

=TOLERANCE=

Open Educational Resources
for educating in diversity

Xeno-Tolerance

Supporting VET teachers and trainers to prevent radicalisations

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Nine educational organisations from nine EU countries joined in an Erasmus+ strategic partnership to produce guidelines and resources to prevent radicalisations leading to violent extremism.

In a context of unprecedented mobility and globalisation, schools have never been “more international and multicultural” than today. This rich multicultural context places new demands on teachers who have to deal with degrees of dissatisfaction and frustration culminating in radicalisation and extremist ideologies which increasingly attract young people. It is imperative that educators get tools and instruments to help them work better, to help identifying and managing risk situations.

The Tolerance Guidelines provide educators with background information on how to handle such groups with potential tensions in order to maintain a healthy learning climate in their schools.

Who do the Guidelines target?

The Guidelines address VET teachers, trainers, school principals and educators. The final beneficiaries are the students and young adult learners facing social integration difficulties and at risk of radicalisation.

What method was used to design the Guidelines?

The Guidelines rely on teachers’ and trainers’ educational needs to prevent radicalisation, which were identified by the research carried out in each partner country. The Guidelines focus on a set of strategies aiming at meeting these needs.

What is the main goal of the strategies devised by the partnership to prevent radicalisation?

These strategies aim at supporting vocational teachers and trainers to intervene and help students who are socioeconomically vulnerable and likely to face the risk of radicalisation.

How are these strategies organised?

These strategies are organised into three levels of intervention:

- 1) The Teachers’ Training level highlights possible measures that can enhance teachers’ knowledge and skills necessary for preventing radicalisation.
- 2) The School level promotes the collaborative action of school staff, who join their efforts in managing discrimination problems and preventing radicalisation.
- 3) The Classroom level provides teachers and trainers with useful tips on how to debate these sensitive issues with their students and develop their critical thinking skills.

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What are the main strategies addressing teachers and trainers?

<i>Teachers' Training level</i>	<i>School level</i>	<i>Classroom level</i>
<p>Providing a global overview of radicalisation and violent extremism at the national and international levels.</p> <p>Enabling teachers and trainers to identify signs of “suspicious behaviour”.</p> <p>Adapting methods, strategies, and resources to enable teachers to work with different groups of students.</p> <p>Developing strategies to promote open communication between teachers and students in the classroom.</p>	<p>Including “Tolerance and Radicalisation issues” in the mission statement of the school.</p> <p>Establishing multidisciplinary teams to work on the vulnerability indicators of the school.</p> <p>Promoting collaboration among all school staff.</p> <p>Integrating radicalisation issues in the curriculum.</p> <p>Involving children and parents in school activities that target discrimination and intolerance issues.</p> <p>Promoting projects tackling discrimination issues.</p>	<p>Enhancing students’ communication and inter-cultural skills.</p> <p>Developing students’ critical thinking skills.</p> <p>Raising students’ awareness about Human Rights and Education for Peace.</p> <p>Promoting empathy, solidarity, and respect for diversity through class debates and role play activities.</p>

Under these circumstances when teachers have to manage social, cultural, religious diversity within their own classroom teachers’ education for tolerance and diversity becomes essential and the incorporation of such topics in teacher training is a must. The guidelines will undoubtedly help those interested in radicalisation issues, who will find the answers to the questions below useful in organising their work with students from a multicultural environment:

- What type of a teacher is required nowadays?
- What is the role of teachers in the current context?
- How should a school organise its entire activity considering radicalisation issues? Why are multidisciplinary teams important?
- How can schools help students to prevent them from engaging in extremism?
- How can teachers help students deal with preconceptions and false theories they see on the internet?
- How should controversial issues be dealt with in the school environment?
- How can students develop their cultural awareness?

Guidelines are available on pdf format from the web site
<http://www.allo-tolerance.eu/en/page/project-en>

[Under development: the Tolerance Toolbox]

All partners are developing case studies and learning resources aiming at increasing the knowledge and skills of teachers, trainers and educators. They also create pedagogical activities to prevent radicalisation. They will be translated and adapted in all the languages of the partnership: Dutch, French, German, Greek, Italian, Portuguese, Romanian, Slovenian and Spanish.

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Project web site
<http://www.allo-tolerance.eu>