INEE 2015 Round Table

“The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism”

~ Round Table Report ~
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List of Acronyms

CVE – Countering violent extremism
EiE – Education in Emergencies
EDC – Education Development Center
FBOs – Faith-based organizations
INEE – Inter-agency Network for Education in Emergencies
NGO – Non-governmental organization
PUV – preventing urban violence
RT – Round Table
SiCG – Search for Common Ground
UNHCR – United Nations High Commissioner for Refugees
USAID – United States Agency for International Development
UV – Urban violence
VE – Violent extremism
WG – Working Group
EFWG – INEE Education and Fragility Working Group
Section I: Background

1.1. Overview

On October 21st, 2015, the INEE Education and Fragility Working Group (EFWG) held a Round Table/Symposium on The Role of Education & Youth in Preventing Urban Violence and Countering Violent Extremism. The themes of the event were discussed and selected by the INEE EFWG through consensus during the INEE Spring Working Group (WG) Meeting held in New York City in April 2015. The one-day event was conceptualized and organized by a small team (hereafter “Round Table (RT) team”) that was formed during the EFWG meetings and mainly comprised of representatives of the following INEE member organizations: Children in Crisis, Education Development Center (EDC), Search for Common Ground (SfCG) and the University of Amsterdam, with support from the INEE Secretariat, primarily the EFWG Coordinator. The event was held immediately following the INEE Fall 2015 WG Meetings and hosted by UNHCR in Geneva, Switzerland.

1.2. Purpose and Objectives

The overall purpose of the Round Table was to provide a platform for education practitioners to address ongoing research and programming related to the areas of urban violence (UV) and violent extremism (VE). The goal was to convene members of the INEE network and relevant external participants to foster a better understanding of both the positive and negative roles that education can play in mitigating, preventing or exacerbating the active engagement of young people in two different forms of violence – urban violence and violent extremism.

The specific objectives of the Round Table were two-fold:

1. To share research and experience on the intersection of education, youth, urban violence, and violent extremism;
2. To articulate priority areas for research and programming, and discuss possible INEE engagement in the field of education, urban violence and/or violent extremism.

The Concept Note, detailing the rationale for engaging in these two topics of urban violence and violent extremism can be found here, or in Annex I.

Section II: The Round Table Event

2.1 Participation

The Round Table brought together 70 participants, including members of the INEE’s three Working Groups1 and 25 external participants from NGOs, UN agencies, universities and academic institutions.

The INEE Secretariat and RT team agreed to prioritize the attendance of INEE members but also recognized an important opportunity to engage in dialogue with a limited number of external participants so as to bring in different and new perspectives and to explore potential new partnerships.

As a core part of its network functions, the INEE serves its members through community-building, convening diverse stakeholders, knowledge management, amplifying and advocating, facilitating and learning, and providing members with the resources and support they need to carry out their work on education in emergencies. The Round Table on The Role of Education & Youth in Preventing Urban

1 The INEE has three Working Groups: Advocacy WG, Standards & Practice WG, and Education & Fragility WG.
Violence and Countering Violent Extremism enabled the process of community-building by convening INEE members and external participants with expertise in the two selected areas of discussion (UV and CVE).

A Call for External Participants was released on the INEE website and through the INEE Bi-Weekly Bulletin, and included eligibility criteria for participation. External participants were selected on a first-come, first-served basis, so long as they met the eligibility criteria.

2.2. Agenda

The Round Table Agenda was designed to allow participants to reflect on education’s potential role(s) in addressing urban violence and violent extremism, in order to engage participants in discussions that will inform INEE’s next steps on each of these two topics. See here for the Round Table Agenda, or Annex II.

Session 1: Jointly Setting the Scene

The first session was dedicated to setting the scene for the two topics of the Round Table. The session was led by Gustavo Payan (EDC), who informed the audience about the choice of topics for discussion and the desired outcomes of the Round Table. He noted that the two topics of urban violence and violent extremism are new areas of focus for the INEE, and emphasized that the Round Table would serve as an initial step in discussing issues relevant to both topics, and in particular how the education community can engage with these two distinct areas of research and programing.

Gustavo Payan explained that the Round Table presentations would give examples from existing research and programing by INEE member organizations, as well as non-INEE members, all working in the fields of either preventing urban violence or reducing violent extremism amongst youth. These presentations would provide food-for-thought for discussions during the afternoon of the RT on the two topics of urban violence and violent extremism, giving an opportunity for participants to reflect on issues related to youth and education programing. Participants were also asked to think about how the INEE and the international education community more broadly can further engage with these two areas, particularly focusing on the role of education in reducing youth involvement in and/or vulnerability towards engaging in violence.

In the opening sessions, Payan noted that the number of young people currently living in fragile and conflict-affected contexts has never been larger. There are currently 121 million children and adolescents out-of-school (UNESCO 2015, p.3), 36 per cent of whom live in conflict-affected states (UNESCO 2015, p.8). The increased levels of instability around the world, as evidenced through increased intra-state armed conflict (Themnér and Wallensteen 2013, p. 512), massive urbanization (United Nations 2014, p.1), and unprecedented migration flows (IOM 2014, p.1), has exacerbated the appeal of violence, including for young people, often as a result of a lack of alternatives.

