluates their effectivity based on the published data. Similarly, Book Chapter 4 from Chapter 6 presents the principles behind staff recruitment and training for deradicalization and disengagement. Article 7 from Chapter 4 remarks the importance of community attitudes in deradicalization and reintegration efforts and provides recommendations for more effective programming.

Since the various studies presented in this thesis are academic articles and book chapters already published or written with the intention of being published, the reader will find some repeated concepts and theories. Therefore, we would like to apologize for the possible redundancy.

Furthermore, following the regulations of the International Doctorate Program at the University of Córdoba, some sections are written in Spanish and others in English. Nonetheless, all the publications include abstracts in both Spanish and English.

CHAPTER 2: THE RADICALIZATION PROCESSES

BOOK CHAPTER 1. LOS PROCESOS DE RADICALIZACIÓN

García Coll, J., & Lobato, R. M. (2022). Los procesos de radicalización. In *La encrucijada entre la radicalización y la desradicalización* (pp. 13-40). Los Libros de la Catarata.

Abstract

Radicalization is a complex phenomenon that each person experiences uniquely. Despite this variability, it is essential to find similarities and patterns to better understand the phenomenon and prevent or mitigate its harmful effects. Although radicalization does not always culminate in violence, the spectacular nature of violent extremism gives it significant social impact, which violent extremists and terrorists exploit to advance their political agendas. Terrorism threatens citizens as the fear induced by terrorist attacks can polarize ethnic, religious, or national groups, promoting conflict within society. Radicalization and terrorism continue to be major social issues in our societies. This chapter focuses on the advances of the scientific community in recent years regarding the processes of violent radicalization. Therefore, the main risk and protective factors against radicalization and the main theoretical models proposed to understand and explain these processes are discussed.

Keywords: radicalization, prevention, violent extremism, terrorism, risk factors, protective factors, theoretical models

Resumen

La radicalización es un fenómeno complejo que cada persona experimenta de manera única. A pesar de esta variabilidad, es esencial encontrar similitudes y patrones para comprender mejor el fenómeno y prevenirlo o mitigar sus efectos dañinos. Aunque la radicalización no siempre culmina en violencia, la espectacularidad de los actos de extremismo violento les otorga un impacto social significativo, que los extremistas violentos y terroristas explotan para avanzar en sus agendas políticas. El terrorismo amenaza a los ciudadanos ya que el miedo inducido por los ataques terroristas puede polarizar grupos étnicos, religiosos o nacionales, promoviendo el conflicto dentro de la sociedad. La radicalización y el terrorismo siguen siendo problemas sociales importantes en nuestras sociedades. Este capítulo se centra en los avances de la comunidad científica en los últimos años con respecto a los procesos de radicalización violenta. Se discuten los principales factores de riesgo y protección frente a la radicalización y los principales modelos teóricos propuestos para comprender y explicar estos procesos.

Palabras clave: radicalización, prevención, extremismo violento, terrorismo, factores de riesgo, factores de protección, modelos teóricos

**ARTICLE 1. DISCONNECTED OUT OF PASSION: RELATIONSHIP BETWEEN
SOCIAL ALIENATION AND OBSESSIVE PASSION**

Lobato, R. M., García-Coll, J., & Moyano, M. (2023). Disconnected Out of Passion: Relationship Between Social Alienation and Obsessive Passion. *Journal of Interpersonal Violence*, 38(1-2), NP1950–NP1969. <https://doi.org/10.1177/08862605221094631>

Abstract

Violent radicalization continues to be a problem in the world. One of the main proposals for understanding radicalization and support for political violence is based on social alienation as a trigger. That is, those individuals who feel alienated from society will try to get out of this situation by using, if necessary, violence. However, social alienation alone is not enough to explain radicalization. Therefore, we advance that social alienation will interact with other factors to foster radicalization. Particularly, we propose that obsessive passion, an internal compulsion that leads the person to engage in the activity even when they should not, will be one of the interacting factors. Following previous literature, we hypothesized that higher social alienation will predict support for political violence to a greater extent the higher the obsessive passion. In order to test this hypothesis, two studies were performed in which the cause of passion varied (religion: $N = 652$; and family: $N = 873$). Both studies assessed social alienation, harmonious and obsessive passion, and support for political violence. The results showed a significant increase in the effect of social alienation on support for political violence when obsessive passion was higher, even controlling by harmonious passion. These results highlight the importance of taking into account other variables related to social alienation that could facilitate radicalisation processes. In particular, maintaining an obsessive passion for a cause when they feel a social disconnection. The theoretical and practical implications of these results are discussed given their contributions to prevention based on work on feelings of social disconnection and harmonisation of causes.

Keywords: Social alienation; Marginalization; Obsessive passion; Harmonious passion; Political violence

Resumen

La radicalización violenta sigue siendo un problema en el mundo. Una de las principales propuestas para entender la radicalización y el apoyo a la violencia política se basa en la alienación social como un desencadenante. Es decir, aquellas personas que se sienten alienadas de la sociedad intentarán salir de esta situación utilizando, si es necesario, la violencia. Sin embargo, la alienación social por sí sola no es suficiente para explicar la radicalización. Por lo tanto, avanzamos que la alienación social interactuará con otros factores para fomentar la radicalización. Particularmente, proponemos que la pasión obsesiva, una compulsión interna que lleva a la persona a involucrarse en la actividad incluso cuando no debería, será uno de los factores de interacción. Siguiendo publicaciones anteriores, planteamos la hipótesis de que una mayor alienación social predecirá el apoyo a la violencia política en mayor medida cuanto mayor sea la pasión obsesiva. Para probar esta hipótesis, se realizaron dos estudios en los que la causa de la pasión varió (religión: N = 652; y familia: N = 873). Ambos estudios evaluaron la alienación social, la pasión armoniosa y obsesiva, y el apoyo a la violencia política. Los resultados mostraron un aumento significativo en el efecto de la alienación social sobre el apoyo a la violencia política cuando la pasión obsesiva era mayor, incluso controlando la pasión armoniosa. Estos resultados destacan la importancia de tener en cuenta otras variables relacionadas con la alienación social que podrían facilitar los procesos de radicalización, como es el caso de mantener una pasión obsesiva por una causa cuando se siente una desconexión social. El artículo plantea implicaciones teóricas y prácticas de estos resultados dada su contribución a la prevención basada en el trabajo sobre los sentimientos de desconexión social y la armonización de causas.

