



पोखरा विश्वविद्यालय
POKHARA UNIVERSITY



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Course Title

Combating Radicalization through Education

Nature of the Course: Theory and practice

Credit hours: 3

Teaching hours: 48+96 (48 for tutorial and 96 for Readings, Practice, community Engagement and Project work)

Course description: Radicalization is a process of individuals or groups going beyond accepted community norms in their thinking and/or behavior. Radicalization can also be described in a pedagogical sense as it occurs when a child starts to develop political or religious ideas and agency that are fundamentally different from the educational environments or mainstream expectations. Giving due importance to humanitarian and collective culture for combating radicalism through education this course sheds light on the theoretical conceptions on radicalism and extremism, good practices for preventing students from radicalization and extremism and empowering students for challenging radical and extremists' activities through pedagogical orientations. So, the course has been designed considering radicalism and radicalization process, actions against radicalism, relationship between education and radicalization, and alternatives to radicalism in education. At first, it introduces radicalization and radical thoughts in education. It puts education in perspective. Similarly, the actions against radicalization promotes the participants to take initiations for

demystifying radicalism and extremism by collective discussion as the method. It is driven by the activities and tasks to promote transformation and critical thinking skills. Next it shows the relationships between education and radicalism and finally it provides alternative mode of educations that can outcast radicalism. The participants of this course are supposed to be able to extend their theoretical know-how on combating radicalization through education. Doing so, they will be able to create new forms of pedagogy as an attempt to prevent the young children from radicalized thoughts. Equally, they will be able to examine good practices for avoiding radical and extremist thoughts. More importantly, they will think about the issues, build action plans to address the issues related to radical and/or extremist behaviour.

The course will be organized and delivered within the framework of training to educate on the issue of radicalism and developing the actions to uproot the radicalism. It will be a real boost to identify various approaches and methods to prevent the people from radicalized activities.

Participants: Graduate students, teacher educators, literacy experts and academicians.

Course objectives:

The fundamental objective of this course is to introduce radicalism and radicalization process for preventing the students from having radical thoughts and preparing them for combating the radicalization by developing critical insights. It aims to engage the participants in collective discussion of the preventive measures for radicalization and enable them to be critical, creative and transformative in their learning. The course will create space for sharing experiences of the participants. The course has objectives:

- To develop the clear concept of extremism and radicalization.
- To develop the insights on the students for preventing them from having radical thoughts.
- To examine radicalized and/or extremist practices that exist in education.
- To articulate fundamental assumptions and principles for combating radicalization.
- To find out the causes of being radicalized.
- To develop a perspective of democratic values and practices in order to demystify radicalization.

- To explore preventive measures/preventive strategies for radicalization.
- To look for counter approaches to radicalization in education.
- To take action against radicalization.
- To observe the cases of radicalization and take initiation for preventing the youths from radicalized perspectives.
- To respect human rights following humanitarian perspective in education.
- To make account of critical orientations towards combating radicalization through educational practices.

Course Outline

Chapter I: Conceptualizing Radicalism and Radicalization Process (12 Hours)

The first module will be proceeded within the span of 12 teaching hours in the training modality. This module aims to introduce the concept of radicalization to the students. It provides meaning and definitions of radicalization and extremism in both the education and pedagogy. It aims to discuss the radicalization process and factors contributing radicalization. So, in this module, the students become familiar with radicalization in general and radicalism in education and pedagogy in particular. Similarly, the students come to approach radicalization process, radicalized individuals, social ecology of radicalization, and factors contributing radicalization. In addition, this module helps students pinpoint the key concepts and elements of radicalization, some general principles of combating radicalization and the new challenges caused by radicalism in education. The delivery is based on training modality in which group discussion, tutorial, peer and group work, project work and reporting will be the strategies for interaction.

Learning Outcomes

The following learning outcomes among the participants are expected to be acquired after completing this chapter:

- Define and discuss radicalism and extremism and characterize the radicalized individuals.
- Identify the process of becoming radicalized or the stages in the radicalization process.
- Observe and examine the social ecology of radicalization.

- Explore the factors contributing radicalization.

