

RAN EDU's

Guide on training programmes

'Effective and confident teachers and other school staff'

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Introduction

Let's face it. It is a fact that schools and their staff are being confronted with radicalisation and issues related or leading to it. Many teachers find themselves in heated debates with students expressing extreme opinions. Holding challenging conversations, they may try to discuss sensitive topics and deal with the opposing behaviour of students in their classroom. Or, as one of their students becomes increasingly withdrawn and distanced, they may be unsure which course of action to follow. Some schools have even experienced the loss of students leaving 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 Radicalisation Awareness Network (RAN) Manifesto for Education ⁽¹⁾.

However, schools and staff need to be equipped to do this correctly. As explained in the RAN issue paper 'The role of education in preventing radicalisation' ⁽²⁾, teachers are well positioned to foster democratic values in classrooms. If this cannot be done at school, in society is in trouble. In the light of growing polarisation and 'new' phenomena such as religiously motivated extremism, many teachers voice concerns about a lack of knowledge, skills and confidence to provide an adequate response to the challenge. As discussed at the RAN meeting 'School leaders and prevention of radicalisation' ⁽³⁾, school leaders are taxed to strike a balance in creating the right environment for such difficult conversations. On the one hand, they would like the students to have the space to freely express their feelings and explore sometimes opposing or undemocratic views. On the other hand, they have to manage potentially negative or even angry reactions from parents, colleagues, press and politicians. School principals are also required to protect the physical and mental safety of all students and school staff.

If teachers, principals and other school staff members are to fulfil their roles and be prepared and empowered, training is of key importance. Training programmes on the topic of radicalisation are increasing exponentially: they appear in different forms and their quality varies. So, what types of

⁽¹⁾ See 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 online.

(Radicalisation Awareness Network. (2016). RAN PREVENT: Manifesto for education – empowering educators and schools)

⁽²⁾ See 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 online.

(Radicalisation Awareness Network. (2016). RAN issue paper: 'The role of education in preventing radicalisation')

⁽³⁾ See 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 online.

(Radicalisation Awareness Network. (2016). RAN EDU ex post paper: 'School leaders and prevention of radicalisation: setting the conditions for a safe and democratic environment')



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training are available? How to choose? And in which to invest time and money? The RAN EDU Working Group discussed these topics at its meeting in Helsinki (Finland) on 1 and 2 March 2017, and input for this guide on training programmes was provided jointly.

RAN EDU's view on radicalisation and radicals

Terms like radical, radicalisation, extreme ideas and extremist tend to spark much confusion and sometimes even heated debate. This paper is an attempt to introduce a language that resonates with RAN **and also** serves educators working with youngsters.

An important part of teaching is equipping students to engage with developments in society. Youngsters being guided towards adulthood and citizenship will challenge ideas, test boundaries and voice their opinions, sometimes confrontationally. Schools should provide a safe place in which to discuss perceived injustice and concerns and express agitation or anger. In such an environment, a healthy portion of radicalism is not cause for concern. Radicals incite change and fight for social justice. Without radicals challenging the system and the status quo, today there would be no women's rights, no fundamental rights and no environmental policy for sustainable development and environmental protection. Schools should be the place to express radical ideas and even extreme opinions. But this should take place in a safe, pedagogical environment, guided by trained teachers. This allows radical ideas to be confronted and challenged, and young radicals are guided away from a path that might lead to extremism and even violence.

So, radicals and radical ideas per se are not a concern. 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. This form of radicalisation will result in youngsters threatening society and putting their own futures at risk.

What is this guide?

This guide is not an inventory of all existing training programmes. It introduces a framework for discussing different options for training programmes and modules in a training programme or teacher-training curriculum.

Our approach to the issue of radicalisation in schools gives teachers a role in safeguarding pupils from being exploited by recruiters and radicalisers of extremist groups. Teachers are educators and facilitators of a safe space that can boost citizenship, critical thinking and identity building. That is the best line of defence against extremist developments threatening the rule of law and fundamental rights in Europe. For teachers and schools ready to invest valuable time and money in training, we hope this guide will help them clarify what they need, what they lack and what they should be looking for.

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

For both, we strongly advise focusing not only on radicalisation, or even terrorism, but also on the professional roles, contributions and limitations of staff awaiting training. Ultimately, the aim is to raise awareness and **'transfer'**: devise a training plan and create an environment allowing for the training to be applied daily on the job.

