=TOLERANCE=

Xeno-Tolerance

Supporting VET Teachers and Trainers to Prevent Radicalisation

Guidelines

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CIIE
CENTRO DE INVESTIGAÇÃO
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Theoretical Framework

"Diversity", in its common sense, is usually used to refer to heterogeneity amongst the members of a society. However, over time, this concept has been enriched and has become more complex. Under the narrowest comprehension, the concept used to be applied only to the simultaneous presence of different ethnicities. Its coverage has been extended thanks to the contributions of different work areas. The contribution from social and political studies, for example, introduced the idea of social class into discussions about the concept of diversity. In turn, feminist studies have been progressively contributing to recognising the importance of considering gender as a source of sociocultural diversity. Likewise, the area of child studies has highlighted the existence of sociocultural identity features of a certain age group. Following these and other contributions, the concept started to include not only ethnic background, class, and gender, but also other identities, such as sexual orientation, nationality, religion, and so on.

Therefore, it is also important to consider, in the current context, a (dramatic) factor of diversity: the existence of groups characterised as sharing an identity based on an extremist ideology. The problem of the growing radicalisation of people from different ages and origins is, currently, clearly a very important issue to analyse and to act upon.

In the present European context, and under this project that targets radicalisation problems, we advocate for:

- *The need to raise awareness about the fact that alienation and "neutrality" regarding the existing problems are, in fact, a passive acceptance of those problems, and, above all, a demonstration of complicity with discrimination, xenophobia, and racism, normally denied at the level of the discourse. This "passive acceptance" is, insidiously, lodging into the level of the unconscious, which consequently influences attitudes and practices.*

Alerts are being raised, pointing, for instance, to the importance of:

- *understanding the "other-different" and diversity, not as a difficulty to face, but as a situation that requires understanding and efforts of dialogue.* This happens, because

- *"all cultures are incomplete and problematic regarding the conceptions of human dignity. The incompleteness derives from the very fact that there is a plurality of cultures and those are more*

visible from the outside, from the perspective of another culture. If each culture were as complete as it claims to be, there would be just one single culture" (Santos, 1997, p. 46-47), and

- *the "universes of meaning" (Santos, 1997) present in each culture are considered universally valid within it. But they are often looked upon with suspicion, misunderstanding, even condemnation in other cultural universes.* And, also because

- *the distance between some cultures – distance that needs to be decreased in order to establish a wider communication between cultures – can be seen as "a fissure, a slit or an insurmountable abyss"* (Cortesão, 2011) *whereby intercultural dialogue is, sometimes, as important as it is difficult.*

Diversity is increasingly present in current societies, which multiplies, in some cases, the difficulties of communication among cultures. However, communication is something crucial in education, so:

- *In order that this dialogue is not understood as an "insurmountable abyss", it is argued that it is necessary to have a flexible curriculum and that teachers must be open and willing to question and to negotiate. (Cortesão & Stoer, 1995*)

In this framework of concerns, the teacher who looks to manage the diversity within their classroom, should be an "intercultural teacher", and that requires the individual to be someone:

- *vulnerable to doubt (teacher who questions her/himself);*

- *not culturally "colour blinded" (Cortesão, 2000);*

- *able to identify and to understand students' sociocultural features;*

- *able to identify and to analyse learning problems (researcher/educator);*

- *able to produce answers to different educational situations (educator/researcher);*

- *with flexible attitudes, who acts as a researcher and educator, and who also allows ways of learning as well as students' actions as citizens (Cortesão, 2000, p. 48*).

Therefore, it is crucial and urgent to invest in the training of the "intercultural teacher" (Cortesão & Stoer, 1995).

It is very important to be aware of the meanings of concepts such as "inclusion", "tolerance", "discrimination", "xenophobia", "racism", and "radicalisation" that are increasingly used in societies marked by great sociocultural diversity. Due to the frequent problems that also arise in these societies, these terms are often used, even in the current language (though not always in the most appropriate way).

Among all the wide range of concepts normally used when discussing issues such as communication, acceptance, interaction, rejection, or conflict between different sociocultural universes - and in the context of this project - it is important to clarify what is meant by "radicalisation".

