

A scoping review of interventions for preventing and countering violent extremism: Current status and implications for future research

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Abstract

The growth of counter-terrorism efforts has been reported in a number of scholarly studies. These studies have also reported a shift in efforts to prevent future terrorism towards targeting potential future terrorists and preventing them from becoming radicalized, particularly in the Western world. The importance of evidence-based interventions is commonly stressed in the policy processes involved in installing interventions that have the aim of countering/preventing violent extremism (C/PVE). However, there is a lack of knowledge about the state of the evidence for interventions within this field. The objective of this scoping review was to map the evidence base for P/CVE interventions as reported in scholarly studies. We searched multiple databases using search terms related to violent extremism, terrorism and prevention to assess the research describing interventions for C/PVE. A total of 111 publications were included in the study. The interventions identified were most commonly implemented at the national level. Only 38 publications mentioned any kind of outcome and only two publications evaluated the comparative effectiveness of the interventions. The outcomes evaluated were knowledge and attitudes - outcomes without direct relevance for C/PVE. In conclusion, there is a lack of evidence-based interventions that focus on C/PVE. Future research should focus on evaluating the comparative effectiveness of outcomes that are relevant to C/PVE in order to fill this knowledge gap.

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Introduction – ISIS and the Need for Counter-Narrative

The war on terror that emerged after the Al-Qaida attacks in New York and Washington in September 2001 was initially fought as a regular war in the sense that it was based on military

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operations targeting the enemy's military capacity. After the acts of terrorism in Madrid in 2004 and London in 2005, the war on terror took a different turn. It became clear that the suspects were not enemies from the outside, but young people born and raised in the Western world. The institutional gaze of Western governments therefore turned towards what is commonly referred to as homegrown terrorism. Fundamental questions arose about how and why these young people chose to attack their fellow citizens. The basic question asked was what went on before the bomb went off (Coolsaet, 2011; Hodges, 2011). This process is commonly referred to as radicalization, i.e. the process of developing an intention to commit terrorism. While traditionally, efforts to prevent terrorism have focused on finding individuals who have the intention to carry out terror attacks and incapacitating them before they have the means to do so, the discourse on preventing radicalization concerns aborting the processes by which such intentions might develop in the future. We now have a categorization into hard measures (incapacitate before they have the means) and soft measures (prevent them from being radicalized). The latter types of measures are labelled as Countering Violent Extremism (CVE) and Preventing Violent Extremism (PVE) (King & Taylor, 2011; Harris-Hogan, Barrelle, & Zammit, 2015).

There are no single definitions of either CVE or PVE. Sometimes the terms are used interchangeably and sometimes CVE is used more frequently to refer to counter-narratives aimed at identifying and deterring those at risk of or even having already been radicalized; while PVE goes further back to the foundations, i.e. the building of resilience to extremism across a broad spectrum of people. PVE is sometimes seen as the 'softer' side of counter-terrorism, involving non-traditional security actors such as teachers, social workers, and community leaders as well as policymakers, senior government officials, and police officers (Davis, 2018). A recent development has been to bring together the notions of PVE and CVE under the single banner of Preventing and Countering Violent Extremism (P/CVE) (Stephens, Sieckelink, & Boutellier, 2019). Violent extremism is not confined to particular religions, nations, cultures, or ideologies - and is constantly evolving and changing. Therefore, efforts aimed at P/CVE need to evolve in order to address the most pressing threats of violent

extremism as well as their root causes (Zeiger & Aly, 2015). This study focuses on interventions aimed at preventing and countering the development of an intention to commit an act related to violent extremism. For the purpose of this study, P/CVE refers to:

the “soft” or “preventive” strategies, policies and programs that identify and challenge the ‘push’ and ‘pull’ factors of radicalization and recruitment... CVE describes both the longer-term prevention strategies that address potential macro socioeconomic and political factors, and the specifically-designed targeted interventions that take place at both the community and individual level (to include psychosocial counseling for at-risk individuals as well as detainees) (Zeiger, 2016, p. 2)

Policy statements often recommend that the creation of strategies for P/CVE should build on evidence-based interventions or methods (Swedish Government, 2017). The question, however, is what such recommendations actually mean. In a general sense, they may mean that interventions, methods or programs to prevent violent extremism should have their origins in some sort of research. But if this is all there is to “evidence-based interventions”, costly decisions to fund measures aimed at P/CVE may rest on rather shaky ground. A more robust interpretation of “evidence-based interventions” is that existing research has provided evidence for the comparative effectiveness of an intervention, i.e. that the effects of the intervention have been compared to the effects of a control group or another intervention. It is worth noting that strong evidence for the comparative effectiveness of an intervention does not provide any guarantees that the intervention is going to work in a specific setting outside of the study. It still merely provides knowledge about the intervention’s potential effectiveness (Cartwright & Hardie, 2012). Thus, the use of evidence-based interventions in a particular situation does not guarantee their effectiveness, nor is it a necessary condition for effectiveness. A preventive strategy may well be effective even without evidence-based interventions. However, clarifying what kind of evidence actually exists in the scholarly

literature may help create more realistic expectations of the intervention, subject to its implementation. Previous literature reviews have focused on summing up the literature regarding the process(es) of radicalization (Christmann, 2012), models of radicalization (International Center for the Prevention of Crime, 2015; Pratchett, Thorp, Wingfield, Lowndes, & Jabbar, 2010) and the empirical evidence regarding mechanisms of radicalization (Gøtzsche-Astrup, 2018). There are also systematic reviews that focus on describing counter-terrorism policies (Lum, Kennedy & Sherley, 2008) and qualitative research about the lived experience of preventive interventions (Taylor & Soni, 2017). Other recent literature reviews have focused on systematically searching the field of terrorism studies and interventions aimed at P/CVE for the methodologies used in this research (Feddes & Gallucci, 2016; Schuurman, 2018). These literature reviews conclude that there is a lack of empirical research that evaluates these interventions. In light of this, one might ask to what extent is it even possible to talk about the existence of evidence-based interventions within P/CVE today?

Within complex research fields or fields new to evidence-based exploration, an explorative scoping review can provide an initial map, an overview, of the research that has been conducted in the field (Arksey & O'Malley, 2005). The scoping review method is characterized by comprehensive and systematic literature searches with the aim of finding all the relevant literature on a specific topic. The results of a scoping review show where there is knowledge and at the same time highlight the gaps in that knowledge. There is a lack of knowledge about the state of the evidence in the scholarly literature that describes interventions aimed at preventing the *intention* to commit acts of terrorism or violence from developing. This study is an attempt to provide an initial map of such literature. Hence, the objective of this scoping review is to systematically map the scholarly literature about interventions aimed at P/CVE and to answer the following research questions:

1. What interventions focused on preventing the intention to commit acts of terrorism or violence from developing can be identified in the existing scholarly literature?
2. What outcomes have been reported for these interventions?

3. What knowledge can be extracted concerning the comparative effectiveness of these interventions based on their reported outcomes, i.e. the effectiveness of the interventions compared to a control group or in comparison to alternative interventions?

Methods

This systematic scoping review uses the framework for scoping reviews suggested by Arksey and O'Malley (2005). The methods used in a scoping review aim to provide a broad overview of a particular research field and therefore usually permit a broader scope than traditional systematic reviews. While a scoping review is useful in its own right in providing a map of the research within a field, it can also help to identify gaps in knowledge where researchers can focus their efforts in more depth. Thus, a scoping review provides a broader research context within which to interpret the findings of such evidence syntheses (Gough, Oliver, & Thomas, 2013; Oakley, Gough, Oliver, & Thomas, 2005; Bates, Clapton, & Coren, 2007).

The overall procedure for this scoping review followed the steps outlined in the framework for scoping reviews:

- Develop the research questions
- Search the literature in bibliographical databases
- Perform screening and relevance assessments
- Categorize and analyze.

The methods for each of these steps are presented in the sections below.

Study inclusion and exclusion criteria

In systematic scoping reviews, it is essential to formulate well-focused research questions. Without well-focused questions, it can be difficult and time-consuming to identify appropriate resources and search for relevant literature. Population/Problem, Intervention,

Comparison, and Outcome (PICO), a well-established tool used to conduct systematic reviews (Schardt, Adams, Owens, Keitz, & Fontelo, 2007), helped us to focus the research questions and clarify the criteria for inclusion and exclusion. In the PICO framework, you define specific populations or problems, interventions, comparisons and outcomes that are going to be the focus of the review (Table 1).

Problem

In order to identify all relevant literature, it was necessary to adopt a broad definition of violent extremism. There are no generally accepted definitions of extremism, radicalism, radicalization or terrorism (Schmidt, 2013), but these concepts are judged to be central to the problem described in this scoping review. This study adopted a broad definition of extremism that includes all types of extreme ideological and religious groups, milieus and subculture structures that promote a violent agenda. Within the C/PVE discourse, these groups are often categorized into three different types: autonomous groups (i.e. left-wing extremism, environmentalists and animal rights activists), extreme right groups (i.e. white power or Nazi movements) and violent Islamism (Carlsson, 2016). There were no limitations applied in the form of targeted populations for the preventive interventions: all kind of populations were included, i.e. individuals, groups or wider communities. In this review, violence is defined as both the encouragement of and solicitation to commit violent acts as well as participation in violent acts (Carlsson, 2016). This definition is not unproblematic, but it nonetheless makes clear that violence does not only mean the performance of a violent act.

Intervention

The objective of the scoping review was to identify scholarly literature about different types of interventions focused on P/CVE, and more specifically, the interventions had to focus on preventing the individual's intention to commit acts related to violent extremism from developing. Therefore, interventions that aimed simply to counter the individual's capacity to commit terrorism or violence were excluded. Also, interventions that focused on reducing

acute threats of terrorism were excluded. Interventions that focused on preventing recruitment to extremist groups and creating opportunities to leave them (Hertz, 2016) were included in the review. There were no restrictions on the type of intervention: interventions related to law and law enforcement, behavioral change interventions, media campaigns, awareness-raising activities, social participation and various kinds of support were included, to mention a few examples. The intervention had to focus, at least in part, on preventing/countering intentions to commit an act of terrorism or violence from developing, in contrast to interventions that focus on countering the individual's capacity to commit violent extremism, including, but not limited to, interventions such as the use of a metal detector, taking an individual into custody, or surveillance of individuals suspected of having the intention to commit acts of violent extremism. In summary, interventions were included in this review if they aimed to:

- Prevent or minimize the occurrence of any form of violent extremism or radicalization
- Prevent or minimize recruitment to groups advocating or carrying out any form of violent extremism
- Create opportunities to leave a group advocating or carrying out any form of violent extremism.

Comparison

There was no requirement that the studies must include a comparison with alternative interventions or control groups for inclusion in the scoping review but at a later stage of the analysis, this feature of the studies was crucial in order to determine the comparative effectiveness of interventions.

Outcomes

The studies did not have to evaluate the outcomes of interventions in order to be included in the review, but studies that did include an evaluation of outcomes were

specifically analyzed in later stages of the mapping. At that stage, there were no restrictions in terms of specific outcomes.

Additional inclusion and exclusion criteria

In addition to the criteria formulated in the PICO framework, additional criteria for inclusion and exclusion were:

- No restrictions on study designs. The publications had to describe the intervention in such detail that it was possible to understand how the intervention was conducted.
- Literature describing interventions conducted in a Western context were the overall focus, the reason being their closeness in policies regarding how democratic states can, should and might prevent radicalization. Thus, with the exception of Russia, only literature from these countries were included, which meant in practice that literature from Europe, USA, Canada, Australia, New Zealand and Israel were included in the review.
- Russia was included due to the pattern of very violent right wing extremism over a long period in Russia (Due Enstad, 2018) and a long lasting structured war on Islamist terrorism (Duffy Tolt, 2010).
- Literature published before 1989 was excluded, the reason being that the Cold War ended at that time, causing fundamental shifts in the lines of conflict.
- Literature written in English, Swedish, Danish and Norwegian was included in the review (languages known to the authors).

Table 1. PICO structure

Population/Problem	Violent extremism, including autonomous groups (i.e. left-wing extremism, environmentalists and animal rights activists), extreme right-wing groups (i.e. white power or Nazi movements) and violent Islamism.
Intervention	Interventions focused on: <ul style="list-style-type: none"> - Preventing, or minimizing the occurrence of, any form of violent extremism or radicalization. - Preventing or minimizing recruitment to groups advocating any form of violent extremism. - Creating opportunities to leave groups advocating any form of violent extremism.
Comparison	No restrictions
Outcome	No restrictions
Geographic context	Europe, USA, Canada, Israel, Australia, New Zealand and Russia.
Language	Restricted to Danish, English, Norwegian, and Swedish
Year	Interventions implemented from 1989 onwards
Publication type	No restrictions on publication type.

Literature searches

Comprehensive and structured searches for relevant literature were performed in eight international bibliographic databases: Medline, PsycINFO, PubMed, Scopus, Social Services Abstracts (SSA), Applied Social Sciences Abstracts (ASSIA), International Bibliography of the Social Services (IBSS) and the TRIP database. The search terms used were terrorism*, radicalis*, extremis* combined with prevent* or intervent*. Bibliographic records imported from the databases were stored in Endnote®. The literature searches were conducted in October and November 2017 (a detailed description of the searches is available in Appendix 1). In addition to the structured searches, several interventions were manually searched for within the eight databases.

Screening and relevance assessment

The titles and abstracts of the identified records were divided into two separate libraries and screened by two reviewers. This screening excluded duplicates and records that were clearly irrelevant to the study. The remaining records were retrieved in full-text and their relevance assessed by two reviewers independently of each other. Any differences of opinion regarding inclusion or exclusion of studies were discussed and resolved between the reviewers (a list of the studies that were excluded after full-text relevance assessment is available in Appendix 2). The screening was done using Rayyan, a web-based tool designed for the screening process (Ouzzani, Hammady, Fedorowicz, & Elmagarmid, 2016).

Categorization and analysis

The first step in the mapping was to extract relevant data from the included literature. The data extracted were author, year, country, title, publication type, study design, method of data collection, intervention type, level of intervention, description of intervention, arena, population, outcome and outcome characteristics.

The overall aim of the scoping review was to collect data about interventions described in the scholarly literature. Thus, the main focus of the analysis was on the characteristics of the interventions described in the literature. The data extracted were then presented in a number of figures and tables by publication year, country, targeted population, type of approach used in the intervention, intervention level and method of data collection used in the literature.

The following categories were used to categorize the interventions into different levels:

- Individual level: interventions designed to target the individual.
- Relational level: interventions focusing on developing the capacity of peers or gatekeepers to influence the individual's social settings.
- Group level: interventions created to influence systems or policies within the community.

- National level: policies related to the economy, education, social welfare and health care.
- Global level: global political or religious approaches.

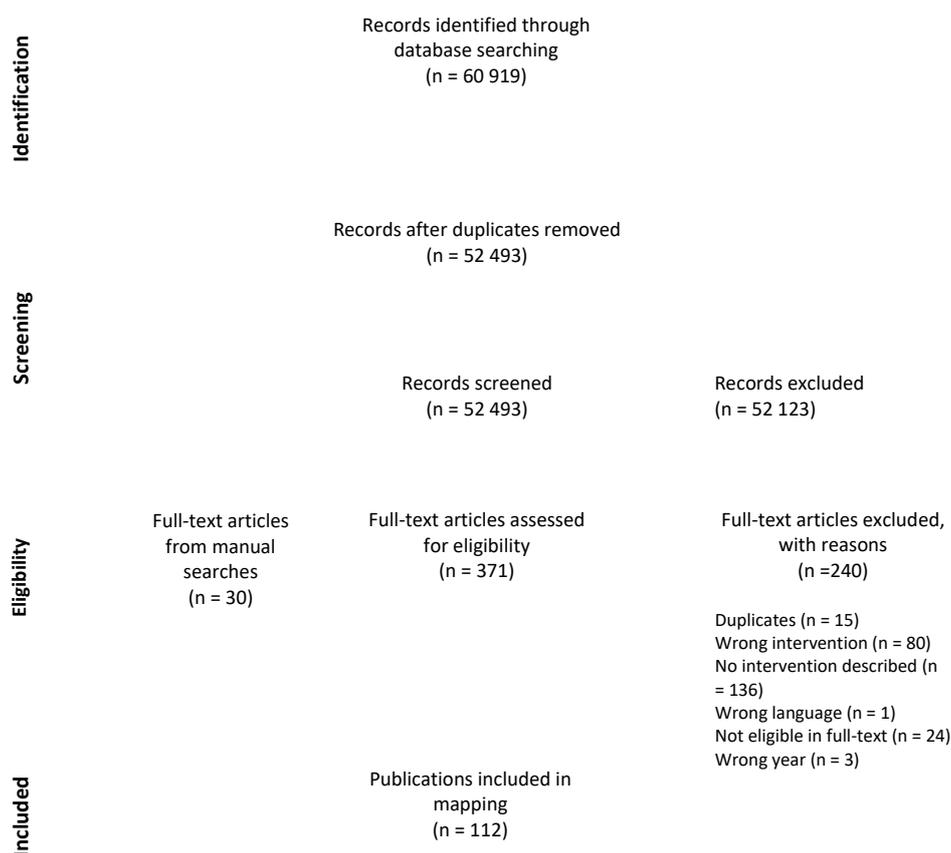
The literature that evaluated outcomes was presented separately with the intention of synthesizing the comparative effectiveness of interventions and assessing the strength of the evidence presented using quality assessment templates produced by the GRADE working group (Guyatt, 2008). This was not done however, due to the scarcity of studies evaluating the comparative effectiveness of interventions.

Results

Results of the literature searches and relevance assessment

The systematic literature searches resulted in 52,493 unique publications after duplicates were removed. The manual searches resulted in the identification of 84 additional publications (Figure 1). A total of 371 publications were assessed in full-text and 112 of these were included in the final review.

