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Rotten trees, bad apples? Understanding the intergenerational transmission of extremism

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APPENDIX

APPENDIX 1. LITERATURE IN
SYSTEMATIC REVIEW

APPENDIX 2. TOPIC LIST I

APPENDIX 3. TOPIC LIST II

APPENDIX 4. CODING SCHEME

SUMMARY

NEDERLANDSE SAMENVATTING

ACKNOWLEDGEMENTS

CURRICULUM VITAE

APPENDIX 1. LITERATURE IN SYSTEMATIC REVIEW

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APPENDIX 2. TOPIC LIST I

Topic list for interviews with (former) extremist children¹¹

1. Introduction

- a. Researcher introduces themselves and the research topic.
- b. Informed consent, anonymity and confidentiality are discussed.
- c. Permission is asked to record the conversation on a recorder.

2. General upbringing

- a. Where did the participant grow up?
- b. What was the family like? What was the relationship with siblings like?
- c. What kind of child was the participant?
- d. Did the participant go to school? Hobbies? Extracurricular activities?

3. Relationship with parents

- a. What was the occupation of the parents? What was their social circle like?
- b. How would the participant describe their father? What was the relationship like with the father as a child?
- c. How would the participant describe their mother? What was the relationship like with the mother as a child?
- d. To what extent the participant feel loved? Why/why not?
- e. To what extent did the participant look up to his parents? Why/why not?

4. The family ideology

- a. When did the family ideology first appear? Are there other people in the family who adhere to the ideology (uncles, aunts, grandparents, etc.)?
- b. What are the first memories of the ideology?
- c. What were the rules? What was allowed/not allowed?
- d. To what extent did the participant 'understand' the family ideology as a child?
- e. To what extent did the participant feel 'different' as a child because of the family ideology?
- f. How was the outside world perceived?
- g. Were there also 'nice' things about the family ideology?

¹¹ As registered on the Open Science Forum page for this study:
https://osf.io/84aje/?view_only=925e06df65c340388062fa782ad00ced

5. Ideological socialization

- a. What was the role of ideology in education?
- b. Who was responsible for the transmission or the ideological upbringing – father or mother? Why? What was the role of siblings in this?
- c. What punishments or rewards were used?
- d. To what extent was the participant allowed to interact with ‘outsiders’?
- e. Was there homeschooling involved?
- f. What was the worst that could happen if ideology was not adhered to?

6. Leaving the ideology

- a. Did the participant ever doubt the family ideology? How did that doubt come about?
- b. What was the desistance process like?
- c. How long did it take to break away? What helped with this? What did not help?
- d. Does the participant feel that the process of breaking away is completed by now?
- e. Have others in their environment disengaged- siblings, for example? Why/why not?
- f. Did the participant ever hesitate to return?

7. Today

- a. What is the contact like with parents after breaking away? And with siblings?
- b. What traces has the upbringing left? What role does the participant’s past still play today?
- c. How do they look back on their childhood today?
- d. How do they view closed communities or religious/ideological groups in general today?
- e. Does the participant have children themselves? What is the participant like as a parent? (if applicable)

8. Concluding

- a. Are there any things left undiscussed?
- b. Possible follow-up appointments.
- c. Suggestions for new participants?

APPENDIX 3. TOPIC LIST II

Topic list for interviews with (former) extremist parents¹²

1. Introduction

- a. The researcher introduces themselves and the research topic.
- b. Informed consent, anonymity, and confidentiality are discussed. (*if applicable*: it is emphasized that this conversation will have no impact on participants' legal process).
- c. Permission is asked to record the conversation on a recorder.

2. Family background in general

- a. Where did the participant grow up?
- b. What was their family like? How was their relationship with siblings (if applicable)?
- c. What kind of child was the participant?
- d. How do the parents view the participant's life choices (*if applicable*: what do they think of the fact that the participant is in prison and/or traveled to conflict areas)?
- e. What is grandparents' relationship with the grandchildren like?

3. Parenthood

- a. Can the participant tell something about their child(ren)? (Age, place of birth, etc.)
- b. To what extent was parenthood planned? Did the participant want to become a father/mother at the time? If so, why?
- c. Who is the father/mother of the child(ren)?
- d. What was their relationship like in the past? What is the relationship like today?
- e. What was the relation with the child(ren) like in the past? What is the relation with the child(ren) like today?
- f. If applicable: who does currently have parental authority? What does the participant think of this?
- g. To what extent did participant's family relations change after (de)radicalization?
- h. What role did/does their ideology play in their children's upbringing? What did/does this look like in practice?

¹² As registered on the Open Science Forum page for this study:
https://osf.io/84aje/?view_only=925e06df65c340388062fa782ad00ced

4. If applicable...

- a. To what extent does imprisonment affect participants' family relationships? What challenges are experienced?
- b. What has the participant told their child(ren) about their imprisonment?
- c. What has the participant told their child(ren) about the situation in Syria and Iraq?
- d. It is often said about children who have been in Syria and Iraq that they are 'traumatized'. What does the participant think of that statement?

5. Parenting values

- a. Does the participant consider themselves a 'good' parent?
- b. When is upbringing considered 'successful', according to them?
- c. *If applicable*: How does the participant envision parenthood after detention? What challenges do they expect to encounter?
- d. What kind of parent does the participant hope to be for their child(ren)? What values does the participant find important in upbringing?
- e. What kind of future does the participant envision for their child(ren)? How do they contribute to this?
- f. Are there things that the participant would have liked to do differently in the upbringing of their child(ren)?

6. Concluding

- a. Are there any things left undiscussed?
- b. Possible follow-up appointments.
- c. Suggestions for new participants?

APPENDIX 4. CODING SCHEME

Coding scheme - Case files and court rulings¹³

Date of review:

Municipality/district:

District number:

File number:

Court:

Date court ruling:

General description of case:

CATEGORY	THEME	DESCRIPTION
GENERAL INFO CHILD	Age	
	Living situation	
	Job/education	
	Peer relations	
	Hobby's	
	Description of personality traits	
	Mental wellbeing	
	Indicators of radicalization (i.a.)	
	Other/comments	
GENERAL INFO PARENTS/ HOUSEHOLD	Family structure	
	Socio-economic status	
	Job/education level parents	
	Parental relationship	
	Ideology	
	Parental network	
	Other/comments	

¹³ As registered on the Open Science Forum page for this study:
https://osf.io/84aje/?view_only=925e06df65c340388062fa782ad00ced

CATEGORY	THEME	DESCRIPTION
TRANSMISSION MECHANISMS (DIRECT)	Discursive	
	Moral-educational	
	Socio-spatial	
	Temporal	
	Symbolic	
	Other/comments	
TRANSMISSION MECHANISMS (INDIRECT)	Multigenerational transmission (i.a.)	
	Loyalty	
	Role of siblings	
	Resistance/rebellion	
	Other/comments	
GENERAL PARENTING PRACTICES	Parenting style	
	Attachment	
	Maltreatment/abuse	
	Expressions of love	
	Other/comments	
NARRATIVES OF PARENTHOOD	Parenting values	
	Contradictions (i.a.)	
	Ideological conflicts (i.a.)	
	Gendered narratives	
	Other/comments	
AFTERMATH	Breaking away	
	Trauma/mental health	
	Other/comments	
OTHER COMMENTS / OBSERVATIONS		