

Section A		
The fields in this section are mandatory.		
Institution: Liverpool Hope University		
Unit of Assessment: C23 Education		
Title of case study: Challenging xenophobia and extremism in education.		
Period when the underpinning research was undertaken: 2015-17		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
David Lundie	Senior Lecturer in Education	2012-16 & 2017- 2019
Philip Bamber	Head of School of Education	2003 – Present
Cathal O’Siochru	Senior Lecturer in Education	2009 – Present
Ian Stronach	Professorial Fellow	2015 – 2019
Alan Hodkinson	Associate Professor	2010 – Present
Harriet Pattison	Senior Lecturer in Early Childhood	2015 – Present
Ella Houston	Lecturer in Disability and Education	2014 – Present
Andrea Bullivant	Associate Lecturer	2010 – Present
Carly Bagelman	Lecturer in Education	2017 – Present
Period when the claimed impact occurred: 2016-Present		
Is this case study continued from a case study submitted in 2014? No		
Section B		
1. Summary of the impact		
<p>Working in local, national and international partnerships, the work undertaken by our group of scholars at Liverpool Hope University has helped schools, teachers and trainee teachers to promote tolerance, work to counter extremist narratives, welcome refugees into the UK, and defend the value of Religious Education in promoting understanding between religious and cultural groups. Our focus has been on the areas of Religious Education, Fundamental British Values, the ‘Prevent’ strategy in schools and Community Cohesion and Integration. Our research has made a significant contribution to both policy formulation and practice in educational settings within the UK and across Europe. Examples include: Locally, our work with Liverpool Council has provided educational and cultural experiences to 100 children of asylum seekers in Liverpool. Nationally, our work with the Prevent Education Officers’ Network has influenced the policy and practice relating to ‘Prevent strategy’ activities of 70% of those organisations involved. Internationally, our work on the InterCap project has supported 514 teachers across the UK, Hungary, Poland and Sweden with the training and resources needed to help 15,000 children develop the critical thinking skills needed to challenge extremist narratives.</p>		
2. Underpinning research		
<p>1) Our research investigated the initial efforts by educators to implement the Fundamental British Values policy in UK schools. Dr Lundie conducted an ethnographic investigation into the treatment of religious difference in UK Schools which explored how efforts to promote tolerance and diversity in the classroom could result in the suppression of difference and controversy [<i>Evidence 3.5</i>]. Following on from the initial study, and working in close partnership with seven primary schools</p>		

across Merseyside and with the Liverpool World Centre (a member of the national Consortium of Development Education Centres), Drs Bamber, Bullivant, Clark & Lundie extended that initial research to further study the roll out of this new policy [*Evidence 3.1*]. Their project contextualised the then new requirement (2014 Ofsted Handbook) that all schools promote the 'Fundamental British Values' of democracy, rule of law, individual liberty, mutual respect and tolerance. This study highlighted the different models of agency adopted by schools in their efforts to reconcile the new strategy with previous national and community level programmes relating to multiculturalism and tolerance. The research also considered the impact these adjustments had on trainee teachers during their placements as part of the 'Wider Perspectives in Education' element of the Hope University teacher training course.

2) Our research considered both the challenges and potential which is inherent in the 'Prevent' strategy for tackling intolerance and extremism in education. Dr Lundie critically examined the approaches taken by two cities in England to multi-agency working in the implementation of the 'Prevent' duty in schools, conducting interviews with key figures in each site of enquiry. The findings illustrated the importance of mid-level policy enactors, many of whom were independent consultants and 3rd sector agencies, in filling a gap left by austerity and rapid organisational change in the management of both schools and policing [*Evidence 3.2*]. The study also highlighted the challenge of managing the wider perception and narrative associated with 'Prevent' work: responding to media moral panics, communicating the successes of the programme, and presenting continuity with previous policy agendas of community cohesion [*Evidence 3.2*].

