



United Nations  
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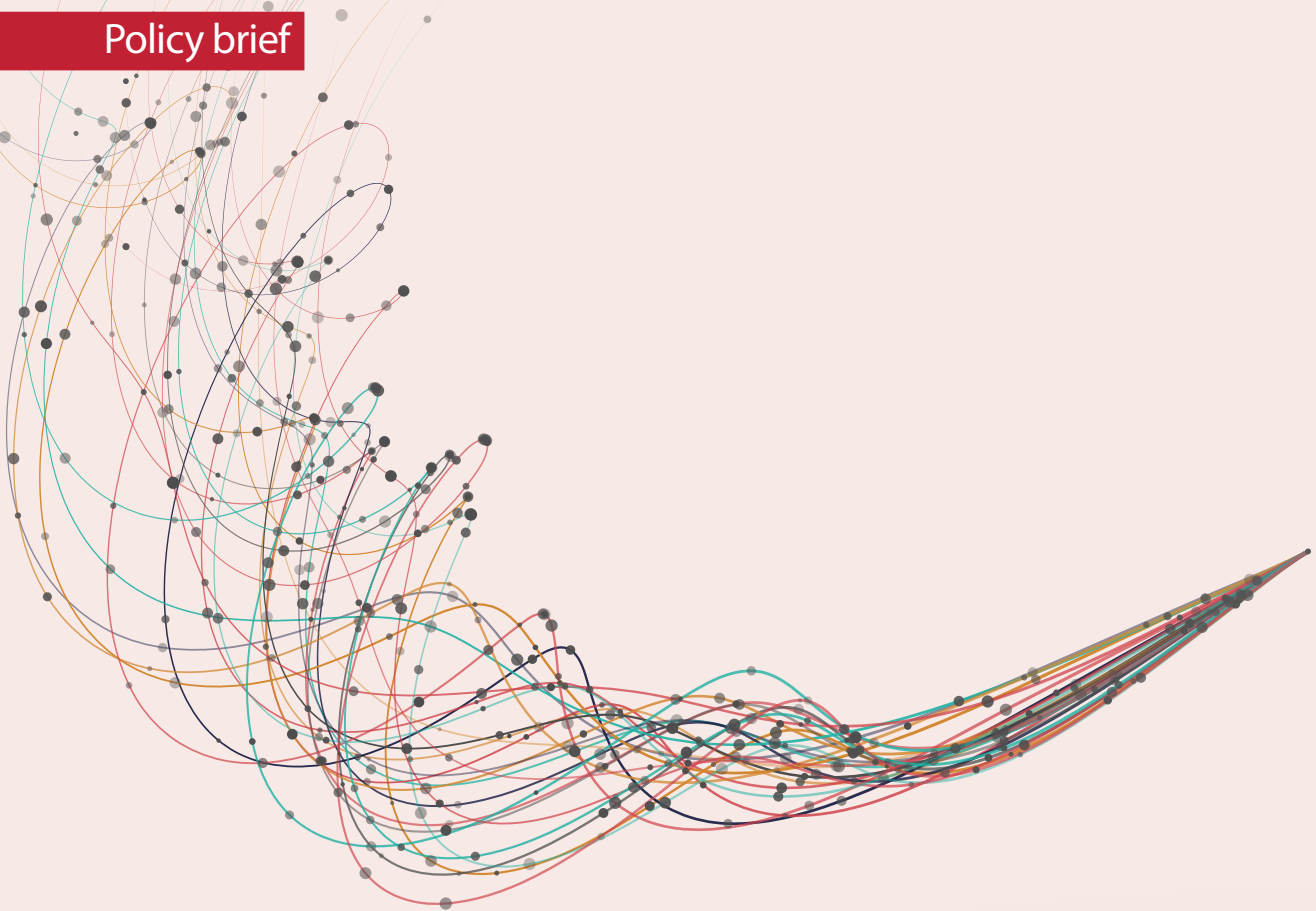
Education  
Sector

# Preventing violent extremism

# through education:

# Effective activities and impact

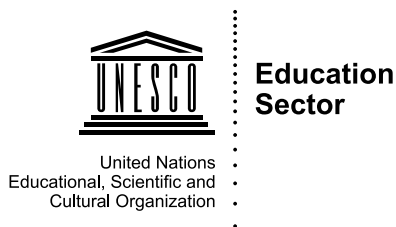
Policy brief



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## UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



## The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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Published in 2018 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

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Cover & inside photo (pages 4 and 8): De deomis/Shutterstock.com

Graphic design: Julia Cheftel

Printed by UNESCO

Printed in France

This document was developed thanks to the generous contribution of the Qatar Fund for Development.

