RAN EDU's
Guide on training programmes
'Effective and confident teachers and other school staff'

Introduction

Face it. Schools are being confronted with radicalisation, and issues related or leading to it. Many teachers find themselves in heated debates, facing extreme opinions. In challenging conversations they try to discuss sensitive topics and deal with opposing behaviour of students in their classroom. Or they see one of their students distancing himself more and more, and they are not sure what to do. Some schools were even confronted with an empty chair in the classroom from a student that left for the so-called Islamic State. Schools do feel the urgency and need to act, and want to play a role. This was clearly stated in the RAN Manifesto for Education[1].

School and school staff members however need to be equipped for this. As described in the RAN issue paper on the "Role of education in preventing radicalisation"[2], teachers are well positioned to foster democratic values and to handle conversations in classrooms. If this cannot be done at school, society is in trouble. In the light of growing polarisation and 'new' phenomena such as religiously motivated extremism, many teachers however voice concerns about a lack of knowledge, skills and confidence for an adequate response. As discussed at the RAN meeting on 'School leaders and prevention of radicalisation'[3], school leaders are challenged to find a balance in the creating the right environment for difficult conversations. On the one hand they would like to let students freely express their feelings and explore sometimes opposing or undemocratic views, while on the other hand there might be negative or even angry reactions because of this from parents, colleagues, press and politicians. School principals are also confronted with the challenge to provide for safety, both physically and mentally.

In order for teachers, principals and other school staff members to be prepared to take their role and be empowered to act, training is of importance. Training programmes on the topic of radicalisation are increasing in leaps and bounds. They pop up in different forms and are from different quality. So what types of training are out there? How to choose? And which to invest time and money in? The RAN EDU Working Group discussed these topics at its meeting in Helsinki (Finland) on 1-2 March 2017. As a joint effort, they provided for input for this Guide on training programmes.

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[1] https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/docs/manifesto-for-education-empowering-educators-and-schools_en.pdf

[2] https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/role_education_preventing_radicalisation_12122016_en.pdf

[3] https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-edu/docs/ex_post_paper_ran_edu_antwerp_19-20_04_2016_en.pdf

RAN EDU's view on radicalisation and radicals

There is a lot of confusion and sometimes even heated debate about the terms radical, radicalisation, extreme ideas and extremist. What follows below is an attempt to introduce a language that is resonated in the Radicalisation Awareness Network *and* works for educator who work with youngsters.

Teachers love to see our youngster being engaged with developments in society. Guiding youngsters towards adulthood and citizenship requires children to be allowed to challenge ideas, look for boundaries and test their wild opinions in confrontation with others. Schools should provide a safe place to discuss anger, perceived injustice and concern. In such an environment a healthy portion of radicalism is not something to be afraid of. Radicals change the world. Without radicals challenging the system and the status quo, there were no women's rights, no fundamental rights, no improvement towards a more sustainable way to produce and consume safeguarding the environment. Schools should be the place to express radical ideas, and even extreme opinions. But in a safe and pedagogical environment, guided by good teachers. Then these wild ideas can get confronted and challenged, and young radicals are guided away from a path that might lead to extremism and even violence.

So we do not have problems with radicals and radical ideas. There is a real problem however with radicalisation leading to a breach of human rights of others, hate crimes or even extremist violence and terror. That form of radicalisation will lead to youngsters ruining their future and threaten society.

What is this Guide? And what not? And for who?

This guide is not an inventory of all existing training programmes. The aim is to introduce a framework that can help discuss different options for training programmes, modules in a training programme or teacher training curriculum.

This is all approached from a role for teachers in safeguarding pupils being exploited by recruiters and radicalisers of extremist groups. And the role for teachers in as educator and facilitator of a safe space that can boost citizenship, critical thinking and identity building. That's the best defence line against extremist developments threatening the rule of law and fundamental rights in Europe. For teachers and schools: if they want to invest valuable time and money on training, we hope this guide will help them clarify what they need, what is they are missing and what should they be looking for. They should ask the provider or 'the market' to express the learning goals and how they are met.

Developers of training courses and those in charge of policy regarding teacher training or professional development can use the *taxonomy* to see if the competences are being covered.

