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SCIENTIFIC REPORT COHESION

LITERATURE REVIEW ON EDUCATION
ABOUT RADICALISATION AND
TEACHING METHODS

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EDUCATING ABOUT RADICALISATION

INTRODUCTION

Within the field of countering violent extremism (CVE) and preventing violent extremism (PVE), there is much discussion and debate surrounding the range of training methods developed by both academics and practitioners. In this literature review, we discuss a variety of these methods that have been endorsed by four major actors in the CVE/PVE field, namely Europe's Radicalisation Awareness Network (RAN), Australia's Counter Terrorism and Security Technology Centre, the Department of Homeland Security in the United States, and the UK's Institute for Global Change.

RAN HANDBOOK ON CVE/PVE TRAINING PROGRAMMES

RAN's primary premise is that an effective CVE program depends on three major factors: i) balanced content, ii) contextualised training, and iii) credible trainers.

According to RAN, generally speaking, training programmes benefit from interactive delivery, which increases involvement and provides a more engaging experience. To deliver training programmes in an interactive way, the following are essential:

- Develop a rapport with your audience: know the people in the room. Develop a relationship with them. Tailor your trainers and content, and share your experiences as a trainer to forge a connection with your audience.

- Resilience: strengthen the trainees. Use question-led training, opinion exploration, source analysis, and practice having difficult conversations so that the trainees become stronger.

- Confidence. use reflection activities, consistently use thinking activities and praise.

The sections above apply to delivering training programmes in general. Delivering PVE/CVE training is however different from, for example, delivering training on using a new database at work. Some specific elements and sensitivities should be considered, and are described below:

- Complexity. Radicalisation as a process is influenced by many factors and can be expressed in many ways. Therefore, training programmes cannot 'just' provide for list of 'clear signals to spot radicalisation' alongside background information, and then expect professionals to be ready to deal with the topic. Professionals need to be able to grasp the complexity and the uncertainty inherent in radicalisation.

- Sensitivity. Radicalisation is a sensitive topic for many reasons. Practitioners might be frightened by the topic or offended because their religion/ideology is being misused. These sensitivities are reflected in the discussions that are inevitably part of training programmes on radicalisation. Some trainees will start challenge definitions and terminology used. Others will elaborate on

whether they should play a role (or not). It is up to the trainer to find a good balance of giving sufficient attention to this question however not to end up in an infinitive debate. Practitioners may struggle to define their role, as they might be scared of 'spying' on people or stigmatising them. They may have questions as to if and when they can share concerns, and the consequences of doing so.

- Personal biases. A neutral stance is impossible. Working as a professional is possible: be aware of your own preferences, know how not to reveal them very publicly, and avoid falling into the trap of feeling intimidated.

Preventing radicalisation benefits from multi-agency cooperation, and multi-agency training programmes are therefore an excellent opportunity to lay the foundations for this. Having different professions in the room does however have implications. The trainer can be challenged by diverse perspectives, (possible) prejudices and a lack of trust between professionals. Recommendations for training programmes in a multi-agency setting:

- Focus on what professionals have in common instead of on their differences: find the shared goal and keep that in mind. Also focus on a common language.

- Practitioners need to get to know each other, their responsibilities and each other's professional language and skills. Multi-agency training should start with this.

- Incorporate all perspectives, they all need to be addressed so that everyone can see the totality.

- Train multi-agency groups several times (like every six months) instead of once. Putting them in a room together helps to strengthen the network by reinforcing the quality of relations between agencies, individuals and communities — once the individuals get back to their day job, they might not have the time or the opportunity to work on this aspect. Repeating the training also provides an opportunity for participants to update each other on new developments in the field or the community. The impact of the training can be measured by reflecting on what professionals have learned and to what extent they have internalised knowledge or skills.

- Learn from each other by sharing experiences and cases. This will help professionals to be more openminded towards counterparts with a different background. Moreover, professionals like to share these experiences from the ground, and doing so may generate solutions to the problems they face.

