



Foreign &
Commonwealth
Office



Wilton Park



Image: Adyan Foundation

Report

The search for common values and a code for inclusive citizenship: what role for education in building resilience to violent extremism?

Wednesday 14 – Friday 16 December 2016 | WP1510

In partnership with



In association with





Report

The search for common values and a code for inclusive citizenship: what role for education in building resilience to violent extremism?

Wednesday 14 – Friday 16 December 2016 | WP1510

Education on inclusive citizenship, shared common values and co-existence has been suggested as a key strategy in combatting violent extremism (CVE) – a way to counter its narratives while preventing young people becoming radicalised and building a foundation for future peace and stability.

As the international community seeks to understand how best to combat violent extremism it is clear that, to be sustainable, solutions must go beyond traditional CVE strategies to tackle the conditions that are conducive to extremism. This conference will facilitate an exchange of case studies and approaches which aim to build resilience to radicalisation and extremism through educational systems and curricula with a particular focus on Europe and the Middle East.

This roundtable builds on Wilton Park's April 2016 event on 'Religion, radicalisation and CVE: towards better understanding, policy and practice', the Adyan Foundation's Conference on 'Educational Reforms to counter extremism in the Arab world' held in September 2016, and the October 2016 conference on 'Combating Violent Extremism by building inclusive and pluralist societies' hosted by the Foreign and Commonwealth Office. It will bring together policy makers, education experts, business leaders, academics, and practitioners from relevant countries, to consider how education can foster citizenship and establish common values and to discuss the impact this may have on building resilience against radicalisation and extremism.

Key points

- Though there is no solid evidence of a link between education and PVE, provision of quality education and promotion of human rights are rightful objectives in themselves and can form part of a long-term holistic solution to violent extremism and contribute to building a foundation for future peace and stability.
- ISIS is a revolt from the margins of an unequal and exclusive world where society is viewed to not work for the majority of the population. States need integrated cross-government and cross-sector approaches to effect change at local, national and international levels.
- Part of quality education is fostering and strengthening inclusive citizenship skills, which require all educators to embed core skills (including communication, collaboration, problem solving, critical thinking) and values in all courses and subjects. Teaching common values and equipping students with the knowledge, skills and beliefs enables young people to reject and challenge extremist

ideologies that encourage violence.

- Approaches to building resilience to violent extremism through education need to balance addressing short-term and immediate threats with long-term challenges. Political will is vital to ensure education programmes are designed, funded and implemented with maximum impact. Successful interventions at local level need to be scaled-up to national, regional and international levels without losing the nuances dependent on individual religious, social, political, economic, and cultural contexts.

Definitions, concepts and principles

1. The difficulty in defining 'resilience' is underlined by the absence of a direct translation into Arabic. The agreed equivalent is al-manaa3a – enhanced individual and societal immunity vis-à-vis violence and extremism. Such a definition gives a more social dimension to an issue affecting individuals and communities. Thus resilience is the defence, resistance and management of external pressures, threats and risks – and in this case the pull factors of violence extremism.
2. Building resilience at an individual level entails building and strengthening the values and skills (such as critical thinking, problem solving) of citizens to face adversity in difficult contexts to arrive at a new interpretation of their life and outlook for the future. We also need to recognise that fundamental or derived values may vary at national, regional and international levels.
3. Citizenship is not a state of being but doing – actively engaged, responsible and contributing members of society. Building inclusive societies for all requires individuals to rethink their identity and relation to others in order to go beyond tolerance to valuing diversity.
4. There are no agreed academic or practitioner definitions of the terms 'radicalisation' and 'extremism' – even the UK government websites use various definitions to describe the phenomena. We need to ensure all stakeholders (especially educators) have the right language to unpick the terms and issues when dealing with vulnerable individuals and communities.
5. UNESCO Guiding Principles on Global Citizenship Education:
 - Policy for inclusion and diversity – schools can contribute to the attraction to violent extremist groups when they do not fulfil the promise of a learning community. Societies need to build and strengthen an awareness of diversity and difference in an educational context and society at large.
 - Pedagogy for resilience and constructive engagement – Educators need to create safe spaces for constructive dialogue and foster self-confidence in students in order for them to make responsible and healthy choices and resist extremist narratives. Media and information literacy is key for learners to criticise and scrutinise media content – resilience is not passive learning.
 - Safe and supportive school environments –Education systems need to adopt a zero tolerance to violence and effective strategies to deal with school-based conflict. (Kenya and Finland have developed policies for schools to raise their levels of happiness and wellbeing and sense of being valued through extra-curricula activities).
 - Children at risk – The risk indicators and signs are debatable and stigmatisation of certain groups and other risks often hamper reporting. We need to concentrate on pedagogical prevention but also the demand for guidance from educational personnel.
 - Stakeholder cooperation – Trust, cooperation and collaboration between educational institutions and sectors of community which can act as credible educative voices (families, religious and cultural communities, law enforcement agencies, former violent-extremists, media and technological companies,

