



**CURRICULUM  
FOR COHESION**  
BRINGING HUMANITIES TO LIFE

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## REPORT TO DONORS

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This report presents the work of  
Curriculum for Cohesion from  
1 July to 31 December 2013

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Dr. Matthew L. N. Wilkinson

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## Dear Donors

This report covers the operations of Curriculum for Cohesion from 1 July to 31 December 2013.

## How the work of our project has grown in this period

The period has been one of hard work and success in particular with the **policy and academic facets** of our work and in opening-up a new, exciting **educational dimension with the British judiciary**.

## How the advisory team has grown in these past six months

We are delighted to report that our eminent team of Patrons and Academic Advisors has been joined by four distinguished Patrons who reflect our desire and extend our ability to serve the teaching profession, the judiciary and the world of interfaith relations.



**Her Royal Highness Princess Badiya bint El Hassan of Jordan** has a BA Hons. in History from Oxford University and an LLM in Public International Law from the London School of Economics. She was called to the Bar by Lincoln's Inn in 1998.

Princess Badiya has worked with a number of initiatives to further interfaith and cross-cultural understanding as well as projects to promote human rights in general and, more specifically, the rights of asylum seekers and refugees. She is also involved with various charities and programmes that work to support young people and women. Princess Badiya's UK commitments include her role as Founder Chairman of Mosaic and as a Prince's Trust Ambassador. She is Patron of Developments in Literacy UK, of Youth Action, of InspirEngage and of the Asian Women of Achievement Awards. Princess Badiya is regularly invited to give lectures on Islam, interfaith matters, human rights and related issues.





**Sir David Calvert-Smith QC** was Director of Public Prosecutions of England and Wales from 1998 to 2003. He was called to the bar at the Middle Temple in 1969 and became a Queen's Counsel in 1997. He was knighted in 2002 and sat as a High Court Judge from 2005-12. After beginning his career both prosecuting and defending, he specialised in prosecution work from 1986, including several cases of murder, terrorism and organised crime. In October 1998, he became Director of Public Prosecutions, a post he held for five years. Towards the end of his term, he piloted a new system in which Public Prosecutors, instead of police officers, made decisions about charging suspects; this resulted in a 15 percent increase in convictions. This policy was fully implemented by his successor. In 2005, Sir David led an inquiry for the Commission for Racial Equality into how the police forces of England and Wales deal with racism within their ranks.



**Ms. Bernadette Hunter** is President of the National Association of Head Teachers (NAHT) for 2013-14 and has worked in education for over 30 years. She has been a head teacher for 22 years in three different schools and is currently head teacher of a large primary school in Staffordshire. She joined the NAHT National Executive in 2007 where her responsibilities have included Chairing the NAHT Equalities Committee. Bernadette believes that in an increasingly diverse society, school leaders have an important role to play in promoting an ethos of tolerance and inclusion that helps young people explore their own and others' faiths and cultures.



**Bishop Richard Cheetham** read Physics and Philosophy at Oxford and after working as a teacher and an investment analyst, was ordained in 1988. He became Archdeacon of St. Albans in 1999 and Bishop of Kingston in 2002. He is Chair of Southwark Diocesan Board of Education and Anglican President of the Christian Muslim Forum. He has a PhD from King's College London for his thesis on collective worship in schools and is an Honorary Research Fellow there. He has close connections with the University of Roehampton and is Trustee of St. George's College, Jerusalem.



## How we have been working on a day-to-day basis

Our work from January to June 2013 was intensely **outward-looking** as Curriculum for Cohesion **impacted on final consultation process of the the Government's National Curriculum Review for History** before the second draft of the National Curriculum for History was published by the Department for Education in July 2013. The final version of the National Curriculum for History became statutory in September 2013 and will be compulsory for all English state schools as of September 2014.

We made this impact through our policy reports to the Department for Education which are available to read on our website: <http://curriculumforcohesion.org/read/> and through meetings with senior politicians, civil servants and the media which are also detailed in our website: <http://curriculumforcohesion.org/this-week/>

As a result of our work and the work of others who were similarly shocked by the poverty of the Draft National Curriculum for History proposed by the Government in February 2013, this new statutory National Curriculum for History is a quite transformed curriculum.