PRISMA 2009 Flow Diagram



From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

For more information, visit www.prisma-statement.org.

Figure 1. Flow chart of the screening process.

Description of the included literature

A total of 112 publications was included in the final review. Of the included literature, a total of 88 publications were journal articles, 22 were books and two were study protocols. The majority of the included literature was published within the last five years (Figure 2). This implies a rapid growth in recent years in literature about interventions within the field of P/CVE. A table with details about the included literature is available in Appendix 3.

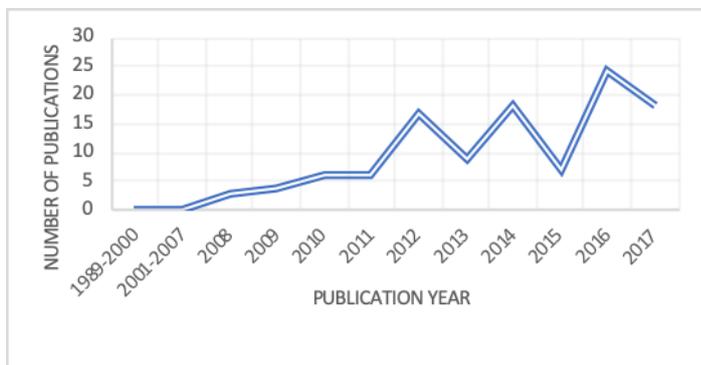


Figure 2 Number of publications by year of publication

Characteristics of interventions described in the literature

The interventions reported in the literature were implemented in many different countries (Table 2), but the majority of the interventions were implemented in the UK (48.4%, n=89), 12.5% (n= 23) were implemented in Germany and 6.5% (n=12) were implemented in Denmark. The interventions targeted a range of different populations. Whole communities were targeted in 28.5% (n=52) of the interventions described in the literature, with 16% (n=29) of the interventions targeting high-risk individuals and 14.4% (n=26) targeted young people.

Intervention reported on in scholarly literature (n=184)	
United Kingdom	48.4%
Denmark	6.5%
Germany	12.5%
USA	6.5%
Australia	4.3%
Northern Ireland	4.3%
Netherlands	3.3%
Canada	2.7%
Norway	1.6%
Switzerland	1.1%
Sweden	1.1%
Austria	0.5%
Belgium	0.5%
Italy	0.5%
Ireland	0.5%
France	0.5%
Several different countries	3.3%
No data provided	1.6%

Table 2 Percent of interventions reported on in scholarly literature by country

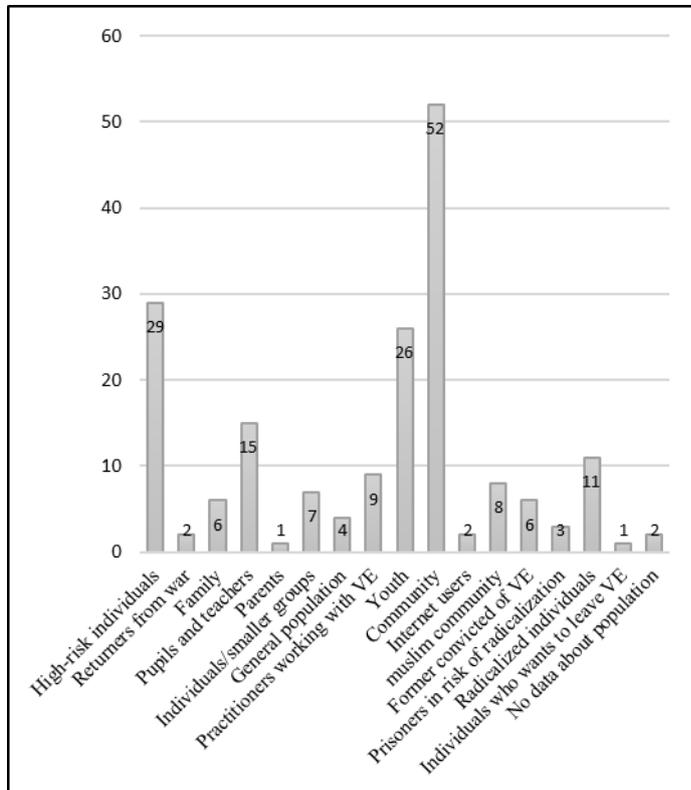


Figure 3 Number of interventions (n=184) by targeted population

A way of categorizing the literature was by the type of approach used in the described interventions (Figure 4). Fifty-four of the interventions mentioned in the literature were categorized as *policy programs*. This category was comprised of comprehensive intervention programs initiated by public actors such as governments or other community organizations. The intervention program called *Prevent* was the most obvious example of a policy program. A total of 36 interventions mentioned in the literature were focused on *de-radicalization*, where exit programs were those most commonly mentioned. *Empowerment/resilience* is an approach which focuses on increasing knowledge of and changing attitudes in local groups, such as by creating opportunities for different ethnic groups to meet. A total of 67 interventions used the *empowerment/resilience* approach. *Counter-narrative* is an approach

whereby other ways of creating meaning are offered in contrast to the narratives provided by extremist or violent groups. Two interventions described in the literature used this approach. The different approaches were sometimes combined in one intervention, as shown in Figure 4.

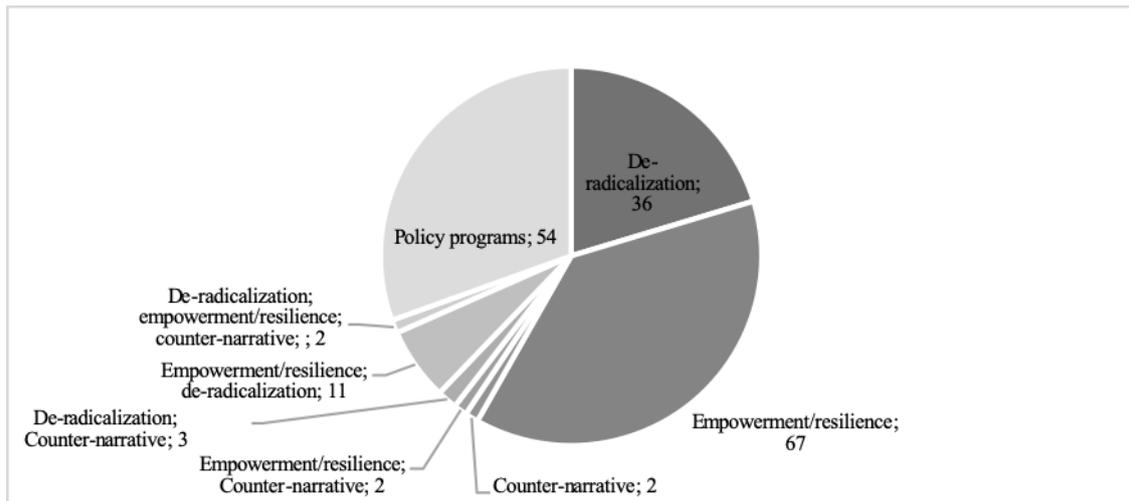


Figure 3 Interventions categorized by type of approach.

The interventions described in the literature were most commonly implemented at the national level (n=69), followed by individual level interventions (n=53) (Figure 5). The *Prevent* program is an example of an intervention implemented at the national level. Exit programs are usually implemented at the individual level, but can also include whole families, in which case they are implemented at the relational level.

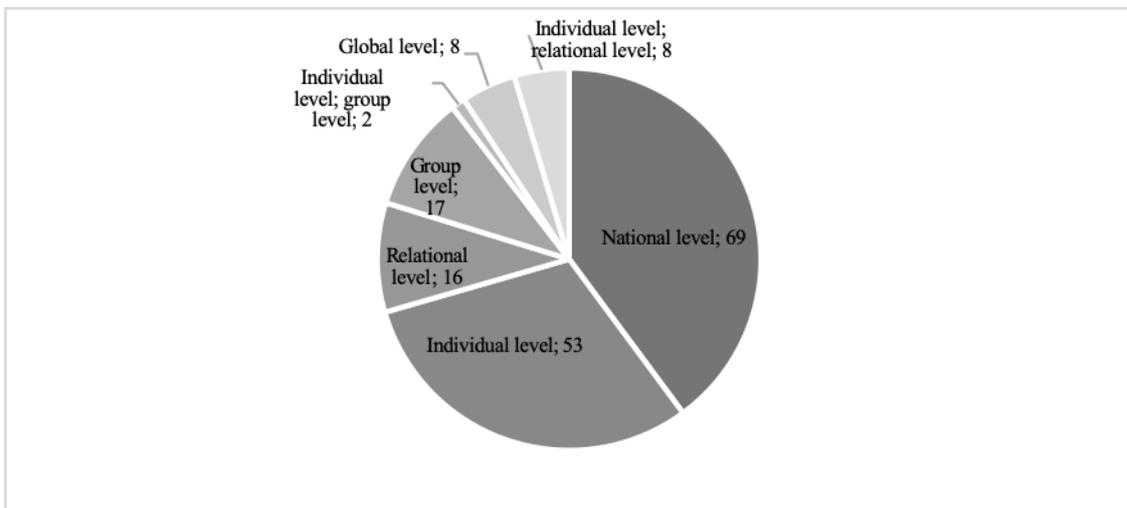


Figure 4 Interventions categorized by level

Literature that evaluated outcomes

In 38 of the 112 publications, it was possible to distinguish clear outcomes. The rest of the literature only discussed or reflected on the interventions without measuring their effectiveness in any way. The most common method of data collection used in the literature that evaluated outcomes was anecdotal analyses of interventions (n=15), usually critical analyses. Qualitative interviews were used in nine of the publications. Only five of the publications that evaluated outcomes used quantitative analysis; the vast majority of the publications used qualitative analysis with or without primary data (n=28) and four publications used a mixed method design including both qualitative and quantitative analysis. Of the 38 publications that did evaluate outcomes, only 15 were primary studies: empirical evaluations using data derived from the study. The 38 publications that mentioned outcomes are presented in Table 4.

Publications that evaluated outcomes (n=38)	
Anecdotal analysis of interventions	15
Qualitative interviews	9
Theoretical evaluation	2
Quantitative program evaluation	2
Quantitative controlled study	1
Focus groups	1
Register-based data	1
Both qualitative and quantitative data	4
Randomized controlled study	1
Survey with open-ended questions	1

Table 3 Methods of data collection for publications that evaluated outcomes

The outcomes in five publications are mentioned below as examples of how interventions within this field are evaluated. These publications evaluated interventions consisting of one exit program, two local reconciliation programs and two educational interventions. All the publications referred to in this section can be found listed by author name in Table 4, but not in the Reference list at the end of the article.

The exit program was evaluated in a book by Bjørgo and Horgan (2008). In this book, the authors presented data on the number of subjects who had been de-radicalized and successfully exited from right-wing groups in Norway, Sweden and Germany. The results of this evaluation indicate that this program could have important impacts, but the lack of any comparisons from before the program, in relation to other programs, or in relation to spontaneous exits from right-wing groups, makes it impossible to determine its effectiveness.

Another interesting evaluation was described in an article by Eriksson (2015). The intervention was called Community Restorative Justice and focused on actively engaging

families using an empowerment approach. Through the intervention, violent groups were offered non-violent conflict resolution within their local community. The results of this intervention were measured by using data on para-military style attacks in the communities where the intervention was implemented. Although the data show some promising results, the lack of any comparisons with alternative interventions makes it impossible to draw any firm conclusions about its effectiveness based on the article. However, further investigations of the data from the intervention implemented in Northern Ireland could provide firmer conclusions on the effectiveness of this intervention.

The interventions described by Maiangwa and Byrne (2017) showed some interesting outcomes. The interventions consisted of giving people the opportunity to tell their personal stories of their experiences from the Northern Ireland conflicts at meetings. The study used in-depth interviews to map important aspects of these meetings. This evaluation method provides a greater understanding of the active components of such an intervention, but does not provide any information about its comparative effectiveness.

The article by Cifuentes et al (2013) described a series of workshops addressing racism and far-right extremism in Swansea in the UK. The workshops targeted children with problems at school, and focused on increasing their understanding of different cultures and religions. The only metrics quantified in this were the participant's opinions or views before the intervention, but these opinions and views were not evaluated again after the intervention, which makes it impossible to draw any conclusions about the comparative effectiveness of this intervention.

In their study of a Danish educational and awareness-raising intervention, Sestoft et al (2017) measured participants' self-reported perceptions of whether the intervention had increased their knowledge and if it had changed their behavior in any way. The evaluation was thus based on self-reported metrics, which makes it difficult to draw firm conclusions about the effectiveness of the intervention, although the authors do mention that they are planning to conduct further evaluations, which may provide more evidence for the effectiveness of this type of intervention.

Literature that evaluated the comparative effectiveness of interventions

Two publications reported the comparative effectiveness of interventions (i.e. the effects of an intervention in comparison to a control group or another intervention). The metrics evaluated in these publications were attitudes to, and knowledge about, violent extremism. It is unclear if and how increased knowledge or a change in attitude de facto leads to changes in behaviors that prevent violent extremism. Thus, there is a lack of studies evaluating the comparative effectiveness of outcomes of direct relevance to the prevention of violent extremism.

Therriault et al (2017) evaluated an educational intervention that focused on changing the participants' attitudes toward terrorists. Changes in attitudes were evaluated by letting the participants answer survey questions about fictitious terrorists. A control group that did not receive any intervention answered the same survey questions. The results of this study showed statistically significant positive effects in the intervention group compared to the control group. It is worth noting however that it is not known whether changes in attitudes can prevent violent extremism.

Hirschi and Widmer (2012) evaluated the effects of parents' reading of a special issue of a journal with information about left-wing extremism. There was a statistically significant increase in knowledge about left-wing extremism in the group of parents that read the special issue compared to a control group of parents that had not yet read the special issue. Again, it is not known whether increased knowledge about left-wing extremism can prevent violent extremism.

Due to the lack of literature evaluating the outcomes of interventions of direct relevance to violent extremism, no quality assessment or assessment of the strength of the evidence using GRADE was done.

Discussion

In addition to previous reviews, this scoping review shows that up until November 2017, there was a lack of studies evaluating the comparative effectiveness of outcomes of direct relevance to violent extremism. To our knowledge, there has been only one previous review of this kind (Feddes & Gallucci, 2016) within this field. Feddes & Gallucci (2016) offer a comprehensive and rigorous literature review based on searches up until July 2014. While their literature review is close in scope to the scoping review presented in this article, there are also some important differences. Feddes and Gallucci (2016) included both unpublished and published manuscripts, but no books. In the present scoping review, we did not have any restrictions regarding publication type, but we only searched the scholarly literature, which resulted in the inclusion of only published work. While Feddes and Gallucci (2016) included manuscripts that evaluated interventions, in the review presented here, we also included literature that merely described interventions. In the review by Feddes and Gallucci (2016), the majority of the literature was from the Netherlands, while in the present review the vast majority of the literature is from the UK. This implies that differences in search strategy and PICO resulted in the inclusion of quite different material. Despite this difference, both reviews draw similar conclusions – that there is a lack of evidence-based interventions within the field of P/CVE. Feddes and Gallucci (2016) conducted some important analyses of their material, such as the intervention goals and theory-based approaches used in the literature. The present review complements these results, by also categorizes the literature by intervention level and the intervention approach used. The added value of this scoping review is thus its specific focus on the comparative effectiveness of interventions, and the lack of such literature highlights an important knowledge gap.

The literature identified in this scoping review included many interesting interventions and some publications also included evaluations of their outcomes. Only interventions described in the scholarly literature were included in this scoping review. This restriction was set because of the overall aim to evaluate the evidence base for interventions aimed at P/CVE

and for that purpose, scholarly research was necessary. It is worth noting that the vast majority of interventions have not been featured in scholarly publications (due to a lack of access to data or simply the knowledge that they exist). In this sense, the scoping review does not provide a “true map” of the interventions conducted in the community, but instead a map of those interventions reported in scholarly literature.

Many publications adopted a critical perspective and used material from interviews to provide evidence for the negative effects of some interventions, such as the British program Prevent. In some cases, there was qualitative support for the positive effects of interventions. Where quantitative metrics were used, they evaluated knowledge, attitudes, behaviors, a decrease in violent attacks and the number of subjects leaving violent extremist groups. In the two publications that did evaluate comparative effectiveness, the only outcomes measured were knowledge and attitudes. Unfortunately, it is notoriously difficult to determine whether and to what degree changes in knowledge and attitudes actually lead to changes in behavior, and also whether changes in behavior lead to violent extremism being prevented or countered. In these two publications, the participants in the interventions were not considered to be at high risk of radicalization, which increases uncertainty about the intermediary steps leading from increased knowledge and changes in attitudes to an actual decrease in violent extremism. The results of this scoping review of P/CVE interventions show that at the moment there are no evidence-based interventions that prevent and counter the development of the intention to commit acts of violent extremism, at least not according to the definition of an “evidence-based intervention” suggested in this review. This conclusion is motivated by the lack of studies evaluating the comparative effectiveness of the outcomes of interventions relevant to P/CVE. These findings are in line with the conclusions of previous literature reviews within the field (Feddes & Gallucci, 2016; Schuurman, 2018). The reasons for this are not at all surprising. In general, the effects of preventive interventions are difficult to confirm and probably especially difficult in the case of P/CVE. An important aspect of this problem is the low incidence of cases, i.e. the number of events such as terrorist attacks, or the number of individuals recruited to extremist groups, which is low in a whole population. An effective

P/CVE intervention within this field therefore means that the incidence of these relatively few cases will be further reduced, which makes it even more difficult to observe statistically significant effects. Also, opportunities to establish control groups are far fewer with a low incidence of cases.

