

THE PREVENTION OF RADICALIZATION, VIOLENT EXTREMISM, AND TERRORISM THROUGH THE REPUBLIKA SRPSKA EDUCATION SYSTEM

Original Scientific Paper

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Abstract: Education is a source of knowledge about social phenomena and processes and plays a significant role in the prevention of socially harmful behaviors. This paper analyzes the extent to which educational content about radicalization, violent extremism, and terrorism in elementary, secondary, and higher education (public universities) is present, and the extent to which envisaged teaching topics are tailored to the current security environment. According to the keywords “radicalization”, “violent extremism” and “terrorism”, the curricula for all three levels of education in the Republika Srpska were analyzed and quantitative and qualitative analyses were conducted thereafter. The research findings demonstrated that the topics of radicalization, violent extremism, and terrorism are not addressed in primary and secondary education. Regarding higher education, there is a clear lack of courses in this field within many study programs. Topics in the study of terrorism have largely remained peripheral within the Republika Srpska education policy.

Keywords: radicalization, violent extremism, terrorism, education, prevention.

INTRODUCTION

Although police and security services and criminal justice agencies are directly concerned with the issues of radicalization, violent extremism, and terrorism, these phenomena should be the subject of interest to the entire society. The use of repressive actions to suppress them is unavoidable. However, repressive measures, if they are not accompanied by preventive actions, cannot produce long-term and sustainable results (Thomas, 2016). Education system can play a very important role in the prevention of these socially destructive phenomena. Youth is a particularly vulnerable category to various forms of manip-

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ulation and indoctrination, especially through modern information technologies. The dissemination of extremist ideas and radicalization through the Internet is a widespread phenomenon. According to the United Nations, the number of children recruited and exploited by terrorist organizations has increased in recent years. The prevention of child recruitment is a comprehensive process requiring the integration of knowledge and multiple approaches from different fields (UN-DOC, 2017).

Police officers are often unable to become actively involved in preventative activities, primarily because they are overwhelmed with operational tasks. This provides an opportunity for education system to enable young people to acquire basic knowledge of radicalization, violent extremism, and terrorism through educational processes. Education can help young people to develop interpersonal skills to respond to changes and disagreements with others with calm, to question legitimacy and justification as well as the views proclaimed by terrorist organizations, which can also help develop their resistance to violent action.²

Education in the area of security poses a major challenge to every society. In this respect, it is crucial that teaching activities are delivered by quality teaching staff at all levels of education. In this regard, there is a need for attractive curricula with clear educational goals, which are socially justified (Mijalković, 2014).

The prevention of extremism and terrorism is of great importance in every society, especially in Bosnia and Herzegovina (BiH) – a post-conflict country faced with these problems to a significant extent (Azinović, 2012). Islamic fundamentalism and terrorist acts in Bosnia and Herzegovina (BiH) are a social reality, even though this problem has been minimized and relativized by certain BiH political elites and a portion of the public.

A review of the relevant literature revealed the papers addressing the ontological, epistemological, and methodological issues in the field of terrorism studies (Reid, 1997; Silke, *The Devil you Know: Continuing Problems with Research on Terrorism*, 2001; Gordon, *Applying Analytical Methods to the Study of Terrorism*, 2004a; Jackson, 2012; Gordon, *Terrorism and Knowledge Growth: A Databases and Internet Analysis*, 2004b; (Sheehan, 2012; Mahoney, 2017; Altran, Axelrod, Davis, & Fischhof, 2017; Schuurman, 2018). These aspects relate to the creation of knowledge of terrorism, while the issues related to the dissemination of this knowledge in the educational sector, which is a very important aspect, have been significantly neglected (Mušić, 2016; Mijalković, 2014; Sheehan, 2012; Gordon, *Applying Analytical Methods to Study Terrorism*, 2004a). The literature review did not reveal similar studies on the prevalence of the topics related to radicalization, violent extremism, and terrorism in the educational process.

This study is exploratory in nature, so it was not possible to compare our findings with the findings of previous studies in the region and beyond. The aim of this paper is to determine the extent to which educational content about radicalization, violent extremism, and terrorism in primary, secondary, and higher

² The UNESCO Teacher's Guide on the Prevention of Violent Extremism suggests discussing local manifestations of radical extremist views with students rather than discussing its international forms. Discussing this phenomenon helps young people to understand the links between local and global challenges and the real risks and consequences of terrorism. Further, the teacher should be the moderator and objective to social, cultural, ethnic and other diversity in the local context and, of course, a person who possesses prior knowledge of violent extremism and terrorism (UNESCO, 2016: 13-17).

education (at public universities) is represented in the Republika Srpska and how the current subject contents meet practice.