The Government's wholesale revision shows that the **Department for Education took on board the key points that Curriculum for Cohesion** and other stakeholders made in our report before and our report after the February Draft of the National Curriculum for History.

Here is a summary of the **improvements** made by the Government to the Draft National Curriculum for History proposed by the Government in February 2013:

- 1. The now statutory National Curriculum for History is far less prescriptive for teachers than the February Draft of the National Curriculum for History.**

The structure of the now statutory National Curriculum for History, while sticking to a basic chronological approach, leaves scope for a diverse teaching of national and international History that will



prepare pupils for a multi-cultural Britain working in a globalised world. It is a suitable framework for the curriculum material that Curriculum for Cohesion is now developing.

**2. The now statutory National Curriculum for History is far more age-appropriate than the February Draft of the National Curriculum for History.**

The absurdly abstract conceptual language at Key Stages 1 and 2 of the February Draft of the National Curriculum for History has been made more age-appropriate and the detail of the suggested content at all the Key Stages is much more teachable and learnable. This will help pupils derive benefit from their History education using the curriculum material that Curriculum for Cohesion is now developing.

**3. The now statutory National Curriculum for History is much more diverse than the February Draft of the National Curriculum for History, including mention of some history of Islamic civilisation in statutory sections.** For example, 10th century Baghdad and Benin are available for teaching in the statutory sections of the curriculum. This increase of World History was a necessary precursor to the the curriculum material that Curriculum for Cohesion is now developing.

In contrast to the above outward-looking nature of our work from January to June 2013 that I have highlighted above, our work from July to December 2013 has been focused on the academic core of the project and been dedicated largely, though not exclusively, to the **development and consolidation of Curriculum for Cohesion's academic platform.**

My paper **Introducing Islamic Critical Realism: A Philosophy for Underlabouring Contemporary Islam** was published in September 2013 in **The Journal of Critical Realism:**

<http://essential.metapress.com/content/mt0137g7583m/>

The **Journal of Critical Realism** is the world's leading peer-reviewed journal for the publication of critical realist philosophy.



This paper makes the case for a contemporary philosophy of Islam to help Muslims surmount the challenges of post-modernity and to transcend the gaps in understanding that Muslims face in their interaction and relationships with non-Muslims. It argues that the philosophy of Critical Realism so fittingly serves the contemporary understanding of Islamic doctrine and practice as to require the development of a distinctive Islamic Critical Realist philosophy. This approach is called Islamic Critical Realism.

I also finalised **two further academic papers** for publication in **high-ranking, peer-reviewed academic journals**:

**The Concept of the Absent Curriculum: the case of the Muslim contribution and the English National Curriculum for history** was published on 6 February 2014 in the **The Journal of Curriculum Studies**:  
[http://www.tandfonline.com/doi/full/10.1080/00220272.2013.869838#.Uvt2A2J\\_tsN](http://www.tandfonline.com/doi/full/10.1080/00220272.2013.869838#.Uvt2A2J_tsN)

and

**Helping Muslim Boys Succeed: The Case For History In School** was accepted in January 2014 for publication in **The Curriculum Journal** in Autumn 2014:  
<http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rcjo20#.UqnDmtJdV5A>.

I submitted the above three academic papers for publication so that the core ideas of Curriculum for Cohesion would be subjected to the most rigorous peer-review by top academics around the world. There is no better way to test the rigour of our ideas.

I was most heartened that our core ideas stood up to this rigorous scrutiny and am now exploring the ideas fully in the book **Educating Muslims for a Multi-Faith World: a Practical Philosophy** to be published by Routledge in 2014 (please see below) for teachers around the world.

