

Challenges of violent extremism for education policy frameworks

Michel Carton and Joost Monks

NORRAG

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Introduction

What are we talking about?

➤ Violence

And...

➤ Education

Arising questions

- Is education important?
- What kind of education helps?

We need to contextualise first ...

Hard extremism or soft extremism: violent anyway!

«Explaining (Djihadism) = starting excusing it»

«No social, sociological, cultural excuse must be sought »

Manuel Valls, French Prime Minister, November 2015 & January 2016

- Are scientists, academics dangerous and/or useless?
- Anticipating/Preventing violent extremism without knowing why it does exist?

Education for:

**anticipating, preventing, countering,
fighting (youth) violence, 'violence
prone' youth, terrorism, extremism,
radicalisation?**

«If you want to fight terrorists, educate girls»

Stravos Lambridinis, EU Special Representative for Human Rights, February 2016

«L' école française? Un lieu de la 'mécréance' et de la 'perversion'.
Les professeurs? Des 'corrupteurs' à 'combattre et tuer'»

French language website, quoted in Le Monde on 5th December 2015

«Education is a double-edged sword»

Tony Blair Faith Foundation, 2014

What are education and training for:

- Individual **and/or** collective life + work?
- Reproducing **and/or** understanding + changing world + life long learning + empowering?
- Individual autonomy **and/or** dependency?
- Global inclusion **and/or** integration?
- Human and social development (human rights) **and/or** economic development (progress, modernity, 'sustainable' growth...)?
- Countering inequalities, exclusion **and/or** selecting the elite?
- Balancing, in a contextualised way, knowledge(s), values, beliefs, skills, desires...?

How can education and training systems reflect these various combinations?

Combinations ⇔ vision of education as an open ended process, since 18th century in Europe when people are seen as potentially educable/transformable in relation with a societal project

- ⇒ What are the societal projects in SDC bilateral and humanitarian aid such as for instance Near and Middle East countries, Burkina Faso or Indonesia: (inclusive, sustainable, pro-poor) growth, reconstruction, youth employment, decent work, reducing inequalities, sharia led societies, peace...?
- ⇒ Education processes, structures and actors not everywhere the same at the same time, potentially reversible (Education systems after World War II in Germany, Japan; Curriculum in India, Hungary in 2000s..)

Can international E+T policies cope with contextualised objectives, globalised evolutions and violent extremism - North and South?

No or weak 'traditional' growth:

- no, or little employment creation
- growing youth (bulge) unemployment => NEETs
- growing social and economic inequalities and exclusion

New industrial revolution (robotisation, virtualisation)

- changing nature, organisation and value of Work (HDR 2015, WEF 2016)

Can international E+T policies cope ... (continued)

- Are the informal sectors to provide low skills for national industries or for global internet firms?
- Educating and training for whom and what:
New humanistic education, including 'ethics of religions'?
Rethinking Education: Towards a Global Common Good? (Unesco 2015)
- Can schooling, being a universal 'model' according Education SDG4-Target 4.1, cover all the potential mix of contextualised issues and perspectives?

Can international E+T policies cope ... (continued)

- Can TVET, as defined and embedded in SDG4, take into account the NEETs and quasi NEETs who reflect the lack of continuity solutions between education (= schooling) and different forms of training, as well as between this continuum and socio-economic integration (= youth policies + integrated development of the 60's) ?
- Are UNESCO and ILO in a position to 'govern' these issues, in general and in the wake of 'securitisation' of E+T policies?
- What is the role of public and non state national/regional actors for balancing global 'securitisation' and contextualisation of E+T policies?
- What is the role of youth in shaping the debate?

Conclusion

- Will countering violent extremism (CVE) re-open the opposition/tension between general (humanistic) education and vocational (technical) training?
cf Tony Blair Foundation
- CVE = VSD as usual + a touch of?
- CVE + global changes leading to recomposition/revisiting of E+T world?

« My role is to make understand what is at stake »
Manuel Valls, quoted in Le Monde 13th-14th March 2016

CVE => « Tout et son contraire! »

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