This study is focused on two basic research questions: (1) the extent to which the topic of radicalization, violent extremism, and terrorism is studied in the public education system in the Republika Srpska and (2) whether the current curricula are adapted to social needs and the security environment we are facing.

METHODOLOGY

The content of curricula used by public educational institutions in the Republika Srpska was analyzed. The primary, secondary, and higher education curricula were analyzed. The Republika Srpska Ministry of Education and Culture, that is, the Republican Pedagogical Institute draws up primary and secondary education curricula in the Republika Srpska. The curricula set out the subjects, class schedule, the annual and weekly number of classes, as well as the content to be taught (Republican Pedagogical Institute, 2019). In the Republika Srpska, higher education is carried out in public and private institutions of higher education, which perform their activity according to different curricula (Republika Srpska Higher Education Law, Articles 11-24, RS Official Gazette 73/10; 104/11; 84 / 12; 108/13; 44/15; 90/16 and 31/18). Given that the focus of this paper is placed on the representation of course contents on radicalization, violent extremism and terrorism, the curricula used by two public universities, the University of Banja Luka and the University of East Sarajevo, in the Republika Srpska were analyzed. The curricula were analyzed based on the following keywords: radicalization, extremism, and terrorism. After identifying the keywords, quantitative and qualitative analyses of the curricula were performed. Additionally, the contents that could indirectly relate to the prevention of violence having a political, national, ethnic, racial or similar connotation was analyzed. The analysis of the content of the curricula revealed quantitative indicators, that is to say, a set of lessons taught at primary and secondary schools, and the institutions of higher education, and qualitative indicators, that is, the content of teaching units covering the topics of extremism and terrorism.

PRIMARY AND SECONDARY EDUCATION CURRICULA IN THE REPUBLIKA SRPSKA

In the Republika Srpska, the Republican Pedagogical Institute³ is responsible for adopting primary and secondary education curricula. The curricula contain the names of the subjects, subject content and the number of teaching hours (Republican Pedagogical Institute, 2019).

The curriculum for elementary education in Republika Srpska provides for the following subjects: Serbian (the languages of the Bosniaks and the Croats); Orthodox Religious Education; first foreign language; second foreign language; Art; Music; Nature and Society; Knowledge of Nature; Knowledge of Society; History; Democracy and Human Rights; Geography; Physics; Mathematics;

³ Republican Pedagogical Institute is an administrative organization within the Ministry of Education and Culture.

Biology; Chemistry; Technical Education; Computer Science; Physical Education; My Surroundings; Speech, Expression, Creation; Physical education, rhythmic, music; homeroom classes (Republican Pedagogical Institute, 2019).

The analysis of the curricula revealed that they did not encompass any topics which are directly related to radicalization, violent extremism and terrorism. However, some course programs address the topics that aim to develop tolerance and respect for cultural diversity. Such a content has been found in the educational plans for the subject Orthodox Religious Education and homeroom classes. As an example, we cite an excerpt from the program for the Orthodox Religious Education course that relates to the course objectives: “developing a sense of personal responsibility and self-conscious obligation, so that they can properly choose between good and evil as basic moral categories; and “developing a proper attitude toward a family and society and people who live, think, and believe differently.” Upon completion of the course, students are expected to “recognize the difference between good and evil” and “explain the importance of doing good deeds and avoiding bad deeds” (Republican Pedagogical Institute, 2019). Also, the planned topic of violence prevention is taught in homeroom classes in most grades, to help students recognize violent behaviors, differences as a cause of violent behavior, and develop socially acceptable patterns of behavior according to individual and group differences (Republican Pedagogical Institute, 2019).

Regarding secondary education in the Republika Srpska, according to the Republican Pedagogical Institute data, a total of 13 professions and the Grammar school offering four programs are available to students who graduate from the primary school (Republican Pedagogical Institute, 2019). The analysis of the subject contents did not identify those directly or indirectly addressing the topics of radicalization, violent extremism or terrorism.