young people themselves) are key to driving change and offering opportunities for action against violence and extremism.

6. A key task is to define the values education for inclusive citizenship should promote and their underlying principles. See annex for values and principles proposed by participants during discussion groups.

The link between education and extremism

7. What do we mean by education? The education system is only one side of an individual's socialisation process and is not limited to schools and universities but also includes non-formal education systems such as religious institutions, community centres and families. In these environments, education can be employed as a tool to foster a sense of individual and communal identity, build resilience and skills to counter extremist narratives, and contribute to changing attitudes and behaviours to violence.
8. Even the most educated individuals can be inclined towards violence (eg Osama bin Laden) and critical thinking skills are often employed by propagators of violent extremism to exploit the grey areas of religious, socioeconomic and issues to expose vulnerabilities in state systems. Those attracted to Islamic extremist groups are disproportionately from a technical background and students of STEM subjects. This poses the challenge of how can states and educators offer a well-rounded education to strengthen the humanities in Muslim societies?
9. Education is both an instigator and 'mitigator' of violent extremism. How education is perceived in society (ie the unequal distribution of resources) can create and strengthen grievances and reinforce feelings of social inequalities and injustices. States need a holistic approach with joined-up policies to avoid transparent contradictions, ie funding both repressive regimes and human rights-based education.
10. Are there risks of linking education and extremism explicitly? It is important the immediate objective of preventing violent extremism (PVE) does not undermine or overshadow the broader and longer-term objective of quality education to provide young people with the skills and knowledge to prosper and thrive. Stakeholders need to take care not to endanger the credibility of the education agenda by maintaining a broad focus on building resilience.
11. The UK education challenge: in the 2015 calendar year, 1041 students (in schools) were deemed to be at risk of radicalisation and extremism and were referred to CHANNEL– almost seven times the referral rate from the previous year. Does the UK have an overwhelming problem with youth extremism or are teachers now more nervous or concerned about perceptions of the relevant schools or communities?
12. Graduating students need to find work to support themselves and avoid attraction and involvement in extremist groups. Education policies cannot be developed in isolation but with employers in the private and public sectors.
13. Does the international community have the power, resources, legitimacy and knowledge to transform other states' educational systems, especially given the issues and obstacles faced in the educational systems in their own countries? UK resources and aid budget spent on education in other states is a fraction compared with the £85 billion annual budget allocated for education in Britain. These limited resources coupled with limited understanding of the culture and context of target countries limits expected outcomes.
14. Education interventions should be in line with the four Rs framework for determining education systems' ability to build resilience and transform societies following conflict: Redistribution (addressing inequalities); Recognition (respecting difference); Representation (encouraging participation); Reconciliation (dealing with past, present and future injustices).