I have now written eight chapters of **Educating Muslims for a Multi-Faith World: a Practical Philosophy** in regular conversation with our Lead Academic Advisor, **Professor Roy Bhaskar**, World Scholar at the Institute



of Education, University of London and other Curriculum for Cohesion Academic Advisors: <http://curriculumforcohesion.org/who/the-academic-team/>

**Educating Muslims for a Multi-Faith World: a Practical Philosophy** will be submitted in May 2014. **Professor Bhaskar** is excited by the way that this book is developing. The book chapters that have already been written are titled as follows:

Introduction

An horrific event, a spiritual quest, a book to be used.

Chapter 1

The sleep of reason produces monsters: why does Islam need a philosophy?

Chapter 2

Shared existential roots: 'underlabouring' and 'seriousness'.

Chapter 3

The fulcrum of Islamic Critical Realism.

Chapter 4

The life of the Prophet Muhammad: the dialectics of re-enchantment

Chapter 5

The ethics of transcendence: the Six Articles of Faith and the Five Pillars of Islam.

Chapter 6

Sourcing the learning-self in the Humanities subjects.

Chapter 7

History education: from absence to emancipation.

From June to December 2013, our academic work has been complemented by educational work both in higher education and with the judiciary.

Our distinguished Patron **Sir David Calvert Smith QC** has opened up exciting opportunities for the **education of the British judiciary** by Curriculum for Cohesion in matters pertaining to the root causes and educational solutions to British Muslim criminality.



To this end, in October 2013 I had the honour of **addressing 90 of the country's Resident Judges** on the subject of **Young, British Muslim Male Criminality, Shariah and Jihad**. This talk dealt with the root causes of male Muslim criminality and how these relate to understandings of Shariah and Jihad. The talk was very well received by the Resident Judges and I was then invited to talk at the **Old Bailey to twelve High Court Judges** in February. These two talks have opened up a number of further possibilities for the future work of Curriculum for Cohesion with the judiciary.

In November 2013 at the **University of Cambridge**, I delivered a presentation entitled **Contesting Religious Diversity in Britain: Past, Present and Future to teacher-trainees on the University of Cambridge's secondary school teacher-training course in Religious Studies**. This talk put the idea of religious diversity in Britain into historical context by looking at the changing relationship between religion, nationhood and personal identity over the past 1,500 years and exploring what this means for British children in the Religious Education classroom today. The talk stimulated a lively panel discussion with the 12 trainees and with **Ms. Mary Earl**, Lecturer in Education at the Faculty of Education, and **Mr. Martin Lee**, Seconded Mentor at the Faculty of Education of the **University of Cambridge** about how religious diversity can best be taught to and learnt by children in the contemporary RE classroom.

In November 2013, I was **awarded a coveted Visiting Fellowship by the Institute of Education, University of London** which is Europe's leading educational research and teacher-training institution. I see this award as acknowledgement of the rigour and influence of the reports and recommendations of the Curriculum for Cohesion team on the UK Government's National Curriculum Review for History and of the potentially international impact of our development of the philosophy of Islamic Critical Realism and related humanities curricula in History and Religious Education.

This **Visiting Fellowship** also strengthens ties between Curriculum for Cohesion to **Professors Bhaskar and Husbands**, World Scholar and Director respectively at the **Institute of Education, University of London** and key Curriculum for Cohesion Academic Advisors. We hope that the year of the Fellowship - which runs from November 2013 to October 2014 - will be a year of





mutual intellectual enrichment for the **Institute of Education, University of London** and Curriculum for Cohesion.

Also in November 2013, our Lead Academic Advisor, **Professor Roy Bhaskar**, gave an important address on Critical Realism to teaching staff of the **Institute of Education, University of London** to suggest to **Institute of Education, University of London** colleagues how the philosophy of Critical Realism can ‘underlabour’ educational research.

The talk charted how the philosophy of Critical Realism emerged in the 1970s as a philosophy of science that ‘vindicated ontology’ and showed how Critical Realism can lay a platform for rigorous and non-reductive social science. At **Professor Bhaskar’s** invitation, I explained to an audience of leading academics how I am using the philosophy of Critical Realism to develop a theory of absence in and from the curriculum. The talk was well received and **Dr. Jacek Brant**, Head of the Department of Curriculum, Pedagogy & Assessment at the **Institute of Education, University of London**, said to the audience that he recognised the ground-breaking contribution of **Professor Bhaskar’s** thought.