1. Different types of training

'Training schools for preventing radicalisation and fighting extremism' could easily be interpreted as 'schools teaching how to recognise the signs of radicalisation' or 'instructing teachers to promote democracy.' The RAN EDU discussions indicated that while these kinds of training programmes exist, more work and training are needed to empower schools to fulfil their potential. An overview of training programmes across different European countries revealed three types of training programmes:

- A. those offering fundamental training for empowered and resilient teachers;
- B. those safeguarding and creating safe and democratic schools;
- C. those helping to develop skills to face current challenges.

Within each of these three clusters of training programmes, several training programmes can be identified, which differ in learning goals. These clusters can be used to structure the discussion and decision-making on training for schools. We are aware that a training programme may often tackle more than one learning goal at once, and that there are actually combinations of more than one programme.

There are several themes and training programmes linked to them.

- A. Fundamental training for empowered and resilient teachers
 - 1. empowered and resilient teachers
 - 2. the teacher as facilitator for debates and group conversations
- 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 microcosm of 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 empowered and resilient teachers

1. Empowered and resilient teachers

Why is this of importance for schools?

Under pressure from parents, students and the community, teachers need to feel confident and empowered to deal successfully with situations they face. Naturally, they have personal biases in their professional role and will feel especially challenged if confronted by issues that trigger them personally or views that conflict with theirs.

In light of these challenges, teachers need to know their limitations, and be self-aware and self-reflective. Moreover, they should build a rapport with their students: students learn more from how they are taught than from what they are taught. Attitude is more important than technique, and teachers can turn ethos on paper into ethos in practice.

What is the goal of this type of training?

This type of training sets the following goals for teachers.

- Increase teachers' awareness of their inner vision, values and strengths. They should understand the expectations and competences required of their role.
- Improve interactive skills, communication, problem-solving and critical thinking.
- Develop discussion-facilitating skills.
- Learn how to use power effectively and correctly.
- Learn alongside and from colleagues, and reflect, observe, discuss and support each other's professional growth.
- Feel able to ask the team for support.
- Create safe and democratic schools by discussing real-world problems in classroom.
- 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. Follow the 'plan, do, check and act' cycle.
- Feel confident, comfortable and relaxed.
- Accept that they do not have all the answers.
- Learn how to de-escalate.
- Learn how to create an atmosphere of inclusion.
- Develop into professional teachers who are aware of their personal bias and are able to control that bias.

Who is the target audience?

The target audience is defined as:

- all schools and all teachers.

Key messages and recommendations

- Professionalism must characterise the ethos of the entire school, 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 entail a process of continual development and reflection.

- Training must provide practical help for teachers.
- Teachers will learn and grow; therefore, failure is permitted as part of the learning process.
- Be aware of possible differences/challenges when training unexperienced and experienced teachers. The former may not have much to build on initially, while the latter may be resistant to change.
- The training should not deal with radicalisation and extremism directly. However, when issues of radicalisation and violent extremism arise, it is important to make teachers aware of context: Who defines what is 'radical' or 'extreme'?
- The difference between knowledge and emotional competences must be stressed. The former is linked to information (where to get it, how to deliver it), while the latter is linked to how I relate (to myself, to others, to a group, to the community).
- The aim is to prevent violence, not stifle creativity or radical thinking.

Examples

- teachers empowered (described in the RAN Collection)
- IC (Integrative Complexity) thinking (described in the RAN Collection)
- neurolinguistic programming (NLP) (described in the RAN Collection)
- teaching controversial issues (described in the RAN Collection)
- schools where this already happens could serve as examples of good practices.

2. The teacher as facilitator for debate or group conversation

Why is this of importance for schools?

The role of teachers has changed enormously. It would not be much of a stretch to say that teachers do more than impart knowledge to pupils in the frontal style: their new role is to facilitate discussion or even heated debate on real-life situations, news events or their pupils' personal lives. These conversations may be initiated by the teacher, or may spontaneously develop. This requires teachers to switch between different approaches and roles: neutral chairperson, devil's advocate or reminder of the official line, as described in the teachers' training pack 'Teaching controversial issues' ⁽⁴⁾. This new role teachers play for their pupils is not solely relevant to the prevention of radicalisation, and safeguarding and building resilience. It is a generic change that challenging times call for.

Talking, listening and especially dialogue are routes for learning. People are given a voice: they feel included and believe their opinions are taken into consideration. Students should learn how to function in a democracy and understand that this requires (listening to) different opinions.

What is the goal of this type of training?

This type of training sets the following goals for teachers.

- Know which roles they can adopt in discussions (e.g. facilitating or debating).

⁽⁴⁾ See <http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders> online.