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# 1. Introduction

- Since 2015, the importance of education has been increasingly recognized in the context of international efforts to prevent violent extremism.<sup>1</sup>
- However, there is a lack of evidence on the effectiveness of educational activities in helping to prevent violent extremism. As underlined by Lynn Davies, 'even though ... preventative initiatives are highly prevalent and popular (e.g. cognitive behavioural initiatives or mentoring initiatives), there is no strong evidence indicating that they are in fact effective at achieving positive outcomes.'<sup>2</sup>
- This lack of evidence is linked to many factors, including the difficulty of assessing preventive actions, the complexity of radicalization processes, and the lack of data and longitudinal studies.<sup>3</sup>
- Though these challenges cannot be readily overcome, UNESCO considers it vital to seek evidence on the effectiveness of educational activities to prevent violent extremism (PVE-E) for three reasons:
  - Because all stakeholders seek to undertake programmes with positive impact;
  - Because governments, national and international funding institutions seek to take evidenced-informed decisions on spending priorities, and;
  - Because all stakeholders must be aware of possible risks of measures that may do more harm than good to learners, the education system and communities affected by violent extremism.
- In this light, this Policy Brief explores two questions:
  - What types of PVE-E activities tend to be more effective?
  - What is the proven impact of PVE-E activities?
- To this end, UNESCO commissioned a comparative study of 32 case studies of PVE-E, representing a selection of activities across the world, involving a range of ages, covering formal, informal and non-formal education.<sup>4</sup>
- The study was limited in terms of scope, the mix of activities, and the availability of monitoring and evaluation data.<sup>5</sup> The results, therefore, should be seen as preliminary considerations that help clear the ground. Still, this analysis shows that PVE-E does work, with impacts at different levels resulting from specific types of activity.

1 See the United Nations Secretary-General's Plan of Action to Prevent Violent Extremism and the United Nations General Assembly Resolution on The United Nations Global Counter Terrorism Strategy Review, (document A/72/L.62), 26 June 2018.

2 Lynn Davies, 'Role of Education Initiatives in Countering Extremism Internationally: What works?' University of Gothenburg, Segerstad Report 5, January 2018, p. 15.

3 On evaluating PVE-E, see D. Burde, O. Guven, J. Kelcey, H. Lahmann and K. Al-Abbadi, 2015, What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts, in Education Rigorous Literature Review. London, Department for International Development. For actions beyond education, see the UNDP, 2018, Toolkit on 'Improving the Impact of PVE Programming', and the C. Ambrozik, 2018, Evaluating Countering Violent Extremism Programs. Center for Global Policy.

4 Study led by the Institute for Strategic Dialogue (ISD), January 2018.

5 The ISD study did not seek to provide an exhaustive proof of evidence but rather to highlight how PVE-E may have impact and at what levels. In the study, more evidence was found on informal and non-formal education activities, but this does not allow one to draw conclusions on their effectiveness compared to formal education. Nor are the results sufficient to say what does not work, as – based on this research – there is no evidence of non-effectiveness or low effectiveness of activities. The cases explore a wide range of activities, where the theories of change are not always made explicit, and where evaluation data vary greatly.

## 2. Background issues

### What are 'educational activities'?

- These are understood as practices, policies, methods or approaches implemented to promote learning. They can take place inside and outside a classroom, at the school level, or that of the education system. They can involve learners, teachers and non-formal educators, or out-of-school youth and adults.

### How do we measure the impact of PVE-E efforts?

- Given the inherent difficulty of measuring the impact of preventive activities, we assume here that PVE-E interventions seek to ensure that places of learning do not become a breeding ground for violent extremism. In this light, progress may be measured by monitoring the impact of interventions on different drivers of violent extremism (cf. Table 1).

