



Transforming marginalisation

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Marginalisation among youth

Psychological

- Little sense of belonging (school, community, nation, Nyberg et al 2018)
- Withdrawal from relationships
- Passivity, opting out
- Uncertainty (Hogg 2009)

Sociological – globalised conditions

- Ethnicity
- Immigration status
- Political polarisation and extremisms
- Religion
- Gender identities
- Careers/ jobs - fluid and patchwork
- Social media – invasive comparisons and exposure
- Few rites of passage to foster entering our more complex globalised world



I see the world as I have been taught to see it.



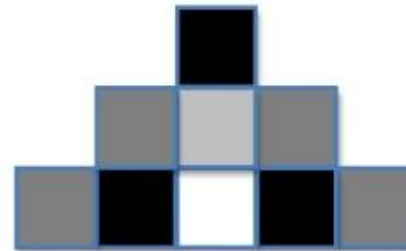
Full of hopes and dreams I believe promises of utopia, or am shocked by injustice or exclusion, seeing myself / my group as powerless



Joining with others, our group sees the world in terms of black and white. We are the good group who will WIN against the bad.

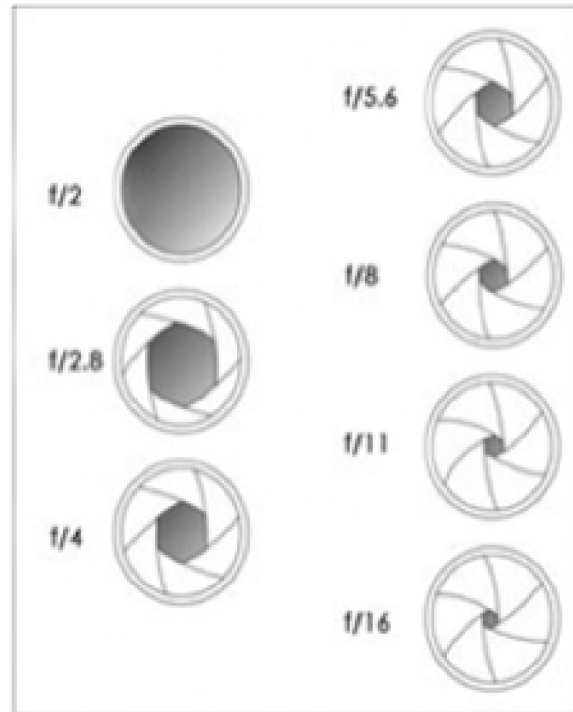


Everything is more complex than I thought. I branch out and see more than just black and white



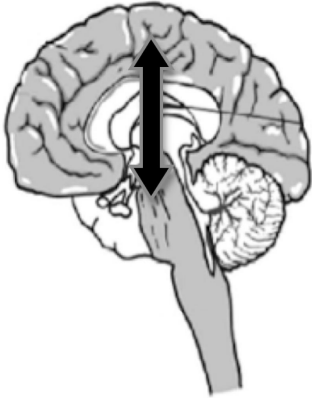
I see links between things. I weave together all that I see. I order it based on my own range of values.

threat to identity, well being → constricted mindset



lack of complexity in thinking stalls psychosocial development (Kruglanski 2004) as well as predicting intergroup conflict (Suedfeld 2013)

The elephant and the rider metaphor



The rider is like the rational, logical thinking part of our brain – the neo-cortex – deciding, giving instructions.

The elephant is like the deeper part of our brain – the limbic system – concerned with survival and desires.

Limbic system neurons are **VERY POWERFUL AND FAST** – often take the rider with it, especially if the elephant is afraid, angry or having strong desires.

Haidt, J (2014)



IC = Integrative Complexity = thinking style
(the 'how' of thinking- structure- not content)

IC thinking™

Low IC is an amplifier of psycho-social risk factors

Higher IC enables pro-social engagement and problem solving

Cognitive lens through which see social world in face of threat or difference

(narrow/ 'low IC' \rightarrow wider/ 'higher IC')

Psychometric measurement frame ('IC coding');
predictive values

Based on over 40 years of research by Prof Peter Suedfeld, Prof Philip Tetlock, and colleagues
(Suedfeld & Tetlock, 2014)



IC Thinking Courses – PVE (international call for critical thinking in education) and sharp end prevention

- England – secondary schools, ethnic communities, organisations, military chaplaincy, theological college
- *(in UK with: Citizenship, British Values, Character Ed, PSHE)*
- Scotland – secondary schools, prisons, professions
- Kenya - communities, former Al Shabaab
- Bosnia- Herzegovina – identified at risk youth all ethnicities, schools
- Macedonia – identified at risk youth “
- Sweden – broad mental health focus – schools
- Finland – schools, communities
- Pakistan – under 18’s Taliban – detained and reintegrated, and schools in KPK and Punjab
- *Northern Ireland – schools*

