Countering Violent Extremism and Education

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Outline:

1. Introduction to Hedayah
2. Introduction to CVE
3. CVE interventions
4. CVE and Education Frameworks
1. Introduction to Hedayah
Answering A Need

Hedayah was created as an independent international organization working with the Global Counterterrorism Forum (GCTF) and other international stakeholders.
GCTF Structure

Coordinating Committee

- Regional Working Group – Capacity Building in the Sahel
- Working Group – Foreign Terrorist Fighters
- Regional Working Group – Capacity Building in the Horn of Africa

Working Group: Criminal Justice, Rule of Law

Working Group: Countering Violent Extremism

Working Group: Detention and Reintegration
Mission

• To serve as the premier international hub for CVE policy makers, experts and practitioners to enhance understanding and share best practices.

• To promote and support an effective evidence-based approach that lessens the threat through innovative dialogue and collaboration, research and analysis, training and capacity building.
**Countering Violent Extremism (CVE)**

CVE is about reducing the terrorist threat through *non-coercive* approaches that directly address its root causes.

<table>
<thead>
<tr>
<th>Traditional Counterterrorism</th>
<th>Countering Violent Extremism (CVE)</th>
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<tbody>
<tr>
<td><strong>Action</strong></td>
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<tr>
<td>• Deny opportunities for terrorist activity</td>
<td>• Challenge the structural conditions that lead to terrorism</td>
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<tr>
<td>• Disrupt and arrest terrorist groups</td>
<td>• Initiate activity to discourage engagement or re-engagement in violent extremism</td>
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<td><strong>Actors</strong></td>
<td></td>
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<tr>
<td>Government and security agencies</td>
<td>Same actors but also multidisciplinary, including civilian participation</td>
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**Perception**
Strategic Significance

- Hedayah is **international, independent, a-political, non-ideological**
- Hedayah serves as an a-political **platform to connect** policymakers to practitioners and experts
- Hedayah **targets audiences** that national governments may struggle to reach
- Hedayah allows national governments to "**burden share**"
- **Connect with civil society** as a non-governmental organization
- Hedayah promotes an effective **evidence-based** approach
Thematic Priorities

- CVE and Education
- Victims and CVE
- Community Engagement and Policing
- Prison de-radicalization
- Sports and Cultural Diplomacy
- CVE Security and Development
- CVE and National Strategies
- Foreign Terrorist Fighters (FTF)
- CVE through Communications
2. Introduction to CVE
• Definitions: The importance of common understanding and common vocabulary.

• CVE Methodology: Evolving, accepted best practices, transferable.

• **Always** reliant on local knowledge
Terrorism

- Criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to do or to abstain from doing any act.

Two key characteristics:

- A self-defined rational political/ideological objective
- The belief that violence is a legitimate and inevitable means to achieve that objective
Violent Extremism

• The purpose of violent extremism is to provoke the target into a disproportionate response, radicalise moderates and build support for its objectives in the long term, (David Lake, 2002).

• Interchangeable definitions and objective use of language
Mapping Attitudes to Violent Extremism

Mainstream society, opposed to violence

Sympathetic/Acquiescent

Violent extremists

X = Circumstances that motivate individuals to re-engage with terrorism

Y = Circumstances that motivate individuals to reject terrorism
Radicalization

• A process by which a person to an increasing extent accepts the use of undemocratic or violent means, including terrorism, in an attempt to reach a specific political/ideological objective

(Danish Government, 2009)
Counter-Radicalization

- Radicalization is a process that can be countered
- Counter-Radicalization: The process of interaction through which individuals come to reject the legitimacy of violence as a means to achieve a specific political or ideological objective
Evidence Base for CVE

- Local understanding directs CVE activity
- Push Factors
- Pull Factors
3. CVE interventions
CVE Activity on Three Levels

- Working with governments to encourage national and international approaches at the policy level

- Building the capacity of local actors to deliver new interventions that make individuals and communities less susceptible to violent extremism

- Engaging with state actors to promote activity and behavior that ameliorates the threat – e.g. police, teachers, social workers, health officials
Counter-Narrative Response

- Role of the radicalizing narrative
- Counter-narrative using same method and media
- Directly addressing the pull factors - myth-busting and exposing hypocrisy
Responding Through Targeted Interventions

