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Institute of Psychology
Department Research Synthesis, Intervention, Evaluation



Center for Research on Right-Wing Extremism,
Civic Education and Social Integration
Friedrich Schiller University Jena

Developmental Prevention of Radicalisation Concept, State of Research and Current Findings

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Some data on radicalization and extremism

- 66 countries with a recorded terrorist attack in 2024
- Only 25 of 163 countries have not recorded a single terrorist incident since 2007
- Although most of these attacks happen in Africa/Middle East, there is also an increase in single attacks in western countries (**Global Terrorist Index, 2025**)
- More than 84.000 politically motivated crimes in Germany in 2024 (40.2% increase)
- 4.107 violent crimes (15.3% increase), more than 50% from right-wing extremist offenders (**Bundeskriminalamt, 2025**)

Extremist attacks in Germany

- **NSU** (between 2000 and 2007: 10 murders, 43 attempted murders among other crimes)
- **Since 2020 53 attacks**
 - 19. Feb. 2020 in Hanau (right-wing) 11 fatalities.
 - 25. June 2021 in Würzburg (islamistic) 3 fatalities
 - 9. March 2023 in Hamburg (religious) 8 fatalities.
 - 25. March 2024 in Solingen (right-wing) 4 fatalities
 - 23. August 2024 in Solingen (islamistic) 3 fatalities
 - 20. December 2024 in Magdeburg (islamistic) 6 fatalities and 299 injured people
- **Strong right-populist movements** in nearly all European states (in Germany AfD)
with more or less contact to right-wing extremist groups (21% of young people aged 18 to 24 voted for AfD)
- 8.3% showed a manifest right-wing world view in representative surveys on political attitudes (**Mitte Studie, 2023**)



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Overview

1. Theories of radicalisation
2. A social-developmental model of radicalisation
3. Concept and results of developmental prevention of radicalisation
4. Results of two outcome studies on the PARTS- and „Bleib-menschlich“-Program

1

Existing radicalisation theories

Current Radicalisation Theories (selection)

1. **Political dissatisfaction**/distrust in democracy/political elite (political science)
2. **Social disintegration**/relative deprivation/loss of social status (social sciences)
3. **„Staircase to Terrorism“** (Moghaddam, 2005). Psychoanalytically based stage model starting with the perception of injustice, moving on to increased aggression, and ending with moral commitment to extremism and terrorist attacks.
4. Radicalisation as reaction of fundamental **feelings of uncertainty** (Hogg & Blaylock, 2012)
5. Radicalisation as compensation for loss of meaning/an unfulfilled need for meaning or appreciation
„Quest for Significance“ -model (Kruglanski et al., 2014, 2019)
6. **Multiple pathway model/two pyramid model** (McCauley & Moskaleiko, 2011, 2017, 2020). Different radicalization pathways (individual, group-related, mass radicalization); distinction between attitude and action pyramid



Background of a developmental model

Shortcomings of existing radicalization models

- All models have **no explicit ontogenetic developmental foundation** and only a few have concrete differential assumptions (why are some involved in extremist attitudes/behavior and most not)
- As known from **biographical analyses of extremist offenders**, in most cases (> 90%) radicalization happens from adolescence up to the age of 30 (Borum, 2011)
- **Political socialization** shows a sensitive developmental period in late adolescence and emerging adulthood (*impressionable years hypothesis*, Sears et al. 2003, 2013).
- A **developmental theory** is necessary to supplement (or replace) existing models

Normative definition of radicalisation and extremism

- Radicalisation describes the process of getting extreme in (political/religious) attitudes and behavior. Extremism is usually viewed as an endpoint of this development.
- Political or religious extremism is a significant deviation in attitudes and behavior from certain norms and values of the political and social system that usually aims to replace these values (human rights, democracy, rule of law) by (in most cases) using violence or at least illegal means.

2

A developmental theory of radicalisation

Information sources for an integrated social-developmental model of radicalization and extremism (Beelmann et al. 2017, 2018, 2020, in press)

1. General theories of behaviour problems and crime (Agnew, 2006; Jessor, 2014)
2. Specific radicalization theories (Moghaddam, 2005; Kruglanski et al., 2019; McCauley & Moskaleiko, 2009)
3. Basic motivational and social psychological theories (needs, prejudice, social identity, intergroup psychology etc.)
4. Special developmental theories (prejudice, identity, antisocial behaviour, political socialization)
5. Research on risk and protective factors for radicalization from biographical, cross-sectional and longitudinal research (e.g., Vergani et al., 2018; Lösel et al., 2018; Jasko & LaFree, 2019; Wolfowicz et al., 2020, Engelkamp et al., 2020; Jahnke et al. 2022, 2023).
6. Results from systematic evaluation research (e.g., Beelmann, 2021; Jugl et al., 2021)

Individual predictors of political violence meta-analysis

Factor	<i>r</i>	(95% CI)	<i>k</i>	<i>n</i>	<i>I</i> ² (%)
Personal vulnerability factors					
Aggression	.24*	[.14//.33]	10	17	96
Narcissism	.23	[-.38//.70]	2	4	25
Empathy	-.16*	[-.19//-.12]	7	26	82
Depression	.07*	[.02//.12]	10	29	87
Self-esteem	.05	[-.15//.06]	14	26	91
Intolerance of uncertainty	.03	[-.11//.17]	6	14	84
Pull factors					
Ingroup identification	.21*	[.12//.29]	30	50	93
Push factors					
Realistic threat	.30*	[.22//.37]	27	50	98
Symbolic threat	.28*	[.18//.37]	10	12	96
Negative intergroup emotions	.25*	[.15//.35]	9	16	82
Exposure to intergroup conflict	.24*	[.01//.45]	5	7	95
Group relative deprivation	.19*	[.14//.25]	11	18	64
Dissatisfaction with democracy	.17*	[.12//.21]	10	15	87
Experiences of discrimination	.11*	[.07//.17]	12	35	94
Dissatisfaction with the police, political actors and institutions	.11*	[.07//.15]	32	103	96

Jahnke, S., Abad Borger, K., & Beelmann, A. (2022). Predictors of political violence outcomes among young people: A systematic review and meta-analysis. *Political Psychology*, 43(1), 111–129. <https://doi.org/10.1111/pops.12743>

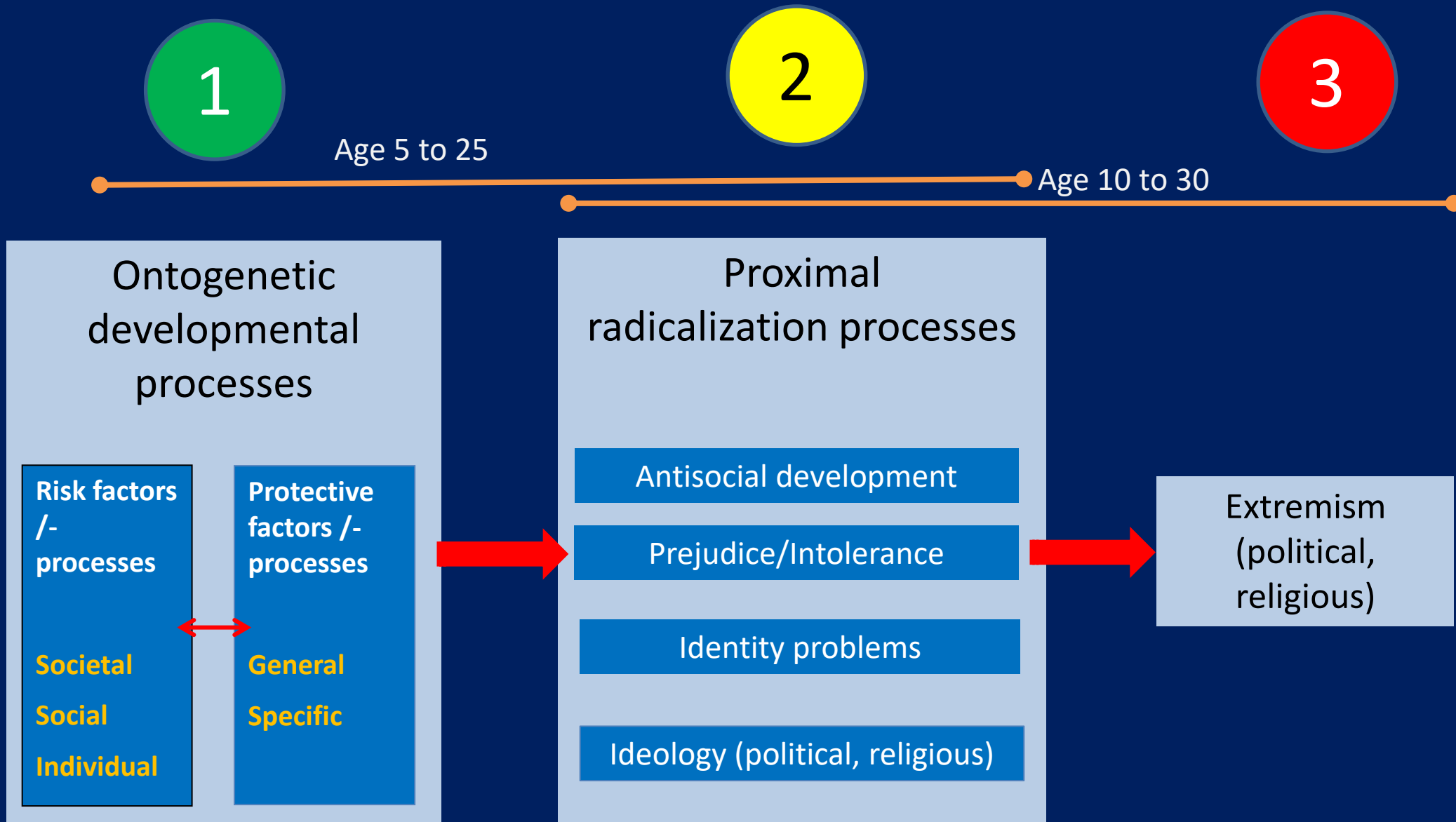
Social predictors of political violence meta-analysis

Factor	<i>r</i>	(95% CI)	<i>k</i>	<i>n</i>	<i>I</i> ² (%)
Social vulnerability factors					
Membership in a l/r-w political group	.27*	[.15//.39]	4	7	93
Friends with racist or violent attitudes	.26*	[.10//.40]	5	7	91
General membership in peer group	.17*	[-.05//.38]	3	4	80
Importance of family	-.14*	[-.27//-.01]	4	7	3
School attachment/bonding	-.12*	[-.15//-.08]	14	51	93
Family support	-.09*	[-.11//-.06]	18	37	85
Family conflict	.09	[-.03//.21]	4	4	91
Parental violence	.08*	[.06//.11]	12	41	79
School achievement	-.06*	[-.09//-.04]	11	24	87
Parental control	-.06*	[-.10//-.03]	10	33	89
Socioeconomic status	-.04*	[-.05//-.02]	27	70	59

Diff. Effects: attitudes > willingness, behavior

Jahnke, S., Abad Borger, K., Burgsmüller, L., Hoppe, C. & Beelmann, A. (2023). A meta-analysis on the link between young people's social environment, socioeconomic status, and political violence outcomes. *International Journal of Developmental Science*, 17 (1–3), 19–29. <https://doi.org/10.3233/DEV-230347>

A social-developmental model of radicalization



1

Ontogenetic developmental processes

Societal risk factors / -processes

- Real intergroup conflicts (civil wars etc.)
- Unsecure economic future perspectives
- Violence legitimize ideologies
- Absence of shared values (e.g., democracy, human rights)
- Growing social inequality/social desintegration

Social risk factors / -processes

- Poverty, familiar conflicts and problems
- Missing or problematic value education
- Parental prejudice against outgroups
- Existence of extremist/criminal groups and missing non-deviant social groups within the social context
- Experience of discrimination and marginalization of the own social group (esp. for migrants)
- No opportunity to positive intergroup contact (low social diversity)
- Experiences of violence in families or social groups

Individual risk factors/ processes

- Problematic **social cognitive processes** (Deficits in cognitive abilities, moral development, social categorization, empathy, self-control, biased social cognitive processes)
- early history of **antisocial behaviour**
- Experiences of **social exclusion**, low social appreciation on individual, social and societal level (low social integration)
- Problematic **self concept and personality development** (labile or high self concept, high (victim) injustice sensitivity, authoritarianism, violence affinity, social dominance orientation, high narcissism)

Protective factors /-processes

General

- Intelligence
- Positive emotional relationships
- ...

Extremism specific factors / -processes

- Positive attitudes toward the society
- Attachment to positive political values (democracy, human rights)
- Adherence to law
- Self control and empathy
- Non-deviant friends
- Good academic achievement
- Good school bonding
- ...

Main developmental principals:

Multi-causality

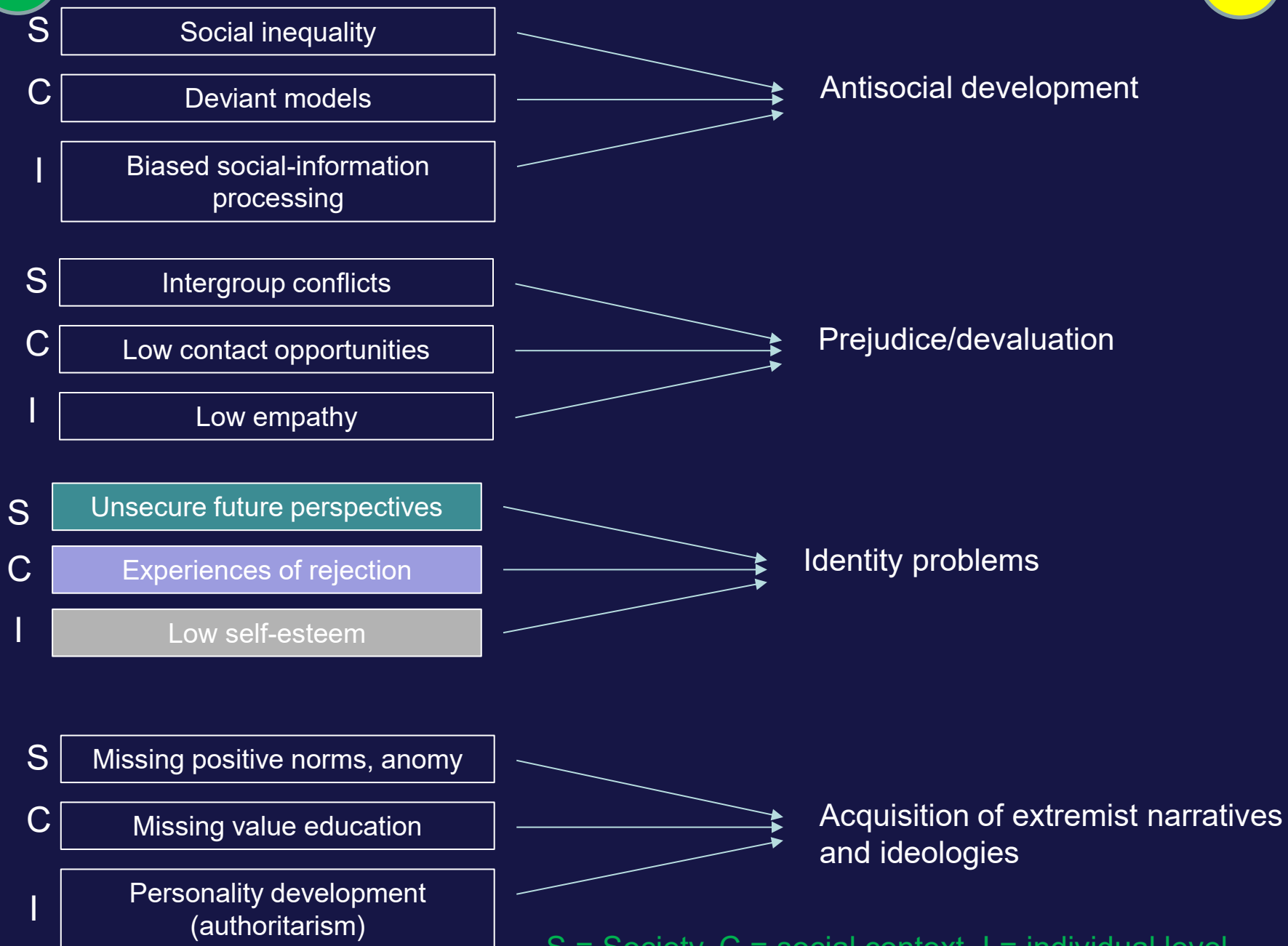
Imbalance between risk and protection

Equi- and Multi-finality

1

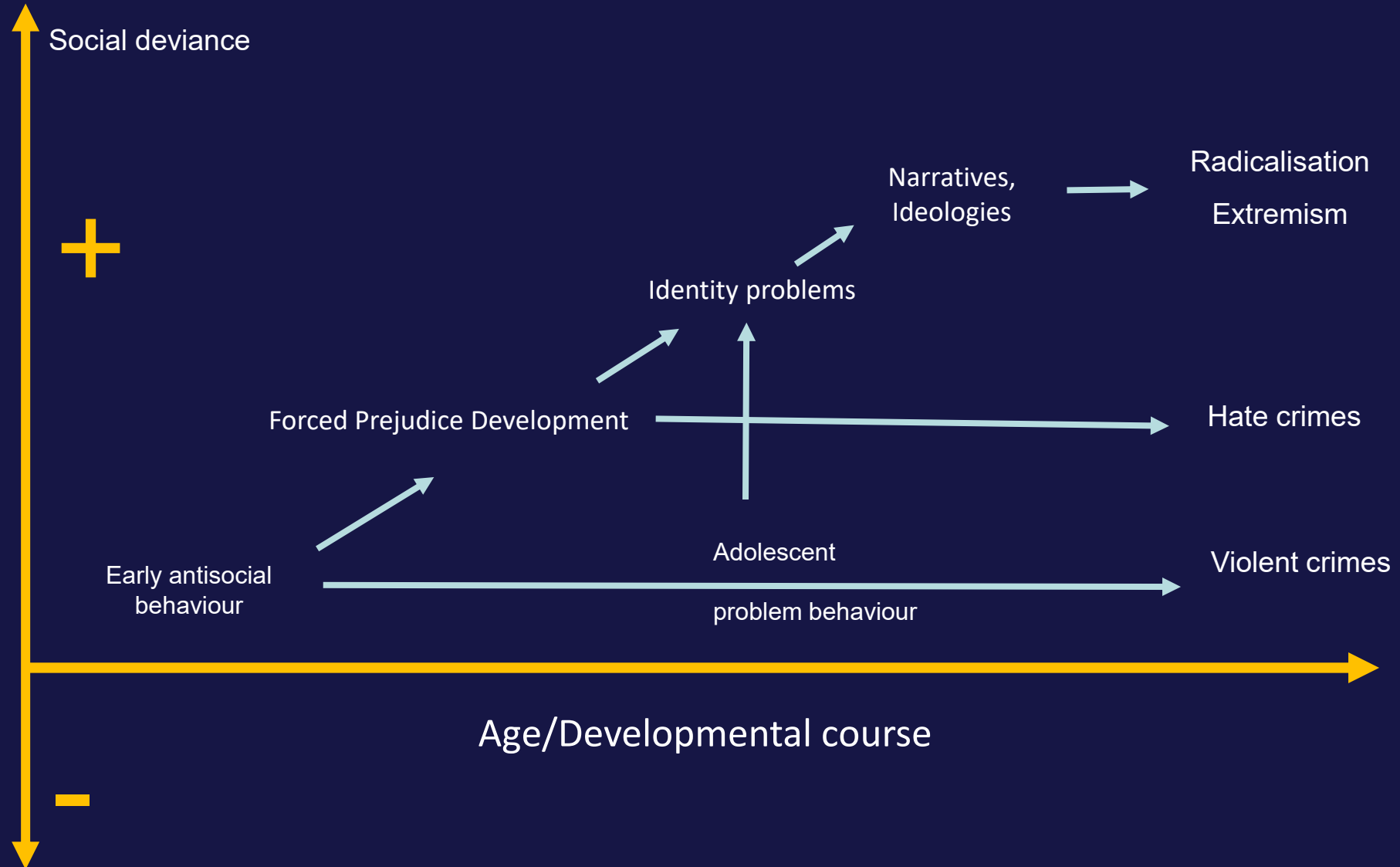
Typical risk constellation for proximal radicalization processes

2

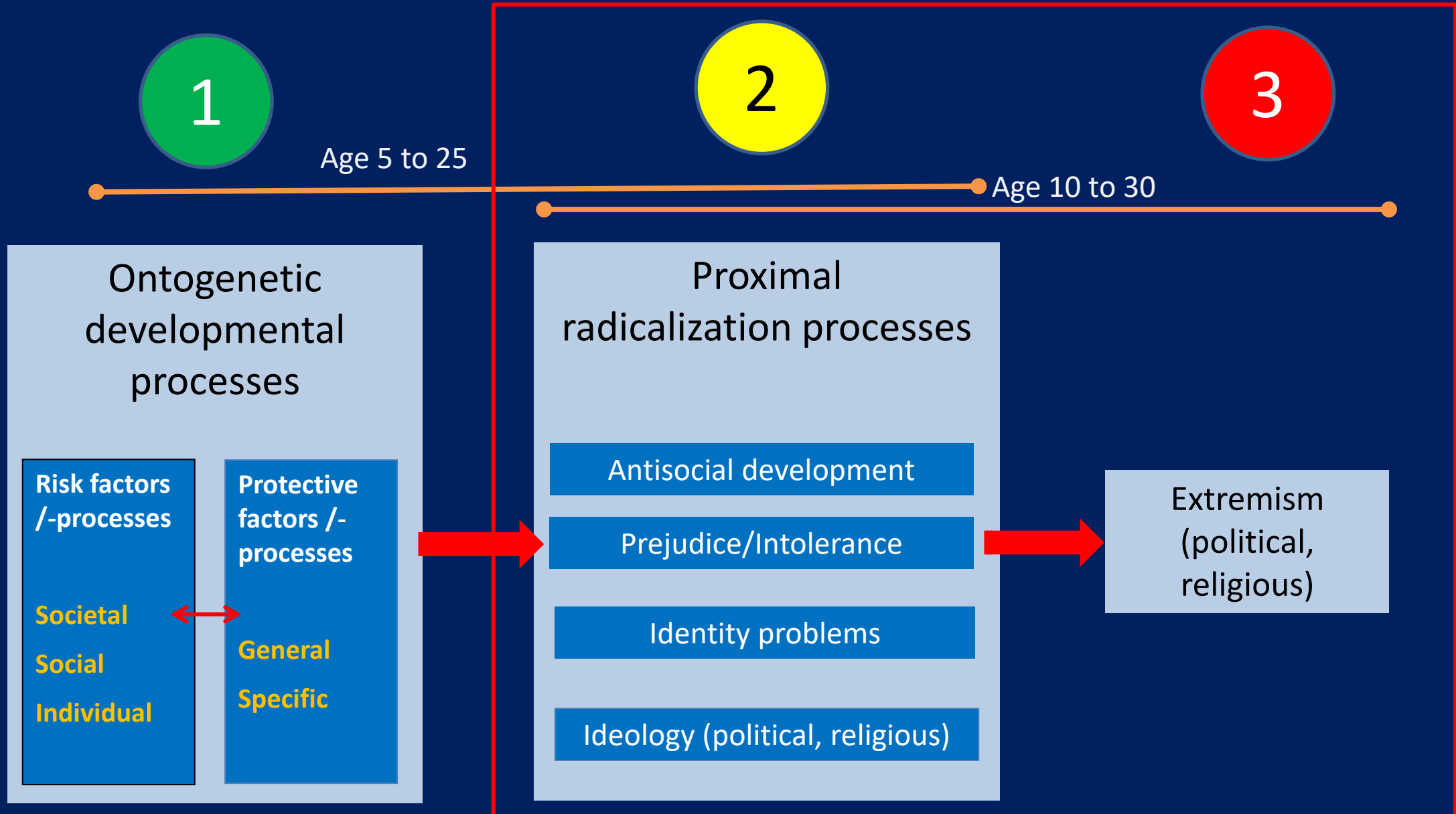


Prototypical pathways of radicalisation

2



A social-developmental model of radicalization





CTC-Survey in Lower Saxony/Germany 2024 (Selected sample): **Sample characteristics**

- 5.773 students 6th to 12th grade; Different school types
- Assessment of radicalization/extremism from grade 7 upwards (age 13 to 24, $n = 5.159$)
(76% between 15 and 17, $M = 15.6$ years)
- 49.5% male, 48.7% female, 1.8% divers/other/missing
- Migration background 19.7% to 47.2% (depending on criterion)



CTC-Survey in Lower Saxony/Germany 2024: Assessments within the selected sample

Political socialization: Political trust (1), Political interest (1), Political self categorization (1)

Extremisms: Attitudes on Democracy, Rule of Law, Human rights (12 items),

Political self categorization right-wing to left-wing (1), political violence (2), Contact to extremist media content, events, people/groups (3), Religious fundamentalism (3)

Antisocial development: antisocial behaviour (13), norm breaking attitudes (5)

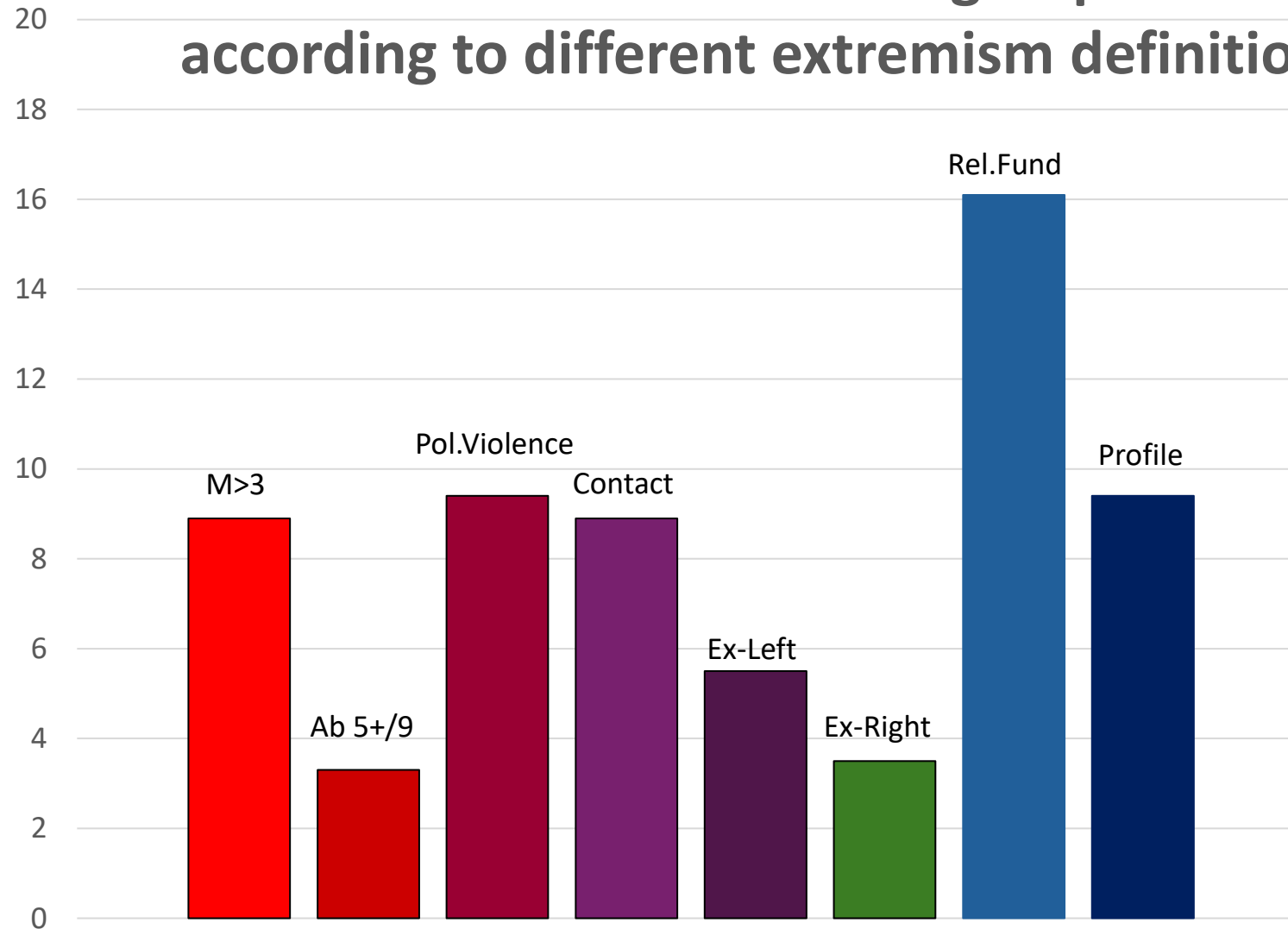
Prejudice/intolerance: several types of prejudice, discriminative behaviour, intolerance (18)

Identity problems: Collective threat (1) national superiority (1), self complexity (number of identity relevant characteristics) (3), self-esteem, narcissism, experiences of rejection (12)

Extremist narratives/ideology: Conspiracy beliefs(3), xenophobic attitudes (2), low political trust (1)

At-risk group in %

Extremisms - At-risk groups according to different extremism definitions



M>3 = Mean rejection of democracy, rule of law, human rights

Ab 5+/9 = Number of rejected items DRH

Pol. Violence = Agreement (ARIS)

Contact = to extremist media, events, people

Ex-Left = Pol. Self categorization left-wing

Ex-right = Pol. Categorization right-wing

Rel. Fund = Religious fundamentalism

Profile = Extremism proxys profile

Table 1. Bivariate correlations between risk indicators and extreme political attitudes and violent political intentions.

Indicator		Extreme political attitudes	Violent political intentions
Anti-social development	Anti-social behaviour	.28**	.23**
	Norm deviance	.22**	.25**
Prejudice/Intolerance	Intolerance	.26**	.21**
	Discriminatory behaviour	.26**	.24**
Identity problems	(Low) Self-esteem	.07**	.06**
	Collective threat	.22**	.15**
	National identity superiority	.32**	.26**
Political/religious ideology	Conspiracy mentality	.24**	.28**
	Hostility towards foreigners	.34**	.27**
	Religious fundamentalism	.23**	.21**

** $p < .01$. $n = 5,159$.

Correlation between extreme political attitudes and violent political intentions = .36**

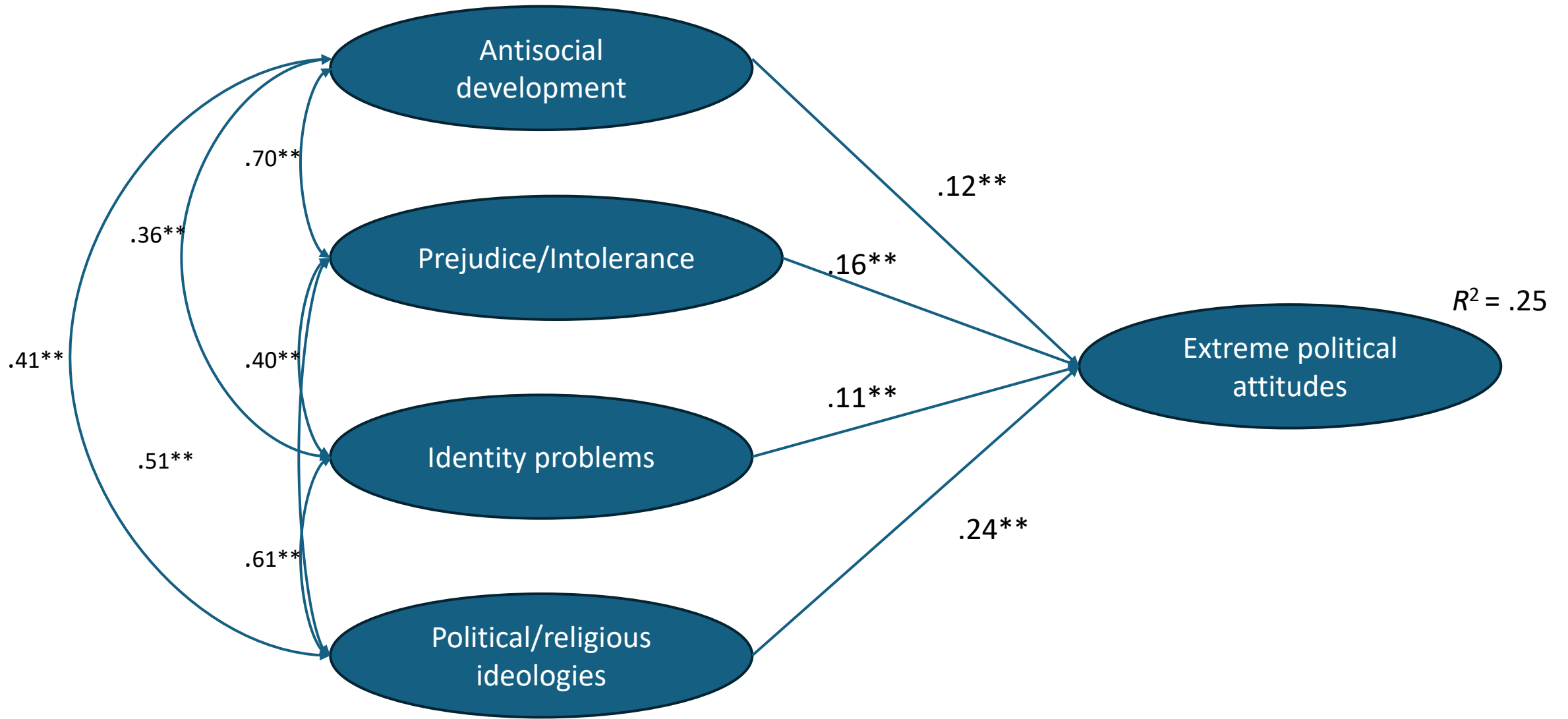


Figure 1. Specified SEM model with latent variables predicting extreme political attitudes through proximal radicalisation processes ($n = 5,159$, $\chi^2/df = 2.13$, RMSEA = .07). Path coefficients represent standardized estimates. ** $p < .01$.