Contents for the Chapter

- Concept of radicalism and extremism
- Radicalization process/stages in the radicalization process
- Radicalized individuals and Radicalizing others
- Social ecology of radicalization
- Factors contributing radicalization

Learning Facilitation Strategies

- ***Experience sharing, Pre-reading and Reflection:*** At the beginning, the participants will be involved in brainstorming. Their prior understanding of the concept of radicalism and radicalized persons and behaviors will be explored. Then, the course facilitator/teacher will provide reading materials. They will get PDF files and handouts too. They will have a quick look in the class but will study in detail at their home. The facilitator asks students to read them in advance and come up with their understanding and reflection focusing on the questions: what is radicalism and extremism? How do you define these two from social, political and educational point of view? What are the principles of radicalism and extremism, and what could be the challenges caused by radicalism in education? what are the stages involved in the radicalization process, how do you characterize radicalized individuals and what can be the means/ways/strategies of radicalizing others? Similarly, the students will be provided with the texts on social ecology of radicalization and factors contributing radicalization. They will read them and come up with their reflection on the social aspects that tend to be radicalized and the factors that affect or contribute to be radicalized in their thinking and doing.
- ***Students' sharing and question answer:*** the participants will share their understanding and reflection on the above questions in the class, followed by teacher's scaffolding, feedback and comments. The participants will also share what they personally think about and radicalism and the attributive factors. They can present their opinions if they disagree

with the ideas they got in the handouts. They will get opportunity to ask questions to each other.

- ***Presentation, explanation and exemplification:*** The facilitator will summarize the concept of radicalism and extremism and discuss the key concepts or key elements related to the notions of radicalism and extremism. Next, the teacher will explain the meaning of different definitions on radicalism and introduce general principles of radicalization. More importantly, the teacher will discuss the challenges caused by radicalized and extremist perspective/ideology in society, economy, politics and education. Similarly, s/he will explain the social ecology of radicalization and factors affecting radicalization. Detail explanation with exemplification will be made to clarify the concepts.
- ***Peer interaction, Group work, and whole class discussion and further reflection:*** The facilitator will involve the participants in peer interaction, group activities, whole class discussion and exploration of the ideas in collective manner considering the nature of contents and session objectives. All the participants will be encouraged to share their understanding on radicalism, radicalized individuals, processes of being radicalized, social ecology of radicalism, and factors contributing radicalization. The participants will get opportunity to strengthen their understanding with the activities above. The participation on the above activities will be dictated as well as voluntary. Besides, they will work in a group of 5 and discuss about the new challenges caused by radicalism or extremism in education, economy, politics and society either based on their experience or based on the texts that they have gone through.
- ***Facilitator's scaffolding, comment and feedback:*** The teacher will support the students with verbal and non-verbal remarks, provide his/her comments and feedback.
- ***Assignment I (Poster development and presentation):*** The participants will be divided into five groups. Each group will be assigned with a distinct topic for poster development. They will develop poster on the theme of concepts embedded in radicalism and radicalization, principles of radicalism/extremism, stages involved in the radicalization process, factors contributing radicalization, the characteristics/traits of radicalized individuals. There will be demonstration/presentation session after they develop the posters.

Recommended Readings

Silber, M.D. & Bhatt, A. (2007). *Radicalization in the West: The Homegrown Threat; Police Department New York*. New York.

Horgan, J. (2009). *Walking Away from Terrorism: Accounts of Disengagement from Radical and Extremist Movements*. Routledge.

Zahid, F. (2017). Radicalization of Campuses in Pakistan. *Count. Terror. Trends Anal.* 9, 12–15.
York, NY, USA, 2007.

Smeyers, P. (2008) (Eds.). *International handbook of philosophy of education*. Springer.

Chapter II: Cases of Radicalized Individuals and Action against Radicalization (9 Hours)

This module will be managed within 9 hours following discussion, tutorial, sharing, and project work. It involves the participants in the reading stories of the radicalized individuals and helps them in finding out the preventive measures to counter radicalism. The students are supposed to be able to take justifiable actions against radicalization and extremism. Similarly, the participants will go through the legal framework of radicalism in which they get opportunity to learn about the national and international legal provisions to detect, control and even punish for the radicalized individuals considering the cases of radicalization. The module also provides insights on counter radicalization in the classroom and sheds light on towards a pedagogy of the radical. Further, the students will carry out a collaborative project on counter radicalization in the classroom and will have intensive discussion on the topic “Towards a Pedagogy of the Radical”.