Another aspect of P/CVE are the risks of stigmatization and raising suspicions about specific risk groups, which could have counterproductive side effects. There is a lot of discussion about this aspect in the included publications, especially in relation to the Prevent program. Critical discussions about the basic assumptions and active components of interventions are greatly important to the success of interventions, but the results of this scoping review show that there is a lack of studies that empirically evaluate their outcomes. A conclusion of this scoping review is that the relative numbers of existing interventions, studies of their effectiveness and critical discussion publications show a high level of critical awareness, but a low level of knowledge about actual effects within a field where many interventions are used and at high cost. This conclusion implies that there is a great need for researchers, research funding bodies, and political actors to reflect upon what type of knowledge is needed to assist future work within the field of preventing and countering violent extremism. We suggest that the research field could benefit from reflections on how evaluations of comparative effectiveness could be utilized when implementing interventions. There are good examples of methods for creating comparisons with controls in natural experiments within the social sciences - research designs that could be applicable to this field as well (Dunning, 2012).

Strengths and limitations

The scoping review method can be used to investigate alternative hypotheses, theories of change, or mechanisms within a specific field of interest (Gough, Thomas, & Oliver, 2007). This has not been the objective of this scoping review. The research questions have instead focused on the mapping of interventions, their outcomes and their comparative effects. Thus,

this scoping review is limited to the presentation of a broad overview of the existing literature rather than any in-depth analyses of causal inferences or core mechanisms.

Due to the large quantity of search hits, the titles and abstracts were not screened by two reviewers independently of each other. The consequence of this is an increased risk that relevant publications may have been excluded in this phase. Another limitation is that while we conducted several manual searches, this could have been done to a greater extent by also searching the references of the included publications. Future studies will be able to complement this scoping review on this point.

A strength of this scoping review is its systematic and comprehensive literature searches and its specific focus on scholarly literature that describes interventions and outcomes. This scoping review show “the state of the art” within P/CVE research and hopefully the information presented in this article can help guide future research within this field.

Conclusions

The objective of this scoping review was to contribute to the body of knowledge about evidence-based interventions for the prevention of violent extremism. In this study, “evidence-based” refers to interventions where comparative effectiveness in terms of outcomes directly relevant to P/CVE has been established. This scoping review set out to answer three research questions, and the answers to these questions are summarized below:

1. What interventions focused on preventing the intention to commit acts of terrorism or violence from developing can be identified in the existing scholarly literature?

Out of 52,577 publications identified through systematic literature searches, 112 publications were included in this review. The literature described interventions focused on preventing or

countering the intention to commit violent extremism from developing, preventing recruitment to violent extremist groups, and creating opportunities to leave (exit) violent extremist groups (de-radicalization). The majority of interventions were from the UK (48.4%). The interventions were most commonly implemented at the national level (n=69). The intervention approach most frequently mentioned in the literature was empowerment/resilience (n=67), followed by policy programs (n=54).

2. What outcomes are reported for these interventions in the scholarly literature?

For a total of 38 publications, some kind of outcome was specified. This implies that out of the 112 publications included in the review, 74 only contained discussions or critical reflections rather than empirical investigations of specific outcomes. Only 15 publications were primary studies which produced empirical data. Interesting examples of the quantitative outcomes measured are the number of people leaving violent extremist groups, a decrease in para-military style violence, and an increase in knowledge and change in attitudes among practitioners working with risk groups. Common qualitative outcomes are the respondents' experiences of participating in the interventions.

3. What knowledge can be extracted concerning the comparative effectiveness of these interventions based on their reported outcomes, i.e. the effectiveness of the interventions compared to a control group or in relation to alternative interventions?

In the included literature, two publications measured the comparative effectiveness of interventions. The results of these studies imply that educational interventions increase knowledge about, and change attitudes towards, violent extremism. No studies evaluating outcomes of the comparative effectiveness of interventions relevant to preventing or countering the development of the intention to commit violent extremism were found in the literature.

In conclusion, this study shows that there is a lack of evidence-based interventions aimed at preventing the intention to commit acts of violent extremism from developing. This implies that there is a great need for empirical investigations evaluating the comparative effectiveness of intervention outcomes relevant to this, in order to ensure that policymakers and practitioners can base their decisions on an adequate knowledge base.

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Table 4. Publications that included measures of outcomes

Author Year Country	Title	Publication type Method of evaluation	Intervention name Intervention type Intervention level	Description of intervention	Arena Targeted population	Intervention country	Outcomes
Abbas, T., & Siddique, A. 2012 Turkey/ UK	Perceptions of the processes of radicalization and de- radicalization among British South Asian Muslims in a post- industrial city	Journal article Interviews (n=30) with south Asian Muslims in communitie s in Birmingham	PREVENT Policy National level	Prevent people from committing terrorism or supporting violent extremism	Community Whole population in a community	UK	Young Muslims chose to change their appearance to emphasize their Muslim identity. A feeling of being a British Muslim, but sometimes not British (backlash reaction).
Aistrope, T. 2016 USA	Social media and counterterrori sm strategy	Journal article Anecdotal evaluation of intervention	CMT Counter- narrative Global level	Identify and counter incorrect information about the US through web forums and lectures	Internet Muslims	Global/USA	Lack of credibility
			Digital Outreach Team (DOT) Counter- narrative Global level	Bloggers counter anti-American statements online	Internet Muslims	Persian, Urdu, Arabic, Pashto, Punjabi, English speaking groups	Counterproductive; generated more negativity against the US.
Aistrope, T. 2016 USA	The Muslim paranoia narrative in counter- radicalization policy	Journal article Anecdotal evaluation of intervention	Digital Outreach Team (DOT) Counter- narrative Global level	Distribute counter narratives and information about VE	Internet Muslims	USA	Derision of the DOT
			Don't be a Puppet...(we bsite) Counter- narrative National level	Interactive multi- media forum about VE	Internet High-risk youth	USA	Contributed to stigmatization of Muslims
Aly, A. 2014 n/a	Countering violent extremism: Social harmony, community resilience and the potential of counter- narratives in the Australian context	Book Anecdotal evaluation of intervention	National Action Plan to Build Social Cohesion, Harmony and Security Policy National level	Preventing VE by strengthening common values, social harmony, understanding and tolerance between religions.	Community Whole population in a community	Australia	Had financed 83 locally based projects against VE within Muslim communities, universities, vocational training, sports clubs, multicultural clubs.

Aly, A., Taylor, E., & Karnovsky, S. 2014 Australia	Moral disengagement and building resilience to violent extremism: An education intervention	Journal article Theoretical program evaluation	Beyond Bali Empowerment/Resilience Individual level	Education program in 5 modules: Commitment, Empathy, Moral reasoning and Mindfulness, Problem solving, Creative solutions. Activities to find alternatives to violence.	School Pupils	Australia	The program was considered valuable and relevant.
			Building Community Resilience Grants Program Policy National level	Encourage community projects that build resilience against VE, or encourage people to leave groups espousing intolerant and radical ideologies.	Community Individuals and groups	Australia	Has funded 51 locally based programs: Muslim associations, sports clubs, multicultural centers, mentoring programs.
Awan, I. 2014 UK	Muslim communities, conflict and terrorism: a study of Alum Rock	Journal article Semi-structured interviews (n = 6) on how PREVENT was assessed in Muslim communities.	PREVENT Policy National level	To counter ideological challenges and causes of VE, to prevent people from being radicalized, to promote and integrate different sectors and institutions to address radicalization risks.	Community Whole population in a community	UK	PREVENT fails to prevent VE when it fails to engage Muslim communities in meaningful ways. Stigmatization and a feeling of being watched/spied on.
Baker-Beall, C., Heath-Kelly, C., & Jarvis, L. 2014 UK	Counter-radicalization: Critical perspective	Book Anecdotal evaluation of intervention	PREVENT Policy National level	Social policy to increase education and engagement (to P/CVE)	Community Whole population in a community	UK	Stigmatized Muslim groups in society (counter-productive), and missed addressing extreme right groups.
Bartlett, A. 2011 UK	Preventing violent extremism and 'Not in My Name': Theatrical representation, artistic responsibility and shared vulnerability	Journal article Anecdotal evaluation of intervention	Not in my name (PREVENT) Empowerment/Resilience, De-radicalization Individual level	A theatrical presentation with the purpose of being a platform for Muslims to present a true interpretation of Islam	School High-risk youth	UK	The desire to identify and record suspicious VE created an ethical dilemma for the leaders of the study.
Bjørgero, T. & Horgan, J. 2008 Norway/USA	Leaving terrorism behind: Individual and collective disengagement	Book Quantitative program evaluation	The Norwegian Exit project De-radicalization Empowerment/Resilience Individual level;	Helping and supporting young people who want to disengage/exit from racist or other violent groups. Support parents who have children in violent extremist groups through local	Community Individuals at risk, families	Norway	The parenting groups were effective in getting young people to leave VE groups.

			relational level	parenting groups.			
			Preventative conversations De-radicalization Individual level; relational level	Trying to persuade radicalized individuals to leave VE groups through conversations with radicalized people	Community Radicalized individuals/families	Norway	About 46% of the subjects stated that they wanted to leave VE groups because of the conversations
			Exit in Sweden De-radicalization Empowerment/Resilience Individual level; relational level	With the help of former activists, provide direct support to people who want to leave white-power groups.	Community Radicalized individuals/families	Sweden	Of 133 who received support through the program, 125 left VE groups.
			EXIT-Deutschland De-radicalization Individual level	Individuals who want to leave VE groups contacted the project themselves (advertising through the media).	Community Radicalized individuals	Germany	280 individuals successfully left VE groups, 8 failed cases of de-radicalization in recent years.
			Disengagement program for right-wing extremists by the Bundesverfassungsschutz (Aussteigerprogramm für Rechtsextremisten vom Bundesamt für Verfassungsschutz) De-radicalization Individual level	Seek out leaders of right-wing extremist groups who understand that their political agenda is not achievable and help them leave the group.	Community Radicalized individuals	Germany	100 individuals successfully left VE groups, 30 failed cases of de-radicalization over 5 years.
Clubb, G. 2016 UK	The role of former combatants in preventing youth involvement in terrorism in Northern Ireland: A framework for assessing former Islamic State combatants	Journal article Theoretical program evaluation	Prison to Peace Empowerment/Resilience Group level	Individuals previously convicted of terrorist crimes visiting schools and telling their stories	School Young adults, 14–18 years (n=864)	Northern Ireland	Increased faith in a peaceful solution, increased confidence in the police, better understanding of the causes of conflict, politics and national identity
Cifuentes, R.,	The think project: An	Journal article	The think project	Increase young people's knowledge	Community Youth aged	UK	Increased knowledge about ethnicity,

Whittaker GR., & Lake, L. 2013 UK	approach to addressing racism and far-right extremism in Swansea, South Wales	Quantitative method with surveys.	Empowerment/resilience Group level	about ethnicity, religion and migration.	14-16, experiencing troubles in school		religion and migration among young people. The intervention felt relevant for the participants
Curtis, S., & Jaine, C. 2012 UK	Public diplomacy at home in the UK: Engaging diasporas and preventing terrorism	Journal article Anecdotal evaluation of intervention	PREVENT Policy National level	Stop people from becoming terrorists and supporting terrorism.	Community Whole population in a community	UK	The interventions stigmatized Muslim communities and are used by British authorities to confront groups and communities that criticize Britain.
Dwyer, CD., Maruna, S. 2011 Northern Ireland	The role of self-help efforts in the reintegration of 'politically motivated' former prisoners: Implications from the Northern Irish experience	Journal article Case study with qualitative interviews	'Republican Former Prisoner Group', 'All of Us or None' etc. De-radicalization Group level	Self-help groups	Community Individuals previously convicted of VE crimes	Northern Ireland	Strengthens identity and reduces negative effects of stigmatization and marginalization.
Eriksson, A. 2015 Sweden	Challenging cultures of violence through community restorative justice in Northern Ireland	Journal article Register-based study	Community Restorative Justice Ireland (CRJI) Empowerment/Resilience Individual level; relational level	To bring together paramilitary and community groups in non-violent conflict resolution, as well as engage individuals and families.	Community Radicalized individuals/Families	Northern Ireland	Paramilitary attacks decreased by 82% between 2003-2005
			Northern Ireland Alternatives Empowerment/Resilience; Individual level/Relational level	Addressing paramilitary and community groups and engaging them in non-violent conflict resolution, engaging individuals and families.	Community Radicalized individuals/Families	Northern Ireland	Paramilitary attacks decreased by 71% between 2003-2005
Gargan, F., et al. 2012 Ireland	Terrorists meeting their victims: A case study of psychologists' experiences of former terrorists meeting survivors	Journal article Case study, focus groups	Summit Against Violent Extremism (SAVE) Empowerment/Resilience, De-radicalization Global level	International conference where perpetrators and victims meet. Psychologists are present at the meetings.	Conference Perpetrator/victims	Ireland	Psychologists had an important role to play at these meetings. Family ties were important for reorientation, for both groups, as well as access to therapeutic support. The victims had a harder time expressing themselves in the groups.

Hirschi, C., & Widmer, T. 2012 Switzerland	Approaches and challenges in evaluating measures taken against right-wing extremism	Journal article Experimental study with control group (n=747)	‘Fritz and Fränzi’ Empowerment/Resilience Relational level	Newspaper: Background information, reports and interviews with experts on the extreme right in Switzerland.	Community Parents	Switzerland	Knowledge of the extreme right increased. (Background knowledge: Mean Difference (MD) + 0.18 (p = 0.000); Theoretical knowledge MD + 0.09 (p = 0.016); Practical knowledge MD + 0.08 (p = 0.008).
		Journal article Post assessment (n=115)	‘White Terror’ Empowerment/Resilience National level	Information film about the "White Power" movement in several countries. Aims to raise awareness and increase knowledge of the extreme right	Community Whole population in a community	Switzerland	"The film contributed to new knowledge"
Horgan, J., & Braddock, K. 2010 Northern Ireland	Rehabilitating the terrorists? Challenges in assessing the effectiveness of de-radicalization programs	Journal article Anecdotal evaluation of intervention	Early release scheme De-radicalization Group level	Psychosocial support for families and children to facilitate establishment in society and counteract discrimination	Community /family Previously convicted/their families	Northern Ireland	Recidivism among ex-convicts was low.
Johns, A., Grossman, M., & McDonald, K. 2014 Australia/UK	“More than a game”: The impact of sport-based youth mentoring schemes on developing resilience toward violent extremism	Journal article Program evaluation Mixed-method. Post-program measurements Qualitative method: semi-structured interviews and focus groups. Quantitative method: questionnaires.	More than a Game Empowerment/Resilience Individual level	Mentoring program for 12 months. Improving social skills, leadership, conflict management, knowledge of the role of the police in society, cyber-bullying, combating terrorism, using sports as a medium to promote proactive values and social skills.	Sports club Young boys (aged 15–25)	Australia	Quantitative outcomes: Improved attitude increased between 41-64%, Worsened attitude 0%, No change in attitude between 23-36%. Qualitative themes: People from all backgrounds have the same rules and expectations.
Korn, J. 2016 Germany	European CVE strategies from a practitioner’s perspective	Journal article Anecdotal evaluation of intervention	Channel programme De-radicalization Individual level	Helping already radicalized people, or people at risk, through individual efforts, depending on the degree of radicalization.	Community High-risk individuals	UK	Stigmatizes Muslim communities when the police control the program (even though other actors are involved)
Lakhani, S. 2012 UK	Preventing violent extremism: Perceptions	Journal article Semi-structured	PREVENT Policy National level	Implementing an approach through the local community to deal with violent	Community Whole population in a	UK	Themes: Funding problems (waste of funds, investing in the wrong things);

	of policy from grassroots and communities	interviews (n = 56) (Qualitative design)		extremism, by "empowering" local groups and communities to prevent people from becoming terrorists or supporting violent extremism.	community		Social confusion (unclear what Prevent is expected to do with local communities: empower, or counter-radicalization; also, conceptual confusion); Spying (that the State uses this policy to spy on local communities).
Lindekilde, L. 2012 Denmark	Neo-liberal governing of 'radicals': Danish radicalization prevention policies and potential iatrogenic effects	Journal article Qualitative interviews	A Common and Safe Future Policy National level	Multicomponent approach to prevent radicalization: Direct contact with young people, Integration based on rights and obligations, Dialogue and information, Democratic cohesion, Action in risk areas, Special initiatives in prisons.	Community Whole population in a community	Denmark	Interviews showed: Stereotyped and stigmatized Muslim groups/societies.
Lindekilde, L. 2014 Denmark	Refocusing Danish counter-radicalization efforts: An analysis of the (problematic) logic and practice of individual de-radicalization interventions	Book Anecdotal evaluation of intervention	De-radicalization Empowerment/Resilience National level	Mentor program aimed at detecting and assessing at-risk individuals	Community /school Youth	Denmark	Role conflicts and the need to be flexible in the task.
Maiangwa, B., & Byrne, S. 2017 Canada	Peacebuilding and reconciliation through storytelling in Northern Ireland and the border counties of the Republic of Ireland	Journal article Semi-structured interviews (n = 107)	Towards Understanding and Healing Counter-Narrative Individual level	Generates reflection on and recognition of personal experiences and supports people to share their experiences.	Community High-risk individuals	Northern Ireland	Promoted solidarity. Also promoted understanding and reflection.
McNicol, S. 2016 UK	Responding to Concerns About Online Radicalization in U.K. Schools Through a Radicalization Critical Digital Literacy Approach	Journal article Anecdotal evaluation of intervention	Teaching about source criticism on the Internet Empowerment/Resilience National level	Teaching about source criticism on the Internet	School Pupils	UK	The students generally already had a good understanding of source criticism.
Moffett, K., &	School-Based CVE	Journal article	The Peer to Peer (P2P)	University students (> 2000) Facilitate	School Non-	More than 30 countries	Primary outcome metrics were: degree