**Table 1. Examples of drivers of Violent Extremism<sup>6</sup>**

Pull factors (individual motivations)	Push factors (conditions that are conducive)
<ul style="list-style-type: none"> <li>• Individual backgrounds (search for identity, adolescent crisis, attraction of violence)</li> <li>• Identification with collective grievances and narratives of victimization</li> <li>• Distortion of beliefs, political ideologies and ethnic and cultural differences</li> <li>• Attraction of charismatic leadership and social communities and networks</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of socioeconomic opportunities</li> <li>• Marginalization, injustice and discrimination</li> <li>• Poor governance, violations of human rights and the rule of law</li> <li>• Prolonged and unresolved conflicts</li> <li>• Radicalization processes in prisons leading to the legitimization of violence</li> </ul>

### What do we understand by 'effective'?

- Assessing the effectiveness of PVE-E activities means highlighting the degree to which they have produced the results they set out to achieve, specifically relating to the drivers of violent extremism.

### What does it mean to 'prove' effectiveness?

- In this paper, the Standards of Evidence of the National Endowment for Science Technology and the Arts (NESTA)<sup>7</sup> (cf. Box 1) are used to classify the robustness of evidence. In this light, only PVE-E activities reaching at least NESTA level two were taken into consideration.



#### Box 1. The NESTA Standards of Evidence Levels

The NESTA Standards of Evidence are a widely used social science and public policy benchmark for levels of evidence. They run from 1 to 5 as follows:

- **Level 1:** You can describe what you do and why it matters, logically, coherently and convincingly.
- **Level 2:** You capture data that shows positive change, but you cannot confirm you caused this.
- **Level 3:** You can demonstrate causality using a control or comparison group.
- **Level 4:** You have one or more independent replication evaluations that confirm these conclusions.
- **Level 5:** You have manuals, systems and procedures to ensure consistent replication and positive impact.

<sup>6</sup> As set forth in the United Nations Secretary General's Plan of Action to Prevent Violent Extremism, and summarized in UNESCO, 2017, Preventing violent extremism through education: A guide for policy-makers.

<sup>7</sup> R. Puttick, 2013, NESTA Standards of Evidence: An Approach that Balances the Need for Evidence with Innovation.

### 3. What types of PVE-E activities tend to be effective?

The study identified activities that are potentially effective, supported by a higher level of evidence.<sup>8</sup>

#### Peer-to-peer learning

- **Peer-to-peer learning, including presence of testimonials:** Involving peers in activities or inviting testimonials, including former violent extremists or victims (through their physical presence or videos), is shown to have a positive impact on learners.



#### Case study

In Finland, the 'KiVa Koulu Anti-Bullying Programme' (NESTA level 4) consists in lessons, including role-play, discussions and videos of bullying victims, to show students the detrimental effects of bullying on both perpetrator and victim. The percentage of children who said they were being bullied dropped from 29 per cent to 13.5 per cent through the creation of a safe environment, not conducive to violent extremism.<sup>9</sup>

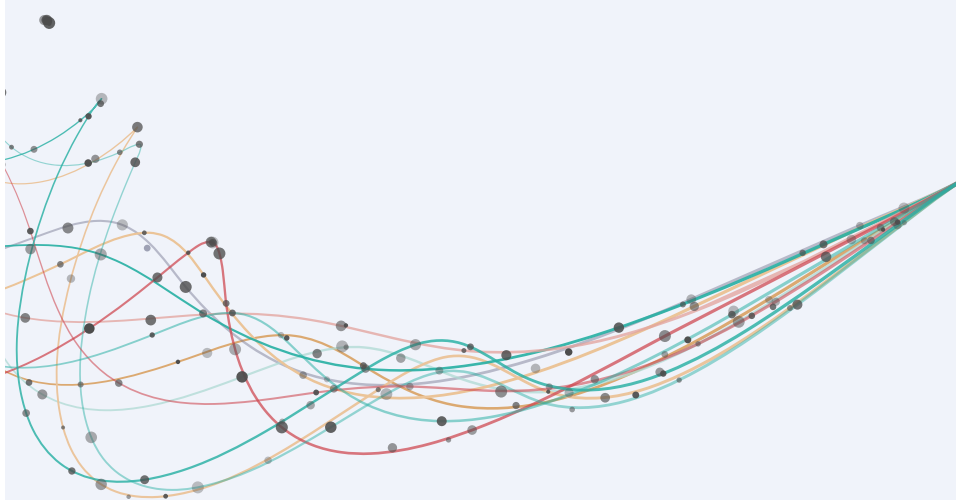
#### Experiential learning and role-play

- Learning by doing can be particularly effective. Experiential learning can consist in asking participants to produce an output or to play active roles in activities. Role-play and the inclusion of sport and culture also facilitate positive change.