For both, we strongly advise not only to focus on the topic of radicalisation, or even terrorism, but on the professional roles, contributions and limitations of the to be trained staff. In the end it is not about 'interesting' but about raising awareness and *'transfer'*: building a training and create a setting that will enlarge the chances that the lessons of the training lesson will be applied in the daily job.

1. Different types of training

"Training schools for preventing radicalisation and fighting extremism" could easily been translated into or interpreted as: "learning schools to recognise the signs of radicalisation" or in "instructing teachers to promote democracy." In the RAN EDU conversations we learned these kinds of training programmes are made, but there is a lot more needed and lot more to be trained to empower schools to play their role in full potential. In order to make an overview of what is out there in different European countries, and what these training programmes could look like, we came to the division in three different clusters of training programmes:

A. Fundamental training for an empowered and resilient teacher
B. Safeguarding and creating safe and democratic schools
C. Skills to face today's challenges

They can be seen as three clusters of training programmes, under which several possible training programmes can be identified. They differ in learning goals. We make these distinctions because we think it can structure the conversation and decision making on training for schools. We are aware that very often one training programme might me tackling more than one learning goal at once, and are actually combinations of more than one programme.

Please find the themes and the training programmes linked to them below:

A. Fundamental training for an empowered and resilient teacher
1. Empowered and resilient teachers
2. The teacher as facilitator for debate, group conversation
B. Safeguarding and creating safe and democratic schools
3. Awareness and understanding of the risk of radicalisation and recruitment
4. How to turn school into a safe and democratic mini society?
5. Physical safety
C. Skills to face today's challenges
6. Media literacy, fake news and conspiracies
7. Depolarisation training, tensions in society, investing in peace and social stability
8. Dealing with cultures, religion, ideology and identity

A. Fundamental training for an empowered and resilient teacher

1. Empowered and resilient teachers

Why is this of importance for schools?
Under the pressure of parents, students and the community, teachers need the confidence and feel empowered to deal with situations they face. They are persons, and therefore have personal biases in their professional role. They are especially challenged if they are confronted by issues that trigger them personally or if they face views that conflict with their own view.
In light of these challenges, teachers need to be in touch with themselves, know their limitations and be self-reflective. Moreover, they should build rapport with their students. Especially since students learn more from how they teach then from what they teach. Attitude is more important then technique and teachers can turn paper ethos into real ethos.

What is the goal of this type of training?
This type of training has the following goals:
- Increasing awareness of inner vision, values and strengths to support teachers to know themselves. They should understand the expectations and competencies of their role.
- Improve interactive skills, communication, problem solving and critical thinking.
- Discussion facilitating is important.
- Learn how to use power effectively and in a correct way.
- Learn with colleagues and reflect, observe each other, discuss and support professional growth.
- Dare to ask for support of the team.
- Create safe and democratic schools, discuss problems of the world in your classroom.
- Teachers learn to be self critical and self reflective: 'How am I dealing with different and challenging situations in class?' Reflect on the negative effects of labelling. Work from the cycle: plan, do, check and act.
- Teachers feel confident, comfortable and relaxed.
- Teachers accept the situation that they do not know all the answers.
- Teachers learn how to de-escalate.
- Teachers learn how to create an atmosphere of inclusion.
- Professional teachers who are aware of the bias and are able to control that bias.

What is the target audience?
The following target audience is defined:
- All schools and all teachers

Key messages and recommendations
- Professionalism must permeate the whole school ethos, not only the classroom. Support from principals is therefore crucial.
- Create a framework for schools, so that schools can design training to suit their needs.
- Becoming an empowered and resilient teacher must be a process of continual development and reflection.
- Training must be of practical help for teachers to achieve goals.

- Teachers are allowed to learn and grow; therefore failure is allowed to be part of the learning process.
- Be aware of the possible difference/challenge in doing training with a group of both unexperienced and experienced teachers. Experienced teachers may refuse to change, and unexperienced teachers might not have a lot to build on.
- The training should not deal with radicalisation and extremism directly. However, when issues of radicalisation and violent extremism come up, it is important to raise awareness for teachers to think of the context. Who defines what is "radical" or "extreme"?
- Difference between knowledge and emotional competences. Knowledge linked to information (where to get it, how to deliver it), emotional competencies linked to how I relate (to myself, to others, to a group, to the community).
- We want to prevent violence, not creativity or radical thinking.

