**TRENDS study highlights role of UAE educational institutions in tackling extremism**

*The research paper delineates the different trends defining the concept of social and ethical responsibility among educational institutions*

ABU DHABI, March 16, 2020 – Educational institutions in the UAE have integrated efforts to tackle the challenge of extremism and terrorism, which explains the level of stability that prevails in the country, a new study has revealed.

The TRENDS Research & Advisory research paper claimed that the seats of learning in the country play a major role in preventing students from getting exposed to extremist ideologies since childhood.

“These institutions also collaborate with other community institutions, families, the media, civil society, and the private sector, to counter-terrorism, in a way that reinforces the government’s efforts,” said the report.

The paper – *Social, ethical responsibility of educational institutions in countering extremism and terrorism: the UAE model* – has been produced by the Director General of the Center, Dr. Mohammed Al-Ali, who is a researcher and an Emirati author, specializing in strategic and political affairs.
The study delineates the different trends defining the concept of social and ethical responsibility among educational institutions and looks at it holistically as part of an overall objective of the parties taking up this responsibility.

It explains the relation between the dissemination of social and ethical responsibility and its ability to counter extremism and terrorism. The study also identifies the various levels of social and ethical responsibility being exercised in the UAE to combat extremism and highlights its most important indicators.

Fundamentally linked to corporate social responsibility and private sector institutions, the concept of social and ethical responsibility derives its strength from psychological studies, focusing on the attributes of a socially responsible person and its viability from management studies.

The study cites the example of a memorandum of cooperation between Hedayah Center for Countering Violent Terrorism and the Global Counterterrorism Forum. “The memorandum emphasizes the methodologies that teachers, educators, CSOs, NGOs, as well as parents and families, could apply to counter violent extremism,” says the report.

According to the report, the UAE’s Ministry of Education was early to realize that extremist ideas can find its way into the education system, particularly as extremists continue to try to infiltrate into education systems by various means.

It also cites the example of the Moral Education Initiative, which was meant to counter radicalization and emphasized personality building among the UAE youth besides instilling the positive values of tolerance, moderation, and co-existence.

The Paper includes a survey conducted to assess the level of satisfaction among the UAE elites with the dissemination of social and ethical responsibility of educational institutions. According to the survey, those working in the public sector recorded the highest percentage of satisfaction at 79 percent.

“This result reflected the degree of confidence by respondents in government institutions and their roles in providing services, and in fulfilling their duties in raising awareness and protecting the society against extremist ideology and behaviors,” said the report.

The report claims that when a family plays its part in bringing up children properly, it enhances self-confidence in them and instils a sense of responsibility toward the society.

“When educational institutions play their role in building the personality of students and forming their public perceptions, they protect them from extremist or subversive ideas,” said the report.

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