The whole school approach as a tool to prevent radicalisation and extremism

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You have the power
to make a real
difference in young people’s lives
Radicalisation and extremism are real
Extremism

‘The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.’

(British Government, 2015, p.9)
Radicalisation

‘The process by which people come to support, and in some cases participate in terrorism’

(British Government, 2011, p.36)
And yet...
Seek understanding

‘Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.’

Marie Curie
Why do people become extremist? (Davies, 2016, p.7)

- Trauma, fear or extreme poverty
- Humiliation, isolation, alienation
- Frustration at lack of influence
- Concerns about masculinity
- Undue respect for authority
- Wanting love and a sense of purpose
- Wanting to feel unique and important
- Feeling threatened, uncertain
Feeling threatened or uncertain
Perceived threat

‘Feelings that one’s cherished attitudes, values and practices are under threat’

(Hogg, Meehan & Farquhason, p.1065)
Our response: **Educate**

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<tr>
<th>Educare</th>
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<td>• To bring up or <strong>nourish</strong></td>
<td>• To <strong>lead</strong> out, to draw out</td>
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<td>• Help learners to feel safe, included, a sense of belonging</td>
<td>• Help learners to develop their capacity to deal with uncertainty</td>
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Whole school approach?

Cohesive and collaborative action
By a school community
Strategically and continually constructed
To improve the child’s learning, behaviour and well being
Principal as leader

• Have a vision
• Willing to share openly with others
• Commitment to ongoing transformation
• Self aware and emotionally intelligent
• Deeply committed to human rights
Networking

• Horizontalism is the key to change
• Visionary educational leaders and school principals must create networks
• Put a process in motion
• Sustain this process

(Davies, 2013)
Cycle

Evaluate

Action Plan
Nurture inclusivity

- Knowledge and use of international human rights
- All staff, parents and governors learn about the conventions and what they mean for relationships
Promote discussion

• Try not to cement sectarian, religion-based identities
• Encourage critical dissent
• Promote awareness of democratic, non-violent procedures of negotiation and compromise
Dissolve boundaries

• Encounter and contact with:
  • Dissimilar people
  • Divergent ideas
  • Sacred texts – example of Egypt
Mindfulness interventions

just be in the moment...
Develop skills

• Build a range of thinking and self awareness skills to enable learners to manage feelings of uncertainty
• Develop mindful responses to situations rather than reactive responses
Use narrative approaches

Everyone is necessarily the hero of his own life story.

~ John Barth
Practical suggestions

• Co-teaching
• Observation of other educational practices
• Inviting social workers or cultural activists to talk in the classroom
• Collaboration with the civil society
Activism for social justice

• Build habits of engagement
• Allow learners to see themselves
  • As a member of society
  • As a participant in society
  • As an actor who can shape what goes on
We need to feel part of a wave of change, rather than isolated or powerless (Goss, 2010, p.1)
Human rights: articles 18 & 19
Freedom of Speech

• Be able to voice views, however unpalatable
• Be able to challenge and unpick views
• Establish ground rules for discussion
• Bringing in former extremists on both sides to debate with each other
• Drama, film making...
Belfast: the place where I was born
«Si tu m’apprivoises, nous aurons besoin l’un de l’autre. Tu seras pour moi unique au monde.
Je serai pour toi unique au monde...» dit le Renard
"On ne voit bien qu'avec le coeur, l'essentiel est invisible pour les yeux"

Antoine de Saint-Exupéry