Examples
- Teachers empowered
- IC Thinking
- NLP (Neuro Linguistic Programming)
- Teaching controversial issues
- Schools where this already happens could be examples of good practices

2. The teacher as facilitator for debate, group conversation

Why is this of importance for schools?
The role of teachers has changed enormously. Exaggerating a little bit, we could say the teacher is no longer only sending facts and knowledge towards pupils in a frontal style. But he has a new role in facilitating conversations or even heated debates on real life situations, events in the news or in the personal life's of pupils. These conversations are sometimes initiated by the teacher, or can spontaneously pop up because of incidents. This requires of teachers to be able to switch between different approaches and roles like: the neutral chairperson, the 'devil's advocate' and 'bringer of the official line', as describe in the Guide 'Teaching controversial issues'[4]. This new role for the teacher in front of the pupils is not solely relevant in the light of prevention of radicalisation, safeguarding and building resilience. It is a generic change, that is more needed in challenging times.

Talking, listening and especially dialogue is a way of learning. It gives people a voice, makes them feel included and feel that their opinion is taken seriously. This results into respect. Students should learn how to function in a democracy and that this requires (listening to) different opinions.

What is the goal of this type of training?
This type of training has the following goals:
- Teachers should learn which roles they can take in conversations like facilitating or taking part in the debate.
- Teachers need to feel confident when controversial issues come up.

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[4] *http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders*

- Teachers should try to continue the conversation, even if it is challenging, and be helpful to understand others better and broaden the view of students.
- Teachers should learn to show students that there is not only one 'good' idea.
- Teachers should see the students in the classroom as individuals; they are not only members of a group. Therefore teachers should not push students in a group, for example do not say: 'What do you think of this as a woman/Muslim?'
- Teachers should create an environment in which students think and to listen what students saying and get known with other arguments: teachers have 'to open the bubble'
- Teachers should be aware that they often think they have the 'right answer' and that students know this 'teacher-agenda'

What is the target audience?
The following target audience is defined:
- Teachers

Key messages and recommendations
- Let teachers teach in the discipline they are specialised in. From there they find the connection to have dialogues with their students. Each teacher needs dialogue skills and can make the difference with other methods of debating.
- Train more teachers from the country students come from, so that they can be role models.
- Teachers expect that they have to come up with the answer, however that is not realistic. Be open that you are not an expert on all topics.
- Also think of how to end your lesson, careful planning is necessary.
- Manipulation of information already happens, if someone is using false / not true facts to defend their position you can not persuade them by saying: 'use this info'. Because they feel not listened to. Create space for the grievance, sometimes students will question the info they have, once you have listened to the grievance.

Examples
- Teaching Controversial Issues.

B. Safeguarding and creating safe and democratic schools
3. Awareness and understanding of the risk of radicalisation and recruitment

Why is this of importance for schools?
Schools are on the frontline and they are the first ones to identify the risks of radicalisation. Teachers need to be sensible about this, make sure their responses are balanced and proportionate (not too much, not too little, at the right moment). Teachers need to understand the risks of demonising and criminalising the subject matter. Professional conversation is key: teachers should recognise that having conversation about radicalisation with colleagues and other professionals is also essential. See radicalisation and recruitments as a risk that falls under safeguarding.

What is the goal of this type of training?

This type of training has the following goals:

- To understand the radicalisation process, to understand motives and factors for radicalisation, profiles and process of radicalisation and to be able to recognise possible signals.
- Myth-busting : debunking myths around radicalisation.
- Have a better understanding of the term 'radicalisation'. Define what radicalisation is and what it is not (!) – making sure we are precise enough.
- Contextualise the local issue within the framework of the global phenomenon of radicalisation.
- The teachers understand the risk of radicalisation and recruitment and their role in how to prevent it.
- Empowered with knowledge and confidence.
- Teachers need to be aware of signs and know what steps to take.
- Understanding the difference between personal opinions and the agreed shared values in the school and the potential impact of personal bias.
- They should be aware of their role and possibilities in safeguarding principles
- They should know the procedures and protocols.

What is the target audience?