In the field of issues within multicultural societies and/or those that begin to confront situations of diversity, the concept of "radicalisation" covers situations and behaviours of non-acceptance of the "different-other" through the use of ideologically-motivated violence (UNESCO, 2016). In these circumstances, individuals - or groups of individuals - outline by using words and/or actions, not the difficulty, but rather the impossibility to communicate with, to live alongside, and sometimes even to let live those who "do not belong" and do not share the same characteristics and values of its socioeconomic and cultural/religious group. Consequently, especially in situations of crisis, serious problems of total antagonism arise, such as practices against immigrants who arrive in Europe, as well as the organised groups of violent extremism, such as Islamic State in Iraq, and the Levant, Boko Haram, Neo-Nazis, the Ku Klux Klan, etc.

Violent extremism is not confined to any age, gender, group, or community, which makes young people particularly vulnerable to the messages of violent extremists and terrorist organisations. In this way, "(…) young people need relevant and timely learning opportunities to develop the knowledge, skills and attitudes that can help them build their resilience to such propaganda" (UNESCO, 2016). Furthermore, there is a need for "quality education for peace that equips youth with the ability to engage constructively in civic structures and inclusive political processes (…) and discourage their participation in acts of violence, terrorism, xenophobia, and all forms of discrimination" (United Nations Resolutions 2178 and 2250).

Process of elaboration of Strategies to Support Interventions in Diversity and to Prevent Radicalisation

In order to develop "Strategies to Support Interventions in Diversity and to Prevent Radicalisation", in answer to the project objectives, it was important to identify the teachers' training needs in different countries. This was done through the "Needs Assessment Reports".

In this way, we analysed reports from eight partner countries (Austria, Cyprus, France, Italy, Portugal, Romania, Slovenia, Spain) to produce a global document where we systematised all needs indicated accordingly in the document "*Identification of Educational Needs to Prevent Radicalisation*".

Secondly, as a result of the stated needs, we identified a set of strategies that were organised based on different dimensions and implementation levels (document: *Strategies to Prevent Radicalisation*). In order to guarantee greater scientific rigour, we established, for each of these levels and strategies, a relation with a theoretical framework. (Final document: *Theoretical Options and Strategies to Prevent Radicalisation*). These strategies have the goal of supporting vocational teachers/trainers who intervene with students/trainees in a situation of socioeconomic vulnerability and who might face the risk of radicalisation. Their usefulness is to give teachers/trainers orientations and ideas for actions to tackle discrimination issues, xenophobia, and racism, and to prevent radicalisation paths.

Thirdly, we reorganised the strategies into three levels of intervention. The first is the "Teachers' Training" level, where we indicated possible actions and orientations, in terms of methods and content, that can provide knowledge and skills to teachers who are working on discrimination issues, radicalisation, and violent extremism. We also defined the "School" as a second level of intervention, where there are possible ways indicated for schools to work on discrimination problems and to prevent radicalisation, under a collaborative action among all members of the school context. Lastly, the "Classroom" level is related to the importance of teachers/trainers debating these themes with their students.

In the following table we present that trajectory.