Meta-cognition – seeing your thinking

helpful for well-being, emotion management, resilience, educational achievement, social cohesion, employment, careers, relationships, ethical, acceptable to communities

Contextualised - re-create the socially shared worldview

- Narrative based, A, B, C, D
- 'Threshold' concepts in education – paradigm shift (Meyer & Land 2005)
- Embodied cognition
- Emotion management
- Values based critical thinking
- Interpersonal life skills

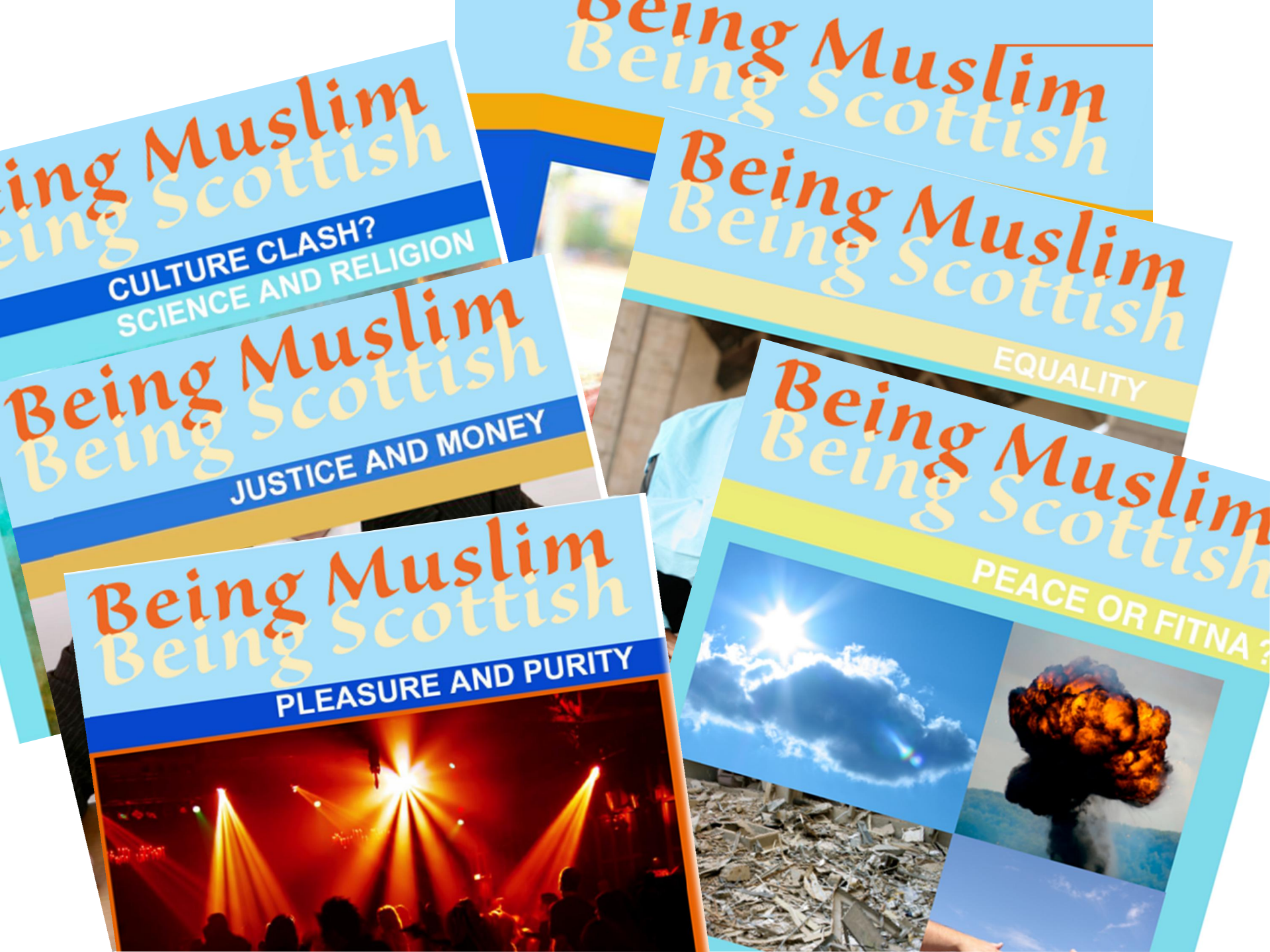
Being Muslim Being British



Being Kenyan

Being Muslim





Being Muslim
Being Scottish