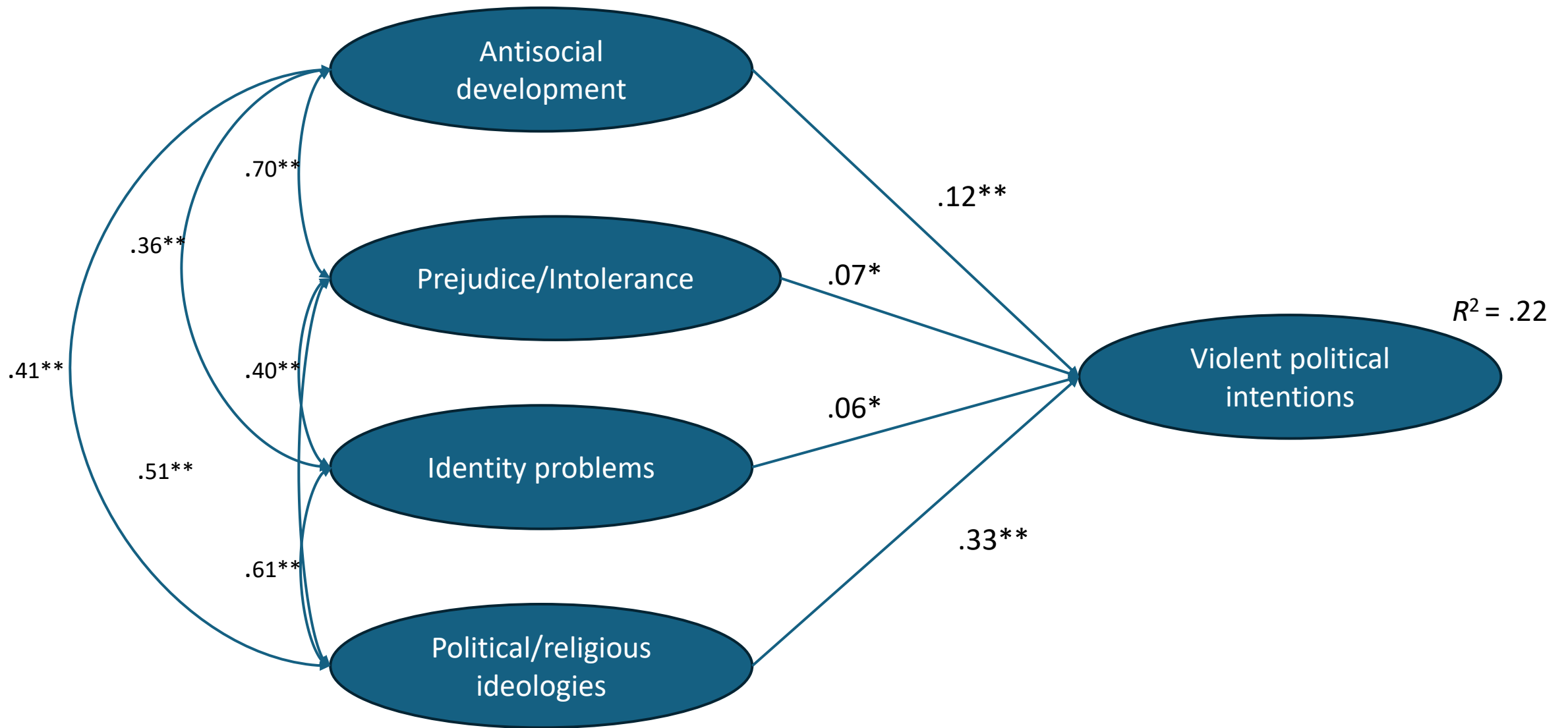
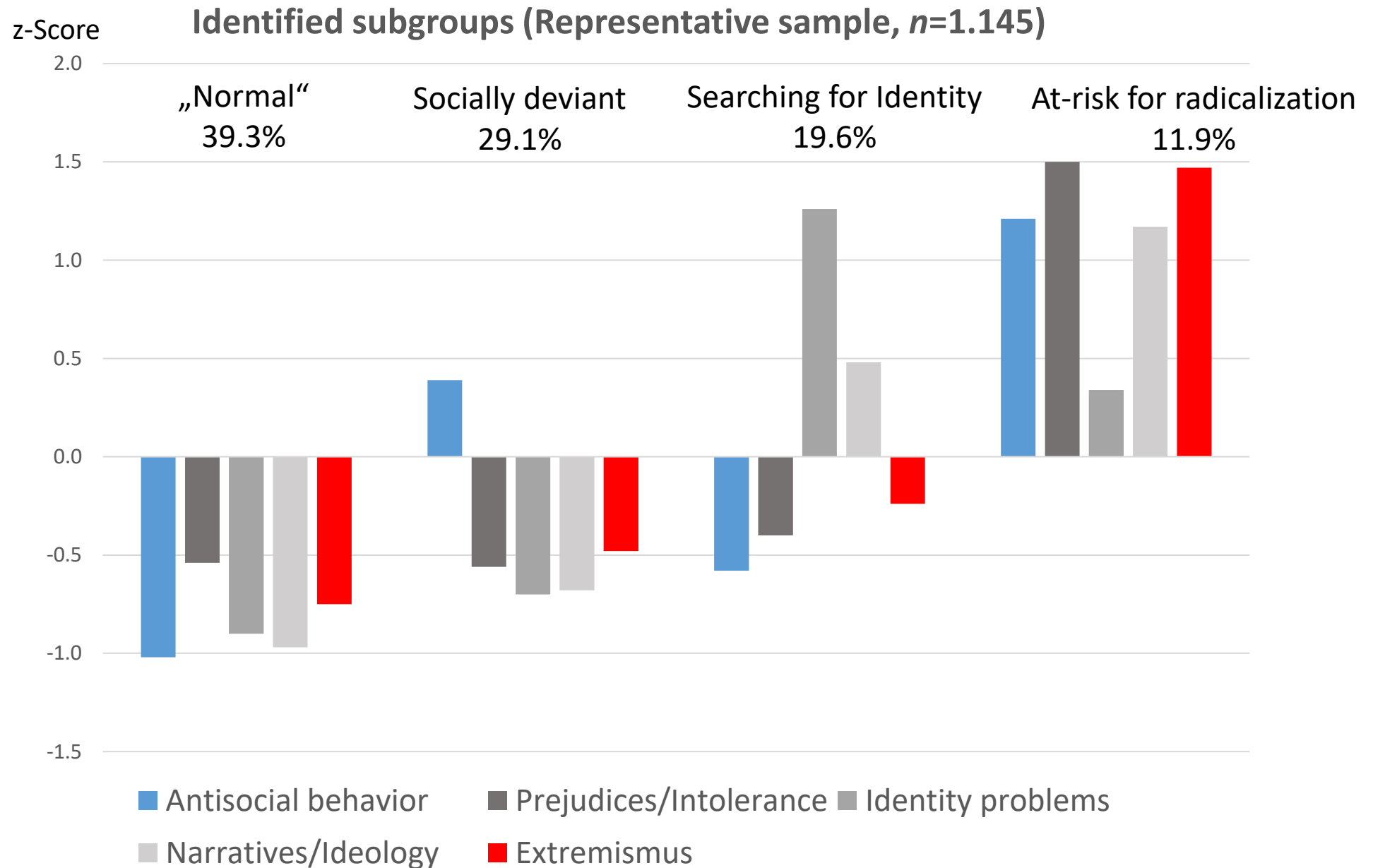


Figure 2. Specified SEM model with latent variables predicting violent political behavioural intentions through proximal radicalisation processes ($n = 5,159$, $\chi^2/df = 2.97$, RMSEA = .06). Path coefficients represent standardized estimates. * $p < .05$; ** $p < .01$.





Developmental Prevention of Radicalisation

Prevention of Radicalisation and Extremism

- High number of review articles

Aerts, 2019; van Hemert et al. 2014; Feddes & Gelucci, 2015; Mastroe & Szmania, 2016; Pratchett, 2010; Bonnell et al., 2011; International Center of the Prevention of Crime, 2015; Trautmann & Zick, 2016; Kober, 2017; Christman, 2012; Gruber et al., 2016; Pate, 2015; Silke & Veldhuis, 2017, Stephens et al., 2019; Pistone et al., 2019; Jugl et al., 2021, Brouillette-Alarie et al., 2022

- Meta-Analyse (Jugl et al. 2021)
8 studies (5 uncontrolled) $d = .50$ on extremist attitudes

Limitations :

- More reviews than sound primary evaluation studies (under the heading of radicalisation prevention)
- Only very limited empirical results from systematic evaluations (e.g., Feddes, 2019)
- Most interventions are not preventive in a narrower sense (De-radicalisation projects)
- However: Research on radicalisation prevention can be derived from a the social-developmental model of radicalisation in the tradition of developmental prevention

Concept of Developmental Prevention

- Developmental Prevention is possible on the level of **risk and protective factors** (perhaps less effective because correlations of single factors with extremism are generally rather small)
- Prevention on the level of **proximal factors** (Beelmann, 2021)
 - **Antisocial development prevention**: Variety of effective approaches from early childhood to late adolescence (e.g., Social training programs; Beelmann & Raabe, 2009; Beelmann & Lösel, 2021)
 - **Prejudice prevention**: Variety of effective approaches (e.g., contact programs, Beelmann & Lutterbach, 2022)
 - Prevention of **identity problems**: Some positive results on self-concept and self-affirmation interventions; outdoor, sport, general social work, cultural programs (Beelmann, 2021)
 - Prevention of **extremist narratives and ideologies**: Some positive results on civic education, training in media competence, service learning (Beelmann, 2021)
- Prevention on a **societal level** (solving political conflicts, reducing social injustice and social inequality etc.) may be as useful/necessary as individual forms of prevention
- Beelmann, A. (2021). Concept of and approaches toward a developmental prevention of radicalization: Promising strategies to keep young people away from political, religious and other forms of extremism. *Monatsschrift für Kriminologie und Strafrechtsreform/Journal of Criminology and Penalty Reform*, 104(3), 298–309. <https://doi.org/10.1515/mks-2021-0130>

Prevention of Antisocial Behavior

Type of intervention	Aims/Target groups	Results
Social training programs	Promoting social and social cognitive skills Mostly children and adolescents	Large number of randomized studies, positive results on prosocial and anti-social behavior (about 10-20% improvement), almost no long-term effects
Parent training programs	Promotion of parenting skills to support beneficial parent-child relations and interactions Mostly parents of children up to age 10	Large number of randomized studies, positive effects with small to medium effect sizes on anti-social behavior (20% improvement) Lower long-term effects
Early family programs/ Early interventions	Promotion of a suitable developmental conditions, mostly combined services (parents and child) Preschool children and their families	Some studies with impressive long-term effects (10-20% improvement), intensive and expensive
School- and community programs	Promoting positive institutional climate and prevention services, mostly combined services (teacher, children and adolescents, parents, local services) Schools and Communities	Positive with small to medium effects (10-20%)

(see Beelmann & Raabe, 2009; Farrington et al., 2017, for a detailed reviews)

Prevention of Prejudice

Type of intervention	Aims/Target groups	Results
Intergroup contact	Prejudice Reduction, promoting Out-group friendship, improving intergroup relations All age groups	Very impressive positive results from hundreds of international studies (about 30% improvement)
Diversity training / Multicultural education	Prejudice reduction, positive evaluation of diversity, positive out-group evaluation All age groups, mostly young adults	Positive with small to medium effect sizes on prejudice (10-20%)
Anti-bias training Anti-racist-training	Prejudice reduction, prejudice awareness, All age groups, mostly young adults	Positive with medium effect sizes (20%)
Social-cognitive anti-prejudice trainings (e.g., PARTS)	Prejudice, out-group evaluation Mostly children and adolescents	Positive with small to medium effects (10-20%)

(see Beelmann & Lutterbach, 2022, for a detailed review)

Prevention of Identity Problems

Type of intervention	Aims	Results
Adventure interventions, Outdoor education, Physical activities (sport)	Promoting self-concept, self-esteem, social and moral development Mostly for children and adolescents	Mostly positive outcomes with medium effect sizes (20% improvement) Risk for negative effects in competitive sports
Self-concept/self-esteem interventions	Promoting self-esteem and a positive self-concept Mostly for children and adolescents	Mostly positive outcomes with medium effect sizes (15-20%)
Self-affirmation interventions	Promoting self-esteem and identification with positive social values; resistance to identity threat	Short-term positive effects (small to medium), mostly lab research
General social work activities, Cultural activities	Promoting development of young people in general; improving positive identity processes	Numerous reports for positive effects on adolescents; essentially no systematic evaluation research

In general: Lack of interventions designed for the prevention of identity problems with regard to radicalisation (especially for unrealistic high self-esteem/narcissism).

Prevention of extreme **political ideologies**/ **Strengthening democratic values**

Type of intervention	Aims	Results
Civic education	Promoting civic engagement and civic consciousness, promoting political participation and reducing political abstinence Mostly for adolescents and students	Positive outcomes (high variation of effects), lack of systematic evaluations; possible implementation problems
Service learning/ Mentoring programs	Promoting civic engagement and societal knowledge, academic, personal, social and civic competences Mostly for children, adolescents, and students	Positive (small to medium effect sizes, 10-20%)
Character education	Promoting civic engagement and personal integrity; reducing negative attitudes Mostly for children and adolescents	Positive (small effects, 10%)
Media competence	Improving knowledge on (digital) media and competencies to critically use information, establishing counter-narratives, knowledge on hate speech, extremist groups, and democratic values. Mostly for adolescents.	Small to very high positive effects (knowledge); lack of systematic evaluations