3), Dr Lundie and Dr O'Siochru explored the role of religious education in promoting mutual respect and tolerance. They conducted a survey of more than twenty-thousand headteachers and RE coordinators in England on the right of parents to withdraw their children from religious education. Responses were received from 450 schools across the country, ranging across different sectors: primary and secondary, faith and non-faith schools. The findings indicated that a majority of headteachers believed that the right is no longer needed, with a significant minority having experienced withdrawal requests for ostensibly prejudiced reasons [*Evidence 3.3*]. The survey also found much confusion among practitioners as to the legal settlement on parents' right to withdraw from RE.

4) Finally, a number of studies, coordinated by the Centre for Education and Policy Analysis (CEPA), a research centre based in Liverpool Hope University, and conducted by members of our group, explored the relationship between the Fundamental British Values policy, nationalism, gender, disability and alternative education. Following successful colloquia led by group members at the 2017 International Congress on Qualitative Inquiry (ICQI) and the 2018 British Educational Research Association (BERA) conference, an invited special issue of the *International Review of Qualitative Research (IRQR)* was published in 2020. This edition, written by colleagues in education and other disciplines, was the result of a mentored writing group coordinated by CEPA and led by Ass. Prof. Hodkinson [*Evidence 3.4*]. Contributions include, an article by Prof Stronach in which he and Dr Frankham deconstructed the concept of "Fundamental British Values" and critically examined its attempt to impose certainty and closure on "British" identity. Another article presented research by Dr Pattison, which analysed the impacts of Fundamental British Values requirements and the Prevent duty among home-educating parents. Pattison's findings indicated that the framing of 'invisible children' in the policy discourse contributes to a sense of alienation among Muslim home educators [*Evidence 3.4*]. Finally, an article by Dr Houston critically examined Fundamental British Values through a Feminist Disability Studies framework. This study, which drew on disabled women's responses to the portrayal of diversity, disability and gender in advertising, explored disabled women's navigation of "belonging" in exclusionary environments. Its findings suggest that a superficial approach to diversity and inclusion of all citizens is enacted by the application of Fundamental British Values [*Evidence 3.4*].

3. References to the research

1. Bamber, P., Bullivant, A., Clark, A. & Lundie, D. (2019) Beginning teacher agency in the enactment of fundamental British values: A multi-method case study. *Oxford Review of Education*. <https://hira.hope.ac.uk/id/eprint/2860/>

2. Lundie, D. (2019) Building a Terrorist House on Sand: A critical incident analysis of interprofessionality and the Prevent duty in schools in England. *Journal of Beliefs and Values* 40(3) 321-337. <https://hira.hope.ac.uk/id/eprint/2848/>

3. Lundie, D. & O'Siochru, C. (2019) The right of withdrawal from Religious Education in England: School leaders' beliefs, experiences and understandings of policy and practice. *British Journal of Religious Education*. <http://hira.hope.ac.uk/id/eprint/2847/>

4. Can National Identity Ever Have "Fundamental Values"? - *Special Issue of the International Review of Qualitative Research* - Volume 13 Issue 1, May 2020. <https://journals.sagepub.com/toc/irqa/13/1>

5. Lundie, David and Conroy, James (2015) 'Respect Study' the Treatment of Religious Difference and Otherness: An ethnographic investigation in UK schools. *Journal of Intercultural Studies*, 36 (6). pp. 274-290. ISSN 0725-6868. <https://hira.hope.ac.uk/id/eprint/568>

4. Details of the impact (indicative maximum 750 words).

A critical element behind the **impact on scholarship in education** arising from the work of our group is our collaboration with the Liverpool World Centre, a member of the national Consortium of Development Education Centres. Our group has made important contributions to programmes such as "Wider Perspectives in Education", developed in partnership with Liverpool World Centre, which seeks to promote understanding of global, social and environmental justice issues through education. Through this programme, Liverpool World Centre, in collaboration with our group, has supported 1143 trainee teachers over the last 4 years. The reach of this collaboration extends from community projects in Liverpool, to national and international projects involving partners across the UK and Europe. One contribution by our group to these projects was Dr Bagelman's participation in an 'Innovation Lab', hosted by Liverpool Hope University in 2018, where she developed a novel method for undermining extreme narratives. This lab, in turn, contributed to the creation of a toolkit for countering extreme narratives in schools and wider communities as part of the "Building a Stronger Britain Together" initiative (2018-2019), a project funded by the Home Office.