STUDY PROGRAMS AT THE FIRST LEVEL OF STUDIES AT PUBLIC UNIVERSITIES IN THE REPUBLIKA SRPSKA

There are two public universities in the Republika Srpska: The University of Banja Luka and the University of East Sarajevo, and their programs at the first level of studies have been analyzed for the purpose of this research.

University of Banja Luka

A leading higher educational institution in the Republika Srpska, and the second largest institution in BiH, is the University of Banja Luka, which has 17 faculties with 58 first-cycle study programs, 65 second-cycle study programs and 9 third-cycle study programs (University of Banja Luka, 2019). The first-cycle study programs at the Faculty of Law and the Faculty of Security Studies were analyzed, that is, the faculties on whose websites course contents which could be linked to radicalization, violent extremism and terrorism were found.

In the curriculum used by the Faculty of Law, University of Banja Luka, three courses addressing the mentioned content were found – Criminal Law, Criminology with Penology, and Organized Crime. In the second year of study,

more precisely in the third semester, Criminal Law with the unit “Terrorism-related offenses” is a compulsory course (Faculty of Law, 2019). Criminology with Penology is a compulsory course in the third year of study, and students should acquire knowledge “in the area of criminal etiology and phenomenology, as well as in the area of penology.” The subject content of Criminology with Penology does not include the term “terrorism”. However, some of the envisaged teaching units address the etiology of crime, especially its economic, political, and ideological factors (Faculty of Law, 2019). In the fourth year of study, students can opt for an elective course – Organized Crime which includes the topic “Determining money-laundering methods used by organized crime and the methods of funding terrorist activities”, and the required level of knowledge should enable students to better understand organized crime and contemporary security challenges, risks, and threats (Faculty of Law, 2019).

The Faculty of Security Studies (former College of Internal Affairs) was created in 2017 in Banja Luka within the Ministry of the Interior of the Republika Srpska. Currently, courses are taught according to the old and new study program Security and Criminal Sciences, with two study options – criminal justice and forensic science (criminalistics), and students opt for one in the third year of study. The old study program offered by the College of Internal Affairs is still being attended by the students admitted to the College prior to the 2017/18 academic year, while the new study program is being attended by the students admitted to the College after the 2017/18 academic year (Faculty Summary, 2019).

During the study program at the College of Internal Affairs, students were first introduced to the term terrorism in the second year of study, as part of the compulsory course Methodology of Criminalistics. The unit “Terrorism – International Terrorism” occupied three teaching hours and two practical classes, in which the students acquired knowledge of the concept, characteristics, types, and manifestations of terrorism, the means and methods of commission and knowledge of terrorism-related offenses committed, the detection and capture of terrorists, as well as the characteristics and manifestations of international terrorism (College of Internal Affairs, 2012). Organized Crime encompassing the unit Organized Crime and Terrorism is a compulsory course in the third year of study, which is held 3 + 2 hours on a weekly basis (College of Internal Affairs, 2012), while in the seventh semester of the Criminal Science course, four teaching hours are devoted to cyber terrorism within the elective Cyber Crime course, which includes topics such as the definition of cyber terrorism, its characteristics, the profile of cyber terrorists and the ways of counteracting this type of terrorism (College of Internal Affairs, 2012).

The criminal justice program contains three courses dealing with terrorism, but none of these subjects is compulsory. The syllabus of the Intelligence and Security Services course envisages a total of eight teaching hours (four lectures and four practical classes) addressing the topic of extremism and terrorism, the concept and types of domestic extremism and terrorism, extreme political and terrorist organizations, international terrorism, and the forms of manifestation of extremist and terrorist activity. This teaching topic also covers totalitarianism, extreme nationalism and separatism, illegal organizing and banditry, conspiracy-coup actions, the individual acts of violence, civil war provocation, and foreign interventions. Other teaching units that can be associated with the subject of this paper are ideological-political indoctrination

and religious fanaticism (College of Internal Affairs, 2012). The elective course Security and Protection System gives students an opportunity to learn about the concept of terrorism, the characteristics and manifestation of terrorism, as well as the structures of terrorist organizations during a total of four teaching hours (College of Internal Affairs, 2012). Students were also given an opportunity to choose to attend the 60-hour optional course Terrorism (30 lectures and 30 practical classes), and the objective of taking this course is to acquire basic knowledge about globalization and terrorism and its application; the forms and content of organizing terrorist organizations, the new forms of terrorism and the fight against terrorism (College of Internal Affairs, 2012).