Learning Outcomes

- Get acquainted with the cases of radicalization along with the stories of radicalized individuals.
- Identify and choose appropriate preventive measures/strategies to counter radicalization.
- Take account of the national and international legal provisions for detecting, controlling and executing radicalized cases.
- Develop some strategies for counter radicalization in the classroom.
- Develop a project towards a pedagogy of the radical.

Contents for the Chapter

- Cases of radicalization: stories of the radicalized individuals
- Preventive measures/strategies to counter radicalization
- Legal framework of radicalization: National and international practices
- Counter radicalization in the classroom
- Pedagogy for the Radicalized

Learning Facilitation Strategies

- **Experience sharing, reading and discussion:** At the beginning, the participants will be encouraged in sharing of the stories of radicalized individuals if they have heard before or they could share whether they find radicalized/extremist people in their society. After they share, the facilitator will provide reading materials. They will be provided with the texts based on cases of radicalization (some cases of radicalized individuals), preventive measures of radicalization, legal framework of radicalization, counter radicalism and the pedagogy for the radicalized. The facilitator suggests the participants read them in advance and come up with their understanding and reflection focusing on the questions like: what did you find the causes of being radicalized from the stories of radicalized individuals? What would you like to suggest to the radicalized individuals? What should be done to prevent the young people from being radicalized and extremist? What can you do from your own level to make people aware on democratic practices? Are you satisfied with the legal provisions made to control and combat radicalism? And what could be the preventive measures for radicalism? They read, discuss and attempt their best to answer the questions.
- **Tutorial and illustration:** Students will briefly share their views regarding the questions individually and the facilitator will give detail explanation with some examples from the local contexts regarding the module contents. S/he will demonstrate the cases of radicalized individuals and the events as well as the legal provisions made for controlling radicalized events. The actions to be taken in order to counter the radicalism will be illustrated with the help of chart. The facilitator will summarize the ideas with the help of statistical information, facts and examples.

- **Individual work, group discussion and project work:** At first, the participants work individually and take account of the legal framework for the issues of radicalism and extremism. Next, they will discuss in group and share their ideas on the preventive measures or strategies in the class. For the assessment, the participants will be divided into five groups and assigned distinct work to each group. First group will collect the photographs that show the cases of radicalism and extremism, second group will make a chart including major national and international legal provisions to control radicalism, group third group will prepare a list of preventive measures of radicalism, fourth group will develop a small write up on counter radicalism and the fifth group will collect the ideas related to the empowering approaches for pedagogy of the radical. The facilitator will closely observe the group performance and assess accordingly.

Recommended Readings

Lynch, O., (2017). *Understanding Radicalisation: Implications for Criminal Justice*

Practitioners, Irish Probation Journal, 14, 23-34.

Ash, S.L., & Clayton, P.C. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25–48.

Horgan, J. (2009). *Walking Away from Terrorism: Accounts of Disengagement from Radical and Extremist Movements*. Routledge.

Martin-Rayo, F. (2011). Countering Radicalization in Refugee Camps: How Education Can Help Defeat AQAP; The Dubai Initiative, Belfer Center for Science and International Affairs, Dubai School of Government (DSG) and the Harvard Kennedy School (HKS).

Chapter III: Relationship between Education and Radicalization (9 Hours)

This module engages the participants in the exploration of the relationships between education and radicalization. They go through different texts and observe the role of education in combatting radicalization. More importantly, they will try to demystify radicalism through education. This module also introduces humanitarian perspectives in education which will make learners aware on humanistic principles so as to prevent them from being radicalized. The participants try to understand the value of social integration of

the radicalized individuals and attempt to explore the role of educators in preventing the youths from radicalized thoughts. Throughout the module, it has been expected that the students will be able to carry out small-scale survey on the role of education and the educators in combatting radicalization and preventing the youths from radicalized thoughts.

Learning Outcomes

- Examine the relationships between education and radicalization.
- Develop their understanding on the value of education to demystify radicalization.
- Take account of the humanitarian perspectives in education to bring democratic imperatives in social life.
- Internalize the social integration process of the radicalized individuals.
- Explore the role of education in combatting radicalism and identify the roles of educators in preventing the youths from radicalized thoughts.

