=TOLERANCE=

Open Educational Resources
for educating in diversity

Xeno-Tolerance

Supporting VET Teachers and Trainers to Prevent Radicalisation

Towards the Guidelines
Identification of Educational Needs
to Prevent Radicalisation

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Summary

1. Methodological approach to the construction of the Guidelines

In order to establish the guidelines for the *Xeno Tolerance* project, the team decided that would be crucial to access the **contexts and needs identified by each partner**, through their own perceptions – explicit in the «*Needs Assessment Report*» of each one of them. It became clear that it would be fundamental **to access the specificities of each country, in order to understand what would be feasible to integrate and to adapt** and to produce a common strategy within the topics of this project.

Thereby, the Portuguese national team dedicated a couple of days to read and analyse all the *Needs Assessment Reports*. We started by reading an entire report of a random country (in other words, we did not prioritise the analysis of one report over another one), and them we wrote some key points about each section of the report (such as «the contextual and historical framework», «the training of teachers, trainers and educators», and so on) in order to summarise the information.

After we organised the information of the context of each country, we produced a *power-point* presentation with our findings about the different countries to share with the larger national team. Specifically from the sections of «Needs» and «Resources that can be used for adaptation» and/or «Resources that need to be elaborated within the project», we paid attention to the topics that gave us inputs about the possible guidelines: they could be the **reinforcement of the importance to tackle a specific need or an explicit suggestion to one or more possible guidelines**.

We decided to create a common table to all countries where we wrote the perceived statements that would lead to guidelines from each country.

A second analysis procedure included the reorganisation of the data by allocating each proposed statement per section – the initially established sections on the project[i]. In this table we also referred which country mentioned it or what seemed as an important statement that could be applied to one or more countries, according to the needs that each country has identified.

This analysis was shared among all partners, to give the opportunity to analyse the needs, and to make further contributions by suggesting amendments and/or introduce relevant suggestions. We collected contributions from 4 out of 7 and we undertook the amendments suggested. In the

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[1]

Sections previously established by the project:
A. Teaching /training in groups presenting social difficulties
B. Preparing learners to live and work successfully in a pluralistic society
C. Building critical thinking skills; increasing understanding of diverse perspectives (a specific attention will be given to conspiracy theory)
D. Overview of observable indicators of radicalisation and principles of effective interventions
E. Typologies of problematic situations

meantime, our team was in charge of continuously testing, reflecting and studying the statements, in order to make them more relevant, feasible and clear.

In the following table (table 1) we present the educational needs identified by all partners. Notwithstanding, this is a working paper regarding the construction of the guidelines, which means that all contributions are welcome (partners can include its country code regarding to any specific guidelines where they see themselves reflected).

2. Identification of Educational Needs, which will lead to the project guidelines

	Statements of Educational Needs [leading to guidelines]	**CC**
1	*Promotion of initial and continuous training to teachers, in order to them develop pedagogical practices adapted to the diversity of the classroom*	PT RO
2	*A wider culture of share resources and exchange perspectives among teachers, through organised groups focused on educate to the topics of discrimination and diversity*	PT RO
3	*Existence, at the school level, of multidisciplinary teams to work around the indicators of vulnerability in the school*	PT
4	*Teachers must have a diversity of evaluation methods, beyond the summative evaluation*	PT
5	*Adaptation of the institutional mission and the organisation 's goals, according to DTPR themes*	AT
6	*Listen training participants without pre-conceptions and suppressed emotions from teachers and/or trainers*	AT
7	*Objectivity in the learning process about facts and events regarding to radicalisation, discrimination, xenophobia etc [DTPR themes]]*	AT
8	*Existence of a larger and more sustainable support to participants, in order to them develop a stable relation and a greater involvement with the training*	AT
9	*Adaptation of existing methods and tools according to specific situations, in order to achieve a bigger scope and impact to tackle discrimination issues*	AT
10	*Organisation of training initiatives, at the school level, with small groups, which will allow a bigger support to participants*	AT IT
11	*Realisation of activities to sensitise young people to DTPR issues as, for example, the «Speed Dating» or the activities of biographical construction or even the «Digital Storytelling»*	AT IT
12	*Elaboration of a solid knowledge to discussions in order to guarantee the authenticity of the working tools*	AT
13	*Construction of preventing measures to deradicalisation*	AT
14	*Realisation of a Plan from medium to long term*	IT
15	*Concrete investment by the school in terms of resources, but also regarding to the existence of a shared consciousness and consequent action about DTPR themes, strongly connected with the curriculum*	IT
16	*Training of methods to negotiate and to promote the resolution of conflicts, with focus on the relational and emotional aspects*	IT
17	*Creation of online practical and accessible resources (case-studies, good practices, methods and examples of strategies, and so on)*	RO
18	*Both perpetrators and victims should be intervened*	RO
19	*Promotion of an active involvement of young people though the dissemination and management of information, in order to sensitise to the problems of the community they are related with*	IT