COUNTERING VIOLENT EXTREMISM (CVE)

(Counter Terrorism and Security Technology Centre, Defence Science and Technology Organisation)

This report makes the following recommendations:

Develop an empirical research base:

The majority of the literature in the field comprises commentary and critique and lacks an empirical research basis (Crenshaw, 2000; Loza, 2007; Ranstorp, 2006). Given that some areas of inquiry face unique challenges in the collection of primary data, innovative and creative methods need to be developed. Ranstorp (2006) argues that researchers need to tap into available primary source data in national archives including policy documents and public testimonies, court records and reports, and terrorist websites.

Invest in social science and transdisciplinary research approaches:

Much of the research within the field is event-driven, reactionary and technically oriented (Ranstorp, 2006). To develop an in-depth, comprehensive, and contextualised knowledge base for understanding violent extremism and countering violent extremism as complex phenomena requires investment in collaborative and transdisciplinary social science and field-based methodologies (S. Atran, 2010; Crelinsten, 2007; Loza, 2007; Ranstorp, 2006; Sinai, 2007). Case studies are one method useful for situating forms of violent extremism and for developing approaches to countering violent extremism within their historical, political, and social contexts. However, relational analyses within and between cases are also needed to develop knowledge in the field (Duyvesteyn, 2007; Ranstorp, 2006).. Phenomenological and ethnographic approaches would also enable researchers to capture the complexity of these phenomena and develop in-depth understandings of the experiences of those that participate in terrorist or violent extremist groups.

Develop scholarship and academic praxis in the field:

Scholarship that conceptualises and theorises violent extremism and countering violent extremism as ontological phenomena that emerge in relation to particular contexts is required. Such approaches would move stagnant debates in the literature beyond superficial issues focussing on lack of theory and agreement on conceptual definition. Contemporary research must also build new contributions to the knowledge base upon the foundations of previous research through comparison, critique and the synthesis of research findings (Ranstorp, 2006). In addition, there is a lack of literature that focuses on methodology and research methods which given the importance of developing an empirical base in this field is required to advance research (Ranstorp, 2006).

Develop cross-fertilisation of knowledge between the intelligence community, academic disciplines and professionals in the field to enhance the relevance of research and the translation of research findings into practice:

Resnyansky (2009: 52) writes that "There is an abyss dividing terrorism research from political, legal and national security practices". Bridging this 'researchpractice' gap therefore needs to be an object of methodological analysis and comparative research focussed on how other fields have approached this issue could be used to inform strategies. There are also divisions between different academic disciplines such as 'intelligence studies' and 'terrorism studies' (Ranstorp, 2006). To break down these 'knowledge silos' requires collaboration and inter-disciplinary communication through conferences and professional associations.

Research and scholarship is needed that focuses on 'new' forms of terrorism and violent extremism:

Given that 'new' forms of terrorism are assembled according to transnational networks, research is needed to explore how these organisational forms operate and evolve including processes of innovation within groups (Brimley, 2006; Crenshaw, 2000; Ranstorp, 2006). A traditional focus on terrorism as an international phenomenon means that in the post 7/7 context there is a need to understand the emergence of what is dubbed 'home grown' terrorism and violent extremism. Violent extremism is expressed through a multiplicity of forms and guises and so there is an urgent need to expand the research gaze beyond Islamism and Muslim communities to the broader phenomenon. Research and scholarship is needed to understand why some radicalised individuals become violent and why others don't. A current lack of clarity exists as to how individuals move from simply being frustrated or disaffected towards accepting violence as a mode of political struggle. The problem again is that they still do not explain why some people become terrorists and not others. In fact, the majority of people exposed to radical ideas are not radicalised.

Research and scholarship is needed that specifically focuses on approaches and strategies for countering violent extremism:

As O'Neil (2007: 437) observes there has been a "shortfall of serious scholarly analysis of counter-terrorism". Comparative research focussed on strategies for countering violent extremism would enable the development of best practice standards and enhance harmonisation and collaboration between nations and regions (Crelinsten, 2007; Guiora, 2009; O'Neil, 2007; Ranstorp, 2006). New forms of terrorism characterised by decentralisation and dispersion of 'networks' requires research on "what kind of counterterrorism networks would best meet the challenges they pose" (Crelinsten, 2007: 224). To avoid counterproductive strategies, Crenshaw (2000) argues that it is important to investigate how terrorist groups perceive government actions and whether policy makers anticipate the effects of their actions on terrorist beliefs and perceptions or appreciate the adversary's construction of reality. He also

argues that research should focus on how governments learn from past experiences and build intellectual capital in dealing with terrorism and violent extremism. Given the increasing inclusion and responsibility of the private sector in approaches for countering violent extremism, "Research in this area should focus on the different agencies that have been incorporated into the counterterrorism effort and examine how they have adapted to working in an environment with conflicting and competing demands for secrecy, openness, impunity and accountability"(Crelinsten, 2007: 226).

