

USE CASE «Diversity as an opportunity to prevent Radicalisations»

An Awareness Module for teachers and trainers

This case requires the use of the «Module to promote Diversity in schools», available at:

<https://www.allo-tolerance.eu/en/learningresource/awareness-about-diversity-schools-en>

Objectives of the module:

- ✓ Raise awareness of teachers, trainers and other educators regarding diversity matters;
- ✓ Promote a wider reflection of teachers and trainers about strategies to intervene on diversity, in order to prevent radicalisations.

Description

We presented a module called «*Module to promote Diversity in schools*», and we shared its dynamics with a group of participants who are teachers and trainers.

After a small introduction, we presented each of the three dynamics of the Awareness Module. The dynamic 1 is related with the conceptualisation of radicalisation; the dynamic 2 has to do with social issues that might conduct to radicalisation paths; and the dynamic 3 regards to the realisation of a school plan to promote diversity.

We collect contributions from teachers regarding the three dynamics of the module. Teachers introduce their ideas and thoughts regarding what would be feasible to integrate or to improve according to their own context.

Dynamic 1:

Activity	Objectives	Description	Materials	Duration
“ <i>What is radicalisation</i> ”?	<ul style="list-style-type: none">- Promote a debate on the concept and the existence of different types of radicalisation;- Conduction of discussions on the concepts of discrimination and xenophobia, as contributing factors to radicalisation;- Instigate a critical reflection on ideas and practices regarding diversity, as a way to counter radicalisation.	<p>To start, facilitators must instigate participants to question themselves about what is their understanding on radicalisation. Each participant must reflect and share his knowledge about the concept, through his daily experiences. Facilitators can write on the board some keywords and ideas from the participants. They should also be able to express what they think that could be radicalisation factors and indicators.</p> <p>Afterwards, facilitators must present some theoretical contents from research on radicalisation, in order to create a common idea about the phenomenon.</p> <p>Articulate all of this with the <i>Xeno Tolerance</i> project.</p>	Markers to write on the board.	30 to 45 minutes

Feedback from teachers



In relation to the dynamic 1, teachers concluded that:

- The time for discussion about the concepts of radicalisation and diversity depends on the type of participants. Some groups might require more time, whereas other groups might need less time;
- Teachers advise the need to have additional instruments as short movies or videos to get participants involved. The concept of «radicalisation» is complex and requires updated approaches according to its different ways of manifestations;
- It is important to consider curricular questions when discussing radicalisation and related themes, because sometimes other themes can help the comprehension of the problem of radicalisations;
- It is useful to relate the concept with known real cases (using newspapers, social media, articles, cases from the school/training center);
- According to teachers, when it is possible and plausible, is advised the use of personal experiences to show how different phenomena happen in the lives of people close to us, which potentiates contextualisation and empathy).

Dynamic 2:

Activity	Objectives	Description	Materials	Duration
<i>“Diversity and its obstacles: Discrimination, Racism and Xenophobia”</i>	<ul style="list-style-type: none"> - Allow an individual reflection from participants to, first, think for themselves and, afterwards, have a verbal discussion between them; - Identify of group representations regarding discrimination, racism and xenophobia; - Deconstruct stereotypes; - Raise awareness about the existence of multiple types of discrimination; - Promote a global understanding on the links between discrimination, racism and xenophobia. 	<p>The facilitators introduce the theme of diversity and potentiate the discussion about the obstacles that schools face regarding the interaction between different cultures.</p> <p>In this way, must be fixed in the walls, cardboards of different colours, each one with a specific theme (xenophobia, discrimination, racism), to participants reflect in silence. The participants should write with markers their ideas/key-words about the topic and with blue/black pens they can comment the ideas wrote by the other participants. In this way will be occurring a “silent discussion”. The participants can write on the cardboards (themes) they want. Space must be given between the cardboards.</p> <p>Who facilitates this dynamic can also participate (sometimes it instigates the participants to get involved with the dynamic).</p> <p>At the end participants must debate about their initial representations regarding the concepts of racism, xenophobia and discrimination, and the reflections produced in group.</p>	<ul style="list-style-type: none"> - Cardboards of different colours; - Markers; - Blue and Black pens. 	30 to 45 minutes.

Regarding dynamic 2, teachers/trainers pointed out the need to take into account:

- Teachers mentioned that it is important to have in consideration that these themes are not spoken as it should;
- The focus of the work with participants should occur under a positive psychology approach;
- In the dynamic, participants said that would be interesting to use different colours to differentiate «difficulties» and «strategies» to fight those difficulties;
- Use other resources form the toolbox to support the dynamic 2;
- Give practical examples of situations that participants know from their own experience;
- Give more time to participants think and also to discuss among them.

Dynamic 3:

Activity	Objectives	Description	Materials	Duration
“Plan to the promotion of Diversity”.	<ul style="list-style-type: none"> - Elaborate of a plan to promote diversity in schools; - Definition of prevention actions of xenophobia and radicalisation paths; - Promote of activities that instigate the valorisation of diversity. 	<p>The participants are organised in groups and are asked to do a plan to apply in schools, in order to promote diversity and, consequently, to deviate possible paths of radicalisation. This plan must consider a template with the following elements:</p> <ul style="list-style-type: none"> - Title of the plan/project; - Justification/relevance of the project - Target groups - General and specific goals; - Activities; - Material and human resources; - Partnerships; - Schedule; - Budget. <p>After the elaboration of the plan, the groups must present to the facilitators and to the other groups, the plans they elaborated.</p>	Distribution of a template to elaborate the plan.	45 minutes.

In what concerns to dynamic 3, teachers said that:

- For teachers and trainers was difficult to think in plans for their schools because sometimes is not easy to conduct such plans in schools. In this way, they tried to think in feasible plans.
- Would be useful to have more time to prepare the plans for diversity;
- It is important to give support to participants to long-term plans, in order to promote some impact;
- Practical examples might help participants to know how to plan and define diversity activities.

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*Final remark: Image 1 (document cover): <https://www.istockphoto.com/pt/vetorial/ilustra%C3%A7%C3%A3o-de-%C3%A1rvore-de-diversidade-m%C3%A3o-gm482950655-25264645>; Image 2 (page 3): <http://www.thebostoncalendar.com/events/viva-el-latin-quarter-immigration-discussion>; Image 3 (page 5): <https://business.tutsplus.com/tutorials/how-to-run-an-effective-brainstorming-session--cms-27145>