20	*Stimulation of the relationship between young people with a diversity of communities , in order to break boundaries between different cultures*	IT
21	*Promotion of respect for diversity in the school context, though the debate about the topics of the interdependences, the existence of different religions, a diversity of cultures and traditions and so on, also in order to tackle the proliferation of unfounded judgments or pre-conceptions*	IT RO
22	*Integration of the Education to Anti-Racism in Intercultural Education, in order to work on matters of diversity*	IT
23	*Definition of indicators of success and sustainability in the school, related to topics of discrimination, xenophobia, diversity and tolerance*	CY
24	*Understanding of the country' situation [social identification of needs], an inside overview about the national education, the role of the educator and the resources he or she can use in the classes (the available and most suitable resources according to the age group and the specificities of the group)*	CY
25	*Integration of non-formal initiatives of Intercultural Education*	CY
26	*Importance of teachers develop their role as mediators of cultural diversity*	CY
27	*Preparation of workshops about «how to deal with situations of conflict» with the support of some research that has been developed in the areas of Sociology or Psychology*	SI
28	*Involvement of children and their parents in the training for the maters of intolerance or discrimination will make the process more meaningful and holistic*	SI
29	*Empathy should be promoted as the best way to understand the contexts and visions of the «other», which is positively different*	SI
30	*«Listen the other», which can mitigate intolerance to mitigate conflicts, specially when people from different social and cultural backgrounds interact*	SI
31	*Promotion of training in the school context during primary socialisation of children*	SI
32	*Include the «good practices» that the participating countries identified, in order to reproduce some of those ideas in other contexts, if applicable*	SI
33	*Typify/define «problems» or «conflicts», as well as consequential «reactions» and «solutions» that people must undertake in accordance with a specific situation*	SI ES
34	*Recognition that intolerance is wider than the social, cultural, religious and/or ethnic dimensions*	SI
35	*Learning about interactive methodologies and group dynamics, in order to improve the pedagogical relation between teachers and students, which will conduct to a deeper learning from students*	ES
36	*Development of competences of communication and group work*	ES
37	*Promotion of the leadership of young people in the process of social change in the contexts and community(ies) they are included*	ES
38	*Promotion of the competences of reflection and critical thinking of young people, in order to create empathy and understanding about other people's lives*	ES CY
39	*Argumentation should be sustained in knowledge and technical information, eventually connected with structured contents from the curriculum*	FR
40	*Teachers and trainers from all areas need to know how to deal and work students' argumentation, in order to avoid debates characterised by the disorganised expression of different points of view, or spontaneous opinions with lack of reflection*	FR
41	*Teachers should attend to questions from students in order to also challenge their own pre-conceptions and ideas*	FR
42	*Is important to define what is considered by «good practices» and «bad/wrong practices»*	FR
43	*Educators should have access to a global vision about DTPR*	FR

44	*Realisation of debates preceded of one structured presentation, with the support of questions from brainstorming activities [for example]*	FR
45	*Support from video materials that could allow the construction of possible scenarios of debates with a structured argumentation about a theme or a problem. The themes that should be more focused are the ones considered as sensitive issues*	FR
46	*Teachers must be capable to deal with risk situations that could be instigated from the debates; it would be important that teachers conduct the debates «freely», unattached to the initial questions*	FR
47	*Development of resources to help detecting radicalisation (indicators)*	FR
48	*Formulation of a scheme that organise the subcomponents to the prevention of radicalisation*	FR
49	*Reduction of bureaucratic activities in order to teachers have more time to plan the sessions and classes and to invest in the pedagogical relation between them and students*	PT
50	*Validation, by the political figures, of the importance of teachers to reflect and work about questions of violence, discrimination and xenophobia, in a way that teachers understand that education failure has different causes, including social problems that some students have to face*	PT
51	*Decrease of the curricula contents in a way that teachers can have more time to work on citizenship contents*	PT
52	*Curriculum must integrate information about different religions and cultural practices, being important to remove any negative references to a specific cultural or religion*	RO
53	*Definition of training outcomes for non-formal educators, as well as the recognition of their status towards the State*	CY
54	*Mobilisation and preparation of teachers and technicians (social workers, psychologists, sociocultural animators, and so on), including at the psychological level, to work on DTPR contents*	SI PT
55	*Allocation of an investment from the Ministry of Education, in order to generate a wider culture of debate around initiatives of cultural diversity, between educators and students*	PT
56	*Creation of tools and methods appropriated to teacher training on DTPR contents, under an articulation between different courses from different education institutions (universities, private institutions, schools)*	AT