Palabras clave: Alienación social; Marginación; Pasión obsesiva; Pasión armoniosa; Violencia política

**CHAPTER 3: PREVENTING VIOLENT EXTREMISM IN THE SCHOOL
CONTEXT**

BOOK CHAPTER 2. RADICALIZACIÓN VIOLENTA

Moyano, M., García-Coll, J., Martín-Criado, J.M. (2024). Radicalización Violenta. In F. Córdoba-Alcaide, E. M. Romera-Félix, & R. Ortega-Ruiz (Coords.), *La Practica de la Orientacion Educativa y sus Desafios para el Trabajo en Equipo y en Comunidad*. Editorial Graó.

Abstract

In recent years, there has been a growing interest in promoting a proactive role for the educational system in preventing and addressing violent radicalization. This interest arises due to the vulnerability of many minors, the need to intervene in the early stages of radicalization, and the importance of developing comprehensive preventive strategies. From a preventive perspective, it is crucial to focus on the radicalization process, which is a dynamic and multivariate process. The 3N model of radicalization, which focuses on needs, narratives, and networks, suggests interventions that restore motivational balance, delegitimize violent narratives, and weaken extremist groups. The school context plays a key role in primary prevention by promoting inclusion, critical thinking, and social cohesion. Likewise, early detection of radicalization signs can be crucial in order to implement appropriate preventive measures.

Keywords: radicalization, prevention, violent extremism, 3N model, education

Resumen

En los últimos años, ha habido un interés creciente en promover un papel proactivo del sistema educativo en la prevención y afrontamiento de la radicalización violenta. Este interés surge debido a la vulnerabilidad de muchos menores, la necesidad de intervenir en las primeras etapas de la radicalización y la importancia de desarrollar estrategias preventivas integrales. Desde una perspectiva preventiva, es crucial centrarse en el proceso de radicalización, el cual es un proceso dinámico y multivariado. El modelo 3N de radicalización se estructura en tres niveles (necesidades, narrativas y redes) y sugiere intervenciones que restauran el equilibrio motivacional, deslegitiman las narrativas violentas y debilitan a los grupos extremistas. El contexto escolar desempeña un papel clave en la prevención primaria al promover la inclusión, el pensamiento crítico y la cohesión social. Asimismo, la detección temprana de señales de radicalización puede ser crucial para implementar medidas preventivas adecuadas.

Palabras clave: radicalización, prevención, extremismo violento, modelo 3N, educación

**ARTICLE 3. IMPACT OF PSYCHOLOGICAL AND STRUCTURAL FACTORS ON
RADICALIZATION PROCESSES: A MULTILEVEL ANALYSIS FROM THE 3N
MODEL**

Lobato, R. M., García-Coll, J., Martín-Criado, J. M., & Moyano, M. (2023). Impact of psychological and structural factors on radicalization processes: A multilevel analysis from the 3N model. *Psychology of Violence, 13*(6), 479–487. <https://doi.org/10.1037/vio0000484>

Abstract

Objective: Most theories attempting to explain radicalization processes focus on psychological and structural factors. However, the vast majority of empirical studies only consider psychological or structural factors separately. Therefore, this research aims to provide evidence of the relationship between psychological and structural factors in radicalization processes. **Method:** We used data from the Fénix Andalucía project, which collects student responses focused on the psychological factors proposed by the 3N model of radicalization ($N = 4,161$) and combines them with the economic, social, and cultural status index (ESCS) of each of the educational centers ($N = 86$). **Results:** After performing multilevel regression models using support for violent narratives as the criterion variable, we found that both psychological factors proposed by the 3N model and ESCS appeared to be significant predictors. In addition, we found that the relationship between having a deviant network and supporting violent narratives was stronger when participants studied in a center with lower ESCS. **Conclusions:** Psychological factors appear to have a greater impact on support for violent narratives, although structural factors are also of some importance and may interact with psychological factors. It follows from these conclusions that violent extremism prevention programs would improve if, in addition to considering psychological variables, they could intervene in the context to make it more favorable.

Keywords: radicalization; 3N model; psychological factors; structural factors; multilevel analysis

Resumen

Objetivo: La mayoría de las teorías que intentan explicar los procesos de radicalización se centran en factores psicológicos y estructurales. Sin embargo, la gran mayoría de los estudios empíricos solo consideran los factores psicológicos o estructurales por separado. Por lo tanto, esta investigación tiene como objetivo proporcionar evidencia de la relación entre los factores psicológicos y estructurales en los procesos de radicalización. **Método:** Utilizamos datos del proyecto Fénix Andalucía, que recopila respuestas de estudiantes centradas en los factores psicológicos propuestos por el modelo 3N de radicalización (N = 4,161) y los combina con el índice de estatus económico, social y cultural (ESCS) de cada uno de los centros educativos (N = 86). **Resultados:** Después de realizar modelos de regresión multinivel utilizando el apoyo a narrativas violentas como la variable criterio, encontramos que tanto los factores psicológicos propuestos por el modelo 3N como el ESCS aparecían como predictores significativos. Además, encontramos que la relación entre tener una red desviada y apoyar narrativas violentas era más fuerte cuando los participantes estudiaban en un centro con menor ESCS. **Conclusiones:** Los factores psicológicos parecen tener un mayor impacto en el apoyo a narrativas violentas, aunque los factores estructurales también son de cierta importancia y pueden interactuar con los factores psicológicos. De estas conclusiones se desprende que los programas de prevención del extremismo violento mejorarían si, además de considerar las variables psicológicas, pudieran intervenir en el contexto para hacerlo más favorable.

