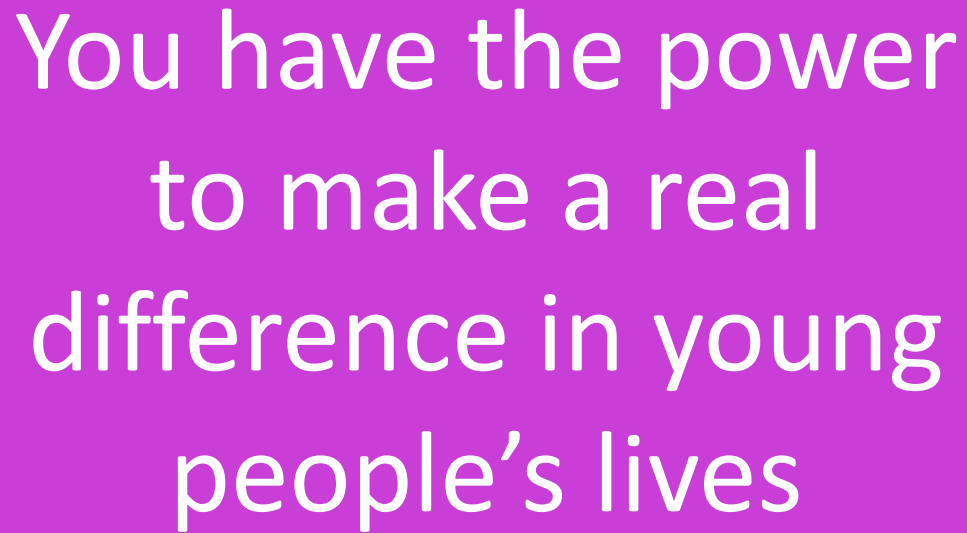


The whole school approach as a tool to prevent radicalisation and extremism

Dr Catherine Lowry-O'Neill

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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

Educare

- To bring up or **nourish**
- Help learners to feel safe, included, a sense of belonging

Educere

- To **lead** out, to draw out
- Help learners to develop their capacity to deal with uncertainty

Whole school approach?

