



WORLD LEADERSHIP ALLIANCE
CLUB DE MADRID

Global Agenda on Education for Shared Societies



Policy Dialogue
Lisbon, October 2018

Foreword



Preserving a democratic and inclusive society depends on meeting citizens' expectations and providing them with opportunities to foster positive change in their communities starting from a young age. At the same time, a 21st century learner's experience encompasses high levels of uncertainty in a rapidly changing political, social, economic and technology environment. For our education systems, the growth of interconnectivity and digitalization means that students will need to learn to engage as global citizens, well equipped to deal with interdependence, diverse identities and cultures and unpredictability. Ensuring that students are equipped in this way is also a critical element in building the future of democratic citizens. Today, it appears that the only certainty lies in the fact that a significant part of the things we learn and do now will not be needed in the future.

The **World Leadership Alliance – Club de Madrid (WLA-CdM)** Members, all democratically elected former Heads of State and Government, and our

partners convened a **Policy Dialogue on Education for Shared Societies (E4SS)** in Lisbon, at the Gulbenkian Foundation, on October 16-17, 2018, to discuss more inclusive and resilient education frameworks that will allow us to be better prepared to face new challenges and uncertainty.

Leaders and experts focused on three particularly taxing challenges putting social cohesion under stress– violent extremism; migration, refugee flows and internal displacements; and the need for digital resilience in an increasingly interconnected world.

The following principles and policy proposals seek to address these challenges by leveraging 21st century education to foster inclusion and social cohesion always under the framework of the WLA-CdM commitment to an inclusive implementation of Agenda 2030, specifically as it refers to Goal 4 to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Shared Societies Principles and Approaches

The World Leadership Alliance-Club de Madrid (WLA-CdM) launched its **Shared Societies Project** in 2008. This initiative integrates political, social, economic and environmental dimensions, with social inclusion at its core. It cuts across many of the Sustainable Development Goals, particularly with regard to different forms of inequality and to peace, justice and strong institutions. A Shared Society is “one where everyone has a sense of belonging and shared responsibility, and can play a full part in the society, shielded from dynamics of social exclusion, inter-group tensions and violence”. The fundamentals of a Shared Society are respect for the dignity of the individual and human rights; respect for the rule of law; equity and fairness; and democratic participation.

Through its Shared Societies Project, the WLA-CdM is now turning the spotlight on education, certain that it is one of the strongest enablers of social inclusion and the foundation of democratic principles, shaping the values and narratives of the next generation. Education policy and practice can impact fundamentals of a Shared Society in the following ways:

Dignity and rights

Respect is crucial in order for individuals and communities to feel included and accepted in society. We all want to feel that our dignity, values, needs and aspirations are respected, even if these cannot always be realized. Education can encourage understanding and appreciation of different cultures and of that which diversity can contribute to society as a whole. Respect is the basis for the

A fully rights-based education is a total experience, not a subject in a given curriculum

willingness to accord rights to others, not just claim them for oneself. A knowledge of and education in rights is, therefore, not just about information but also reciprocity and mutuality. A fully rights-based education is a total experience, not a subject in a given curriculum. Education in rights is a prime defence against discrimination, exclusion, division, enabling the open discussion of universal principles such as the right to life, the right to freedom from harm, the right to dignity and the right to safety.

Rule of law

There is a tendency to want “to take the law into one's own hands” and the importance of a fair and accessible rule-based system for managing disputes and tensions is not always apparent until one needs its protection. The provision of legal education

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ensures a basic understanding of the concept of the rule of law and of the structures and mechanisms that provide access to it, including the judiciary, the police, courts, jury service, sentencing, prisons), as well as of the relevance of legal matters in everyday life, for example in family or consumer law.

