

Policy on the Prevention of Radicalisation and Extremism

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Contents

1. Background and Context of Debate	2
2. Purpose and Objectives of this Policy	2
3. Guiding Principles and Values	2
4. Terminology and Conceptual Clarification	3
5. Responsibilities	3
6. Prevention Measures in the Context of Academic Programmes and Events	4
6.1 The Rationale.....	4
6.2 General Prevention Measures.....	4
7. Internal Monitoring and Review Mechanisms	5
8. Complaint Reporting, Investigation and Resolution	5
8.1 Complaint Reporting	5
8.2 Investigation	5
8.3 Resolution.....	6
8.4 Consultation with and Engagement of Staff and Stakeholders with Prevention Expertise	6
8.5 External Consultation Opportunities.....	6
9. Academic Committee and Ethics Committee	6
10. Selected References to Related Globethics Policy Documents	7
10.1 Selected References to National and International Statements and Policy Documents.....	7
10.2 Other Resources	7

1. Background and Context of Debate

The prevention of radicalisation and extremism has become in the recent years an increasingly sensitive topic in the public debate in all regions of the world, particularly with regard to higher education institutions as potential locations where young people can become targets of radical and extremist political and/or religious influences.

2. Purpose and Objectives of this Policy

With this policy document, Globethics takes the wider context of debate seriously while anchoring the danger of radicalisation and extremism in its institutional culture. This culture is characterised by an intentional effort to foster dialogue and respect, and to promote a values-driven and peaceful collaboration of all people of good will. At the same time, Globethics underlines unequivocally that all forms of coercion, as well as all psychological, symbolic, cultural and physical forms of violence are incompatible with its values and not tolerated.

With this policy document, Globethics endeavours to ensure that, based on its vision, mission and values,

- the academic freedom is maintained as condition for the trustful creation, sharing advancement of knowledge in collaboration with international course participants, instructors, staff, members of governing bodies and other stakeholders;
- the organisation remains vigilant to the risk posed to its reputation and the quality of its service delivery by potential radicalising and extremist tendencies;
- all course participants, instructors and other members of its stakeholder community find a safe environment for studies, research and collaborative exchange;
- the organisation fulfils its duty of care, due diligence, protection and provision of safety through the adoption of standards and principles in its operations (see Globethics Internal Control System), e.g. with regard to the review, monitoring and update of its online systems;

3. Guiding Principles and Values

Globethics is an organisation with legal domicile in Geneva, Switzerland, operating internationally with the mission to promote ethics in higher education. The organisation pursues its mandate across different disciplines and fields of practice through the provision of course programmes in ethics, mainly delivered online, through online repositories with an open access e-library and specialised publications in applied ethics.

As part of its educational mandate and based on its vision, mission and values, <https://www.globethics.net/about-us/vision-mission-values>, Globethics emphasises the respect of the dignity of every person and encourages students to behave ethically, showing them best practices of individuals, companies and organisations that have become successful by following ethical standards and principles. Globethics believes that educational programmes are propitious means to promote mutual understanding, respect, tolerance and peaceful cohabitation. The organisation is committed to provide a conducive environment for learning, sharing and creation of knowledge in consideration and respect of people from different backgrounds, religions, sexual orientation, ethnic identities and worldviews on the basis of the principle of the rule of law and within the legal framework in force in the country of its legal domicile.

4. Terminology and Conceptual Clarification

What do extremism and radicalisation mean? In a nutshell, one may understand extremism and radicalisation as complex and ideologised processes by which individuals or groups support, legitimise or use violence for the attainment of political, economic and/or religious claims. In today's world, radicalisation and extremism terms frequently employed in the context of religiously motivated terrorism. It is against this background that the value proposition of Globethics in combination with its learning contents on disengagement from religious extremism (course on interreligious cooperation for peace) or on cybercrime (course on cyber ethics) are particularly meaningful. They assist in understanding that the reality of the radicalisation can be prevented and countered by a well-grounded and whole-person oriented educational programme. For Globethics as an international organisation promoting ethics in higher education, character formation and modelling of attitudes of tolerance, respect, but also critical discernment are central elements of preventing radicalisation.