(Council of Europe. (2016). Living with controversy. Teaching controversial issues through education for democratic citizenship and human rights (EDC/HRE): Training pack for teachers (Strasbourg: Council of Europe Publishing))

- Are able to feel confident in their abilities when controversial issues arise.
- Try to continue conversations, even when this is challenging, and broaden the view of students by encouraging them to understand different points of view.
- Show students that there is more than one 'good' idea.
- View students as individuals, not only as members of a specific group based on their perceived gender, racial, ethnic, sexual and class identities. Questions such as 'What do you think of this as a woman/Muslim?' are not helpful in this regard.
- Create an environment where they can familiarise their students with diverse arguments and perspectives.
- Are aware that they often think they have the 'right answer' and that students know this 'teacher agenda'.

Who is the target audience?

The target audience is defined as:

- teachers.

Key messages and recommendations

- Teachers should be permitted to teach in their area of specialisation: they are more likely to connect with their students and engage in dialogue. Each teacher needs communication and dialogue skills, which can also make a difference in other methods of debating.
- Train more teachers from the countries students come from and can relate to, so that they can serve as role models.
- While teachers may feel under pressure to always provide an answer, this is not realistic. It is better to be open and explain that one person cannot be an expert in all fields.
- Teachers should always have a specific ending/closing for their lessons: careful planning is necessary.
- If a student uses false/untrue facts to defend their position, you cannot persuade them by providing other info. When students feel they are not being heard, teachers should create a 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 front line, and they are the first to identify the risks of radicalisation. Teachers need to make sure their responses are balanced and proportionate (not too much, not too little, and delivered at the right moment). There is a risk of demonising and criminalising the subject matter. Professional conversation is key: teachers should recognise that discussing radicalisation with

colleagues and other professionals is also essential. See radicalisation and recruitment as a risk that falls under safeguarding.

What is the goal of this type of training?

This type of training sets the following goals for teachers.

- Understand the radicalisation process, the motives for and factors of radicalisation, and the profiles and process of radicalisation. They should be able to recognise possible signals that it is occurring.
- Myth-busting: debunking myths around radicalisation.
- Gain a better understanding of the term 'radicalisation'. Define what radicalisation is and what it is not (!), while ensuring the definitions are precise.
- Contextualise local issues within the framework of the global phenomenon of radicalisation.
- Understand the risk of radicalisation and recruitment, and their role in its prevention.
- Are empowered with knowledge and confidence.
- Are aware of signs and know what steps to take.
- Understand the difference between personal opinions and the agreed shared values in the school and the potential impact of personal bias.
- Are aware of their role and possibilities in safeguarding principles.
- Are familiar with the procedures and protocols.

Who is the target audience?

- Teachers, school principals.
- Mixed groups with other professionals, such as care professionals and parents.
- All adults in schools (the 'education community').
- Current 'designated' staff (trained staff with extra responsibility and required training) — this will include multi-agency training.
- All staff, as part of current safeguarding training – information-sharing protocols and professional conversations must be included.

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 differently?
- Make sure teachers work with well-documented case studies, and are not obtaining information from the media alone.
- 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. The children and families should not be disgraced or 'demonised'; anonymised conversations with professional partners are an option.
- Engaging with children is essential, but not to excess! Children spend more time with their class teachers than with their parents, and that is why teachers need to receive this training.

- Face-to-face training is more effective than online training. Changing attitudes is not usually possible online.
- Developing shared values, including a culture of health and safety.
- The process of preventing radicalisation to violent extremism should be treated like the prevention of other kinds of grooming/recruitment to unsafe/unhealthy consequences, e.g. child sexual exploitation.
- Include reflection practices, to enable continuous improvement.
- Agree on a professional code of conduct.

Examples

- School and safety: see <https://www.schoolveiligheid.nl/> (Netherlands)
- Click and check (Austria).
- WRAP (Workshop to raise awareness and prevent, United Kingdom).

4. How to make schools safe and democratic microcosms of societies?

Why is this of importance for schools?

Students can learn to become democratic (active) citizens in a safe environment. They are taught about the democratic structure and are familiarised with it. Students are shown democratic ways to change their environment. The teacher creates an 'us'. Creating a microcosm of a democratic society is not the same as creating a microcosm of a safe society. Safety relates to the pedagogical skills of teachers, while democracy relates to a way of setting up your school.

We should focus on fostering democratic resilience. Democratic vitality depends on active citizenship and the capacity for renewal in the face of challenges; radical ideas and critical thinking are key forces of renewal and adaptation. Active participation in the debate fosters society's adaptation and renewal.

What is the goal of this type of training?

This type of training sets the following goals.