In November 2013, Curriculum for Cohesion, represented by me and our Chair of Donors, **Mr. Mohammed Amin**, met with the late **Mr. Arjan Vekaria**, **President** of the **Hindu Forum of Britain**, and **Mr. Swaminathan Vaidyanathan**, **Secretary General** of the **Hindu Forum of Britain** with a view to collaborating on curriculum materials connected to the centenary of the start of the First World War.

We opened up this conversation because the contribution of Sub-Continental Muslim, Sikh and Hindu British Imperial Forces has been woefully under-represented in both public narratives of the war and in the school curriculum.

**Mr. Vekaria** kindly made time to attend our 2013 Annual Dinner: <http://curriculumforcohesion.org/watch/dinner-at-royal-over-seas-league-2013/> and at our November 2013 meeting was keen to collaborate with Curriculum for Cohesion and to include Sikh representatives.



Tragically, three days after our meeting, **Mr. Vekaria** died after a sudden illness. May God have mercy on his soul. *Amin.*

I believe a fitting tribute to **Mr. Vekaria's** memory and to his desire to reach out to different faith communities will be to progress our collaboration with the **Hindu Forum of Britain** at an appropriate time in 2014.

## Looking Ahead

An important six months for the project lies ahead the most important task being the completion of the book **Educating Muslims for a Multi-faith World: a Practical Philosophy**. This will be a full-time commitment in order to submit the completed manuscript to Routledge Publishers in May 2014.

We are also laying the foundations of work for Phase 3, to publish curriculum material for schools. To this end we have entered into discussions with publishing houses and experienced History curriculum planners to consolidate our plans for Curriculum Development: <http://curriculumforcohesion.org/when/>

You can follow all our developments on our website: [www.curriculumforcohesion.org](http://www.curriculumforcohesion.org).

Here you can read **regular news bulletins** about our work and download **all current documents** including our **Prospectus** and our **academic papers**.

We have configured our website so that our esteemed Donors will receive an **e-mail alert** when new items are posted. We will discontinue such e-mails if individual Donors inform us that they do not wish to receive them.

Of course, if you would like to talk with me in further detail about any aspect of our work, please feel free to contact me at: [mlnwilkinson1@gmail.com](mailto:mlnwilkinson1@gmail.com) or **07930 413 841**.



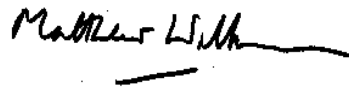
## Thank You

Thank you again for the terrific support that you, our esteemed Donors, have given Curriculum for Cohesion in these six months. Without your generous support, this work would not be happening.

I hope that you can see that we are building a sustainable and intellectually thorough contribution to humanities education and inter-faith relations in collaboration with some of the best people and institutions in British education, faith and politics.

Our work is already having an impact at the policy, academic and teacher-training levels of education. Success is only by God. *Amin.*

Yours faithfully,



Dr. Matthew L. N. Wilkinson  
Director & Principal Researcher  
Curriculum for Cohesion  
12 February 2014

Accounts on pages 15-18 approved by  
Mr. Mohammed Amin  
Patron and Chair of Committee of Donors  
12 February 2014