Table 1: Identification of Educational Needs, which will lead to guidelines for the project

The Portuguese team worked together and shared around some moments, dedicated to the discussion of the statements and emerging categories arrived.

Thirdly, the statements of the table 1 were analysed in accordance with two general Dimensions of Educational Training Needs (A: Methodological and Didactical; B: Theoretical and Ideological) as well as the Level of Analysis where they can be applied – macro, meso and micro levels – and the emerging Categories (6) where they are also included.

The information collected from those reports can be organised in the following way:

Dimensions, levels and categories from the analysis of the «Educational Training Needs»

- *Methodological and Didactical Training Needs*
  - · Of the Educational Practice   (micro)   (1)
  - · Institutional   (meso)   (2)
  - · General   (macro)   (3)
- *Theoretical and Ideological Training Needs*
  - · Of the Educational Practice   (micro)   (4)
  - · Institutional   (meso)   (5)
  - · General   (macro)   (6)

In this sense, the information collected from partners' reports can be organised into the following way:

- Methodological and Didactical Training of teachers (micro) (1)
- Organisation of the Methodological and Didactical Training by the (meso) (2) Institution
- Elaboration of national and European projects and plans about Intercultural themes (macro) (3)
- Theoretical and Ideological Training of teachers and students (micro) (4)
- Organisation of the Theoretical and Ideological Training by the Institution (meso) (5)
- Theoretical and Ideological education of citizens (macro) (6)

Scheme 1: Process of identification of emerging categories

	Dimensions of Needs	Levels of Analysis	Categories	Categories Descriptive	Category Code
A	**Methodological and Didactical**	Educational Practice **(Micro)**	Methodological and Didactical Training of teachers	Training of teachers for methods and techniques to sensitise students in the classroom	I
		Institutional **(Meso)**	Organisation of the Methodological and Didactical Training by the Institution	Organisation of training activities, by the school, regarding methods and techniques to teachers to apply in the classroom	II
		General **(Macro)**	Elaboration of national and European projects and plans about Intercultural themes	Existence and importance of policies, strategies or projects regarding Intercultural themes	III
B	**Theoretical and Ideological**	Educational Practice **(Micro)**	Theoretical and Ideological Training of teachers and students	Training of teachers to work with contents and values, in order to instigate students to reflect about intercultural issues in the classroom; education of students for these themes, also in the classroom	IV
		Institutional **(Meso)**	Organisation of the Theoretical and Ideological Training by the Institution	Organisation of training activities, by the school, regarding contents and values important to intercultural themes, to apply in the classroom	V
		General **(Macro)**	Theoretical and Ideological education of citizens	Education for Values, Philosophy and theoretical contents, to apply to themes as Intercultural ones	VI

Table 2: Dimensions of Needs, Levels of Analysis and Categories of the proposed Educational Training Needs

Finally, according to the emerging categories, we reorganised the information into new sections and the countries who mentioned the Educational Training Needs (table 3).