Research and scholarship is needed on the role of the media and information technology in relation to violent extremism and countering violent extremism:

In relation to the role of the media, research is needed to analyse the ways in which terrorists use the mass media and the mass media has been used in strategies for countering violent extremism (Cvrtila & Perešin, 2009; Turk, 2004). In addition, the potential for media representation to contribute to tensions, conflict and potentially violence is a vast area for research (Crelinsten, 2007; Turk, 2004).

Research and scholarship is needed that focuses on pathways into and out of violent extremism:

Long term sustainable and effective approaches to countering violent extremism require an understanding of the pathways into and out of violent extremism (S. Atran, 2010). Research is needed to explore the processes and drivers of individual and collective mobilisation and disengagement (Chowdhury Fink & Hearne, 2008; Crenshaw, 2000; Ranstorp, 2006). As Chowdhury Fink and Hearne (2008: 18) argue, this "will assist states in better understanding how these processes relate to their counterterrorism strategies and capacities".

A diversity of cultural approaches and discursive frames are needed to inform research and scholarship on violent extremism and countering violent extremism:

The literature in the fields of violent extremism and countering violent extremism are dominated by discursive frames that emanate from western and particularly US epistemology and culture (Jongman, 2007; Ranstorp, 2006). There is an urgent need to enrich scholarship in these fields through alternative cultural and theoretical perspectives. This would include developing understandings of violent extremism from non-western cultural positions but also generating research on diverse language, religious, cultural, psychological, historical, political, and social backgrounds to inform culturally sensitive approaches and practices (Loza, 2007).

COUNTERING VIOLENT EXTREMISM: DEVELOPING A RESEARCH ROADMAP

DIVERSION

Diversion refers to turning individuals and communities away from radicalization before they become violent extremists. A discussion about diversion must include the proposed paths and factors that lead to the radicalization process. Although debated throughout the literature, authors frequently agreed with Kate Barrelle that "there are highly individual motivational and logistical pathways in and out of radical political movements".

Diversion, or counterradicalization, measures can include programs that promote integration, community outreach, and counternarratives. Aly observes, "just as there is no single path to violent extremism, programs and initiatives that aim to prevent individuals from engaging in violence should also be multifaceted, comprising diverse strategies and approaches". These programs can work at an individual or community level, but there are general principles for successful diversion programs, which include active listening and dialogue facilitation, rather than lectures. It is also important to involve persons who radicals view as credible, even though selecting someone with the necessary authority and knowledge can "present difficulties in government expressing a preference for strands of religious ideology, as well as the practical task of selecting creditable conversation partners". Studies also show that youth involved in the process have "far stronger social, psychological, and developmental competencies, leading to adaptability, resilience, and a long list of positive developmental outcomes". In addition, Brennan et al. (2015) argue that instilling empathy in targeted individuals is key to diverting radicalization. Schmid (2013) presents a useful list of principles for diversion programs: understand the perspective of those being targeted; be flexible since no individual or community is the same; have clear metrics of success and conduct evaluations; recruit a wide base of partners, not just those representing one viewpoint; encourage local efforts rather than national ones; train frontline responders from teachers to law enforcement; minimize the focus on counterterrorism; develop programs with input from the public, academic, and civil society; and prepare for criticism.

