



PROSPECTUS

**“We cannot solve our problems with the
same thinking we used when we created them.”**

Albert Einstein



Curriculum for Cohesion is an inter-disciplinary research programme that is developing a method for understanding the nature of religion in a multi-faith world, with a focus on Islam, to inform the practice of teachers, lecturers, prison officers and the judiciary.

We are neither a religious nor an advocacy organisation, but rather aim to foster excellence in the useful study of religion in multi-faith society in an atmosphere of open inquiry.

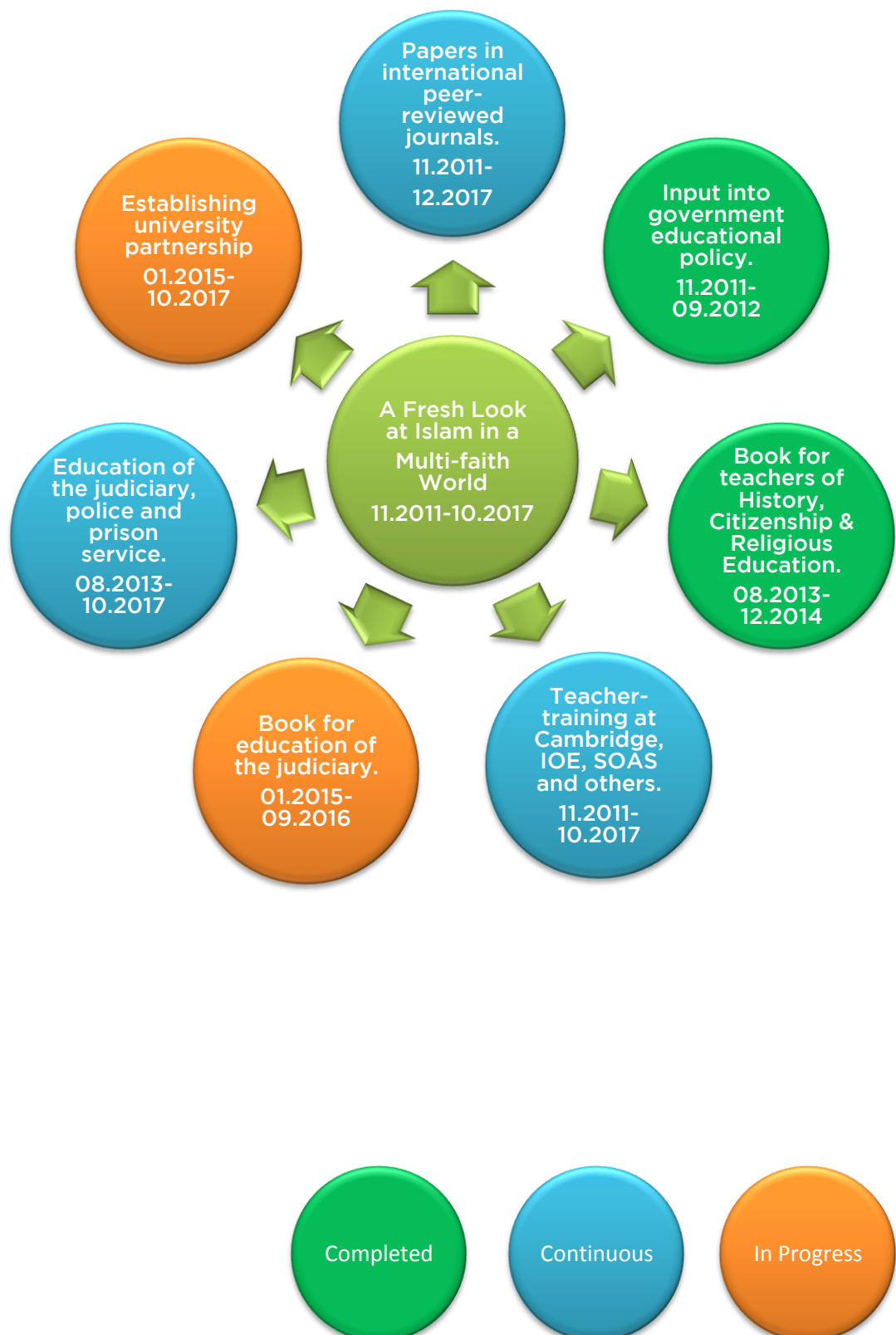
What we are doing at a glance	4
1-page summary	5
The academic team	6
The patrons	12
Partner institutions	18
Why this project is needed in the United Kingdom	19
Why this project is needed internationally	21
Programme of work	22
Phase 1 - November 2011 to July 2013	22
Phase 2 - August 2013 December 2014	23
Phase 3 - January 2015 to December 2015	24
Phase 4 - January 2016 to December 2017	25
The impact of our work	26
Budget	28

Contact: Dr Matthew L N Wilkinson
 Role: Director & Principal Researcher
 M: 07930 413 841
 E: mw66@soas.ac.uk

Contact: Mr Mohammed Amin
 Role: Chair, Committee of Donors
 M: 07802 788 357
 E: mohammed.amin@curriculumforcohesion.org

Contact: Mrs Lucy Wilkinson
 Role: Project Director
 M: 07930 413 841
 E: mw66@soas.ac.uk

What we are doing at a glance



1-page summary of Curriculum for Cohesion

The twenty-first century began with the events of 9/11 and the birth of the politics of fear. Over a decade later, polarised religious and cultural divisions are tearing many societies apart, while in the UK they are making public and political debate increasingly toxic.

This environment makes it difficult for young people (aged 11-24) to forge flexible and integrated identities that enable them to succeed in a multi-faith world. There is an absence of clear researched-based thinking about polarising issues such as the place of religion in modern life and Islam's role in democratic societies.

Curriculum for Cohesion addresses these issues at their roots by researching the theoretical and empirical basis for the development of education to help those responsible for the well-being of young people to understand the nature and role of Islam and religion more generally in multi-faith society. These people include teachers, imams and chaplains, university lecturers, the police, members of judiciary, prison officers and government officials.