All students who enrolled in the first year of study in the 2017/18 academic year and thereafter attend the Security and Criminal Sciences 2017/18 study program. The curriculum has been modified with new, up-to-date content in line with changes in the security environment. Mastering some (compulsory) subjects requires knowledge of terrorism and the number of teaching hours has been increased significantly. Already in the first semester, a total of six teaching hours has been envisaged for teaching the course Fundamentals of Security Sciences intended to familiarize students with terrorism as a national and international security threat (Faculty of Security Sciences, 2019). The curriculum for the Defendology course, which studies contemporary security studies, provides a total of 6 teaching hours (4 lectures and 2 practical classes) on for the topic of terrorism as a threat to the political security sector (Faculty of Security Studies, 2019). A significant novelty is that the new curriculum envisages the courses Terrorism, and Intelligence and Security Services as compulsory courses (Faculty of Security Studies, 2019). Compulsory courses Global Security and Critical Infrastructure Protection were not analyzed because that they are not available yet under the new study program and changes to the submitted syllabuses are possible, and they were not encompassed by the previous 2014/15 study program.

A review of the teaching hours revealed that, at the Faculty of Law, a minimum of 13 and a maximum of 17 (through elective courses) are devoted to terrorism. At the Faculty of Security Studies, according to the 2014/15 curriculum, students have to attend minimum 10 and maximum 82 classes, while students studying according to the 2017/18 curriculum have to attend 110 classes devoted to topics on various aspects of terrorism.

Table 1. Overview of the number of teaching hours devoted to the topics of radicalization, violent extremism and terrorism – within study programs taught at the University of Banja Luka

UNIVERSITY OF BANJA LUKA

Faculty of Law		
Course Title	Type of Course	Number of teaching hours devoted to terrorism
Criminal Law	Compulsory	7
Criminology with Penology	Compulsory	6
Organized Crime	Elective	4

Total number of teaching hours devoted to terrorism		Minimum	Maximum
		13	17
Faculty of Security Studies			
<i>BA in Criminal Justice</i>			
Course Title	Type of Course	Number of teaching hours devoted to terrorism	
Methodology of Criminalistics	Compulsory	5	
Organized Crime	Compulsory	5	
Cyber Crime	Elective	4	
Intelligence Security Activity and Agencies	Elective	8	
System of Security and Protection	Elective	4	
Terrorism	Elective	60	
Total number of teaching hours devoted to terrorism		Minimum	Maximum
		10	82
<i>BA in Security and Forensics</i>			
Fundamentals of Security	Compulsory	6	
Defendology	Compulsory	6	
Terrorism	Compulsory	90	
Intelligence Security Activity and Agencies	Compulsory	8	
Total number of teaching hours within the study program devoted to different aspect of terrorism		Minimum/Maximum 110	

Source: Data analysis by authors

The University of East Sarajevo

The University of East Sarajevo consists of 17 organizational units with 56 study programs at the bachelor's level (first cycle), 48 at the master's level (second cycle), and 11 at the doctoral level (third cycle) (University of East Sarajevo, 2019). Although undergraduate courses at the law faculties within public universities in the Republika Srpska are not identical, in the Criminal Law and Criminology with Penology courses at the Faculty of Law in East Sarajevo, we find the same topics as well as the topics already mentioned in the same courses at the Faculty of Law in Banja Luka, which will not be discussed again. The difference is that Organized Crime is not envisaged as a course at the Faculty of Law in East Sarajevo (Faculty of Law, 2019).

Teaching units on violent extremism and terrorism were found within several study programs offered by the Faculty of Philosophy. Within the study program Journalism in the fourth year, the compulsory course International Relations envisages a total of 5 (3 + 2) teaching hours devoted to the topic “Terrorism and International Relations” (Faculty of Philosophy, 2019). Elective course within the study program Political Science and International Relations - International major, 5 teaching hours (3 + 2) are envisaged for the teaching unit Challenges of Extremism, Terrorism in the EU and BiH within the EU and BiH’s foreign police course (Faculty of Philosophy, 2019). The study program Sociology within the Contemporary Political Systems course addresses the topic “EU’s policy in the area of freedom, security and counter-terrorism” (Faculty of Philosophy, 2019).