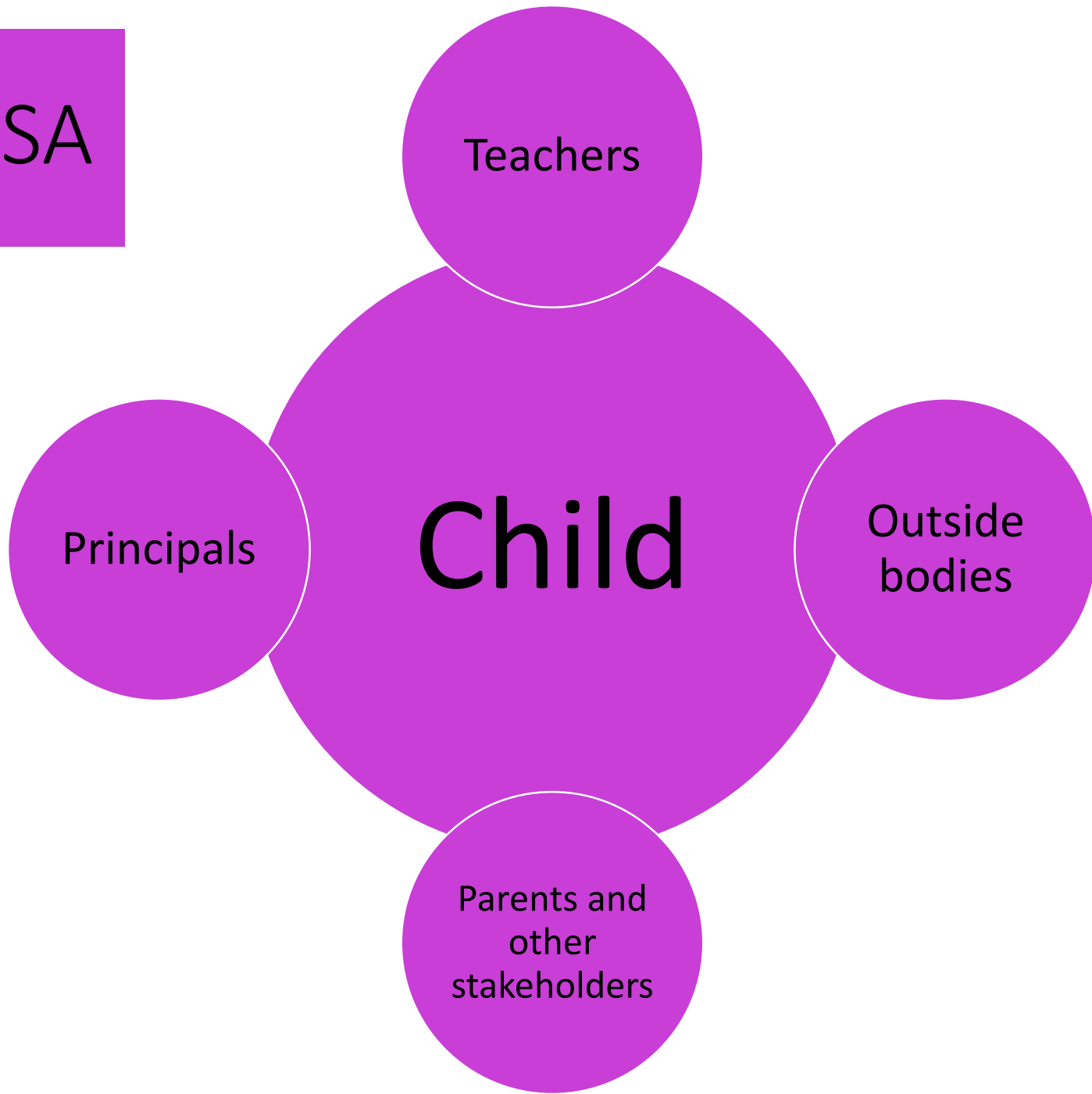
Cohesive and collaborative action

By a school community

Strategically and continually constructed

To improve the child's learning, behaviour and well being

WSA



Teachers

Principals

Child

Outside
bodies

Parents and
other
stakeholders

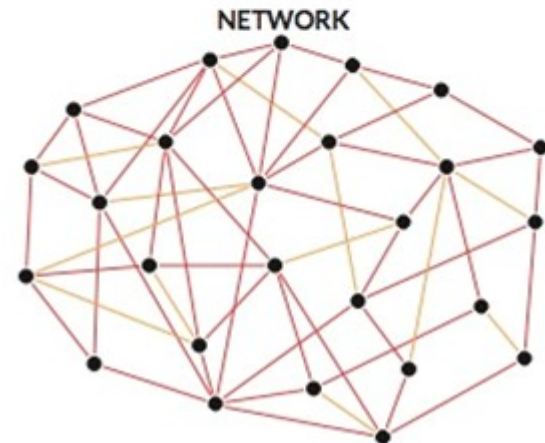
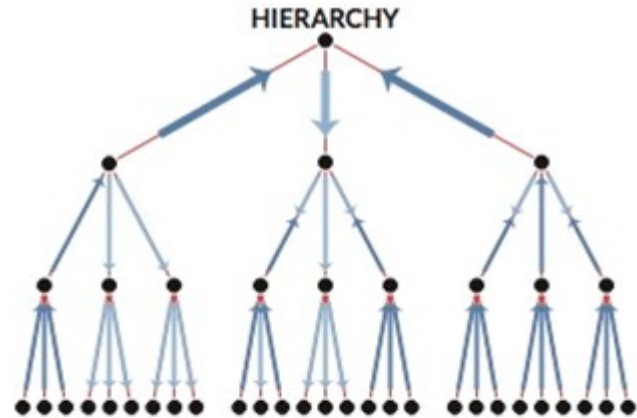
Principal as leader