At the community level, there are several approaches that have been attempted, with varying success. Economic efforts may not be enough to alter the path of radicalization, instead efforts

should focus on promoting and helping youth achieve their goals. Encouraging political participation and allowing grievances to be expressed are also useful activities. A broader effort is to "desensationalize terrorist actions [...] and reduce their fame [so] the thrill will die down". Religious education efforts also occur at the community level. "Simply removing people with problematic views from the mosque is not enough to prevent acts of violence", but educating youth on theology, particularly through debate and discourse is successful. There is agreement that youth programs should occur in informal settings, allowing youth to guide the discussion and to feel safe. Conversely, in formal settings, such as schools, intervening against xenophobia can make a difference. However, in these more formal settings there is a high degree of emphasis on CVE, and some community projects have been modified to include CVE topics to attract additional funding. This creates feelings of stigmatization among targeted communities and has the potential to lead to further alienation. There are also arguments against counterradicalization programs with detractors stating that these programs violate fundamental rights, can be discriminatory, and hamper social cohesion.

Summary of Diversions:

- Key components of effective diversion programs include active listening and dialogue facilitation, credible voices, flexibility, wide base of partners, and local efforts rather than national ones.
- Possible diversion activities include providing individual interventions, training individuals to advocate for peaceful political solutions, providing mentoring, encouraging parentchild dialogue, and watching propaganda online with youth so you can discuss the fallacies with them.

RESILIENCE

Resilience refers to the ability of communities and individuals to bounce back from all hazards. This section outlines activities and behaviours communities can follow to have resilience, and also presents research on disengagement and the process of deradicalization, whereby former violent extremists can become resilient.

Besides the need to address the psychological impact of extremist events on a community's youths, youth resilience can also be created by teaching youths to "build social cognitive resilience to violent extremism," as evidenced by a program in Australia. Through the program, the students came to understand better the humanity of the victims of the Bali terrorist attack.

Students felt the program helped them discuss issues and reflect on their own values. An evaluation of the program identified some success was achieved "by engaging participants in constructing violent extremism as unjust and inhumane; creating empathy with victims of violent extremism; developing selfefficacy in resisting violent extremism influences and responding to influences in positive, productive ways and considering the devastating impacts of violent extremism".

Summary of Community Resilience:

- Resilience is aided when governments provide enough information for citizens to respond appropriately to whatever violent extremist events occur, and they do so while maintaining the public's trust.
- Governments should promote safety, calm reactions, and connectedness in the face of extremist events.
- Extremist events can lead to mental health concerns, including PTSD

EDUCATION AND SECURITY: THE ROLE OF EDUCATION IN COUNTERING VIOLENT RELIGIOUS EXTREMISM

(Tony Blair Institute for Global Change)

The Use of Education to Counter Violent Extremism:

Throughout history all religions have had fundamentalist and extremist practices. In the contemporary world, religious extremism is a growing concern as it becomes increasingly violent even amongst groups that have been relatively peaceful in the past. Despite the prevalence of religious extremism across various religious groups, the principal focus in this review has been on Islamist extremism based on Salafi and Wahhabi Islam, since this has become a worldwide security threat. The response of governments to this violence has focused on hard power military intervention and surveillance of the tactical and operational aspects of extremism and terrorism rather than soft power responses to their ideological aspects (Ramli, 2011). Not only is hard power reactive and costly, but also it is less effective in preventing ideological radicalisation, as it does not address abstract ideas. Moreover, this hard power has not been effective in limiting the violence. Extremist organisations increasingly attract individuals through emotionally appealing narratives and ideas that trigger their sympathy and sense of responsibility. This is the use of soft power. Although there is no single factor that pushes people towards extremism and radicalisation, this transformation in belief systems could take place either through self-radicalisation, via exposure to jihadi discourse online, or from peer groups and recruitment by foreign or domestic operatives through regional or global extremist organisations (Wu, 2008). Social institutions, like education, have not been supported to effectively foster resilience in young people to thwart the pull of enticing extremist narratives. Since universal education implies that all young people spend approximately 16 years of their lives in schools, education is an obvious tool with which to develop resilience on the one hand and offer a counter-narrative on the other.

CVE must be a comprehensive effort:

Internationally, formal and non-formal programmes are recognising the power and need for a concerted effort in countering violent extremism. While most CVE programmes focus on education specifically in school, community or government groups, some comprehensive programmes attempt to educate several groups in society (for example, the Canadian Terrorism

Prevention programme and the Australian 'Living Safe Together: Building community resilience to violent extremism' website). In doing so, governments (for example, the UK government through the Prevent Strategy) and organisations (for example, COEXIST) are seeing an increasing need for dialogue, a common sense of awareness, and a unified narrative so that the pervasive threat of extremism can be countered comprehensively.