- Teachers, school principals
- Mixed group with other professionals, like care professionals and parents (depends on how sensitive they are)
- All adults in schools - "education community"
- Current 'designated' staff (trained staff with an extra responsibility and required training) – this will include multi-agency training
- All staff as part of current safeguarding training – include information sharing protocols and having professional conversations

Key messages and recommendations

- Use real life case studies, anonymised if needed:
    - Here's how we identified the signs
    - What is the radicalised person's background?
    - This is what we did
    - This is what happened
    - What should we have done?
- Make sure teachers work with well documented case studies, not getting their information only from the media.
- Teachers need this type of training before they start engaging with children on this topic.
- Teachers should not see themselves as isolated actors when it comes to radicalisation in their school or environment. We should not demonise the children and the families, it is possible to have anonymised conversation with professional partners.
- Engagement with children is essential, but not too much! Children spend more time with their class teachers than parents, that is why teachers need to have this training.
- Face to face training is better than online. You don't change attitudes online.
- Developing shared values including a healthy and safe culture.

- The process of preventing radicalisation to violent extremism should be treated as for other kinds of grooming / recruitment to unsafe/unhealthy consequences – e.g. child sexual exploitation
- Include reflection practices to enable continuous improvement in response in quality.
- Agree on professional code of conduct.

Examples
- School and safety: www.schoolenveiligheid.nl (the Netherlands)
- Click and check (Austria)
- WRAP (Workshop to raise awareness and prevent United Kingdom)

4. How to turn school into a safe and democratic mini society?

Why is this of importance for schools?
Students can learn to become a democratic (active) citizen in a safe environment. They learn that there is such a thing as democratic structure and they can get familiar with it. Students learn democratic ways to change their environment. You create an 'us'. Creating a democratic mini society is not the same as creating a safe mini-society. Safety is about pedagogical skills of teachers, democracy is a way of setting up your school.

We should focus on fostering democratic resilience. Vitality of democracy depends on active citizenship, requires capability for renewal in the face of challenges and radical ideas and critical thinking key forces of renewal and adaptation. Participate active in the debate, create so that society adapts and renews itself.

What is the goal of this type of training?
This type of training has the following goals:
- Making the entire schools staff aware of the value of a democratic school in a democratic society and providing tools to set the conditions for a democratic schools. Knowing the essentials and basics of democracy, both the formal and informal
- The teacher and other school staff should be aware of their important role as a key person in a democratic school
- Know strategies and practical solutions to build a democratic culture and school policy in the classroom and the bigger school

What is the target audience?
- School principals
- The whole school staff
- Representatives of parents and pupils could be part of a training programme, because of their special role

Key messages and recommendations
- Democracy and citizenship education asks for "doing" than "knowing". It is more effective to experience than to be told.
- Sets the ethos of the school.
- Should be fluid and subject to re-negotiation.

- Reflect on the national dialogue and conversation.
- Understanding democracy doesn't mean getting your own way necessarily! It's even more than just majority of votes.
- Democracy is an organised conflict, we will never agree with each other on everything.

5. Physical safety

Why is this of importance for schools?
Principals, teachers and students should be prepared for an attack or school shooter so that the consequences are the least harmful as possible. Training like this for example learn school staff and students how to shelter in classrooms.

What is the goal of this type of training?
This type of training has the following goals:
- Risk assessment of incidents.
- Understand the different models: intervention of incident involving violence / evacuation or lockdown.
- Know what to do in each instance and what other agencies will do.
- Knowing to shelter in your classroom in case of a terroristic attack.
- Knowing where the emergency exits are.
- What to do if polarisation grows into violence among pupils?
- Learn to flight, hide or even fight.

What is the target audience?
- Key staff to be trained in physical safety: to enhance existing skills and knowledge of staff with current health & safety responsibility.
- All staff to have regular awareness raising and risk assessment training & practice sessions led by the trained personnel.

Key messages and recommendations
- Agree on local multi-agency protocols by starting with discussions with relevant agencies like police, fire brigade and local authority.
- Risk assessment is key.
- Protocols should be a communication tree to make sure not all details are held only in one place which might not be accessible.
- Responsibility tree: Who does what?
- Allocation of practical responsibilities: corridor clearing, communication with press, social media and parents.