Palabras clave: radicalización; modelo 3N; factores psicológicos; factores estructurales; análisis multinivel

**CHAPTER 4: PREVENTING VIOLENT EXTREMISM IN THE PRISON AND
PROBATION CONTEXTS**

**ARTICLE 4. DESRADICALIZACIÓN Y DESVINCULACIÓN: ASPECTOS
FORMALES Y TEÓRICOS**

Lobato, R. M. & García-Coll, J. (2022). Desradicalización y desvinculación: aspectos formales y teóricos. *Revista de Estudios en Seguridad Internacional*, 8(1), 191-210.
<https://doi.org/10.18847/1.15.12>

Abstract

Radicalization is currently one of the biggest social and security challenges. Nonetheless, the increase in arrests that has taken place the last years has moved the focus towards deradicalization and disengagement processes. In an attempt to converge academic knowledge on the topic, this article provides a literature review where relevant deradicalization, disengagement, and rehabilitation factors and models are identified and evaluated. Initially, the article will conceptualize deradicalization, understood as a social and psychological process in which individuals engaged actively in violent radicalization reduce their commitment to the cause, up to the point there is no risk of supporting and participating in violent activities. Then, it will differentiate disengagement as the process by which individuals change their role or function in a way that reduces their participation in violence. Afterwards, the main deradicalization push and pull factors will be analyzed, highlighting, on the one hand, disappointment with the strategy or actions of the radical group and, on the other hand, external relationships and family commitments. Subsequently, seven theoretical models from different disciplines are described, which explain disengagement, deradicalization and rehabilitation. Amongst the models, we find the six-phase disengagement trajectory, the investment model, the 3N model, the pro-integration model, the reinforcement loops model, the disengagement dynamics model, and the phoenix disengagement model. Finally, similarities and differences, and limitations of these models are discussed.

Keywords: Deradicalization, Disengagement, Push and pull factors, Theoretical models.

Resumen

La radicalización constituye una de las mayores problemáticas a nivel securitario y social. No obstante, el número de detenciones en los últimos años han llevado a replantearse reforzar los modelos de intervención en su relación con la desvinculación y la desradicalización. Como consecuencia, la atención está cambiando hacia los procesos de desvinculación/ desradicalización. Tratando de aunar los conocimientos sobre la temática, en el presente manuscrito se realiza una revisión de la literatura que trata de identificar y valorar algunos de los factores y modelos de desvinculación, desradicalización y/o reinserción desarrollados en estas últimas décadas. En primera instancia se conceptualizan la desradicalización, entendida como un proceso social y psicológico por el que el compromiso de un individuo con la radicalización violenta y su participación en ella se reducen hasta el punto de que ya no corre el riesgo de implicarse y participar en actividades violentas, y la desvinculación, proceso mediante el cual un individuo experimenta un cambio de rol o función que suele ir asociado a una reducción de la participación en la violencia. Posteriormente, se analizan los principales factores de empuje y atracción que se han encontrado en la literatura, destacando, por un lado, la desilusión con la estrategia o las acciones del grupo radical y, por otro lado, las relaciones con personas fuera del grupo y las demandas familiares. A continuación, se hacen explícitos siete modelos teóricos propuestos desde distintas disciplinas que tratan de explicar los procesos de desvinculación, desradicalización y/o reinserción social. Entre estos modelos, encontramos la trayectoria de desvinculación, el modelo de inversión, el modelo 3N, el modelo pro-integración, los bucles de refuerzo, el modelo de las dinámicas de la desvinculación y el modelo fénix de desvinculación. Finalmente, se discuten algunas de las similitudes y diferencias de estos modelos y sus principales limitaciones.

Palabras clave: Desradicalización, Desvinculación, Factores de empuje y atracción, Modelos teóricos.

**BOOK CHAPTER 3. TIPOS DE INTERVENCIONES DESARROLLADAS EN LOS
PROGRAMAS DE SALIDA**

García Coll, J., & Lobato, R. M. (2022). Tipos de intervenciones desarrolladas en los programas de salida. In *La encrucijada entre la radicalización y la desradicalización* (pp. 112-177). Los Libros de la Catarata.

Abstract

In recent years, there has been an increase in the use of interventions for disengagement, deradicalization, and reintegration of individuals detained for crimes related to violent extremism. However, the systematic evaluation of their effectiveness is hindered by factors such as lack of transparency, contextual and legal differences, and the diversity of available alternatives. It is crucial to implement these interventions considering the specificities of the target group and context, maintaining flexibility and creativity, as they are rarely universally effective.

There are different types of interventions that can be integrated into educational programs, psychological support, or even more innovative approaches that incorporate sports and artistic activities. These approaches vary in their methods and objectives, ranging from the transformation of attitudes and behaviors to the social and economic reintegration of individuals.

For these interventions to be effective, they must address the fundamental determinants of behavior, such as attitudes toward violence, the perception of control over its use, and the social norms surrounding it. It is essential to demystify the appeal of violence, increase uncertainty about individual control of violence, and modify the surrounding norms to not support it. The interventions must be adaptive and contextual, continuously adjusting to address the specific needs and challenges of each situation. This chapter reviews the wide variety of available interventions and evaluates their effectiveness based on empirically assessed experiences.

Resumen

En los últimos años, se ha observado un incremento en el uso de intervenciones para la desvinculación, desradicalización y reinserción de personas detenidas por delitos relacionados con el extremismo violento. Sin embargo, la evaluación sistemática de su eficacia se ve obstaculizada por factores como la falta de transparencia, las diferencias contextuales y legales, y la diversidad de alternativas disponibles. Es crucial implementar estas intervenciones considerando las especificidades del grupo objetivo y del contexto, y mantener la flexibilidad y creatividad, ya que rara vez son universalmente efectivas.

Existen diferentes tipos de intervenciones, que pueden integrarse en programas educativos, acompañamiento psicológico, o incluso enfoques más innovadores que incorporan actividades deportivas y artísticas. Estos enfoques varían en sus métodos y objetivos, desde la transformación de actitudes y comportamientos hasta la reintegración social y económica de los individuos.

Para que estas intervenciones sean efectivas, deben abordar los determinantes básicos del comportamiento, como las actitudes hacia la violencia, la percepción de control sobre su uso y las normas sociales que la rodean. Es fundamental desmitificar el atractivo de la violencia, aumentar la incertidumbre sobre el control individual de la violencia y modificar las normas del entorno para que no la apoyen. Las intervenciones deben ser adaptativas y contextuales, ajustándose continuamente para abordar las necesidades y desafíos específicos de cada situación. En capítulo realiza un repaso a la gran variedad de intervenciones disponible y evalúa su efectividad atendiendo a las experiencias evaluadas empíricamente.