This research and the educational approach derived from it is being developed by a world-class team of academics, educationalists, politicians and jurists, including **Professor Muhammad Abdel Haleem**, SOAS, University of London, **Professor Nigel Biggar**, Regius Professor of Moral & Pastoral Theology, University of Oxford; **Rt. Hon. Sadiq Khan MP** for Tooting and Labour candidate for Mayor of London; **Rt. Hon. Sir Simon Hughes** former Minister of State for Justice & Civil Liberties; **HRH Princess Badiya bint El-Hassan of Jordan** and **Sir David Calvert-Smith QC**, Chairman of the Parole Board and former Director of Public Prosecutions. Our founding Director is **Dr. Matthew Wilkinson**, Research Fellow, SOAS, University of London.

We are delivering:

- Reports that contributed to a dramatically improved 2013 National Curriculum for History, together with teacher-training to demonstrate how these ideas can be taught in the classroom.
- A vision of Islam in a multi-faith world that has been articulated in peer-reviewed academic journal papers, seminars, teacher-training in History and Religious Education and a book for teachers *A Fresh Look at Islam in a Multi-faith World: a philosophy for success through education* (Routledge, 2015).
- Published research together with seminars and training about the philosophical and empirical basis for the classification of ideas and texts from Muslim and Islamist sources to assist the judiciary, the prison service and the police to distinguish accepted, mainstream Islamic doctrines and practices from both extreme Islamist and violently extreme interpretations.

The academic team

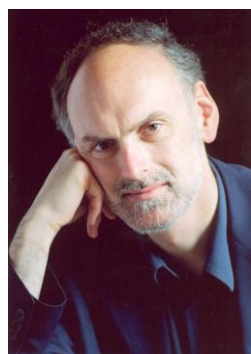
A project addressing such complex issues needs intellectual input of the highest calibre. We have assembled the following world-class academic team.



Dr Matthew L N Wilkinson is the founding **Director and Principal Researcher** of Curriculum for Cohesion and Research Fellow In Islam in Education & Law at SOAS, University of London. He was a King's Scholar at Eton College and won a scholarship in Theology & Religious Studies at Trinity College, Cambridge. He embraced Islam in 1991 and thereafter studied the *Qur'an* and the related Islamic knowledge for ten years. Matthew taught History, Citizenship and Religious Education in mainstream, supplementary and faith schools in a senior capacity for fifteen years in the UK and abroad. In 2007, he was awarded an Economic & Social Research Council (ESRC) Scholarship to undertake his PhD at King's College London. He is the originator of the philosophy of Islamic Critical Realism, building upon the work of Roy Bhaskar, which underpins the work of Curriculum for Cohesion. He is the author of the prize-winning book, **A Fresh Look at Islam in a Multi-faith World: a philosophy for success through education** (Routledge, 2015). Dr. Wilkinson also acts regularly as an Expert Witness in Islamic theology and law.



Professor Muhammad Abdel Haleem OBE, BA (Cairo), PhD (Cambridge) is Professor of Islamic Studies at the School of Oriental & African Studies (SOAS), University of London and Director of the Centre of Islamic Studies at SOAS. He is a world-leading scholar of the *Qur'an* who has published a critically acclaimed translation, *The Qur'an: English translation with parallel Arabic Text* (OUP, 2010). Professor Abdel Haleem is a Fellow of the Chartered Institute of Linguists and Chief Editor of the *Journal of Qur'anic Studies* (EUP). He was a participant in the *Building Bridges* seminars convened by the Archbishop of Canterbury between 2001-2008. In 2008, he was awarded an OBE for services to Arabic Culture & Literature & Interfaith Understanding.



Professor Nigel Biggar is the Regius Professor of Moral & Pastoral Theology at the University of Oxford where he also directs the McDonald Centre for Theology, Ethics & Public Life. He holds a BA in Modern History from Oxford University and a PhD in Christian Theology from the University of Chicago. Previously he occupied Chairs in Theology at the University of Leeds and at Trinity College, Dublin. Among his publications are: *In Defence of War* (OUP, 2013), *Behaving in Public: How to Do Christian Ethics* (Eerdmans, 2011); *Religious Voices in Public Places* (OUP, 2009); *Burying the Past: Making Peace & Doing Justice after Civil Conflict* (Georgetown UP, 2003); *Cities of Gods: Faith, Politics, & Pluralism in Judaism, Christianity, & Islam* (Greenwood, 1986). His most recent book, *Between Kin and Cosmopolis: An Ethic of the Nation* (James Clarke 2014).



**Sheffield
Hallam
University**

Professor Chris Husbands is the Vice-Chancellor of Sheffield Hallam University and former Director of UCL Institute of Education. He was a teacher in urban comprehensive schools where he was rapidly promoted to senior management before moving into Higher Education. He was a Board Member at the Training & Development Agency for Schools between 2006-12 and is a member of the RSA Academies Commission. He has served as a Board Member at two examining groups, Edexcel and the Assessment & Qualifications Alliance. He has worked as a consultant or adviser to Local Authorities, OFSTED, the Department for Education, the Qualifications & Curriculum Authority and the National College for School Leadership.



Max Hill QC is a leading barrister specialising in the prosecution of terrorism offences, whilst maintaining a mixed prosecution and defence practice in all other aspects of criminal law. He has prosecuted many of the most significant terrorism trials of the last decade, and was instructed throughout the Coroner's Inquests into the 7 July 2005 London Bombings. He is currently Leader of the South Eastern Circuit and Head of Chambers at Red Lion Chambers in London. He is also Chairman of the Kalisher Trust working to encourage the ablest students from every background to become the next generation of criminal law barristers. He is a former Chairman of the Criminal Bar Association, and a Patron of the London children's charity Scene & Heard. He was educated at Newcastle Royal Grammar School and Oxford University.



 **UNIVERSITY OF
CAMBRIDGE**

Ms Christine Counsell has been a leading thinker in the development of history education, history curricula and teacher education in the UK and internationally for the last 20 years. Christine taught history in state secondary comprehensive schools for ten years and for three years was deputy headteacher in a comprehensive school in Bristol, UK. In 1997 Christine was appointed by the University of Cambridge to lead its secondary school PGCE history teaching-training course. She acted as a consultant at UK national policy level for the review of the National Curriculum for History in England in 1994 and 2007.