Young people are the prime target of extremist recruiters:

Young people have been targeted by extremist groups specifically, not only because they are vulnerable, but also because they form a significant portion of the world's population and there is a need to ensure the succession of the next generation of extremists. Since this group spends a large part of their time in educational institutions, many CVE programmes also focus on educating this population in particular. However, young people are not a homogenous group and they have a diverse range of needs and interests. As they move from childhood to adulthood they experience various psychosocial, emotional and identity issues and concerns (Tien, 2011). Thus, some young people who feel insecure are more easily manipulated by the enticing appeal of the imagined and 'better' community that extremists portray. The growth of grievances has led to the present situation where young people are joining extremist organisations to defend those whom they deem to be victims of injustice. To prevent young people from being attracted to such imagery, education is beginning to and must offer a counter-narrative that invites young people to consider another type of imagined community, and provide quality education to foster resilient citizens.

Education is a double-edged sword used by both extremists and for CVE:

Extremists use formal and non-formal education very effectively to spread their ideologies, recruit new members and keep their members loyal and subservient. However, formal and non-formal education is also used to counter these violent extremist ideologies. Based on our review, education that promotes violent extremism focuses on propagating exclusivist ideologies, extreme religious views and the use of violent responses. On the other hand, education to counter violent extremism is centred on the values of tolerance, respect, human rights, engaged citizenship, and the fostering of skills for critical thinking. For example, ISIS's educational system is designed to coerce and indoctrinate students to their extremist ideology through military training and rote learning of religious scripture, which does not allow or equip students to critique received information. The UK's Prevent Strategy, on the other hand, intentionally aims

to prepare students to critique extremist ideologies. Thus, education is seen as a powerful tool to promote ideologies and values from both extremist and CVE perspectives.

The method of recruitment is dictated by an individuals' level of education:

In regions with limited access to education, due, for instance, to widespread poverty, recruitment tends to be a product of rote learning and indoctrination through the control of education by extremists. Poverty makes people vulnerable and easy recruits for free schooling and funding (such as that which is offered by the radical madrassas in Pakistan and Afghanistan), where students are taught to unquestioningly accept extremist ideologies. When individuals' basic needs are not met they can easily fall prey to narratives that offer a better life and a glorious afterlife. Furthermore, when there is a lack of education, CVE programmes cannot be effectively developed as extremist narratives skilfully use religion and moral justification to validate their ideologies. In countries where access to education is universal, extremists reach out to the emotions of young people by "appealing directly to the spiritual, intellectual and emotional spheres... [which wins] their hearts and minds through engaging and inspiring narratives". They develop grievance narratives that play on perceptions of more subtle forms of inequality that the educated are more able to comprehend. They also thrive on a lack of critical thinking and analysis. Hence, while universal education is important, the quality of education is crucial as summarised in the following points.

Education in general will not prevent extremism:

Training and education are very different. Training involves knowledge and understanding but not necessarily values of critical citizenship such as respect for diversity. As such, the varying levels of schooling among extremist leaders and operatives have proved to be ineffective in deterring them from adopting extremist ideologies, most likely due to their lack of critical thinking and internalisation of the contents of citizenship education and ethical values education. Knowledge and understanding are necessary but not sufficient conditions for genuinely removing prejudice. Even religious education that sets out only to promote tolerance and social cohesion is inadequate since it assumes that understanding and knowledge necessarily foster tolerance. Respect for the other is an important value in a diverse society. Education that includes knowledge of the other involves a moral and ethical position and is not merely a cognitive function. The opportunity to question and challenge through dialogue, and to relate learning to lived experiences, are essential for developing empathy. This form of

education, along with the promotion of a counter-narrative, can prepare students to develop the ability to critique extremist ideologies and refrain from succumbing to its sway. Training alone fails to do this.