Challenges and fundamental questions

Programme design and implementation

15. Finding the appropriate language is important in communicating with children and young people as contributors to society. Rather than from a place of suspicion through PVE-targeted rhetoric, educators need to focus on strengthening knowledge and skills rather than targeting vulnerable children for PVE strategies based on assumptions of particular schools or communities.
16. How can educators teach universal values (including justice, recognition, solidarity and self-determination) and embed these in all subjects in the curriculum? There needs to be a universal guideline for learners, teachers and schools.
17. Religious literacy is at the heart of the challenge of countering extremist narratives and ideologies. Stakeholders need to overcome stereotyping and basic assumptions in education and public policies as the basis for more detailed interventions focused on understanding different religious identities, histories and practices. How can history and religious syllabuses be published without consensus on historical and religious events? Education needs to consider sensitivities, perceptions and accounts of all sectors of society.
18. How can strategies and approaches found to be successful at individual or local levels be applied more widely without losing individual impact? Policies need to balance tailor-made efficiency with scaled-up sustainable strategies.
19. Extremist ideologies have a diagnostic and prognostic element, identifying the root cause of individual and societal grievance(s) and offering a solution in the extremist cause. The diagnosis of societal issues have relevance but the prognosis of ISIS is the problem – what are states offering to counter the extremist proposal? What can extremist narratives tell us about the faults in our own societies?
20. National interests need to be redefined to become compatible with global inclusive citizenship. The mental and physical breakdown of borders witnessed in the Syrian refugee crisis and the rise of Islamist extremism underscores national issues that are now global issues, requiring a coordinated approach at national, bilateral and multilateral levels. States need both strong political will and civil society to change from within, but also dialogue with the other to employ the full support of the international community.

“The other who does not see the world like oneself teaches more than the one who agrees with oneself. What is useful is uncomfortable.”

Evidence

21. Many government and civil society approaches to education impacting extremism are currently implemented on the basis of assumptions rather than solid evidence. Research and practice can provide evidence to strategies that work and the contexts in which they can be most successfully implemented.
22. Is there a measure or index for violent extremism in each society or state? What is the relationship between violent extremism and the human development index? Can we separate extremism from the case of development?
23. The current economic climate is encouraging proposals and implementation of programmes without sufficient rigour. There is a tendency to position activities under the banner of PVE in order to receive funding.
24. How can we explain the intentions of young people joining ISIS who have passed through the same education system as non-violent citizens? What are the key turning points and how can these be evaluated and measured?

The Syrian refugee crisis

25. The effects of the Syrian civil war and resulting refugee crisis are not only felt by the displaced Syrians but also the citizens of host countries. Native citizens can feel excluded from relief efforts or allocation of resources, resulting in an increased sense

of political disenfranchisement contributing to the rise of right-wing ideologies and extremism across Europe.

26. UNHCR estimates the average time spent in a refugee or IDP camp is 25 years, so national and international emergency crisis infrastructure is not best placed or equipped to deal with the protracted effects of the refugee crisis. How can stakeholders mitigate the risk factors before progression along the path of extremism?
27. Austria has received a vast number of Syrian refugees and is facing the challenge of integrating refugees who will become permanent residents. There are currently 20,000 unaccompanied child refugees receiving an education in Austrian schools, learning the national language and value system to facilitate their integration.
28. Lebanon is host to the largest number of Syrian refugees (1.1 million in a total population of 4 million). Lebanon is facing the dual challenge of rising numbers of refugees out of education (approximately 200,000 children) and rising birth rates – there are an estimated 50,000 unregistered births in the last few years. Despite the thousands outside the education system, Syrian children attending Lebanese schools still equal or outnumber their Lebanese peers, stretching limited resources and underlining the need for non-formal education systems to fill the gaps.
29. UN agencies provide schooling, transportation and equipment to Syrian refugee children but not Lebanese students. Donors need to visibly invest in native Lebanese children as well as refugees by subsidizing registration fees or providing transportation in order to demonstrate the impartiality of resource allocation.
30. The issue of temporality inherent in Syrians' refugee status is a significant challenge in providing education in host countries. Educators need to foster inclusion in the host community whilst preserving the children's Syrian national and cultural roots.
31. Armed groups provide an opportunity for young people to make a living regardless of their level of education. This is opposed to a national unemployment rate of 35 per cent among Lebanese youth and much higher in refugee communities. States need to provide fulfilling employment opportunities to counter both the ideological and financial appeal of extremist groups.

Roles, responsibilities and limitations of stakeholders

Youth as Agents of Change

32. UNESCO efforts for education in 21st century are moving from 'education' to 'learning' in which the emphasis is on young people as self-learners through observation, research and interaction with teachers as the facilitator. The learner must be at the centre of the process to learn their individual responsibility and impact as a global citizen.
33. Young people need to turn from passive receivers of knowledge to active and engaged citizens. Gaining skills for public advocacy is key to driving other young people from extremism. States need to create platforms for young people to work together for the common good of their local and international peers; these platforms can be integrated into formal and non-formal education systems through community service and teaching focused on the value of diversity.