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

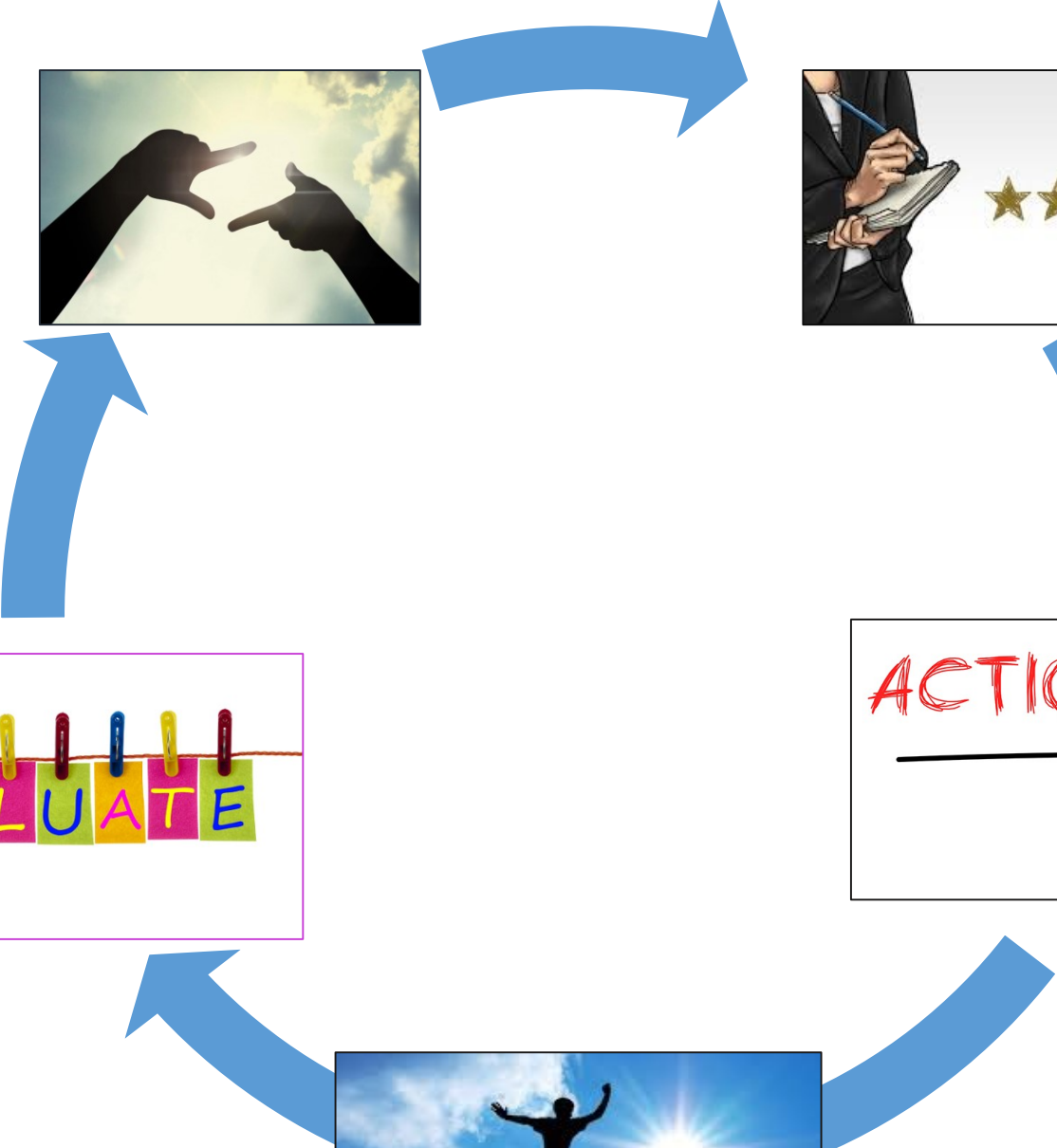
Networking

- 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



Nurture inclusivity

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