Equity and fairness

Given that most national education systems have built in inequalities and divisions – between private and state, different religions, or pupils segregated by ability - the task is mainly one of damage control or limitation. This means trying to even out funding and resource allocation, ensuring that all schools have qualified staff, a full and balanced curriculum, providing opportunities for all and promoting the fullest possible integration of learners or, where this is not possible, implementing mechanisms for student exchange and interaction. Compensatory mechanisms for funding of schools in disadvantaged areas or those with children with special needs must be systematically sought. The aim is to minimise grievances about unfair educational and employment opportunities and to build trust in the system.

Democratic participation

To act as full-rights, democratic citizens in school and in the future, children must experience and practice democracy first hand. This requires a school culture founded on democratic principles of participation, representation, accountability and rights. Schools have the responsibility to teach the democratic skills of argument, listening and negotiation, but also the skills for social change –advocacy, lobbying, interest group identification, fundraising and network building, as well as the capacity to live with and embrace change. Critical thinking, acceptance of pluralism and the capacity to live and share with

those with whom you disagree are all fundamental to challenging xenophobia and extremism.

However, in some countries, there is still resistance to compulsory human rights and legal education, as well as to student participation and the need for dedicated teacher training in these areas. This means that education systems' contribution to Shared Societies still has a way to go, with intensive advocacy work needed. Through the proposals in this **Global Agenda on Education for Shared Societies**, the WLA-Club de Madrid aims to address the main tensions and challenges in building a Shared Society through education.



“Social cohesion is fundamental to democracy. It is very difficult to have democratic governments if opposing values are present in a society and make it increasingly hard to engage in dialogue.”

Vaira Vike-Freiberga , WLA - CdM President, October 2018

The Lisbon Dialogue: Key Policy Proposals from the Working Groups

Having elaborated the broad principles of Education for Shared Societies, this section of the Agenda drills down the specific policy imperatives developed during the expert working group exchanges in the three E4SS challenge areas and then fine-tuned in the Lisbon Policy Dialogue.

a stronger ‘shared society’, particularly in areas where recruitment to violent extremism is highly prevalent, but also in areas where structural grievances can create conditions conducive to radicalisation and recruitment (whether to far right, far left or Islamist movements). Policy imperatives are:

1. Education for Preventing Violent Extremism (EPVE)

EPVE refers to the policies, pedagogies and approaches where the education sector can reduce the negative drivers of radicalisation leading to violent extremism, or build resilience skills in students to mitigate the effects of violent extremism at an individual or community level. EPVE can contribute to

- Incorporate EPVE approaches into policy, legislation, funding mechanisms and institutional structures and establish collaborative partnerships between the education sector, development and security institutions to discuss and formulate strategy.
- Promote education that emphasizes open-mindedness, inclusiveness, respect and understanding of different religions, cultures,



ethnicities and other identities and the capacities to navigate difference.

- With a strongly youth-focused approach and taking their needs particularly into account, avoid an over-securitised or stereotypical approach in the identification of those 'at risk' of radicalisation and target a wide range of risk factors by using EPVE approaches to complement building resilience to other vulnerabilities such as gang culture, drug trafficking or gender-based violence.
- Work with teachers to change the culture of schools and education systems to incorporate interactive learning styles and pedagogies, including dialogue skills and social and emotional rather than rote learning (SEL).
- Connect to and involve the broader community in EPVE, exposing learners to outside motivators, such as former extremists or survivors, activists in girls' education or credible religious leaders and involve the private sector in cultivating certain skills in students or providing outside activities such as sports or arts in order to engage youth.

Inclusive education relates not just to access and skills, but also the promotion of social cohesion across rapidly shifting communities

2. Inclusive education for migrants, refugees and Internally Displaced Persons (IEMRI)

Inclusion of migrants and forcibly displaced populations, including returnees and stateless populations, is a transformative part of Sustainable Development Goal 4. Global Compacts on Refugees and Migration reinforce the importance of educational responses underpinned by policies for inclusion in national systems. Inclusive education relates not just to access and skills for migrants, refugees and IDPs to navigate society but also the promotion of social cohesion across rapidly shifting communities. Policy imperatives are:

- In the context of current global pacts and agreements, develop national commitments and structures to ensure the inclusion of migrant, refugee, returnee and internally displaced (IDP) children in national education systems, not in parallel systems, and promote flexible registration. Avoid early tracking of students based on performance or language.
- Focus on access to quality education at all levels – primary, secondary and tertiary as well as vocational – for migrants, refugees and IDPs.
- Target the recruitment and development of refugee, IDP and migrant teachers and advocate for their labour rights; develop cross-border recognition of certificates for teachers and students; focus on career development for teachers, scholars and researchers.
- Address key internal barriers to inclusion, such as attitudes of host communities and harassment. Use and lobby media to provide narratives which counter anti-immigrant assumptions, and conversely which promote the rights of migrants to education; highlight the benefits of integrating refugees, migrants and IDPs.
- Teach in the language of the national system where possible, ensuring learning about both home and host cultures and thus fostering inter-cultural awareness and appreciation. Ensure integration is seen as an interactive, two-way process by acknowledging the responsibility of migrant and refugees to learn the language of the host country and use the opportunities for integration as best they can.
- Prioritise both learning and wellbeing in working with IEMRI. Include skills-based Social Emotional Learning (SEL) and psychosocial support (PSS) in all education programming.

3. Digital resilience and literacy

The ever-increasing use of the internet and social media by youth has led to a concern about how to encourage its constructive use, as well as resilience to the risks it presents. Young people explore their online world in their own time and space, and greater unmediated contact means reduced levels of protection, whilst dangerous online forums can reinforce unhealthy behaviours relating to self-image. Extremist groups have an increasingly sophisticated use of digital media to recruit followers. Digital divides may increase marginalisation. Policy imperatives are:

- Encourage and provide skills for the positive use of digital media, for networking, campaigns, civil society organisation, to educate – or protect – their peers and to conduct citizen research on important social and community issues.
- Build resilience to on-line messaging of extremist groups by promoting critical thinking and habits of looking for evidence and sources of information.

- In disadvantaged areas, challenge digital divides in access to knowledge and worldviews, through provision of ICTs, blended learning, and the innovative use of SMS or radio schools.
- Through critical religious education, develop skills to assess and challenge false and misused ideology and, through human rights education, strengthen knowledge of rights and the rule of law, for example in terms of the difference between free speech and hate speech and the rights to religious freedom.
- Stress the responsibility of internet providers and platforms to act in accordance with the principle, accepted in human rights law, that the exercise of freedom of opinion and expression 'carries with it special duties and responsibilities'. Support and lobby for filtering mechanisms for hate content by major internet providers and platforms and, through critical media education, give skills, criteria and awareness of how to report abuse, and how to block items.



What does a Shared Society look like? What are its relevant benchmarks in education?

► Goal 1: Facilitate the development of inclusive schools

Indicators of a Shared Society

1. There are school-based policies on inclusion and participation of all students, families and communities.
2. There is evidence from inspection/supervision reports of student and teacher open-mindedness and capacity to navigate difference.
3. School norms and policies are welcoming to migrants, refugees and IDPs and can challenge hostility.
4. Schools actively foster positive relationships, non-violent discipline and behaviour management, with behaviour policies drawn up and enacted collaboratively by students and teachers.
5. Teacher education (pre-and in-service) gives updated knowledge and skills on diversity and inclusion, and how to work with families and community.

► Goal 2: Promote inclusive curricula in national education laws

Indicators of a Shared Society

6. Students learn about the national legal frameworks for equality and diversity.
7. Curriculum and pedagogic resources demonstrate different narratives of history.
8. Curriculum is inclusive of different social groups (gender, ethnicities, languages, cultures, histories).
9. There is room for teachers to adapt curricula to the local needs and circumstances.
10. There is a curriculum body which scrutinises educational materials for inclusion/bias and which updates according to demographic patterns.
11. Assessment and evaluation of learning does not privilege certain social class or ethnic groups.