Teachers and educators

34. Parents are the primary agents for their children's education where fundamental beliefs and values are learnt that undergird teaching within schools and universities. The role of state, church and school is an ancillary facilitator in the learning process but should stand at the heart of the wider community to represent values and effect positive change.
35. Teachers and community leaders are trusted by young people; the education system needs to build on that trust whilst ensuring teachers have the skills and knowledge to

manage debate around topical, controversial and sensitive issues without fear of legitimising the language of extremism.

36. Educators need to allow learners to express their grievances even if they counter state policies; it is essential not to avoid or disguise realities, which can drive grievances into hate speech and irrational narratives.
37. Schools play a vital role in the security and safeguarding of children and in intervening where concerns of radicalisation are raised. How can schools create policies and guidance for teachers to know and understand the multiple signs and signifiers of radicalisation? The UK PREVENT Strategy is often viewed in the binary of 'good' versus 'evil' and 'us' versus 'them'; teachers need to unpick the conflicting language and narratives surrounding extremism and encourage open debate and dialogue among students to express grievances and explore the grey areas of public policy.
38. In 2015, the UK government introduced the statutory PREVENT duty for specified institutions, including schools, to pay due regard to the need to prevent people from being drawn into terrorism. Conversely in the Netherlands, there is no such duty; schools do not want to acknowledge suspected cases through fear of negative impact on school attendance. Which is better practice? What is the impact of the Prevent duty on teacher-child-parent relationships?
39. In many countries and contexts, limited resources and teacher training manifests in schools struggling to teach basic numeracy and literacy skills to students. How will teachers be able to educate in the more advanced values of inclusive citizenship and skills of critical thinking and problem solving? Teachers need guidance on the course content and pedagogical training to manage controversial issues and promote critical thinking and enquiry.
40. Effective educational reform relies not only on political will but also on the will of school leaders and directors to embed proposed strategies and citizenship education and skills within their curricula. Schools are increasingly independent of local authority or state control so each individual educational institution needs to take ownership of reform.

Civil Society

41. Governments need to enable and support civil society to create the right space and voices for action. Non-governmental voices are most credible and can address vulnerable individuals in a genuine approach that focuses on wellbeing rather than security risks.
42. Non-formal educational approaches to PVE are inherently local interventions; these can address the needs not being met by the formal sector and target programmes in locations and communities with known vulnerabilities. Non-governmental branding or labelling as 'PVE education' is key to maintaining credibility and legitimacy.
43. How can successful local approaches be effectively scaled up without losing their tailored characteristics and promoting an image of international 'brainwashing' from the West?
44. Many civil society citizenship education initiatives are currently on-going in formal and non-formal education settings. These include cultural heritage training implemented by UNESCO, and drama therapy funded by DFID and managed by UNICEF working with local NGOs to encourage Syrian refugee children to sing traditional and national songs about their Syrian heritage. Sports competitions and the international Scouts network are also useful platforms to build bridges between host and refugee communities through activities.

Media

45. Both traditional and social media organisations need to support state strategies for educational reform and understand the purpose of the work rather than providing

space for criticism of state policies and feeding extremist narratives. For example, modification of Arabic language textbooks in Jordan to include fewer Qur'anic verses needs to be reported as a positive change to provide diverse texts for study, rather than encourage criticism of the Ministry of Education.

46. Teachers need to provide digital literacy education and embed skills on the dangers and risks of the Internet within all subjects and courses. However, Internet providers and social media companies need to be aware of their role in enabling and promoting extremism as a key influencer outside the classroom. Companies need to work with governments and civil society to ensure extremist content is removed and effectively countered.