In this context, education can exist as both a tool for the expansion of violence and radicalized beliefs, as well as a solution for their reduction. Whilst education has the potential to nurture tolerance, increase social cohesion, develop critical thinking skills, and expand aspirations, it can also exacerbate existing inequalities through unequal access to education, and provide opportunities for the entrenchment of intolerance and teaching of radicalized beliefs.²

In addition setting the scene for the Round Table discussions, the INEE and RT team invited a youth leader from Norway, Yousef Barho Assidiq, to talk about his experience of being vulnerable to joining an extremist religious group after experiencing isolation following his decision to convert to Islam as a teenager. Yousef eventually set up an organization to prevent radicalization and extremism amongst young people in Norway. Yousef spoke of his decision to convert to Islam, and the reactions of his friends and family. He described his experience of rejection and isolation from his family, social network and teachers at high school due to his decision to convert to Islam, and how this caused him to seek support elsewhere, leading him to join an extremist Muslim terrorist group. After having joined the extremist group, with the support of his mother, he came to realise that violence is not a constructive answer to being rejected and feeling frustrated.

Since then, Yousef has gone on to help other youth in Norway to avoid being influenced by radical beliefs. The organization that Yousef co-founded, Just Unity, focuses on preventing radicalization and extremism amongst youth in Norway. During the Round Table Yousef talked of the particular need for both formal and non-formal education to support employment opportunities for young people, as well as a culture of increased tolerance for people of different faiths. Most importantly, Yousef emphasized that youth should be taken seriously in their personal choices, and that rejecting young people based on their personal decisions only serves to push them closer to the margins of society.

Session 2: Framing Session: Countering Violent Extremism: Where do Education and Youth fit?

The first framing session on violent extremism (VE) was led by Sara Zeiger, Senior Research Analyst at Hedayah, and Rebecca Herrington, Design, Monitoring, and Evaluation Specialist at Search for Common Ground.

Sara Zeiger gave a presentation entitled “Education and Countering Violent Extremism” which introduced the work of Hedaya and their CVE programs.

Hedayah was created as an independent international organization working with the Global Counterterrorism Forum (GCTF) and other international stakeholders to lessen the threat of violent extremism worldwide. Zeiger described some of Hedayah’s programmatic approaches, particularly related to CVE and education. Hedayah addresses ‘push and pull’ factors for youth joining violent extremist groups. The organization works not only directly with youth, but also with families and the broader community to reduce youth vulnerability to joining extremist groups. Hedayah follows the Abu Dhabi Memorandum on Education and CVE, a GCTF Framework Document that provides guidelines on how to implement CVE and education programs. The Abu Dhabi Memorandum recommends the following approaches with regards to education & CVE:³

General good practices:
- Emphasis on multi-sectoral, comprehensive approach including the education sector
- Note that labeling programs as “CVE” may have adverse effects – as it is often seen as being tied up with international security agendas
- Utilize an evidence-based approach

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

³ The following points are taken from Sara Zeiger’s Round Table presentation.
Institutional Approaches
- Promote safe spaces for discussion of ideas in school settings
- Train teachers on managing biases and on identifying signs of radicalization
- Engage and incorporate private sector partners, where relevant
- Engage the 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 programing
- 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

For more information, Sara Zeiger’s presentation from the INEE Round Table can be found here.

The second presentation, by Rebecca Herrington from Search for Common Ground (SfCG), entitled “Education and CVE: Framing What We Do and Who We Work With”, focused on the role of education in preventing youth from being vulnerable to engaging with violent extremist groups. SfCG’s programs on CVE focus on the enhancing education’s positive role in preventative peacebuilding through improving access to education, protection and youth engagement.

With regards to access, Herrington explained that education should aim to be a more attractive for youth than the alternatives (including involvement in violence). Also, education interventions should aim to ensure equal access for all, focusing especially on improving access for the most marginalized populations. This reduces education itself being a cause of inequality and the related sense of injustice felt within marginalized communities. Herrington noted that education can also provide an opportunity for youth to access different narratives and forms of expression (i.e. alternatives to violence as the only means for expression).

With regards to protection, education initiatives should, according to SfCG, build on the conflict-sensitivity framework to ensure safer learning environments, build resilience and enhance social cohesion. It is also important to strengthen support for youth outside of school, through communities and other non-education sectors outside the education sector.

As Herrington emphasized in her presentation, youth can be a great resource when working for peace. SfCG looks at how to reframe the way programs approach children and youth, ensuring inclusive participation, empowerment of students and enabling youth to construct new narratives for themselves.

SfCG bases its youth and peacebuilding programs on the Guiding Principles on Young People’s Participation in Peacebuilding. These guidelines were developed by the UN Inter-Agency Network on Youth Development’s (IANYD) Subgroup on Youth Participation in Peacebuilding, which is co-chaired by the United Nations Peacebuilding Support Office (PBSO) and Search for Common Ground. The principles offer guidance on youth engagement and participation, especially in conflict or transition settings.
Finally, Herrington discussed the challenge of measuring prevention-focused programs. However, she explained that one can concretely measure violence prevention programs, by looking at, for example: participation by marginalized groups, number of grievances addressed through non-violent channels, and engagement of vulnerable youth in and out of school.

For more information, Rebecca Herrington’s presentation from the INEE Round Table can be found here.

