



Special Issue *‘Social Pedagogy and Anti-Extremism/Anti-Terrorism’*

CALL FOR PAPERS

The *International Journal of Social Pedagogy (IJSP)* is a peer-reviewed, open access journal publishing articles on social pedagogy in the broadest sense, which includes all aspects of social, philosophical, pedagogical and educational parameters. Relevant areas of practice explored in the journal from a social pedagogical perspective include: education, adult education, life-long learning, social work, social care, personal and social well-being and growth, social-pedagogical problems (for example neglect, intimidation, bullying, prejudices, social marginalisation, school exclusion, etc.), teaching support in schools, family support, youth work, youth and criminal justice, learning disability and physical disability services, support for older people, community education, children’s participation, children’s and human rights.

This special issue will examine social pedagogical practices, ideals and ambitions of social inclusion and active citizenship in the global context of anti-extremism and anti-terror politics. In particular, it will shine a light on how those practices and traditions vary in different countries and contexts.

In a European context, the Council of the European Union formulated a European Union Counter-Terrorism Strategy in 2005, and the EU Commission has put forward a new Counter-Terrorism Agenda in 2020 to better anticipate, prevent and respond to terrorist threats. As a result, and because of terrorist attacks, e.g. in New York in 2001 (“9/11”), on the office of the newspaper Charlie Hebdo in 2015, and most recently on British Member of Parliament Sir David Amess, national governments have formulated preventive strategies¹. They target a wide range of sectors, such as education, health, faith, criminal justice, the internet, and local communities, to prevent people from becoming terrorists. Further, the strategies identify schools, kindergartens, prisons, NGOs, and Muslim communities as places to have an impact on children and young people who may be at risk of radicalisation. We expect that these policies are also being implemented on a wider scale in other parts of the world.

¹ E.g. “Prevent Strategy” (UK, 2011) and “Den nationale handlingsplan for forebyggelse og bekæmpelse af ekstremisme og radikaliserings” (DK, 2016)

Against this background, we want to explore the impact on social pedagogical ideals, ambitions, and practices. What does it mean when welfare professionals (e.g., teachers, social workers, and social pedagogues) are expected to report concerns about radicalisation to the school leadership or outside agencies whilst working to form trusting relationships to the children/youngsters? How can welfare professionals spot signs of radicalisation while meeting the child with openness? Does the child become a potentially dangerous individual in the eyes of the welfare professionals? What does it mean for the role and self-understanding of the welfare professional? How can educators support young people's political aspirations, hopes and ideals when they are asked to educate them to become reasonably passionate about ideals (Meere & Lensink, 2015)?

One of the anti-radicalisation strategies within education and social pedagogy appears to be that citizenship education as well as the transmission of democratic values and ideals to children and young people from an early age can function as a bulwark towards extremism and terrorism. This mirrors the ambitions within education and social pedagogy in Europe and the United States after World War II to formulate and implement anti-authoritarian pedagogies, i.e. critical thinking, independence etc². This movement influenced to a large degree the social pedagogical ideals and practices in Western Europe; in the UK building on a strong tradition for citizenship education, and in Scandinavia and continental Europe building on ideas of 'Bildung' and progressive pedagogical movements, as an integrated and implicit DNA and self-understanding of the core of social pedagogy. We are curious as to what such ideas and traditions might look like in other parts of the world.

What are the implications for educators, teachers, pedagogues etc. in different national contexts and different pedagogical traditions? How are ideas of transmitting democratic values and critical thinking to children and young people balanced against values such as the celebration of difference (Dewey 1916, 1939)? How does fear of radicalized youth and terrorism impact the interpretation and implementation of citizenship ideas and democratic values in social pedagogical work? What are the implications for professional practice as well as for young people themselves, when particular individuals, places and institutions are named as less democratic/more dangerous than others (Butler 2015)?

We hope to receive contributions from a wide range of countries, to lay the foundations for a broad comparative analysis of transnational policies and ambitions and their transformations/reproductions in contextual social pedagogical practices.

We invite

- Studies of anti-radicalisation/anti-terror policy changes within the areas of education and social pedagogy,
- Insights into the impact of securitisation and the war on terror on social pedagogical (everyday) practices,

² E.g. New Education Fellowship, UNESCO. (see Teige 2016, Øland 2012)

- Insights into implications and dilemmas such policies can create in meeting social pedagogical ideals and practices,
- Insights into everyday experiences of children and young people in social pedagogical/educational settings influenced by such policies,
- Insights into alternative contexts and social pedagogical practices that experiment with participatory practices, citizenship education and democracy within welfare areas.

Abstracts (up to 300 words) should be submitted by January 14th, 2022. We will invite successful authors (within 21 days) to submit a full draft for editorial review by June 15th, 2022. Publication is anticipated for autumn/winter 2022/23.

The special issue will be guest edited by Karen Prins and Lone Brønsted (University College Copenhagen) together with Jenny Starzetz (University College London). Please email kapr@kp.dk for further details or to submit your abstract.

References:

- Butler, J.(2010): *"Frames of war – When is life grievable?"*. Verso.
- Dewey, J. (1939): *"Creative democracy – the task before us"*, in *The Promise of America*, Progressive Education Booklet, No. 14, American Education Press.
- Meere, F. & Lensink, L. (ed.) (2015): *"Youth counselling against radicalization. Guidelines for front-line workers"*. Verwey Jonker Instituut, Utrecht, Netherlands.
- Teige, E.(2016) *"UNESCO's Education for Living in a World Community: from teacher seminars to experimental activities, 1947–1963. I: UNESCO Without Borders. Educational campaigns for international understanding"*. Routledge.
- Øland, Trine (2012): *'Human potential' and progressive pedagogy: a long cultural history of the ambiguity of 'race' and 'intelligence'*. In *Race Ethnicity and Education*, 15:4,561-585. Routledge, Taylor & Francis Group.