Governments

47. Political will is crucial in implementing educational reform; however, the will of Middle Eastern governments to change education systems to prevent extremism is often doubted due to the fact that certain regimes can benefit from extremism. The Global Campaign for Education has observed that some states' national action plans (NAPs) are prepared by consultants without government ownership or civil society input.
48. The concept, philosophy and practice of international relations must change from 'keep the "other" weak and under your explicit or implicit control' to: let the other develop and advance because the benefit of co-operation between equals is now greater. This change would mean that violent extremism would have no grounds to penetrate societies.
49. Sustainable Development Goal (SDG) target 4.7 focuses on education for sustainable development and global citizenship, for which governments annually report on progress at state level against various indicators. How can these indicators be used to measure success of initiatives at all levels?
50. Top-level politicians need to be brave enough to commit to long-term change and system-strengthening rather than focus solely on short-term low-political wins.
51. PVE is a top UK government priority supported by Prime Minister Theresa May. The 2015 UK Counter Extremism Strategy ambitiously aims to tackle all forms of extremism in the UK and internationally and recognises the need to strengthen cohesive communities in building resilience to extremism. The UK CONTEST Strategy is currently being refreshed and is expected to be re-released in late 2016/early 2017 with a new focus on upstream prevention and wider harms against women and minorities, and segregation and hate crimes.
52. The UK International Strategy aims to prevent and counter the ideology and impact of extremism that leads to terrorism. This strategy focuses on mobilising the international system to ensure all partners address the issue of extremism and build capacities together. International momentum is championed by the United Nations and the previous UN Secretary General Ban Ki-moon's Plan of Action to Prevent Violent Extremism, which encourages all states to develop NAPs in which education is a key component. Kenya and Somalia have already launched their NAPs and others including Jordan, Pakistan and Tunisia are in the process of development

Emerging and best practice: learning lessons and building the evidence base

53. Educators need to find and use unthreatening ways to encourage children to explore their own identity and backgrounds and those of others. Successful methods include extra-curricular activities such as sports, volunteering and community activities with peers from different communities and religious and supported by writers, artists and the media. Examples include British Council's Connecting Classrooms and initiatives by Right to Play and the German National Olympic Committee.
54. The British Council Young Arab Voices Project aims to build skills in running and

managing effective debates and so far has involved over 80,000 young people in the MENA region. The programme depends on establishing partnerships with the education and civil society sectors to ensure children are taught skills absent from formal education curricula. The scheme strengthens social and political engagement and cohesion to counter intolerance through debate.

55. British Council Core skills training focuses on developing citizenship education in schools in the MENA region by sharing UK approaches to professional development and leadership. Phase Three will train 2,500 teachers and work in at least 1,000 schools (more than 300 of which are in Lebanon). The monitoring and evaluation (M&E) mechanism has been developed with the National Centre for Education Research to assess the inclusion of six core skills within the curriculum: critical thinking, collaboration, creativity, citizenship, digital literacy, and student leadership.
56. Since 2009, the British Council Active Citizens programme has involved more than 100,000 people in social development training to enhance acceptance of other communities. A limitation is the reach of the project in its primary attraction to individuals who are already self-motivated and open to the training. However, the British Council are now looking to target programmes in more vulnerable areas including pilots in Tunisia, Lebanon and Morocco.
57. The Tony Blair Fair Foundation's Generation Global project trains and equips teachers to ensure children are educated in dialogue, critical thinking and religious, cultural and digital literacy. Throughout its seven years the project has trained 7,000 teachers in 2,500 schools in over 30 countries. The programme drives open-mindedness and results vary in different schools and according to socio-political contexts, highlighting that education cannot be conducted in a vacuum. Its 'Essential for Dialogue' Resources are freely available and aim to give students the tools to build societies that welcome diversity and encourage an open minded and inclusive approach. Each chapter includes theory and practical activities to develop and practice the skills of dialogue in the classroom.
58. Former Education Secretary Nicky Morgan launched the Educate Against Hate website, providing a collection of quality-assured resources to support teachers in educating against extremism. This supports the UK Department for Education guidance on education to safeguard against extremism:
 - Political leadership – Schools do not work in a vacuum but need to ensure legitimacy in their work and reinforcement of education by support from government and wider society.
 - Comprehensive framework – The UK has a definition of extremism that encompasses all violent and non-violent forms and all opposition of values of democracy and respect for others' freedom and beliefs. This is underpinned and reinforced by the UK Equality Act and citizenship and religious education forming part of the national curriculum in secondary schools.
 - Schools' role in safeguarding children – Children are at risk of radicalisation and schools have a duty to protect against threats such as violence, criminality and including extremism. This includes online grooming and radicalisation; schools have a duty to educate children in online safety and digital literacy.
 - Monitoring education standards – Ofsted (Office for Standards in Education, Children's Services and Skills) frequently inspects schools to evaluate effectiveness and impact of education in spiritual, cultural and social development.
59. The Austrian government has provided German language, municipal and democracy practice education to Syrian refugees, which is reinforced by interactive dialogue with Austrian policymakers and citizens. Moreover, the use of arts and culture to build resilience and build a sense of belonging in a new environment is crucial in the early

stages of refugees' settlement in Europe. In structures where language learning and applications for a work permit are lengthy processes it is important to use creativity to provide a foundation for belonging and inclusivity. Despite its secularity, the Austrian government is also organising religious education in schools, providing inter-religious training to teachers from all faiths to answer questions on all faiths and beliefs.