Contents for the Chapter

- Relationship between education and radicalization
- Role of education in combatting radicalization
- Challenging radicalism through education
- Humanitarian perspectives in education
- Social integration of the radicalized individuals
- Role of educators in preventing the youths from radicalized thoughts (A survey of the roles, Project work)

Learning Facilitation Strategies

- ***Sharing opinions, quick reading and note taking:*** At the beginning, the participants will be asked to share their opinions on the relationships between education and radicalization and the role of education to prevent the people from being radicalized. The participants will share voluntarily and the facilitator will have verbal assurance to them. Next, the facilitator, will provide reading materials that explain the relationships between education and radicalization, role of education in combatting radicalization and educating the youths to challenge radicalism. The participants will have a quick look of the texts and make brief

notes including the key points of the relationships. The facilitator will ask the students to focus on the questions like: How education and radicalization are related to each other, what could be the role of education in combatting radicalism and what can you do as an educated person to demystify radicalism through your academic efforts and ask any two of them share their ideas. The facilitator also encourages the participants to go through two different texts; the one related to humanitarian perspectives and the second on social integration of the radicalized individuals. Next, the teacher will present two different cases of social integration of the radicalized individuals and involve the students in the intensive reading and note taking.

- **Tutorial and dialogic engagement:** The participants will briefly share their views regarding the relationships between education and radicalization. Then, the facilitator will give detail explanation of the relationships between radicalism and education and will discuss the roles of education to prevent the people from being radicalized with some examples and summarize the ideas. Further, the teacher explains in detail on humanitarian perspectives of education, provides principles and potential benefits of humanitarian perspectives of education. He will ask any three of the students to share their views on social integration and humanitarian views of education. The other students will be engaged in the discussion of the need of social integration and humanitarian education in order to prevent the young people from being radicalized. It will be in the form of dialogic engagement where they will have dialogue on the importance of humanitarian perspectives of education and the value of social integration.
- ***Students' survey (Project work on collecting opinions on the role of education):*** *At the beginning, the participants* will discuss in group and share their ideas on how could education challenge the radicalism and inspire the pupils to follow democratic and humanitarian perspectives in their actions. The teacher will support their discussion by providing feedback. Next, they will be divided into three groups and assigned a small survey. The first group will collect the opinions of the educators regarding their roles to prevent the youths from being radicalized, the second group will collect the opinions on the role of education and the third group on the benefits of democratic and humanitarian practices to educate the youths for change. There will be sharing event after they complete

the task. They will develop a set of questionnaires with the guidance of teacher, will go to the field, and collect the opinions.

Recommended Readings

Pels, T. & Ruyter, D.J. (2012). The influence of education and socialization on radicalization: An exploration of theoretical presumptions and empirical research. *Child Care Forum*, 41:311–325

Sas, M., Ponnet, K., Reniers, G. & Hardyns, D. (2020). The Role of Education in the Prevention of Radicalization and Violent Extremism in Developing Countries. *Sustainability*, 12, 20-29.

Radicalisation Awareness Network (RAN). (2017). Strengthening community resilience to polarisation and radicalisation. RAN YF&C ex post paper, London.

Harris-Hogan S., Barrelle K. and Smith D. (2019), “The role of schools and education in countering violent extremism (CVE). *Oxford Review of Education*, Vol. 32, pp. 1-18. DOI:10.1080/03054985.2019.1612343.

Durodie B. (2016), “Securitising education to prevent terrorism or losing direction?” *British Journal of Educational Studies*, 64, (1), 21-35.

Chapter IV: Alternatives to Radicalism in Education (15 Hours)

This module involves the participants in the readings of the alternative educational approaches to outcast radicalism and extremism. The participants will get opportunity to go through the discuss of the alternative approaches like: critical literacy, education for justice and human rights, democratic practices in education, education and inclusiveness, and participatory and collaborative approaches and develop their insights on education for change. The participants will be able to take initiatives for the alternative pedagogy to be safe from radicalized thoughts. The students are supposed to be work as a critical educator in order to raise social awareness of the people for inclusive, just and democratic society. This module also engages the students in developing lessons for dialogic engagement and collective discussion in the classroom. I doing so, they will prepare lesson plan, learning materials including the message of education for social change for the public awareness. The project of developing lessons and collective discussion will be a collaborative project

with the guidance of the teacher. Thus, this module provides hands on experiences of developing lessons, materials and messages for transformative, inclusive, democratic and participatory class.