► Goal 3: Address horizontal and vertical divides in education provision

Indicators of a Shared Society

12. Publicised, evaluated and sustained mechanisms are in place to bring young people together across ethnic/religious/language divides, such as shared classes, networking events, joint social media campaigning, exchanges, twinning of schools on-line, and inter-faith camps.
13. There is a policy of discouraging the growth of academically selective schools, or those exclusive to one faith/ethnicity. Where there are single-sex schools, there are auditing procedures to ensure parity in educational and curriculum provision.
14. There are compensatory mechanisms to address digital divides, such as low cost communications to school children in remote areas, assistive technologies for those with disability, encouragement of self-directed learning for students to benefit from open-source material, free digital skills support for parents.

Bringing the principles of a Shared Society together with the recommendations related to current key challenges, the following 6 goals and 26 indicators of a Shared Society arise. They should not be read as a comprehensive list but more as a generator of dialogue and self-reflection. Principals and teachers care about

learning and must consider the results of approaches such as Shared Societies on learning and well-being. While there is extensive research on this, it is not always well known – hence the suggestions below which relate mainly to school level rather than higher education.

► Goal 4: Educate young people who know and abide by rights, rule of law and democratic values

Indicators of a Shared Society

15. Human rights education is compulsory in schools and in teacher education.
16. Citizenship education is compulsory in national curricula.
17. Schools have sustained structures for student and family voice and participation in decision-making, such as student councils or student/parent councils, youth parliaments, student representation on curriculum committees, student representation on local councils and on e-democracy platforms.

► Goal 5: Foster a society resilient to violent extremism

Indicators of a Shared Society

18. There is a national action strategy for Countering Violent Extremism which incorporates and funds education for PVE.
19. EPVE approaches are incorporated into schools and curricula, as evidenced by their web-sites and annual reports, communication to parents, indicators for teachers and by inspection reports.
20. The school supports student-focused learning, increasing abilities to manage emotions and conflict.
21. Students report the school as a physically and emotionally safe space to learn and share ideas.
22. There is evidence of a pedagogy that supports critical thinking and search for evidence and the building of digital resilience through media literacy.
23. There is an in-school response to vulnerability, working with parents and outside agencies and a publicised safeguarding policy to all forms of abuse or risk, including a policy on safe internet use.

► Goal 6: Build inclusive and flexible education for minorities, migrants, refugees and internally displaced persons

Indicators of a Shared Society

24. There is a National IEMRI Action Plan with adequate budgetary support that includes legal provisions to ensure the right to education and the incorporation of MRIs into national education planning cycles.
25. National strategies have been adopted on the recognition of cross-border teacher qualifications and student certificates.
26. Successful initiatives in integration, including non-formal education experiences such as accelerated learning or use of technology are existing and highlighted in private and public media.

Future Action

What emerges from this table is the need for monitoring or action at three levels:

1. National/Government

- Ensuring legislation on areas such as inequalities and discrimination for those with 'protected characteristics' such as ethnicity, gender, age, disability, religion and sexual orientation, which can affect educational and other life chances; on hate crime and hate speech; on school admissions and selection; and on compulsory human rights education in schools.
- Establishing a National Strategy on migrants, refugees and IDPs, including financial support as well as consideration of certification of teachers and students.
- Adopting inclusive governance schemes ("Nothing about us without us"). Shared societies means sharing decision-making, and decision-makers need to acknowledge a broader range of stakeholders, including teachers, principals and parents, allowing them to participate in the design and implementation of social policies, as well as inclusive participatory and control mechanisms in national financial and budgetary matters.
- Ensuring policy coherence and co-responsibility to respond to the growing demands for accountability for international institutions working on education.
- Guaranteeing policies on minimising segregation across schools. This could imply dismantling historical divides of selection or faith, as well as regulation to prevent further structural division and supporting positive initiatives for integration, dialogue and exchange among

students and their teachers.

