



**2015/2063(INI)**

17.9.2015

# **OPINION**

of the Committee on Culture and Education

for the Committee on Civil Liberties, Justice and Home Affairs

on the prevention of radicalisation and recruitment of European citizens by  
terrorist organisations  
(2015/2063(INI))

Rapporteur: Angel Dzhambazki



## SUGGESTIONS

The Committee on Culture and Education calls on the Committee on Civil Liberties, Justice and Home Affairs, as the committee responsible, to incorporate the following suggestions into its motion for a resolution:

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote a framework of equal opportunities, respect for human dignity, freedom, including freedom of expression, democracy, human rights, equality, the rule of law, social inclusion, and active citizenship through personal development and education at all levels, in particular of those from a disadvantaged background; recalls that it is the EU's responsibility to respect the fundamental rights, freedoms and security of its citizens, as enshrined in the EU Charter on Fundamental Rights, including freedom of expression and information, assembly and association, and respect for linguistic, cultural, and religious diversity;
2. Takes the view that the prevention of the radicalisation and recruitment of European citizens by terrorist organisations is part of a series of measures that cover numerous areas and aim to promote security, justice and equal opportunities for all; reaffirms that other factors that may be conducive to the radicalisation and recruitment of European citizens by terrorist organisations include, in particular, inequality, marginalisation, social exclusion and difficult access to quality education;
3. Stresses the importance of investing in lifelong learning programmes, both as a preventive measure against radicalisation and as an instrument of choice for de-radicalising individuals;
4. Notes that the prevention of terrorism and countering all types of radicalisation is one of the key priorities within the European Agenda for Security, but regrets that despite the recent reforms Europe is still unable to adequately respond to these new challenges; stresses therefore the need for a multifaceted approach to address the cultural, economic, social and political root causes that foster terrorism; underlines the crucial role of early identification of people at risk of being exposed to radicalisation and emphasises that responsible social and educational institutions should be adequately equipped through training to perform these tasks; highlights the need to make all actors aware of their responsibility to prevent radicalisation, whether at local, national, European or international level; reiterates the fundamental role of dialogue and cooperation between all actors in both formal and non-formal education (e.g. families, parents, teachers and associations), as well as culture and sport; points out the need for specialist training for teachers who can serve as role models and guiding figures, the importance of social and youth policies, alternative leisure activities, lifelong learning, and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;
5. Notes the importance of empowering teachers to take an active stand against all forms of discrimination and racism; notes the essential role of education and competent and supportive teachers in not only strengthening social ties, encouraging a sense of belonging, developing knowledge, skills, competences, embedding fundamental values, enhancing social, civic and intercultural competences, critical thinking and media literacy but also in helping young people – in close cooperation with their parents and families –

to become active, responsible, open-minded members of society; emphasises that schools can build students' resilience to radicalisation by providing a safe environment and time for debating and exploring controversial and sensitive issues; points out that adolescents are a particularly vulnerable group, as they are at a difficult stage in their lives when they are developing their value system and seeking meaning, and are at the same time highly impressionable and easily manipulated; recalls that groups as well as individuals can be radicalised, and recognises that the development and response to individual and group radicalisation can be different; emphasises the role society has to play in giving young people better prospects and a purpose in life, in particular by means of high-quality education and training; underlines the role of educational institutions in teaching youth to recognise and manage risk and make safer choices, and in promoting a strong sense of belonging, shared community, care support and responsibility for others; stresses the need to use the various opportunities vocational education and academic courses offer in order to expose young people to the diverse national, regional, religious and ethnic identities in Europe;