THE UNIVERSITY OF
WARWICK

Professor Alan Norrie is Head of the School of Law, University of Warwick, and a pioneering thinker in the fields of criminal law and legal theory. Underpinning this work is his development of critical realist theory to examine the ethical grounds of justice. Previous to his present appointment, Professor Norrie was Edmund-Davies Professor of Criminal Law & Criminal Justice at King's College London (1997-2009) and he also held the Drapers' Chair in Law at Queen Mary & Westfield College (1994-7). He is President of the International Association for Critical Realism. He is the author of a number of acclaimed books including *Law, Ideology & Punishment* (Kluwer, 1991), *Punishment, Responsibility & Justice* (OUP, 2000), *Crime, Reason & History* (CUP, 2014, 3rd ed), *Law & the Beautiful Soul* (Routledge, 2005), and *Dialectic & Difference* (Routledge, 2010).



WOOLF INSTITUTE studying relations between Jews Christians & Muslims

Dr Edward Kessler MBE is the Executive Director of the Woolf Institute in Cambridge and is also a Fellow of St. Edmund's College, University of Cambridge. He has a First-Class Joint Honours Degree in Hebrew & Religious Studies from the University of Leeds and a Master of Theological Studies Degree from Harvard Divinity School. He completed a PhD at the University of Cambridge. In 2006, he received the Sternberg Interfaith Award from philanthropist Sir Sigmund Sternberg "in recognition of outstanding services in furthering relations between faiths". He was awarded the MBE for services to inter-faith relations in 2011.



UNIVERSITY OF CAMBRIDGE

Timothy J. Winter is the Shaykh Zayed Lecturer in Islamic Studies at the Faculty of Divinity of the University of Cambridge and Dean of the Cambridge Muslim College. In 2009, Tim Winter was named one of the 500 Most Influential Muslims in the World by the Royal Islamic Strategic Studies Centre.



THE UNIVERSITY OF
WARWICK

Dr Julia Ipgrave is Senior Research Fellow at the Religions & Education Research Unit at the University of Warwick. Her research interests include young people's religious understanding, religion in education and inter-religious encounter. She has participated in a number of UK and European projects and published widely in these fields. She undertakes evaluation and consultation work for religious education and inter-religious/inter-cultural dialogue programmes. Dr. Ipgrave is an education specialist member on the Christian Muslim Forum.



Mr. Salah Al-Ansari is Visiting Lecturer in Islamic Studies at Heythrop College, University of London where he is also completing his PhD on Muhammad Abu Zahra & Islamic Modernism. Salah became a *hafith* of the Qur'an (someone who has memorised the whole Qur'an) at 13 years of age. He graduated in Classical & Modern Islamic Studies from the prestigious Al-Azhar University, Cairo in 2000. Salah was appointed an Imam and teacher at the Central London Mosque (2004-07) and then worked in a number of mosques run by the Al-Birr Foundation in Margate, Woking and Basingstoke, where he did extensive inter-faith work in collaboration with Hampshire County Council and at Palmers Green Mosque. Salah is also a Muslim chaplain to the Kent Refugee Action Network and Muslim advisor to Lord Maurice Glasman.



Tim Moloney QC worked as a university lecturer following the completion of his PhD before being called to the Bar in 1993. He took silk in 2010 and has developed a very busy practice in crime especially terrorism, homicide and fraud and extradition. A sample of notable domestic cases include a 2011 plot to blow up the London Stock Exchange, a 2013 extradition of men to Rwanda accused of genocide and a 2013 Supreme Court case dealing with the relationship between international humanitarian law and terrorism. He also has conduct of a number of cases before the ECHR. He writes and lectures extensively both in the UK and abroad.



Maggie Bolger previously worked as a Senior Lecturer/Researcher in Higher Education prior to joining the National Offender Management Service in 2003. She is currently the Lead Learning and Development Commissioner for NOMS and a member of the Editorial Board for the Prison Service Journal. Maggie is a skilled learning and development practitioner with over 25 years' experience. She has an interest in vulnerable and disadvantaged groups and is currently undertaking a small scale piece of research focusing on end-of-life in prison, supervised by Cambridge University.



Professor Roy Bhaskar was World Scholar at the Institute of Education, University of London (now UCL Institute of Education) from 2008 until his death in November 2014. He was the founder of the philosophy of Critical Realism. Critical Realism has had an enormous influence on the natural and social sciences over the past 25 years. Professor Bhaskar was regarded by many as one of the world's most innovative and creative philosophers and his thought has made ground-breaking contributions to many fields including natural and social science, environmental studies, gender studies and the philosophy of religion.

Project Management



Mrs. Lucy Wilkinson is an experienced project manager. She went to school in London and then went on to Brown University in the USA where she studied Political Science. She has managed projects in the City and for the National Health Service, as well as having worked for a charity for disadvantaged young people in the USA. She embraced Islam in 2002.



The patrons

Curriculum for Cohesion is endorsed by eminent patrons who have lent their names to this research project as testimony that the project represents the authentic and pressing needs of young people today.



The Rt. Hon Sadiq Khan MP is the Member of Parliament for Tooting. He was both the first Asian and the first Muslim to attend Cabinet. From October 2008 to June 2009, Mr. Khan was Parliamentary Under-Secretary of State in the Department for Communities & Local Government. He had special responsibility for community cohesion, religion and belief, race and preventing violent extremism. Apart from his Parliamentary duties, Mr. Khan has a keen interest in education as the Governor of two primary schools and is Patron of the Polka Theatre Company. Mr. Khan's book *Fairness Not Favours - How to Re-Connect with British Muslims* won the prestigious Jenny Jeger Award for Best Fabian Society Publication.



The Right Reverend Richard Douglas Harries, Baron Harries of Pentregarth is a former bishop of Oxford (1987-2006) who has a background of distinguished ecclesiastical and academic public service. He is an Honorary Assistant Bishop, Diocese of Southwark and the Gresham Professor of Divinity (2008-12). Lord Harries was ordained as a priest in 1964 and served as an Army Chaplain until 1969. He was then Warden of the new Salisbury & Wells Theological College. He returned to parish ministry as Vicar of All Saints', Fulham and was Dean of King's College London. He was appointed Bishop of Oxford in 1987, taking a seat as a Lord Spiritual in the House of Lords in 1993. As Bishop of Oxford he became a founder member of the influential Oxford Abrahamic Group, bringing together leading Christian, Muslim, and Jewish scholars. He is the author of many influential works of theology.