Sqro, T. 2016 USA	Strategies	Qualitative and quantitative process evaluation	Empowerment/Resilience Global level	projects run by students with the aim of preventing VE. The teams compete via Facebook and the prize is awarded to the best.	initiated groups		of implementation: likes on social media (more than 5.5 million)
Pickering, S., McCulloch, J., & Wright-Neville, D. 2008 Australia	Counter-terrorism policing: towards social cohesion	Journal article Qualitative interviews (n=50) and quantitative surveys (n=541)	"Community Policing" Policy National level	Builds cooperation and trust between community groups and the state. Working with negotiation, persuasion, and decision agendas (considered "soft power").	Community Whole population in a community	Australia	Community Policing was perceived as "Ad hoc", there was great variation between police districts in how this was done in practice.
				Intended to prevent terrorism by building social cohesion in the community.	Community Whole population in a community	Australia	Concern that this policy can lead to profiling of communities/individuals
Schuurman, B., & Bakker, E. 2015 Netherlands	Reintegrating jihadist extremists: evaluating a Dutch initiative, 2013–2014	Journal article Program evaluation using qualitative interviews	NCTV-RN integration project De-radicalization Group level	Consultants (working one by one) to talk about ideology in the community.	Community Individuals previously convicted of involvement in jihadist extremism or terrorism	Netherlands	One year evaluation was too short a time. Mixed results.
Sestoft, D., et al. 2014 Denmark	The police, social services and psychiatry cooperation in Denmark-a new model of working practice between governmental sectors. A description of the concept, process, practice and experience	Journal article Interviews (n = 15 + 27), Focus groups (n = 2). Evaluates the PSP model.	Police, Social Services, and Psychiatry (PSP) Empowerment/Resilience Individual level	Help individuals with addiction, mental illness, or social problems through cooperation between the actors.	Community Individuals with addiction, mental illness, or social problems.	Denmark	The implementation was considered successful.
Sestoft, D., Hansen, SM., & Christensen, AB. 2017 Denmark	The police, social services, and psychiatry (PSP) cooperation as a platform for dealing with concerns of radicalization	Journal article Evaluation of training course. Pre-measurement of knowledge (n = 181)	Course for PSP-personal Empowerment/Resilience Individual level	2-day course to raise awareness of radicalization, increase knowledge of radicalization as a social, psychological, and political phenomenon.	Community Police, Social workers, Psychiatry personnel	Denmark	Proportion who felt they had extensive knowledge of radicalization and extremism increased from 35% to 95%. Half of the subjects felt that the knowledge was applicable in practice. 44% of the subjects

							felt that the course contributed to an increased focus on radicalization prevention.
Sliwinski, KF. 2015 China	Counter-terrorism – a comprehensive approach. Social mobilization and ‘civilianization’ of security: the case of the United Kingdom	Journal article Anecdotal evaluation of intervention	PREVENT Policy National level	Preventing people from becoming terrorists or supporting terrorism/VE.	Community Whole population in a community	UK	6-month evaluation (by a committee): The PREVENT program did the opposite of what it was supposed to do.
Spalek, B. 2011 UK	'New terrorism' and crime prevention initiatives involving Muslim young people in the UK: Research and policy contexts	Journal article Semi-structured interviews (qualitative study)	PREVENT Policy National level	Working with several actors, including people in the education sector, youth workers, people in correctional services, and with Muslim communities.	Community Whole population in a community	UK	Interview with activist: Created distrust of the police, and reduced involvement of Muslim communities.
Spalek, B., & McDonald, LZ. 2010 UK	Terror Crime Prevention: Constructing Muslim Practices and Beliefs as 'Anti-Social' and 'Extreme' through CONTEST 2	Journal article Qualitative interviews (n=42)	PREVENT Policy National level	Community-based approach: Police and local authorities are expected to lead strategies in collaboration with representatives from the education and youth sectors, correctional services, and local Muslim communities.	Community Whole population in a community	UK	The people who can most effectively cooperate with the police to reduce crime are the people who were judged to be suspicious and part of the problem rather than part of the solution.
Stevens, D. 2011 UK	Reasons to be Fearful, One, Two, Three: The 'Preventing Violent Extremism' Agenda	Journal article Anecdotal evaluation of intervention	PREVENT Policy National level	Counteracts support for, and the promotion of, extremist and violent Islamist ideologies found in British society.	Community Whole population in a community	UK	Refers to outcome: Prevent violates the state's general approach to community in society and stigmatizes Muslim communities.
Szmania, S., & Fincher, P. 2017 USA	Countering Violent Extremism Online and Offline	Journal article Anecdotal evaluation of intervention	Peer to Peer: Challenging Extremism Program Counter-narrative Individual level	Addressing radical ideologies online. Invites students to develop and implement campaigns on social media to address/"push back" terrorist propaganda.	Internet/social media High-risk individuals	US, UK	Counter-narratives that provided support and personal storytelling were most effective in high-risk individuals.

Theriault, J, Krause, P, & Young, L. 2017 USA	Know Thy Enemy: Education About Terrorism Improves Social Attitudes Towards Terrorists	Journal article Quantitative method. Study 1: Randomized study (n = 58). Study 2: Randomized study (n = 377). Both studies measured changes in attitude towards terrorists.	Terrorism, Insurgency, and Political Violence Empowerment/Resilience Individual level	Education about terrorism. Main themes in the course: Causes and objectives of terrorism at individual and group level; Methods and mechanisms of terrorism; Discussion on conflicts; Counter-terrorism and counter-insurgency strategies.	School Pupils	USA	Study 1: Stakeholder group increased in measured attitude more than control group, between 26.9% and 34.3%, b = 0.70, 95% CI (0.21-1.119), p = 0.008. Study 2: Stakeholder group increased in measured attitude more than control group, between 13.6% and 16.4%, b = 0.34, 95% CI (0.12-0.55), p = 0.003.
Thomas, P. 2014 UK	Britain's prevent programme: An end in sight?	Book Anecdotal evaluation of intervention	PREVENT Policy National level	Education and community-engagement policy for preventing terrorism.	Community Whole population in a community	UK	The Muslim communities' relationship with the state was harmed rather than strengthened.
Voogt, S. 2017 Australia	Countering far-right recruitment online: CAPE's practitioner experience	Journal article Anecdotal evaluation of intervention	Community Action for Preventing Extremism (CAPE) Empowerment/Resilience, Counter-narrative Individual level	To prevent/deter recruitment of new members to extreme right groups. Internet, social media, counter-narrative.	Internet/social media High-risk individuals	Australia	Have received a larger number of visitors to their websites than was expected.
Williams, RJ. 2013 UK	Network hubs and opportunity for complex thinking among young British Muslims	Journal article Program evaluation using surveys with open-ended questions	Being Muslim Being British Empowerment/Resilience, Counter-narrative Individual level	Preventing violent activism by promoting complex thinking and openness. Generates value contradictions and then solutions through group activities.	n/a n/a	UK	Measured difference in complex thinking from first to last task: no difference (not statistically significant).

Appendix 1: Description and results of the literature searches

Literature search in Applied Social Sciences Index and Abstracts:
(terroris* OR radicalis* OR extremism*) AND (prevent* OR intervent*)
Limit: Language: English
Result: 3016 records

Literature search in International Bibliography of the Social Services:

(terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*)

Limit:

- Language: English, Danish, Swedish, Norwegian
- Location: USA, Europe, Canada, UK, France, Germany, Italy, England, Spain, Netherlands, Eastern Europe, Western Europe, Northern Ireland, Hungary, Greece, Cyprus, Sweden, Bosnia-Hercegovina, North America, Romania, Norway

Result: 6217 records

Literature search in Social Services Abstracts:

(terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*)

Limit: Language: Danish, English, Norwegian, Swedish

Result: 1198 records

Literature search in TRIP-database:

(terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*)

(no limit)

Result: 412 records

Literature search in PubMed

(terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*)

(no limit)

Result: 2981 records

Literature search in Medline

1. exp Terrorism/ or terroris*.mp.		14000
2. radicalis*.mp.	192	
3. extremis*.mp.	645	
4. 1 or 2 or 3	14771	
5. exp Prevention/ or prevent*.mp*		1192602
6. intervent*.mp.	767592	
7. exp Intervention/		0
8. 5 or 6 or 7	1837812	
9. 4 and 8	2104	
10. limit 9 to (danish or english or norwegian or swedish)		1933

Result: 1933 records

Literature search in PsycInfo (1967-)

1. exp Terrorism/ or terroris*.mp.		9471
2. radicalis*.mp.	786	
3. extremis*.mp.	1058	
4. 1 or 2 or 3	10796	
5. exp Prevention/ or prevent*mp*		198148
6. intervent*.mp.	331310	
7. exp Intervention/		88209
8. 5 or 6 or 7	471026	
9. 4 and 8	1863	
10. limit 9 to (danish or english or norwegian or swedish)		1776

Result: 1776 records

Literature search in Scopus

(*terroris** OR *radicalis** OR *extremis**) AND (*prevent** OR *intervent**) AND (LIMIT-TO (AFFILCOUNTRY , "United States ") OR LIMIT-TO (AFFILCOUNTRY , "United Kingdom ") OR LIMIT-TO (AFFILCOUNTRY , "Australia ") OR LIMIT-TO (AFFILCOUNTRY , "Canada ") OR LIMIT-TO (AFFILCOUNTRY , "Germany ") OR LIMIT-TO (AFFILCOUNTRY , "Netherlands ") OR LIMIT-TO (AFFILCOUNTRY , "Italy ") OR LIMIT-TO (AFFILCOUNTRY , "Sweden ") OR LIMIT-TO (AFFILCOUNTRY , "France ") OR LIMIT-TO (AFFILCOUNTRY , "Norway ") OR LIMIT-TO (AFFILCOUNTRY , "Switzerland ") OR LIMIT-TO (AFFILCOUNTRY , "Spain ") OR LIMIT-TO (AFFILCOUNTRY , "Belgium ") OR LIMIT-TO (AFFILCOUNTRY , "New Zealand ") OR LIMIT-TO (AFFILCOUNTRY , "Denmark ") OR LIMIT-TO (AFFILCOUNTRY , "Ireland ") OR LIMIT-TO (AFFILCOUNTRY , "Finland ") OR LIMIT-TO (AFFILCOUNTRY , "Austria ") OR LIMIT-TO (AFFILCOUNTRY , "Greece ") OR LIMIT-TO (AFFILCOUNTRY , "Poland ") OR LIMIT-TO (AFFILCOUNTRY , "Portugal ") OR LIMIT-TO (AFFILCOUNTRY , "Czech Republic ") OR LIMIT-TO (AFFILCOUNTRY , "Hungary ") OR LIMIT-TO (AFFILCOUNTRY , "Romania ") OR LIMIT-TO (AFFILCOUNTRY , "Croatia ") OR LIMIT-TO (AFFILCOUNTRY , "Serbia ") OR LIMIT-TO (AFFILCOUNTRY , "Slovenia ") OR LIMIT-TO (AFFILCOUNTRY , "Cyprus ") OR LIMIT-TO (AFFILCOUNTRY , "Bosnia and Herzegovina ") OR LIMIT-TO (AFFILCOUNTRY , "Bulgaria ") OR LIMIT-TO (AFFILCOUNTRY , "Slovakia ") OR LIMIT-TO (AFFILCOUNTRY , "Estonia ") OR LIMIT-TO (AFFILCOUNTRY , "Lithuania ") OR LIMIT-TO (AFFILCOUNTRY , "Malta ") OR LIMIT-TO (AFFILCOUNTRY , "Luxembourg ") OR LIMIT-TO (AFFILCOUNTRY , "Iceland ") OR LIMIT-TO (AFFILCOUNTRY , "Latvia ") OR LIMIT-TO (AFFILCOUNTRY , "Macedonia ") OR LIMIT-TO (AFFILCOUNTRY , "Albania ") OR LIMIT-TO (AFFILCOUNTRY ,

"Moldova ") OR LIMIT-TO (AFFILCOUNTRY , "Montenegro ") OR LIMIT-TO (AFFILCOUNTRY , "Liechtenstein ")) AND (LIMIT-TO (LANGUAGE , "English ") OR LIMIT-TO (LANGUAGE , "Norwegian ") OR LIMIT-TO (LANGUAGE , "Swedish ") OR LIMIT-TO (LANGUAGE , "Danish "))

Result: 39936 records

Literature search in Scopus - Israel (terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*) AND (LIMIT-TO (AFFILCOUNTRY , "Israel")) AND (LIMIT-TO (LANGUAGE , "English") OR LIMIT-TO (LANGUAGE , "Norwegian") OR LIMIT-TO (LANGUAGE , "Swedish") OR LIMIT-TO (LANGUAGE , "Danish"))

Result: 1524 records

Literature search in Scopus - Russia (terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*) AND (LIMIT-TO (AFFILCOUNTRY , "Russian Federation")) AND (LIMIT-TO (LANGUAGE , "English") OR LIMIT-TO (LANGUAGE , "Norwegian") OR LIMIT-TO (LANGUAGE , "Swedish") OR LIMIT-TO (LANGUAGE , "Danish"))

Result: 217 records

Literature search in International Bibliography of the Social Services – Israel

(terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*)

Limit:

- Language: English, Danish, Swedish, Norwegian
- Location: Israel

Result: 1003 records

International Bibliography of the Social Services – Russia

(terroris* OR radicalis* OR extremis*) AND (prevent* OR intervent*)

Limit:

- Language: English, Danish, Swedish, Norwegian
- Location: Russia

Result: 706 records

Appendix 2: List of excluded references with reason of exclusion

Reference	Reason for exclusion
Preventing radicalisation. (2017). <i>Community Practitioner</i> , 90(7), 5.	No intervention
Abdullah, S. (2002). The soul of a terrorist: Reflections on our war with the "other". <i>The psychology of terrorism: A public understanding</i> , Vol. 1., 129-141.	No intervention
Abdullah, W. J. (2017). Merits and Limits of Counter-ideological Work Against Terrorism: A Critical Appraisal. <i>Small Wars and Insurgencies</i> , 28(2), 291-308.	Wrong intervention
Adamczyk, A., Freilich, J. D., & Kim, C. (2017). Religion and Crime: A Systematic Review and Assessment of Next Steps. <i>Sociology of Religion: A Quarterly Review</i> , 78(2), 192-232.	No intervention
Admani, M., & al, e. (2008). British Muslims. Suicide bombers: The psychological, religious and other imperatives., 27-45.	No intervention
Aggarwal, N. K. (2013). Mental discipline, punishment and recidivism: Reading Foucault against de-radicalisation programmes in the War on Terror. <i>Critical Studies on Terrorism</i> , 6(2), 262-278.	No intervention
Alati, D. (2017). Domestic counter-terrorism in a global world: Post-9/11 institutional structures and cultures in Canada and the United Kingdom.	Not found
Aldis, A., & Herd, G. P. (2006). The ideological war on terror: Worldwide strategies for counter-terrorism.	No intervention
Ali, R. B. M., Moss, S. A., Barrelle, K., & Lentini, P. (2017). Initiatives that counter violent radicalization but are perceived as suitable by targeted communities. <i>Journal of Police and Criminal Psychology</i> , 32(1), 43-55.	No intervention
Allen, C. & Guru, S. (2012) Between political fad and political empowerment: A critical evaluation of the National Muslim Women's Advisory Group (NMWAG) and governmental processes of engaging Muslim Women. <i>Sociological Research Online</i> , 17(3),	Wrong intervention
Altier, M. B., Boyle, E. L., Shortl, D., N., & Horgan, J. G. (2017). Why they leave: An analysis of terrorist disengagement events from eighty-seven autobiographical accounts. <i>Security Studies</i> , 26(2), 305-332.	No intervention
Aly, A. (2013). The policy response to home-grown terrorism:	Wrong

Reconceptualising prevent and resilience as collective resistance. <i>Journal of Policing, Intelligence and Counter Terrorism</i> , 8(1), 2-18.	intervention
Anderson, B. (2016). Facing the Future Enemy: US Counterinsurgency Doctrine and the Pre-insurgent. <i>Theory, Culture & Society</i> , 28(7), 216.	Wrong intervention
Angel, H. (2012). Islamism, radicalisation and young people. <i>Community Safety Journal</i> , 7(2), 12-18.	No intervention
Apevalova, Z. V. (2013). Prevention of the deviant behavior and eco-extremism by means of the projects of educational institutions. <i>Middle East Journal of Scientific Research</i> , 13, 153-160.	No intervention
Argomaniz, J. (2011). The EU and counter-terrorism: Politics, polity and policies after 9/11.	Wrong intervention
Argomaniz, J. (2015). European Union responses to terrorist use of the Internet. <i>Cooperation and Conflict</i> , 50(2), 250-268.	No intervention
Argomaniz, J., & Vidal-Diez, A. (2015). Examining deterrence and backlash effects in counter-terrorism: The case of ETA. <i>Special Issue: Criminology theory and terrorism.</i> , 27(1), 160-181.	Wrong intervention
Arshad-Ayaz, A., & Naseem, M. A. (2017). Creating “Invited” Spaces for Counter-Radicalization and Counter-Extremism Education. <i>Diaspora, Indigenous, and Minority Education</i> , 11(1), 6-16.	No intervention
Awan, I. (2012). Glorifying and encouraging terrorism: Preserving the golden thread of civil liberties in Britain. <i>Journal of Aggression, Conflict and Peace Research</i> , 4(3), 144-154.	Doublet
Awan, I. (2012). "I Am a Muslim Not an Extremist": How the Prevent Strategy Has Constructed a "Suspect" Community. <i>Politics and Policy</i> , 40(6), 1158-1185.	Wrong intervention
Azam, J.-P., & Thelen, V. (2010). Foreign aid versus military intervention in the war on terror. <i>Journal of Conflict Resolution</i> , 54(2), 237-261.	Wrong intervention
Bacaj, E., Dumi, A., & Çelo, E. (2015). Main principles and importance in combating terrorism at nowadays worldwide focus today. <i>Mediterranean Journal of Social Sciences</i> , 6(4), 54-61.	No intervention
Bandura, A. (2004). The role of selective moral disengagement in terrorism and counterterrorism. <i>Understanding terrorism: Psychosocial roots, consequences, and interventions.</i> , 121-150.	No intervention
Barak-Erez, D. (2009). Terrorism law between the executive and legislative models. <i>American Journal of Comparative Law</i> , 57(4), 877-896.	Wrong intervention
Barrelle, K. (2015). Best student paper society for terrorism research annual conference 2014: Pro-integration: disengagement from and life after extremism. <i>Behavioral Sciences of Terrorism and Political Aggression</i> , 7(2),	No intervention