- Make all schools staff aware of the value of a democratic school in a democratic society, and provide tools to put conditions in place for a democratic school. Understand the basic tenets of democracy, both formal and informal.
- Teachers and other school staff should be aware of their important roles as key members of a democratic school.
- Know strategies and practical solutions to foster a democratic culture and school policy in the classroom and the wider school.

Who is the target audience?

- School principals.
- The whole school staff.
- Parent and student representatives could participate in such a training programme.

Key messages and recommendations

- Democracy and citizenship education calls for 'doing' than 'knowing'. It is more effective to experience a lesson than to be told.
- Sets the school ethos.
- Should be fluid and subject to renegotiation.
- Should reflect on national dialogues and conversations.
- Understand that democracy is about more than merely achieving a majority of votes.
- Understand that democracy is organised conflict; complete agreement amongst all parties on all subjects, all the time, is not possible.

5. Physical safety

Why is this of importance for schools?

Principals, teachers and students should be prepared for an attack (e.g. a school shooter), in the hope of minimising the fallout from such an event. Such training would teach staff and students how to shelter in classrooms, for instance.

What is the goal of this type of training?

This type of training sets the following goals:

- carry out risk assessment of incidents;
- understand the different models for intervention: violence, evacuation or lockdown;
- know what to do in each instance, and what part other agencies will play;
- know how to shelter in classrooms in case of a terroristic attack;
- know where the emergency exits are;
- know what to do if polarisation grows into violence among pupils;
- learn to flight, hide or even fight.

Who is the target audience?

- Key staff to be trained in managing risk to physical safety, to enhance existing skills and knowledge of staff with current health and safety responsibility.
- All staff to have regular awareness-raising and risk assessment training and practice sessions, led by trained personnel.

Key messages and recommendations

- Agree on local multi-agency protocols, by starting discussions with relevant agencies like the police, fire brigade and local authority.
- Risk assessment is key.
- Protocols should take the form of a communication tree, so that details are not held in one place alone, which might not be accessible.
- A responsibility tree that sets out who does what.
- Allocation of practical responsibilities: corridor clearing, communication with press, social media and parents.

Examples

- Stay safe principles: Run, hide and tell (Current Home Office model (United Kingdom))

C. Skills to meet today's challenges

6. Media literacy, fake news and conspiracies

Why is this of importance for schools?

Teenagers excessively exposed to technology (smartphones and social media) are known as so-called screenagers. Their relationships with peers and others are often tied up inextricably in their phone use. The phones also give them a stream of information from official news agencies. Increasingly, however, they provide all types of redistributed 'alternative facts', gossip and even professionally constructed fake news and conspiracy theories that intend to disinform and destabilise societies and communities.

At the same time, this technology can be exploited positively, for peer campaigning and other forms of civic engagement.

What is the goal of this type of training?

For teachers, both didactical and pedagogical, the same competences must be applied to media and information literacy. They are taken from the UNESCO publication 'Media and information literacy curriculum for teachers' ⁽⁵⁾ and are as follows:

- 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 information and communications technologies (ICTs)) needed to produce user-generated content.

Who is the target audience?

- Teachers and school management.

Key messages and recommendations

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

Examples

⁽⁵⁾ See <http://unesdoc.unesco.org/images/0019/001929/192971e.pdf> online.

(Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., & Cheung, C. K. (2013). *Media and information literacy curriculum for teachers*. UNESCO)

See the UNESCO publication 'Media and information literacy curriculum for teachers' for examples and practical tips.

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 to support common values. To manage identity conflicts and build cohesion. To put in place a safe and constructive dialogue and furnish it with arguments.

What is the goal of this type of training?

- Explain to teachers the risk of polarisation and the mechanisms that fuel and accelerate polarisation.
- Develop conflict resolution outlook and skills: How to manage emotions and conflict, how to behave in this kind of situation?
- Create a practitioners' community and promote peer learning.
- Help teachers realise their own role as teachers and educators.
- Raise awareness of what kinds of conflict exist and how to use conflict management and focus on skills.
- Help teachers learn how to listen and understand, and teach students to manage their own feelings.

Who 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 volunteers developing expertise.
- School cannot do this alone, owing to societal tensions and societal problems. Societal input is also needed to resolve polarisation.

Key messages and recommendations

- Strengthen and empower the educational community.
- Provide support, skills and knowledge on (de)polarisation.
- Find a middle ground between facing conflict full on and running away from it.
- Schools must know who the partners/experts in different areas are.
- Training in basic skills will support the whole community in the school.
- Training must include experiential methods; it should not only be an information process.
- Training must be tailored to the context of each individual school.

Examples

- Training on depolarisation management.