During the Question and Answer (Q&A) session, the following important points were noted:

- There should be more dialogue with religious groups and faith-based organizations in Round Table events such as these, as well as in field-level programing and decision-making. The international community cannot credibly talk about preventing violent religious extremism without inviting religious groups to be part of the discussion. Certain challenges with this were noted, including which religious groups are invited to discussions and whether these represent the diversity of religious views.
- A number of educators were concerned about CVE and education being too closely tied with international security and military agendas. The education community needs to carve out its own space in the current discourse on preventing violent extremism, and look into education’s specific role in preventing and/or perpetuating violent extremism.
- It is important to keep in mind that violent extremism is not only confined to Islam. Whilst Yousef Barthe Assidiq’s personal story was highlighted as one example of a youth engaging with an extremism group, it is vital, given in the current political climate, to highlight that violent extremism is not confined to Islam.
- Organizations carrying out programs for youth need to engage youth in the design phase of programing and listen to their needs and concerns. This will make for more successful interventions.
- Education / curricula should focus on enabling youth to develop their own narratives, rather than pushing a specific world-view. Education should focus on equipping youth with the analytical skills to assess different world views and choose their place in society. Educators/teachers should refrain from providing youth with one view, however positive or ‘harmless’ that view may seem.

Session 3: Framing Session: The Role of Education in Preventing Youth Urban Violence and Crime

The second framing session on urban violence was introduced by Dr. Joost Monks, Managing Director of NORRAG, and led by three speakers; Dr Jovanna Carapic, Associate Researcher at Small Arms Survey, Dr Mieke Lopes Cardozo, Assistant Professor of International Development Studies at the University of Amsterdam, and Dr. Dennis Rodgers, Professor of International Development Studies at the University of Amsterdam.

The first presentation by Jovanna Carapic and Mieke Lopes Cardozo, “Education, urban violence, and youth: exploring pathways or roadblocks for peace in the city,” gave an outline of different types of conflict and changing patterns in violent conflict in urban settings worldwide. Carapic and Lopes Cardozo focused particularly on education’s role in relation to conflict and violent conflict, and suggested possible pathways for peacebuilding through education.⁴

⁴ All references in this section come from Carapic and Lopes Cardozo’s RT presentation, found here.
Drawing on academic research, Carapic and Lopes Cardozo highlighted that conflict is not always violent, even if constantly present and antagonistic (Gould, 2003; Rodgers, 2010). They explained how certain conditions turn conflict violent, and also reflected on how education can play a role in mitigating or fostering (violent) conflict.

It was noted that the nature of violent conflict globally has evolved over time, with increasing intra-state conflicts and decreasing inter-state conflict (Themnér and Wallensteen, 2013). Moreover, the global landscape is rapidly changing with regard to youth and urbanization. The world is ‘becoming younger’: 3.1 billion people are under the age of 25, nearly 2.7 million of which live in rapidly growing cities in Latin America, Africa and Asia (UN-Habitat 2013; UNDESA, n.d.). Simultaneously, urbanization is occurring at a rapid pace. UN-Habitat estimates that by 2050, two-thirds of the world’s population will be living in cities (UN-Habitat 2013). Urban youth are more likely to experience various forms of direct and indirect urban violence, both as victims or perpetrators (particularly males) (Carapic & Lopes Cardozo, 2015).

In discussing the role of education in urban violence and violent conflict, Carapic and Lopes Cardozo noted that education has both positive and negative ‘faces’. They drew on the work of John Galtung (Galtung, 1969) and Jamil Salmi (Salmi, 2000) to explain direct and indirect violence within education systems & classrooms, as well as Lynn Davies’ ‘active’ and ‘passive’ approaches to positive and negative conflict (Davies, 2004). Carapic and Lopes Cardozo discussed the negative effects of urbanization on education, including fragmentation and inequality in urban settings (which limits educational access for certain populations), rapid population influxes and resulting shortages of (public) schools, the increase of private schools (rendering access unequal) and the undermining of indigenous notions of education derived from rural/indigenous forms of learning. These factors often lead to high dropout rates, school delay, and socio-economic exclusion, increasing the probability of youth to enter illicit economies, engage in delinquent behaviour and gang membership (GBAV, 2011, p.157-158).

Finally, Carapic and Lopes Cardozo discussed pathways to peace and building social cohesion through education, including by focusing on social sectors and social movements (moving away from state-level and security sectors only to reduce violence), addressing root causes of conflict (exclusion, marginalization and frustration of youth), and fostering non-violent civic engagement to transform power and resource distribution in urban areas. Carapic and Lopes Cardozo called for improved data-driven education reform through rigorous, longitudinal research, as well as more attention on marginalized (female and male) youth, serious engagement with youth voices and youth-led initiatives, and closer attention to the complex relations between education, social injustice and violence.

For more information, Jovana Carapic and Mieke Lopes Cardozo’s presentation from the INEE Round Table can be found here.

The second presentation by Professor Dennis Rodgers – “Gangs as educational spaces: Group Socialization and Violence Dividends” – discussed the need to be careful of mainstream conceptualizations of youth bulges and urban contexts, as these influence the design of policies around this nexus. Rodgers also provided a nuanced view on how we can understand the motivations of youth to join gangs. He explained that even though gang violence is often mentioned when referring to (the role of youth in) urban violence, studies show that no more than 2 per cent of youth around world join gangs.