Type of Output/ Activity	Name/Title	Date	Status	Outcome / Follow-up
Peer-reviewed articles	'Introducing Islamic Critical Realism: A Philosophy for Underlabouring Contemporary Islam'	Sept'r 2013	Published in <b>The Journal of Critical Realism:</b> <a href="http://essential.metapress.com/content/mt0137g7583m/">http://essential.metapress.com/content/mt0137g7583m/</a>	Core Curriculum for Cohesion ideas are tested by and disseminated into the academic community.
	'The Concept of the Absent Curriculum: the case of the Muslim contribution and the English National Curriculum for history'	February 2013	Published in <b>The Journal of Curriculum Studies:</b> <a href="http://www.tandfonline.com/doi/full/10.1080/00220272.2013.869838#.Uvt10GJ_tsM">http://www.tandfonline.com/doi/full/10.1080/00220272.2013.869838#.Uvt10GJ_tsM</a>	Core Curriculum for Cohesion ideas are tested by and disseminated into the academic community.
	'Helping Muslim Boys Succeed: The Case For History In School'	Autumn 2014	Accepted for publication in <b>The Curriculum Journal:</b> <a href="http://www.tandfonline.com/action/journalInformation?show=aimsScope&amp;journalCode=rcjo20#.UqnDmtJdV5A">http://www.tandfonline.com/action/journalInformation?show=aimsScope&amp;journalCode=rcjo20#.UqnDmtJdV5A</a> .	Core Curriculum for Cohesion ideas are tested by and disseminated into the academic community.



Type of Output/ Activity	Name/Title	Date	Status	Outcome / Follow-up
<b>Book</b>	'Educating Muslims for a Multi-faith World: a Practical Philosophy'	February 2014	8 of 11 chapters completed.	Book to be submitted to Routledge in May 2014 for publication in Autumn 2014.
<b>Teacher-Training Lectures</b>	At the <b>University of Cambridge</b> , I delivered a presentation entitled, <b>Contesting Religious Diversity in Britain: Past, Present and Future</b> to teacher-trainees on the secondary school teacher-training course in Religious Studies.	Nov'r 2013	Completed.	<p>15 x teacher-trainees on the secondary school teacher-training course in Religious Studies understand better how to teach RE with both breadth and depth of understanding.</p> <p>I have been invited back by the <b>University of Cambridge's</b> Faculty of Education to give 2 x lectures a year on the <b>Religious Studies secondary school teacher-training course</b>.</p> <p>I have been invited back by the <b>University of Cambridge's</b> Faculty of Education to give 2 lectures a year on the <b>History secondary school teacher-training course</b>.</p>



Type of Output/ Activity	Name/Title	Date	Status	Outcome / Follow-up
Other events	Dr. Wilkinson addressed 90 of the country's <b>Resident Judges</b> on the subject of <b>Young, British Muslim Male Criminality, Shariah and Jihad.</b>	October 2013	Completed.	The talk was very well received by the Resident Judges and resulted in an invitation to present to 12 High Court Judges at the Old Bailey in January 2014 in addition to further possibilities for the future work of Curriculum for Cohesion with the judiciary.
	Dr. Wilkinson and Mohammed Amin met with the late <b>Mr. Arjan Vekaria, President</b> of the <b>Hindu Forum of Britain</b> , and <b>Mr. Swaminathan Vaidyanathan, Secretary General</b> of the <b>Hindu Forum of Britain.</b>	Nov'r 2013	On-going	
	Dr. Wilkinson awarded <b>Visiting Fellowship</b> by the <b>Institute of Education, University of London.</b>	Nov'r 2013	On-going	



# Financial summary of activities during the period July-December 2013

## Curriculum for Cohesion

### Income & Expenditure Account in £ sterling

22 August 2011 to 31 December 2012

and

1 January 2013 to 31 December 2013

### Income and Expenditure Account

	1 January 2013 to 31 December 2013	22 August 2011 to 31 December 2012
<b>Income</b>		
Donations received and Gift Aid refunds.	67,258.35	260,172.85
Cambridge Muslim College provision of Dr. Wilkinson's Research Fellowship salary.	18,097.35	5,353.34
	-	-
	<b>85,355.70</b>	<b>265,526.19</b>
<b>Expenditure</b>		
Payments to Dr. Wilkinson for services rendered to the project including pension contributions paid on his behalf. <sup>1</sup>	42,037.33	27,000.00
Dr. Wilkinson Cambridge Muslim College Research Fellowship salary including employers NIC.	45,338.04	11,719.17
Payments to Mrs. L. Wilkinson for project management.	14,665.65	10,000.00
Payments to project Academic Advisors.	12,881.43	8,206.00
Payments to partner institutions, website costs, promotion, travelling, subsistence and general expenses.	16,763.05	8,036.00
	-	-
	<b>131,685.50</b>	<b>80,154.22</b>



<b>Excess of income over expenditure / (expenditure over income)</b>	<b><u>- 46,329.80</u></b>	<b><u>185,371.97</u></b>
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The excess in 2012 relates to donations which will cover costs in future years.