CHAPTER 5: P/CVE IN THE GLOBAL SOUTH

**ARTICLE 5. VIOLENT RADICALIZATION IN THE LEBANESE BEQAA: A
PSYCHO-SOCIAL ANALYSIS FROM THE 3N MODEL**

García-Coll, J., Lobato, R.M., Moyano, M., Azzam, L., & Salloum, Y. (Unpublished).

Violent Radicalization in the Lebanese Beqaa: A Psycho-social Analysis from the 3N Model.

Abstract

The Lebanese Beqaa has been an area impacted by violent extremist movements in the last two decades. Specifically, in the town of Majdal Anjar a significant number of youth were drawn to join armed groups in Iraq and Syria. However, the neighboring town of Kherbet Rouha, which shares similar geographic location, sectarian composition, and religious character, did not witness similar patterns. Through interviews and focus groups with key individuals from these towns, we explored the divergent trajectories of radicalization observed in these communities. The underlying factors contributing to these differences were studied taking the 3N Model's framework of Needs, Narratives, and Networks. By employing qualitative research methods, the paper elucidates the socio-psychological dynamics at play within these communities, shedding light on the role of identity, ideology, and social networks in the radicalization process. On the one hand, risk factors according to the 3N model, like vacuums in religious and political identity, presence of sacred values that justify violence and presence of violent groups were predominant in the case of Majdal Anjar. On the other hand, protective factors like spiritual and religious security, moderation and openness to diversity and a dynamic social life were prevalent in the case of Kherbet Rouha. The study extracted new indicators and subindicators for the dimensions of the 3N model based on the data.

Keywords: Lebanon, Beqaa, violent extremism; PVE; 3N model.

Resumen

El Valle de la Becá en el Líbano ha sido una zona impactada por movimientos extremistas violentos en las últimas dos décadas. Específicamente, en la ciudad de Majdal Anjar, un número significativo de jóvenes se sintieron atraídos a unirse a grupos armados en Irak y Siria. Sin embargo, la ciudad vecina de Kherbet Rouha, que comparte ubicación geográfica similar, composición sectaria y alta religiosidad, no dio lugar a patrones similares. A través de entrevistas y grupos de discusión con personas clave de estas ciudades, exploramos las trayectorias divergentes de radicalización observadas en estas comunidades. Se estudiaron los factores subyacentes que contribuyen a estas diferencias tomando el marco del Modelo 3N de Necesidades, Narrativas y Redes. Empleando métodos de investigación cualitativa, el documento elucida las dinámicas psicosociales en juego dentro de estas comunidades, arrojando luz sobre el papel de la identidad, la ideología y las redes sociales en el proceso de radicalización. Por un lado, en Majdal Anjar se encontraron predominantemente factores de riesgo según el modelo 3N, como vacíos en la identidad religiosa y política, la presencia de valores sagrados que justifican la violencia y la presencia de grupos violentos. Por otro lado, en Kherbet Rouha se encontraron principalmente factores protectores como una identidad religiosa firme, la moderación y apertura a la diversidad y una vida social dinámica. A partir de los datos, el estudio plantea nuevos indicadores y subindicadores para las dimensiones del modelo 3N.

Palabras clave: Líbano, Valle de la Becá, extremismo violento, PVE, modelo 3N.

**ARTICLE 6. PREVENCIÓN DE LA RADICALIZACIÓN VIOLENTA EN EL
ÁMBITO SOCIOLABORAL: UNA APROXIMACIÓN A LOS PAÍSES DEL SUR
GLOBAL DESDE LA COOPERACIÓN INTERNACIONAL**

García-Coll, J., Martín-Criado, J.M., Moyano, M. (2023). Prevención de la radicalización violenta en el ámbito sociolaboral: Una aproximación a los países del Sur global desde la cooperación internacional. Fundación CIDEAL de Cooperación e Investigación. <https://www.cideal.org/wp-content/uploads/2023/05/Paper-prevencion-radicalizacion-5.pdf>

Abstract

Radicalization involves changes leading to participation in intergroup conflict or ideology, sometimes involving violence. The 3N Model—needs, narratives, and networks—offers a very useful framework for understanding radicalization and its preventive measures in vulnerable contexts. Needs relate to personal significance, narratives provide ideological justification, and networks legitimize violent behavior.

Research coming out of areas like the Sahel and the MENA Region highlights the importance of addressing geographical isolation, parenting styles, educational levels, and economic opportunities. Therefore, effective prevention of violent extremism requires addressing these components by providing new avenues for personal significance, discrediting violent narratives, and reducing extremist networks. Interventions should improve education, offer economic incentives, provide religious and ideological guidance, and include psychosocial support. Several experiences from the Global South remark how livelihood and employment interventions might not work by themselves and would require of multidisciplinary approaches, incorporating psycho-social and recreational activities that foster resilience against violent extremism. By addressing individual and community-level factors, these strategies can create sustainable change and reduce the appeal of violent extremist groups.

Keywords: Radicalization, Employment interventions, 3N Model, P/CVE, Global South

Resumen

La radicalización implica cambios que llevan a la participación en conflictos intergrupales o ideologías, a veces involucrando violencia. El Modelo 3N—necesidades, narrativas y redes—ofrece un marco muy útil para entender y analizar la radicalización y las medidas de prevención en entornos vulnerables. Las necesidades se relacionan con el significado personal, las narrativas proporcionan justificación ideológica y las redes legitiman el comportamiento violento.

Investigaciones provenientes de áreas como el Sahel y la región MENA destacan la importancia de abordar el aislamiento geográfico, los estilos de crianza, los niveles educativos y las oportunidades económicas. Por lo tanto, la prevención efectiva del extremismo violento requiere abordar estos componentes proporcionando nuevas vías para la significación personal, desacreditando narrativas violentas y reduciendo las redes extremistas. Las intervenciones deben mejorar la educación, ofrecer incentivos económicos, proporcionar orientación religiosa e ideológica e incluir apoyo psicosocial. Varias experiencias del Sur Global destacan cómo los enfoques desde el ámbito sociolaboral no serían efectivos por sí mismos y requieren de perspectivas multidisciplinarias, que incorporen actividades psicosociales y recreativas que fomentan la resiliencia contra el extremismo violento. Al abordar factores a nivel individual y comunitario, estas estrategias apuntan a crear un cambio sostenible y reducir el atractivo de los grupos extremistas violentos.