#### Case study

In India, the 'Parivartan' training for trainers programme (NESTA level 3) gathers sport coaches and young athletes, to train trainers to discuss gender-based violence with male athletes. The workshop encourages coaches to practice delivering messages to athletes, so that immediate feedback can be given to facilitators. Based on surveys of athletes that took part in the training and comparison groups, the workshop led to statistically significant increases in gender-equitable attitudes and decreased propensity to exhibit negative intentional behaviour, while comparison groups showed a deterioration in behaviour over time.<sup>10</sup>



<sup>8</sup> Based on nine cases reaching NESTA level 4 and NESTA level 3.  
<sup>9</sup> European Crime and Prevention Award and EUCPN Best Practices Annual Conference 2009, EUCPN, 2009, webpage, [http://eucpn.org/sites/default/files/content/download/files/gp\\_ecpa\\_2009\\_fi\\_kivakoulu-1.pdf](http://eucpn.org/sites/default/files/content/download/files/gp_ecpa_2009_fi_kivakoulu-1.pdf) Accessed on 17 August 2018.

<sup>10</sup> International Center for Research on Women – Asia, webpage, <http://strive.lshtm.ac.uk/members/international-center-research-women-asia> Accessed on 17 August 2018.

## Activities stimulating critical reflection

- Engaging learners in critical reflection on topical issues is shown to lead to positive change, increasing open-mindedness, modifying the way participants respond to conflict.



### Case study

In Bosnia and Herzegovina, the 'Young Men Initiative' (NESTA level 3) targeted male students, aged 14 to 18, to promote 'critical and personal reflection on gender, masculinities and health, with a focus on violence prevention'. It consisted in educational workshops and experiential learning, requiring participants to create a social marketing campaign, advertise them as beneficial and disseminate their elements. Participants showed positive behaviours and improved skills, an increase in critical thinking and open-mindedness, improved gender-equitable attitudes and decreased propensity to resort to violence.<sup>11</sup>

## Team activities

- Leading participants to work in teams is shown to have an impact. This can include project planning and the organization of trainings.



### Case study

In Germany, the 'HEROES' programme (NESTA level 3) consisted in peer-to-peer workshops for young men with immigrant backgrounds, addressing issues relating to human rights, gender equality, patriarchal structures, violence and identity. The aim was to promote empathy, communication and critical thinking skills. After a year of training, qualified HEROES received a certificate and adopted active mentoring roles. The programme was shown to develop critical thinking, communication skills and positive attitudes, leading individuals to develop resilience to violent extremist narratives.<sup>12</sup>

11 A. Barzegar, S. Powers, N. El Karhili, 2016, Civic Approaches to Confronting Violent Extremism – Sector Recommendations and Best Practices. London, Bridging Transatlantic Voices, [https://www.isdglobal.org/wp-content/uploads/2016/10/civic\\_approaches\\_to\\_confronting\\_violent\\_extremism\\_-\\_digital\\_release.pdf](https://www.isdglobal.org/wp-content/uploads/2016/10/civic_approaches_to_confronting_violent_extremism_-_digital_release.pdf) Accessed 17 August 2018.

## Targeted measures for learners at risk

- Activities carried out in contexts at risk have shown positive impact. However, this approach needs to avoid stigmatization, as this could fuel discrimination by offenders and victims' feeling of injustice.