- Designing programs and projects that directly address the push and pull factors (CVE-specific)
- Avoiding CVE branding
- Non-CVE Programmes that have CVE benefits (CVE-relevant)
4. CVE and Education Frameworks
Mechanisms for CVE and Education Interventions

• Formal educational institutions
• Broader community and family-based education
• Engaging youth through other activities such as sports, arts, culture, media, gaming etc.
Types of CVE and Education Interventions

• Education ABOUT CVE
  – Provides platform for discussion in community about CVE
  – Catalyzes community to identify local push and pull factors
  – Encourages community solutions to counter violent extremism

• Education FOR CVE
  – Developing coursework or curricula (e.g. social and emotional learning) that addresses push and pull factors
  – Implementing programming in an educational setting to address push and pull factors (e.g. vocational training in education)
  – Equipping teachers and educators with skills and knowledge to build community resilience to violent extremism
CVE and Education: GCTF Current Status

• **Work Plan of GCTF CVE Working Group - Abu Dhabi, Apr ‘12**
  Specifically discussed the need to identify and develop best practices for government engagement with educational institutions to prevent and counter VE.

• **Plenary Meeting of GCTF CVE Working Group - London, Jun ’13**
  US Non-Paper re-emphasized the need for applying CVE strategies to education by focusing on specific areas, such as identity and values, vocational and technical training, life-skills, violence prevention and social work in schools, as well as communities and families.

• **Abu Dhabi Memorandum on GP for Education and CVE**
  Confirmed at September 2014 Ministerial Meeting by GCTF members. Hedayah led the discussions and the development of this good practices document in collaboration with interested GCTF members.

• **Action Plan on CVE and Education (Forthcoming)**
  Tracking and mapping of existing CVE and education initiatives as illustrative of examples of good practice.
CVE and Education at Hedayah

• Closed Expert Roundtable on the Role of Education in CVE, New York, Sep ’13
• Senior Official Meeting on Education and CVE, New York, Sep ’13
• Workshop on Roles of Families and Communities in Strengthening Community Resilience against VE, Abu Dhabi, Dec ’13
• Practitioner-Focused Workshop on Education and CVE, Abu Dhabi, May ‘14
• CVE and Education Training Program-, Abu Dhabi, May ‘14
• Expert Meeting on the Role of Sports, Arts and Culture in CVE, Abu Dhabi, May ‘14
• CVE and Education Training, Abu Dhabi, March/April ‘15
Abu Dhabi Memorandum on Education and CVE

• GCTF Framework Document
• Intended to support GCTF members with guidelines for how to implement CVE and Education policy and programs
• Evidence-Based approach to development:
  – series of workshops and meetings
  – consultations with experts
  – research conducted by Hedayah
• Hedayah will work with the GCTF to implement among interested countries
Abu Dhabi Memorandum on Education and CVE

• General Good Practices
  – Emphasis on multi-sectoral, comprehensive approach including education sector
  – Noting that labeling programs as “CVE” may have adverse effects
  – Utilize an evidence-based approach
  – Conduct interventions at an early age

• Educational Approaches
  – Enhance problem-solving and critical thinking skills
  – Promote civic education, civic responsibility and human values in curricula
  – Offer vocational training and technical training
  – Relate CVE issues to existing social issues
  – Address role of trauma in building resilience to trauma

• Institutional Approaches
  – Utilize experiential learning techniques
  – Promote safe spaces for discussion of ideas in school setting
  – Provide incentives to parents for school enrollment/basic access
Abu Dhabi Memorandum on Education and CVE

• Institutional Approaches (Cont.)
  – Train teachers on managing biases and on identifying signs of radicalization
  – Integrate marginalized communities
  – Engage and incorporate private sector partners where relevant
  – Engage and incorporate media sector to reinforce values learned in school
  – Tap into technology to enhance learning of basic skills

• Family-Based and Community Approaches
  – Involve youth in the development of their own educational programming
  – Engage community leaders in educational programs to raise awareness of VE and techniques to counter it
  – Offer opportunities for families and parents to learn about VE
  – Interact with families to reinforce formal lessons at home

• Sports, Arts and Cultural Approaches
  – Incorporate and coordinate with sports, arts and cultural programs to reinforce and build secondary effects for formal educational programs for CVE
Private Sector Responses

- **Burka Avenger** - Pakistan
- **1001 Nights** - Middle East and South Asia

[Images of Burka Avenger and 1001 Nights]

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