Palabras clave: Radicalización, Ámbito sociolaboral, Modelo 3N, P/CVE, Sur Global.

CHAPTER 6: THE CHALLENGES OF P/CVE

**BOOK CHAPTER 4. GESTIÓN DEL PERSONAL Y RECURSOS DE FORMACIÓN
PARA LA DESRADICALIZACIÓN**

García Coll, J., & Lobato, R. M. (2022). Gestión del personal y recursos de formación para la desradicalización. In *La encrucijada entre la radicalización y la desradicalización* (pp. 178-196). Los Libros de la Catarata.

Abstract

Effective disengagement and deradicalization interventions require skilled professionals who treat beneficiaries with respect and empathy. Training and working conditions significantly influence the success of these programs. Surveys highlight a lack of specialized training in prison environments as a major factor in radicalization. The chapter outlines the necessary skills, knowledge, and ethical standards for personnel involved in deradicalization, including psychotherapists, religious representatives, victims, rehabilitated individuals, family members, and community members. Emphasis is placed on the importance of specific training for recognizing radicalization processes, managing risks, and providing psychosocial support. The chapter also discusses various training programs across Europe and the importance of addressing cultural and ideological contexts in deradicalization efforts.

Keywords: Deradicalization, Staff training, Penitentiary interventions, Psychosocial support,

P/CVE

Resumen

Las intervenciones efectivas de desvinculación y desradicalización requieren profesionales capacitados que traten a los beneficiarios con respeto y empatía. La formación y las condiciones laborales influyen significativamente en el éxito de estos programas. Las encuestas destacan la falta de formación especializada en entornos penitenciarios como un factor principal en la radicalización. El capítulo detalla las habilidades, conocimientos y estándares éticos necesarios para el personal involucrado en la desradicalización, incluyendo psicoterapeutas, representantes religiosos, víctimas, personas rehabilitadas, miembros de la familia y de la comunidad. Se enfatiza la importancia de una formación específica para reconocer los procesos de radicalización, gestionar riesgos y brindar apoyo psicosocial. El capítulo también discute varios programas de formación en Europa y la importancia de abordar los contextos culturales e ideológicos en los esfuerzos de desradicalización.

Palabras clave: Desradicalización, Formación del personal, Intervenciones penitenciarias, Apoyo psicosocial, P/CVE

**ARTICLE 7. COMMUNITY ATTITUDES TOWARDS THE REINTEGRATION OF
VIOLENT EXTREMIST AND TERRORIST OFFENDERS: A NEGLECTED
CHALLENGE?**

García-Coll, J. (2022). Community Attitudes Towards the Reintegration of Violent Extremist and Terrorist Offenders: A Neglected Challenge? In D. Suljic & E. Allen (Eds.), *Exploring trends and research in countering and preventing extremism and violent extremism* (pp. 87-92). Hedayah. <https://hedayah.com/app/uploads/2023/11/Research-Conference-2022-Volume.pdf>

Abstract

Rehabilitation and reintegration of Violent Extremist and Terrorist Offenders (VETOs) is a complex process that can only work with the cooperation of local communities. Public policies and P/CVE programming do not always consider this aspect. After examining the case study of Spain, we propose the need to rethink political discourse and communication strategies concerning VETO rehabilitation and reintegration efforts.

Resumen

La rehabilitación y reintegración de las personas detenidas por delitos de extremismo violento y terrorismo (VETOs, por sus siglas en inglés) es un proceso complejo que solo puede funcionar con la cooperación de las comunidades locales. Las políticas públicas y los programas de prevención y afrontamiento del extremismo violento (P/CVE) no siempre consideran este aspecto. Tras examinar el estudio de caso de España, proponemos la necesidad de replantear el discurso político y las estrategias de comunicación en relación con los esfuerzos de rehabilitación y reintegración de los VETOs.

CHAPTER 7: CONCLUSIONS

In this doctoral thesis, we intended to respond to a main objective of analyzing and offering effective strategies for the prevention of violent radicalization across different contexts. This was done through four specific objectives:

(1) Identifying and examining the psychosocial and environmental factors that contribute to violent radicalization.

(2) Evaluating the effectiveness of primary intervention programs aimed at reducing risk factors and enhancing protective factors in the general population.

(3) Assessing secondary prevention interventions designed for at-risk individuals, focusing on early detecting and targeted support measures.

(4) Analyzing tertiary prevention strategies aimed at rehabilitating and reintegrating individuals who have already exhibited violent behavior, within the context of community and the justice system.

In the following lines we will examine how the thesis covered these specific objectives. The theoretical and practical implications of these results, their limitations and the possible future research avenues are presented as well.

Objective 1. Identifying and examining the psychosocial and environmental factors that contribute to violent radicalization

Objective 1 was to identify and examine the psychosocial and environmental factors that contribute to violent radicalization. In order to do this, we first reviewed the recent literature. As a result, Chapter 2 included a theoretical approach to violent radicalization from the psychosocial perspective. This involved a review of the most important perspectives and models that explain the phenomenon and worked as a theoretical framework for the rest of the thesis.

In Article 1 from Chapter 2, we present two studies. Based on previous literature, we hypothesized that individuals high in obsessive passion would be more aware of the threat

posed by social alienation, which would increase their support for political violence. In Study 1 we took religion as the cause of passion. Despite most respondents not feeling a great passion for religion, as predicted, there was an interaction between social alienation and obsessive passion, even when controlling for harmonious passion. In Study 2, participants were able to choose amongst different options, being family the cause of passion chosen by the majority. Results from Study 1 were replicated, showing that individuals that felt more socially alienated and scored high in obsessive passion, also were more supportive of political violence. Therefore, it was concluded that individuals who feel disconnected from society and are high in obsessive passion would be especially vulnerable to violent radicalization.