### Case study

In Colombia, the 'Aulas en Paz' programme (NESTA level 3) targets primary and secondary school students, parents and teachers, to prevent violence in schools. The programme includes teaching 'life skills, empathy, anger control and active listening skills', and conflict management skills workshops for parents and guardians. The programme incorporates home visits, to students who have been reported to be involved in violent and aggressive behaviour and follow-up by phone calls between programme staff and parents or guardians of the student, as well as extra training on 'pro-social' behaviour. The programme showed positive effects, including decreased propensity to violence, increased 'pro-social' behaviour, greater socialization, life skills of students, parents and teachers.<sup>13</sup>

12 A. Lüter, M. Bergert, 2015, Gewaltprävention in einer pluralen Stadt: Drei Projektevaluationen Arbeitsstelle Jugendgewaltprävention, [http://www.jugendgewaltpraevention.de/sites/default/files/Gewaltpraevention\\_in\\_einer\\_pluralen%20Stadt.pdf](http://www.jugendgewaltpraevention.de/sites/default/files/Gewaltpraevention_in_einer_pluralen%20Stadt.pdf) Accessed 17 August 2018.

13 World Health Organization, 2015, Preventing Youth Violence: An Overview of the Evidence. [http://apps.who.int/iris/bitstream/10665/181008/1/9789241509251\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/181008/1/9789241509251_eng.pdf) Accessed 17 August 2018.

## 4. What is the proven impact of PVE-E activities?

- **The study highlights impacts at three levels: (i) individual; (ii) structural and organizational; and (iii) community and social.** Combined together, they represent a total of forty-five types of impact, ranging from increased 'self-esteem' and 'empathetic skills' to enhanced 'problem solving skills' and 'academic attainment' (cf. Annex 1).
- **A decrease in the 'propensity to support violence' was observed as the most recurrent impact from PVE-E activities** with the highest NESTA level. This would indicate that PVE-E activities can, indeed, have an effective role in preventing violent extremism in reducing the propensity in learners to support violence.
- **Other recurrent impacts** – supported by lower levels of evidence – may be found mainly at the individual level:
  - Increased critical thinking skills;
  - Increased communication skills;
  - Increased understanding and awareness of violent extremism and radicalization;
  - Increased self-reflection and self-consciousness;
  - Decreased propensity to support violence;
  - Greater open-mindedness towards gender, culture, religion and ethnicity.

### Individual level impacts

- Impacts are most common at the *individual level*, enabling behavioural, attitudinal, knowledge and/or skill-based changes. These impacts can be divided into three categories, in line with UNESCO's understanding of Global Citizenship Education, which encompasses three domains of learning: (i) *cognitive*, (ii) *social-emotional* and (iii) *behavioural*.
  - *Cognitive impacts* relate to the acquisition of knowledge and understanding of local, national and global issues and the interconnectedness of different societies and populations. They include increased critical thinking skills, understanding of violent extremism and radicalization leading to violence, and greater communication skills.

- *Socio-emotional impacts* relate to the development of a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights, solidarity and respect for diversity. They include greater tolerance and open-mindedness towards gender, culture, religion and ethnicity, overall confidence and a decreased propensity to support violence.
- *Behavioural impacts* relate to encouraging participants to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. Impacts include increasing active citizenship and agency among participants to resolve local issues, greater ability and willingness to participate in initiatives and implement their own projects, and enabling positive changes in the way participants respond to conflict.



### Case Study

In Jamaica, the 'Kingston YMCA Youth Development Programme' (NESTA level 3) provides daily supervision for out-of-school youth, including instruction in practical and knowledge-based skills. The programme seeks to reduce the propensity towards violence by engaging at-risk youth, helping them qualify for formal education and counselling them against violence. There is evidence that the programme reduced the propensity to use aggression and aggressive behaviour, and 96.9 per cent of participants said the programme had 'changed their life for the better'. Identified impacts included socio-emotional and behavioural changes, including: (i) decreased propensity to support violence; (ii) decreased antisocial behaviour and marginalization; (iii) changes in responding to conflict.<sup>14</sup>

<sup>14</sup> N. G. Guerra, K. Williams, J. Meeks-Gardner, I. Walker, The Kingston YMCA Youth Development Programme: Impact on Violence Among At-Risk Youth in Jamaica.



## Structural and/or organizational level impacts

- PVE-E activities also generated *structural and/or organizational level* impacts, relating to changes in the way organizations work, concerning the focus, scope and scale of their programmes, as well as staff capacity. These impacts are less prominent than individual-level transformation but still notable.