Other content on the topic of radicalization, violent extremism, and terrorism were not found.

Table 2. Overview of the number of teaching hours devoted to the topics of violent extremism and terrorism – within study programs taught at the University of East Sarajevo

UNIVERSITY OF EAST SARAJEVO		
Faculty of Law		
Course Title	Type of Course	Number of teaching hours devoted to terrorism
Criminal Law	Compulsory	7
Criminology with Penology	Compulsory	6
Total number of teaching hours within the study program devoted to terrorism		Minimum/Maximum 13
Faculty of Philosophy		
<i>Study program – Journalism</i>		
Course Name	Type of Course	Number of teaching hours devoted to terrorism
International Relations	Compulsory	5
<i>Study program – Political Science and International Relations</i>		
Course Name	Type of Course	Number of teaching hours devoted to terrorism
EU and BiH’s Foreign Policy	Elective	5
<i>Study program – Sociology</i>		

Course Name	Type of Course	Number of teaching hours devoted to terrorism
Contemporary Political Systems	Elective	4

Source: Data analysis by authors

The review of course load found 13 teaching hours at the Faculty of Law and a total of 14 teaching hours within the three study programs offered by the Faculty of Philosophy, University of East Sarajevo.

DISCUSSION

Does public education in the Republika Srpska appropriately empower young people to understand the contemporary social environment and to recognize the dangers of radicalization, violent extremism and terrorism? Bosnia and Herzegovina, including some other parts of the Western Balkans (Europol, 2017), faces the problem of radical Islam. This problem in Bosnia and Herzegovina is significantly evident (Azinovic & Jusic, *The New Call to the War in Syria and the BiH Contingent of Foreign Fighters*, 2019; Prisljan, Chernigoj, & Lobnikar, 2018) and deserves the attention of practitioners, researchers and the public at large. The currentness of this issue demands that an appropriate place to educate new generations at all levels of education be found within the education policy of the Republika Srpska.

In relation to the subject content that addresses the topics of radicalization, violent extremism, and terrorism, the role of education in the Republika Srpska can be viewed from two basic perspectives. The first refers to primary and secondary education, during which students should become familiar with the basic characteristics of these phenomena and the threats they generate. It should aim at raising the security culture of young people to a higher level, so that young people may acquire proper knowledge to recognize threats and respond to them appropriately (Stajić, Mijalković & Stanarević, 2006; Stanarević & Bodin, 2014). This segment of education is of primary importance. Young people, on the other hand, learn to value cultural diversity and resolve disputes during their education (be it individually or at the level of social groups) exclusively in a peaceful way, through dialogue and tolerance.

In the context of higher education, the topics of radicalization, violent extremism, and terrorism are of great importance for preparing prospective graduates to be sufficiently trained in their professional work to cope with professional challenges in an increasingly precarious social environment. This knowledge is not exclusively intended for professional members of the security sector or criminal justice, but also for employees in other sectors, such as the media (Nacos B., 2016), social work centers (Ragazzi, 2017), public administration (Hague, 2002), research centers (Dongen, 2018), and so on. The range of activities is broad and covers all segments of social life.

The research findings demonstrated the extent to which these contents are studied and meet the needs of society. First, primary and secondary education curricula is reviewed. The research findings demonstrated that the subject

contents related to radicalization, violent extremism and terrorism is not studied. Certain general content relating to respect for cultural diversity and the prevention of violence is present to a lesser extent. In this context, curricula should be aligned with good practise and recommendations (United Nations Educational, Scientific and Cultural Organization, 2016) regarding the role of education as a significant factor in the prevention of violent extremism and terrorism. There is a social need, but these topics have not received sufficient attention. During this phase of education, young people do not even acquire the elementary knowledge about these phenomena, and they are neither prepared to understand the events in their environment nor to recognize threats and know how to properly handle the crisis and protect themselves and others.