5. Responsibilities

Globethics compliance with the provisions of this policy and the respective laws in vigour are coordinated by the Coordinator for the Prevention of Radicalisation and Extremism, or a designee as assigned by the Academic Dean. The coordinator's responsibilities include, but are not limited to, the following:

- Ensuring that programmes, meetings and events are carried out in respect of the organisations' principles and values and the national laws and the international legal frameworks;
- Listening to the observations of course instructors and staff and reporting infractions to the management in view of mitigating measures;
- Collaborating with all organisational departments in the implementation of appropriate measures to ensure that a conducive environment for studies and collaboration prevails for all participants;
- Monitoring on a routinely basis the exchanges on the learning platform and during the live sessions and implement appropriate measures for the prevention of radicalisation and extremism;
- Assisting in the evaluation, periodical review and amendment of policies, rules and regulations as appropriate and as assigned in collaboration with the organisation's habilitated instances.

Contact information

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6. Prevention Measures in the Context of Academic Programmes and Events

6.1 The Rationale

Globethics prevention measures are built on the **CALM** concept, which reposes on four strategic axes in correspondence with the organisation's mission, its values and unique culture:

Caring – Demonstrating an attitude of vigilant considerateness vis-à-vis others and the expression of opinion of others in the context of work, teaching and learning. An attitude that contributes to identifying critical issues and to encourage values-based behaviours.

Awareness Raising – Knowing the risks through analysis, by learning for experiences in different contexts of the Globethics network and modelling successful best practices in preventing radicalisation and extremism.

Listening – Grounding the prevention of radicalisation and extremism in actively and critically listening to the expression of opinion in view of identifying risks appropriately.

Monitoring – Instituting internal mechanisms of routinely executed reviews and monitoring to ensure that the work, teaching and learning environment remains a safe space for all.

6.2 General Prevention Measures

- Awareness-raising on risks of radicalisation and extremism for the organisation (see also Risk Assessment Regarding Preventing Radicalisation and Extremism)
- Inclusion of themed workshops in the Globethics human resources development plan and in the Globethics Academy Quality Assurance Training Plan
- Engaging the governing bodies of the organisation in offering guidance and advice on the subject matter and that members of the Board of Foundation and its committees are involved in serving as advisors accompanying Globethics in further developing appropriate prevention measures

Online Course Programme

- a. Establishment and maintenance of careful selection processes in the appointment of course instructors, course designers and participants in course development projects;
- b. Monitoring, reporting and unscheduled observation procedures to ensure that undesired communications do not take place or are disseminated in any section of the online systems;
- c. Inclusion of radicalisation risks as an element for internal evaluation processes;
- d. Integration of radicalisation and extremism prevention information in the academic orientation sessions for staff, course instructors and course participants;
- e. Reinforcement of the course programme units thematically closely related to the potential risk (Cyber Ethics and Interreligious Cooperation for Peace);

Onsite and Online Events

- a. Careful selection, screening and vetting process for the nomination and invitation of speakers to onsite and online events;

- b. Planning and management of events with transparent and clear communication on the expected objectives including to collaborating external partners with reference to the organisation's Code of Ethics;
- c. Debriefing and evaluation of events in view of identifying lacunae to be addressed for future planning processes;

Online Repositories, Publications and E-Library

- a. Regular review and update of the online systems and software to offer best possible protection against cyber-attacks;
- b. Careful selection, peer-reviewing and editorial process of contributions to multi-authored works, manuscripts of monographs and submissions for acceptance in the Globethics e-library collections.

7. Internal Monitoring and Review Mechanisms

- Weekly routine of verifying the online systems (website, online repositories and learning management system) with regard to potential radicalisation and extremism indicators;
- Establishment of an active listening system (see below) as part of the coordination meetings held with staff bearing particular responsibilities in the coordination and delivery of the online course programme, course instructors, course participants and members of governing bodies and other stakeholder groups on particular observations and preoccupations;
- Training sessions for staff, course participants and other stakeholders in risks and prevention methods in relation to radicalisation and extremism;
- Using the potential of the curricular provisions in the field of intercultural ethics (Interreligious Cooperation for peace, in particular the units on disengagement from extremism and political and economic instrumentalisation of religion) as learning moments for the student, staff and entire stakeholder community. The human resources development plan and the Academy Quality Assurance Training Plan foresees that all staff members and Globethics stakeholders select from among the thematically related course programme one as a complementary training and awareness-raising opportunity.