3. Statements of Educational Needs, categories and countries

	Statements of Educational Needs, categories and countries [leading to guidelines]	Dimensions of Needs						CC
		A			B			
		Categories						
		I	II	III	IV	V	VI	
1	*Promotion of initial and continuous training to teachers, in order to them develop pedagogical practices adapted to the diversity of the classroom*		X					PT RO
2	*A wider culture of share resources and exchange perspectives among teachers, through organised groups focused on educate to the topics of discrimination and diversity*		X					PT RO
3	*Existence, at the school level, of multidisciplinary teams to work around the indicators of vulnerability in the school*		X					PT
4	*Teachers must have a diversity of evaluation methods, beyond the summative evaluation*	X						PT
5	*Adaptation of the institutional mission and the organisation 's goals, according to DTPR themes*					X		AT
6	*Listen training participants without pre-conceptions and suppressed emotions from teachers and/or trainers*				X			AT
7	*Objectivity in the learning process about facts and events regarding to radicalisation, discrimination, xenophobia etc [DTPR themes]]*	X						AT
8	*Existence of a larger and more sustainable support to participants, in order to them develop a stable relation and a greater involvement with the training*	X						AT
9	*Adaptation of existing methods and tools according to specific situations, in order to achieve a bigger scope and impact to tackle discrimination issues*	X						AT
10	*Organisation of training initiatives, at the school level, with small groups, which will allow a bigger support to participants*		X					AT IT
11	*Realisation of activities to sensitise young people to DTPR issues as, for example, the «Speed Dating» or the activities of biographical construction or even the «Digital Storytelling»*				X			AT IT
12	*Elaboration of a solid knowledge to discussions in order to guarantee the authenticity of the working tools*	X						AT
13	*Construction of preventing measures to deradicalisation*					X		AT
14	*Realisation of a Plan from medium to long term*		X					IT
15	*Concrete investment by the school in terms of resources, but also regarding to the existence of a shared consciousness and consequent action about DTPR themes, strongly connected with the curriculum*					X		IT
16	*Training of methods to negotiate and to promote the resolution of conflicts, with focus on the relational and emotional aspects*		X					IT
17	*Creation of online practical and accessible resources (case-studies, good practices, methods and examples of strategies, and so on)*		X					RO
18	*Both perpetrators and victims should be intervened*					X		RO
19	*Promotion of an active involvement of young people though the dissemination and management of information, in order to sensitise to the problems of the community*				X			IT

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	they are related with							
20	*Stimulation of the relationship between young people with a diversity of communities , in order to break boundaries between different cultures*				X			IT
21	*Promotion of respect for diversity in the school context, though the debate about the topics of the interdependences, the existence of different religions, a diversity of cultures and traditions and so on, also in order to tackle the proliferation of unfounded judgments or pre-conceptions*					X		IT RO
22	*Integration of the Education to Anti-Racism in Intercultural Education, in order to work on matters of diversity*					X		IT
23	*Definition of indicators of success and sustainability in the school, related to topics of discrimination, xenophobia, diversity and tolerance*					X		CY
24	*Understanding of the country' situation [social identification of needs], an inside overview about the national education, the role of the educator and the resources he or she can use in the classes (the available and most suitable resources according to the age group and the specificities of the group)*						X	CY
25	*Integration of non-formal initiatives of Intercultural Education*		X					CY
26	*Importance of teachers develop their role as mediators of cultural diversity*	X						CY
27	*Preparation of workshops about «how to deal with situations of conflict» with the support of some research that has been developed in the areas of Sociology or Psychology*					X		SI
28	*Involvement of children and their parents in the training for the maters of intolerance or discrimination will make the process more meaningful and holistic*					X		SI
29	*Empathy should be promoted as the best way to understand the contexts and visions of the «other», which is positively different*				X			SI
30	*«Listen the other», which can mitigate intolerance to mitigate conflicts, specially when people from different social and cultural backgrounds interact*				X			SI
31	*Promotion of training in the school context during primary socialisation of children*				X			SI
32	*Include the «good practices» that the participating countries identified, in order to reproduce some of those ideas in other contexts, if applicable*			X				SI
33	*Typify/define «problems» or «conflicts», as well as consequential «reactions» and «solutions» that people must undertake in accordance with a specific situation*		X					SI ES
34	*Recognition that intolerance is wider than the social, cultural, religious and/or ethnic dimensions*						X	SI
35	*Learning about interactive methodologies and group dynamics, in order to improve the pedagogical relation between teachers and students, which will conduct to a deeper learning from students*		X					ES
36	*Development of competences of communication and group work*	X						ES
37	*Promotion of the leadership of young people in the process of social change in the contexts and community(ies) they are included*	X						ES
38	*Promotion of the competences of reflection and critical thinking of young people, in order to create empathy and understanding about other people's lives*	X						ES CY
39	*Argumentation should be sustained in knowledge and technical information, eventually connected with structured contents from the curriculum*	X						FR
40	*Teachers and trainers from all areas need to know how to deal and work students' argumentation, in order to avoid debates characterised by the disorganised expression of different points of view, or spontaneous opinions with lack of reflection*	X						FR
41	*Teachers should attend to questions from students in order to also challenge their*				X			FR