Learning Outcomes

- Get insights on critical literacy and attempt to be a critical literate of their community and/or nation.
- Extend their knowledge base on education for justice and human rights.
- Develop their ideas on democratic values and practices in and through education.
- Understand the notion of education and inclusiveness and take initiation to work for inclusive society.
- Follow participatory and collaborative approaches in their learning and knowledge sharing.
- Develop some strategies for inclusive, democratic, participatory and collaborative actions to be a transformative pedagogue.
- Develop lesson plans, teaching materials for alternative pedagogy to the radicalized individuals.

Contents for the Chapter

- Alternatives to outcast radicalism in pedagogy
- Critical literacy
- Education for justice and human rights
- Democratic practices in education
- Education and inclusiveness
- Participatory and Collaborative actions
- Developing lessons for alternative pedagogy to the radicalized individuals (Project work)

Learning Facilitation Strategies

- ***Collective discussion and Pre-reading:*** The interaction of this module starts with a collective discussion on the alternatives to outcast radicalism. The participants will have entire group discussion on what could be the alternative approaches that could impart practical ideas to the students being safe from having radicalized thoughts with the explicit

guidance and support of the facilitator. Next, the facilitator will introduce critical literacy and education for justice and human rights to education. The participants are provided with the reading materials. The students will read them and come up with their reflection. Further, they will be asked to respond on the questions like: what can be the democratic endeavors of education, how education helps to bring democratic practices, what do they mean by inclusiveness and how education can be inclusive.

- ***Explanation and sharing of the good practices:*** The facilitator will give explicit explanation on the alternatives to outcast radicalism. S/he will focus on critical literacy education for social justice and human rights, and the need and importance of collaborative and cooperative actions as the part of collective efforts to minimize the cases of radicalization. Students will get ideas on how human rights are ensured by education. Next, the participants will be invited for the discussion of the values of justice and human rights to develop citizenry ideals. The facilitator will also ask the participants to share some examples of inclusive activities so far, they experience and teacher explain them the role of education in social inclusion. The teacher shares some good practices for democratic, inclusive and humanistic education.
- ***Reflection:*** The participants will reflect what they have learned about the alternative educational approaches to outcast radicalism, and the importance of cooperative actions for preventing the youths from being radicalized.
- ***Workshop on planning for lessons and development of the materials:*** The participants will be provided with the sample plans, materials and posters. Next, they will be engaged in a workshop. A three-day workshop will be arranged in which students work together for planning, development and demonstration. Finally, they will be sharing by organizing a small event of sharing. Based on their activeness and involvement in task during the workshop, assessment/evaluation of their own will be made. The last session of the module will be for the revision, reflection and question answer.
- **Recommended Readings**

Janks, H. (2013). Critical literacy in teaching and research1, *Education Inquiry*, 4:2, 225-242, DOI: 10.3402/edui.v4i2.22071 <https://doi.org/10.3402/edui.v4i2.22071>

Brown, M. (1996). *Our World, Our Rights: Teaching about Rights & Responsibilities in the Elementary School*. London: Amnesty International UK and Education in Human Rights.

Goodlad, J. (2000). Education and democracy: Advancing the agenda. *Phi Delta Kappan*, 82, 86-89. doi:10.1177/003172170008200116.

McArdle, K. (2020). *Collaborative and Participatory Approaches*. Bristol University Press. doi:10.46692/9781447343950.012.

Evaluation: For 50 Full Marks

The course will end with an evaluation of competencies developed by the course participants. Some feed-back questions will be developed in google form and distributed to the participants via email. The entire evaluation procedures of the course include the followings:

Description of the activities	Weightage	Pass Mark
Regularity in participation of the training (80% is mandatory).	15	8
<i>Active involvement in sharing and discussion.</i>	10	5
<i>Completion of the assigned project being active member of the group.</i>	25	12