4

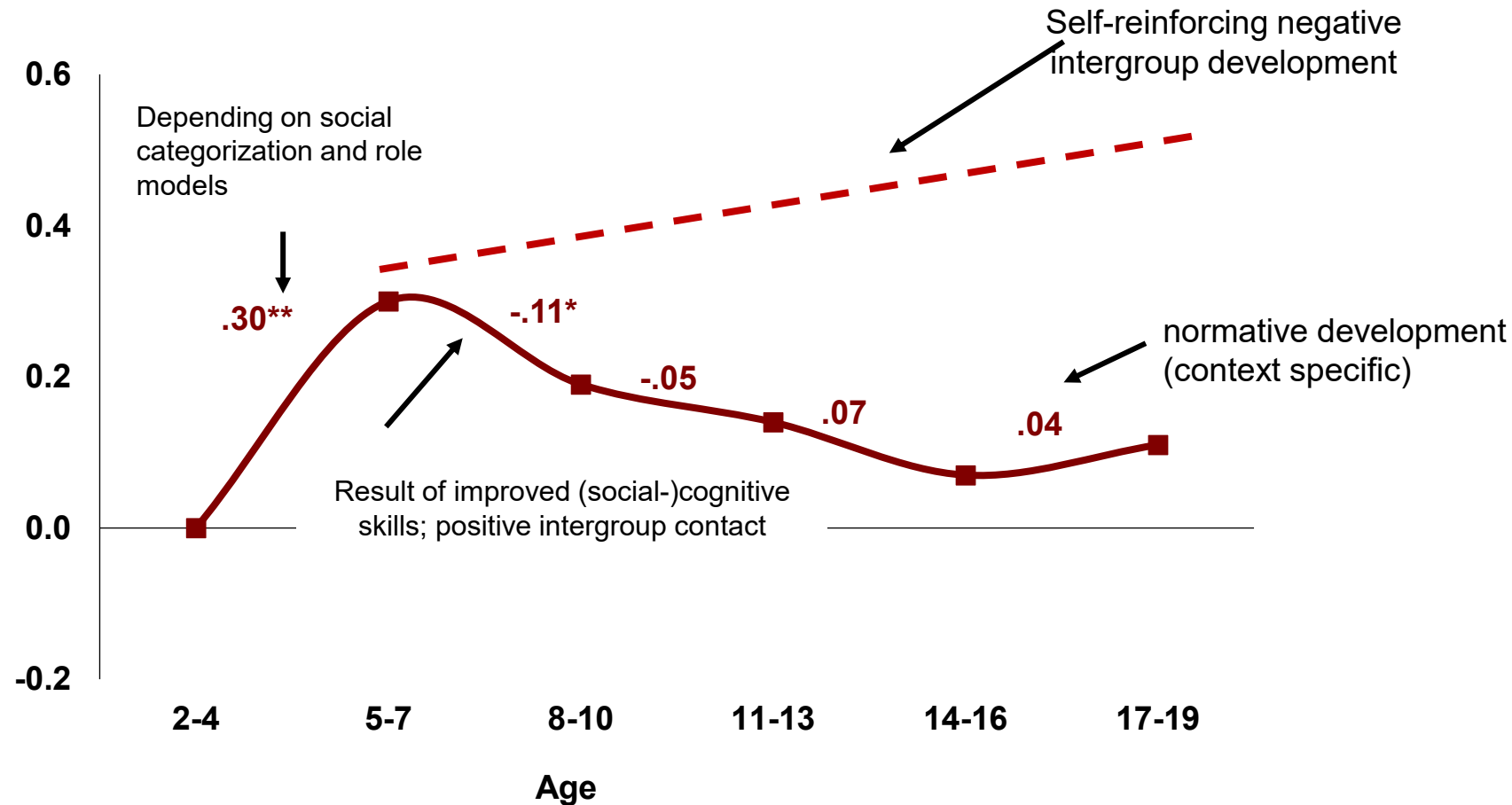
Effects of P*A*R*T*S and B*l*eib*m*enschlich

Two Studies

- PARTS-program (prejudice reduction and promotion of intergroup relations in elementary school children)
 - Long-term effects on radicalisation parameters and political values
- „Bleib menschlich“[Stay Human]-Program to prevent proximal radicalisation processes and promote political values on democracy and human rights
 - Post training results

Meta-Analysis: Age differences in ethnic prejudices (Raabe & Beelmann, 2011)

Prejudice



The PARTS Prevention Program



Training in intercultural knowledge (Stephan & Vogt, 2004)

- Cultural differences and similarities, positive contact between cultures, information about prejudice and intergroup tolerance

Extended contact stories (Cameron et al., 2006)

- Reading and discussion of contact stories between children of different racial/ethnic groups (e.g., between a german and a syrian child)

Training in cognitive and social-cognitive skills (Heinemann, 2014; Beelmann, 2021)

- Training in prejudice related skills like multiple classification skills, perspective taking/empathy and social problem solving (interpersonal and intergroup related)

- Primary school (age 8-10)
- Implemented by teachers and pedagogues (special training needed)
- 16 lessons á 45 minutes
- Based on developmental considerations on prejudice development

PARTS longitudinal-intervention study

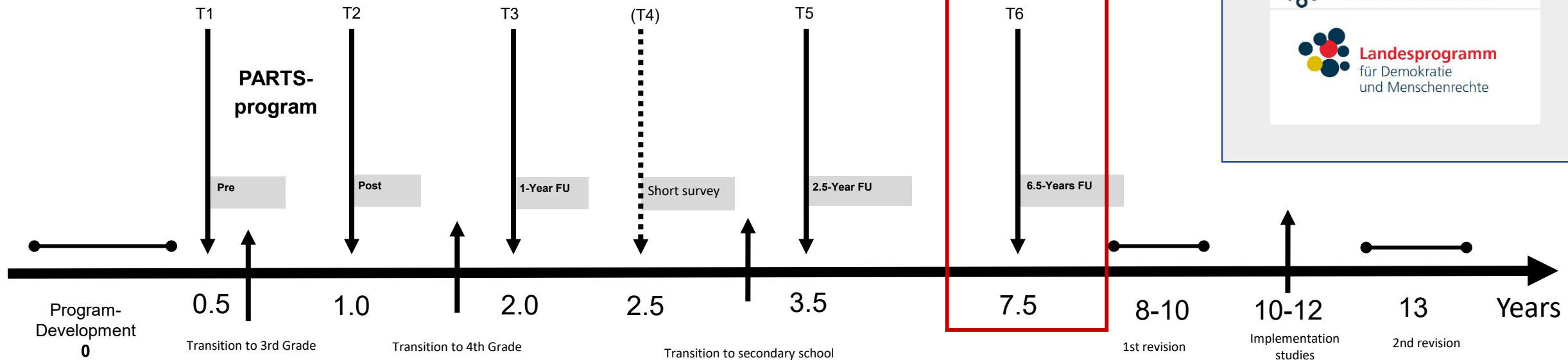
Design

Experimental groups:

1. PARTS-Intervention group (T1-T6): T1 to T3 ($n = 211$)/T6 ($n = 173$)
2. Randomized control group (T1-T6): T1 to T3 ($n = 193$)/T6 ($n = 148$)

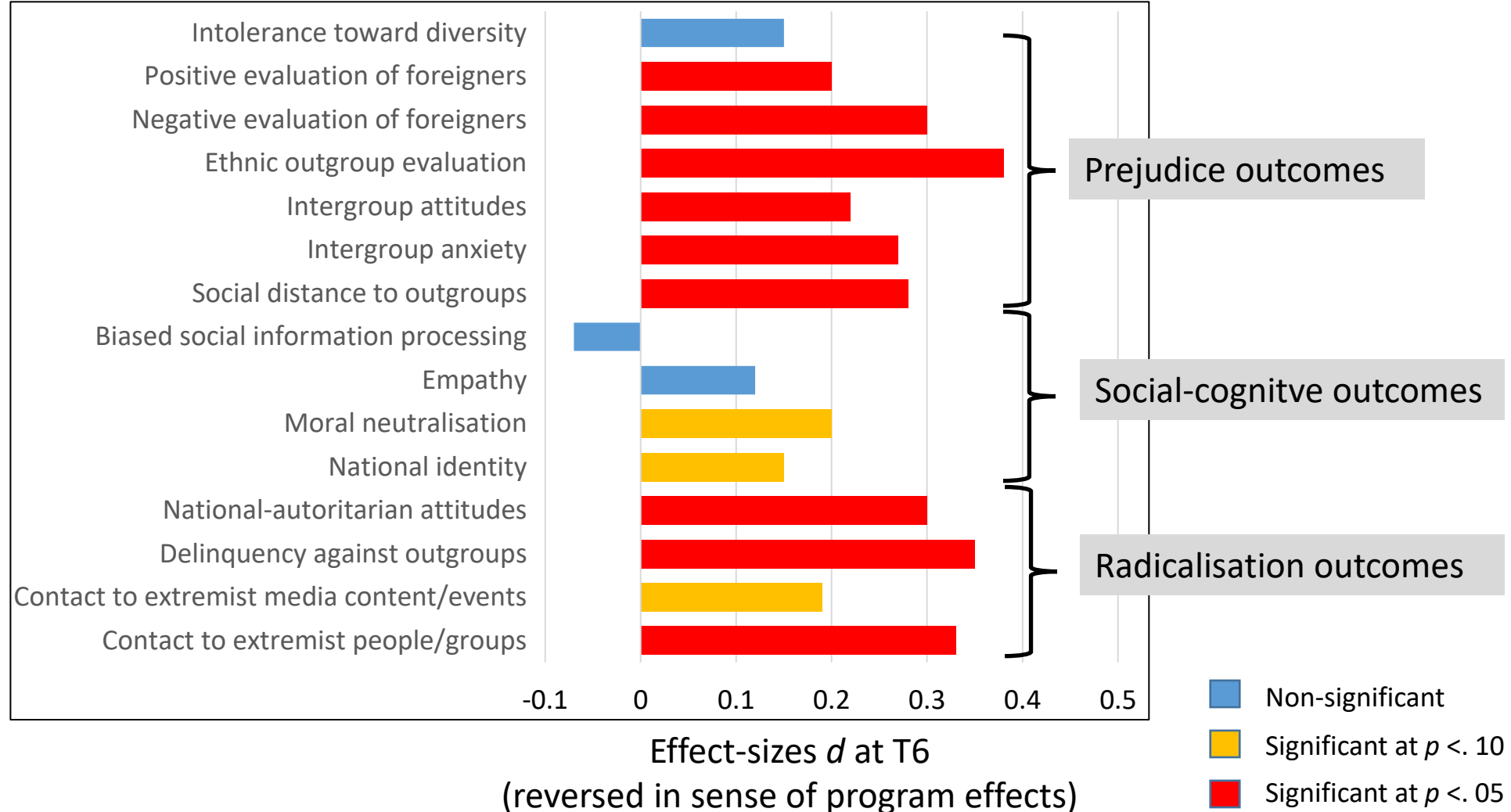


Funded by:



Development	Evaluation: Waves T1 to T6	Implementation
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PARTS Long-Term Effects (6.5 years after the termination of the program)



PARTS program-group
vs. control group
($n = T1-T3: 211/193,$
 $T6: 173/148$)

Beelmann, 2018, submitted;
Beelmann & Sterba, under review



**Programm zur Förderung einer demokratischen
und menschenrechtsbasierten Werthaltung**

STAY human

A Program to promote (political) values based on Democracy and Human Rights

Prof. Dr. Andreas Beelmann & M.Sc. Judith Hercher

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Objectives

Universal prevention program based on a social-developmental model of radicalisation (Beelmann, 2021) and approaches of positive youth development (e.g., Benson, 1997) to ...

- (1) promote moral and political values regarding **democracy, rule of law** and **human rights**
- (2) prevent radicalisation processes and extremism

- ✓ Manual- and group-based
- ✓ 8 structured units (at least 90 min., extendable to 180 min.)
- ✓ Adaptable to the practical context
- ✓ Intended for adolescents from 14 to 16 years
- ✓ Implemented by trained teachers and social education workers

Units and content

Getting started | A preview of *BLEIB menschlich*

Unit 1
Identity &
Self-esteem

Unit 2
Social & Moral
Competencies

Unit 3
Prejudice & Tolerance

Unit 4
Human Rights & Values

Unit 5
Ideology & Propaganda

Unit 6
Courage &
Empowerment

Conclusion | A review of *BLEIB menschlich*

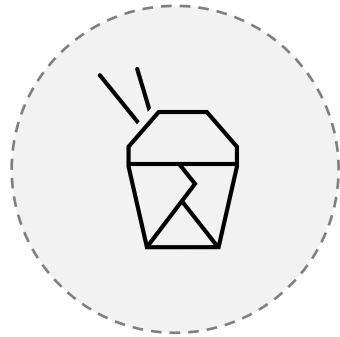


Methods and recurring elements



Interaction & participation

exchanges,
discussions,
simulations,
role play,
exercises,
games,
...



Take-aways

individual
notes on
important
content



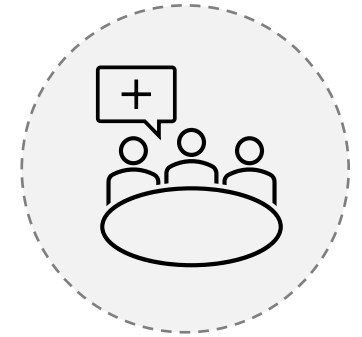
Observational tasks

interviews and
protocols on
everyday
observations



Web-based exercises

digital
exercises to
supplement
the units
(optional)



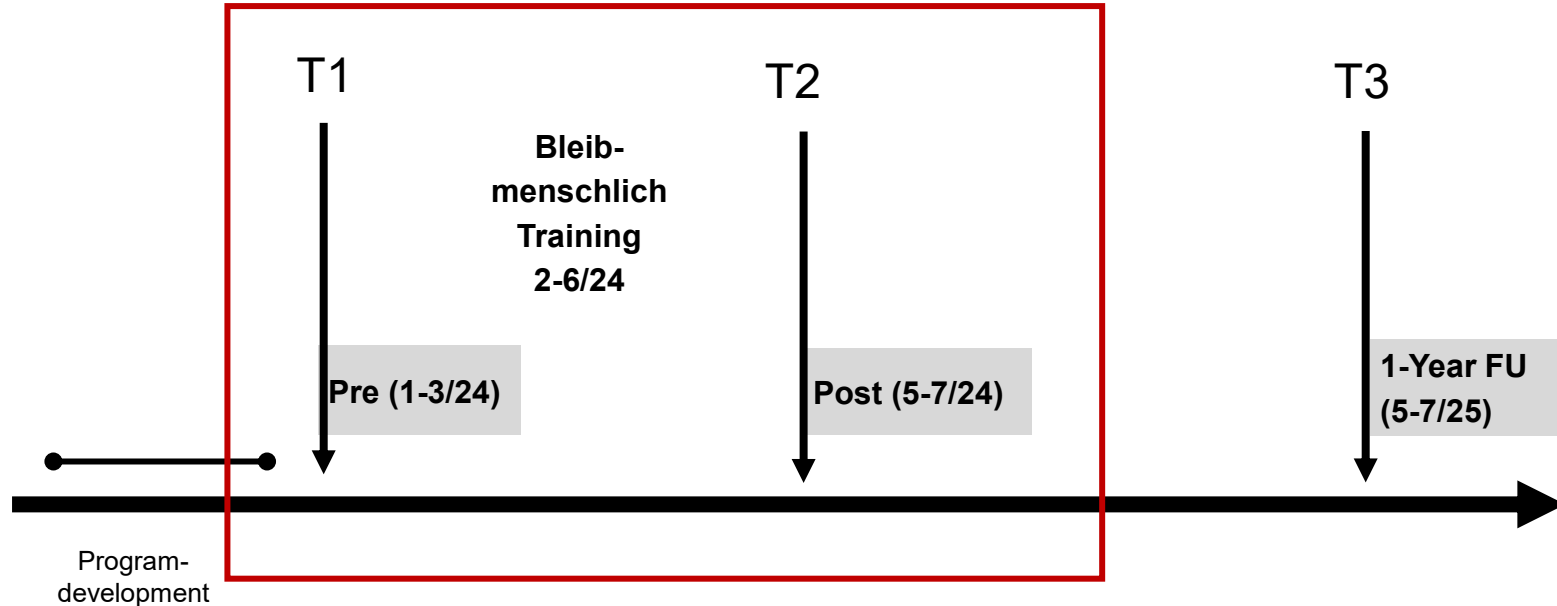
Add-ons

additional
projects to
enhance the
content
(optional)

Design of the **Bleibmenschlich** evaluations study

Experimental groups:

1. Bleib-menschlich intervention group (T1-T3) 13 classes
2. Quasi-experimental control group (T1-T3) 21 classes



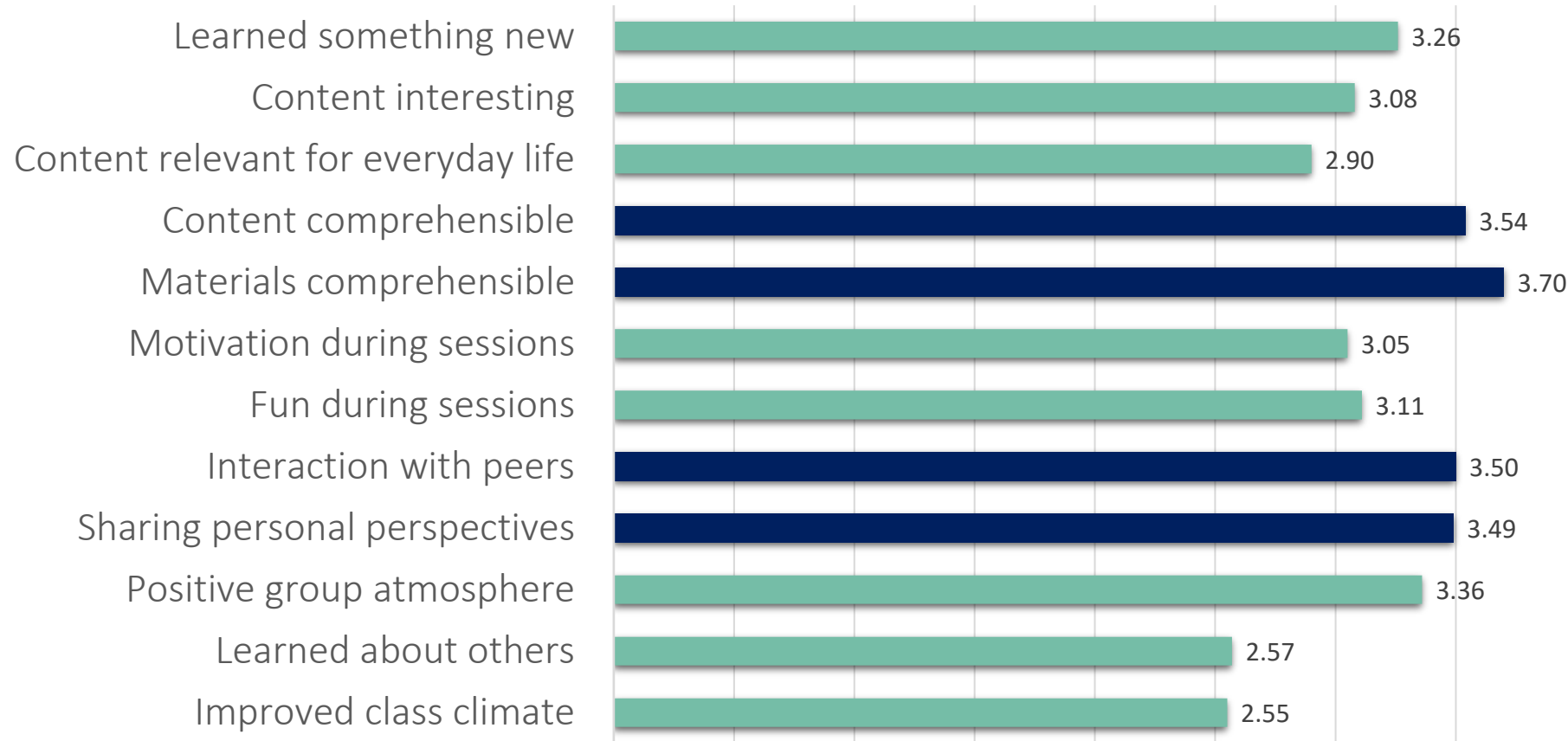
$n=737$, T1 = 614 (279/335), T2 = 667 (283/384), T1-T2= 544 (255/289) dropout=26.2%.
50.4% male/49.4% female/0.2% divers; Age T1: M= 13.8y, 13-15 years (92.8%), 14 (45.4%);
cultural self categorization: 46.0% german, 30.1% german with migration history, 23.2% other culture, 0.7% missing

Funded by:



Feedback to the Program (Adolescents) ($n = 249$)

How would you assess the program **BLEIB menschlich** in general?

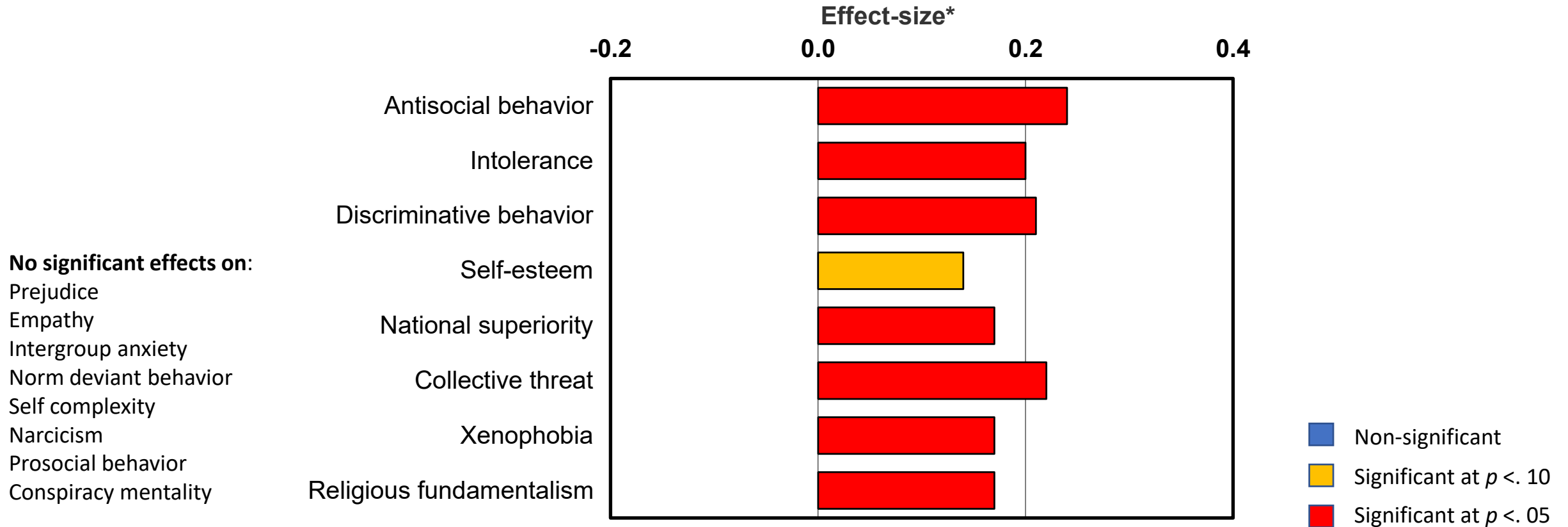


Ratings from 1=not at all/3=in part/5=very much.



Pre-Post-Evaluation of „Bleib Menschlich“

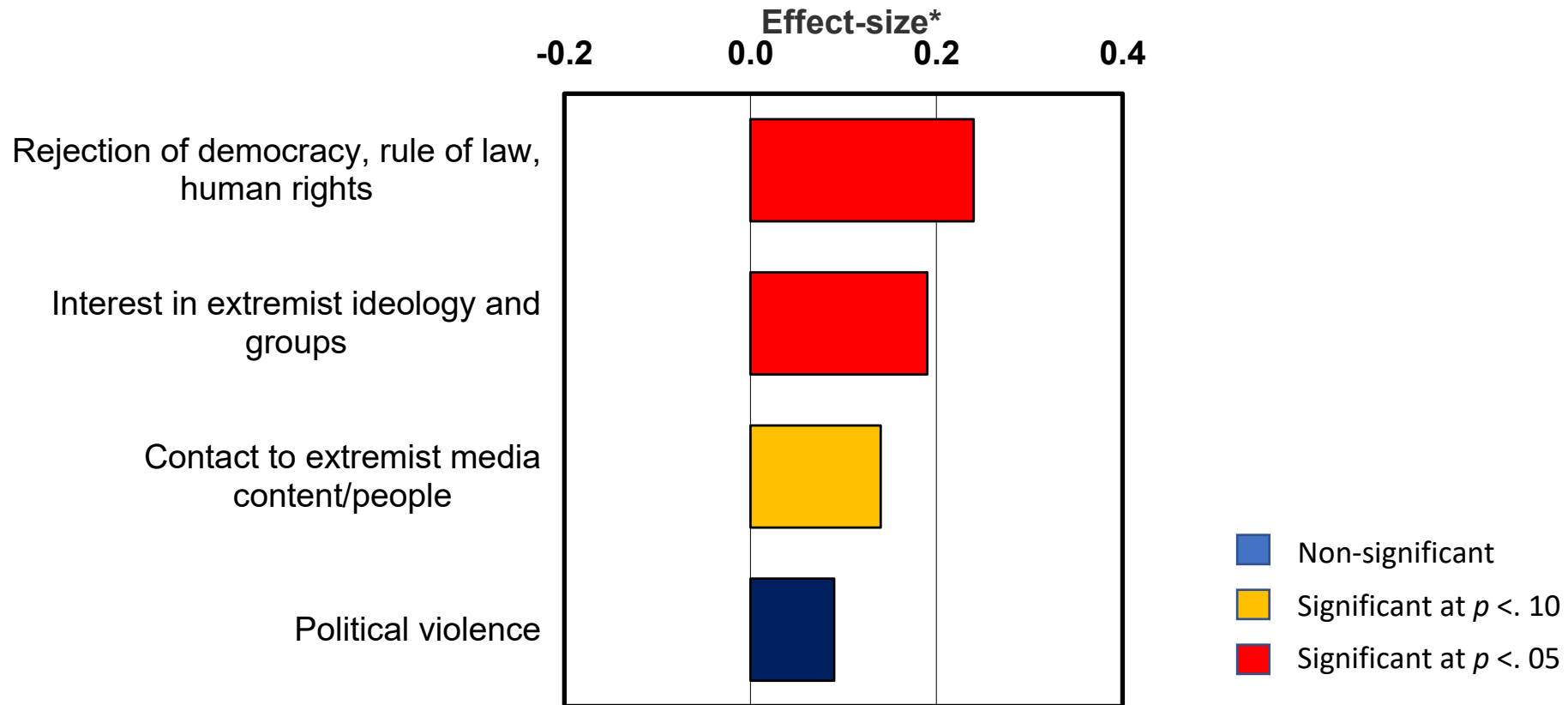
(preliminary analyses, indicators of proximal factors, 1-to-2 months after the termination of BM)



* Calculated from Pre-Post comparisons between Program group and Control group (reversed in sense of program effects), $n = 255$ vs. $287 = 542$

Pre-Post-Evaluation of „Bleib Menschlich“

(preliminary analyses, indicators of extremism, 1-to-2 months after the termination of BM)



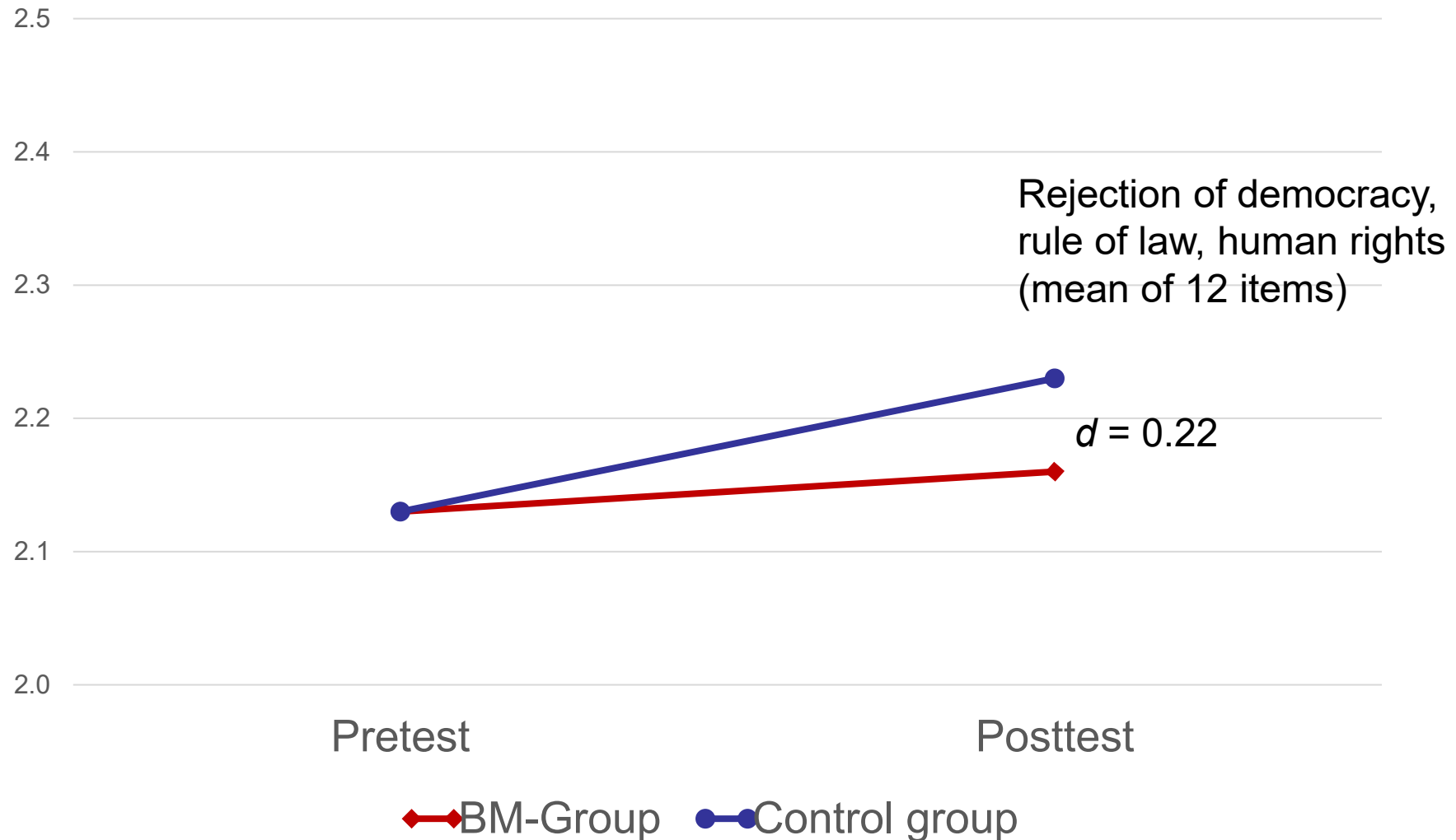
* Calculated from Pre-Post comparisons between Program group and Control group (reversed in sense of program effects), $n = 255$ vs. $287 = 542$

„Bleib menschlich“ effects on....



Ratings from
1= not at all to
5 = totally agree

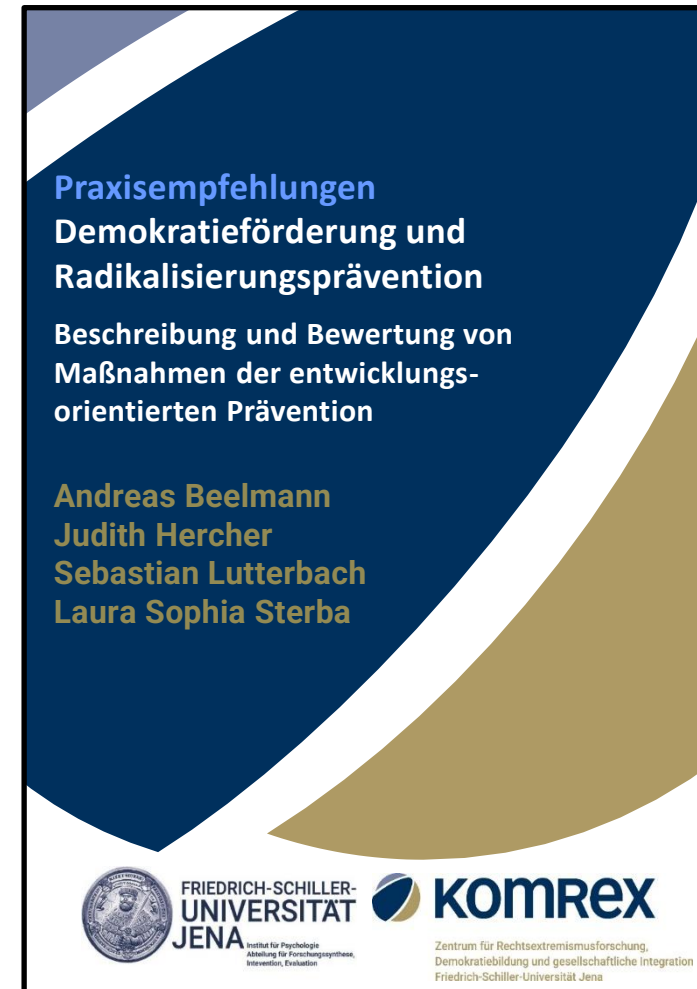
Political attitudes



Conclusions

1. A social developmental theory of radicalisation seems to be a more appropriate background for prevention than other radicalisation theories.
2. Developmental prevention of radicalisation is a relatively new approach that seems to have some potentials in young people's political socialisation.
3. More systematic research on development (longitudinal) and prevention (with sophisticated designs) are needed .
4. PARTS evaluation: Impressing long-term effects that must be replicated (in heterogenous social context).
5. BleibMenschlich evaluation: Several pre-post-effects are significant, but generally small (5-10% improvement) – [implementation, too young group, too difficult exercises?]