Examples
- Stay safe: Run Hide Tell – Current UK Home Office model (United Kingdom)

C. Skills to face today's challenges

6. Media literacy, fake news and conspiracies

Why is this of importance for schools?

Smartphones and social media transform our teenagers in *screenagers*. Their orientation on the world; the relations with peers and others. The hearts and minds of young people are affected through screens. Screens that feed information from official news agencies, but more and more also cater all kinds of redistributed 'alternative facts', gossip and even professionally constructed fake news and conspiracy theories with intend to disinform and destabilise societies and communities. At the same time the online world and its possibilities can also be a positive force for peer campaigning and other civic engagement.

What is the goal of this type of training?

For their role as teachers, both the didactical and pedagogical, in line with their other competences they need the same competences applied to media and information literacy. They are taken from the UNESCO publication Media and Information
Literacy, Curriculum for Teachers[5] :

- Understand the role and functions of media in democratic societies
- Understand the conditions under which media can fulfil their functions
- Critically evaluate media content in the light of media functions
- Engage with media for self-expression and democratic participation
- Review skills (including ICTs) needed to produce user-generated content

What is the target audience?

- Teachers and school management

Key messages and recommendations

- Could be very appealing and inspiring to have students present their teachers about their online worlds, technologies and platforms
- Since media literacy should be integrated and synched with the offline competences in citizenship, critical thinking and the role for news and media organisations, the training should be built on the roles for teachers, and not on the wondrous world of technology.

Examples

See the UNESCO publication for Media and Information Literacy, for examples and practical tips.

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[5] http://unesdoc.unesco.org/images/0019/001929/192971e.pdf

7. Depolarisation training, tensions in society, investing in peace and social stability

Why is this of importance for schools?

To build a bridge between subjects and support common values. To manage identity conflicts and exceed the emotional management by putting words on the issue. To install a safe and constructive dialogue and give arguments. To build cohesion.

What is the goal of this type of training ?

- Make teachers understand the risk of polarisation and the mechanisms that fuel and accelerate polarisation
- Conflict resolution attitude and skills: How to manage the emotions, how to manage the conflict, how to behave in this kind of situation?
- Create a practitioners community and peer learning.
- Be aware of their own role as a teacher, as an educator.
- Be aware of what kind of conflict exist, how to use conflict management and a focus on skills.
- How to listen and how to understand, learn students not to fight and manage their own feelings.

What is the target audience ?

There are two levels of target audience for this kind of training programme:

Level one:

- The whole school
- School community: school leaders, teachers, educators, supporting staff, stakeholders (social workers…)

Level two:

- A team with volunteer people developing expertise.
- School cannot do this alone, societal tensions and societal problems. So you need society to cool down polarisation.

Key messages and recommendations

- Strengthen and empower the educational community.
- Give support, skills and knowledge about (de)polarisation.
- Don't run, but don't take the conflict frontal either.
- Schools need to know the partners/experts in the different subjects.
- Basic skills to support all the community in the school.
- The training needs to include experiential methods; it should not only be an information process.
- The training must fit with the school's reality.

Examples

- Training on depolarisation management.

8. Dealing with cultures, religion, ideology and identity

Why is this of importance for schools?

The school is a small society in which big debates on identity take place. Different cultures and religions are an important part of identity, which starts from the question: 'Who am I?'. The diversity of students should be appreciated and identities should be inclusive, not exclusive. If students feel their identity is 'under attack', this is a good starting point to work with them. As a school you can either cope with the differences or look for similarities and focus on what students have in common. The ideology of equality should be part of the school ethos.

What is the goal of this type of training?

- Increase the capacity of teachers to create an environment in which students can express their views, bring up all topics that matter to them.
- Dealing with difference.
- Awareness of identity topics (through personal histories).
- Everyone shall feel included.
- Ability of students to cooperate.
- Some teachers should know ideologies of inequalities?
- Teachers should be aware of their own biases, competences and mandates.
- Learn the basics of identity and ideology, and how to embed this in your subject.

What is the target audience?