Rabbi Baroness Julia Neuberger DBE was educated at Cambridge and Leo Baeck College and has had a life of distinguished public service. Amongst her numerous contributions, she served the South London Liberal Synagogue 1977-89 and chaired Camden & Islington Community Health Services NHS Trust from 1993-97. She became Chancellor of the University of Ulster 1994-2000 and Bloomberg Professor of Divinity at Harvard University in 2006. She became a life peer in 2004 and Chaired the Commission on the Future of Volunteering from 2006-08. She was President of Liberal Judaism until Spring 2011. She chaired the Advisory Panel on Judicial Diversity for Lord Chancellor Jack Straw, working across the political parties, 2009-10. She was appointed Senior Rabbi of West London Synagogue in March 2011.



The Rt. Hon Sir Simon Hughes was Member of Parliament for Bermondsey & Old Southwark for 32 years (1983-2015) and was latterly the Minister of State at the Ministry of Justice and was the UK Government's Advocate for Access to Education. Simon read law at Selwyn College, Cambridge and was called to the Bar by the Inner Temple in 1974. He then spent a postgraduate European Studies year at the College of Europe in Bruges. Simon joined the Liberal Party in 1971 inspired by the campaigns for international justice in places such as South Africa and Palestine. He was first elected for Southwark, Bermondsey in 1983 with a still-unbeaten record for the largest swing in any British Parliamentary election (50.9%). In 2010, the constituency was renamed Bermondsey & Old Southwark and Simon won the constituency with his highest ever number of votes. During his time as an MP, Simon has held many significant roles within the Liberals and Liberal Democrats including Party President, Shadow Home Secretary, Shadow Attorney General, Shadow Leader of the House of Commons and Shadow Secretary of State for Energy & Climate Change.



Sir David Calvert-Smith QC is Chairman of the Parole Board and 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 and head of the Crown Prosecution Service, a post he held for five years. Towards the end of his term, he piloted a new system in which Crown Prosecution Service lawyers, instead of police officers, would make decisions about charging suspects, resulting in a 15 percent increase in convictions. This policy was fully implemented by his successor. In 2005, he led an inquiry for the Commission for Racial Equality into how the police forces of England and Wales deal with racism within their ranks.



Dr. Muhammad Abdul Bari MBE FRSA is Trustee of the East London Mosque & London Muslim Centre (London's first mosque). He is also a founding member of The East London Communities Organisation, a coalition of churches, mosques and other civil society organisations working together to promote understanding and a better governed city. He has a PhD in Physics from the King's College London where he also qualified as a science teacher. He taught science from 1991-97 and then became a Special Educational Needs teacher. He was Secretary-General of the Muslim Council of Britain from 2006-10 and was on the London Organising Committee of the Olympic & Paralympic Games for the 2012 Summer Olympics. In 2003, he was awarded an MBE for services to the community.



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 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 Anthony Figgis KCVO CMG is a retired senior British diplomat who has been engaged for a life-time in creating inter-cultural understanding. He joined Her Majesty's Foreign (later Diplomatic) Service in 1962 and served in Yugoslavia (twice), Bahrain, Spain (twice), Germany, and as Ambassador to Austria (1996-2000). He was appointed Her Majesty's Marshal of the Diplomatic Corps in 2001 and served in that capacity until 2008. He has been Governor of Goodenough College for Overseas Graduates since 2004 and was Chairman of the Royal Over-Seas League from 2009 to 2015.



Mr. Mohammed Amin is Chairman of the Conservative Muslim Forum and was the first Muslim partner at Price Waterhouse, UK. Most recently, Mr. Amin was PricewaterhouseCoopers' Head of Islamic Finance in the UK. He has made presentations on Islamic Finance around the world as well as advising the UK Government on this issue and is active in a number of inter-faith and Muslim community organisations.



Ms. Baljit Ubhey OBE is Chief Crown Prosecutor (CCP) for the Crown Prosecution Service (CPS) in London and is the National Hate Crime Champion within the CPS. Ms. Ubhey began her CPS career in 1997 and has taken up an advisory role in the CPS Policy Directorate representing the service both nationally and internationally on changes in legislation and advise to the Law Officers, Director of Public Prosecutions and the Home Office. During her tenure, Ms. Ubhey also developed the Race Equality Strategy and set-up the Equality & Diversity Unit. Ms. Ubhey was the CCP and presided over the prosecution of seven men who were part of a child sexual exploitation grooming gang in Oxford. Also in 2013, she oversaw the first ever 'cash for crash' prosecution. In 2014, Baljit presided over the Operation Yewtree prosecutions of Rolf Harris and Max Clifford, both of whom were convicted of historic sexual offences.



The Right Reverend Dr. Richard Cheetham, Bishop of Kingston read Physics and Philosophy at Oxford University and was ordained in 1988 after working as a teacher and an investment analyst. He became Archdeacon of St. Albans in 1999 and Bishop of Kingston in 2002. Bishop Richard is Chair of Southwark Diocesan Board of Education and the Anglican President and former Co-Chair of the Christian Muslim Forum. He has a PhD from King's College London for his thesis on collective worship in schools, and is now an Honorary Research Fellow there. He is also Whitelands Professorial Fellow in Christian Theology & Contemporary Issues at the University of Roehampton, is President of London Southwest YMCA, and a Trustee of St George's College, Jerusalem.



Ms. Bernadette Hunter 2013-14 President of the National Association of Head Teachers (NAHT) 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 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 faiths and cultures hand-in-hand with developing an understanding of the different faiths and cultures that they will encounter in life.



Mr. Eoin McLennan-Murray joined the Prison Service in 1978 having graduated from Queen Mary College, London with a BSc Honours in Biological Sciences. He also completed a Masters degree in criminology from the Institute of Criminology, Cambridge. Previously, he has served in ten prison establishments, twice as Governing Governor, as well as spending four years in Prison Service Headquarters where he was Staff Officer to the Director General and then the manager responsible for development and national roll out of the accredited cognitive skills and sex offender programmes. Eoin cites Governing of HMP Blantyre House, a resettlement prison in Kent as his personal career highlight. The establishment consistently had the lowest re-conviction rates of any prison in the United Kingdom. Elements of the pioneering work at Blantyre House on resettlement have now been replicated in many prisons throughout the Service, having a positive impact on both resettlement and reducing reoffending. He was President of the Prison Governor's Association from 2010 to 2014 while being governor of HMP Coldingley from May 2013.