Article 3 from Chapter 3 presented a study in which we intended to look at the role structural factors can play in radicalization, inspired by recent studies that already pointed at this relationship (e.g., Franc & Pavlovic, 2021). Nonetheless, in our case the dependent variable would not be number of terrorist attacks, terrorist groups, or victims, but attitudes towards radical ideas or terrorism. Furthermore, the study was designed as a multi-level analysis in which we examined the effect on violent narratives of both structural (Economic, Social and Cultural Status index; INEVAL, 2017) and psycho-social variables from the 3N model (Significance presence, Significance quest, Supportive network, and Deviant network) and their interaction. All our hypotheses were confirmed. First, along with the previous literature (Adam-Troian et al., 2020; Bäck et al., 2018; Milla et al., 2022), significance quest and deviant networks predicted greater support for violent narratives. Second, social, economic and cultural level of families had an inverted relationship with support for violent narratives, reinforcing other studies linking structural inequalities with vulnerability to violent extremism (Franc & Pavlović, 2021). Third, following published data (Bartusevičius et al., 2020; Pedahzur & Canetti-Nisim, 2004), it was shown that structural and psychological factors interact. Specifically, participants that scored high in deviant networks and were in environments with

low sociocultural index, were more likely to support violence. Therefore, the relationship between structural factors and their interaction with psychosocial factors, with vulnerability to violent radicalization was confirmed in this study.

Article 5 from Chapter 5 also attempted to study psychosocial and environmental factors contributing to violent radicalization. By looking at qualitative data from interviews carried out in two nearby towns of the Lebanese Beqaa, we intended to apply the 3N model to explain why violent radicalization was prevalent in one of the towns, while it was not in the other one. We also attempted to provide new indicators and subindicators that could work either as risk or protection factors for violent radicalization. After carrying out an inductive-deductive qualitative analysis for both cases, we confirmed that risk factors from the 3N model (significance loss, violent narratives, violent networks) were mostly prevalent in the discourse coming from the town where radicalization took place. On the other hand, we confirmed that protection factors from the 3N model (significance presence, peaceful narratives, peaceful networks) were prevalent in the town where radicalization did not take place. Furthermore, a list of new indicators and subindicators was created as a result of the analyses. The study also provided evidence of the interaction between structural factors and psycho-social dimensions.

Objective 2. Evaluating the effectiveness of primary intervention programs aimed at reducing risk factors and enhancing protective factors in the general population

The second objective in this thesis was to evaluate primary interventions that aim at reducing risk factors and enhancing protective factors for violent radicalization in the general population. In order to cover this objective, we carried out two literature reviews for primary prevention interventions in the school context and in the Global South.

In Book Chapter 2 from Chapter 3, prevention principles and interventions to be carried out in the school context with the general population were examined. The chapter illustrated the wide range of activities that can be implemented and the big potential that schools have to

implement primary prevention interventions. It also gathered experiences carried out in schools from Western contexts showing the long-standing history of interventions that, despite not being labelled P/CVE, share objectives and principles and can provide a lot to this field.

In Article 6 from Chapter 5 we analyzed the principles and evaluated the effectivity of primary prevention programs based on the creation of employment opportunities for the general population in the Global South. The article gathered data from different academic and grey literature sources on the issue, concluding that employment programs by themselves are not an effective primary prevention measure for violent radicalization in the Global South.

Objective 3. Assessing secondary prevention interventions designed for at-risk individuals, focusing on early detecting and targeted support measures

The third objective in this thesis was related to the assessment of secondary prevention interventions with at-risk individuals. To accomplish this, we developed and evaluated a mentoring program that was implemented in schools from the South of Spain. The evaluation of this program was detailed in Article 2 from Chapter 3.

Article 2 from Chapter 3 evaluates a prevention intervention using mentoring with primary and secondary pupils from vulnerable areas in the South of Spain. The evaluation was structured in three studies: 1) a quantitative study measuring the dimensions of the 3N model pre- and post- the intervention in 493 participants in the program and 493 participants in control groups; 2) a quantitative study measuring the perception of 63 teachers before and after the intervention, based on the 3N model dimensions; 3) a qualitative analysis of written reports and focus groups by teachers and mentors. The results from Study 1 showed how mentees improved their personal significance thanks to the intervention, although no significant differences were seen in the narratives and networks of mentees. The results from Study 2 were significantly positive in the three dimensions of the 3N model. From the teachers' perception, the program helped improve the personal significance, and reduce the violent narratives and

networks of pupils. The results of Study 3 also reflected relevant changes in the motivation of students, group cohesion and the introduction of new social role models. This study also helped recognize factors like attractiveness of activities, mentor recruitment and length of the program as determinants of success. Overall, the article showed the potential of mentoring as a secondary prevention initiative.

Objective 4. Analyzing tertiary prevention strategies aimed at rehabilitating and reintegrating individuals who have already exhibited violent behavior

The fourth objective had to do with the analysis of tertiary prevention strategies aimed at rehabilitating and reintegrating individuals who have already engaged in violent behavior. To accomplish this objective, we carried out four literature reviews dealing with different aspects of tertiary prevention. First, a literature review was carried out concerning the theoretical approaches and models that support deradicalization and disengagement practices. A second literature review dealt with the actual interventions available and their effectivity. A third literature review was conducted concerning practical issues of staff recruitment, management and training for deradicalization and disengagement. The fourth literature review involved community attitudes in deradicalization and reintegration efforts in the Spanish context.

In Article 4 from Chapter 4, the theoretical principles behind deradicalization and disengagement strategies are presented. The article serves as a theoretical framework for the following excerpts, highlighting the discrepancies between models targeting behaviors (disengagement) or cognitions (deradicalization).

In Book Chapter 3 from Chapter 4 the theory is illustrated with the different interventions available and evaluates their effectivity based on the published data. It first covered a wide range of interventions based on disengagement (mentoring, economic and work integration, interventions with formers, and interventions based on psychotherapy and

criminology). Then it covered deradicalization interventions (ideological and religious debates, online deradicalization initiatives). It also described Restorative Justice programs, and sports and arts-based initiatives. After analyzing the wide range of interventions and their evaluation, we observed that interventions focusing on behavioral change are prevalent in most programs and, for a number of reasons related to the practical implications, ethical considerations and effectiveness, they might be preferable than those focusing on cognitive change.