129-142.	
Barros, C. P. (2003). An intervention analysis of terrorism: The Spanish ETA case. <i>Defence and Peace Economics</i> , 14(6), 401-412.	No intervention
Bartolucci, V., & Gallo, G. (2015). Terrorism, system thinking and critical discourse analysis. <i>Systems Research and Behavioral Science</i> , 32(1), 15-27.	No intervention
Ben-Porat, G. (2005). Between power and hegemony; business communities in peace processes. <i>Review of International Studies</i> , 31(2), 325-348.	No intervention
Benigni, M. & Carley, KM. (2016) From tweets to intelligence: Understanding the Islamic Jihad supporting community on twitter. <i>Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)</i> , 9708, 346-355.	Wrong intervention
Bernholz, P. (2006). International political system, supreme values and terrorism. <i>Public Choice</i> , 128(1), 221-231.	No intervention
Beyer, C. (2013). Violent globalisms: Conflict in response to empire.	Wrong intervention
Bhui, KS, Hicks, MH, Lashley, M & Jones, E. A public health approach to understanding and preventing violent radicalization. <i>BMC Med</i> , 10, 16.	Wrong intervention
Bjørge, T. (2005). Root causes of terrorism: Myths, reality and ways forward.	No intervention
Bjørge, T. (2016). Counter-terrorism as crime prevention: a holistic approach. <i>Behavioral Sciences of Terrorism and Political Aggression</i> , 8(1), 25-44.	No intervention
Blackbourn, J. (2009). International terrorism and counterterrorist legislation: The case study of post-9/11 Northern Ireland. <i>Terrorism and Political Violence</i> , 21(1), 133-154.	Wrong intervention
Blackbourn, J. (2013). The UK's anti-terrorism laws: Does their practical use correspond to legislative intention? <i>Journal of Policing, Intelligence and Counter Terrorism</i> , 8(1), 20-34.	Wrong intervention
Bleich, E. (2014). Faith and state. British policy responses to 'Islamist' extremism / Fe y Estado. La política británica responde al extremismo 'Islamista'. <i>Araucaria</i> , 16(31), 127-146	Doublet
Blond, P. (2016). The case for an established church. <i>Crucible</i> , 51, 31-34.	No intervention
Bongar, B. (2007). The psychology of terrorism: Defining the need and describing the goals. <i>Psychology of terrorism.</i> , 3-12.	Wrong intervention
Bonino, S. (2014). Prevent-ing Muslimness in Britain: The Normalisation of Exceptional Measures to Combat Terrorism. <i>Journal of Muslim Minority Affairs</i> , 33(3), 385.	Doublet

Bonino, S. (2016). The British state ‘security syndrome’ and Muslim diversity: challenges for liberal democracy in the age of terror. <i>Contemporary Islam</i> , 10(2), 223-247.	Wrong intervention
Bossong, R. (2014). EU cooperation on terrorism prevention and violent radicalization: frustrated ambitions or new forms of EU security governance? <i>Cambridge Review of International Affairs</i> , 27(1), 66.	No intervention
Bossong, R. (2016). EU cooperation on terrorism prevention and violent radicalization: Frustrated ambitions or new forms of EU security governance?	No intervention
Braddock, K., & Horgan, J. (2016). Towards a Guide for Constructing and Disseminating Counternarratives to Reduce Support for Terrorism. <i>Studies in Conflict and Terrorism</i> , 39(5), 381-404.	No intervention
Briggs, R. (2010). Hearts and minds and votes: The role of democratic participation in countering terrorism. <i>Democratization</i> , 17(2), 272-285.	No intervention
Brown, K. E., & Saeed, T. (2015). Radicalization and counter-radicalization at British universities: Muslim encounters and alternatives. <i>Ethnic and Racial Studies</i> , 38(11), 1952-1968.	No intervention
Bull, A. C. (2013). Ending terrorism in Italy.	Wrong year
Bures, O. (2011). EU counterterrorism policy: A paper tiger?	Wrong intervention
Bures, O. (2013). EU counterterrorism policy: A paper tiger?	Doublet
Byman, D. (2017). How to Hunt a Lone Wolf Countering Terrorists Who Act on: Their Own. <i>Foreign Affairs</i> , 96(2), 96-105.	No intervention
Byrne, S., & Irvin, C. (2001). Economic aid and policy making: Building the peace dividend in Northern Ireland. <i>Policy and politics</i> , 29(4), 413-429.	Wrong year
Byrne, S., Thiessen, C., Fissuh, E., & Irvin, C. (2009). The IFI and EU Peace II fund: Respondents' perceptions of funded project success in promoting peacebuilding and community development in Northern Ireland. <i>Peace and Conflict Studies</i> , 16(1), 44-67.	Wrong intervention
Cabuk Kaya, N., & Erdemir, A. (2008). Social dynamics of global terrorism and prevention policies. <i>Social dynamics of global terrorism and prevention policies</i> .	No intervention
Carson, J. V., & Bartholomew, B. (2016). Terrorism outside the proverbial vacuum: Implications for the moral context. <i>Deviant Behavior</i> , 37(5), 557-572.	No intervention
Carter, J. (2001). Transcending the nuclear framework: Deterrence and compellence as counter-terrorism strategies. <i>Low Intensity Conflict and Law Enforcement</i> , 10(2), 84-102.	No intervention

Castillo, M. (2014). Antiterrorism and the separation of powers: How public administration theory can help us meet the new security challenge. <i>Journal of Homeland Security and Emergency Management</i> , 11(1), 6171.	No intervention
Castillo, W. A. (2016). Exploring community-oriented policing as an anti-terrorism approach post 9/11: A case study. <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> , 76(11), No-Specified.	Wrong intervention
Cherney, A. (2016). Designing and implementing programmes to tackle radicalization and violent extremism: lessons from criminology. <i>Dynamics of Asymmetric Conflict: Pathways toward Terrorism and Genocide</i> , 9(1), 82-94.	No intervention
Cherney, A., & Hartley, J. (2017). Community engagement to tackle terrorism and violent extremism: challenges, tensions and pitfalls. <i>Policing and Society</i> , 27(7), 750-763.	No intervention
Cherney, A., & Murphy, K. (2013). Policing terrorism with procedural justice: The role of police legitimacy and law legitimacy. <i>Australian and New Zealand Journal of Criminology</i> , 46(3), 403-421.	Wrong intervention
Chesney, R. M. (2005). The sleeper scenario: Terrorism-support laws and the demands of prevention. <i>Harvard Journal on Legislation</i> , 42(1), 1-89.	Wrong intervention
Choudhury, T. (2017). The radicalisation of citizenship deprivation. <i>Critical Social Policy</i> , 37(2), 225-244.	No intervention
Choudhury, T., & Fenwick, H. (2011). The impact of counter-terrorism measures on Muslim communities. <i>International Review of Law, Computers and Technology</i> , 25(3), 151-181.	Wrong intervention
Ciftci, I. (2014). The role of soft-line governmental policy interventions towards terrorist organizations during democratization period: A comparative case study between the PKK and ETA. <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> , 75(1), No-Specified.	Wrong intervention
Clare, J., & Morgan, F. (2009). Reducing terrorist risk: Integrating jurisdictional and opportunity approaches. <i>Terrorism and torture: An interdisciplinary perspective.</i> , 325-344.	Wrong intervention
Clubb, G. (2016). <i>Social Movement De-Radicalisation and the Decline of Terrorism: The Morphogenesis of the Irish Republican Movement.</i>	Not found
Cochrane, F. (2013). Not so extraordinary: the democratisation of UK counterinsurgency strategy. <i>Critical Studies on Terrorism</i> , 6(1), 29-49.	No intervention
Cohen, J. D. (2016). The next generation of government CVE strategies at home: Expanding opportunities for intervention. <i>Annals of the American Academy of Political and Social Science</i> , 668(1), 118-128.	Wrong intervention
Concolino, B. (2014). Fighting Terrorism, Respecting Human Rights. <i>Criminal Law Forum</i> , 18(3), 399-406.	No intervention

Coolsaet, R. (2013). Jihadi terrorism and the radicalisation challenge: European and American experiences, second edition.	No intervention
Crenshaw, M. (2010). The consequences of counterterrorism.	Wrong intervention
Dalgaard-Nielsen, A. (2013). Promoting exit from violent extremism: Themes and approaches. <i>Studies in Conflict and Terrorism</i> , 36(2), 99-115.	No intervention
Dalgaard-Nielsen, A., & Schack, P. (2016). Community resilience to militant Islamism: Who and what?: An explorative study of resilience in three Danish communities. <i>Democracy and Security</i> , 12(4), 309-327.	Wrong intervention
Davies, L. (2016). Wicked problems: How complexity science helps direct education responses to preventing violent extremism. <i>Journal of Strategic Security</i> , 9(4), 32-52.	Doublet
Davies, L. (2016). Wicked problems: How complexity science helps direct education responses to preventing violent extremism. <i>Journal of Strategic Security</i> , 9(4), 32-52.	No intervention
Davydov, D. G. (2015). The causes of youth extremism and ways to prevent it in the educational environment. <i>Russian Education and Society</i> , 57(3), 146-152.	No intervention
Dean, C. (2014). The healthy identity intervention: The UK's development of a psychologically informed intervention to address extremist offending. In <i>Prisons, Terrorism and Extremism: Critical Issues in Management, Radicalisation and Reform</i> (pp. 89-107).	Not found
Demant, F., & de Graaf, B. (2010). How to counter radical narratives: Dutch deradicalization policy in the case of Moluccan and Islamic radicals. <i>Studies in Conflict and Terrorism</i> , 33(5), 408-428.	No intervention
DeMause, L. (2011) Ending Child Abuse, Wars and Terrorism. <i>Journal of Psychohistory</i> , 39(1), 2-15.	Wrong intervention
Destatte, P. (2017). Counter-terrorism in Europe 2030; managing efficiency and civil rights.	Not found
Dixon, P. (2009). 'Hearts and minds'? British counter-insurgency strategy in Northern Ireland. <i>Journal of Strategic Studies</i> , 32(3), 445-474.	Wrong intervention
Domenach, M. (2017). Mobilising caregivers to prevent radicalisation. <i>Soins; la revue de reference infirmiere</i> , 62(819), 30-32.	Not found
Doosje, B., Moghaddam, F. M., Kruglanski, A. W., de Wolf, A., Mann, L., & Feddes, A. R. (2016). Terrorism, radicalization and de-radicalization. <i>Current Opinion in Psychology</i> , 11, 79-84.	No intervention

Dragu, T. (2017). The moral hazard of terrorism prevention. <i>The Journal of Politics</i> , 79(1), 223-236.	Wrong intervention
Drancoli, V. (2012). Clinical psychology's role in counterterrorism. <i>Dissertation Abstracts International: Section B: The Sciences and Engineering</i> , 73(1), 612.	No intervention
Dunbar, E., Blanco, A., Crevecoeur-MacPhail, D. A., Munthe, C., Fingerle, M., & Brax, D. (2017). The psychology of hate crimes as domestic terrorism: U.S. and global issues: Interventions, treatment, and management. <i>The psychology of hate crimes as domestic terrorism: U.S. and global issues: Interventions, treatment, and management</i> .	Not found
Dwyer, CD. (2012) Expanding DDR: The transformative role of former prisoners in community-based reintegration in Northern Ireland. <i>Int. J. Transitional Justice</i> , 6(2), 274-295.	Wrong intervention
Dzhaneryan, S. T., Gvozdeva, D. I., & Gabdulina, L. I. (2013). Psychological models of a terrorist's personality, as imagined by the urban students: Causes and prevention of a terrorist incident. <i>World Applied Sciences Journal</i> , 27(13), 69-73.	No intervention
Edwards, A., & McGrattan, C. (2011). Terroristic narratives: On the (Re) Invention of peace in Northern Ireland. <i>Terrorism and Political Violence</i> , 23(3), 357-376.	No intervention
Egloff, G. (2015). Violence prevention and beyond - Theses on the spirit of terrorism. <i>Egyptian Journal of Forensic Sciences</i> , 5(3), 75-81.	No intervention
Eijkman, Q. (2011). Preventive counter-terrorism and non-discrimination assessment in the European Union. <i>Security and Human Rights</i> , 22(2), 89-101.	No intervention
Eisenman, D. P., & Flavahan, L. (2017). Canaries in the coal mine: Interpersonal violence, gang violence, and violent extremism through a public health prevention lens. <i>International Review of Psychiatry</i> , 29(4), 341-349.	No intervention
Ellis, B. H., & Abdi, S. (2017). Building community resilience to violent extremism through genuine partnerships. <i>The American psychologist</i> , 72(3), 289-300.	No intervention
Elshimi, M. (2015). De-radicalisation interventions as technologies of the self: a Foucauldian analysis. <i>Critical Studies on Terrorism</i> , 8(1), 110-129.	No intervention
Elshimi, M. S. (2017). De-radicalisation in the UK prevent strategy: Security, identity and religion.	Not found
Elshimi, M. S. (2017). De-radicalisation in the UK prevent strategy: Security, identity and religion.	Doublet
Eroukhmanoff, C. (2015). The remote securitisation of Islam in the US post-9/11: euphemisation, metaphors and the “logic of expected consequences” in counter-radicalisation discourse. <i>Critical Studies on Terrorism</i> , 8(2), 246-265.	No intervention

Faure, G. O., & Zartman, I. W. (2010). Negotiating with terrorists: Strategy, tactics, and politics.	No intervention
Fischbacher-Smith, D. (2016). Framing the UK's counter-terrorism policy within the context of a wicked problem. <i>Public Money & Management</i> 36(6), 399	Doublet
Fitzgerald, J. (2016). Counter-radicalisation policy across Europe: an interview with Maarten van de Donk (Radicalisation Awareness Network). <i>Critical Studies on Terrorism</i> , 9(1), 131-138.	No intervention
Flannery, F. L. (2015). Understanding apocalyptic terrorism: Countering the radical mindset.	Not found
Ford, K. (2017). Developing a Peace Perspective on Counter-Extremist Education. <i>Peace Review</i> , 29(2), 144-152.	No intervention
Foster, M. W., & Butler, J. W. (2008). Cancer, HIV, and terrorism: Translating public health models for prevention and control to counter-terrorism. <i>Critical Studies on Terrorism</i> , 1(1), 81-94.	No intervention
Frey, B. S., & Luechinger, S. (2003). How to fight terrorism: Alternatives to deterrence. <i>Defence and Peace Economics</i> , 14(4), 237-249.	No intervention
Frey, B. S., & Luechinger, S. (2007). Terrorism: Considering new policies.	No intervention
Gearson, J., & Rosemont, H. (2015). CONTEST as Strategy: Reassessing Britain's Counterterrorism Approach. <i>Studies in Conflict and Terrorism</i> , 38(12), 1038.	Wrong intervention
Georgiyevich, B. A., & Viktorovich, M. O. (2015). Prevention of extremism and terrorism in the Republic of Tatarstan: The experience of the realization of the continuing education programs. <i>Social Sciences (Pakistan)</i> , 10(2), 101-108.	No intervention
Gil-Alana, L. A., & Barros, C. P. (2010). A note on the effectiveness of national anti-terrorist policies: Evidence from ETA. <i>Conflict Management and Peace Science</i> , 27(1), 28-46.	Wrong intervention
Goldsmith, A. (2008). The governance of terror: Precautionary logic and counterterrorist law reform after September 11. <i>Law and Policy</i> , 30(2), 141-167.	Wrong intervention
Greener-Barcham, B. K. (2002). Before September: A history of counter-terrorism in New Zealand. <i>Australian Journal of Political Science</i> , 37(3), 509-524.	Wrong intervention
Grieve, J. G. D. (2015). Thinking about peace while engaged in counter-terrorism: The primacy of intelligence. <i>Investigating terrorism: Current political, legal and psychological issues.</i> , 239-257.	Wrong intervention