8. Complaint Reporting, Investigation and Resolution

8.1 Complaint Reporting

Complainants are advised to contact the Coordinator for the prevention of radicalisation and Extremism (see 5. Responsibilities) report on any observations or complaints. Complaints can be made orally, in which case a summary report is established by the Coordinator, or in written in a format chosen by the complainant.

8.2 Investigation

Based on the observations shared or the complaint submitted, the Coordinator will investigate the matter in consideration of the CALM concept and by drawing on insights gained from the routine monitoring measures carried out in prevention. Depending on the nature and severity of the case internal and consultation processes will be established and appropriate measures and actions identified.

8.3 Resolution

The identified measures and actions will be communicated to the complainant in writing within a timeframe of not later than 14 days after the complaint has been made known to the Coordinator. The measures and actions, as well as the communication of the resolution will be recorded in a complaint logbook with the appropriate date entries.

8.4 Consultation with and Engagement of Staff and Stakeholders with Prevention Expertise

In the spirit of its CALM approach, Globethics values the collaboration and the consultation with members of its Consortium and Pool of Experts with experience and expertise in the prevention of radicalisation and extremism. Their advice with regard to the interpretation of positions articulated, for example in publications or speeches, assists the organisation in taking informed decisions, actions and prevention measures.

8.5 External Consultation Opportunities

- Globethics benefits of its international network of participants in terms of gaining knowledge and sharing of experience with countering radicalisation and extremism, particularly in the higher education sector. The examples of religious literacy programmes and disengagement from radicalism in partner institutions (e.g. Indonesia) assist the organisation in implementing best prevention practices.
- Globethics allies with partners and other institutions in countering and preventing radicalisation and extremism. The Radicalisation Awareness Network (RAN) with its various opportunities of engagement in working groups, ambassador programme, conferences and publications offers the opportunity to learn and increase the efficiency of appropriate actions.

9. Academic Committee and Ethics Committee

Globethics has two standing committees related and reporting to the Board of Foundation, the Academic Committee and the Ethics Committee. Both committees constitute relevant bodies for anchoring the risk assessment and the discussion of appropriate organisational mitigation measures against potential radicalising tendencies and to preserve the safe educational space Globethics endeavours to provide for all.

10. Selected References to Related Globethics Policy Documents

- Code of Ethics:
<https://www.globethics.net/about-us/code-of-ethics>
- Statement of Academic Freedom
- https://www.globethics.net/documents/10131/27295748/GEA_AcademicFreedomStatement.pdf
- Research Partnership Principles:
https://www.globethics.net/documents/10131/27295748/GE_Annex08_ResearchPartnership.pdf

10.1 Selected References to National and International Statements and Policy Documents

- National Security Council Switzerland: National Action Plan to Prevent and Counter Radicalisation and Violent Extremism (4 December 2017), <https://www.news.admin.ch/news/message/attachments/50703.pdf>
- Preventing Violent Extremism through Education: <https://unesdoc.unesco.org/ark:/48223/pf0000266105>
- Prevent Duty Guidance for higher education institutions in England and Wales: <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-higher-education-institutions-in-england-and-wales>

10.2 Other Resources

Heidi Hadsell/Christoph Stückelberger (eds): *Overcoming Fundamentalism. Ethical Responses from Five Continents*. Geneva: Globethics.net, 2009.

European Union: Tackling Radicalisation that leads to Terrorism.

https://www.eca.europa.eu/Lists/ECADocuments/SR18_13/SR_RADICALISATION_EN.pdf Roland Marchal/Zekeria Ould Ahmed Salem: "What is the concept of 'radicalisation' good for?" (original: "La radicalisation aide-t-elle à mieux penser?") *Politique Africaine*, Vol. 149, 1, January 2018: 5-20.

Catherine McGlynn/Shawn McDaid: *Radicalisation and Higher Education: Students' Understanding and Experiences. Terrorism and Political Violence*. University of Huddersfield, 2016. <http://eprints.hud.ac.uk/id/eprint/30097/>