

“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.

INEE ROUND TABLE - OCTOBER 21st 2015
Hosted at UNHCR, 94 Rue de Montbrillant 1202 Geneva, Switzerland

AGENDA

Time	Session	Description	Location
8:30 – 9:00	Registration and Coffee Reception		MBT-04 (UNHCR Basement)
9:00 - 9:10	Welcome and Introductions	Welcome remarks by INEE Director Dean Brooks	MBT-04
9:10 - 10:00	Jointly Setting the Scene	<ul style="list-style-type: none"> Setting the scene: Round Table goals Youth and practitioners voices: reflection on the role of education for young people in conflict: <p>Youth Representative: Yousef Bartho Assidiq, Just Unity Facilitator: Gustavo Payan-Luna</p>	MBT-04
10:00 - 11:00	Framing Session 1: <i>Countering Violence Extremism: Where do Education and Youth fit?</i> <ul style="list-style-type: none"> 30 min presentation 30 min Q&A 	SPEAKERS: 1. Rebecca Herrington, Design, Monitoring, and Evaluation Specialist at Search for Common Ground (SfCG) 2. Sara Zeiger, Senior Research Analyst at Hedayah Facilitator: Gustavo Payan-Luna	MBT-04
11:00 - 12:00	Framing Session 2: <i>The Role of Education in Preventing Youth Urban Violence and Crime</i> <ul style="list-style-type: none"> 30 min presentation 30 min Q&A 	SPEAKERS: 1. “Education, urban violence, and youth: exploring pathways or roadblocks for peace in the city” <ul style="list-style-type: none"> Introduction by Joost Monks, PhD, Managing Director, Network for International Policies and Cooperation for Education and Training (NORRAG) Jovana Carapic, PhD, Associate Researcher / Gender Focal Point, Small Arms Survey Mieke Lopes Cardozo, PhD, Assistant Professor International Development Studies, University of Amsterdam 2. “Gangs as educational spaces: Group socialization and violence dividends” Dennis Rodgers, PhD, Professor of International Development Studies at the University of Amsterdam	MBT-04

12:00 - 13:15	Lunch		UNHCR Cafeteria														
13:15 - 14:30	Case Studies Presentation	<p>Six case studies (three per theme) will be presented to describe a particularly 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 Tables Discussion session.</p> <p>The Case Studies will provide evidence and examples of education interventions designed to reduce the existence of UV and CVE in specific contexts. The Case Studies will respond to certain key questions that frame the debate around youth, forms of violence, and extremism. These include:</p> <ul style="list-style-type: none">• How are the issues of UV and CVE currently being conceptualized?• What do we know of the forms of education which correlate, both positively and negatively, with violence and forms of extremism?• How can we view young people’s involvement in challenging or furthering violence and forms of extremism? <table><tr><td rowspan="3">Countering Violent Extremism</td><td>1. Matt Streng, Mercy Corps</td><td>Pivoting CVE programming in the face of political transitions in Yemen</td></tr><tr><td>2. Marina Anselme, RET</td><td>Demobilisation and rehabilitation of child soldiers in the DR Congo</td></tr><tr><td>3. Pete Simms, Children in Crisis</td><td>Education and juvenile justice in Afghanistan</td></tr><tr><td rowspan="3">Urban Violence</td><td>4. Juan Luis Cordova, USAID Guatemala</td><td>Addressing migration & urban violence as interconnected issues in Guatemala</td></tr><tr><td>5. Friedrich Affolter, UNICEF</td><td>Youth and transitional justice & peace messenger clubs in Cote d’Ivoire</td></tr><tr><td>6. Amy West, AIR</td><td>Championing education’s role in reducing urban violence: Preliminary findings from South Africa</td></tr></table>	Countering Violent Extremism	1. Matt Streng , Mercy Corps	Pivoting CVE programming in the face of political transitions in Yemen	2. Marina Anselme , RET	Demobilisation and rehabilitation of child soldiers in the DR Congo	3. Pete Simms , Children in Crisis	Education and juvenile justice in Afghanistan	Urban Violence	4. Juan Luis Cordova , USAID Guatemala	Addressing migration & urban violence as interconnected issues in Guatemala	5. Friedrich Affolter , UNICEF	Youth and transitional justice & peace messenger clubs in Cote d’Ivoire	6. Amy West , AIR	Championing education’s role in reducing urban violence: Preliminary findings from South Africa	MBT-04
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14:30 - 15:45	Round Table Discussions: Case Studies Analysis	<p>Participants will be divided into groups of 8 people. Small groups discussions will start by comparing the two contexts in response to specific guiding questions. (20 min)</p> <p>Groups will then move on to considering the wider field of education, UV and CVE and will reflect on the issues discussed from a policy and program angle. Groups will consider the causes of violence and extremism and will discuss how they interact with specific educational themes by discussing provided guiding questions. (25 min)</p> <p>The final period will consider how the issues of UV and CVE should be included within the dialogue around international education. Participants will discuss whether the current frameworks, funding, and policy architecture are capable of targeting contexts similar to the case studies, and how the intersection of these issues with other sectors (notably health, justice, and poverty) will be considered. The discussion will focus on the question: <i>what more needs to be done by the education and development actors to better counter UV and VE?</i> (30 min)</p> <p>Small Group Facilitators:</p> <ul style="list-style-type: none"> • 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 	<p>Break-out rooms: Groups 1 and 2: MBT-04 Group 3: 204 Group 4: 250 Group 5: 350 Group 6: 403 Group 7: 550 Group 8: Cafeteria</p>
15:45 - 17:00	Plenary Reflection & Next Steps	<p><i>Speed Reporting.</i> Presentation by table on key conclusions and discussions about INEE's direction on the themes of the Round Table (3-4 minutes per table for a total of 35 minutes)</p> <p><i>The Round Table as a Springboard: where does INEE go from here?</i> Facilitated discussion to determine what is the best outcome for INEE and members. (40 min)</p> <p>Facilitator: Dean Brooks</p>	MBT-04
17:00 - 17:30	Closing Remarks	Closing remarks by INEE Director Dean Brooks	MBT-04
17:30 - 18:30	Evening Reception sponsored by UNESCO and NORRAG : Launch of INEE Journal on Education in Emergencies		MBT-04