Two groups are defined:

1. All teachers should learn how to create a culture of inclusiveness, how to not make things worse
2. Specialists should receive education on identity, ideologies, how to facilitate a controversial debate, how to get rid of this notion of exclusiveness

Key messages and recommendations

- School identity and individual identity can clash. Therefore the focus should be how identities can work together.
- Street identity should be kept out of school and students must understand why.
- We must take into account that identity dominates the other nationality and / or religion.
- Focus on a school identity is a way to get the obsessions away from national and religious identity
- If teachers are afraid or feel that this is too much work. You should show them that it is in their interest. If executed properly it prevents all kind of behaviour problems from occurring, e.g. bullying, class discipline problems.
- The starting point is the reflection of teacher on their own identity and prejudices: what ideas did you adopt from your environment? How does this affect your work? This will create more awareness.
- Show expressions of students with methods of cultural pedagogy like painting, music and theatre.
- Be aware that human rights discussions sometimes only focus on religion or nation, which is too narrow.
- Make use of popular culture like soccer players and singers.
- Make use of student leadership and give students responsibilities.

- Focus on interaction and bottom up.

Examples
- Share best practices, like the following example:
    - Show pictures different identities
    - Every student writes down different identities
    - Going in your community, take pictures
    - Use cultural and expressional methods
- 'Dialog macht Schule': peer multiplicators with different backgrounds (Germany)
- Personal history (biographical methods)
- Set up an exchange programme between schools with student with different backgrounds

General recommendations

1. The minimum for training: need to have, nice to have

Generally speaking, learning and reflecting on school ethos and fundamental values should continuously take place. Besides that, all schools need to receive a minimum of training in the prevention of radicalisation.

This training should have the following elements:

1. Good preparation
- Clear expectations, shared beforehand with participants
- Homework / preparatory work beforehand for all participants. For example come with a question, think of a case study or read this document
- Set low barriers to participate. The training should be maximum 2 hours to start with. A follow-up training, once people are interested, could be longer.
- Make sure that the training is supported by and will have participation from the management / school leader.

2. Face to face setting with expert training
- Face to face training to create common understanding and room for conversation.
- Expert trainer who is credible and can share real life examples.

3. On the prevention of radicalisation only
- Focus on the prevention of radicalisation and the teacher's role in this only: 'What is the subject, what are the signs and what can I do about it?'
- Provide for knowledge, skills and reflection

4. Practical
- Provide practical tools and a handout.

5. Tailor made
- Tailor made for the problems, level of knowledge and level of risk at the school

6. Message: 'it's doable'
- The message of the training should be: 'you can do this, you do not have to be an expert on radicalisation, you need the standard things the teacher need to know, it is doable'
- Create a sense of community, make clear that challenges cannot be solve by one person alone, make them feel supported

2. Considerations for setting up training programmes

In the Helsinki meeting there were a lot of considerations and recommendations made. Most of them found their way to previous chapters, below are some general remarks:

- Decide on your priorities.
- Discuss beforehand the available time (frame).
- Balance the types of extremism.
- Use real life examples since they give more credibility.
- Trainers need to be experts to be credible.
- Teachers could be involved in the set up, they can for example present the challenging situations they face or present cases they are concerned about.
- The transfer to the daily job has to be designed. It must be practical for the teacher to be able to make use of the training.
- Ask the provider of other training programmes how they operationalise the training goals and how they evaluate to what extent the goals are reached
- Training needs to be made attractive, to encourage participation. interactive programmes with role playing, bigger and exercises to be done individually or in small groups are much more effective way to training
- You can not discuss attitudes with a lecture. There need to be exercises to make people feel their own biases, beliefs and attitudes.
- If the training is aimed at acquiring new skills, you need to practice the skills. Within the group or with an actor.
- Involvement of teachers in setting up training programmes. Initial teacher training could be set up with the involvement of teachers themselves and starting from the challenges they face.
- Voluntary versus compulsory: care should be taken to consider if the training is compulsory or voluntary. It depends on situation. Compulsory or voluntary, both have pros and cons. Experience shows that voluntary trainings have a more sustainable effect.
- Start with a teaser: a short one hour teaser programme with good exercises that work on the emotion and then they want more training
- Mixed training: Join the training as a team: then they have the authorative leadership to do something: like a teacher, a headmaster and someone else (f.e. a parent / a trainer).