Educational programmes both directly and indirectly impact CVE:
We have found that education is used to develop resilience in citizens through critical citizenship and ethical values, resulting in social cohesion, and civic and economic wellbeing at the individual and societal levels. These programmes help to counter violent extremism by developing intercultural skills for harmonious living and peaceful societies. While there are several interpretations of multiculturalism, they all generally attempt to develop an appreciation and respect for differences amongst people and their cultures, ethnicity, religions, gender and sexual orientation, class and other markers. Citizenship education aims at developing critical, active citizens who are caring and responsible and work together towards a peaceful life at the local, national and global levels. These and several other courses have been advancing a global narrative that promotes peaceful ways to create a just society. If taught through dialogue and critical education these programmes may be considered a means to counter violent extremism. There are very few programmes that directly address CVE through education. These are limited to the UK and a few Northern European countries. The European Action Plan has a detailed recommendation for addressing the issue of violent extremism through education. The research on CVE indicates that a few CVE programmes are attempting to raise awareness about the devastating impact of violence at the individual and societal levels. This is done through showing the questions associated with the narratives of imagined communities that the extremist groups propagate. Thus, education not only has a role in offering a narrative about extremism, but also a role in posing a counter-narrative to extremist ideology.

There are more non-formal than formal programmes in education for CVE:
Formal educational settings have incorporated CVE to varying degrees either directly through addressing extremism (for example, in the UK and some other European countries) or indirectly through values education and other courses (for example, in North America). Non-formal educational programmes have proliferated across the globe and many of them have been successful in prevention, deradicalisation and rehabilitation. While non-formal programmes are an excellent means of raising awareness regarding violent extremism, the problem is that they do not systematically reach all individuals despite their general ability to reach adults at the

community level. Formal educational CVE programmes as part of mandatory schooling would be the most efficient means to reach as many young people as possible.

Open systems of education are more conducive to CVE than closed systems:
Open systems provide space for engaging students and challenging violent extremism whereas closed systems of education alienate and indoctrinate students. Evident from our discussion, systems of education differ to the extent to which they are open or closed. This is directly related to the degree of social integration - inclusion and exclusion of religions and cultural groups; school and classroom environment which are democratic (open) or rigid and hierarchical (closed); and methods of teaching (student-centred versus teacher-centred). In formal education, the construction of knowledge by students and the methods of teaching must not only be student-centred but also be relevant to students' life experiences. In certain global contexts, teaching methods, such as lecturing and rote learning that discourage student participation and critical thinking work against developing engaged citizens. That is why teaching morals and values, citizenship, human rights and multicultural education using ineffective pedagogical methods does not have the desired effect of promoting social inclusion and building resilience to extremism. General education can inadvertently close minds if it is uncritical in nature and feeds into extremist thinking through rote learning methods. This reinforces a lack of critical thinking and inhibits the processing of content that is necessary for constructing knowledge and discovering its relevance to students' lived experiences. For countering violent extremism the main tasks of educational institutions are summed up in the words of Davies (n.d.): "one, to give children a secure, but hybrid sense of identity, so that they are less likely to be drawn to 'membership' of single-identity, single-issue, ends-justify the-means groups; two, to demonstrate and act out fair and non-violent ways of achieving justice; and three to give skills in critical appraisal, critical values and critical action".

SUMMARY

Gaps and future priorities:

While our review uncovered numerous progressive initiatives in countering violent extremism through education, we have also found that ideas have been omitted and certain objectives require further development.

Education should be incorporated as a means of CVE:

As this review has shown education is an obvious tool to address extremist ideologies and offers a sustainable and effective response. It is not only cost-effective, but also long lasting, because it aims to develop critical thinking, values and an ethical consciousness which are at the core of the individual. Education is an important soft-power method to complement hard-power initiatives and undermine extremists and cut off their future recruitment base. Thus, education should be included as a means for CVE as a future priority in counter-extremism policies and national curricula.

There is an urgent need for teacher education in critical and interpretive pedagogical methods:

Teachers typically avoid discussing controversial issues in the classroom, and countering violent religious extremism is no exception. This is often because it involves too much difficulty and risk requiring teachers to have well thought out and thorough lesson plans that can successfully deliver sophisticated information to the students, 'classroom wizardry'. In order to prepare teachers for such a sensitive polarising rather than merely and contentious issue, adequate and effective training must be developed to support them. Training for current CVE programmes (such as those in the UK and Sweden), should be examined for their design, applicability and sufficiency from a teacher's perspective. We have found that it is the methods used by the education programmes that determine their effectiveness.