60. The Council of Europe, in collaboration with educators, has drafted a legal framework on global education as a reference for ministries and has organised a series of conferences to set out the strategy, which focuses on the development of NAPs, curricula reform and outreach.
61. The Council of Europe also provides online courses on human rights, intercultural dialogue and democratic citizenship using theoretical and practical approaches and assessing both individual and collective assignments.
62. The World Organisation of the Scout Movement is the largest international non-formal education organisation. Its Messengers of Peace programme focuses on the need to improve dialogue skills to discuss and identify forms of peace. The central and strategic emphasis is on bringing scouts from refugee, IDP or vulnerable backgrounds to learn about dialogue and dynamics of identity. Through recognition of diversity of identities within and among scouting groups, children recognise unity within the identity of a scout, which transverses national, religious and cultural identities.
63. The Adyan Foundation's 'National Charter for Education on Living Together in Lebanon: in the framework of inclusive citizenship embracing religious diversity' has become the guiding document for the current educational reform implemented in Lebanon; it underlines the need to balance Lebanon's cultural and religious diversity with shaping its national identity. The Adyan Foundation, in collaboration with University College London and the Hedayah Centre in Abu Dhabi, is also in the process of finalising a white paper on 'Interreligious Collaboration and policy making in addressing radicalization and violent extremism.'
64. The previous government in Lebanon lacked a cross-government strategy to inclusive citizenship education; in operation since 2014, RACE (Reaching All Children with Education) is Lebanon's first education response strategy to the Syrian refugee crisis. The Lebanese government has since developed a further two national initiatives: Lebanon Crisis Response Plan (LCRP), whereby ministries annually report on progress of response to the education needs of Syrian refugees in Lebanon, and the Subsidized Temporary Employment Programme (STEP).
65. The Hedayah Centre in Abu Dhabi is currently trying to promulgate ideas on best practice in CVE, creating a platform for sharing of information and examples of best practice to be more accessible for stakeholders in security and education sectors.
66. Since in the series of bombings in Casablanca in 2004, the Moroccan Ministry of Religious Affairs has reformed the training and supervision of imams and mosques in Morocco. Religious figures are now civil servants, licensed by the state and qualified to degree level by a national seminary. Imams are now able to study for an American-style Master of Arts degree in Islamic Studies at Al Akhawayn University. This includes a year of English-language teaching and courses in history of religion, critical thinking and writing, popular culture and digital media literacy to address both traditional and modern issues of religion and society. This pilot study of religion from the perspective of the social sciences and humanities rather than from the perspective of theology or religious doctrine has the potential to be transferred outside Morocco.
67. UNESCO is finalising 'A Guide for Policy Makers on Preventing Violent Extremism through Education'. It has also recently produced a UNESCO 'Teacher's Guide on the Prevention of Violent Extremism.'
68. The Association for Citizenship Teaching 'Building Resilient Project' has involved teachers in schools across England developing innovative Citizenship teaching

strategies to build young people's criticality and resilience to extremism and being drawn into terrorism. The outcomes of the project, funded by the Home Office Prevent Innovation Fund, include Citizenship teaching resources for Key Stage 3, with lesson plans and schemes of work, accompanied by short teacher films and case studies.

Recommendations, proposals and commitments

69. In order to provide an engaging counter or alternative narrative to extremism stakeholders need to positively radicalise education as an outlet for activism built on the foundational values of human dignity, solidarity, diversity and rights of others. All stakeholders, including communities, teachers, and families, are part of the solution.
70. States need a holistic approach to the Syrian refugee crisis; most refugee families cannot afford the costs of transportation and stationary or the time for children to not be working to support their families. It is not sufficient to provide school places for Syrian children but donors need to fund and provide for incentives, such as free transportation, meals and learning materials.
71. Education of Syrian refugee children needs to also provide psycho-social support, as well as knowledge and core skills, in order to deal with post-war trauma, including PTSD, and provide a referral system for children to see specialists and counsellors who can address issues that have an adverse on a child's wellbeing and ability to learn.