### Case study

In Kosovo,<sup>15</sup> the 'Youth for Democracy and Peace-Building' programme (NESTA level 3) trained five youth-focused NGOs on how to better mediate conflict, create constructive dialogue and conciliate interests. The aim was to create awareness of democracy and human rights among a 15-to-22-year-old population. This involved workshops and project planning in teams. The activity awarded small grants to ten of the 27 teams, which were involved in the competition for communal implementation of their proposed projects. The programme enhanced the ability and confidence of NGOs to promote human rights and civil engagement, strengthened capacity to engage in conflict resolution and helped participants develop 'organizational capacity and management'.<sup>16</sup>

## Community and social level impacts

- *Community and social* impacts relate to changes involving the wider community and social networks to which participants belong. This includes impacts on inter-community dialogue, social action, and volunteering.
- At this level, there is evidence that activities lead to positive changes in two areas:
  - *Conflict mediation and the reduction of violence* within communities and environments (e.g. schools).
  - *Dialogue, capacity and cooperation*, manifested in communal dialogue, including through youth initiatives and enhanced government/local communities cooperation.



### Case study

In Jordan, the 'Seeking Stability' Conflict Management programme for Syrian refugees, host communities and municipal actors (NESTA level 3) trained Jordanian and Syrian community leaders and local government representatives in interest-based negotiation strategies, how to employ community initiatives to bring together the two populations and to develop and implement communal betterment programmes. This programme, based on peer-to-peer learning, produced impacts at a community and social level, such as (i) increased use of non-violent dispute resolution/conflict mediation; (ii) increased societal cohesion/reduction of social tensions; and (iii) decrease in general communal violence.<sup>17</sup>

15 References to Kosovo shall be understood to be in the context of the United Nations Security Council Resolution 1244 (1999).

16 Search for Common Ground, webpage, <https://www.sfcg.org/tag/macedonia-evaluations/> Accessed 17 August 2018.

17 Mercy Corps, 2014, Seeking Stability: Evidence on Strategies for Reducing the Risk of Conflict in Northern Jordanian Communities Hosting Syrian Refugees. <https://www.mercycorps.org.uk/research-resources/seeking-stability-evidence-strategies-reducing-risk-conflict-northern-jordanian> Accessed 17 August 2018.

## 5. Conclusions

- Despite limitations, this study shows that **education has a significant role to play in the prevention of violent extremism.**
- Relevant education of quality can help to create conditions that make it difficult for violent extremist ideas to proliferate by addressing the causes of violent extremism and fostering resilient learners able to find constructive and non-violent solutions to life challenges. The study confirms the potential returns on investments to prevent violent extremism of well-designed and effectively-delivered education activities that are relevant to learners' needs, interests and daily lives.
- By planning and implementing PVE-E activities generating positive impacts, education stakeholders address the drivers of violent extremism and also **enhance the relevance and quality of education**, as defined by the Sustainable Development Goal 4, in particular Target 4.7:  
*'By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.'*

***PVE-E works and contributes to ensuring inclusive and quality education for all***

## 6. Moving forward

- In this light, two points for further action may be considered:
  1. **Develop a research agenda on the effectiveness of PVE-E.** More studies are needed to identify effective mixes of formal, informal and non-formal policies that generate the most significant results (learning outcomes), as well as to assess what 'does not work'.
  2. **Craft a pool of indicators.** Developing a pool of indicators to measure progress and the impact of different PVE-E activities in different settings would allow for more systematic monitoring and international comparisons.

# Annex I – List of impacts

## Individual level impacts

### Cognitive:

1. Increased critical thinking skills
2. Increased problem-solving skills
3. Increased levels of autonomy
4. Increased communication skills
5. Increased understanding and awareness of violent extremism
6. Increased understanding of consequences of prejudices and discrimination
7. Increased understanding of local issues and sources of conflict
8. Higher academic attainment
9. Increased grade attainment in reading and maths

### Social-Emotional

10. Increased moral reasoning ability
11. Increased self-reflection and self-consciousness
12. Lower levels of depression
13. Increased self-esteem
14. Decreased propensity to support violence
15. Increased empathetic skills
16. Greater open-mindedness towards gender, culture, religion and ethnicity
17. Greater tolerance towards others and other beliefs
18. Increases in gender-equitable attitudes among participants
19. Developed non-violent conflict resolution skills

### Behavioural

20. Increased community involvement
21. Decreased propensity to exhibit negative gender-discriminatory behaviour
22. Decreased anti-social behaviour and marginalization
23. Changes in the way participants respond to conflict
24. Self-reported use of learned skills in wider social environment or increased positive communal involvement