Strategies to Support Interventions in Diversity and to Prevent Radicalisation

Nr	Level of Intervention	Strategies	Theoretical Framework
1	Teachers' Training	Provide a global overview about radicalisation and violent extremism at the national and international levels.	Teachers/trainers should have a global understanding about the current civilisation challenges (Bourn, 2015), including violent extremism and radicalisation (UNESCO, 2016).
2	Teachers' Training	Support teachers/trainers in the recognition of signs of "concerning behaviour".	Teachers/trainers must be sensitised to the need to pay attention and know how to identify what might suggest possible future intention, resulting from a concerning statement or action (FBI, 2016).
3	Teachers' Training	Support teachers/trainers to discuss the issue of violent extremism and radicalisation, in response to concerns and questions from students/trainees.	Radicalisation issues can be clarified through dialogue and discussions (Burbules & Torres, 2000; Burbules & Bruce, 2004; Richardson, 2004) on how and when teachers recognise that is most suitable to do so.
4	Teachers' Training	Raise awareness of teachers to include minority-group perspectives or to ensure their representation in discussions.	Teachers must be aware of the importance of giving students/trainees a balanced view of different issues, by involving every student in debates and conversations (UNESCO, 2016).
5	Teachers' Training	Development of strategies to promote communication in the classroom, between teachers/trainers and students/trainees.	A communicative relationship can instigate confidence among learners. In this way, a "Communication Paradigm" should be promoted in the classroom, where the quality of learning increases with the quality of the interactions between teachers and students (Trindade & Cosme, 2010).
6	Teachers' Training	Support teachers to know how to recognise timings and specific issues to discuss.	Controversial issues must be discussed in a context fruitful to the acquisition of skills of analysis, using contextual examples (UNESCO, 2016). In this way, it is important that teachers play a mediation role.
7	Teachers' Training	Re-think and adapt pedagogic methods, strategies, and resources to work with different groups of students/trainees.	To increase discussions to a transformative education (Giroux, 1983), it is important to promote practices and tools of Pedagogical Differentiation (Cortesão, 1998). In this way, teachers will be able to develop different learning approaches depending on the group of students.
8	Teachers' Training	Improvement of teachers/trainers' role as mediators of diversity (social, cultural, political, etc.) within the classroom.	Teachers/trainers must take into account strategies that instigate students/trainees to feel free to be themselves and to express their similarities and differences as human beings (Cortesão & Stoer, 1995; Santos, 1997; Banks & Banks, 2003). These individual expressions should be promoted and mediated by the teacher to create a culture of dialogue and respect when conflicts arise (Almeida & Fernandes, 2011).
9	Teachers' Training	Conduction of research on the areas of Psychology and Sociology, to support discussions about discrimination, violent extremism, and radicalisation.	The mobilisation of academic and updated information and knowledge about radicalisation and related themes is important to inform teachers/trainers' activities on raising awareness of those issues. In this sense, teachers are also instigated to act as researchers (Cortesão, 2000).
10	Teachers'	Development of competencies of	Teachers/trainers are strongly invited to define learning

		planning awareness and deconstruction sessions to students/trainees.	objectives, select entry points to discussions, as well as appropriating material to the topic, and presenting key content messages and facts to address misconceptions and myths (UNESCO, 2016).
	Training		

Nr	Level of Intervention	Strategies	Theoretical Framework
11	School	Include "Development Tolerance and Preventing Radicalisation" in the mission statement of the school.	Schools must be explicit in their mission as to the importance of promoting values of democracy (Perrenoud, 2003) as a way to counter radicalisation, and to guarantee respect for the rights of all people, especially when attempts to jeopardise them arise (Gad, 2012).
12	School	Institutionalisation of networks with local authorities/organisations in the local education community.	For schools, working under networks through collective and common objectives is essential to promote school success and citizenship, which is also positive for the local community (Chapman & Handfield, 2010).
13	School	Establishment of multidisciplinary teams to work on the vulnerability indicators of the school.	Multidisciplinary teams, with people from different backgrounds, are more able to have a holistic vision about school vulnerabilities, and work on these difficulties to contribute to cultural change (Burbules & Torres, 2000) and to promote an "Inclusive Education" (Sanches & Teodoro, 2007).
14	School	Promotion of collaborative work among teachers/trainers and education technicians.	Education colleagues can support each other and share methods, strategies, and tools (Formosinho & Machado, 2008), creating in this way a "school within a school" (Kohlberg, 1975).
15	School	Organisation of information sessions about radicalisation, under formal and informal settings.	Radicalisation has begun to be discussed at the public level in a way that it was not in the past (Kundnani, 2012). So, there is a need to address the concept of radicalisation, in order to avoid the dissemination of populist information and stereotypes.
16	School	Integration of pieces of content about discrimination and radicalisation in the curriculum.	It is understood as important that there should be inclusion "into the mainstream schooling [of] development themes (…). [So], education systems should develop common agendas in this field, linked with areas such as Human Rights, Peace and Inter-culturalism" (European Consensus on Development, 2005).
17	School	Involvement of children and parents in school activities that target discrimination and intolerance issues.	Families or tutors should be integrated in the process of the democratic governance of the school (Lima & Sá, 2002) as a way to counter radicalisation. Through this strategy, the process becomes meaningful to all (Stoer & Silva, 2005).
18	School	Promotion of projects tackling discrimination issues as they are relevant to the school context.	Actions on counter-radicalisation and discrimination must be adapted to the social, cultural, ethnic, and religious diversity of the local context of the school (UNESCO, 2016). This contextualisation must occur continuously, to create change and school improvement (Bolívar, 2003).
19	School	Elaboration of a strategy with the	It is important to define the common problems and