Another contribution was the work by Drs Bamber, Bullivant and Bagelman as 'research mentor partners' in the "InterCap: Developing Capacities Together project" (2017 – 2020), which involved thirteen European partners and was aimed at promoting the critical understanding and skills needed to explore controversial issues in teacher education. They led a series of focus groups to create the "National audit of migration, sustainability and development education" in 2018, with the resulting report disseminated to more than 100 University and Civil Society Organisation representatives across the EU. They also drew upon their research to act as critical mentors in the development of training materials for teacher trainers and by conducting research/advocacy for more coherent approaches to migration and sustainable development in policy and practice [Evidence 5.3]. The efforts of our group have directly supported 514 teachers across the UK, Hungary, Poland and Sweden with the training and resources they need to help just over 15,000 children develop the critical thinking skills needed to challenge extremist narratives.

The work by our group has also had an **impact on practice** in education, local authorities and the police service. In collaboration with the Liverpool World Centre, a 'Wider Perspectives in Education' element was introduced into the Liverpool Hope BAQTS Year 2 course of study for trainee primary teachers, to promote critical reflection on the role of education in addressing wider social, moral and global issues. The development of student teachers' skills in managing these issues was achieved through placements with local and international partner schools. One example of these activities is an annual exchange programme, running since 2014, where student teachers from Liverpool and Cologne explore different approaches to working with refugee children in both cities. Each year, six student teachers from each city, participate in a programme designed to facilitate the development of the skills necessary in integrating an intercultural classroom. The significance of this programme was assessed in 2019 using a qualitative impact study of the students following the completion of programme that year. The findings of that study showed the programme having an impact by improving their skills in working with pupils who have English as an additional language [Evidence 5.8].

In another 'Wider Perspectives' collaboration, this time at a local level, Dr Bagelman partnered with the Schools of Sanctuary, a group of schools who provide education to asylum seekers, and Liverpool City Council to deliver the "Our Liverpool" programme to families of asylum seekers in 2019 and 2020. Working with students from the Liverpool Hope teacher trainee course, Dr Bagelman's program provided educational and cultural experiences to 100 children of asylum seekers in Liverpool who are without formal access to education. Liverpool Council have said of this program, "These experiences for our vulnerable families act as a scaffold for their community integration and also serve as a reinforcement of the message from our great city that we will welcome and support those who need it" [Evidence 5.10].

The reach of our research on the Prevent strategy can be seen in a report created by Dr Lundie aimed at local authorities, academy trusts, school leaders, inspectors, police, security services and policy-makers. The report set out a series of recommendations around effective multi-agency working and the importance of community partnerships [Evidence 5.4]. In October 2017, recommendations from this report were shared with all local authorities and police services across the UK. This was followed by a launch event hosted by Hope University, attended by fourteen UK Local Authorities and Police Services. Dr Lundie was then invited to present the report to the Prevent Education Officers' Network for the North of England in October of 2018. The significance of this report was evaluated via a survey of all local authorities and police services in 2019, which showed implementation of four of the five key recommendations of the report by ten of the fourteen organisations who responded [Evidence 5.5].

The **impact on policy** arising from the work of our group can be seen in a number of places. Drs Lundie and Pattison's report on the Prevent strategy was submitted to the Green Paper consultation on the 'MHCLG Integrated Communities Strategy' in 2018 [Evidence 5.4]. One issue identified in that report was a gap between the security and education sectors. The appointment in October 2018 of Prevent Education Officers across all high priority regions for Prevent was a significant step toward addressing this issue. In terms of the reach of this research, in 2018, Dr Lundie was invited to discuss the findings of our Prevent research in a House of Lords Conference on teaching in Israel and Palestine, hosted by Lord Turnberg [Evidence 5.9]. The purpose behind Dr Lundie's contribution to the event was to explore the potential insights our research had to offer in teaching young people in both Israel and Palestine to contest the narratives of appeals to extremism.