25. Increased sense of active citizenship in resolving local issues
26. Increased employability
27. Greater economic opportunity
28. Increased ability to participate in social initiatives and implement own educational activities
29. Developed leadership skills.
30. Lower absence from school

## Structural or organizational level impacts

31. Wider regional implementation of programme
32. Non-governmental organizations: greater capacity to promote human rights and civil engagement
33. Similar projects launched as a direct result
34. Positive educational curriculum changes (greater pluralism and inclusivity in courses)
35. Increased capacity amongst trainers and community service officers to implement local PVE-E programmes.

## Community and social level impacts

36. Increased use of nonviolent dispute resolution/conflict mediation
37. Increased dialogue about violent extremism in communities
38. Increased inter-ethnic dialogue
39. Increased societal cohesion/reduction of social tensions
40. Improved youth capacity to undertake communal and social initiatives
41. Social marginalisation of extremist narratives
42. Increased trust between government and civil society in tackling PVE
43. Decreased gun violence, violent confrontations and homicides
44. Increased PVE-E cooperation across the country
45. Decrease in general communal violence

## Annex II – Summary table

### NESTA Level 4

Case examples	Activity characteristics	Degree of evidence	Impacts on drivers of VE
Structured lessons, including role-play and videos of bullying victims, to show students the effects of bullying on both perpetrator and victim. ( <i>KiVa Koulou Anti-Bullying Programme</i> , Finland)	<ul style="list-style-type: none"> <li>• Peer-to-peer</li> <li>• Experiential learning and role-play</li> <li>• Activities stimulating critical reflection</li> <li>• Team activities</li> </ul>	→ Are shown to generate →	<ul style="list-style-type: none"> <li>• Self-reported use of learned skills in wider social environment or increased positive communal involvement</li> <li>• Lower levels of depression</li> <li>• Decreased anti-social behaviour and marginalization</li> <li>• Wider regional implementation of programme</li> </ul>
Training that translates a 'disease control' model from healthcare to social violence, treating violence as a health issue/epidemic. Members of chosen communities are taught to anticipate, respond to and prevent/intervene in communal violence. ( <i>Cure Violence</i> , United States of America)	<ul style="list-style-type: none"> <li>• Experiential learning and role-play</li> <li>• Peer-to-peer</li> </ul>	→ Are shown to generate →	<ul style="list-style-type: none"> <li>• Decreased propensity to support violence</li> <li>• Increased use of non-violent dispute resolution/ conflict mediation</li> <li>• Decreased gun violence and homicides</li> <li>• Decrease in communal violence</li> </ul>

### NESTA Level 3

Case examples	Activity characteristics	Degree of evidence	Impacts on drivers of VE
Youth training workshops based on peer-to-peer learning, on human rights, gender equality, patriarchal structures, violence, identity. ( <i>HEROES</i> , Germany)	<ul style="list-style-type: none"> <li>• Peer-to-peer</li> <li>• Activities stimulating critical reflection</li> </ul>	→ Tend to generate →	<ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Communication skills</li> <li>• Great open-mindedness towards gender, culture, religion, ethnicity</li> </ul>