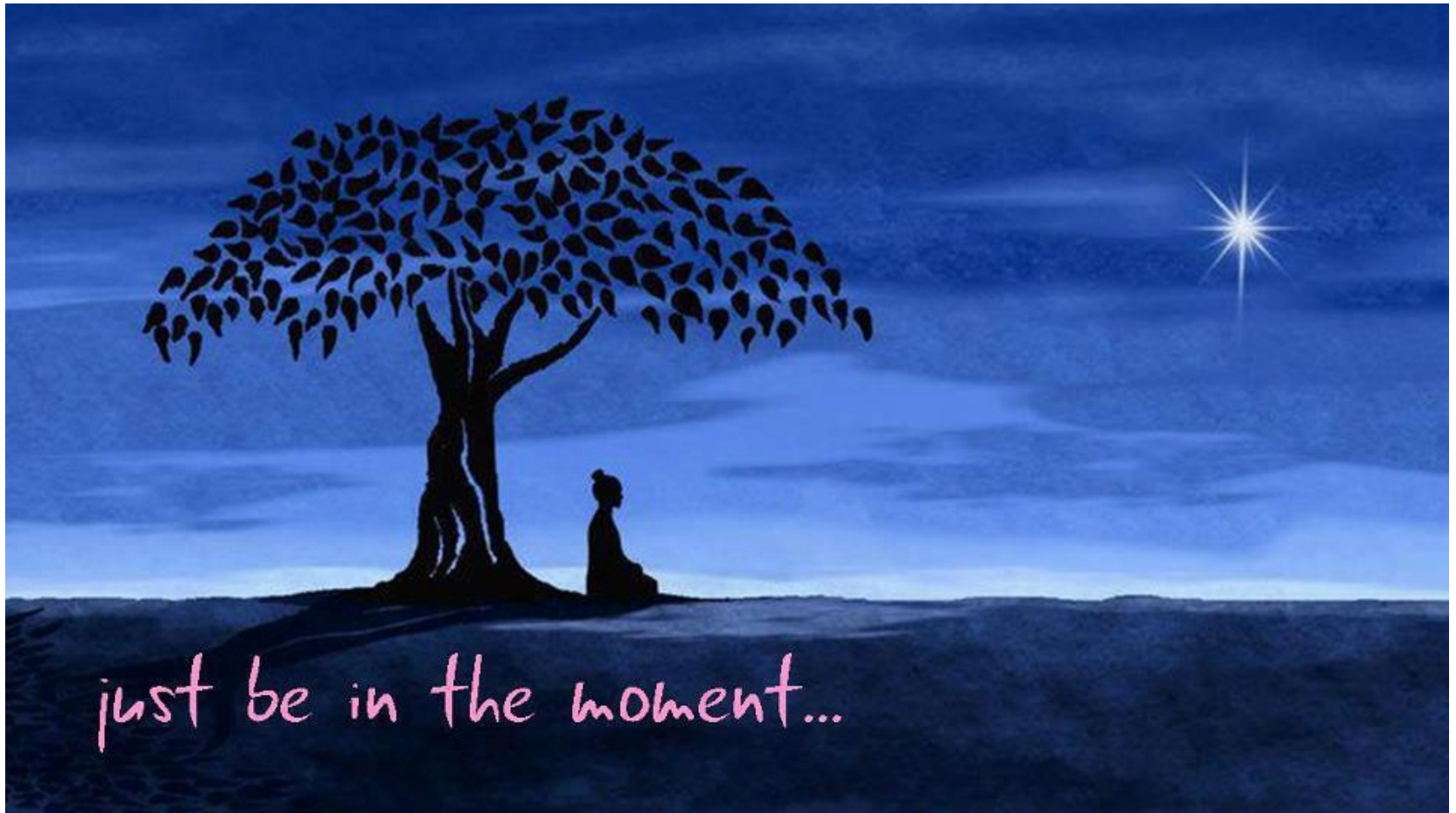
Promote discussion

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

Dissolve boundaries

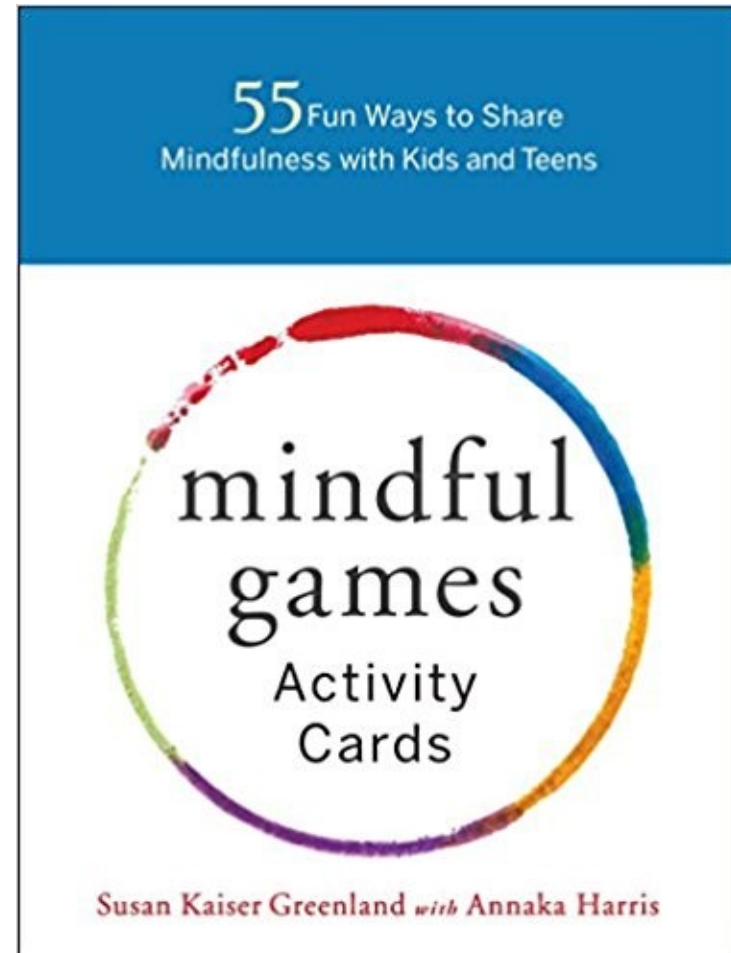
- Encounter and contact with:
 - Dissimilar people
 - Divergent ideas
 - Sacred texts – example of Egypt