- Guidance, inspection and auditing for a curriculum which represents diversity as locally relevant, is inclusive of minorities, represents different viewpoints of history and is gender-inclusive and ability-inclusive.
- Pressure and sanctions on internet providers with regard to hate content and encouragement of these providers to resource programmes of media literacy and e-democracy in schools.

2. Teachers and teacher education

In order to advance policy reform schools and teachers need to be mobilized and integrated into the decision-making structures. For Goals 3 and 4, what stands out is the central role of teachers and schools in actually ensuring that government policies are enacted. In order to fulfil the requirements for a fully Shared Society, teachers need intensive preparation, both pre-service and in-service, in the following eight areas:

- Human rights and the Convention on the Rights of the Child.
- Existing legislation around equalities and discrimination, and what this means for their practice in school, and for ensuring a welcoming climate where no child is an outsider.
- Preparation in preventing violent extremism, including contentious issues of identifying those at risk, and drawing up policies on safeguarding, including internet safety.
- Issues of pluralism, migration, refugees, including demography of the local area, and how to work with children and parents to foster a welcoming



community.

- Preparation in interactive pedagogy and dialogue, including social-emotional learning (SEL) programs.
- Preparation on providing a democratic culture in the school, with student participation in decision-making and in curriculum design.
- Preparation in teaching controversial issues, critical perspectives and different narratives of history.
- Guidance on the concept of positive peace to better understand attitudes, structures and institutions that underpin peaceful societies and, more specifically, as a means to prevent violence in schools and society.
- It is clear that for shared societies and shared education, teachers need to work collaboratively across different sorts of schools and divided communities, and create partnerships to share visions, pedagogy and resources.

wider community of influence.

- Students can and do generate peer to peer learning and exchange, whether initiatives in inter-cultural learning and e-twinning, or in peer-to-peer learning about social media; they can educate each other on how to avoid manipulation and also how to use social media productively.
- Students can work with parents and community to foster a community that is welcoming to migrants or refugees, and one which takes a stand against hate and discrimination with regard to different groups or identities - whether this is Islamophobia, anti-Semitism or homophobia.
- Identifying and working with those who are vulnerable to radicalisation or other forms of grooming is a task best shared between schools, parents, community, police and religious leaders. NGO and grassroots initiatives that bring these elements together to work for protection and cohesion should be supported and publicised.

3. Students and their community

A spotlight on teachers should not ignore the actual and potential agency of students and their role in a

“Education heals the wounds of war”

Roza Otunbayeva, WLA - CdM Member, October 2018



Taking the Education for Shared Societies Agenda Forward

The Members of the WLA-CdM will present and discuss the ideas and proposals of the Agenda in relevant global and regional forums including the seventh **UN High-level Political Forum on Sustainable Development (HLPF 2019)**, as well as engage with national governments and actors to discuss its potential implementation in specific contexts.

The WLA-CdM and its Members will engage with

international organizations, NGOs, student' networks, teachers and donors to disseminate the Agenda as a way to encourage further reflection and concrete proposals to address the 6 goals of a Shared Society described above. In this endeavour, WLA-CdM will convene high-level discussions to show the benefits of Education for Shared Societies and work with policymakers at the country-level to advise and advocate for policy reforms relevant to this Agenda.

Finally, WLA-CdM is committed to mainstream key recommendations described in the Agenda into its programmatic priorities, particularly as it refers to the inclusive implementation of Agenda 2030. Moreover, the organization will continue its cooperation with current and new partners to further elaborate and improve the proposals presented in the Agenda and to translate its policy ideas into concrete new projects and initiatives, including holding governments to

account for their pledges on inclusive education and driving cooperation and coordination across donors, governments, private sector, international organizations and civil society to jointly leverage resources to provide a systemic approach to critical challenges including education for preventing violent extremism, education for MRIs and building digital resilience.



**“I very much
welcome your focus
on education. In our
world today, there is
no better investment”**

**António Guterres, WLA - CdM Member
& UN Secretary General,
October 2018**

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