Mr. Aaqil Ahmed is the BBC Commissioning Editor of Religion and Head of Religion & Ethics. Aaqil has commissioned projects as diverse as 'The Life of Muhammad', 'The Preston Passion' and 'Hitler's Children'. He also led the BBC in-house team's coverage of the Papal visit in 2010. In his previous role at Channel 4, Aaqil commissioned award-winning and genre-defining projects such as 'Inside the Mind of the Suicide Bomber', 'Saving Africa's Witch Children' and 'The Qur'an'. Aaqil combines his work at the BBC with a Professorship in Professional Practise: Television at the School of Media & Performing Arts, Middlesex University.



Professor Richard Pring was Professor of Educational Studies and the Director of the Department of Educational Studies at the University of Oxford from 1989 to 2003. From 2003 to 2009, he was also Lead Director of the Nuffield Review of 14-19 Education & Training. His latest book, 'The Life and Death of Secondary Education for All' was published by Routledge in 2012. Professor Pring also worked with the Aga Khan University in Karachi, helping to develop and teach the doctoral programme within the Institute for Educational Development. For his work with the University in Karachi over 15 years he received in the Aga Khan's Award of Distinction.



Sir Trevor Chinn CVO is Senior Adviser to CVC Capital Partners. He retired in 2003 as Chairman of RAC plc (formerly Lex Service plc) after 47 years service. From 1991-2004 he served as Vice Chair on the Commission of Integrated Transport and for 11 years as Chair of the Motorists Forum. In 2000 (to 2011) Boris Johnson, Mayor of London, appointed him Chairman of the Mayor's Fund, an independent charity addressing the large scale issues of poverty of children and young people in London. He was Vice Chair of the Wishing Well Appeal for Great Ormond Street Hospital and responsible for their fund-raising campaigns 1985-89 for which he received a knighthood in 1990. He currently sits on the Executive Committee Board of the Jewish Leadership Council and was recently invited by Mayor of London, Boris Johnson, to be Chair of the Mayor's Fund for London.



The Research & Documentation Committee of the Muslim Council of Britain The Muslim Council of Britain, is a national representative Muslim umbrella body with over 500 affiliated national, regional and local organisations including mosques, charities and schools. Its Research & Documentation Committee is an academic and researcher network that supports the activities of the MCB through policy briefings, survey work and supporting research of relevance to the Muslim community.

The institutions involved



SOAS, University of London

SOAS is a remarkable institution. Uniquely combining language scholarship, disciplinary expertise and regional focus, it has the largest concentration in Europe of academic staff concerned with Africa, Asia and the Middle East.

On the one hand, this means that SOAS scholars grapple with pressing issues – democracy, development, human rights, identity, legal systems, poverty, religion, social change – confronting two-thirds of humankind, while at the same time remaining guardians of specialised knowledge in languages and periods and regions not available anywhere else in the UK.

This makes SOAS synonymous with intellectual enquiry and achievement. It is a global academic base and a crucial resource for London.

The Centre of Islamic Studies, SOAS, where Curriculum for Cohesion is based, was established in 1995, and aims to promote scholarship and research in all areas of Islamic Studies, past and present. The study of the Qur'an and Hadith from the Arabic texts, and the analysis and translation of Islamic texts from Arabic into English form the core activities of the Centre.

The work of Curriculum for Cohesion responds to the increasingly important remit of the Centre of Islamic Studies to research and understand the relationship of Islam and Muslims with the institutions and ideas of non-Muslim majority societies and to develop authentic Islamic ideas to reflect these new relationships.

Website: www.soas.ac.uk/islamicstudies



UCL Institute of Education is the number one centre worldwide for the study of education and related areas of social science (QS Education Rankings 2014). Curriculum for Cohesion's link to UCL Institute of Education ensures that the project is grounded in the latest educational theory.



The Woolf Institute is dedicated to studying relations between Jews, Christians and Muslims throughout the ages. It consists of the Centre for the Study of Jewish-Christian Relations, the Centre for the Study of Muslim-Jewish Relations and the Centre for Public Education. The Institute provides a stimulating learning environment for a diverse student body and offers a range of educational programmes in Cambridge and via e-learning. The Woolf Institute is an Associate Member of the Cambridge Theological Federation which brings together eleven institutions through which people of different churches, including Anglican, Methodist, Orthodox, Reformed and Roman Catholic, train for various forms of Christian ministry and service.

Why this research project is needed in the United Kingdom

In today's Britain, it has never been more important to build strong, effective relationships between people of different religious and cultural backgrounds. Yet the tensions and fissures that exist both on and beneath the surface of society have seldom been greater or in greater need of attention.

The most urgent example of this is the relationship between British Muslims and Britons of other faiths and none. In recent years this relationship has been fractious and has occasionally turned violent.

Our research shows that the underlying causes are complex. They include the fact that many Muslims today perceive a disconnect between their professional lives in non-religious contexts and their religious beliefs. This has been made worse by the absence of a contemporary philosophy of Islam to connect religion with daily life and to understand Islam in the context of modern Britain.

This has resulted in Muslims defending their faith in a way that often involves setting-up a range of false polar opposites to buttress faith - such as Islam vs. the West or Science vs. Religion - in a way that is inconsistent with living a successful life in Britain. It also results in a failure to appreciate the compatibility of Islam with British values such as freedom of speech, freedom of religion and the democratic political process.

In a mirror image of this, many Britons of other faiths and none are not aware that Muslims and the Islamic faith have a long-standing relationship with Britain and have contributed to Britain's success in remarkable ways. Also, many people do not see how religiously defined communities fit into modern secular life.

Our Curriculum for Cohesion Team believes that a fundamental problem is the absence of a framework that harmonises authentic religious belief and practice with the realities of life in a multi-faith world. This absence has contributed to related problems that affect both Muslims and those of other faiths and none.

1. Entrenched political and cultural alienation

This has led to gang behaviour in ghettoised communities and a mutual fear of cultural engagement between Muslims and those of other faiths and none which often come to a head in educational settings.