Proposals from working groups

72. Government departments need to accept other voices and approaches both within and outside government, though, for example, partnership with PricewaterhouseCoopers on the Girls' Education Challenge and effective sharing of data among stakeholders.
73. The role of the citizen journalist should be promoted and facilitated by social media.
74. Increasing connectivity across schools, either through exchange programmes or web twinning where physical exchange is not possible.
75. Full use of the court system to challenge harmful practices in schools to reinforce messaging and teaching against hate – including banning of bullying and corporal punishment.
76. Enhanced multilingualism and extra-curricular activities such as community service are useful tools to create space for dialogue and facilitate interaction within and among different communities and their varying religious, social and cultural practices.
77. The volume of documentation on best practice needs to be managed effectively for stakeholders to be able to directly and easily access guidance and models which can be implemented in varying contexts. Governments and organisations need to find a way to resource the arranging, sifting and organisation of cases and information into useable portions.

Participants' commitments and pledges

78. The Institute for Strategic Dialogue's (ISD) Strong Cities Network has planned regional workshops in South East Asia, the Balkans and Africa, providing an effective dissemination tool for information. ISD can commit to allocating a session of each regional workshop to the issue of inclusive citizenship and the role of municipalities.
79. Establish a collaborative working group between the Institute for Strategic Dialogue (ISD) and the Tony Blair Faith Foundation (TBFF) on refugees and education.
80. ISD is exploring partnership with Adyan Foundation on expanding the YouthCAN network in Lebanon in 2017.
81. The Association for Citizenship Teaching (ACT) will develop tools to promote advocacy for young people to confront extremism; develop a manifesto for communities to build resilience; share ideas about community service with colleagues;

and consider developing a short paper and frameworks to better articulate critical thinking and problem solving.

82. Adyan Foundation proposes to partner with Wilton Park on a future conference for bridging between political discourse and educational philosophies.
83. The UK Foreign and Commonwealth Office (FCO) and the Campaign for Popular Education (CAMPE) in Dhaka will ensure the NGO Consortium in Bangladesh are plugged into the work of the Global Community Engagement and Resilience Fund (GCERF).
84. The Ministry of Education in Pakistan proposes to revise history books and other reading material in broader curriculum reform; introduce extra-curricular activities in schools especially in conflict zones; and train teachers how to educate children to build resilience against violent extremism.
85. The UK FCO commits to ensure the British High Commission in Pakistan is in contact with the Minister for Human Rights; support an expansion of Hardwired Global's teacher training projects in Lebanon and Pakistan; disseminate National Action Plans on PVE on a web platform in the FCO; fund the Hedayah Centre-led Task Force on NAPs; invite Adyan Foundation to present its White Paper on 'Interreligious Collaboration and policy making in addressing radicalization and violent extremism' at the Global Counter-Terrorism Forum Working Group on CVE in March 2017; encourage the British Embassy and Ambassador in Beirut to support cross-sector education with the World Organisation of the Scout Movement with the Lebanese Ministry of Education.
86. The UK Department for Education will fund the dissemination of the outcomes of government-funded projects with ACT on citizenship teaching and making curriculum and teachers' CPD resources freely available.
87. CAMPE commits to work with civil society organisations in South Asia to share and disseminate best practices; ensure decision-makers listen to the stories and opinions of young people; and motivate Community Watch groups to work with local authorities for building resilience to violent extremism.
88. The British Council and Institute for Strategic Dialogue commit to exploring how to bring young people into civil society and municipality dialogue in target cities and countries to build resilience; and identify a web platform for stakeholders to upload curricula course materials and other guidance for teacher training in core skills and citizenship.
89. The TBFF and the Federal Ministry for Europe, Integration and Foreign Affairs in Vienna will explore delivery of trauma services.
90. The FCO, TBFF and CAMPE will aim to advance The Global Commitment on Education Against Extremism through regional organisations.
91. The Lebanese government will mainstream and embed values of citizenship based on the UNESCO teachers guide in pre- and in-service training of teachers, hoping to reach 5,000 teachers in 2017.
92. The British Council intends to organise two/three events or Youth Dialogues with Wilton Park and other partners on how to build resilience among young people; and will revise and republish a research paper drawing the links between resilience, citizenship skills and pedagogy more clearly.
93. Hardwired Global proposes to find ways to collaborate on imam training for education that supports resiliency; work with teachers and the Ministry of Education in Lebanon on new educational initiatives; and support a Wilton Park conference with the Austrian Federal Ministry for Europe, Integration and Foreign Affairs on trauma and education.
94. PricewaterhouseCoopers intends to share best practice of PwC projects in working