Grieve, J. G. D. (2015). Thinking about peace while engaged in counter-terrorism: The primacy of intelligence. Investigating terrorism: Current political, legal and psychological issues., 239-257.	Doublet
Gross, Z. (2017). Studying how to build peace and deal with stereotypes and discrimination in a period of terror and despair: A case study from Israel. Research in Comparative and International Education, 12(1), 64-75.	Wrong intervention
Gunaratna, R. (2008). UNDERSTANDING THE CHALLENGE OF IDEOLOGICAL EXTREMISM. UNISCI Discussion Papers (18), 113-126.	No intervention
Gunaratna, R. (2011). COMMUNITIES DEFEAT TERRORISM: POST-9/11 COMMUNITY ENGAGEMENT STRATEGIES. UNISCI Discussion Papers (27), 279-285.	No intervention
Hardy, K. (2015). Resilience in UK counter-terrorism. Theoretical Criminology, 19(1), 77.	Doublet
Harris, L. (2016). Addressing a 'New' Form of 'Loyalist' Extremism? Reflections on the Legacy of the Northern Ireland Conflict. The Howard Journal of Criminal Justice, 51(5), 521-531.	No intervention
Harris-Hogan, S., Barelle, K. & Zammit, A. (2015). What is countering violent extremism? Exploring CVE policy and practice in Australia. Behav. Sci. Terror. Political Aggress, 8(1), 6-24.	Wrong intervention
Hayes, S. W. (2017). Changing Radicalization to Resilience by Understanding Marginalization. Peace Review, 29(2), 153-159.	No intervention
Hellmuth, D. (2015). Countering Jihadi terrorists and radicals the French way. Studies in Conflict & Terrorism, 38(12), 979-997.	Wrong intervention
Horgan, J. (2009). Disengaging from terrorism. The faces of terrorism: Multidisciplinary perspectives., 257-276.	No intervention
Horgan, J. (2009). Walking away from terrorism: Accounts of disengagement from radical and extremist movements.	No intervention
Horne, C., & Bestvater, S. (2016). Assessing the effects of changes in British counterterrorism policy on radical Islamist networks in the UK, 1999–2008. Behavioral Sciences of Terrorism and Political Aggression, 8(2), 87-110.	Wrong intervention
Hua, J., & Bapna, S. (2012). How Can We Deter Cyber Terrorism? Information Security Journal, 21(2), 102-114.	Wrong intervention
Indeck, K. (2016). Polish Substantive Penal Law Against Terrorism (Selected Issues). The American Behavioral Scientist, 48(6), 710-742.	Wrong intervention
Yesckson, R. (2015). The epistemological crisis of counterterrorism. Critical Studies on Terrorism, 8(1), 33-54.	No intervention
Jones, D. M., & Smith, M. L. R. (2010). Whose hearts and whose minds? The curious case of global counter-insurgency. Journal of Strategic Studies, 33(1),	Wrong intervention

81-121.	
Josefsson, T., Nilsson, M. & Borell, K. (2017). Muslims Opposing Violent Radicalism and Extremism: Strategies of Swedish Sufi Communities. <i>Journal of Muslim Minority Affairs</i> , 37 (2), 183-195.	Wrong intervention
Kmietowicz, Z. (2014). Radicalisation is a public health problem that needs to be discussed to be prevented, says psychiatrist. <i>BMJ (Online)</i> , 349.	No intervention
Kruglanski, A. W., Gelf, J. M., Belanger, J. J., Shevel, Anna, . . . Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. <i>Political Psychology</i> , 35, 69-93.	No intervention
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Lamb, J. B. (2014) Gendered counter terrorism? The potential impact of police officer perceptions of PREVENT policing. <i>Behav. Sci. Terror. Political Aggress.</i> 6(3), 183-194.	Wrong intervention
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Nagle, J. (2011). Plying Nostrums or Exporting peace Models? an examination of the contradictions between the Northern Irish peace process and international peacebuilding. <i>Democracy and Security</i> , 7(2), 160-183.	Wrong intervention
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Neumayer, E., Plümper, T., & Epifanio, M. (2014). The peer-effect in counterterrorist policies. <i>International Organization</i> , 68(1), 211-234.	No intervention
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Om, & D. (2005). Countering international terrorism: The use of strategy. <i>Survival</i> , 47(4), 107-116.	No intervention
Omar, M. (2016). Partnering up: How to work with religious leaders to counter violent extremism. <i>World Policy Journal</i> , 33(4), 73-79.	No intervention
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Petrelli, N. (2013). Deterring Insurgents: Culture, Adaptation and the Evolution of Israeli Counterinsurgency, 1987-2005. <i>Journal of Strategic Studies</i> , 36(5), 666-691.	Wrong intervention
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Piccinni, A., Marazziti, D., & Veltri, A. (2017). Psychopathology of terrorists. <i>CNS Spectrums</i> , 1-4.	No intervention
Pisoiu, D. (2012). Pragmatic persuasion in counterterrorism. <i>Critical Studies on Terrorism</i> , 5(3), 297-317.	No intervention
Pokalova, E. (2015). Legislative responses to terrorism: What drives states to adopt new counterterrorism legislation? <i>Terrorism and Political Violence</i> , 27(3), 474-496.	Wrong intervention
Porta, D. D., & LaFree, G. (2012). Guest Editorial: Processes of radicalization and de-radicalization. <i>International Journal of Conflict and Violence</i> , 6(1), 4-10.	No intervention
Post, J. M. (2010) "When hatred is bred in the bone:" the social psychology of terrorism. In: Vol. 1208. <i>Annals of the New York Academy of Sciences</i> (pp. 15-23).	No intervention
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Rashid, N. (2016) Giving the silent majority a stronger voice? Initiatives to empower Muslim women as part of the UK's 'War on Terror'. <i>New Racial Landscapes: Contemporary Britain and the Neoliberal Conjuncture</i> , 13-28.	Wrong intervention

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Richmond, O. P., & Tellidis, I. (2012). The complex relationship between peacebuilding and terrorism approaches: Towards post-terrorism and a post-liberal peace? <i>Terrorism and Political Violence</i> , 24(1), 120-143.	No intervention
Romano, H. (2017). School in the face of radicalisation. <i>Soins; la revue de reference infirmiere</i> , 62(819), 43-46.	No intervention
Rosemont, H. (2014). Private sector engagement in the UK'S counter-terrorism strategy: A new agenda. <i>Behavioral Sciences of Terrorism and Political Aggression</i> , 6(2), 147-161.	No intervention
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Sabir, R. (2017). Blurred lines and false dichotomies: Integrating counterinsurgency into the UK's domestic 'war on terror'. <i>Critical Social Policy: CSP</i> , 37(2), 202-224.	No intervention
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Salij, J. (2005). The Significance of "Ineffective" Methods of Fighting Terrorism. <i>Special Issue: International Terrorism Through Polish Eyes.</i> , 48(6), 700-709.	No intervention
Salman, A. (2015). Green houses for terrorism: measuring the impact of gender equality attitudes and outcomes as deterrents of terrorism. <i>International Journal of Comparative and Applied Criminal Justice</i> , 39(4), 281-306.	No intervention
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Saunders, A. (2013). An identity crisis: Creating extreme identities in an era of counter-terrorism. In <i>Extremism, Counter-Terrorism and Policing</i> (pp. 103-116).	No intervention
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Sedgwick, M. (2012). Jihadist ideology, Western counter-ideology, and the ABC model. <i>Critical Studies on Terrorism</i> , 5(3), 359-372.	No intervention
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Shaftoe, H., Turksen, U., Lever, J., & Williams, S.-J. (2007). Dealing with terrorist threats through a crime prevention and community safety approach. <i>Crime Prevention and Community Safety</i> , 9(4), 291-307.	No intervention
Shavit, U., & Andresen, S. (2016). Can Western Muslims Be De-radicalized? <i>Middle East Quarterly</i> , 23(4), 1-10.	Doublet
Shavit, U., & Andresen, S. (2017). Can Western Muslims Be De-radicalized? <i>Middle East Quarterly</i> , 23(4), 1-10.	Doublet
Shor, E. (2016). Counterterrorist legislation and subsequent terrorism: Does it work? <i>Social Forces</i> , 95(2), 525-557.	Wrong intervention
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Spalek, B., El-Awa, S., & Lambert, R. (2016). Preventing Violent Extremism in Prison: Key Policy and Practice Issues. <i>Prison Service Journal</i> (180), 45-54.	Not found
Spalek, B. & Lambert, R. (2008). Muslim communities, counter-terrorism and counter-radicalisation: A critically reflective approach to engagement. <i>International Journal of Law, Crime and Justice</i> , 36(4), 257-270.	Wrong intervention
Spalek, B., & McDonald, L. Z. (2015). Terror Crime Prevention: Constructing Muslim Practices and Beliefs as 'Anti-Social' and 'Extreme' through CONTEST 2. <i>Social Policy and Society</i> , 9(1), 123-132.	Doublet

Spalek, B., McDonald, L. Z. & El-Awa, S. (2016). Police-Community Engagement and Partnership Work within a Counter-Terrorism Context. <i>Prison Service Journal</i> , 188, 10-18.	Wrong intervention
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Staub, E. (2004). Preventing Terrorism: Raising "Inclusively" Caring Children in the Complex World of the Twenty-First Century. <i>Psychology of terrorism: Coping with the continuing threat.</i> , Condensed ed., 185-197.	Not found
Staub, E. (2007). Preventing violence and terrorism and promoting positive relations between Dutch and Muslim communities in Amsterdam. <i>Peace and Conflict: Journal of Peace Psychology</i> , 13(3), 333-360.	No intervention
Stevens, M. J. (2005). What is Terrorism and Can Psychology Do Anything to Prevent It? <i>Behavioral Sciences & the Law</i> , 23(4), 507-526.	No intervention
Stevenson, J. (2015). Northern Ireland: Treating terrorists as statesmen. <i>Foreign Policy</i> (105), 125-140.	No intervention
Stohl, M. (2010). Networks, terrorists and criminals: the implications for community policing. <i>Crime, Law and Social Change</i> , 50(1), 59-72.	Wrong intervention
Stout, C. E. (2002). The psychology of terrorism: Programs and practices in response and prevention, Vol. IV. <i>The psychology of terrorism: Programs and practices in response and prevention</i> , Vol. IV.	Not found
Str, h, V., & Eklund, N. (2017). Swedish Counterterrorism Policy: An Intersection Between Prevention and Mitigation? <i>Studies in Conflict and Terrorism</i> , 38(5), 359-379.	Wrong intervention
Subedi, D. B. (2017). Early Warning and Response for Preventing Radicalization and Violent Extremism. <i>Peace Review</i> , 29(2), 135-143.	Wrong intervention
Terwindt, C. (2013). Protesters as terrorists?: An ethnographic analysis of the political process behind the broadened scope of anti-terrorism legislation. <i>Crime, Law and Social Change</i> , 62(3), 207-234.	No intervention
Thomas, N. K. (2006). Efforts To Prevent Terrorism: Impact on Immigrant Groups. <i>Collateral damage: The psychological consequences of America's war on terrorism.</i> , 131-144.	Not found
Thomas, P. (2010). Failed and friendless: The UK's 'preventing violent extremism' programme. <i>British Journal of Politics and International Relations</i> , 12(3), 442-458.	No intervention

Thomas, P. (2016). Youth, terrorism and education: Britain's Prevent programme. <i>International Journal of Lifelong Education</i> , 35(2), 171-187.	No intervention
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Trujillo, H. M., Jordán, J., Gutiérrez, J. A., & González-Cabrera, J. (2009). Radicalization in prisons? field research in 25 spanish prisons. <i>Terrorism and Political Violence</i> , 21(4), 558-579.	No intervention
Tulich, T. (2012). A view inside the preventive state: Reflections on a decade of anti-terror law. <i>Griffith Law Review</i> , 21(1), 209-244.	Wrong intervention
Uremovic, M., & Milas, I. (2013). Challenges of education for peace in segregated schools in Vukovar. In <i>Integrated Education in Conflicted Societies</i> (pp. 185-197).	Not found
Walker, C. (2012). Counter-terrorism and human rights in the UK. In <i>The Ashgate Research Companion to Political Violence</i> (pp. 443-463).	Not found
Walker, C. (2016). Anti-terrorism laws for the future. <i>New Law Journal</i> , 146, 586-588.	No intervention
Van Brunt, B., Murphy, A., & Zedginidze, A. (2017). An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations. <i>Violence and Gender</i> , 4(3), 81-101.	No intervention
Van Der Heide, L., & Geenen, J. (2015). Preventing Terrorism in the Courtroom - The Criminalisation of Preparatory Acts of Terrorism in the Netherlands. <i>Security and Human Rights</i> , 26(2), 162-192.	Wrong intervention
van Dongen, T. W. (2011). Break it down: An alternative approach to measuring effectiveness in counterterrorism. <i>Journal of Applied Security Research</i> , 6(3), 357-371.	No intervention
van Um, E., & Pisoiu, D. (2015). Dealing with uncertainty: the illusion of knowledge in the study of counterterrorism effectiveness. <i>Critical Studies on Terrorism</i> , 8(2), 229-245.	Wrong intervention
Weggemans, D., & de Graaf, B. (2017). Reintegrating jihadist extremist detainees: Helping extremist offenders back into society.	Not found
Weinberg, L. (2007). Democratic responses to terrorism.	No intervention
Weinberg, L. (2007). Introduction: Democratic responses to terrorism. <i>Democratic Responses To Terrorism</i> , 1-11.	No intervention
Weine, S., Henderson, S., Shanfield, S., Legha, R., & Post, J. (2013). Building Community Resilience to Counter Violent Extremism. <i>Democracy and Security</i> , 9(4), 327-333.	No intervention
Vertigans, S. (2011). The 'ins' and 'outs' of terrorism: The roles of emotions throughout 'terrorists' careers.	Not found

West, J. (2016). Civic resilience: Securing "resilient communities" to prevent terrorism. In <i>The Routledge Handbook of International Resilience</i> (pp. 318-330).	Not found
Vila, B., & Savage, J. (2011). Balancing counterterrorism strategies: Lessons from evolutionary ecology.	No intervention
Williams, G. (2011). A decade of Australian anti-terror laws. <i>Melbourne University Law Review</i> , 35(3), 1136-1176.	Wrong intervention
Wilner, A. S. (2011). Deterring the undeterrable: Coercion, denial, and delegitimization in Counterterrorism. <i>Journal of Strategic Studies</i> , 34(1), 3-37.	Wrong intervention
Wilner, A. S. (2012). Counter- capability and counter- motivation: A counterterrorism strategy for Canada.	No intervention
Winterbotham, E., & Pearson, E. (2016). Different cities, shared stories: A five-country study challenging assumptions around Muslim women and CVE interventions. <i>RUSI Journal</i> , 161(5), 54-65.	No intervention
Wolf, Y., & Frankel, O. (2007). Terrorism: Toward an overarched account and prevention with a special reference to pendulum interplay between both parties. <i>Aggression and Violent Behavior</i> , 12(3), 259-279.	No intervention
Wolf, Y., & Frankel, O. (2016). Terrorism: Toward an overarched account and prevention with a special reference to pendulum interplay between both parties. <i>Aggression and Violent Behavior</i> , 12(3), 259-279.	No intervention
Woody, R. H. (2006). Combating Terrorism in Family Relationships: Unifying Mental Health Services and the Criminal Justice System. <i>PsycCRITIQUES</i> , 51(21).	Not found
Wynia, M. K., Eisenman, D., & Hanfling, D. (2017). Ideologically motivated violence: A public health approach to prevention. <i>American Journal of Public Health</i> , 107(8), 1244-1246.	No intervention
Yakovenko, A. (2005). Can the Media Help to Fight Terrorism? <i>International Affairs</i> , 51(5), 96-101.	No intervention
Young, H. F., Rooze, M., & Holsappel, J. (2015). Translating conceptualizations into practical suggestions: What the literature on radicalization can offer to practitioners. <i>Peace and Conflict</i> , 21(2), 212-225.	No intervention
Zahedzadeh, G. (2017). Containing terrorism: A dynamic model. <i>Journal of Strategic Security</i> , 10(2).	Wrong intervention
Zhou, J., Sullivan, K. A., & Milante, G. J. (2017). Towards pathways for peacebuilding and development to reduce violent extremism. <i>Journal of Peacebuilding and Development</i> , 12(2), 114-121.	No intervention

Zinchenko, Y. P. (2009). Mass media as an effective tool for prevention of socio-psychological factors in the development of terrorism. <i>Psychology in Russia: State of the Art</i> , 2, 459-476.	No intervention
Zwitter, A. (2010). Human security, law and the prevention of terrorism.	Not found

Appendix 3: Descriptive table of all included publications

Author Year Country	Title	Publication type	Intervention name	Intervention type Intervention level	Arena, Population Intervention country	Outcomes	Intervention critic
Pantucci, R. 2010 UK	A contest to democracy? How the UK has responded to the current terrorist threat	Journal article	PREVENT	Policy National level	Community High-risk individuals UK	n/a	n/a
Limbada, Z., & Davies, L. 2016 UK	Addressing the Foreign Terrorist Fighter Phenomenon from a Human Rights Perspective	Journal article	g model	De-radicalization Individual level	Community Individuals who return from war Denmark	n/a	n/a
			Hayat	Empowerment/Resilience Relational level	Community Family Germany	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Boyd-MacMillan, EM., Campbell, C., & Furey A., 2016 UK	An IC Intervention for Post-Conflict Northern Ireland Secondary Schools	Study protocol	IC Thinking	Empowerment/Resilience Individual level	School Pupils (aged 10–13) Northern Ireland	n/a	n/a
Hirschi, C., & Widmer, T. 2012 Switzerland	Approaches and challenges in evaluating measures taken against right-wing extremism	Journal article	Respecting-Disrespecting (Achtung-Verachtung)	Empowerment/Resilience Individual level	School Pupils Switzerland	n/a	n/a