CULTURE CLASH?
SCIENCE AND RELIGION

Being Muslim
Being Scottish

JUSTICE AND MONEY

Being Muslim
Being Scottish

Being Muslim
Being Scottish

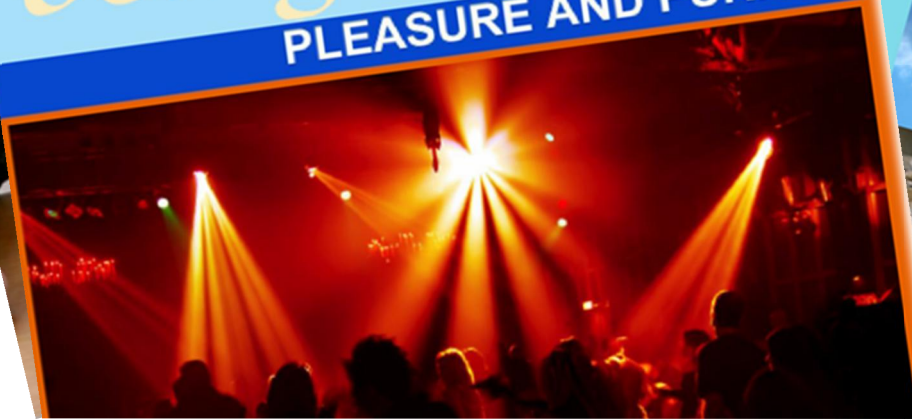
EQUALITY

Being Muslim
Being Scottish

PLEASURE AND PURITY

Being Muslim
Being Scottish

PEACE OR FITNA?



I SEE! Scotland

life skills for a changing Scotland





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BOSNIA-HERZEGOVINA**

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Iffat Nasir

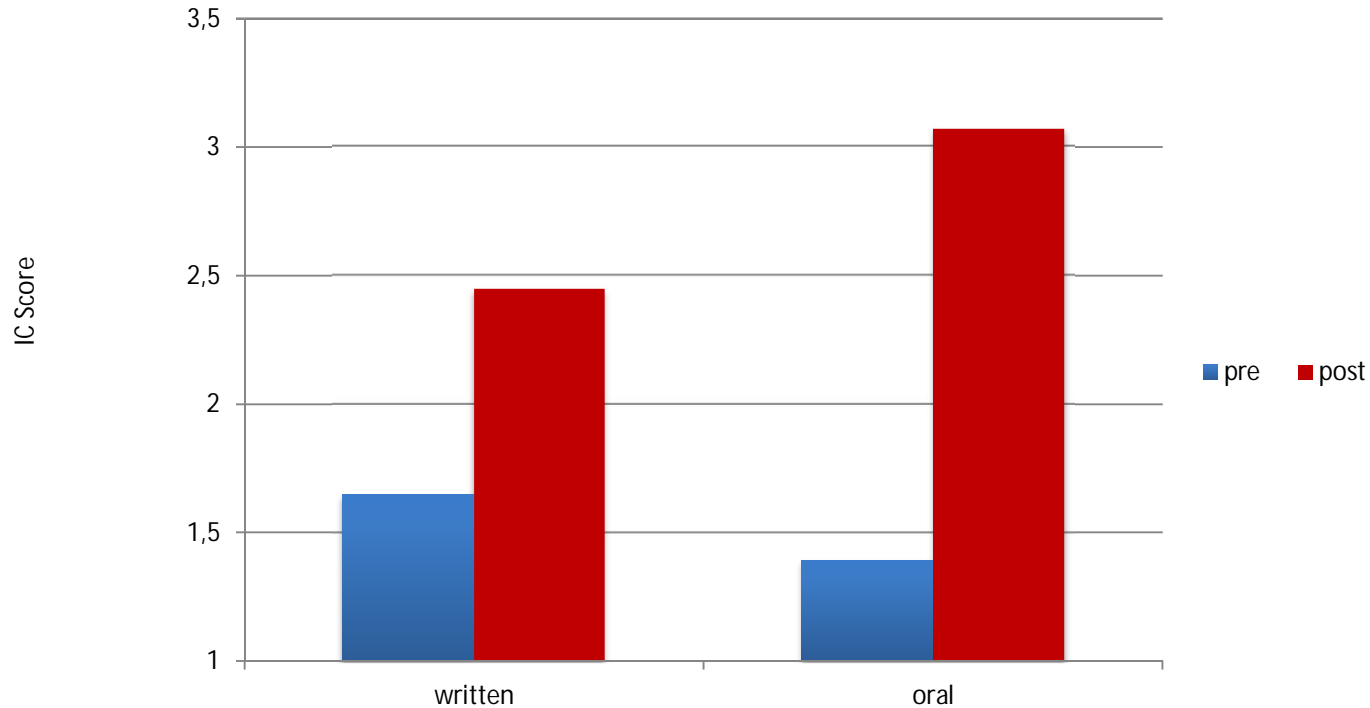
Class:	6 th A
Total:	60
Present:	54
Absent:	06
Leave:	01
Date:	08/12/14