6. Notes that young people without opportunities and jobs have time on their hands and are more vulnerable and more likely to be attracted to the perceived excitement of recruitment by terrorist organisations;
7. Highlights that action to tackle radicalisation must also focus on social inclusion and empowerment in vulnerable communities, promoting community engagement through dialogue, encouraging and cultivating active citizenship, and reinforcing the role of grass roots civil society organisations; calls on the Commission and the Member States to share best practices, formulate recommendations, and develop networks at local, national, and European level in order to provide a positive social response to radicalisation along these lines;
8. Stresses that the initial stages of radicalisation are marked by the isolation of individuals, in particular from family and school; underlines the importance of suitable communication between parents, teachers and the authorities to detect signs of radicalisation in young people;
9. Emphasises that Europe's diversity and its multicultural communities are integral to its social fabric and are an essential cultural asset; holds that any policy on tackling radicalisation must be sensitive and proportionate, so as to respect and strengthen the diverse social fabric of communities;
10. Expresses concern that counterterrorism and anti-radicalisation policies run the risk of limiting freedom of expression, either directly or through a chilling effect; notes that the definition of such terms as radicalisation or extremism must be set out clearly and in detail, so as to prevent any negative impact of these policies on legitimate expression; stresses that a diversity of voices is needed in communities vulnerable to radicalisation, so that moderate and progressive ideas and narratives can overcome extremism, and as such a diversity of views should be encouraged in open debate;
11. Calls on the Member States to promote in their educational systems an intercultural approach to allow for reciprocal knowledge and mutual respect in the sharing of common values;

12. Stresses the importance of the role of women in the prevention of radicalisation within family units;
13. Highlights the importance of interfaith and intercultural dialogue as a tool for social cohesion and inclusion, mediation and reconciliation;
14. Recognises the importance of, and supports, meetings and public dialogue between different key religious figures, which can contribute significantly to overcoming stereotypes and phobias relating to individual religions;
15. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations; encourages active cooperation between the Member States, the EU and all the relevant stakeholders to combat the dissemination of radicalising material and propaganda on the internet; calls for the implementation of youth awareness programmes on online hate speech and the risks that it represents and of programmes promoting media and internet education; underlines therefore the need both to develop innovative online counter-communication with Member States that is also able to stimulate critical digital judgement skills among all vulnerable internet users and to develop technologies which could pre-emptively curb and combat this phenomenon; emphasises the crucial role of all the relevant stakeholders in developing and disseminating effective counter-messages; stresses the role of education in helping young people to understand and accept differences of opinion, of conviction, of belief and of lifestyle, while respecting diversity and the rule of law, in promoting critical thinking and good judgement so that, particularly in the context of the internet and social media, they are able to grasp reality, to distinguish fact from opinion, to recognise propaganda, and to resist all forms of indoctrination, hate speech and online extremism; encourages the Member States and stakeholders to agree upon common standards of journalism ethics in order to fight hate speech in media materials and in online commentaries of the general public;
16. Stresses that increasing engagement with young people, including through educational exchanges and other networks, is a core element aimed at building bridges, overcoming prejudice and fostering religious dialogue and respect for cultural diversity; is of the opinion that cross-cutting action programmes based on alternative education and the cultural interface, noting the existing cultural diversity and the need for this to be understood, can play a major role in developing a common vision of the future based on respect for human rights and dignity, international standards and the values on which the EU is built;
17. Emphasises the need to direct efforts towards helping young people develop their own identity, sense of self-worth, community spirit and acceptance of multicultural and multinational societies, given that young people who are searching for an identity and a sense of belonging are particularly vulnerable to extremist rhetoric;
18. Calls on the Member States to place more stress in their education systems on instruction in media use so that children and young people can learn how to understand and properly evaluate information which they often encounter in unfiltered form on the internet;
19. Underlines the need for both students and educators to have a greater understanding of radicalisation and extremism as well as spreading awareness about the use of social media

for radicalisation and promoting extremist ideologies; encourages the Member States to implement internet safety in schools' ICT curriculums in order to prevent online radicalisation;