Case examples	Activity characteristics	Degree of evidence	Impacts on drivers of VE
Integrated learning educational workshops engaging young men in critical reflections on gender. ( <i>Young Men Initiative</i> , Bosnia and Herzegovina)	<ul style="list-style-type: none"> <li>• Activities stimulating critical reflection</li> </ul>	→ Tend to generate →	<ul style="list-style-type: none"> <li>• Decreased propensity to support violence</li> <li>• Greater open-mindedness towards gender, culture, religion, ethnicity</li> <li>• Increases in gender-equitable attitudes among participants</li> <li>• Increased community involvement</li> <li>• Changes in the way participants respond to conflict</li> </ul>
Workshops for sport coaches (in presence of young athletes) to discuss gender-based violence with young athletes. ( <i>Parivartan</i> , India)	<ul style="list-style-type: none"> <li>• Peer-to-peer</li> <li>• Experiential learning and role-play</li> <li>• Activities stimulating critical reflection</li> <li>• Team activities</li> </ul>	→ Tend to generate →	<ul style="list-style-type: none"> <li>• Greater open-mindedness towards gender, culture, religion and ethnicity</li> <li>• Increases in gender-equitable attitudes among participants</li> <li>• Decreased propensity to exhibit negative gender-discriminatory behaviour</li> </ul>
Daily supervision for out-of-school youth with instruction in practical and knowledge-based skills, also involving counselling and 'remedial education'. ( <i>Kingston YMCA Youth Development Programme</i> , Jamaica)	<ul style="list-style-type: none"> <li>• Targeted measures for learners at risk</li> </ul>	→ Tend to generate →	<ul style="list-style-type: none"> <li>• Decreased propensity to support violence</li> <li>• Decreased anti-social behaviour and marginalization</li> <li>• Changes in the way participants respond to conflict</li> </ul>
Training for youth-focused NGOs, including project planning in teams (project-based, peer-to-peer learning). (Youth for Democracy and Peace-Building, Kosovo) <sup>18</sup>	<ul style="list-style-type: none"> <li>• Peer-to-peer</li> <li>• Experiential learning and role-play</li> <li>• Activities stimulating critical reflection</li> <li>• Team activities</li> </ul>	→ Tend to generate →	<ul style="list-style-type: none"> <li>• Developed non-violent conflict resolution skills</li> <li>• Increased ability to participate in social initiatives and implement their own educational activities</li> <li>• Developed leadership skills</li> <li>• NGOs: greater capacity to promote human rights and civic engagement</li> <li>• Increased inter-ethnic dialogue</li> </ul>
Peer-to-peer community leaders training on non-violent conflict management skills for interest-based negotiation to implement peaceful solutions to inter-communal tensions. ( <i>Conflict Management for Syrian Refugees, Host Communities and Municipal Actors</i> , Jordan)	<ul style="list-style-type: none"> <li>• Peer-to-peer</li> <li>• Experiential learning and role-play</li> <li>• Activities stimulating critical reflection</li> <li>• Team activities</li> <li>• Targeted measures for learners at risk</li> </ul>	→ Tend to generate →	<ul style="list-style-type: none"> <li>• Decreased propensity to support violence</li> <li>• Increased use of non-violent dispute resolution/conflict mediation</li> <li>• Increased societal cohesion/reduction of social tensions</li> <li>• Decrease in communal violence</li> </ul>

18 References to Kosovo shall be understood to be in the context of the United Nations Security Council Resolution 1244 (1999).

## Annex III – Summary



### PVE-E activities

- Peer-to-peer learning, including presence of testimonials
- Experiential learning and role-play (learning by doing)
- Activities stimulating critical reflection
- Team activities
- Targeted measures for learners at risk

*Can generate*



### Main impacts

45 positive impacts at individual (cognitive, socio-emotional, behavioural), structural & organizational, and community & social levels. Main impacts:

- **Decreased propensity to support violence**
- Increased critical thinking skills
- Increased communication skills
- Increased understanding and awareness of violent extremism and radicalisation to violence
- Increased self-reflection and self-consciousness
- Decreased propensity to support violence
- Greater open-mindedness towards gender, culture, religion

*Address*



### Drivers of violent extremism

- Pull factors (individual motivations)
- Push factors (conditions that are conducive)

As set forth in the United Nations Secretary General's Plan of Action to Prevent Violent Extremism

*Contribute to*

**4** QUALITY  
EDUCATION



**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



# Stay in touch

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United Nations  
Educational, Scientific and  
Cultural Organization

Education  
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# Preventing Violent Extremism through Education: Effective activities and impact

Since 2015, UNESCO has driven forward the importance of education in preventing violent extremism (PVE-E) in the framework of its efforts to advance Global Citizenship Education (GCED).

Despite the growing number of PVE-E activities globally, there is a lack of evidence on their effectiveness and impact.

This Policy Brief seeks to provide answers to two questions: (i) What types of PVE-E activities tend to be more effective in having impact? and (ii) What is the proven impact of PVE-E activities?

The aim is to help education stakeholders undertake programmes with stronger positive impact and take evidenced-informed decisions on spending priorities.

The Policy Brief shows that PVE-E does work, highlighting various kinds of activities proven to be particularly effective, and recommending ways forward to develop stronger evidence on what works and does not.