In Book Chapter 4 from Chapter 6 we intended to cover the practical challenges of staff recruitment, training and management in tertiary prevention initiatives developed in the prison and prevention contexts. This involved a first review of adequate profiles for this kind of work, skills and knowledge needed, risk assessment and management, work ethics, and training resources for staff working in the European Union. This research showed that the effectivity of disengagement and deradicalization initiatives will be dependent on the appropriate investment in resources, training and staff recruitment for it.

In Article 7 from Chapter 4 we intended to look at the community component of reintegrating violent extremists. In order to do this, we presented a brief analysis of the literature concerning attitudes towards the reintegration of former violent extremist. Then, we compiled academic and grey literature sources concerning the case of Spain. The article remarks the utmost importance of community attitudes as the last step of deradicalization of disengagement, especially concerning the risks of cumulative radicalization. It concludes with the conditional effectiveness of tertiary prevention programs to a thorough consideration of communities as active stakeholders in the reintegration process.

Theoretical implications

Four principal theoretical implications can be extracted from this thesis. A first theoretical take out is the realization that the study of violent radicalization is anything but closed and that it needs of further theoretical research. For example, throughout Chapter 2, we

can observe that violent radicalization is not a simple linear process. Several different models and viewpoints have been presented in the last years and simple explanations (e.g. looking only at an individual's ethnic origin or social class), are neither congruent with the empirical data nor conclusive as predictors of radicalization. A comprehensive understanding of the phenomenon that involves different perspectives and explanatory models is important in order to avoid biases and limitations.

In fact, the thesis presents two pieces of empirical research that further nuance established models. First, Article 1 presents evidence of the dualistic model of passion and how this is related to violent radicalization. The concept of obsessive passion and its relation to the 3N model (specifically to the significance quest) had been presented elsewhere (e.g., Kruglanski & Orehek, 2011; Kruglanski et al., 2013, 2014, 2019), but there was a need for further empirical support for it (Da Silva et al., 2023). The study also shows an interaction between social alienation and obsessive passion, which remarks the need to take into consideration individual differences and their interaction with the dimensions of the 3N model when studying violent radicalization. Second, Article 5 looks at the relationship between the different dimensions of the 3N model and violent radicalization.

The second main theoretical implication is that radicalization is a multivariate process. First, this is seen in the way all the studies presented in the thesis incorporate a diverse range of possible risk and protection factors that have a significant relation with violent radicalization. Second, the studies included in the thesis remark that these factors should include both structural and psychological variables. This is observed in Article 1, which remarks the importance of feelings of marginalization in the radicalization process and point at how these feelings might be related to structural issues. Also, Article 3 and Article 5 remarked the way structural factors can interact with psychosocial factors to facilitate or mitigate violent radicalization. Article 5 also provided evidence from published data showing

that violent radicalization in the Global South cannot be explained only looking at individual elements. It needs to incorporate social, political and cultural elements (meso and macro levels; Della Porta, 1995).

A third theoretical implication of this thesis is that primary and secondary prevention strategies are still developing their theoretical basis, as can be observed in Chapter 3. For example, despite several studies supporting that reducing the risk factors of the 3N model (significance quest, violent narratives, and violent networks) would lower the vulnerability to violent radicalization (see Da Silva et al., 2023), the effectivity of the programs attempting to do this still needs of further research (Da Silva et al., 2022). Nonetheless, an important observation from Book Chapter 2 is the idea that the principles of primary and secondary prevention are shared with other initiatives implemented in the school context. This should be taken as an opportunity to gain access to a greater number of experiences and data. P/CVE interventions have been developed in the last two decades, whereas some other interventions in the school context (like conflict management skills or non-violent activism) have a much longer history. Similarly, secondary prevention initiatives like the one evaluated in Article 2 still require further theoretical and empirical support. Again, the connection with non-specific P/CVE experiences is remarked in the vast amount of literature on mentoring youth and students, and how these experiences could inform theoretical approaches to future P/CVE interventions.

A fourth theoretical implication is that tertiary prevention measures still lack a strong theoretical basis. This is mainly shown in the ongoing debate between acting upon behavior or upon cognition, explained in Article 4. Despite our impression that practice is mostly opting for disengagement, as explained in Book Chapter 3, the fact is there is a lack of uniformity in tertiary prevention program development and evaluation, which is also reflected in the lack of harmony in staff recruitment and training. Similarly, more research is needed concerning the

attitudes towards deradicalization programs. There are few studies evaluating the psychosocial factors affecting attitudes towards deradicalization programs.

Practical implications

The first practical takeout from this thesis is that there is no one-fits-all measure to prevent violent radicalization. This goes in line with the theoretical implications remarking the need to avoid simplistic and closed P/CVE or counter-terrorist measures and it is especially seen along Chapter 2, where the wide range of models and risk factors for radicalization makes it difficult to find a universal solution for this social problem. Therefore, any P/CVE programming should involve a comprehensive understanding of the context and the actors present. It should also involve trying different approaches and models when designing the interventions.

The second practical implication has to do with the fact that interventions should target both structural and individual factors. This is remarked in Article 1, where results recommend interventions that foster integration of all individuals into the society and development of healthy identities. Nonetheless, the results of Article 3 remark how they should also include an analysis of societal factors and structures that might reinforce these feelings of marginalization in certain communities and individuals. Similarly, in Article 5 feelings of humiliation and experiences of violence from the state and from other communities were risk factors of utmost importance, along with moderate narratives and inter-sectarian social life being remarkable protection factors. This should encourage initiatives at the meso and macro levels that foster respect for Human Rights from governmental institutions, reduce sectarian grievances and violence and encourage inter-sectarian collaboration.

The third practical implication relates to the preference for tertiary prevention initiatives focusing on disengagement. This is mostly presented in Book Chapter 3 where we observe that most available interventions are not focusing on the attitudinal change but rather

on the behavioral change. For example, the research conclusions from Article 1, propose influencing behaviors and balancing motivation to avoid obsessive passion as a way to reduce vulnerability to violent extremism.