2. Widespread educational underachievement

The excellent results achieved at GCSE by Chinese and Indian British girls of 5A* to C grades show what ought to be possible for all types of pupils in English schools. Compared with this benchmark, Bangladeshi and Pakistani British (usually Muslim) as well as white English British and African-Caribbean British young people, are radically underachieving.

3. Crime

Muslims, especially young males, are in UK prisons in disproportionate numbers, where they are likely to be exposed to extreme forms of Islam as well as serious criminality.

4. Violent extremism

In Britain this has been largely a 'home-grown' phenomenon. The 7/7 bombers were all brought up in Britain and educated in non-religious, mainstream state schools. In turn, this has led to a reaction whereby some anti-Muslim extremists characterise all Muslims as 'the enemy within'.

5. Frequent discrimination against Muslims

In its milder forms, this manifests itself as employment discrimination and in its more obvious forms as the anti-Muslim prejudice of the tabloid media and extreme right-wing groups such as the English Defence League.

6. Inadequate School Curricula

The absence of a framework that harmonises authentic religious belief and practice with the realities of life in a multi-faith world means that teachers (and parents) cannot mobilize the current English school curriculum in humanities subjects to help all young people succeed. At the moment, the humanities subjects which could potentially help are not prioritised by governments, schools or indeed parents due to a narrow and false understanding of what makes people employable and successful. Recent research shows that history and religious studies, two subjects that pupils tend to like and consider relevant to making sense of themselves and the world around them, are under-developed and under-valued.

7. Poor supplementary Islamic education

Whether in *madrasahs* or in supplementary Saturday Schools, supplementary religious education often fails to connect religious learning with formal, mainstream education and life in a multi-faith world.

In particular, supplementary Islamic education can put Muslim young people off their religion entirely or set-up a worldview of a divided Muslim-non-Muslim world - Us v. Them - that can make it harder to harmonise their Islam with a successful life in Britain.

What is needed to address all these problems at their root is a philosophical framework that enables people to understand what religion, in general, and Islam, in particular, mean for life in a multi-faith world that can be applied in different ways in a wide range of social and educational settings.

This research project is developing this approach on the strength of peer-reviewed theoretical thinking and empirical data and the tools to disseminate it. Our work has the potential to help all young Britons to reflect on the meaning of living in successful co-existence with people of other faiths and of no faith whilst being committed to their own religion.

Why this research project is needed internationally

The analysis above is specific to Britain. However, the philosophical framework that we are developing is applicable to a wide variety of cross-cultural national or international situations. Indeed, given the fact that the problems identified above in Britain are mild compared with some those overseas, it may well be that our work is needed even more abroad, in future, than at home.

For example:

- In Western Europe, Muslim communities suffer from ghettoisation, unemployment and hostility from a resurgent political far-right who define being European as not being Muslim.
- In East and West Africa, violent Islamist groups that reject everything about contemporary democratic society terrorise both Muslim and non-Muslim populations.
- In the Middle East, countries are split between Islamism and secularism, Sunnism and Shi'ism to name but two of a multitude of dangerous ideological fault-lines.
- In Eastern Europe, Balkan countries remain volatile and fragile, while the Ukraine threatens to tear itself apart.

Once Curriculum for Cohesion has engaged effectively with research that is specific to the British situation, we will endeavour to make our approach available to help with the development of well-conceived education on the global stage through teacher-training and working with agencies in other countries.

Programme of Work

Phase 1 - November 2011 until July 2013 COMPLETED

A Broader, Truer History for All:

The UK Government's review of the National Curriculum for History, teacher-training and testing our ideas in international, peer-reviewed academic journals.

- Curriculum for Cohesion submitted a major report to the UK Government's Department for Education in May 2012 *A Broader, Truer History for All* and two *Responses to the UK Government's Draft Statutory Framework for History*. Here we outlined an novel approach to and gave details of an excellent education in history that would include - in an appropriate way in British classrooms - the historical contribution of different civilisations and cultures to life in Britain and to humanity's progress. The [Chair of the Expert Panel for the National Curriculum Review, Mr. Tim Oates](#), described the report as theoretically and empirically "excellent" and recommended it to the Secretary of State for Education, Rt. Hon. Michael Gove MP. [COMPLETED](#)
- We also presented *A Broader, Truer History for All* to Under-Secretary of State for Education, [Ms. Elizabeth Truss MP](#), and to senior Department for Education Civil Servants with our Patrons, [Rt. Hon. Sadiq Khan MP](#) and [Rt. Hon. Simon Hughes MP](#) and with our supporter [Rt. Hon. Jack Straw MP](#). [COMPLETED](#)
- Our innovative work on curriculum theory in the humanities was recognised by the acceptance of three of Dr. Wilkinson's papers into three high-ranking, peer-reviewed academic journals: the *Journal of Curriculum Studies*, *The Curriculum Journal* and the *Journal of Critical Realism*. [COMPLETED](#)
- Dr. Matthew Wilkinson presented this approach in lectures on the [University of Cambridge](#) Teacher-Training Programmes for History and Religious Education and at the [Woolf Institute](#), Cambridge. [COMPLETED](#)
- We gathered [Parliamentary support](#) for Curriculum for Cohesion's submission to the National Curriculum Review for History including that of the [Rt. Hon. Jack Straw MP](#) (Labour), [Rt. Hon. Simon Hughes MP](#) (Liberal Democrat), [Mr. Fabian Hamilton MP](#) (Labour), [Mr. Eric Ollerenshaw MP](#) (Conservative) and [Ms. Sarah Teather MP](#) (Liberal Democrat) at a joint meeting in the [House of Commons](#) of the [All Party Parliamentary Group for Education](#) and the [All Party Parliamentary Group on Islamophobia](#). [COMPLETED](#)
- The final statutory version of the UK Government's National Curriculum for History is more age-appropriate than the early drafts and contains appropriate selections of World History, including two modules of the History of Islamic civilisation, as a result of our and others' work. [COMPLETED](#)

Phase 2 - August 2013 to December 2014 COMPLETED

A Fresh Look at Islam in a Multi-Faith World:

A book for teachers, teacher-training and addressing the judiciary. COMPLETED

In Phase 2 of this project, Dr. Wilkinson wrote the book *A Fresh Look at Islam in a Multi-faith World: a philosophy for success through education* which articulates in detail the core ideas developed in Phase 1. He drew on the expertise of the Curriculum for Cohesion team, and upon peer-review and comment from the academic world and beyond.