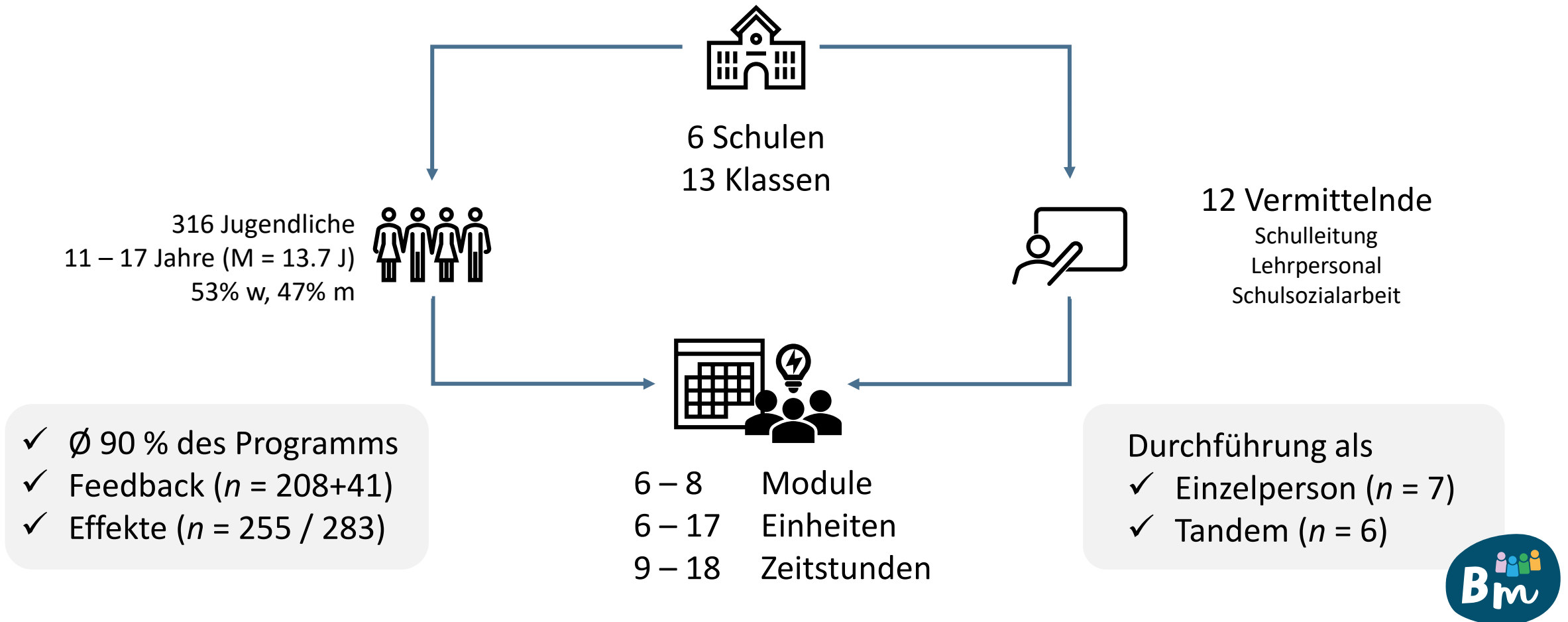
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<https://doi.org/10.1111/pops.12743>



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Additional slices

Ein Blick zurück: Programmdurchführung



1

Ontogenetic developmental processes

Societal risk factors / -processes

- Real intergroup conflicts (civil wars etc.)
- Unsecure economic future perspectives
- Violence legitimize ideologies
- Absence of shared values (e.g., democracy, human rights)
- Growing social inequality/social desintegration

Social risk factors / -processes

- Poverty, familiar conflicts and problems
- Missing or problematic value education
- Parental prejudice against outgroups
- Existence of extremist/criminal groups and missing non-deviant social groups within the social context
- Experience of discrimination and marginalization of the own social group (esp. for migrants)
- No opportunity to positive intergroup contact (low social diversity)
- Experiences of violence in families or social groups

Individual risk factors/ processes

- Problematic **social cognitive processes** (Deficits in cognitive abilities, moral development, social categorization, empathy, self-control, biased social cognitive processes)
- early history of **antisocial behaviour**
- Experiences of **social exclusion**, low social appreciation on individual, social and societal level (low social integration)
- Problematic **self concept and personality development** (labile or high self concept, high (victim) injustice sensitivity, authoritarianism, violence affinity, social dominance orientation, high narcissism)

Protective factors /-processes

General

- Intelligence
- Positive emotional relationships
- ...

Extremism specific factors / -processes

- Positive attitudes toward the society
- Attachment to positive political values (democracy, human rights)
- Adherence to law
- Self control and empathy
- Non-deviant friends
- Good academic achievement
- Good school bonding
- ...

Main developmental principals:

Multi-causality

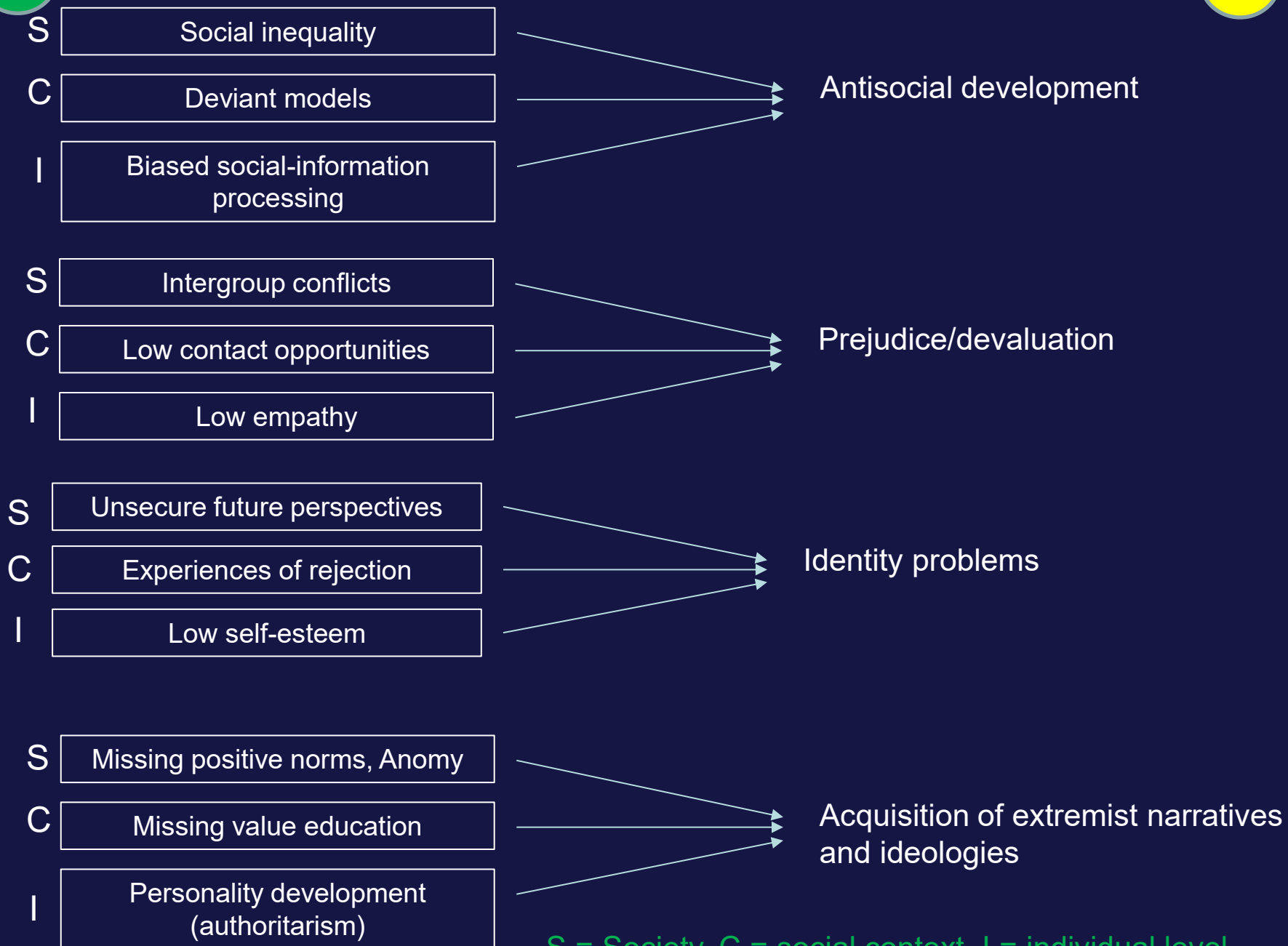
Imbalance between risk and protection

Equi- and Multi-finality

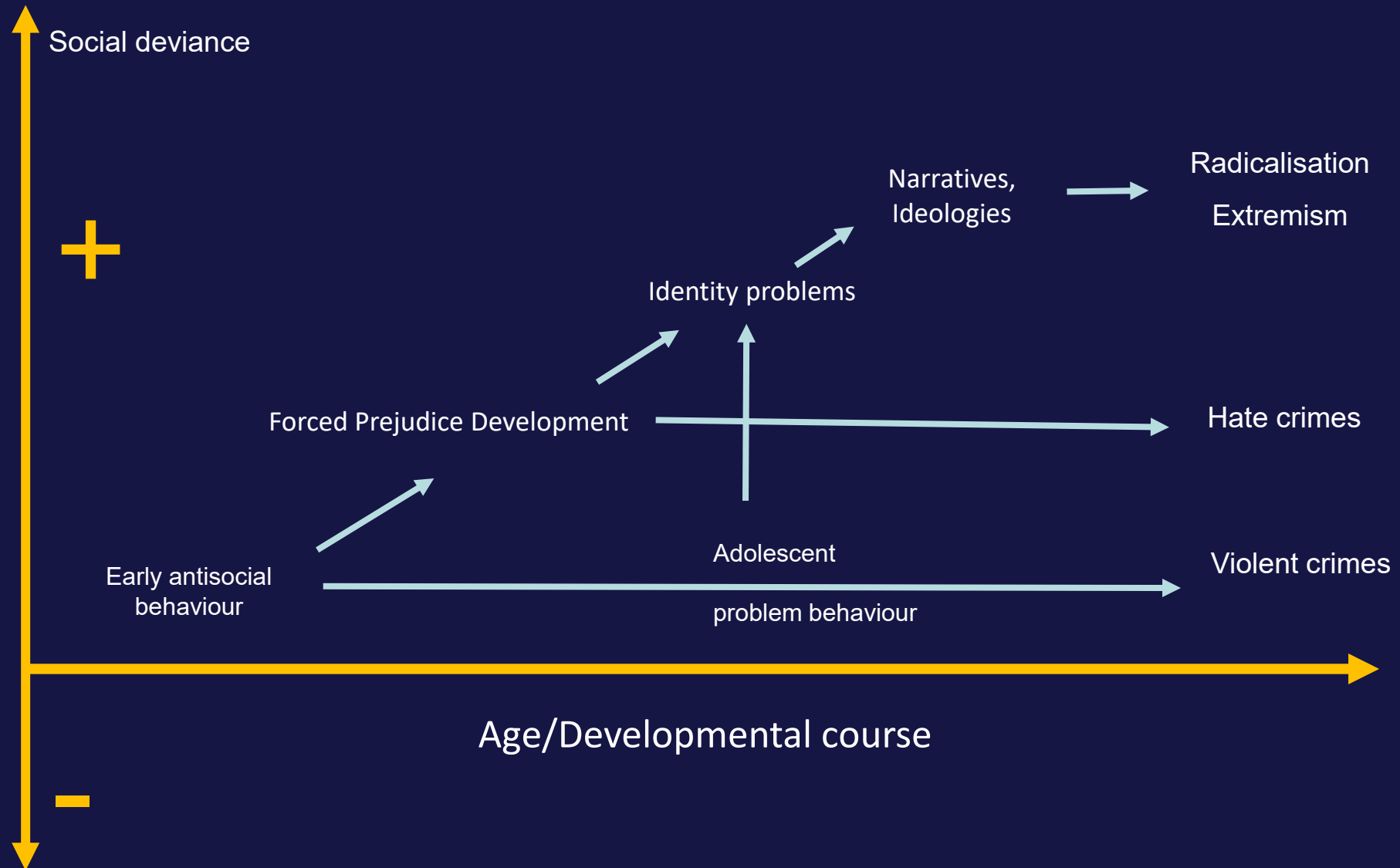
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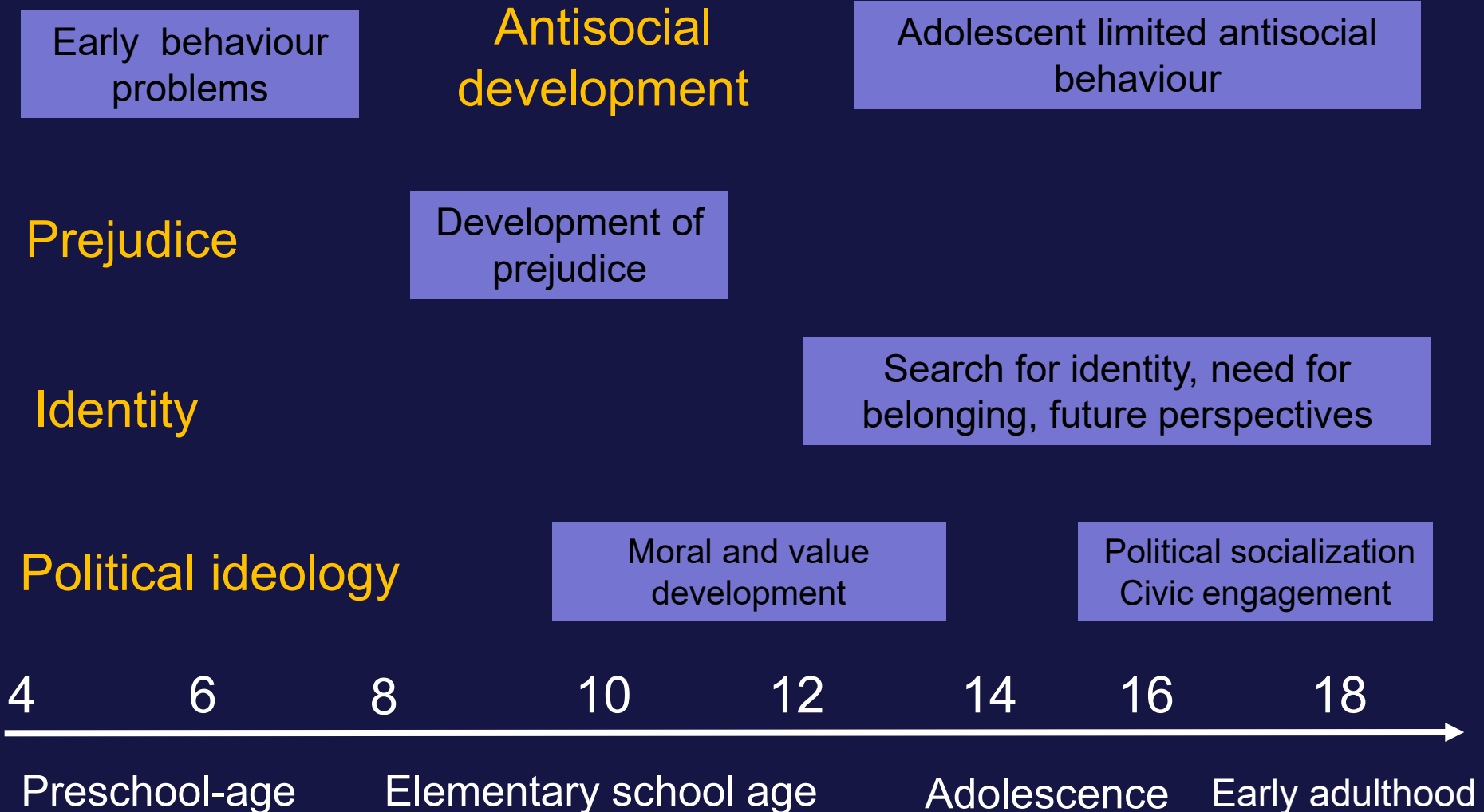
Typical risk constellation for proximal radicalisation processes