	own pre-conceptions and ideas						
42	*Is important to define what is considered by «good practices» and «bad/wrong practices»*	X					FR
43	*Students should have access to a «global vision» about DTPR*			X			FR
44	*Realisation of debates preceded of one structured presentation, with the support of questions from brainstorming activities [for example]*	X					FR
45	*Support from video materials that could allow the construction of possible scenarios of debates with a structured argumentation about a theme or a problem. The themes that should be more focused are the ones considered as «sensitive issues»*	X					FR
46	*Teachers must be capable to deal with risk situations that could be instigated from the debates; would be important that teachers conduct the debates «freely», unattached to the initial questions*	X					FR
47	*Development of resources that detect radicalisation (indicators)*				X		FR
48	*Formulation of a scheme that organise the subcomponents to the prevention of radicalisation*				X		FR
49	*Reduction of bureaucratic activities in order to teachers have more time to plan the sessions and classes and to invest in the pedagogical relation between them and students*		X				PT
50	*Validation, by the political figures, of the importance of teachers to reflect and work about questions of violence, discrimination and xenophobia, in a way that teachers understand that education failure has different causes, including social problems that some students have to face*					X	PT
51	*Decrease of the curricula contents in a way that teachers can have more time to work on citizenship contents*					X	PT
52	*Curriculum must integrate information about different religions and cultural practices, being important to remove any negative references to a specific cultural or religion*		X				RO
53	*Definition of training outcomes for non-formal educators, as well as the recognition of their status towards the State*		X				CY
54	*Mobilisation and preparation of teachers and technicians (social workers, psychologists, sociocultural animators, and so on), including at the psychological level, to work on DTPR contents*				X		SI PT
55	*Allocation of an investment from the Ministry of Education, in order to generate a wider culture of debate around initiatives of cultural diversity, between educators and students*		X				PT
56	*Creation of tools and methods appropriated to teacher training on DTPR contents, under an articulation between different courses from different education institutions (universities, private institutions, schools)*				X		AT

Table 3: The «Statements of Educational Needs», its categories and countries who reported them

4. Data analysis

The analysis of the «Statements of Educational Needs» works as a way to face xenophobia and racism problems in a context where Europe is facing them more than ever. These «Statements of Educational Needs» were produced and collected from all project' partners. This

leads to conclude that all partners are preoccupied about the risk that teachers are not prepared to work with their students the issues that were mentioned.

Going deeper in the analysis, we verified that the measures suggested by all partners can be organised into 2 main dimensions: one related with the needs for methodological and didactical training, and another that concerns the theoretical and ideological training (also regarding contents and the curriculum). These two dimensions are mentioned in order to emphasise the need to develop teachers' competences in their Educational practices and, in the theoretical field, as was mentioned. In fact, in the 56 «Educational Training Needs», around half of them is related to the Educational Practice at the level of the classroom and its organisation, while the other half relates to the ideological and theoretical acquisition of knowledge regarding DTPR issues (see table 3).

This analysis is naturally limited because it is based on a very restricted number of statements and also because different countries have mentioned different quantities of concerns. In this sense it is not yet the time to produce final conclusions.

If we look again at the statements, now according to levels of analysis, it is possible to see that the *meso* level is the one where the majority of the statements lies in. There is a lower focus on the statements regarding the importance of educational policies and scientific training in general. The partners allocate a greater responsibility to face these problems to the organisation and management of the education institutions, as well as to the work undertaken in the classroom (see table 3).

Based on the combination of the two dimensions (A and B) [see table 2], we have organised the information in 6 main categories where all statements were included (the I, II, III, IV, V, and IV categories), as we mentioned before.

These considerations, that are a product of the analysis of all Needs Reports and the organisation of the information into emerging categories, point out common and shared considerations that should be adopted in the Xeno Tolerance project. These guidelines will lead the decisions and actions to be considered further within this project. From this analysis, we believe that the main macro guidelines, based on the identified «Educational Training Needs», will have in consideration the following framework.