The significance of our research on withdrawal from religious education can be seen in that it is cited in the Commission for Religious Education final report (2018) [Evidence 5.2, page 63-67] and the *New Settlement Revised* final report (2018) [Evidence 5.1, page 27]. Following these reports, the Department for Education commissioned the National Association of Teachers of Religious Education and the National Association of Headteachers to provide guidance for schools on managing parental requests for withdrawal. A subsequent answer given by The Parliamentary Under-Secretary of State, Department for Education (Lord Agnew of Oulton) to a question in the House of Lords by Lord Alderdice on 17th Dec 2018 suggested the DfE considered this guidance to be authoritative (Hansard Volume 794).

The reach of our research on withdrawal from religious education can be seen in that Dr Lundie was invited, in July 2019, to represent our group at a House of Lords event hosted by Baroness Butler-Sloss to discuss the future of the two reports and curriculum reform in religious education. The event was attended by representatives from twenty-four organizations with an interest the delivery of religious education including the department of education, OFSTED, the Religious Education Council, Commission on Religious Education, Westminster Foundation for Democracy among others and was chaired by Charles Clark and Linda Woodhead [Evidence, 5.7, page 7]. Our group's contribution was to present evidence of the wide support for reform among teachers and the lack of understanding as to the legal status of the right to withdraw. Among the actions resulting from this meeting were commitments to organise a discussion with both religious groups and the Secretary of State for Education and arrange further debate in the House of Lords [Evidence 5.7, page 6].

Finally, the reach of our research on Fundamental British Values can be seen in the open letter created by Drs Bamber and Lundie, co-signed by 36 other academics, headteachers and representatives of professional organisations, and sent to the Secretary of State for Education in

July 2017. The letter, drawing upon the findings of our research on Fundamental British Values, called for a rethink of the Fundamental British Values policy and the introduction of compulsory PSHE. The response to our letter from the Minister of State for School Standards Nick Gibb, [Evidence 3.6] acknowledged the recommendations made in the letter and indicated they would be considered in the government's review of education policy in this area. The end product of that review has been that, as of 2020, the health and relationships aspects PSHE has been made compulsory in UK schools.

5. Sources to corroborate the impact (indicative maximum of ten references)

1. Clarke & Woodhead (2018) *A New Settlement Revised: Faith and Belief in Schools*.
<http://faithdebates.org.uk/wp-content/uploads/2018/07/Clarke-Woodhead-A-New-Settlement-Revised.pdf>
2. Commission on Religious Education (2018) Final Report – Religion and Worldviews: The Way Forward. A national plan for RE.
<https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/05/Final-Report-of-the-Commission-on-RE.pdf>
3. Testimonial statement and Building a Stronger Britain Together Report, Liverpool World Centre
<https://schoolofeducationathope.com/wp-content/uploads/2020/11/LWC-Testimonial.pdf>
4. *Security, Safeguarding and the Curriculum: Recommendations for Effective Multi-Agency Prevent work in Schools* (2017)
<http://cepa.hope.ac.uk/safetysecuritycurriculum/>
5. Survey responses from Local Authorities and Police Services on *Prevent* report.
<https://schoolofeducationathope.com/wp-content/uploads/2020/11/Prevent-Impact-Survey>Returns-Anonymized.pdf>
6. Letter from the Minister of State for School Standards in response to open letter to Secretary of State for Education, 2017.
<https://schoolofeducationathope.com/wp-content/uploads/2020/11/Letter-from-the-MoSfSS-3.pdf>
7. Final Statement and Attendance from the Westminster Faith Debates Seminar, July 2019.
<https://schoolofeducationathope.com/wp-content/uploads/2020/11/HoL-19-09-Note-of-Seminar-Final.pdf>
8. Keelan, C & Vernon (2020) Evaluating an International Approach within Teacher Education to the Refugee Crisis. In P. Bamber (Eds) *Teacher Education for Sustainable Development and Global Citizenship: Critical Perspectives on Values, Curriculum and Assessment*. Routledge,
9. House of Lords Conference hosted by Lord Turnberg- 'Teaching of Israel and Palestine'
<https://www.parallelhistories.org.uk/house-of-lords-conference-1>
10. Letter from Liverpool Council on the "Out Liverpool" programme.
<https://schoolofeducationathope.com/wp-content/uploads/2020/11/Our-Liverpool-Project-Letter.pdf>