Mindfulness interventions



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

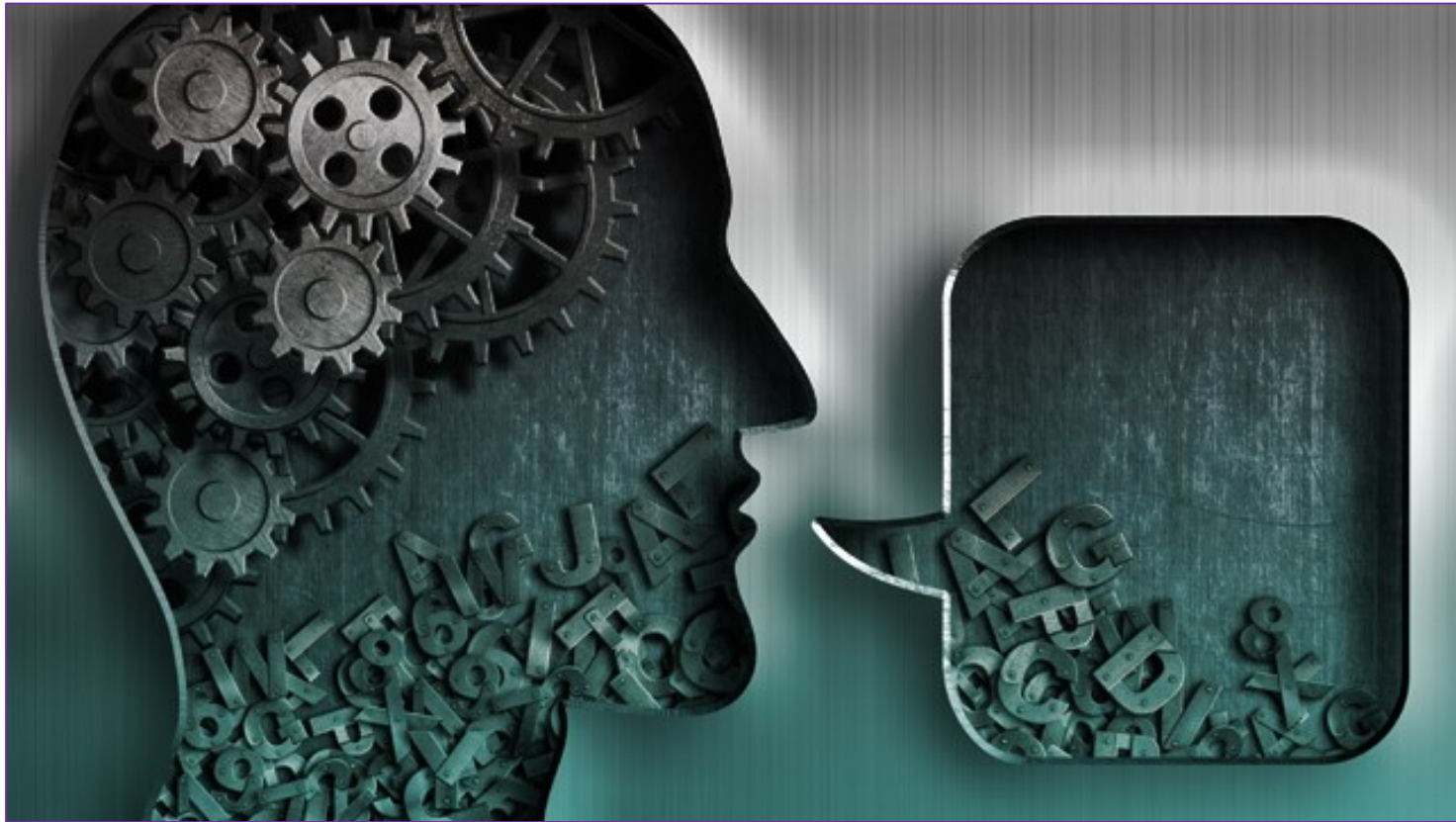
Activism for social justice