#### **Curriculum for Cohesion Balance Sheet**

Cash at bank, held by the Cambridge Muslim College	<b><u>139,042.17</u></b>	<b><u>185,371.97</u></b>
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Unrestricted funds. <sup>2</sup>	<b><u>139,042.17</u></b>	<b><u>185,371.97</u></b>
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<sup>1</sup> This includes a back-payment of £15,333.33 for four outstanding months' payment November 2011 to March 2012.

<sup>2</sup> All of the funds held are charitable funds which must be applied to the Curriculum for Cohesion project in accordance with the law. However they are described as "unrestricted" since they are not subject to any other restrictions.





## Budget

This research project is being funded in its entirety by philanthropic giving. The disbursements of monies will be made by the Cambridge Muslim College and monitored by the Committee of Donors.

	£ Year 1	£ Year 2	£ Year 3	£ Year 4	£ Year 5	£ Year 6	£ Year 7
Principal Researcher's salary <sup>1</sup>	46,000	48,942	54,826	54,826	63, 535	63,535	63,535
▪ Employer's National Insurance contribution	6,348	6,754	7,566	7,566	8,768	8,768	8,768
▪ Pension contribution	7,967	7,967	7,967	7,967	10,000	10,000	10,000
▪ London Weighting	2,116	2,116	2,116	2,300	2,300	2,300	2,300
▪ Travel and subsistence <sup>2</sup>	2,000	2,000	2,000	2,000	20,000	20,000	20,000
▪ Consumables	1,000	1,000	1,000	1,000	3,000	3,000	3,000
Research Assistant's Salary <sup>3</sup>	N/A	N/A	N/A	N/A	29,0003	29,0003	29,0003
Academic Advisors' salaries <sup>4</sup>	10,233	10,233	10,233	10,233	35,0004	350004	35,0004
0.4 Project Management + Administrative Support	10,000	12,000	16,000	16,000	20,500	20,500	20,500
Communicat'n + website budget <sup>5</sup>	1,000	14,000	14,000	14,000	20,000	20,000	20,000
Cambridge Muslim College overheads <sup>6</sup>	7,000	1,2006	7,000	7,000	7,000	7,000	7,000
Woolf Institute overheads	2,500	2,500	2,500	2,500	2,500	2,500	2,500
<b>Total Per Year</b>	<b>96,164</b>	<b>108,7126</b>	<b>125,208</b>	<b>125,208</b>	<b>221,603</b>	<b>221,603</b>	<b>221,603</b>
Amount raised	96,164	108,712	125,208	46,117	0	0	0
Amount req'd	0	0	0	79,091	221,603	221,603	221,603
Total 7 year project budget: £1,120,101    Total Amount Raised: £376,201 Total Amount Required: £743,900							



- <sup>1</sup> The Principal Researcher is Dr. Matthew Wilkinson. His employment costs are set at a Senior Lecturer's salary for Years 1, 2, 3 and 4 and at an Associate Professor's Level for Years 5, 6 and 7.
- <sup>2</sup> Travel costs will be significantly higher in Year 5, 6 and 7 due to the need for travel to coordinate the international panel of scholars.
- <sup>3</sup> This is a London-based UK Research Assistant's salary.
- <sup>4</sup> This is a pro rata salary of 4-hours per month of 7 full professors.
- <sup>5</sup> This includes the fees for website development and updates, the filming of endorsements and other items, and for paying selected firms to ensure that our messages and materials reach the teaching profession and are impactful in policy discussions in the media.
- <sup>6</sup> Dr. Matthew Wilkinson was awarded a 1-year Research Fellowship by the Cambridge Muslim College which includes overheads but excludes accommodation.

