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## BOOK OF ABSTRACTS



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# **BOOK OF ABSTRACTS**

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## C.02. Affirming social justice in education? Post-critical vistas

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### Radicalization and Post Critical Perspective

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post-critical pedagogy, radicalization, educational theory, prevention

This proposal aims to discuss what contribution the Post-Critical Pedagogy manifesto can offer to the interpretation of radicalization phenomena. In particular, we will reflect on how a post-critical pedagogy can suggest the use of research languages and postures capable of orienting prevention practices of radicalization phenomena (Schmid, 2013) that lead to violence. In the manifesto of post-critical pedagogy (Hodgson, Vlieghe, Zamojski, 2020) the positions of the scholars interested in launching the post-critical challenge appear clear: transition from procedural normativeness to principled normativeness (there are principles to defend!); the affirmation of pedagogical hermeneutics (the construction of a relational space is a possibility to be built, neither an 'a priori' nor a principle far from the here and now); affirmation of a pedagogy 'beyond criticism'. In particular, the idea espoused in this proposal is to see how the construct of 'radicalization' (Fabbri, Melacarne, 2023; Sabic El Rayess, Marsick, 2021) is often defined as external and outside a educational framework, in this sense losing along the way a fundamental question about the principles which orient 'radical thought', whether there is an education to and about 'radical thought' but above all how to read 'radical thought' and with what criteria of discrimination. What seems promising to us in a post-critical perspective is the challenge of getting back in touch with radical thought, with the positivity or negativity of the principles that fuel it, considering these phenomena as expressions of a world that must not only be 'corrected' or 'punished', or which must be revealed (critical pedagogy) (Latour, 2004). According to this approach, radicalization must not be deconstructed and broken down to be evaluated and understood within standards (Caramellino, Melacarne, Ducol, 2020). The most relevant question posed by the post-critical perspective, however, is the following. Education that deals with 'de-radicalization' or 'prevention' is based on the idea that there is nothing to save in the processes that generate these phenomena. It is an education in opposition to something that must be corrected, external, to be criticized in order to 'fight'. The post-critical perspective, paradoxically, would still invite us to take into consideration a perspective that is more open to considering what is positive about the radical process, even if only in some of its forms. A non-secondary solicitation concerns the question that post-critical pedagogy raises regarding the value of principles. It is a classic and interesting short circuit if thought about in the context of the debate on radicalization and social justice. Trust and hope in the present and in emerging phenomena push us to also open up to the study of radicalization phenomena which, although not manifesting themselves as aligned with an idea of normative or socially shared social justice, may incorporate hope of positive change. In our opinion, the post-critical perspective can help us to re-read the theories and methodologies for preventing radicalization processes within a more authentic and self-directed educational perspective.