- 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



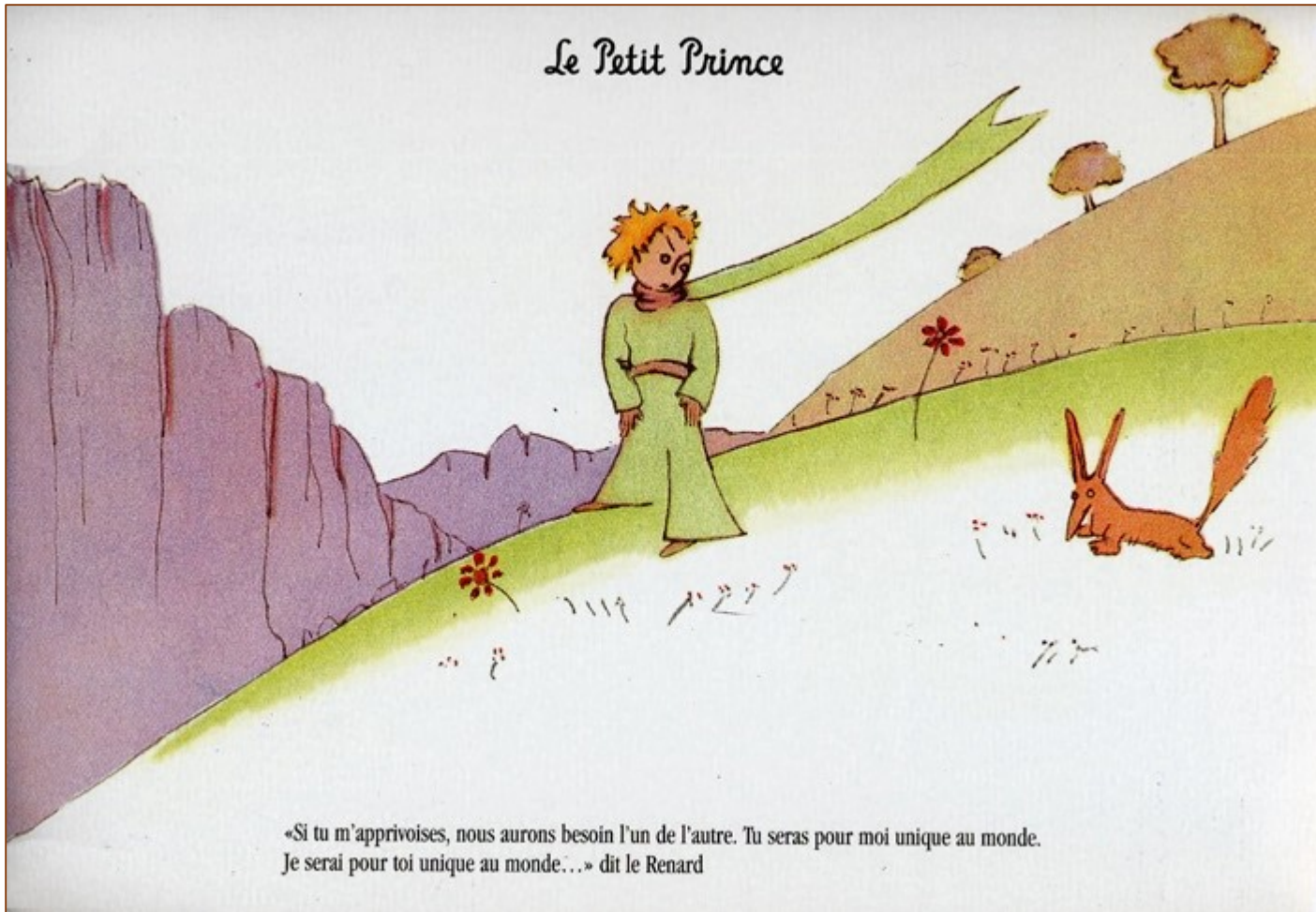









Le Petit Prince



«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

by Eileen