IC PAKISTAN



Conflict Transformation

Pre – Post IC gains across 60+ course analyses



significant gains also in

- Resilience
- Cognitive Empathy
- Social identity complexity
- Value complexity
- Pro-social conflict resolution

- Self-reported confidence, empowerment

Savage et al (2014), Savage & Liht (2013), Boyd-MacMillan et al (2016), Savage (in press)

Longitudinal evidence

- 10 regions in Bosnia-Herzegovina
- IOM requires 100% participants per course to convene focus group

At 6 months:

- Understanding of IC (a proxy for ongoing course impact)
- How individuals are applying IC to their lives (family, employers, friends)
- What behaviour changes (exiting extreme group, getting a job, engaging with community, liked better by ethnic communities, peace building work)
- IOM report excellent results on all three measures.

(Savage & Fearon in press)

longitudinal continued

Scotland secondary schools independent teacher observation courses run for most disruptive students:

- Better school performance (grades, detentions, behaviour in class and in halls)
- Happier, involved in school life

2 and 3 years after I SEE! Scotland course:

- Pursuing careers
- IC 'Ambassadors' of change

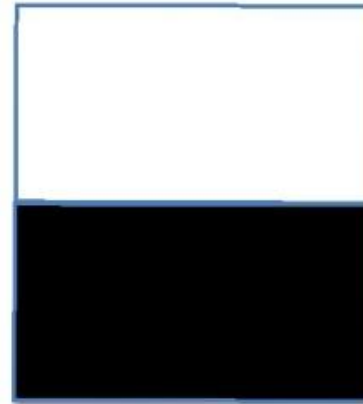
(Boyd-MacMillan et al 2016)



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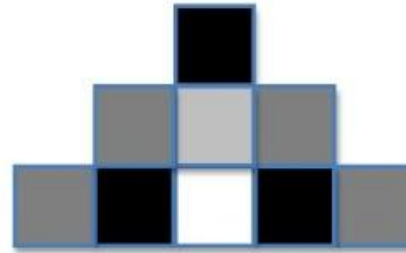
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IC step 1 – branch out in your thinking

See many dimensions, viewpoints, causes, values ...



IC step 2 Weave the big picture together

See links, common values and larger framework to make sense of differences



International call for critical thinking in schools

Logical thinking on its own is not sufficient. (summary of PVE research, Hedayah 2017)

A search for how to spark transformed thinking....

educational theorists Meyer and Land (2005) conceptualise 'threshold concepts' as

...a 'conceptual gateway' leading to a new transformed view of 'subject matter or even worldview'

(occasioning a significant shift in the perception of a subject), irreversible (unlikely to be forgotten, or unlearned only through considerable effort),

and integrative (exposing the previously hidden interrelatedness of something).' (p. 373).

Teenage Brain



- The body & brain grow fast
- The brain needs to re-organise itself with new neural connections but this takes time – up to age 25-30
- Teens are poor at judging the consequences of **taking RISKS** (brain not as densely wired yet)



- Responds with emotional intensity but lacks control
- Neural networks are newly myelinated for neuronal re-wiring. Do IC course now!

THANK YOU



Dr Sara Savage

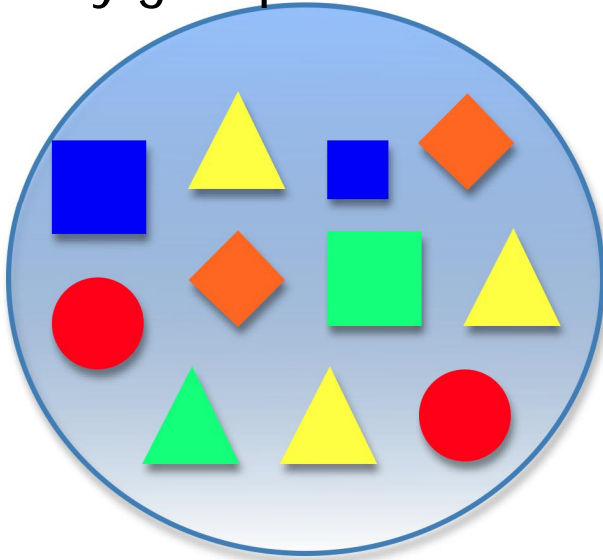
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My group



- We know more about our own group
- We see our group more complexly
- We prefer our own group

The other group/s



- We know less about the other
- We see them more simply –
"they are all like that"
- We don't like them as much

Experiments show that if we are playing a game we tend to give more pennies to a randomly assigned in-group than to an outgroup, even if that means we get less pennies at the end of the game. 'Doing the other group down' = **favouring our in-group**.