The second perspective on looking at the role of education in the context of radicalization, violent extremism and terrorism refers to higher education. Those holding a first-cycle degree find employment in the public or private sector. The education attained during undergraduate study is applied in practice with the assumption of further professional development. The rhetorical question is whether the existing curricula within various courses of study are sufficient to prepare them for prospective work roles. Opposition to radicalization, violent extremism, and terrorism does not exclusively fall under the domain of employees in law enforcement, intelligence or criminal justice agencies, but covers a much broader range of activities in society. The analysis of study programs revealed that this problem, to which the largest number of teaching hours is devoted, is studied at the Faculty of Security Studies, University of Banja Luka. The curriculum used by this Faculty envisages one course on terrorism studies, which is at the same time the only course exclusively dealing with the topic terrorism at the bachelor's level at both public universities in the Republika Srpska. In a particular segment, the topics related to terrorism are taught within other courses at this Faculty. Such an approach is understandable because this institution of higher education educates personnel to work in the security sector. The number of teaching hours is significantly higher in regard to the program taught at the College of Internal Affairs, whose legal successor is the Faculty of Security Studies. These are positive trends in higher education regarding the topics of radicalization, violent extremism, and terrorism.

The institutions of higher education that include a small number of teaching hours devoted to this topic within different curricula are law faculties at both public universities in the Republika Srpska. The number of teaching hours devoted to these topics is not sufficient to provide fundamentals of radicalization, violent extremism, and terrorism, particularly because a number of law school graduates find employment in police and security agencies. Within other study programs, the topic of terrorism is partially studied, within other courses, as one teaching unit only. The name of the course is International Relations within the study program Journalism at the University of East Sarajevo. There is a justifiable need that prospective journalists have a general knowledge of terrorism and the role of the media, be it traditional or social networks, which are extensively used for propaganda and to radicalize and recruit supporters. In practice, the media is also used by government institutions to gain public support for counter-terrorism measures (Nacos B., 2016). Further, within the study program Political Science and International Relations at the University of East Sarajevo, the topic of extremism and terrorism is studied as

one unit within the course EU and BiH's foreign policy, while terrorism is studied as one unit within the Contemporary Political Systems course of the study program Sociology.

Following the September 11, 2001 terrorist attacks on the United States, a large number of universities worldwide introduced new courses (Silke, 2004) addressing terrorism from an interdisciplinary perspective. Additionally, research centers were set up at universities to deal exclusively with the phenomenon of terrorism. Considering the current state of higher education at public universities, these trends have not affected the education system and the topics in the field of terrorism studies remained peripheral within the Republika Srpska educational policy.

CONCLUSION

This paper sought to answer the questions about the extent to which the topics of radicalization, violent extremism and terrorism are studied in the public education system in the Republika Srpska, and whether the existing education system is adapted to the needs of society and the security environment.

Although the topics of extremism and radicalization are significantly present in public discourse, especially in the media, politics, police agencies and the judiciary in the Republika Srpska and entire BiH, their representation in the education system is extremely low. In this context, primary and secondary education along with the first cycle of higher education at public universities were analyzed. The research findings indicated that the primary and secondary education curricula do not contain topics on radicalization, violent extremism, and terrorism. Regarding higher education, the representation of these topics as a whole is insufficient with the exception of the Faculty of Security Studies, University of Banja Luka. In higher education, there is a lack of courses in the area of terrorism within many study programs. The phenomenon of terrorism is studied only within a number of study programs, with a minimum number of teaching hours. Terrorism is not only of particular interest to professionals in the security sector or criminal justice agencies, but it also has a much broader social and academic (multidisciplinary) context.

The analysis of the current state demonstrated that the answer to the second research question should be provided, that is to say, whether the existing curricula are adapted to the social needs and the security environment in which the Republika Srpska and the whole country of Bosnia and Herzegovina are situated. Looking at the levels of education analyzed, it can be concluded that the curricula do not properly prepare young people to understand terrorism and related phenomena. Taking into account the fact that the issue of radicalization in BiH is an important security issue, including the return of warriors who fought on the side of the terrorist organization ISIL and the terrorist attacks carried out in BiH – justification for studying terrorism at all levels of education in the Republika Srpska is not questionable. The prevention of radicalization, violent extremism, and terrorism through the system of education is a significant social resource that has not been sufficiently utilized.

Based on the research findings, the following recommendations are presented: It would be a good idea to introduce the subject Security Culture in

primary and secondary education, and within this subject to pay special attention to the topics of radicalization, violent extremism, and terrorism, with an emphasis on the prevention and vulnerability of young people when being recruited to join radical movements and terrorist organizations.

In regard to higher education, the analysis of curricula and study programs at public universities is recommended, and justification for introducing (or the need to introduce) new subjects (compulsory or elective) which would address the mentioned topic from the perspective of different scientific disciplines should be considered.

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