The reasons for youth joining gangs range from economic (such as entrepreneurship around drug dealing), familial, and other social structures (affection, friendship, peer-pressure, and so on). Gang member’s individual reasons for leaving gangs include: having children, violent trauma, imprisonment, lucky escape, immigration, death in the family, leaving the neighbourhood, being betrayed by other gang members, employment, and others. Noticeable from the research, however, is that (formal)
education is not on this list. One constant factor of leaving a gang is that it mostly happens in a non-hostile, consensual way, and as something normal to happen at some stage.

Professor Rodgers has conducted research on and with gangs in a neighbourhood in Managua, Nicaragua, since 1996, including following people after they leave gang (the focus of the INEE Round Table presentation). Rodgers explained how some initial studies, including his own, start to show the (non-formal) learning or educational activities of gangs. Gangs can be viewed as socialization institutions, where values, norms, and practices are developed; similar to the way education institutions do. Gangs also provide their members with contextually useful abilities, related to violence, but also related to having a discipline or job-relevant skills.

Employment opportunities for ex-members after leaving the gang include: illegal sector jobs, informal employment, formal employment, under-employment, political activities, joining the army, imprisonment or self-employment. The earlier learned skills of using (the threat of) violence, for instance to enforce contracts/deals, has been reported to be used by drug dealers. The Nicaraguan army is even said to favour ex-gang members because of their experience with using weapons. On the other hand, violence is not perceived as useful in formal or informal employment.

What do these insights mean for the discussion on the role of education in urban violence? Firstly, that it is important to contextualise approaches and (educational) interventions: education alone will not solve the issue of youth violence in Nicaragua. Unemployment is one of the main factors in pushing youth towards other livelihoods options (including gang membership). Secondly, we should consider human development as a conflictive process, not as a linear, uncontested or unidirectional trajectory. We should look at what gangs provide in terms of beliefs, values, socialization, opportunities, and how education can be an attractive alternative for youth.

During the Question and Answer (Q&A) session, the following important points were noted:

- The importance of including gender-responsive forms of analysis and approaches to interventions.
- The importance of clarifying various state (police, army) as well as not-state actors involved in urban violence.
- The need to analyse and understand the aims of violence – why do youth/people commit acts of violence in urban settings? What are root causes?
- The need for multi-sectoral approaches (without employment opportunities upon graduating from school, education will not solve the issue of gang membership.)

Concluding Note on Framing Sessions:

Holding two sessions on UV and VE during the same Round Table event enabled participants to reflect on similarities and differences between the two themes discussed. By providing a framework for each thematic area of discussion, the presenters discussed with the audience important overlapping issues relating to vulnerable and marginalized youth, root causes of conflict, push and pull factors of engaging in violence, and evidence of what approaches might work in each context.

The following session then moved to discuss more concrete interventions being undertaken in a range of contexts.
Session 4: Case Studies Presentations

In the afternoon session, six case studies were presented by individuals representing six different organizations working on UV and VE in education. These included the following:

- Matt Streng, Mercy Corps: *Pivoting CVE Programming in the Face of Political Transitions in Yemen*
- Marina Anselme, Refugee Education Trust (RET): *Protection of Adolescents at Risk of Recruitment by Armed Groups in South Kivu*
- Pete Simms, Children in Crisis: *Education within Juvenile Justice in Afghanistan - A tool for countering violent extremism*
- Juan Luis Cordova, USAID Guatemala: *Guatemala Urban Youth Case Study*
- Friz Affolter, UNICEF: *Participatory Video (PV) – Most Significant Change (MSC) Methodology: a Tool for Critical Self Reflection on Youth Engagement in Ivory Coast*
- Amy West, American Institutes for Research (AIR): *Championing Education’s Role in Reducing Urban Violence: Preliminary Findings From South Africa*

The case studies helped to ground the broader concepts, definitions, strategies and challenges discussed in the two framing sessions in concrete examples of education programming responses to reducing urban violence and violent extremism among youth people.

The full list of presentations and written case studies can be found here under “Round Table Presentations”.

Session 5: Round Table Discussions: Case Studies Analysis

Participants had the opportunity to discuss the two topics and six case studies in small groups that were randomly assigned to include a combination of INEE members and external participants. During the final whole-group discussion session, representatives from each small group presented their main discussion points, as well as conclusions and suggestions for INEE’s engagement in these fields going forward. These valuable inputs will serve as the starting point for INEE’s future engagement in these two fields of research and programing.

Discussions by small groups included the following points:

- The need for a stronger evidence-base in evaluating the role of education reducing and/or preventing urban violence or violent extremism.
- Challenges in defining ‘urban violence’ and ‘violent extremism’.
- The need for more inter-sectoral approaches & coordination in tackling both urban violence and violent extremism.
- A need for increased focus on non-formal education, including skills training, sports clubs, arts, and enhancing critical thinking skills.
- Challenges with funding for certain education programs, particularly ‘extra-curricular’ education such as sports, peacebuilding, the arts, community outreach (these are often outside formal classroom structures, but also sometimes the most effective for fostering youth engagement).
• The need for civic education programs to engage youth, empower young people, and give them a voice.
• More inclusion of youth in early stages of education programming. This fosters a sense of inclusion and youth ownership of their learning and self-development.
• Importance of ensuring education interventions do not reinforce structural violence (language considerations, ensuring access for marginalized groups, minorities, etc.).
• The need for trained, knowledgeable teachers who are sensitive to in-classroom differences and inequalities, can handle disaffected youth, etc.
• Challenges in making education attractive to youth - education must lead to opportunities upon graduation from school (employment, further education). Education programs should link with livelihoods sectors.
• The need to be specific about what type(s) of violence education programs are addressing.
• Challenges in measuring the impact of education programs aimed at reducing UV and CVE.
• The INEE’s particular role in this space: as a network organization since the INEE does not implement field-level programs. However, it can convene different actors to discuss these issues and build a community around these fields (UV and VE). The INEE can work with its members to develop guidelines, gather examples of good practices, facilitate knowledge-sharing, etc.,
• Elevating the role of parents and families in education to counter violence and crime
• The need to further analyze what is taught and how it is taught. The need to note who decides what is taught, and how, and who finances such interventions.
• Challenges around the need to interrupt education programs / interventions for youth when there are security threats for implementers and beneficiaries, and how to ensure continuity for youth despite these threats.
• Understand that higher levels of education are not necessarily correlated with lower levels of involvement in violence.
• The opportunity of education as a means for tackling alienation and marginalization, and increasing a sense of belonging and purpose for young people (this was a common issue identified for both themes of UV and CVE).
Section III: Recommendations

3.1. Round Table Recommendations and the INEE

The discussions held at the Round Table will inform INEE’s engagement in these two areas of urban violence and violent extremism through further dialogue and consultations within the RT team, the EFWG, and the INEE Secretariat. Any potential future steps will be aligned with INEE’s 2015-2017 Strategic Plan.

Discussions and recommendations during the final session of the Round Table ranged from the evident need to clarify and define concepts and terminology related to education, youth and conflict, to in-depth analyses of existing gaps in both areas (UV and CVE) and what role INEE, its members, and potential new partners can play in the education, youth, and conflict space.

Using the INEE Strategic Priorities as a framework, this section contains recommendations for INEE’s future engagement with the two fields of urban violence and violent extremism. INEE and its members’ involvement in the following recommendations will depend on the capacity of the INEE Education & Fragility Working Group to carry out further work on both areas of UV and VE, noting that the EFWG 2016 Work Plan contains additional areas of focus beyond youth & violence.

**INEE Strategic Priority 1: To serve as a global advocate and thought leader, promoting education for all and in all circumstances.**

- Shape the discourse on the role of education in the two separate fields of urban violence and violent extremism, paying attention to various types of education (e.g. peacebuilding, formal, non-formal, vocational, etc.) and the role of education in contexts where education is highly politicized (inequality of access & quality, state-controlled curricula, etc.).
- Review successful education interventions in their efforts to prevent urban violence and reduce violent extremism amongst youth. Examine the role of key players in the education system such as teachers, families, religious leaders, and peers to share best practices for their engagement and supporting mechanisms.

**INEE Strategic Priority 2: To foster the strengthening of the evidence base through partnerships that inform research, policy, and practice across humanitarian and development contexts.**

- Define and agree on common terminology, concepts and vocabulary relating to violence, conflict and education.
- Map interventions, resources, organizations and networks education and UV & CVE.
- Understand the root causes of various types of violence in context and how they do or do not relate to education (e.g. lack of education may be a risk factor for some type of violence but not for other types of violence).
- Gather evidence of how education can prevent urban violence and reduce violent extremism, as well as how it can exacerbate these types of violence.
- Analyze gender dimensions and differences.
INEE Strategic Priority 3: To increase the availability and accessibility of knowledge and information which builds upon and improves capacities to deliver education for all.

- Make any relevant information emerging from INEE’s work on urban violence and violent extremism available to INEE members and the general public through the INEE website, INEE social media (Facebook, Twitter), Bi-Weekly Bulletins, etc.
- Provide outcomes of any research, development of guidelines through the regular INEE communications channels (website, social media, listservs).
- Produce practical tools on the two topics for dissemination by INEE members & interested non-members.

INEE Strategic Priority 4: To foster an engaged, inclusive and diverse membership, and build strategic partnerships to achieve all other strategic priorities.

- Build connections with other sectors that are involved in the field for CVE and UV, such as FBOs, religious groups, (mental) health, security, economic development, justice systems, academic institutions, and so on.
3.2. Quotes from Participants of the Round Table

“It was one of the most interesting professional experiences that I’ve ever had, it was a learning experience for me and I am glad I could share a little bit about our context and work.”

“I enjoyed] the opportunity to interface and interact with education sector – which is outside of my normal sector of counter-terrorism.”

“The entire event was really engaging. Great, relevant and a good variety of presentations.”

“[The Round Table] was an informative and thought-provoking forum, bringing together diverse expertise in the space.”
References


Annex I: Concept Note

“The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism”

A Round Table Discussion

Hosted by the INEE Working Group on Education and Fragility

~ Concept Note ~

Date: 21st October, 2015
Location: UNHCR, 94 Rue de Montbrillant, 1202 Geneva, Switzerland, UNHCR
Time: 8:30am – 5:30pm

Overview:
The INEE is organizing a one-day Round Table discussion on 21st October 2015. This will be a knowledge sharing process on the theme of the role of education and youth in preventing urban violence and countering violent extremism. The Round Table will provide a platform to address ongoing research and programming related to these areas, and will focus on the role played by youth. The goal is to foster a better understanding of both the positive and negative roles that education can play in mitigating, preventing or exacerbating the active engagement of young people in forms of violence and extremism.