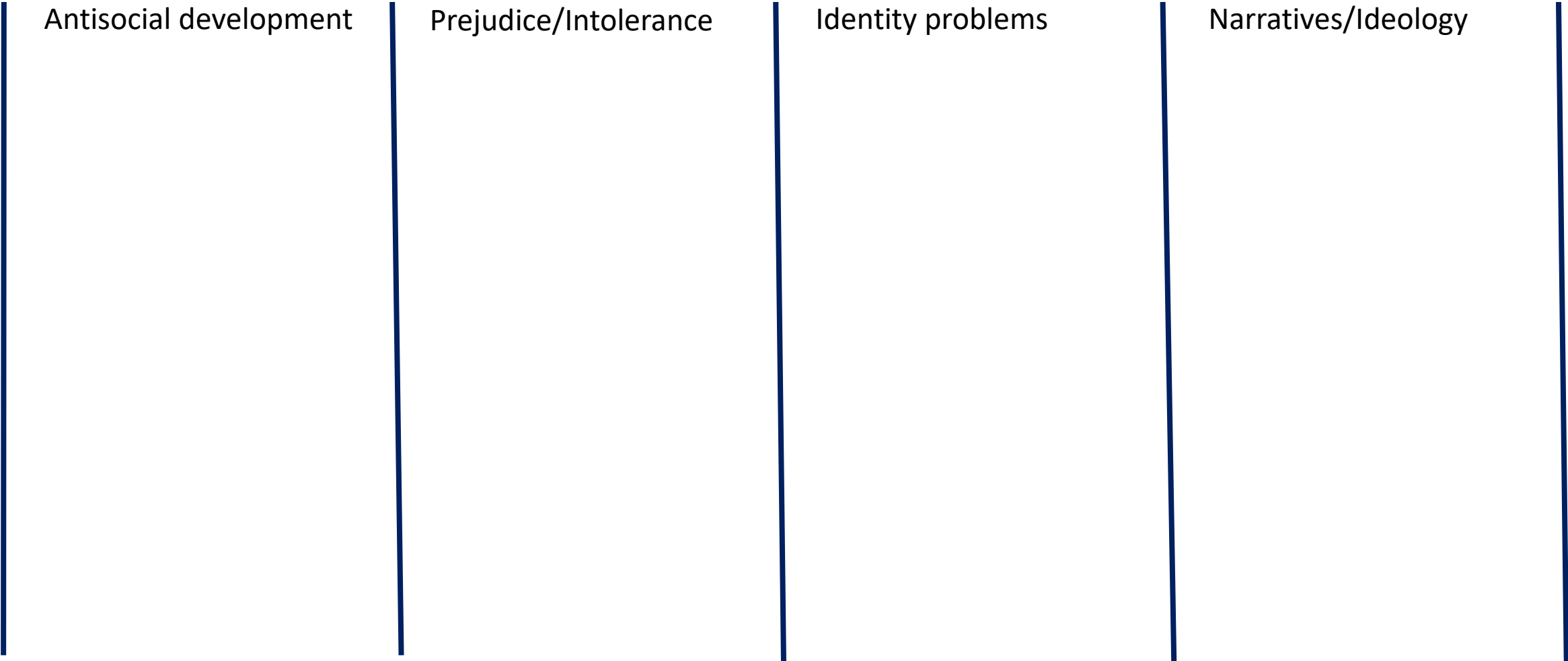
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Prototypical pathways of radicalisation







Antisocial development

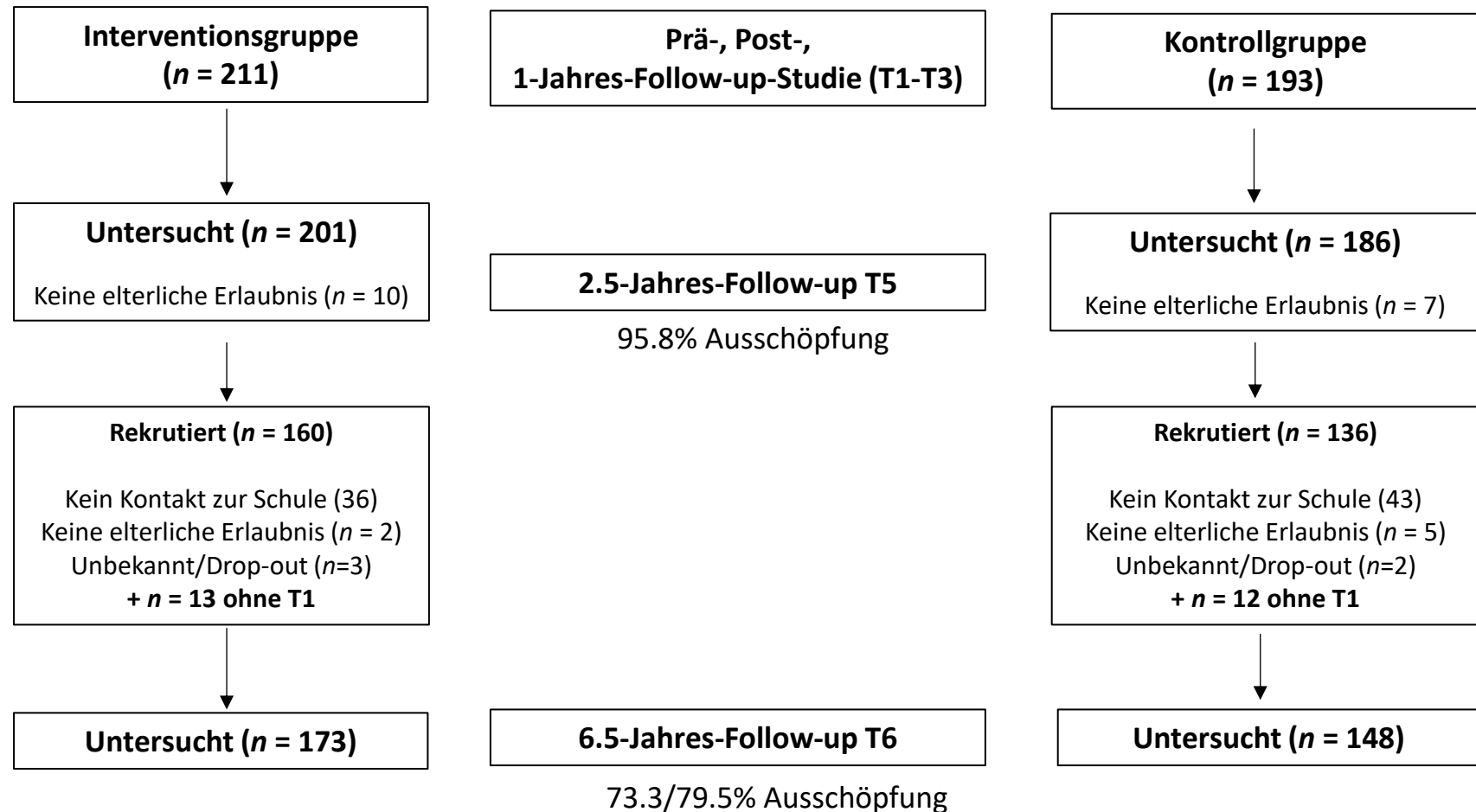
Prejudice/Intolerance

Identity problems

Narratives/Ideology

Flussdiagramm zur Stichprobenauswahl der PARTS-Evaluationsstudie (Langzeiteffekte)

- 15 Schulen/24 Klassen/ $n = 499$ ausgewählt aus 51 kontaktierten Schulen mit 1.418 Schüler:innen
- 499 Klassenweise randomisiert: T1 (223/198), T2 (214/195), T3 (211/193)



Contact to extremist media content/events/people or groups)

Proximal Factor (z-score)	Extremgroup Comparison 8.9% (ES <i>d</i>)	Correlation <i>r</i>	Regression <i>b</i>
Antisocial Development	0.50	.23	.18
Prejudice/Intolerance	0.35	.16	.05
Identity Problems	0.32	.14	.04
Extremist Narratives/Ideology	0.32	.14	.04

$R^2 = .06$

Religious fundamentalism

Proximal Factor (z-score)	Extremgroup Comparison 16.1% (ES <i>d</i>)	Correlation <i>r</i>	Regression <i>b</i>
Antisocial Development	0.36	.16	.02 (ns)
Prejudice/Intolerance	0.49	.12	-.08
Identity Problems	0.32	.17	.03 (ns)
Extremist Narratives/Ideology	0.98	.58	.59

$R^2 = .33$

Extrem right-wing self categorisation

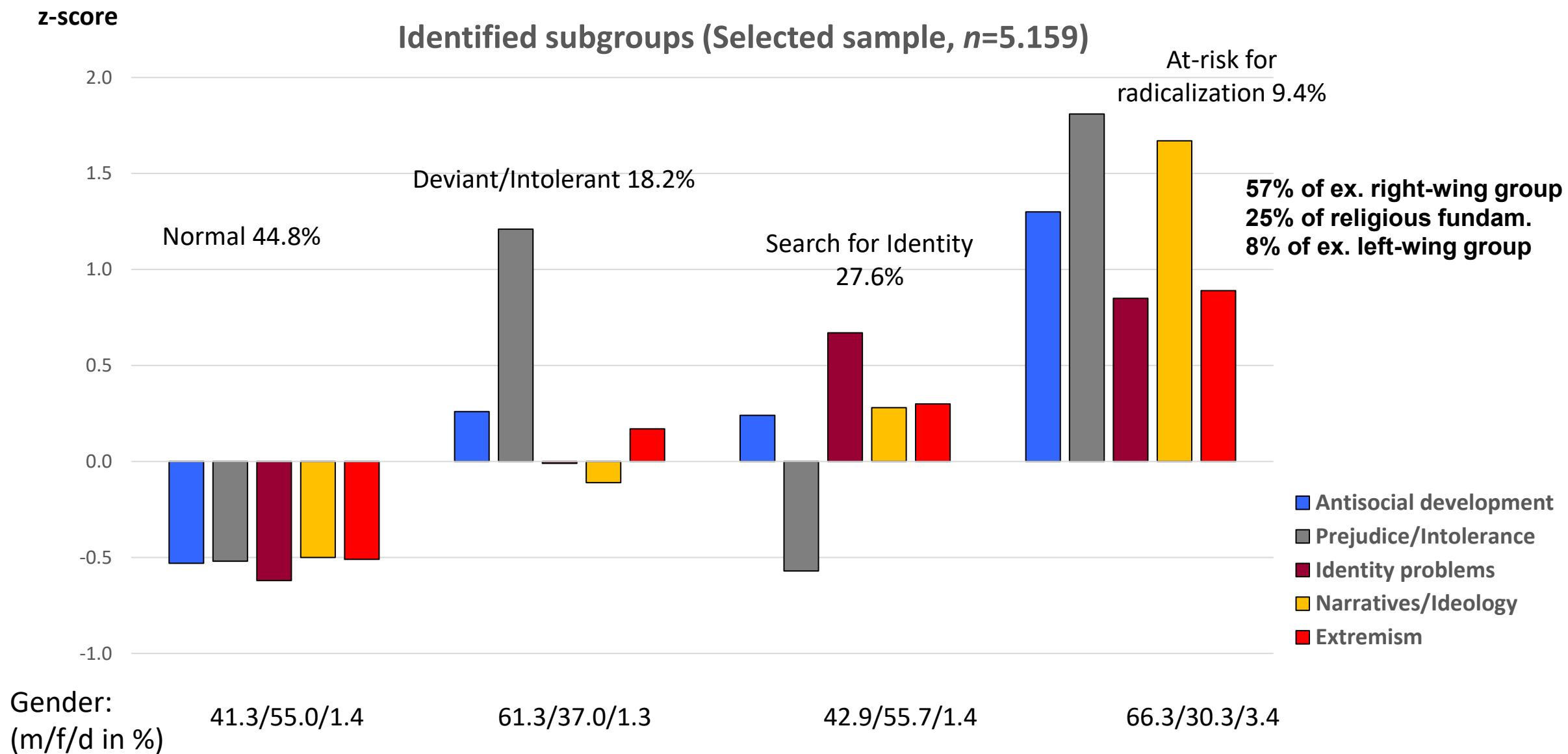
Proximal Factor (z-score)	Extremgroup Comparison 3.8% (ES <i>d</i> from <i>r</i>)	Point-biseral correlation <i>r</i>	Binary logistic Regression <i>b</i>
Antisocial Development	0.41	.20	.25
Prejudice/Intolerance	0.54	.26	.77
Identity Problems	0.24	.12	.28
Extremist Narratives/Ideology	0.45	.22	.46

$R^2 = .33$

Extrem left-wing self categorisation

Proximal Factor (z-score)	Extremgroup Comparison 5.5% (ES <i>d</i> from <i>r</i>)	Point-biseral correlation <i>r</i>	Binary logistic Regression <i>b</i>
Antisocial Development	0.00 (ns)	.00 (ns)	-.02 (ns)
Prejudice/Intolerance	-0.10	-.05	-.08
Identity Problems	0.08	.04 (ns)	.03 (ns)
Extremist Narratives/Ideology	0.06	.03 (ns)	.04 (ns)

$R^2 = .01$

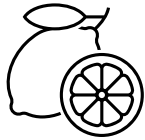


Selected exercises



Talent tandem (interview)

Talk to each other about your talents, skills and strengths. What similarities and differences do you notice? Make a note of your findings on the worksheet.



Lemon game

Two groups are formed and given different, secret instructions.

- Group A: *Your ice cream parlor produces a delicious lemon ice cream that is known beyond the city limits. To make it, you need the juice of the best lemons. Your task is to get the juice from the lemons.*
- Group B: *Your pastry shop produces a delicious lemon tart that is known beyond the city limits. To make it, you need the zest of the best lemons. Your task is to get the lemon peel.*

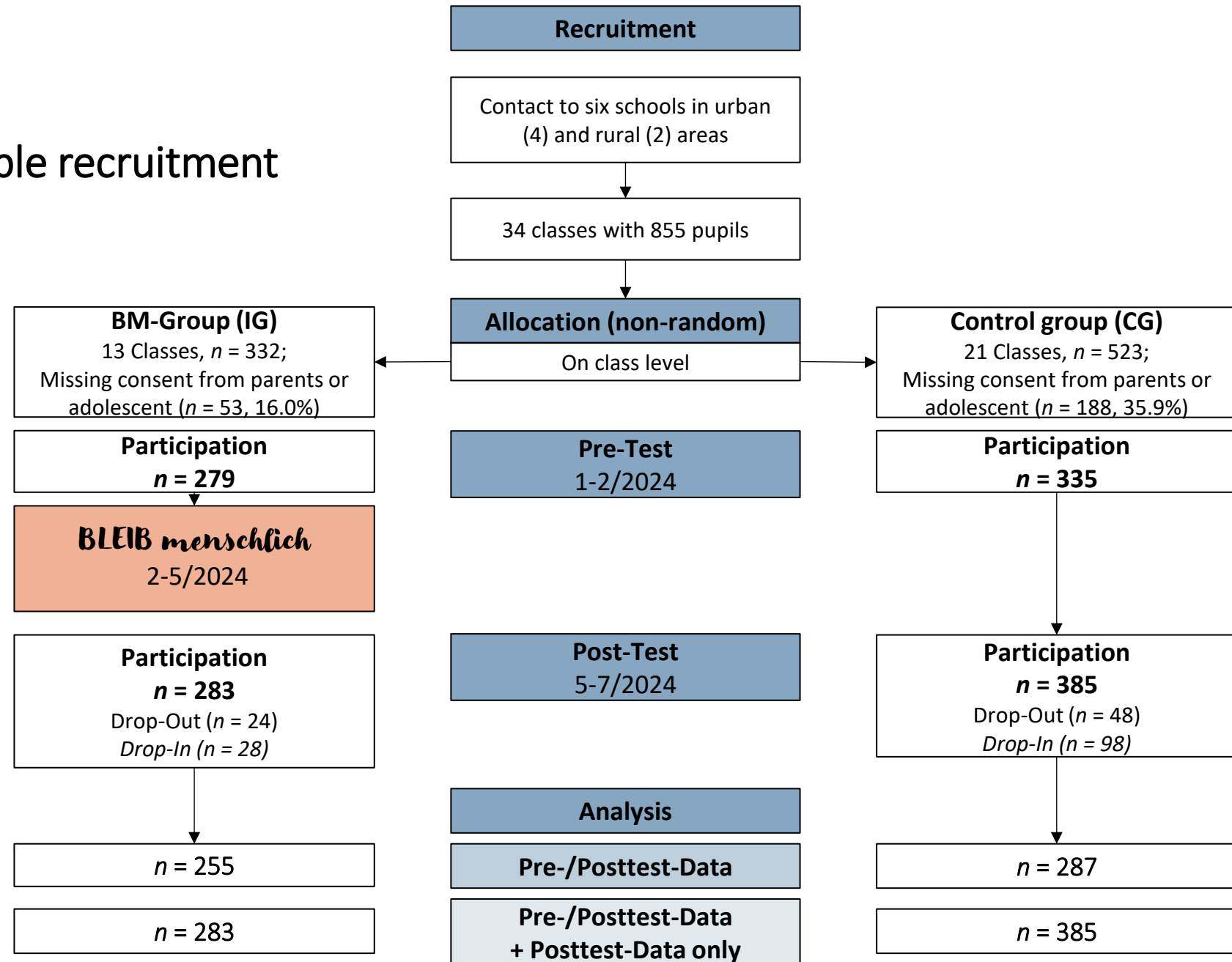
A lemon is then placed in the middle of the room. The groups are given 3 minutes to get what they need. Fair play applies - any form of violence is prohibited.