This book, published by Routledge, is intended primarily for teachers of school Religious Education, History and Citizenship, as well as philosophers of education and religion in universities.

In the final chapters, the book explores how *A Fresh Look at Islam in a Multi-Faith World* can be developed into a practical pedagogical approach to be used in History, Citizenship and Religious Education classrooms.

In summary, in Phase 2, the Curriculum for Cohesion team is delivering the following:

- a. **A book** for teachers published by Routledge entitled *A Fresh Look at Islam in a Multi-faith World: a philosophy for success through education*. COMPLETED
- b. **A book chapter** on comparative Muslim-Jewish education for *The Routledge Handbook of Muslim-Jewish Relations*. COMPLETED
- c. **A peer-reviewed paper** for the *Journal of Critical Realism* entitled *On the Metaphysics of a Contemporary Sharia'- a metaReal perspective*. COMPLETED
- d. **Three teacher-training events** at the University of Cambridge, one in History and two in Religious Education, to disseminate *A Fresh Look at Islam in a Multi-Faith World* to teachers in a practical way. COMPLETED
- e. **Seminars** at the **University of Cambridge, Cambridge Muslim College** and **UCL Institute of Education** so that the emerging ideas of *A Fresh Look at Islam in a Multi-Faith World* can be brought to bear on the educational, inter-faith and Muslim communities. COMPLETED
- f. **Judicial events**. Dr. Wilkinson spoke at two separate conferences to 90 and then 12 High Court judges about young Muslim criminality and how to understand it and how not to confuse Islam with Islamism or violent extremism. COMPLETED
- g. **International Conferences**. Dr. Wilkinson spoke to over 200 European Muslim religious leaders, including most of Europe's national Muftis, at an event organised by the Turkish Ministry of Religious Affairs in Brussels to begin disseminating our approach to religious education to an international audience. COMPLETED

Phase 3 - January 2015 to December 2015

Establishment of a university research partnership COMPLETED/ON-GOING

We intend to enable the next generation of thinkers from a diverse range of countries to take our methods that serve a mutual engagement between Islam and Muslims with a multi-faith world back to their schools and communities. Therefore, we have established a partnership with SOAS, University of London, the UK's leading Islamic Studies institution in order to provide the following services.

- a. **Doctoral and postdoctoral research in Islam for a Multi-Faith World** to apply the philosophy and social theory of Islamic critical realism to serve a deep and useful research-based understanding of a variety of fields connected to the relationship of Islam with a multi-faith world. These fields would include law, education, gender-relations and the arts.
- b. **The development and testing of curriculum material in History, Citizenship and Religious Education** for schools in the British and international contexts. We will look for doctoral students and postdoctoral scholars to develop and test integrated History, Religious Education and Citizenship school curricula and develop public educational material.
- c. **Training for teachers, the judiciary, the police and the prison service** in Britain and abroad in distinguishing between Islam, extreme Islamism and violent extremism, including the development of curricular material for prisons. This service will increase the impact of our research outputs and will build on our existing working relations with the **University of Cambridge**, the **University of Oxford**, the **UCL Institute of Education**, the **Woolf Institute**, and the **Judicial College**.

In addition to setting up this university partnership, in Phase 3 Dr. Matthew Wilkinson will also produce:

- a. **Two peer-reviewed papers** for the *British Journal of Religious Education* on the basis of original empirical and theoretical research (1) entitled *What is the Basic Form of Religious Education?* and (2) entitled *The concept of educational seriousness and its application teaching Islam in Religious Education*. IN PROGRESS
- b. **Three teacher-training events and seminars** at the University of Oxford, UCL Institute of Education and the University of Cambridge to disseminate *A Fresh Look at Islam in a Multi-Faith World* to teachers in a practical way. COMPLETED
- c. **Two judicial events** at the September 2015 **Serious Crime Conference** at the Judicial College and at the Crown Prosecution Service about the ideas from *Distinguishing between Islam, Islamism and Violent Extremism: a philosophical and legal guide*. COMPLETED
- d. **International Conferences**. Dr. Wilkinson will continue to present at international conferences to disseminate our approach to an international audience of educators, academics and lawyers. COMPLETED

Phase 4 - January 2016 to December 2017

Distinguishing between Islam, Islamism and Violent Extremism: peer-reviewed papers, book and training for the judiciary, the police and prison authorities.

In Phase 4 of this research project, Dr. Wilkinson will write a book in consultation with the academic team, provisionally entitled *Distinguishing between Islam, Islamism and Violent Extremism: a philosophical-legal guide* primarily intended for the judiciary, the police and prison authorities. The ideas for the book will be piloted in a peer-reviewed paper for the *Criminal Law Review*, entitled *Young Muslim Male criminality, Sharia' and Jihad (or similar)*.

This research, which is based on original empirical evidence derived from researching recent counter-terrorism trials, will provide a clear framework for legal professionals to distinguish between texts and ideas that all have an Islamic complexion but that relate to the fundamentally different phenomena: Islam, Islamism and Violent Extremism.

This book is needed because agencies responsible for young Muslims need to make informed distinctions between quite different types of Muslims and their beliefs. Namely:

- the ideas and practices of Muslims who are law-abiding and religious citizens;
- the ideas and practices that may be prejudicial to the ability of Muslims to succeed and feel at home in British society. At worst, such ideas and practices may leave them vulnerable to violent radicalization;
- the ideas and practices of those who may pose a real violent threat to national security.

In summary, Phase 3 will produce:

- a. **Book** *Distinguishing between Islam, Islamism and Violent Extremism: a philosophical-legal guide*. [**BOOK CONTRACT SIGNED WITH ROUTLEDGE**](#)
- b. **Two peer-reviewed papers** for the *Oxford Journal of Criminology* and for the *Journal of International Studies in Catholic Education*.
- c. **Six teacher-training events and seminars** at the University of Oxford, UCL Institute of Education and the University of Cambridge to disseminate *A Fresh Look at Islam in a Multi-Faith World* to teachers in a practical way.
- d. **Two judicial events** at the September 2015 **Serious Crime Conference** at the Judicial College and at the Crown Prosecution Service about the ideas from *Distinguishing between Islam, Islamism and Violent Extremism: a philosophical and legal guide*.
- e. **International Conferences**. Dr. Wilkinson will continue to present at international conferences to disseminate our approach to an international audience of educators, academics and lawyers.