Objectives:
1. To share research and experience on the intersection of education, urban violence and violent extremism;
2. To articulate priority areas for research and programming, and discuss possible INEE engagement in the field of education, urban violence and violent extremism.

Background:
There are now more people than ever before living in fragile and conflict-affected contexts. At the same time, the number of young people has never been larger. Increased levels of instability around the world, as evidenced through massive urbanization and unprecedented migration flows, has exacerbated youth violence and the propensity towards radicalized beliefs and actions.

In this context education can exist as both a tool for the expansion of forms of extremism as well as a solution for its reduction. Whilst education has the potential to nurture tolerance, increase social cohesion, develop critical thinking skills, and expand aspirations, it can also provide an opportunity for the entrenchment of intolerance, and the subversion of a range of ideologies. Contexts where youth are susceptible to violence and extremism – whether in the form of terrorism, organized crime, gangs, or paramilitary groups – are increasing, and education holds a unique lens through which to consider the causes and solutions to this challenge.

The prevailing discourse on the issue of violence and forms of extremism has led to the depiction of young people in fragile contexts as a potential threat to global security. This in turn has led to
security related interventions that can serve to further divide communities and peoples. Education, especially innovative methods for its delivery and content, has the potential to introduce critical thinking and, in so doing, a language of resolution and non-violent forms of expression. Yet, what forms of education are specifically relevant, both positively and negatively, in relation to violence and forms of extremism? How do extremist groups prey on youth and on education systems? What makes youth's particular life development stage susceptible to the engagement in extreme forms of violence, and what are the mechanisms that normalize such actions? How can we understand education's limitations and possibilities to foster more peaceful and socially just societies as part of broader societal, political and economic development? And how can we view young people's involvement in challenging or furthering violence and forms of extremism?

This Round Table discussion will consider the mutual relation between violence-affected contexts within which young people are situated, and how these contexts influence and in turn are influenced by education's positive and negative roles for building peaceful societies. The Round Table aims to explore and critically discuss context-specific examples of which programmes work, and which ones don't, in fostering young people’s agency for addressing various forms of violence and fostering peaceful (urban) societies.

**Round Table Expected Outcomes:**
- An increased understanding among INEE members of the role of education in mitigating or exacerbating forms of violence and extremism and of the current policies, programmes and research that address this issue
- Recommendations on the INEE’s engagement with partners to expand future dialogue, policies, knowledge, and practices related to education and violence and extremism
- An online published report/platform synthesizing the ideas discussed and the evidence presented

**Key Topics:**
- Forms of violence and extremism, their similarities and differences
- Forms of youth active or passive engagement in and contribution to fostering or countering violence and extremism
- Education as a contributing source of and solution to forms of violence and extremism
- Education as/for peaceful (urban) societies
- Principle actors and current policies and programmes in the field of education, violence and extremism

**Audience/Participants:**
- INEE members and a limited number of external experts, practitioners, teachers, and young people from local/regional universities & relevant education organizations.
- Potentially interested parties include academia, practitioners, conflict negotiators, policy-developers, and youth members of networks and other relevant youth movements.
# Annex II: Agenda

## INEE ROUND TABLE – 21 OCTOBER 2015

*Hosted at UNHCR, Geneva, Switzerland*

**AGENDA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Registration and Coffee Reception</td>
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<td>MBT-04 (UNHCR Basement)</td>
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<tr>
<td>9:00 - 9:10</td>
<td>Welcome and Introductions</td>
<td>Welcome remarks by INEE Director Dean Brooks</td>
<td>MBT-04</td>
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| 9:10 - 10:00 | Jointly Setting the Scene                   | • Setting the scene: Round Table Goals & Expectations  
• Youth and practitioners voices: reflection on the role of education for young people affected by conflict:  
Youth Representative: **Yousef Bartho Assidiq, Just Unity**  
Facilitator: **Gustavo Payan-Luna** | MBT-04                    |
| 10:00 - 11:00 | Framing Session 1: Countering Violence Extremism: Where do Education and Youth fit? | **SPEAKERS:**  
1. **Rebecca Herrington**, Design, Monitoring, and Evaluation Specialist at Search for Common Ground (SfCG) - "Education and CVE: Framing What We Do and Who We Work With"  
2. **Sara Zeiger**, Senior Research Analyst at Hedayah - "Education and Countering Violent Extremism"  
Facilitator: **Gustavo Payan-Luna** | MBT-04                    |
| 11:00 - 12:00 | Framing Session 2: The Role of Education in Preventing Youth Urban Violence and Crime | **SPEAKERS:**  
1. **Joost Monks**, PhD, Managing Director, Network for International Policies and Cooperation for Education and Training (NORRAG)  
2. **Jovana Carapic**, PhD, Associate Researcher / Gender Focal Point, Small Arms Survey and **Mieke Lopes Cardozo**, PhD, Assistant Professor | MBT-04                    |
2. Dennis Rodgers, PhD, Professor of International Development Studies at the University of Amsterdam, "Gangs as educational spaces: Group socialization and violence dividends"

13:15 - 14:30 Case Studies Presentation

Six case studies (three per theme) will be presented to describe a relevant example that addresses the issues discussed at the Round Table. Case studies will provide an analysis of a single programme or project as a means to provide a platform for exploration and discussion at the Round Table afternoon discussion session.