The effectiveness of CVE programmes is unknown due to lack of assessment:

It is difficult to assess programmes that are preventive as evaluation is based on the measurement of something that has been omitted: How does one measure something that is not there? Also, it is challenging to isolate a single factor towards a success when there may be several contributions towards the achievement of an objective (for example, the simultaneous use of soft and hard power in CVE). However, it is important to measure the success of all initiatives in order for other programmes to replicate or adapt key strategies for their own

contexts. As the study conducted by the UK Department of Communities and Local Government (DCLG) indicates, CVE programmes can be assessed, albeit with difficulty, but more work needs to be done to learn from the methodology used by DCLG for their assessment. Since CVE research and initiatives are relatively new, we hope to see more studies such as this to offer examples on how assessment can be conducted. With sound assessment, we can better understand and learn about the impact of the CVE programmes in education.

FINAL REMARKS

Despite the salient role of non-formal educational programmes in CVE, the need for more formal programmes should be emphasised. Formal educational programmes can learn from the community-based initiatives offered in non-formal education and incorporate aspects in their approaches so as to ensure the resiliency of all stakeholders within the community. The search for 'best practices' in countering violent extremism through education has been daunting. Our analysis has shown that push and pull factors across the world differ for individuals based on regional commonalities and access to opportunities and resources people may have. CVE programmes in education cannot be characterised or understood by a single model. Since they reflect their varying locations in geographical, socio-economic, and political contexts, homogenisation cannot be effective. As each context is unique in its struggles for educational resources and power dynamics, we suggest decentralised, organic development of localised CVE educational programmes in formal and non-formal settings.

This review has discussed the impact of education on the growth of violent religious extremism and efforts to counter it. Violent religious extremism is an undeniable threat to the international community, especially as extremist groups are learning from one another. Thus, a concerted effort that includes hard and soft power must be considered to address this global security threat. Education will be a vital component of this effort.

TEACHING METHODS

INTRODUCTION

Lesson programs are meant to bring across a message from teacher to student. Therefore the content of such lessons is evidentially important; *what do you want to bring across*? However, when developing these materials for schools, whether it concerns primary or secondary education, one cannot overlook the importance of acknowledging the age-group to which such a me is addressed. Children of a different age are not always receptive for the same message. Hence not only *what* you are bringing across is important, but also; *how do you want to deliver this to the target audience*? This review is focused on the latter of these two questions. In addition, the information we seek in this review regards information that can help us develop lesson materials. Therefore, the research is not aimed at identifying teachers' competences, but rather on (essential) components in the 'design' of the lesson material itself.

In the case of the lesson material for Cohesion this might even need extra consideration, since schools (and teachers) are rather reluctant to discuss some of the more explicit issues in class. By building on academic literature on teaching methods, we enable ourselves to develop lesson materials which are well-suited for the different targeted age-groups and provide teachers with a solid base to build their lessons from.

RESEARCH METHOD

This literature research on teaching methods is based upon academic articles gathered from online free-access databases (primarily Pubmed and ScienceDirect). In these databases we have looked for articles discussing different forms of didactics and pedagogical insights. These were always combined with a mentioning of primary school students (or their age group). Furthermore these searches looked for articles that described the approach of/connection with students and their in-class engagement. A first selection was done on the title and the date of the article. The title needed to be in correspondence with the search terms mentioned above. The date needed to be in 2010 or later, as educational methods change often and you (mostly) need to build on the contemporary status quo. This resulted in around 80 articles which were then checked to be informative on the matter by reading the abstract (when available) or the introduction. By doing so the selection of articles was brought down to twenty three. After further reading, five articles contained the actual information that was sought for. While reading

these five articles, four new ones were introduced by the snowballing technique. This lead to the nine articles, this review is based on.

DISCUSSION OF LITERATURE

As stated in the introduction, this review focusses on the elements in lesson material that make it transferable to the students and thus on answering the question: *how do you want to bring across the message*? The following aims to answer this question by building on literature on teaching methods in general.

