

# =TOLERANCE=

Open Educational Resources  
for educating in diversity

## Xeno-Tolerance

*Supporting VET teachers and trainers to prevent radicalisations*

Newsletter n° 4

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**The Tolerance project is a group of 9 vocational, education and training organisations from 9 European countries joined in an Erasmus+ strategic partnership to develop guidelines and resources for teachers and trainers to prevent radicalisations eventually leading to violent extremism.**

One of the major goals of the Tolerance Project is to develop a Xeno-Tolerance web platform containing **guidelines and a toolbox**. Since the guidelines were discussed in a previous newsletter, this newsletter focuses on the Toolbox. This toolbox can be found at <https://www.allo-tolerance.eu/> and will be maintained and updated until 2022.

The Toolbox was tested by the participating partners by presenting it to a number of stakeholders, mainly in order to start the dissemination and to get feedback to improve the Toolbox and its tools. The project thus has elaborated, tested and provided materials for the lifelong training of VET trainers, teachers and educators.

<b>TOOLBOX</b>		Teachers, trainers and educators will find resources to increase their understanding of processes leading to violent radicalisations, case studies based on real life experience to consider alternative solutions and activities to implement with learners. <b>The toolbox</b> provides these resources for developing tolerance and preventing violent radicalisations. The toolbox contains three categories focusing as well on the development of the educator's skills as on the people's abilities to tackle with the subject.
	<b>Resources to develop knowledge and skills</b>	As educator, you have a role to play to prevent and detect violent radicalisation. In this section, you will find 9 ways to improve your skills <b>understanding the processes underlying</b> . This in order to be able to improve your daily practices in promoting tolerance and respect. For each activity the following items are described: Proposal for use; Target group (being Teachers, trainers and educators); Pedagogical method; Objectives; Description; Human and material resources needed; Evaluation of the learning process; eventually Suggestions for follow-up. On the right-hand side you find a short description of the following: Type of teaching method ; Pedagogical modalities ; Number of participants ; Duration ; Cost ; Creators ; Date of creation; Language(s) available; Keywords.

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	<p><b>Activities to implement with learners</b></p>	<p>Developing a climate of tolerance in which learners understand and accept differences is key to prevent radicalisation. A variety of learning <b>activities</b> to implement <b>in the classroom</b> are available. They aim at fighting intolerance and hate factors such as racism, antisemitism or xenophobia. This section contains 17 items, ready to use in the classroom. A lot of them come with extra pedagogical material. For each activity the same items as in the Resources to develop knowledge and skills – section are described.</p>
	<p><b>Case studies to understand better radicalisation processes</b></p>	<p>What can we do when we face a risky situation? Several cases of non-satisfactory situations in schools are analysed. They help us defining our role and planing our reaction. 19 ways of doing so were posted here. These <b>case studies</b> can be adapted and used, mostly at school- or class level. The actions, but also possible impacts are described. The teaching team isn't always the class teacher. For each activity the following items are described: Kind of education; Definition of the learner ; Description of the group; Definition of starting situation; Description of the course; Description of teaching team; Possible actions and impacts; Advice, remarks, conclusions; Keywords.</p>
<p><b>Recommendations using the toolbox</b></p>	<p>The Toolbox was tested by the participating partners as mentioned above. Throughout, the results of this testing phase prove that the toolbox meets the needs of the users. The respondents appreciate the content and usability of the toolbox, its immediate usefulness, its quality, the range of approaches it offers to tackle the subject, the wide range of possibilities for the learners and the option of the level of use for the centre. The teachers, trainers, educators, counsellors experience it as an added value, an enrichment for their assignment, for their professional activities and for their personal development. The participants from all partner countries value the quality and diversity of the tools. They like the innovative content and the usability of the tools. The structure of the toolbox is clear and most of the tools are well integrated among them and ready to use. The participants appreciate the authenticity of the input, the real life cases and activities It seems that the case studies will help them the most because they are very concrete and start from clear situations that have happened. By using the toolbox, the participants declare improving their knowledge on radicalisation processes, on how to behave when radicalisation is latent, on how to detect the problem and how to search for activities and methods to prevent it by involving the learners actively. For the <b>learners</b>, this toolbox is an asset. . Depending on the selected tool, it can empower learners, raise awareness, prevent radicalisation mechanisms, provide words to learn to communicate. Several reports mention the tools 'Mapping our personal network' and 'Fake news' as very innovative.</p>	
<p><b>Critical remarks, take this in account using the toolbox</b></p>	<p>In some occasions, it requires an effort for the user to understand a tool and to make a translation of the tool for a proper context. Unfortunately several tools are not ready for direct use in the classroom. From time to time, teachers have to find related support material in their language or adapted to their country. They have to make preparational work that is not insignificant. The toolbox needs some time to get acquainted with. The toolbox can also be used as secondary learning goal. Trainers, who don't have as primary objective to work on radicalisation, can also use the toolbox and introduce the content as side subject and secondary learning goal for the users. This means for example that it can be used by trainers who teach foreign languages and use the CLIL approach to educate people towards living in a multicultural society. For trainers whose primary goal it is to use social media, creative technology in a constructive way, they can use the toolbox as starting point and have as side effect that the learners automatically stimulate their social skills. For subjects such as citizenship, debating, formulating an opinion, communication, they can focus on the tools from the toolbox as 'working content' to reach their course goals, having as logical consequence that they also learn how to stimulate their critical and emphatic thinking, how to recognize and deal with emotions,...</p>	