The Case Studies will provide evidence and examples of education interventions designed to reduce UV and VE in specific contexts. The Case Studies will respond to certain key questions that frame the debate around youth, forms of urban violence, and violent extremism. These include:

- How are the issues of UV and VE currently being conceptualized?
- What do we know of the forms of education which correlate, both positively and negatively, with urban violence and/or forms of violent extremism?
- How can we view young people’s involvement in challenging or furthering violence and forms of violent extremism?

<table>
<thead>
<tr>
<th>Countering Violent Extremism</th>
<th>1. Matt Streng, Mercy Corps</th>
<th>Pivoting CVE programming in the face of political transitions in Yemen</th>
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<tbody>
<tr>
<td></td>
<td>2. Marina Anselme, RET</td>
<td>Demobilization and rehabilitation of child soldiers in the DRC</td>
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<td>3. Pete Simms, Children in Crisis</td>
<td>Education and juvenile justice in Afghanistan</td>
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<tr>
<td>Urban Violence</td>
<td>4. Juan Luis Cordova, USAID Guatemala</td>
<td>Addressing migration &amp; urban violence in Guatemala</td>
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<td>5. Friedrich Affolter, UNICEF</td>
<td>Youth and transitional justice &amp; peace messenger clubs in Cote d’Ivoire</td>
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<tr>
<td>Time</td>
<td>Event Description</td>
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<td>14:30 - 15:45</td>
<td>Round Table Discussions: Case Studies Analysis</td>
<td>Participants will be divided into groups of 7-8 people. Small group discussions will start by reflections in response to specific guiding questions. (20 min) Groups will then consider the wider field of education, UV and/or VE and will reflect on the issues discussed from a policy and program angle. Groups will consider the causes of violence and violence extremism amongst youth and will discuss how they interact with specific educational themes, by discussing guiding questions. (25 min) Finally, participants will consider how the issues of UV and VE should be included within the dialogue around international education. Participants will discuss whether the current frameworks, funding, and policy architectures are capable of targeting contexts similar to the case studies, and how the intersection of these issues with other sectors should be considered. The discussion will focus on the question: what more needs to be done by the education and development actors to better reduce youth vulnerability to UV and VE? (30 min) Small Group Facilitators: - Arianna Pacifico, INEE - Jessica Hjarrand, INEE - Laura Davison, INEE - Marina Lopez-Anselme, RET - Mieke Lopes Cardozo, University of Amsterdam - Peter Simms, Children in Crisis - Rebecca Herrington, Search for Common Ground - Yolande Miller-Grandvaux, USAID</td>
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<td>15:45 - 17:00</td>
<td>Plenary Reflection &amp; Next Steps</td>
<td>Speed Reporting. Presentation by table on key conclusions and discussions on the themes of the Round Table (3-4 minutes per table) The Round Table as a Springboard: where does INEE go from here? Facilitated discussion to determine what is the best way for INEE and its members to engage with these two fields of</td>
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<td>Time</td>
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<tr>
<td>17:00 - 17:30</td>
<td>Closing Remarks</td>
<td>Closing remarks by INEE Director Dean Brooks</td>
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<td>17:30 - 18:30</td>
<td>Evening Reception: Launch of INEE Journal on Education in Emergencies</td>
<td>Sponsored by UNESCO and NORRAG</td>
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### Annex III: List of Background Reading and Watching

**INEE ROUND TABLE – 21 OCTOBER 2015**  
*Hosted at UNHCR, Geneva, Switzerland*

**RECOMMENDED READING/WATCHING LIST**

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<tr>
<th>S/N</th>
<th>Synopsis</th>
<th>Link</th>
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<tr>
<td><strong>Countering Violent Extremism (CVE)</strong></td>
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| 1. | *TED Talk - Muhammed Ali. The Link between Unemployment and Terrorism*  
Human rights advocate Mohammed Ali highlights the period of ‘Waithood’ which many youths in developing countries go through, and the struggles and risks they take as they reach out for something other than waithood. For the young and unemployed in the world’s big cities, dreams of opportunity and wealth do come true — but too often because they’re heavily recruited by terrorist groups and other violent organizations. Mohamed Ali draws on stories from his native Mogadishu to make a powerful case for innovation incubators for our cities’ young and ambitious. | [https://www.ted.com/talks/mohamed_al_i_the_link_between_unemployment_and_terrorism/transcript?language=en#t-54426](https://www.ted.com/talks/mohamed_al_i_the_link_between_unemployment_and_terrorism/transcript?language=en#t-54426) |
The document represents a historic achievement in global efforts to put youth at the center of peace building and countering violent extremism worldwide. The agenda discusses what is known about violent extremism currently, what is currently being done to prevent and counter violent extremism, the opportunities to partner with young people to counter violent extremism and build positive peace and finally youth commitment to the issue of CVE. | [https://www.sfcg.org/the-youth-action-agenda-to-counter-violent-extremism/](https://www.sfcg.org/the-youth-action-agenda-to-counter-violent-extremism/) |
The Amman Declaration presents a common vision and roadmap towards a strengthened policy framework to support youth in transforming conflict, preventing and countering violence and building sustainable peace. The Declaration was developed by youth and is the outcome of an extensive consultation process with young people from all over the world to ensure an inclusive and integrated approach towards countering violence extremism. | [https://www.unteamworks.org/file/505475/download/550975](https://www.unteamworks.org/file/505475/download/550975) |
The purpose of this study is to explore the socialization and educational environments of young people potentially susceptible to radicalization and recruitment. The study draws on the educational and social contexts of right-wing | [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3337995/pdf/10566_2011_Article_9155.pdf](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3337995/pdf/10566_2011_Article_9155.pdf) |
sympathizers and Muslim parents from a variety of sources in Europe (Germany, the Netherlands and Belgium). The study investigated two main components of social and educational influence on youth: 1) the content of the upbringing and education, 2) the style of parenting or teaching. The study reviewed the relevant literature for each of these topics and presented the results. The study concluded: 1) there is little research on the role of parenting in education; 2) there is some research showing relations between right-wing sympathizers and the same attitudes in their children, but this has not been expanded to Muslim parents; 3) there is little literature available on whether or not moral education can prevent radicalization. The authors recommend that these three knowledge gaps be filled in order to better assess how and when parents and education have an effect on the radicalization of youth.