with communities to counter negative stereotypes and promote education; share PwC's developing methodology on measuring behaviour change with the Austrian government; and support the development of a madrassa curriculum which includes critical thinking and scrutiny of Islamic texts.

95. The Council of Europe will explore potential synergies with the Adyan Foundation and the British Council on training youth leaders and formal and non-formal educators in the field of democratic and global citizenship and intercultural and interfaith dialogue.
96. The Centre for Research and Evaluation in Muslim Education (CREME) at University College London will focus on developing conceptual clarity underpinning educational discourses; continue to introduce philosophy as school subject; re-think the teaching and learning of Islamic traditions, and intra-religious diversity; and write children's books promoting intra-religious diversity.

Conclusion

97. Education does have a powerful ideological impact on social attitudes and worldviews; though education is not sufficient in explaining causation of extremist beliefs, provision of development aid to improve and reform education will continue regardless as an end in itself. However, the correct form and quality of education may marginally increase individual and collective resilience against extremist narratives and ideologies.
98. Teachers need skills and knowledge in active listening, dialogue, collaboration, belief and adoption of human rights to address the issues and challenges faced by children in the Middle East.
99. Educators can build children's resilience to extremism through strengthening values, skills and knowledge, including in inclusive citizenship, religious literacy, media literacy, universal human rights and understanding of local and regional and international history.
100. A key challenge is to successfully scale-up effective locally targeted interventions to national and international levels whilst maintaining a tailored approach that considers social, cultural, religious and political contexts. Approaches need to be evaluated through robust M&E mechanisms to ensure quality, effectiveness and impact. Self-sustainability of strategies is vital to their success. Strategies must therefore include and draw on parents, educators, civil society and the private sector at all stages in the process.
101. In the current political climate, problems and hazards are fast moving and reform is often slow to design and implement. State and civil society approaches need to ensure rapid impact to address immediate challenges without eroding the focus on long-term issues.

Gina Vale

Wilton Park | February 2017 - This report was revised on Tuesday 4 April 2017

Wilton Park reports are brief summaries of the main points and conclusions of a conference. The reports reflect rapporteurs' personal interpretations of the proceedings – as such they do not constitute any institutional policy of Wilton Park nor do they necessarily represent the views of the rapporteur.

Should you wish to read other Wilton Park reports, or participate in upcoming Wilton Park conferences, please consult our website www.wiltonpark.org.uk

To receive our e-newsletter and latest updates on conferences subscribe to <https://www.wiltonpark.org.uk/newsletter/>

Appendix

The conference working groups agreed on the following common values and key principles of promoting inclusive citizenship through education:

Common Values:

These should be built on the 1948 Universal Declaration on Human Rights, which the 192 member states of the UN have all signed up to.

Values should emphasise:

- Inherent dignity of all humans
- Equal and inalienable rights for all (including gender equality)
- Freedom, justice and peace
- Democracy
- Rule of just law to include the “other”

- Non-discrimination
- Acceptance of diversity
- Pluralism
- Solidarity

- Freedom of religion and belief
- Freedom of expression

Key Principles:

These should build on the UNESCO Guiding Principles on Global Citizenship Education and include:

- Approaches to building resilience to violent extremism through education need to Education for individual and societal development – not as a PVE tool
- Promote critical thinking and discerning compassion
- Valuing diversity beyond tolerance
- Engagement and collaboration between all stakeholders– parents, children, local communities, education system, govt. and across stakeholders in society – CSOs and religious institutions
- Building consensus and a common conceptual framework to bridge divides of political and educational discourse and practice
- Creating context-specific approaches
- Creation of safe spaces in educational institutions for dialogue to face problematic issues and share grievances without fear
- Building students’ resilience and agency for change
- Validation of students and their backgrounds