



Social and economical determinants of religious radicalization: effect of educational policy

Alexandra Shubenkova

PhD Researcher

Department of Applied Political Science

National Research University Higher School of Economics

Research question

What were the driving factors for the radicalization of religious concern? What is the economical and social reasoning which lays above this raise of the importance of the religious issue worldwide?

Concept frame

Durkheim ([1897] 1951): theory on social integration (the more one is socially integrated in a social group, institution, the more likely one is to conform to its social norms).

Mannheim ([1936] 1972): theory of 'socializing circumstances' (the larger national context matters).

Lipset's (1959;) argument on driving forces of development on democracy.

Inglehart and Welzel (2010;) certain cultural variables play a role in democratization.

Educational systems develop worldwide, but the religious radicalization increases.

⇒ How does the educational policy influence religious concern?

The effect of social and economical situation exists.

⇒ What remains unclear is the extent of the causal link between social agents' influence and radicalization compared to the circumstances' (institutional) influence and radicalization?

Placement in the field

Evidence from quantitative studies of the correlation between religion and socioeconomic development and economical growth: (Norris, Inglehart) (Morris, Cynthia Taft 1980;), (Rupasingha, Anil 2009;) and (Permani, Risti 2011;)).

Two models of this relation (Arano, Kathleen G. 2008;):

1. the impact of social and economic variables on religious behavior and activities.
2. so called “reverse causality”, i.e., the impact of religious activities on economic outcomes.

Application of the first model.

Hypotheses

H(0): Social raise and/ or economical slowdown cause the raise of religiosity and religious issues

H(1): The lower is education – the higher is the adherence to strict religious views

H(2): Decrease of budget spending on public education cause increase of radical religious views

Process => longitudinal evidence

Variables: dependent variables

- Measurement of religious radicalization: (“F” section of WVS)
- Opposite to ‘secular’
 - F029.- Raised religiously
 - Violence and aggressive behavior motivated by religious views
 - F171.- If country pursues policies harmful to Muslims, Islam permits killing civilians in that country
 - Raise of religious role in the society and politics
 - F102.- Politicians who don’t believe in God are unfit for public office;
 - F104.- Better if more people with strong religious beliefs in public office;
 - F105.- Religious leaders should not influence government
 - Set of values

Variables: predictors

- “X” section of WVS
 - X023R.- What age did you complete your education (recoded in intervals)
 - X024.- Had formal education
 - X025.- Highest educational level attained
 - X025CS.- Education (country specific)
 - X025R.- Education level (recoded)
- World Bank data, Eurostat

Questions, challenges and tasks

1. Definition of religious radicalization needed
(Religion as social institution - religion as values set – religion as personal practice)
2. Which sources of data can be useful?
(Eurobarometer, Gallup International polls on religion etc)
3. Does the religious denomination matter?



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20, Myasnitskaya str., Moscow, Russia, 101000

Tel.: +7 (495) 628-8829, Fax: +7 (495) 628-7931

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