Make your own propaganda

Please form small groups and design a poster to 'sell' this ideology to others. Use all the propaganda techniques you can think of. You can use the handout on instructions for propaganda as a guide. All posters will then be presented to the group.

Flow chart of sample recruitment and assessments





CTC-Survey in Lower Saxony/Germany 2021/22 (Representative sample):

Sample characteristics

- 1.667 students 6th to 11th grade;
- Assessment of radicalization/extremism from grade 7 upwards (age 14 to 19)
($n = 1.145$)
- 44.9% male, 53.0% female, 2.1% divers/other/missing
- Different school types (32.6% high school)
- 19% everyday language at home different from German



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Abteilung Forschungssynthese, Intervention, Evaluation



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Demokratiebildung und gesellschaftliche Integration
Friedrich-Schiller-Universität Jena

CTC-Survey in Lower Saxony/Germany 2021/22: **Assessments within the representative sample**

Extremism (Attitudes on Democracy, Rule of Law, Human rights, 8-Items)

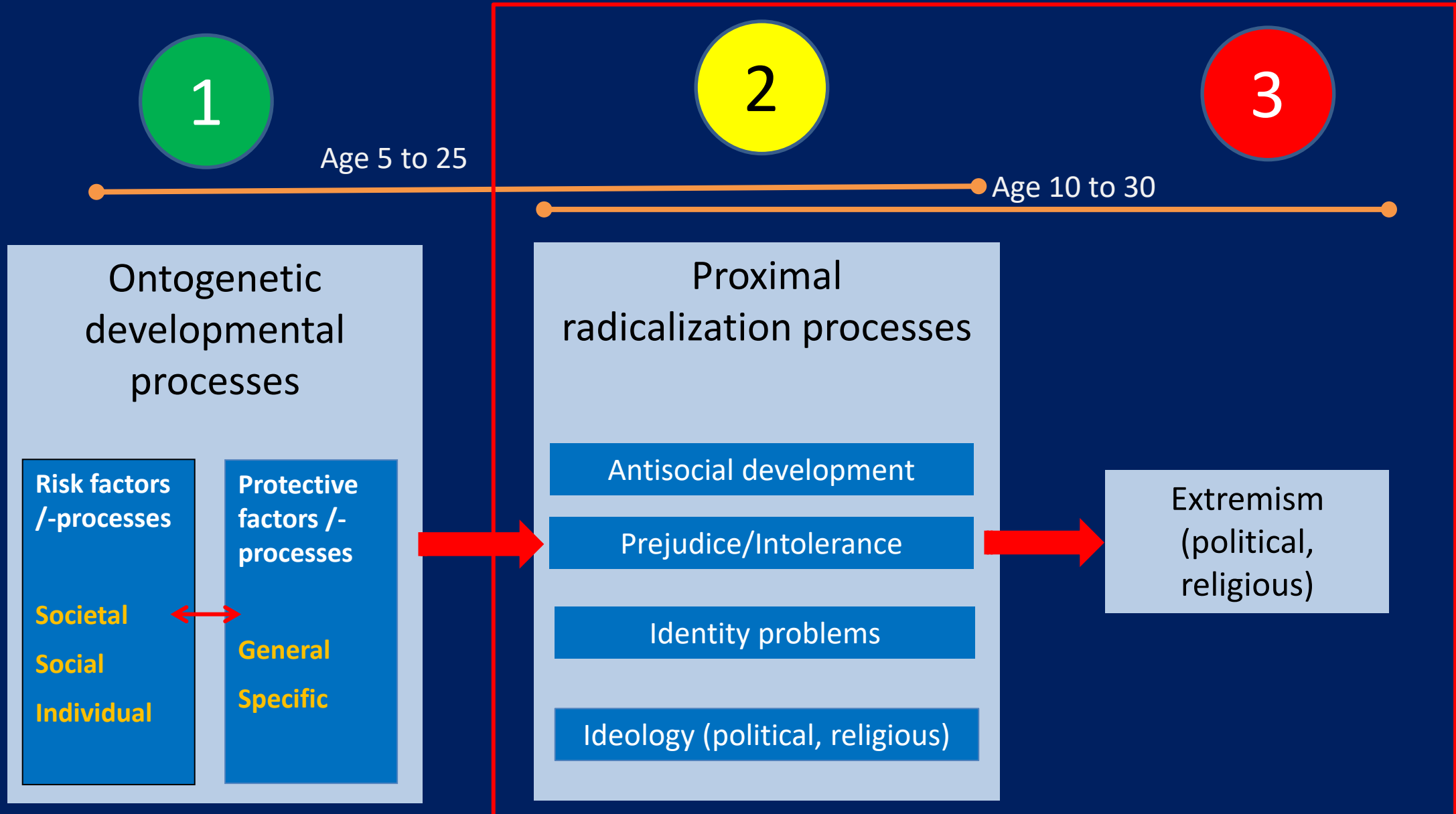
Antisocial attitudes/behaviour (antisocial behaviour, norm breaking attitudes, pol. violence, 16 items)

Prejudice/Intolerance (several types of prejudice, discriminative behaviour, intolerance, 18 items)

Identity problems (self-esteem, narcissism, experiences of rejection, national identification, 12 items)

Extremist narratives/ideology (Conspiracy beliefs, xenophobic attitudes, religious fundamentalism, 7 items)

A social-developmental model of radicalisation



BM-Study

- 542 adolescents in Pre-Post-Design
- Grade 7 to 9 in six schools in Lower Saxony (rural and urban areas)
- 53% female, 47% male (no difference between PG and CG)
- Age 12 to 17 (Mean = 14.8 y., no difference between PG and CG)
- Only a few differences at T1 in outcome measures:
 - Conspiracy mentality higher in CG
 - Religious fundamentalism higher in PG

Outcome Measures (Proximal factors)

Antisocial behavior: 6 Items (no/yes) *Distroyed something belong to others intentionally, attacked someone*

Intolerance among diversity: 4 Items (1-5) *If someone behave different from most people, I don't think it's good*

Discriminative behavior: 5 Items (no/yes) *People insulted, attacked with words [of other color, handicapped, with different political opinion....)*

Self-esteem: 8 Items (1-5) *Sometimes I think my live is of no value, I like myself (r)*

National superiority: 2 Items (1-5) *My nationality is better than others*

Collective threat: 2 Items (1-5) *The values and the culture of my nationality is in danger.*

Xenophobia: 3 Items (1-5) *Foreigners take off our jobs*

Religious fundamentalism: 3 Items (1-5) *The laws of the religion are more important than the German law*

Outcome Measures (Radicalisation)

Rejection of democracy, rule of law, human rights: 12 Items (1-5)

Democracy is the best constitution (r), Everybody has to abide by the law (r), All people have the right of free speech (r).

Interest in extremism: 5 Items (1-5): *Extremist views and opinion are interesting, I would like to join an extremist group*

Contact to extremism: 3 Items (no/yes):

I have had contact with extremist material (Music/Internet/Events) or extremist people/networks

Political violence: 2 Items (1-5):

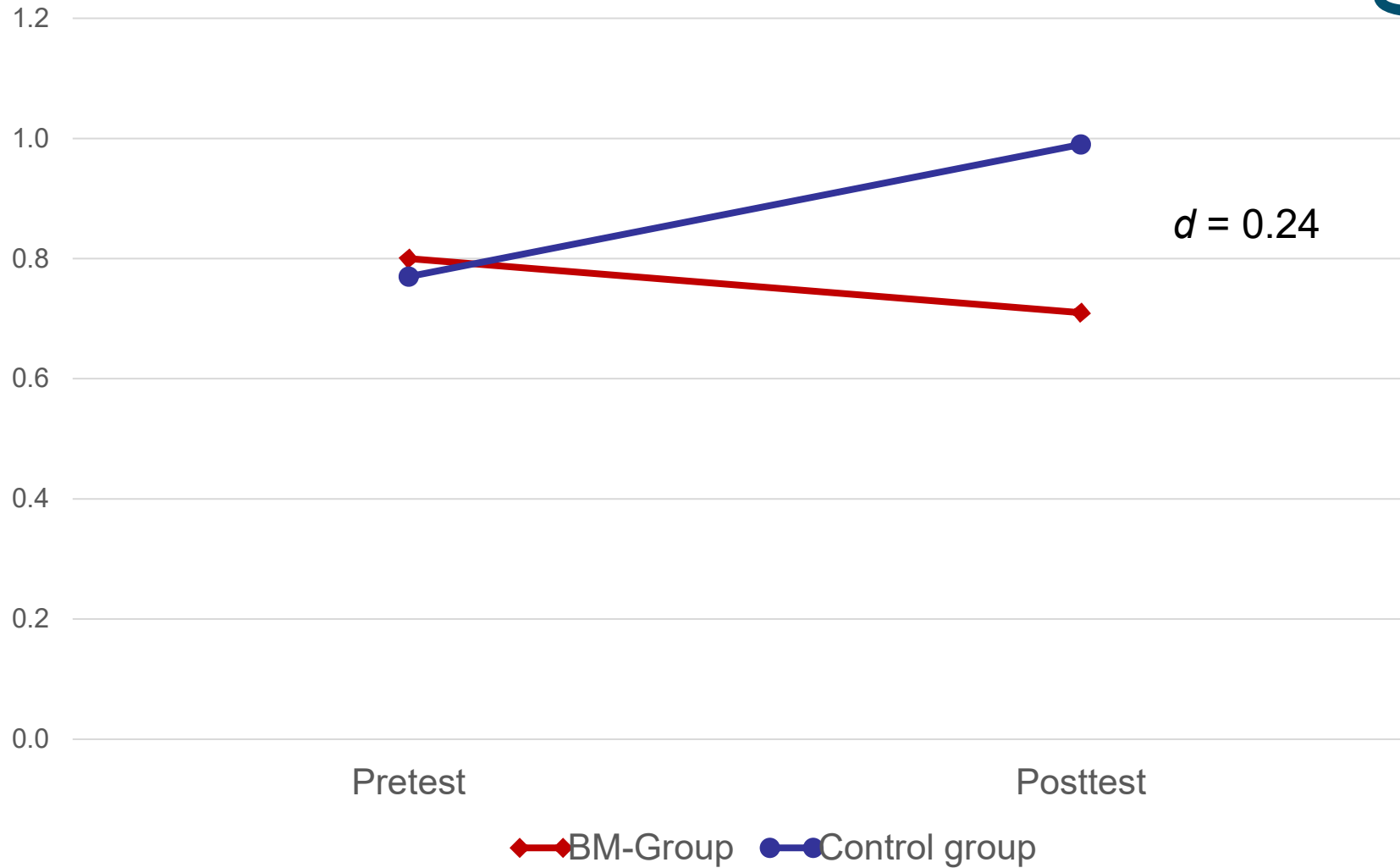
I support organisations, which are engaged for my interest, and use violence or break the law.

„Bleib menschlich“ effects on....



Antisocial behavior

Sum of six antisocial behaviors



Definitions of Radicalization and Extremism

- Various definitions of radicalization and extremism in political science, sociology, social science and psychology

Types of extremism definitions (Beelmann, in press)

1. Legal definitions: Behavior as a threat to a given constitution
2. Attitudes/behavior against the social and political system (with a revolutionary idea)
3. Use of violence for political goals
4. Deviation from certain values of the societal and political system (e.g., democracy)
5. Certain attitudes of a specific form of extremism (e.g., affinity to dictatorship, anti-Semitism and xenophobia for right-wing extremism)

Attitudes against Democracy, Rule of Law, Human Rights

Proximal factor (z-score)	Extremgroup Comparison 8.9% (ES <i>d</i>)	Correlation <i>r</i>	Regression <i>b</i>
Antisocial Development	0.60	.18	.11
Prejudice/Intolerance	0.57	.15	.05
Identity Problems	0.82	.21	.15
Extremist Narratives/Ideology	0.85	.18	.18

$R^2 = .13$

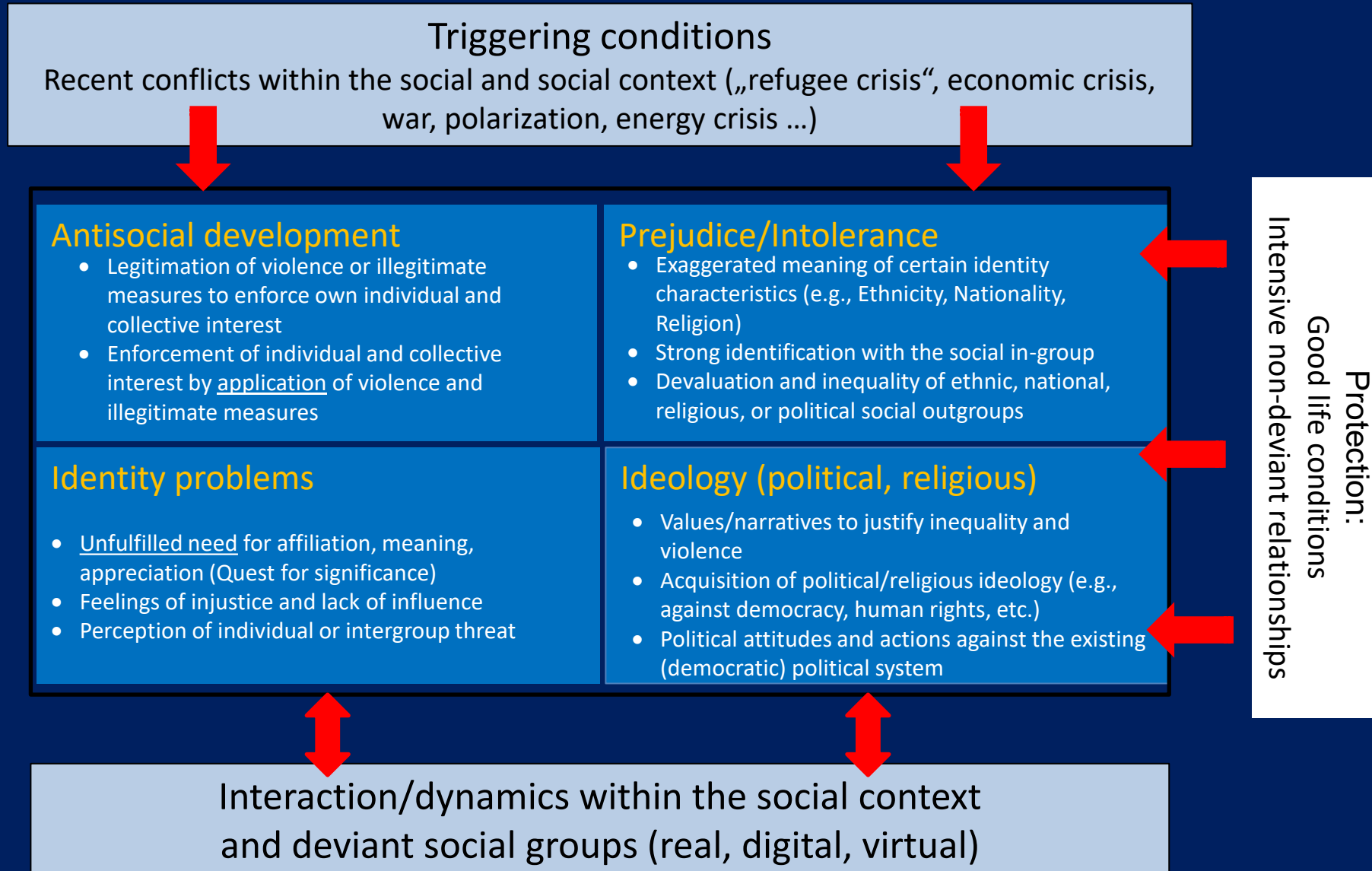
Political Violence (Intension)

Proximal factor (z-score)	Extremgroup Comparison 9.4% (ES <i>d</i>)	Correlation <i>r</i>	Regression <i>b</i>
Antisocial Development	0.72	.28	.39
Prejudice/Intolerance	0.63	.23	.04
Identity Problems	0.62	.27	.00
Extremist Narratives/Ideology	0.78	.33	.13

$R^2 = .14$

2

Proximal radicalisation processes



Concept of Developmental Prevention

- Based on the assumption that prevention measures should be based on knowledge on positive, normal, and deviant developmental processes
 - Theories about development (general, domain-specific)
 - Developmental pathways
 - Risk and protective factors
 - Sensitive periods (domain specific) and developmental tasks (age specific)
 - Developmental principles
 - Multicausality
 - Equi- and Multifinality
 - Heterotypical continuity
 - Inbalance between risk and protection