

= TOLERANCE =

Open Educational Resources
for educating in diversity

Xeno-Tolerance

Supporting VET teachers and trainers to prevent radicalisations

Newsletter n° 2
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9 educational organisations from 9 EU countries joined in an Erasmus+ strategic partnership to produce guidelines and resources to prevent radicalisations leading to violent extremism

- ▶ **What is the context of radicalisation in each country?**
- ▶ **Is the VET sector prepared to prevent radicalisation?**

In each country an analysis of the state of art has been conducted. The objective was to see in each country how education and training is prepared to act against radicalisation, both in terms of prevention and reaction, in order to determine some needs that the project could fulfil.

Method for the analysis of needs

Our work has combined desktop research including literature review not limiting on the data available on the web, with focus groups with teachers and trainers and individual interviews with members from target groups and stakeholders (professionals with a wider experience of the topic or being in management positions). Each partner has produced a national report. A transnational synthesis has been elaborated. All reports are available in English on our web site.

Topics enquired

In particular, we have looked at the training of teachers, trainers and educators, to evaluate to which extent they are prepared to deal with conflictual situations, to prevent radicalisations and to act adequately in case of problems. Are tolerance and radicalisation topics included in their initial preparation? Which continuous training opportunities can they access? If radicalisation as such is not a topic, which training modules can be considered as partial responses to the needs?

Existing actions, methods and learning resources defined in a broad sense have been searched. They are also described in our national reports. Transfer possibilities of key resources have been evaluated. By contrasting the needs and the existing offer, each of us has tried to determine the first needs to satisfy as well as recommendations to include in the project guidelines.

Education can play a role by:

- **creating environments in which learners are considered as equal human beings, with a feeling of being listened without discriminations**
- **limiting the violence that may be experienced from the educational institution**
- **maintaining a secularist space in the classroom**
- **developing a culture of laicity where laicity is the capacity to differentiate between beliefs and facts**
- **respecting individuals and their opinions**
- **promoting a positive vision generated by the development of culture and access to good employment opportunities**
- **being able to manage debates**
- **promoting tolerance as a value**
- **detecting early signs of radicalisation**

Open educational resources

In our research we have given a particular attention to existing teaching and learning resources available on open licensing. We refer to the definition of UNESCO: "*teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.*"

Some results

- 1) A diversity of national backgrounds in terms of history and threats but common needs when prevention is concerned
- 2) A need to provide more accessible learning opportunities for teachers, trainers and educators
- 3) A need to develop case studies to raise awareness of schools and teachers
- 4) A need to develop learning resources that teachers can use in the classroom to prevent radicalisation

In general, still, there is a wide variety of seminars, training modules, good practice examples, peer and mentoring courses and workshops being offered by different institutions throughout the different countries. The matter is that trainers have little time to participate as they are many other priority training sessions, related for example to organisation of exams or to introduction of a competence based approach.

for example

<p>80 minutes seminars organised by the Cyprus Pedagogical Institute in schools that are interested</p>	<ul style="list-style-type: none">• Effective communication• Conflict resolution• Difference in school, anti-racist policy and action• Teaching controversial issues in relation to human rights education• Sensitising students on racism and intolerance• Literature against hate speech
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In **Spain**, Alcalá de Henares University provides an online course to become “Expert in coexistence and mediation in educational contexts” that emphasizes on the development of peer approaches to manage difficult situations.

<p>6 hour modules being part of the continuous training offer for teachers in France</p>	<ul style="list-style-type: none">• How to implement citizenship debates?• Education to media: a digital culture for a responsible internet• Transmitting the values of Republic• Preventing school dropouts
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In **Austria**, Die Kärntner Volkshochschulen has organised an internal course in 2016 on Salafism and de-radicalisation.

In **Slovenia** the website of the government has a section “For a tolerant society” listing nine organisations that can provide learning material, seminars, workshops and manuals to use in primary, secondary and higher levels of education on tolerance, diversity, refugees, human rights, democracy... The workshops can be implemented by teachers in their school or they can invite the facilitators from these organisations to implement them.

In **Portugal**, training workshops focus on training skills in the field of design and curriculum management in order to deal with the various differences, such as culture, gender, ethnicity or socioeconomic conditions. Their main purpose is to design teaching materials to be used by teachers in order to make their teaching more dynamic.

In the Piedmont region of **Italy** there is a community of practice for the permanent training of educators. They are interconnected in a web where they can share documents, tools and methodologies that they have themselves developed and tested. Focus groups, forums and newsletters are available.

In **Romania**, teachers can participate to mentoring actions where they can experiment and apply state of the art material to their own school. Such courses are very interactive and anchor knowledge to individual cultural contexts.

Project coordinator: Pierre L. Carrolaggi – Greta du Velay - France
pl.carrolaggi@velay.greta.fr / +33471098030

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

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