The fourth practical implication is related to the big potential of schools in primary and secondary prevention. This is especially seen in Chapter 3 from the thesis, where the big range of interventions that can be implemented in this context is presented. First, the potential of schools is seen in the fact that they provide a space where difficult-to-reach youth are forced to be for certain hours a day. For example, the mentoring intervention evaluated in Article 2 could not have been implemented with the kind of youth targeted in any other context. Second, schools create a microcosmos of reality that can be used to put into practice mock scenarios of 'real life'. Students deal with diversity management, power differences, respect of rules, etc. Many of the P/CVE interventions listed in Chapter 3 make use of this microcosmos. Third, schools have a long tradition of educational interventions which, even if not under the P/CVE acronym, provide long-standing experiences with contrasted results.

The fifth practical implication is related to the need to expand the range of professionals and interventions within P/CVE programs. This is evidenced in Book Chapter 3, where we observe the difficulty to carry out this work with the same staff and training resources used for other kinds of inmates, and also in discrepancies between the reality and the perception of frontline practitioners (see García-Coll et al., 2021). Besides, the novelty of the phenomenon and the important increase in inmates for crimes related to violent extremism in the last decade, might require rearrangements and bigger resource allocation. Specifically, expanding the profiles of stakeholders to religious representatives, family members, or former radicals seems to be advisable. Likewise, including specific training for frontline professionals would be required, and there are several options available around the EU. This training could introduce contents that have proven to be important in P/CVE work in the prison and probation context

and that frontline professionals have required themselves (see García-Coll et al., 2021), like restorative justice, motivational interviewing, or psycho-social support. Last, the specific threats for professionals dealing with this kind of inmates should be evaluated and the necessary devices to mitigate risks should be developed.

Likewise, it seems P/CVE programs can benefit a lot from incorporating religious institutions as stakeholders (see Bourekba & Martín Álvarez, 2022), especially in contexts where religion still plays an important role in the community identity (see Pollozhani & Bieber, 2024). This is observed in Article 4, where the voids and competition for religious identity were found to be principal risk factors, along with the detection of a strong religious identity as a principal protection factor. In fact, the research shows that even religious institutions and organizations that were a bit extreme, retained the youth in the non-violent side. Thus, the idea would be that it is better to have an extremist youth than a lost youth.

Concerning the range of possible activities to develop within P/CVE programs, Article 6 provides evidence of the overuse of employment programs as a one-fits-all measure in the Global South. These programs act mainly on three aspects (reducing prejudice amongst groups, increasing the risk-benefit cost of militance, and reducing the perception of grievance; Brück et al., 2016). However, the results are far from conclusive. Programs incorporating sportive, artistic activities, along with psycho-social interventions, have proven to be more effective by providing respite from traumatic experiences and environments and creating different bonds amongst participants. Similarly, Book Chapter 3 highlights the big potential and inspiring results of interventions like Restorative Justice, Mentoring, Motivational Interviewing, or Arts and Sports as P/CVE interventions.

A seventh practical implication of this thesis is the observation that public opinion should be a pillar in the design of deradicalization and disengagement programs. This is observed because of the specificities of violent extremist crimes and detainees cause in the

perception of the public community (Clubb et al., 2021). In this way, media interventions that portray the reality of deradicalization efforts need to be developed.

Limitations

A main limitation in this doctoral thesis was the reliance on secondary sources for many central aspects of it (e.g., everything concerning tertiary prevention). The lack of new empirical data limits the validity of the conclusions further than what had already been published elsewhere.

A second main limitation has to do with the reliance on self-reported measures for most of the cases (except for the structural variable in Article 3). The risk of social desirability affecting the results might have been moderate to high, especially bearing in mind that the respondents were mostly young people under 18 (Camerini & Schulz). In the case of Article 5, to the specific risks of social desirability in qualitative research (Bergen & Labonté, 2020), we add a possible bias in the methodology, since the research was carried out following a very open semi-structured interviews methodology. This might have introduced validity issues and limited the comparability of both studies.

A second limitation has to do with the fact that, in the empirical research carried out in this thesis (Article 1, Article 2, Article 3, and Article 5), attitudes towards violence are taken as the criterion variable to measure violent radicalization. This is not unique in this kind of studies, but presents an important limitation, since the relationship between attitudes and behaviors is not necessarily consistent (Ajzen, 1991; Sniehotta, 2009).

A third limitation was observed in the fact that none of the studies included any experimental manipulation. This renders the causality between the observed variables impossible to assume. For example, we cannot assume that social alienation causes obsessive passion.

A fourth limitation was seen in some logistical shortcomings in the implementation of the intervention evaluated in Article 2. A limited length, along with the small number of responses for Study 2, and the voluntary character of the participation in Studies 2 and 3 limit importantly the generalizability of these findings.

A fifth limitation is concerned with the fact that most empirical work presented in this thesis was carried out with samples concentrated in either specific age gaps (e.g., school pupils), geographical zones (e.g., the Lebanese Beqaa), or specific environments (e.g., university students answering online surveys). This limits the generalizability of these results.

Future studies

Future studies concerning psychosocial and environmental factors that contribute to violent radicalization should try to replicate some of the results included in this thesis with samples of population that has already engaged in violent extremism. This would avoid the limitation of assuming violent attitudes prelude violent behaviors.

Similarly, future studies should also include other factors relevant to violent radicalization that are not covered in the 3N model (for a meta-analysis of possible factors see Wolfowicz et al., 2021). This should involve structural variables that have been related to vulnerability to violent radicalization. Also, they should include behavioral variables that are objectively quantifiable and are not susceptible to the biases of self-reporting measures, like academic performance, class behavior, referrals for violent behavior, police reports, etc.

Last, further research should try to test with quantitative analyses some of the hypotheses presented in this thesis as either theoretical approaches or qualitative analysis. For example, the studies from Article 4 could work as exploratory research (Adams et al., 2007) for further quantitative analyses testing the validity of the conclusions presented.

Conclusion

This thesis provides a robust framework for understanding and addressing violent radicalization through a psychosocial lens. By combining theoretical models with empirical research, it offers comprehensive insights into the complex dynamics of radicalization and identifies effective strategies for intervention at the three levels of prevention. The practical contributions of this research can be instrumental in shaping P/CVE programs and policies. Future research should continue to explore the research avenues included in this thesis to further refine and enhance the effectiveness of P/CVE efforts globally.

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