11 This paper explores the international framework supporting the development and implementation of targeted interventions, specifically to minimize youth recruitment and radicalization into violent extremism through two program areas: 1) CVE through formal educational institutions, 2) building community resilience through families and communities. This paper also describes the recent work by Hedayah and other international bodies in these two program areas, and recommends potential next steps and ways forward to make these programs more effective.

### Urban Violence

12 *TED Talk - Robert Muggah. How to protect fast-growing cities from failing.*

The talk focuses on tackling youth violence particularly in fast growing urban cities. The speaker makes mention that though worldwide, violence is on the decline, in the crowded cities of the global south — cities like Aleppo, Bamako and Caracas — violence is actually accelerating, fueled by the drug trade, mass unemployment and civil unrest. Security researcher Robert Muggah turns the listener’s attention toward these “fragile cities,” super-fast-growing places where infrastructure is weak and government often ineffective. He discusses the four big risks we face, and offers a way to change course towards preventing the fall of urban cities and the criminalization of youths.

13 *Education Development Center, Inc. (EDC). Understanding Youth Crime & Violence in Honduras.*

This is a summary report on the EDC’s Honduras Cross-Sectorial At-Risk Youth Violence Prevention Assessment which was conducted as part of the METAS Project (Mejorando la Educacion para Trabajar, Aprender y Superarse or Improving Education for Work, Learning and Success). The Assessment objectives were to: 1) Develop a comprehensive understanding of the at-risk youth
population in Honduras; 2) Develop a comprehensive understanding of youth crime and violence in urban areas; 3) Identify multi-sectorial strategic investment options for USAID/Honduras that address contextual youth challenges within the parameters of the Central American Regional Security Initiative (CARI) and Goal 3 of USAID’s Education Strategy. The assessment was conducted in three at-risk communities in each of the three main urban areas of Honduras: Tegucigalpa, San Pedro Sula, and La Ceiba. Communities were categorized by risk level (i.e., very high, high, medium, and low) to analyze trends across communities with similar risk level. Major findings from the assessment highlighted the aspirations, assets and challenges of youths and their parents. The assessment also provided detailed recommendations for future at-risk youth programming and broader violence prevention efforts.


The paper explored the relevance of Tilly’s ideas for cities in fragile and conflict affected areas of the contemporary developing world, highlighting how these constitute a useful starting-point for analysis, but also how cities, states and conflicts in these contexts differ significantly from those characteristic of the period examined by Tilly. Focusing particularly on the changing nature of conflict, the paper outlines an original tripartite typology of contemporary conflicts, distinguishing between sovereign, civil and civic conflict. It draws on various researches to explore the ways in which cities are incorporated into these different forms. The article then discusses in more detail the ways in which conflict of one kind can and does transition into another. In particular, it explores how sovereign and civil conflict have given way to civic forms of conflict across a broad range of contexts, underlining the need for an urban focus in conflict studies. It also examine how, by contrast, in some circumstances conflict in cities is effectively deferred or suppressed rather than channeled into non-violent politics.


This paper sets out the scale and distribution of youth violence in Latin America and it highlights innovative strategies to prevent and reduce it. Far from exhaustive, the report highlights descriptive statistics on homicidal violence in countries that report such data. It draws attention to the fact that interventions/initiatives are very often difficult to artificially divide into either ‘control’ or ‘preventive’ categories since most interventions adopt elements of each. Likewise, the paper draws attention to direct and indirect interventions that are associated with declines in youth violence and paper is of the opinion that effective interventions are not either/or; rather, they are located along a continuum.


This chapter/paper discusses the issues of youth violence through the lens of public health. It analyzed issues ranging from the trends and rates of youth

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<th>Reference</th>
<th>Title and Authors</th>
<th>Publication Details</th>
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homicides, to the forms of violence youths engage in, which can be non-fatal violence or fatal violence involving weapons, the dynamics of youth violence and how situational and risk factors affect youths. The paper also discussed in details what can be best done to prevent the youth violence. The approaches mentioned included, the individual approaches which is focused on targeting individuals, the relationship approaches which is a prevention strategies used to address youth violence by attempting to influence the type of relations that young people have with others with whom they regularly interact, Community based approach which involves interventions addressing community factors that attempt to modify the environments in which young people interact with each other and societal approaches which involves changing the social and cultural environment to reduce violence. Based on the discussions and detailed recommendations, the paper concludes on the possibility of a future where the issue of youth violence is seen more as a preventable health problem once the world is able to meet the challenge and provide the required resources to tackle it.