		Journal article Quantitative method. Controlled study (n = 747).	"Fritz and Fränzi"	Empowerment/Resilience Group level	Community Parents Switzerland	Knowledge of right-wing extremism increased with statistical significance. (Background knowledge: Mean Difference (MD) + 0.18 (p = 0.000); Theoretical knowledge MD + 0.09 (p = 0.016); Practical knowledge MD + 0.08 (p = 0.008)	No
		Qualitative method. Interviews (n = 115).	"White Terror"	Empowerment/Resilience National level	Community General population Switzerland	"The film contributed to new knowledge"	No
Thomas, P. 2009 UK	Between Two Stools? The Government's 'Preventing Violent Extremism' Agenda	Journal article	PREVENT	Policy National level	Community General population UK	n/a	n/a
Thomas, P. 2014 UK	Britain's prevent programme: An end in sight?	Book	PREVENT	Policy National level	Community General population UK	The policy has been counterproductive when Muslim society's relationship with the state has been harmed rather than strengthened.	Yes
Mirahmadi, H. 2016 USA	Building resilience against violent extremism: A community-based approach	Journal article	BRAVE	Empowerment/Resilience Relational level	Community People working with VE USA	n/a	n/a
Weine, S. 2012 USA	Building resilience to violent extremism in Muslim diaspora communities in the United States	Journal article	Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Ghosh, R., et al. 2017 Canada	Can education counter violent religious extremism?	Journal article	n/a	Empowerment/Resilience Individual level	n/a Youth n/a	n/a	n/a
			n/a	Counter-narrative	n/a Youth n/a	n/a	n/a
Shavit, U. & Andresen, S.	Can Western Muslims Be De-Radicalized?	Journal article	Channel programme	De-radicalization Individual	Community High-risk individuals	n/a	n/a

2016 Israel Germany				level	UK			
				Hayat	Empowerment/Resilience Relational level	Family Family Germany	n/a	n/a
				The Wegweiser program	Empowerment/Resilience Individual level	Community Youth Germany	n/a	n/a
Eriksson, A. 2015 Sweden	Challenging cultures of violence through community restorative justice in Northern Ireland	Journal article	Community Restorative Justice Ireland (CRJI)	Empowerment/Resilience Individual level/Group level	Community Individuals/Groups Northern Ireland	Paramilitary attacks decreased by 82% between 2003-2005	No	
			Northern Ireland Alternatives	Empowerment/Resilience Individual level/Group level	Community Individuals/Groups Northern Ireland	Paramilitary attacks decreased by 71% between 2003-2005	No	
Koehler, D. 2016 UK	Understanding Deradicalization. Methods, Tools and Programs for Countering Violent Extremism	Book	The Aarhus model	Empowerment/Resilience Group level	Community School High-risk individuals Denmark	n/a	n/a	
			The German model: a hotline and counselling through NGOs	Empowerment/Resilience Individual level; relational level	Community Families, practitioners working with VE Germany	n/a	n/a	
			The dutch model: a family support unit and individualizing EXIT-model	De-radicalisation Individual level; relational level	Community Families, high-risk individuals Netherlands	n/a	n/a	
			A family counseling hotline and a family support unit	De-radicalisation; counter-narrative Relational level	Community Families, high-risk individuals France	n/a	n/a	
Coester, M.	Commentary_ Right-	Journal article	ENTIMON	Empowerment	Community	n/a	n/a	

2011 Germany	Wing Extremism and Bias Crime in Germany		- Together Against Violence and Right-Wing Extremism	t/Resilience National level	Youth Germany			
			CIVITAS	Empowerment/Resilience Community	Community Germany	n/a	n/a	
2012 UK	Spalek, B. Communities and counter-terrorism: Some final reflections	Book	Youth Inclusion Project	Empowerment/Resilience Group level	Youth Youth UK	n/a	n/a	
2012 Denmark	Gad, UP. Concepts of dialogue as counterterrorism: narrating the self-reform of the Muslim Other	Journal article	The Arab Initiative	Empowerment/Resilience Group level	Community Community Denmark	n/a	n/a	
2008 Australia	Rogers, P. Contesting and Preventing Terrorism: On the Development of UK Strategic Policy on Radicalisation and Community Resilience	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a	
2014 UK	Baker-Beall, C., Heath-Kelly, C., & Yesrvis, L. Counter-radicalisation: Critical perspective	Book	PREVENT	Policy National level	Community Exposed communities UK	Stigmatize Muslim groups in the community (counter-productive), and miss working towards right-wing extremism.	Yes	
2016 USA	Greenberg, KJ. Counter-Radicalization via the Internet	Journal article	Global Engagement Center	Counter-narrative Global level	Internet Internet USA	n/a	n/a	
2015 Kina	Sliwinski, KF. Counter-terrorism – a comprehensive approach. Social mobilisation and ‘civilianization’ of security: the case of the United Kingdom	Journal article	PREVENT	Policy National level	Community Community UK	6-month evaluation (by a committee): The PREVENT program does the opposite of what it is supposed to do, separating the community rather than building community	Yes	
			IQRA Mentoring Programme	Empowerment/Resilience Individual level	Community Individuals UK		n/a	n/a
			Channel programme	De-radicalization	Community		n/a	n/a

				Individual level	High-risk individuals UK		
Pickering, S., McCulloch, J., & Wright-Neville, D. 2008 Australia	Counter-terrorism policing: towards social cohesion	Journal article	"Community Policing"	Empowerment/Resilience National level	Community Community Australia	Being perceived as "Ad hoc", great variation between police districts how it is carried out. Thus, the usability and understanding of the intervention is uneven.	Yes
				Australian Federal Government policy approach to countering terrorism	Policy National level Community Community Australia	Concern that this policy may lead to profiling by the Community / individuals	Yes
Voogt, S. 2017 Australia	Countering far-right recruitment online: CAPE's practitioner experience	Journal article	Community Action for Preventing Extremism (CAPE)	Empowerment/Resilience; Counter-narrative Individual level	Internet/Social media High-risk individuals Australia	Have received a larger number of visitors to their websites than was expected.	No
Lowe, T., & Innes, M. 2016 UK	Countering Terror: Violent Radicalisation and Situational Intelligence	Journal article	Muslim Contact Unit	Empowerment/Resilience; De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Ragazzi, F. 2017 Netherlands	Countering terrorism and radicalisation: Securitizing social policy?	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Szmania, S., & Fincher, P. 2017 USA	Countering Violent Extremism Online and Offline	Journal article	Peer to Peer: Challenging Extremism Program	Counter-narrative Individual level	Internet/Social media High-risk individuals USA UK (ex. extremists)	Counter-narrative providing support and personal storytelling was most effective for high-risk individuals.	No

Aly, A. 2014 n/a	Countering violent extremism: Social harmony, community resilience and the potential of counter-narratives in the Australian context	Book	National Action Plan to Build Social Cohesion, Harmony and Security	Policy National level	Community Community Australia	Has financed 83 locally based projects against VE, e.g. of Muslim communities, universities, vocational training, sports clubs, multicultural clubs.	No
			Countering Violent Extremism Strategy	Policy National level	Community High-risk individuals Australia	n/a	n/a
			Building Community Resilience Grants Program	Policy National level	Community individuals Groups Australia	Has funded 51 locally based programs. E.g. Muslim associations, sports clubs, multicultural centers, mentoring programs.	No
Coppock, V., & McGovern, M. 2014 UK	'Dangerous Minds'? Deconstructing counter-terrorism discourse, radicalisation and the 'psychological vulnerability' of Muslim children and young people in Britain	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community Youth (primary 15–24, but younger as well) UK	n/a	n/a
Shorer-Zeltser, M., & Ben-Israel, GM. 2015 Israel	Developing discourse and tools for alternative content to prevent terror	Book	The Radical Middle Way	De-radicalization Group level	Community Youth UK	n/a	n/a
			Contextuali	Empowermen	Community	n/a	n/a

			izing Islam in Britain	t/Resilience Individual level	Youth UK		
Blackwood, LM., Hopkins, N., & Reicher, SD. 2012 n/a	Divided by a common language? Conceptualizing identity, discrimination, and alienation	Book	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Workshop to Raise Awareness of Prevent (WRAP)	Empowerment/Resilience Relational level	Community Public employees UK	n/a	n/a
Weine, S., & Braniff, W. 2017 USA	Empowering Communities to Prevent Violent Extremism: A Report on the August 2014 National Summit	Book	US CVE National Strategy	Policy National level	Community Community USA	n/a	n/a
Baker, AH. 2012 UK	Engagement and partnership in community-based approaches to counter-terrorism	Book	Muslim Contact Unit	Empowerment/Resilience Group level	Community Muslim Community UK	n/a	n/a
			STREET UK	De-radicalization ; Empowerment/Resilience; Counter-Narrative Group level	Community Local Community UK	n/a	n/a
			Peer Audio Visual Engagement (PAVE)	Empowerment/Resilience Individual level	Youth Youth UK	n/a	n/a
Rascoff, SJ. 2012 USA	Establishing official Islam? The law and strategy of counter radicalization	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Bakker, E. 2015	EU Counter-radicalization Policies: A	Journal article	EU Counter-terrorism	Policy Global level	Community Community	n/a	n/a

Netherlands	Comprehensive and Consistent Approach?		Strategy		EU		
Korn, J. 2016 Germany	European CVE strategies from a practitioner's perspective	Journal article	Channel programme	De-radicalization Individual level	Community High-risk individuals UK	Stigmatize the Muslim Community when the police control the program (although other actors are involved)	Yes
Özyürek, E. 2016 UK	Export-Import Theory and the Racialization of Anti-Semitism: Turkish- and Arab-Only Prevention Programs in Germany	Journal article	n/a	Counter-narrative Individual level	Community Individuals with Palestinian background Germany	n/a	n/a
			Beyond Black and White	Empowerment/Resilience Individual level	School Pupils Germany	n/a	n/a
			Holocaust education project	Empowerment/Resilience Individual level	Community Turkish youth Germany	n/a	n/a
Thomas, P. 2010 UK	Failed and friendless: The UK's 'preventing violent extremism' programme	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Bleich, E. 2014 USA	Faith and state. British policy responses to 'Islamist' extremism / Fe y Estado. La política británica responde al extremismo 'Islamista'	Journal article	The Radical Middle Way	Empowerment/Resilience Individual level	Community Youth UK	n/a	n/a
			PREVENT	Policy National level	Community Community UK	n/a	n/a
Sitter, N., & Parker, T. 2014 Norge USA	Fighting Fire with Water: NGOs and Counterterrorism Policy Tools	Journal article	Institute for Multicultural Development	Empowerment/Resilience; Counter-narrative Group level	Community Youth Netherlands	n/a	n/a
Fischer-Smith, D. 2016 UK	Framing the UK's counter-terrorism policy within the context of a wicked problem	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Clubb, G.	"From Terrorists to	Journal article	Disarmament	De-	Community	n/a	n/a

2014 UK	Peacekeepers": The IRA's Disengagement and the Role of Community Networks		nt, Demobilization and Reintegration (DDR)	radicalization ; Counter-narrative	former convicted of political violence Northern Ireland		
Blackwood, L., Hopkins, N., & Reicher, S. 2016 UK	From Theorizing Radicalization to Surveillance Practices: Muslims in the Cross Hairs of Scrutiny	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Workshop to Raise Awareness of Prevent (WRAP)	Empower/Resilience Relational level	Community Practitioners working with VE UK	n/a	n/a
Fitzgerald, J. 2017 Ireland	Frontline perspectives on preventing violent extremism: an interview with Alyas Karmani (STREET UK)	Journal article	STREET UK	Counter-narrative; Empowerment/Resilience; De-radicalization Individual level	Community Youth in risk of VE UK	n/a	n/a
Brown, KE. 2013 UK	Gender and counter radicalization: Women and emerging counter-terror measures	Book	n/a	Empowerment/Resilience Relational level	Community Muslim women UK	n/a	n/a
McDonald, LZ. 2012 UK	Gender within a counter-terrorism context	Book	n/a	Empowerment/Resilience; De-radicalization Individual level; Relational level	Community Muslim prisoners in risk zone for radicalization, or already radicalized UK	n/a	n/a
De Goede, M., & Simon, S. 2013 Netherlands	Governing Future Radicals in Europe	Journal article	Nuansa	Empowerment/Resilience Relational level	School Practitioners working with VE Netherlands	n/a	n/a
Byman, D., & Shapiro, J. 2015	Homeward Bound? Don't Hype the Threat of Returning Jihadists	Journal article	n/a	De-radicalization Individual level	Community High-risk individuals	n/a	n/a

USA					Denmark		
Edwards, P. 2014 n/a	How (not) to create ex-terrorists: Prevent as ideological warfare	Book	PREVENT	Policy National level	Community Community UK	n/a	n/a
Awan, I. 2012 UK	"I Am a Muslim Not an Extremist": How the Prevent Strategy Has Constructed a "Suspect" Community	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			n/a	Empowerment/Resilience Individual level	Religious communities Muslim groups UK	n/a	n/a
			Watch Over Me Prevent, Police and Schools Act Now	Empowerment/Resilience Relational level	School Teachers Pupils UK	n/a	n/a
Stevens, D. 2009 n/a	In extremis: A self-defeating element in the 'preventing violent extremism' strategy	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
El-Said, H., & Harrigan, J. 2010 n/a	In search of a deradicalization strategy	Book	Radical Middle Way	Empowerment/Resilience Individual level	Internet Youth UK	n/a	n/a
			Children's plan	Empowerment/Resilience Relational level	School Teachers Pupils UK	n/a	n/a
			n/a	Empowerment/Resilience Individual level	School Pupils Austria	n/a	n/a
			n/a	Empowerment/Resilience Individual level	School Pupils Netherlands	n/a	n/a
			n/a	Empowerment/Resilience Relational	School Pupils Parents	n/a	n/a

				level	Belgium		
			Exit Project	De-radicalization ; Empowerment/Resilience Individual level; Relational level	Community Youth Norway	n/a	n/a
			Youth Advisory Board	Empowerment/Resilience Individual level	Community Youth Italy	n/a	n/a
Blackbourn, J., & Walker, C. 2016 UK	Interdiction and indoctrination: The counter-terrorism and security act 2015	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Bakker, E. 2009 Netherlands	Islamism, radicalisation and jihadism in the Netherlands: Main developments and counter-measures	Book	Polarization and Radicalisation Action Plan 2007-2011	Policy National level	Community Community Netherlands	n/a	n/a
Theriault, J, Krause, P, & Young, L. 2017 USA	Know Thy Enemy: Education About Terrorism Improves Social Attitudes Towards Terrorists	Journal article Quantitative method. Study 1: Randomized study (n=58). Study 2: Randomized study (n=377). Both studies measured change in attitude (Liking, Similarity, Getting along, Interaction) against terrorists.	Terrorism, Insurgency, and Political Violence	Empowerment/Resilience Individual level	School Pupils USA	Study 1: Intervention group increased in measured attitude more than control group, between 26.9% and 34.3%, b = 0.70, 95% CI (0.21-1.19), p = 0.008. Study 2: Intervention group increased in measured attitude more than control group, between 13.6% and 16.4%, b = 0.34, 95% CI (0.12-0.55), p = 0.003.	No
Bjørge, T. & Horgan,	Leaving terrorism behind: Individual	Book	The Norwegian	De-radicalization	Community	Parent groups very effective in getting	No

J. 2008 Norge USA	and collective disengagement		Exit project	; Empowerment/Resilience Individual level/Relational level	High-risk individuals Families Norway	young to leave VE.	
			Preventing Conversations	De-radicalization	Community Radicalized people Norway	About 46% stated that they wanted to leave VE because of the conversations	No
			Exit in Sweden	De-radicalization ; Empowerment/Resilience Individual level/Relational level	Community Radicalized Families Sweden	Of 133 who received support through the program, 125 have left VE	No
			EXIT-Deutschland	De-radicalization Individual level	Community Radicalized Germany	280 successful, 8 failed De-radicalizations in recent years.	No
			Disengagement programme for right-wing extremists by the Bundesverfassungsschutz (Aussteigerprogramm für Rechtsextremisten vom Bundesamt für Verfassungsschutz)	De-radicalization Individual level	Community Radicalized Germany	100 successful, 30 failed for 5 years.	No
			The North Rhine-Westphalian disengagement programme	De-radicalization Individual level	Community Adult radicalized Germany	n/a	n/a
			The Hessian disengagement programme (IKARus)	De-radicalization Individual level	Community Youth radicalized Germany	n/a	n/a
			Aly, A., Taylor, E., &	Moral disengagement and building resilience to	Journal article Program	Beyond Bali	Empowerment/Resilience

Karnovsky, S. 2014 Australia	violent extremism: An education intervention	evaluation, qualitative study		Individual level	Australia	content being linked to subjects they studied in school, in order to treat the VBE and the opportunity to explore their own values, the opportunity to be distinguished between extremists and "ordinary" Muslim population, to enable humanization of terror victims	
Johns, A., Grossman, M., & McDonald, K. 2014 Australia UK	"More than a game": The impact of sport- based youth mentoring schemes on developing resilience toward violent extremism	Journal article Program evaluation. Qualitative method. Semi- structured interviews and focus groups. Quantitative method: surveys before and after programs.	More than a Game	Empowermen t/Resilience Individual level	Sports Clubs Young Boys (15-25 years) Australia	Quantitative Results: Improved Attitude 41–64%, Impaired Attitude 0%, No Change in Attitude 23–36%. Qualitative themes: All backgrounds have the same rules and expectations	No
Awan, I. 2014 UK	Muslim communities, conflict and terrorism: a study of Alum Rock	Journal article Qualitative method. Semi- structured interviews (n = 6) on how PREVENT was assessed in the Muslim Community.	PREVENT	Policy National level	Community Community UK	PREVENT fails to prevent VBE when it fails to engage the Muslim community in meaningful ways. Stigmatizing and a feeling of being watched / spied on.	Yes
Awan, I. 2013 UK	Muslim Prisoners, Radicalization and Rehabilitation in British Prisons	Journal article	n/a	De- radicalization Individual level	Prison Muslim prisoners UK	n/a	n/a
Choudhury, T.	Muslims communities and counterterrorism:	Book	PREVENT	Policy National level	Community Community	n/a	n/a