		definition of "problems/conflicts" and "reactions/plans" for schools to undertake in situations of discriminatory or violent actions.	situations that might instigate paths of violence or radicalisation. Mattsson, Hammarén & Odenbring (2016) say that "the educational system is expected to be able to detect individuals 'at risk' and deploy methods to prevent radicalization from happening".
20	School	Intervention with victims and perpetrators of discrimination and violent attitudes.	To prevent violent extremism, schools must take into account both sides of the problem. Violent behaviour constitutes an indicator to future "deviant behaviours" (Trembley *et al.*, 1996). Also, Sieckelinck, Kaulingfreks & De Winter (2015) noted that vulnerable social contexts can instigate violence, in such a way that we can consider some perpetrators as victims as well. In this way, to prevent possible violent ways of being, it is important to pay attention to both perpetrators and victims.

Nr	Level of Intervention	Strategies	Theoretical Framework
21	Classroom	Development of a pedagogical relationship between teachers/trainers and students/trainees.	Classrooms are the central space where students "learn to learn" (Leite & Fernandes, 2002), and where the learner must be at the centre of the learning process (Freire, 1998).
22	Classroom	Help learners to develop their communication and inter-cultural skills.	In order to prevent students/trainees engaging in extremism, it is important to promote dialogue and peaceful approaches when students/trainees face disagreement (UNESCO, 2016).
23	Classroom	Instigate learners to develop their critical thinking and to acquire social-emotional skills.	In order to help students/trainees acquire a sense of belonging to a common humanity, sharing values, to develop genuine respect, constructively engage in a peaceful collective action, and to reject any kind of extremist beliefs, it is essential to support learners to question and reflect, in order to develop a critical standpoint (UNESCO, 2016).
24	Classroom	Improvement of students/trainees' knowledge and awareness about Human Rights and Education for Peace.	To increase awareness levels of students/trainees, it is crucial to "include into the mainstream schooling development themes (…) with links to areas such as Human Rights, Peace, Environmental Education, and Inter-culturalism" (*European Consensus on Development*, 2005).
25	Classroom	Promotion of activities that instigate students to discuss their singularities in relation to the "other-different".	The classroom is an important space to discuss the existence of a diversity of cultures and social contexts and different "universes of meaning" (Santos, 1997), which will allow students/trainees to develop their inter-cultural competencies (UNESCO, 2016).
26	Classroom	Organisation of training about strategies of negotiation and conflict resolution.	Teachers/trainers must support students/trainees in the development of their own strategies to resolve conflicts (Almeida & Fernandes, 2011).
27	Classroom	Organisation of activities using media and social networks.	Violent extremism and radicalisation are being spread over the internet (FBI, 2016). Debates can demystify pre-conceptions or false theories about information seen on internet platforms and social networks without

			a rigorous analysis of its veracity (Conversi, 2012). This work must be supported by *critical pedagogy practices* (Freire, 1998; Giroux, 1983), where the dimension of "consciousness", critical thinking, and the importance of "reading the world" are fundamental to reach social justice (Breuing, 2011).
28	Classroom	Encourage students/trainees to express their feelings.	Students/trainees must be encouraged to share their visions regarding the world, as well as how they feel regarding certain themes (Freire, 1998).
29	Classroom	Sensitise learners to the complexity of some issues.	It is important that students/trainees recognise the subjectivity of social, cultural, or political issues, and acknowledge that some of them may not have a clear answer (UNESCO, 2016).
30	Classroom	Promotion of empathy, solidarity, and respect for diversity, through the debate about global injustice.	Students must be autonomous individuals who can think about global social issues and participate in many spheres; they must be engaged with dilemmas and controversy regarding globalisation (Apple, Kenway & Singh, 2005; Bourn, 2015), and be prompted to find strategies to try to solve them (Reimers, 2013), as participants of a democratic society (Maastricht Congress on Global Education, 2002; Krause, 2010).

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[2] Title of the book in English: «How to improve schools. Strategies and dynamics for better education practices».

[3] Title of the book in English: «Projects, paths and synergies in the field of intercultural education. Final report».

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