20. Stresses that social and internet networks are just one part of the radicalisation process and that combating the digital purveyors of radicalisation is only one part of the fight against radicalisation;
21. Reminds the media of the educational aim of the Creative Europe programme, which enables projects aimed at constructing a critical dialogue with the media – especially digital media – to obtain financing in the context of the fight against radicalisation;
22. Recalls the importance of EU programmes and funding instruments such as the Horizon 2020 programme, the Erasmus+ programme, Creative Europe, Europe for Citizens and the Education and Training 2020 strategic framework in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities, intolerance, discrimination and prevent marginalisation and to integrate minorities into the social life of individual Member States; calls on the Commission to implement its commitment to mobilise existing targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation through dialogue with the most targeted audiences; welcomes the Commission's announcement that it will, by the end of the year, present recommendations to strengthen the idea of inclusion, diversity and civic values in schools on the basis of the Erasmus+ programme;
23. Notes the role of non-formal and informal learning and the importance of facilitating the involvement of young people in voluntary activities within integrative youth organisations and grassroots sport, in order to strengthen interaction and to help young people acquire social and communicative competences, critical thinking and problem solving skills as well as positive self-perception that complement formal education;
24. Highlights the crucial importance of support services in educational establishments provided by decently trained psychologists and social workers; calls on the Commission to promote exchange of best practices in the education of recent immigrants and refugees to prevent their social exclusion; emphasises the importance of mutual training and common activities of religious leaders in order to positively influence public discourse;
25. Calls on the Commission to find new, creative ways of preventing and combating radicalisation, including schemes for parents whose children could be vulnerable to extremist recruitment;
26. Encourages Member States to implement teaching and learning strategies which explore controversial issues in a way that promotes critical analysis, social values and a shared culture of openness and pluralism in schools and with community;
27. Highlights the role and importance of NGOs and civil society organisations in processes to prevent radicalisation and de-radicalisation;
28. Calls on the Commission to further strengthen the Radicalisation Awareness Network (RAN), inter alia by enhancing access to information and concrete cooperation between stakeholders on anti-radicalisation and to support the EU and its Member States in setting

up de-radicalisation and disengagement programmes and in developing 'exit strategies' to help individuals leave violent extremism;

29. Stresses the importance of targeted educational projects in prisons, which are more exposed to the risk of radicalisation;
30. Stresses the importance of developing comprehensive policies based on a cross-sectoral approach between different areas such as culture, sports, employment and welfare policies, and other channels of work on social inclusion and on safeguarding diversity, plurality and common fundamental values at European, national, regional and local levels;
31. Notes that a campaign against radicalism through cultural and human development should emerge as a new public narrative and long-term objective for a smarter effort at strategic counter-terrorism;
32. Recalls the importance of education for democracy, active citizenship and democratic political culture and the importance of values that are at the heart of the European Union – freedom, tolerance, equality and the rule of law;
33. Notes that a highly inclusive education, one of the strategic objectives of the Education and Training 2020 framework, can counterbalance the disadvantages that many children and young people face at home and in this way can help to prevent the radicalisation;
34. Reiterates the importance of promoting equality, social cohesion and active citizenship through education and training and the importance of providing children and young people with a chance to develop skills and competencies needed for active citizenship, intercultural and interreligious dialogue;
35. Stresses that participation in the Erasmus+ programme increases the level of active citizenship among youth; recalls that former Erasmus students show a greater sense of European identity, an increased sense of belonging and a positive perception of the EU, all of which can lessen the possibility of radicalisation and tackle problems of intolerance and discrimination;
36. Stresses the need to find a balance between freedom of expression and the objectives of security and the prevention of radicalisation.

## RESULT OF FINAL VOTE IN COMMITTEE

<b>Date adopted</b>	15.9.2015
<b>Result of final vote</b>	+: 22 -: 2 0: 1
<b>Members present for the final vote</b>	Isabella Adinolfi, Dominique Bilde, Andrea Bocskor, Silvia Costa, Angel Dzhambazki, Jill Evans, Petra Kammerevert, Rikke Karlsson, Andrew Lewer, Svetoslav Hristov Malinov, Curzio Maltese, Fernando Maura Barandiarán, Luigi Morgano, Momchil Nekov, Yana Toom, Helga Trüpel, Julie Ward, Bogdan Brunon Wenta, Bogdan Andrzej Zdrojewski, Milan Zver, Krystyna Łybacka
<b>Substitutes present for the final vote</b>	Sylvie Guillaume, Dietmar Köster, Paul Nuttall, Hermann Winkler