The Impact of the Work of Curriculum for Cohesion 2011-15

- Our three reports and policy work with the National Review Curriculum for History (2011-2012) have ensured that every child in English secondary schools, **circa five million pupils**, will learn something about the historical contribution of Islam and Muslims over the next 20 years with the knock-on benefits in terms of historical knowledge and community cohesion.
- The outcome of 12 teacher-training events has been that **240 teachers** studying at the leading academic institutions are now able to incorporate teaching about Islam and Islamic civilisation more effectively, fairly and accurately into their classroom practice. If each teacher has an average career of 15 teaching years and teaches an average of 50 new pupils a year, this equates to circa 180,000 children directly benefitting from our better-trained teachers in nuanced understandings of the relationship of Islam and Muslim to the ideas and adherents of other faiths.
- The outcome of one workshop for 100 sixth form students is that **100 school leavers** now understand better their rights and responsibilities as British citizens.
- The outcome of two judicial training events is that **circa 200 of the UK's senior judges and barristers** now know how Islam-related matters and young Muslims can be more knowledgeably and fairly dealt with in court.
- The outcome of two media training events at the BBC's College of Journalism has been that circa **80 of the UK's leading up-and-coming journalists** can reflect on how to make their coverage of Islam more accurate, balanced and fair.
- The outcome of four peer-reviewed papers has been that **100's of leading international academics** understand better how to investigate the ways in which people of religious faith relate to modern life in multi-faith societies.
- The outcome of six international conference papers is that **circa 1,200 leading academics** from the UK and abroad have been exposed to the ideas and results of Curriculum for Cohesion's work, thereby disseminating new and useful concepts about cohesive education around the world.
- The outcome of Dr. Wilkinson's book, 'A Fresh Look at Islam in a Multi-faith World: a philosophy for success through education' is that **increasing numbers of researchers at some of the UK's leading academic institutions – University of Cardiff, UCL Institute of Education, University of Cambridge and soon at SOAS, University of London – know how to research Islam and Muslims** in a way that deploys the full range of contemporary philosophical and social scientific tools in a way that does justice to the intellectual traditions of Islam.

The Projected Impact of Curriculum for Cohesion 2016-2017

- The outcome of 12 teacher-training events will be that **circa 240 further teachers** studying at the leading academic institutions will be able to incorporate teaching about Islam and Islamic civilisation more effectively, fairly and accurately into their classroom practice.
- The outcome of two conferences/workshops for sixth form students will be that **200 school children** understand better their rights and responsibilities as British Muslim citizens.
- The outcome of two judicial training events will be that **circa 200 of the UK's senior judges and barristers** know how Islam-related matters and young Muslims can be knowledgeably and fairly dealt with in court.
- The outcome of four media training events at the BBC's College of Journalism will be that **circa 160 of the UK's leading up-and-coming journalists** know how to make their coverage of Islam more accurate, balanced and fair.
- The outcome of Dr. Wilkinson's book, 'Distinguishing between Islam, Islamism and Violent Extremism: a philosophical-legal guide' will be that **senior British opinion-informers, including judges, government ministers, other politicians and journalists**, are able to distinguish law-abiding, religious Muslims from those whose views and consequent actions may potentially damage themselves and society. This book will draw upon the traditional doctrines of Islam, including Islamic traditions of free speech, as well as relating them creatively to contemporary democratic European values.
- The outcome of four peer-reviewed papers will be that **100's of leading international academics** will understand better how to investigate the ways in which people of religious faith relate to modern life in multi-faith societies.
- The outcome of six international conference papers will be that **circa 1,200 leading academics** from the UK and abroad will be exposed to the ideas and results of Curriculum for Cohesion's work, thereby disseminating new and useful concepts about cohesive education around the world.
- The outcome of the development of the educational elements of the British Museum Exhibition to open in 2017 called, Representing the House of Islam from the Atlantic to the Pacific will be that thousands of visitors to London are exposed to a more interesting, integrated and accurate picture of the historical achievements of Islamic civilisation, as a means for considering what Muslims can contribute to society in the present and future.

Budget

This research project is being funded in its entirety by philanthropic giving. The disbursements of monies will be made to SOAS, University of London and monitored by the Committee of Donors.

	£ Year 1 2012	£ Year 2 2013	£ Year 3 2014	£ Year 4 2015	£ Year 5 2016	£ Year 6 2017
Principal Researcher's:						
▪ salary ¹	46,000	48,942	54,826	54,826	54,826	54,826
▪ employer's National Insurance contribution	6,348	6,754	7,566	7,566	7,566	7,566
▪ pension contribution	7,967	7,967	7,967	7,967	7,967	7,967
▪ London Weighting	2,116	2,116	2,116	2,300	2,300	2,300
▪ travel & subsistence	2,000	2,000	2,000	2,000	2,000	2,000
▪ consumables	1,000	1,000	1,000	1,000	1,000	1,000
Academic Advisors' salaries	10,233	10,233	10,233	10,233	5,000	5,000
Project Management and Administrative Support (0.4)	10,000	12,000	16,000	16,000	20,500	20,500
Website and communications budget ²	1,000	14,000	14,000	2,000	2,000	2,000
Cambridge Muslim College overheads	7,000	1,200 ³	7,000	N/A	N/A	N/A
Woolf Institute overheads	2,500	2,500	2,500	N/A	N/A	N/A
Total Per Year	96,164	108,712	125,205	103,892	103,159	103,159
Amount already raised	96,164	108,712	125,205	103,892	22,000	24,000
Amount still required	0	0	0	0	81,159	79,159
Total 6 year project budget: £640,291 Total Amount Raised: £479,973 Total Amount Required: £160,318						

¹ The Principal Researcher is Dr. Matthew Wilkinson. His employment costs are set at a Senior Lecturer's salary

² 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.

³ Dr. Wilkinson was awarded a 1-year Research Fellowship by the Cambridge Muslim College which included overheads but excluded accommodation.