8. Dealing with cultures, religion, ideology and identity

Why is this of importance for schools?

School is a microcosm of society in which big debates on identity take place. Different cultures and religions are an important part of identity forming, which addresses the question 'Who am I?' The diversity of students should be appreciated and identities should be inclusive, not exclusive. When students feel their identity is 'under attack', this is a good starting point to work with them. Schools can either try to 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 and raise topics that matter to them.
- Deal with difference.
- Raise awareness of identity topics (through personal histories).
- Make everyone feel included.
- Enhance students' ability to cooperate.
- Some teachers should be aware of the 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.

Who is the target audience?

Two groups are defined.

1. All teachers should learn how to create a culture of inclusiveness, and how not to exacerbate situations.
2. Specialists should receive education on identity, ideologies, how to facilitate a controversial debate, how to dispense with this notion of exclusiveness.

Key messages and recommendations

- School identity may conflict with individual identity. The focus should be on how identities can work together.
- Street identity should be kept out of school, and students must be helped to understand why.
- We must take into account that identity dominates the 'other' nationality and/or religion.
- Focusing on a school identity can help mitigate excessive (damaging) preoccupation with national and religious identity.
- Teachers who are afraid or who do not want the extra work can be convinced once it is explained that it is in their interest to prevent behaviour problems such as bullying or lack of class discipline (if executed correctly, this training can help with other behaviour management as well).

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- The starting point is the teachers' reflections on their own identity and prejudices: the ideas they adopted from their environments, and how this affects their work. This will create more awareness.
- Use cultural pedagogy methods (like painting, music and theatre) to identify and nurture cultural strengths.
- Be aware that human rights discussions frequently concentrate on religious or national aspects alone: this is too narrow an understanding and should be expanded.
- Make use of popular culture references (like soccer players and singers).
- Make use of student leadership (give students responsibilities).
- Focus on bottom-up interaction.

Examples

- Share best practices, as in the following example:
 - show class pictures of different identities;
 - every student writes about different identities;
 - take pictures of identities from your community;
 - use cultural and expressional methods.
- 'Dialog macht Schule': peer multipliers with different backgrounds (Germany).
- Personal history (biographical methods).
- Set up an exchange programme between schools with students 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 be an ongoing process. This notwithstanding, all schools need to receive at least some 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 should be in order beforehand for all participants. For example, have a question ready or a case study in mind, or read this document.
- Set low barriers to participation. The training session should be a maximum of 2 hours to start with. Once interest has been aroused, a follow-up training session could be longer.
- Make sure that management/school leaders support the training.

2. Face-to-face setting with expert training

- Face-to-face training generates a common understanding and creates room for conversation.
- Use an expert trainer who is credible and can share real-life examples.

3. Focus only on the prevention of radicalisation

- Focus only on the prevention of radicalisation and the teacher's role in this: '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

- Cater 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: 'This is doable for you: as a teacher, you fulfil the requirements — you do not have to be an expert on radicalisation to do this.'
- Create a sense of community, make it clear that challenges cannot be resolved by one person alone, make participants feel supported.

2. Considerations for setting up training programmes

At the Helsinki meeting, many considerations were voiced and recommendations made.

While most of these have already been included in the previous chapters, some of the more general remarks are listed below.

- Decide what your priorities are.
- Discuss the available time (frame) beforehand.
- Balance out the various types of extremism.
- Use real-life examples, since they are more credible.
- Trainers need to be experts to be credible.
- Teachers can be involved in the set-up: for example, they can present the challenging situations they face or the cases they are concerned about.
- The transfer to the daily job has to be prepared. It must be practical for the teacher to be able to make use of the training.
- Ask providers of other training programmes how they operationalise the training goals and how they evaluate to what extent the goals have been reached.
- Training needs to be made attractive, to encourage participation: interactive programmes with role-playing and exercises to be done individually or in small groups are much more effective.
- Attitudes cannot be discussed in lecture form. Exercises must be provided to make people recognise their own biases, beliefs and attitudes.
- If the training is aimed at acquiring new skills, the skills must be practised, either within the group or with an actor.
- Teachers should be involved in setting up training programmes. Initial teacher training could be prepared with the involvement of teachers themselves, and begin with the challenges they face.
- Consideration should be given to whether the training is voluntary or compulsory: there are pros and cons in both instances.
- Experience shows that voluntary training has a more sustainable effect.
- Start with a teaser: a short one-hour teaser programme with good exercises can put people in touch with their emotions, which makes it easier to follow with more training.
- Mixed training: if individuals participate as a team (e.g. teacher, school head and a parent), they have the authoritative leadership to do make a difference.