2010 UK	The dynamics of exclusion and possibilities of inclusion				UK		
Lindekilde, L. 2012 Denmark	Neo-liberal governing of 'radicals': Danish radicalization prevention policies and potential iatrogenic effects	Journal article	A Common and Safe Future	Policy National level	Community Community Denmark	Interviews showed: Generalizing and stigmatizing Muslim groups / Community, also misunderstanding about the Muslim community. Contributes to fear of being judged radical.	Yes
Williams, RJ. 2013 UK	Network hubs and opportunity for complex thinking among young British Muslims	Journal article	Being Muslim Being British	Empowerment/Resilience Individual level	n/a Youth UK	Pre and post measurement from first to last task: no difference (not statistically significant).	No
Spalek, B. 2011 n/a	'New terrorism' and crime prevention initiatives involving Muslim young people in the UK: Research and policy contexts	Journal article Qualitative method. Semi-structured interviews.	PREVENT	Policy National level	Community Community UK	Interview with activist: Created distrust of the police, and reduced engagement of the Muslim community.	Yes
Bovenkerk, F. 2011 Netherlands	On leaving criminal organizations	Journal article	EXIT-program	De-radicalization Individual level	Community Youth Norway Sweden Germany	n/a	n/a
Neumann, PR. 2013 UK	Options and Strategies for Countering Online Radicalization in the United States	Journal article	Internet Safety Workshops	Empowerment/Resilience Relational level	Community Parents in Muslim Groups USA	n/a	n/a
			n/a	Empowerment/Resilience Relational level	Community Muslim leaders USA	n/a	n/a
			Google Ideas	Empowerment/Resilience Global level	Community Practitioners working with VE Global	n/a	n/a
Maiangwa, B., & Byrne, S. 2017 Canada	Peacebuilding and reconciliation through storytelling in Northern Ireland and the border counties of the Republic of Ireland	Journal article Qualitative method. Semi-structured interviews (n = 107).	Towards Understanding and Healing	Counter-Narrative Individual level	Community individuals Northern Ireland	TUH promoted affinity. Also promoted understanding and reflective.	No

O'Donnel, A. 2017 Ireland	Pedagogical injustice and counter-terrorist education	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Abbas, T., & Siddique, A. 2012 Turkey UK	Perceptions of the processes of radicalization and de-radicalization among British South Asian Muslims in a post-industrial city	Journal article Qualitative method. Interviews (n = 30) with the South Asian Muslim Community in Birmingham (50% women)	PREVENT	Policy National level	Community Community UK	Young Muslims chose to change their appearance to emphasize Muslim identity (resist anti-Muslim rhetoric). An identity feeling of being a British Muslim, but sometimes the feeling is "not British" (counter-reaction).	Yes
Ragazzi, F. 2014 Netherlands	Policed multiculturalism? The impact of counter- terrorism and counter-radicalization and the 'end' of multiculturalism	Book	The Radical Middle Way	Counter-narrative Individual level	Community Youth UK	n/a	n/a
Rizq, R. 2017 UK	'Pre-crime', prevent, and practices of exceptionalism: Psychotherapy and the new norm in the NHS	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Workshop to Raise Awareness of Prevent (WRAP)	Empowerment/Resilience Relational level	Community Practitioners working with VE UK	n/a	n/a
Berczyk, J., & Vermeulen, F. 2014 n/a	Prevent abroad: Militant democracy, right- wing extremism and the prevention of Islamic extremism in Berlin	Book	EXIT-Deutschland	De-radicalization Individual level	Community Individuals in right-wing groups Germany	n/a	n/a
			Hayat	De-radicalization Individual level	Community Individuals in Islamism extremist groups Germany	n/a	n/a
			Counselling Team against Right-Wing Extremism (Mobiles)	Empowerment/Resilience Relational level	Community Practitioners working with VE	n/a	n/a

			Beratungste am gegen Rechtsextremismus, MBT)		Germany		
			Schools without Racism – Schools with Courage (Schule ohne Rassismus – Schule mit Courage, SOR-SMC)	Empowerment/Resilience Relational level	School Pupils Germany	n/a	n/a
Thomas, P. 2014 UK	Prevent and community cohesion in Britain: The worst of all possible worlds?	Book	PREVENT	Policy National level	Community Community UK	n/a	n/a
Qureshi, A. 2015 UK	PREVENT: creating “radicals” to strengthen anti-Muslim narratives	Journal article	Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
			Multi-Agency Public Protection Agency (MAPPA)	De-radicalization Individual level	Community People sentenced for terrorism High-risk individuals UK	n/a	n/a
Bonino, S. 2013 n/a	Preventing Muslimness in Britain: the normalization of exceptional measures to combat terrorism	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Walker, C., & Rehman, J. 2012 UK	‘Prevent’ responses to jihadi extremism	Book	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Goldberg, D., Yesdhav, S., & Younis, T.	Prevent: what is pre-criminal space?	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a

2017							
UK Canada							
Sewell, A., & Halit, H.	Preventing radicalization to extreme positions in children and young people. What does the literature tell us and should educational psychology respond?	Journal article	PREVENT	Policy	Community	n/a	n/a
2016 UK				National level	Community UK		
			Channel programme	De-radicalization	Community High-risk individuals UK	n/a	n/a
Staniforth, A., & Nitsch, H.	Preventing Terrorism Together. A Framework to Provide Social Media Anti-Radicalization Training for Credible Community Voices	Book	Social Media Anti-Radicalization Training for Credible Voices (SMART-CV)	Empowerment/Resilience	Internet Individuals	n/a	n/a
2013 UK Germany				Relational level	Global		
Todd, AJ.	Preventing the "Neutral" Chaplain? The Potential Impact of Anti-"Extremism" Policy on Prison Chaplaincy	Journal article	NOMS Extremism Unit	Empowerment/Resilience; De-radicalization	Prison Muslim prisoners	n/a	n/a
2016 UK					Individual level; Relational level		
Bartlett, A.	Preventing violent extremism and 'Not in My Name': Theatrical representation, artistic responsibility and shared vulnerability	Journal article	Not in my name	Counter-narrative	School High-risk youth UK	The desire to discover and enter suspicious VE creates an ethical dilemma for the leaders	Yes
2011 UK					Individual level		
Lakhani, S.	Preventing violent extremism: Perceptions of policy from grassroots and communities	Journal article	PREVENT	Policy	Community	Themes: Funding problems (waste of funds, investing in the wrong things); Community confusion (unclear what Prevent is	Yes
2012 UK				Qualitative method. Semi-structured interviews	National level		

		(n=56)				expected to do with local community: empower, or counter-radicalization; also, conceptual confusion); Spying (the state uses this policy to spy on the local community).	
Scott, A. 2017 n/a	Protecting against radicalization	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
Curtis, S., & Yesine, C. 2012 UK	Public diplomacy at home in the UK: Engaging diasporas and preventing terrorism	Journal article	PREVENT	Policy National level	Community Community UK	Refers to Outcomes: Stigmatizes the Muslim Community; Used by UK authorities to confront groups and the community that criticizes the UK	Yes
Spalek, B. 2016 UK	Radicalization, de-radicalization and counter-radicalization in relation to families: Key challenges for research, policy and practice	Journal article	EXIT	De-radicalization Individual level	Community Radicalized individuals Germany	n/a	n/a
			Violence Prevention Network	De-radicalization Individual level	Community Individual convicted of VE acts Germany	n/a	n/a
Stevens, D. 2011 UK	Reasons to be Fearful, One, Two, Three: The 'Preventing Violent Extremism' Agenda	Journal article	PREVENT	Policy National level	Community Community UK	Refers to outcome: Prevent violates the state's general approach to community in the community. Stigmatize the Muslim Community as the Risk Community.	Yes
Lindekilde, L. 2014 Denmark	Refocusing Danish counter-radicalization efforts: An analysis of the (problematic) logic and practice of individual de-radicalization	Book	De-radicalization	Empowerment/Resilience National level	Community School Youth Denmark	Role conflicts and the need to be flexible to the assignment.	No

	interventions						
Horgan, J., & Braddock, K. 2010 USA	Rehabilitating the terrorists?: Challenges in assessing the effectiveness of de-radicalization programs	Journal article	Early release scheme Many different actors: NIACRO och the Educational Trust med Difference and Sameness-project	De-radicalization Relational level	Community Family Individual convicted of VE acts Northern Ireland	Relaps rate among ex convicted was low.	No
Schuurman, B., & Bakker, E. 2016 Netherland	Reintegrating jihadist extremists: evaluating a Dutch initiative, 2013–2014	Journal article	NCTV-RN integration project	De-radicalization Group level	Community Convicted of jihadist extremism or terrorism. Netherlands	One year's evaluation time was too short. Mixed results	No
Hardy, K. 2015 Australia	Resilience in UK counter-terrorism	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			The Hounslow Asian and African Youth Group (HAAYA)	Empowerment/Resilience Individual level	Community Youth UK	n/a	n/a
Scrivens, R., & Perry, B. 2017 Canada	Resisting the right: Countering right-wing extremism in Canada	Journal article	The Communities Project	Empowerment/Resilience Group level	Community High-risk youth Canada	n/a	n/a
			Centre for Prevention of Radicalization Leading to Violence (CPRLV)	De-radicalization National level	Community High-risk youth Canada	n/a	n/a
			Life After Hate (LAH)	Empowerment/Resilience Group level	Public organizations mediators organizers Canada	n/a	n/a
			Social Media Education Every Day (SOMEONE)	Counter narrative National level	Internet Internet users Canada	n/a	n/a

			Schools Project: Racist and Religious Hate Crime	Empowerment/Resilience Group level	School Pupils Canada	n/a	n/a
			Teaching about source criticism on the internet	Empowerment/Resilience National level	School Pupils UK	Filtering can partially crash. The pupils generally already have good understanding.	No
Coester, M. 2017 n/a	Right-wing extremism and right-wing hate crimes in Germany: Development, extent, influence, and prevention of a social problem	Journal article	Youth for Tolerance and Democracy	Policy National level	Community Youth Germany	n/a	n/a
			Promote Tolerance – Strengthen Competence “Live Democracy”	Policy National level	Community unclear Germany	n/a	n/a
			Exit	De-radicalization National level	Community Individuals in extremist groups that wants to leave Germany	n/a	n/a
Moffett, K., & Sqro, T. 2016 USA	School-Based CVE Strategies	Journal article	The Peer to Peer (P2P)	Empowerment/Resilience Global level	School Non-initiated groups >30 countries	Primary outcome measures are degree of implementation, among other things. likes on social media (> 5.5 million)	No
O’Donnell 2016 Ireland	Securitization, Counterterrorism and the Silencing of Dissent: The Educational Implications of Prevent	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Channel programme	De-radicalization Individual level	Community Youth UK	n/a	n/a
Durodie, B. 2016 UK	Securitizing Education to Prevent Terrorism or Losing Direction?	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Aistrophe, T. 2016	Social media and counterterrorism strategy	Journal article	CMT	Counter-narrative Global level	Internet Muslims Global	poor credibility	Yes

USA			Digital Outreach Team (DOT)	Counter-narrative Global level	Internet Muslims Persian, Urdu, Arabic, Pashto, Punyeshbi, English Language Groups	Counterproductive; generates more negativity against the United States.	Yes
Vermeulen, F. 2014 Netherlands	Suspect communities-targeting violent extremism at the local level: Policies of engagement in Amsterdam, Berlin, and London	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Al-Hikma	Empowerment/Resilience Individual level	Moské Youth n/a	n/a	n/a
Spalek, B., & McDonald, L.Z. 2010 UK	Terror Crime Prevention: Constructing Muslim Practices and Beliefs as 'Anti-Social' and 'Extreme' through CONTEST 2	Journal article Qualitative method. Interviews (n=42).	PREVENT	Policy National level	Community Community UK	The people who can most effectively cooperate with the police to reduce crime are the people who are judged to be suspicious and part of the problem rather than part of the solution. Fighting terrorism is fighting Islam.	Yes
Gargan, F., et al. 2012 Ireland	Terrorists meeting their victims: A case study of psychologists' experiences of former terrorists meeting survivors	Journal article Qualitative method. Case study; focus group.	Summit Against Violent Extremism (SAVE)	Empowerment/Resilience; De-radicalization Global level	Conference Offender Victim Ireland	Psychologists had an important function to fill these meetings.	No
Gearon, L. 2013 UK	The counter terrorist classroom: Religion, education, and security	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Sukarieh, M., & Tannock, S. 2016 UK	The deradicalization of education: terror, youth and the assault on learning	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
			Learning Together to Be Safe	Empowerment/Resilience National level	Schools teachers UK	n/a	n/a

			Channel programme	Empowerment/Resilience; De-radicalization Relational level	Community Practitioners working with VE UK	n/a	n/a
Heath-Kelly, C. 2017 UK	The geography of pre-criminal space: epidemiological imaginations of radicalization risk in the UK Prevent Strategy, 2007-2017	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Aistrophe, T. 2016 USA	The Muslim paranoia narrative in counter-radicalization policy	Journal article	Digital Outreach Team (DOT)	Counter-narrative Global level	Internet Muslims USA	Experienced DOT ridicule.	Yes
			Don't be a Puppet... (web-site)	Empowerment/Resilience National level	Internet High-risk youth USA	Contributes to the stigma of Muslims	Yes
The National Academies Collection 2017 USA	The National Academies Collection: Reports funded by National Institutes of Health	Workshop-protocol	London Tigers Group	De-radicalization ; Empowerment/Resilience Individual level	Sport Radicalized individuals UK	n/a	n/a
			Aarhus model	Empowerment/Resilience; De-radicalization Individual level	Community Returners Denmark	n/a	n/a
			Channel programme	De-radicalization Individual level	Community High-risk individuals UK	n/a	n/a
			Hayat	De-radicalization ; Counter-narrative Individual level; Relational level	Community High-risk individuals Families Germany	n/a	n/a
			Building Resilience Against Violent Extremism (BRAVE)	Empowerment/Resilience National level	Community General population USA	n/a	n/a

			Safe Spaces	Empowerment/Resilience National level; Individual level	Community Community USA	n/a	n/a
Sestoft, D., et al. 2014 Denmark	The police, social services and psychiatry cooperation in Denmark-a new model of working practice between governmental sectors. A description of the concept, process, practice and experience	Journal article Qualitative method. Interviews (n = 15 + 27), Focus groups (n = 2). Evaluates the PSP model.	Police, Social Service, and Psychiatry (PSP)	Empowerment/Resilience Individual level	Community Individuals with substance abuse or social problems. Denmark	The implementation was considered successful. It has become a greater focus on marginalized groups. A tension field arises between supporting citizens and partly guarding them.	No
Sestoft, D., Hansen, SM., & Christensen, AB. 2017 Denmark	The police, social services, and psychiatry (PSP) cooperation as a platform for dealing with concerns of radicalization	Journal article Quantitative method. Evaluation of training course. Pre-measurement of knowledge (n = 181).	A course for PSP-personnel	Empowerment/Resilience Individual level	Community The police, social services, and psychiatry (PSP) cooperation Denmark	Proportion who felt they had extensive knowledge of radicalization and extremism increased from 35% to 95%. Half felt that the knowledge was practically applicable. 44% felt that the course contributed to an increased focus on radicalization prevention.	No
Clubb, G. 2016 UK	The role of former combatants in preventing youth involvement in terrorism in Northern Ireland: A framework for assessing former Islamic State combatants	Journal article Qualitative method. Interviews (n = 864).	Prison to Peace	Empowerment/Resilience Group level	School Youth (aged 14–18) Northern Ireland	Increased faith in peaceful solution, increased confidence in the police, better understanding of the causes of conflict, politics and national identity.	No
Dwyer, CD., Maruna, S. 2011 Northern Ireland	The role of self-help efforts in the reintegration of 'politically motivated' former prisoners: Implications from the Northern Irish experience	Journal article	"Republican Former Prisoner Group", "All of Us or None" et al	De-radicalization Group level	Community Former convicted for VE Northern Ireland	Strengthens identity and reduces negative effects of stigma and marginalization.	No
Choudhury, T. 2009 UK	The Terrorism Act 2006: Discouraging Terrorism	Book	PREVENT	Policy National level	Community Community UK	n/a	n/a
Cifuentes, R. Whittaker,	The think project: An approach to addressing Racism	Journal article Quantitative	The Think Project	Empowerment/Resilience	Community Youth, aged	Increased knowledge among young people about ethnicity,	No

GR., & Lake, L. 2013 UK	and far-right extremism in Swansea, South Wales	method. Controlled study with surveys and surveys.		Group level	14–16, with troubles in school UK	religion and migration. The intervention felt relevant to the participants.	
Cram, I. 2012 UK	The "War on Terror" on campus: Some free speech issues around anti-radicalization law and policy in the United Kingdom	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a
Lindekilde, L. 2012 Denmark	Value for Money? Problems of Impact Assessment of Counter-Radicalization Policies on End Target Groups: The Case of Denmark	Journal article	Danish national counter-radicalization action plan	Policy National level	Unclear Unclear Denmark	Interventions implemented, but lacking on how the individuals are affected	No
				Copenhagen VINK-program Group level	Empowerment/Resilience Community School High-risk individuals Denmark	As above	No
				Aarhus-program Group level	Empowerment/Resilience Community School Identified High-risk individuals Denmark	As above	No
Weine, SM., et al. 2017 USA	Violent Extremism, Community-Based Violence Prevention, and Mental Health Professionals	Journal article	School Threat Assessment and Response Team (START)	Empowerment/Resilience; De-radicalization Individual level	School Violent pupils USA	n/a	n/a
Stern, JE. 2014 Sweden	X: A case study of a Swedish neo-Nazi and his reintegration into Swedish society	Journal article	EXIT-Sweden	De-radicalization	Community Radicalized Sweden	n/a	n/a
Thomas, P. 2016 UK	Youth, terrorism and education: Britain's Prevent programme	Journal article	PREVENT	Policy National level	Community Community UK	n/a	n/a

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