Teachers will always work with their own interpretation of the materials and will bring along their personal background. Or in other words, they

> '[..] *interact with curriculum materials with particular purposes in mind related to their prior experiences, professional knowledge, and constraints they face in their institutional, political, and historical contexts*.' (Choppin et al., 2012)

This can lead to an alteration of the message. Such an unintentional outcome has been described as re-sourcing (Adler, 2000), orchestration (Drijvers, 2012) or the interpretative flexibility of educational resources (Ruthven, 2012). Therefore, the first thing to recognize when developing lesson materials, is the fact that someone else is delivering them. In line with this, Stein, Remillard and Smith (2007), identify three different versions or 'phases' of a curriculum (or lesson plan). First of all, there is the *written curriculum*. This is literally the tool that has been handed to the teachers, whether it is a printed handbook or an online source. Teachers prepare their lessons with the material. In doing so, they will (unconsciously) bring in their own interpretation of the material and their intensions of bringing across a certain message to their students. This is the second 'phase', or the *intended curriculum*. The final and third phase, is the *enacted curriculum*. Now, the lesson material is actually delivered to the children (Stein et al., 2007). Since the message or lesson that reaches its target audience (students) can always slightly deviate from the one in the lesson material, it is important to at least develop a sound base for them. This consolidates the core message and allows teachers to personalize or actualize their lessons as they wish.

The aim of Cohesion is to develop materials that form such a solid foundation for actual in-class lessons. In this process it is important to provide teachers with a user-friendly curriculum or

lesson package. If the materials are easy and straight-forward in use, this increases the chance that the results (in this case the actual lessons) follow the intentions of the designer of these lessons. Such consideration is meant when spoken of curriculum ergonomics (Choppin et al., 2018).

Contemporary teaching methods are often based upon broader approaches of teaching and learning. The traditional classroom situation in which the teachers provides information and the student receives it, is no longer considered to be best suited for every topic/situation. Learning at school can take place in three different settings. Evidently, the abovementioned and traditional *teacher-student*. However, the other way around - *student-teacher* -, or even *student-student* are possible as well (Braslasu, 2015). In these more contemporary situations, one could think of writing/crafting about a theme (student-teacher) or in-class presentations by students (student-student).

Such more modern teaching relations are not necessarily following from, but certainly in line with an increasingly voiced urge for so-called active learning. This educational approach builds on the idea that the efficiency of learning grows alongside the possibilities to include activities, independence and creativity in the learning process (Hornácková, 2014). Such a varying learning environment is allowed by project-based learning (Escobedo et al., 2014; Hornácková, 2014). In this interpretation, a project attaches multiple different activities (and thus different ways of processing information) to a core lesson or theme.

Of course, such a teaching form asks a more demanding supervising role of the teacher. More freedom for the students, accordingly means less oversight and control. In such a situation, it is of increasingly importance that a teacher manages that *all* students are being equally involved and participating (Hornácková, 2014). If this can be achieved, this will lead to inter-group interaction (student-student). Such group work will strengthen in-class social cohesion (Hyry-Beihammer and Hascher, 2015).

Besides the approach of the students, it is also advised to consider external teaching materials. Especially inviting students to bring 'unusual' materials to school themselves can have a positive influence on their engagement with lesson themes. In this case, unusual materials means things that the students are confronted with in their daily environment (Guerra and Zuccoli, 2014).

This can be from a very broad range. Of course they can bring articles from papers, news or internet to school to discuss the topic that is addressed in it, however one could also think of asking all students to bring a rock or stick the next day to discuss the theme of difference within a certain group. No one will bring the exact same rock, yet they are all rocks.

Both the abovementioned approaches of teaching and the materials used for delivering a lesson are a less structured form of education. Therefore, when developing a lesson program, it should be considered how teacher are able to determine the success or result of a lesson. They need indicators or benchmarks to check such results (Chopping et al., 2018). Such additional information could be discussed in a handbook to 'back up' a lesson (me).

RECOMMENDATIONS FOR MATERIAL DEVELOPMENT

- Teachers deliver the lessons from the material, based upon interpretation. In this they are influenced by a personal and contextual background.
- Teaching methods should not only include traditional teacher-student learning but also student-teacher and student-student.
- Project-based learning is a suitable way to achieve efficient learning, whereas it includes varying forms of information processing.
- Students who bring in own materials are likely to be engaged in a lesson.
- Teachers need clear indicators/benchmarks to define the success (or failure) of a lesson.

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[1] Article in press.

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