



## Draft MINUTES

**DATE: 1-2 MARCH 2017**

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**REGARDING: RAN EDU MEETING, HELSINKI, 1-2 MARCH, THE RIGHT TRAINING FOR THE RIGHT PEOPLE**

*The RAN EDU meeting on 'The right training for the right people' took place in Helsinki on 1 and 2 March. A group of 36 participants (list of participants attached) attended this meeting. The group consisted of teachers, school principals, training experts and researchers. Moreover, representatives from DG EAC and UNESCO attended this meeting. The meeting focused on teacher training, under the title: The right education for the right people. Participants were inspired by the presentation of the Finnish educational system and different training programmes. In a joint effort they worked on texts for the different chapters of the RAN EDU Guide on Training programmes.*

In these minutes the topics of the meeting will be described, a more extensive ex post paper (The RAN EDU Guide on Training programmes) will follow. The following topics were discussed:

- **How the 'radicalisation approach to explaining violent extremism' is increasingly questioned by researchers.** Problems mentioned amongst others were: staircase / stage models do not capture the complexity of the phenomenon, there are hardly any control group studies and the narrow focus on potentially radicalising individuals instead of the wider consequences. The term radicalisation was also questioned because the participants agreed there is nothing wrong with developing radical ideas, challenging the system. If schools buy into 'prevention of radicalisation' could contribute to the criminalising radical thinking. A solution could be to focus on fostering democratic resilience. So that in the face of challenges and radical ideas, people actively take part in the debate and society adapts and renews itself. So 'never waste a good crisis'.
- **The Finnish educational system.** This system is part of a broader context in Finland, characterised by a high level of trust and good co-operation between authorities. Teachers are highly trained and teaching is an attractive profession. All teachers receive an academic training and the threshold for becoming teacher is high. Only 10-20% of those who apply to become a teacher is actually selected to be trained. Teachers have different resources to address the topic of radicalisation like their willingness to discuss pupils' concerns earnestly and their good communication and interaction skills.
- **The outline of the RAN EDU Guide on Training programmes.** Participants provided for input for the following chapters:
  - Awareness and understanding of the risk of radicalisation and recruitment
  - How to turn school into a safe and democratic mini society?
  - Physical safety
  - Empowered and resilient teachers
  - Dealing with cultures, religion, ideology and identity
  - Depolarisation training, tensions in society, investing in peace and social stability
  - The teacher as facilitator for debate, group conversation
- **Considerations for setting up training programmes on the prevention of radicalisation.** Like: decide on your priorities, discuss beforehand the available time frame, balance types of extremism, use real life examples since they give more credibility and trainers need to be experts to be credible.
- **The professional development pack for Teaching controversial issues.** This is the deliverable for



a European Council project. The pack includes a theoretical scoping part and a practical part with a programme of teacher training exercises, with exercise materials and an instruction on how to use them. . Like how to handle a debate if you are unsure about yourself or have strong views on it, or how to prevent a debate from boiling over. Self-reflection is key in all this. The teacher pack is piloted with a training programme in Norway. In order to have a joint responsibility to do something it is advised to join training programmes as a school team, for instance a teacher, school principal and someone else, like a parent. In the implementation of the training packs in a country, the idea is to invite a national trainer who might help building the training capacity and implementation in that country. ). The training pack is freely accessible online.

- **Extreme Dialogue project is the result of a European consortium spread over Europe.**
- Building materials for debate and discussion can benefit from experience in conflict resolution, like affirming the individual, “I like your enthusiasm” to a very agitated person In the Extreme Dialogue project experiential learning was incorporated, aiming for engagement and involvement: Tell me and I might forget, show me and I might understand, involve me and I will understand.
- **Challenges on addressing radicalisation in the school system.** In some countries politics can not be part of education and therefore it is a challenge to discuss topics like radicalisation. Experimental learning and training programmes which are indirect and do not explicitly mention radicalisation could be helpful in this.
- **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.
- **Dialogue methodology.** This kind of methodology could be used to learn teacher students to handle controversial issues. It focuses on the positioning of the teacher as dialogue partner, the facilitating role of the teacher and on reflection and drawing conclusions from pupils opinions. Dialogue takes place at equal level.
- **The personal opinions and biases of the teacher play a role.** It can have an influence on how the teacher approaches the class or individual pupils. In their professional role teachers can act in different roles, devil’s advocate, neutral and other roles.
- **Handling controversial issues in the classroom.** The main challenge for teachers is that they think they need to know all the answers, however they can be open that they are not experts.
- **How to discuss untrue/ unreliable information with students.** Use of false or untrue facts by students takes place. It does not help to persuade them to use the right sources, but it works better to really listen to them. Create space for grievance and listen to the students.
- **The minimum for training programmes on the prevention of radicalisation: nice to have versus need to have.** Need to have: face to face training, with clear expectations beforehand and homework / preparatory work, support from the management, with low barriers to start with (so maximum 2 hours), focused on the prevention of radicalisation only, provide practical tools / handouts and depending on the problems and level of knowledge at the school. Learning about school ethos and fundamental values need to continuously take place.
- **The organisation of training programmes on the prevention of radicalisation is different in each European country when it comes to the level (national, local) and the responsibility.** Some countries have a national strategy, some countries have a big role for NGO’s in this, Ministries might provide for money and guidelines, some programmes are EU funded and set-up bottom-up, some programmes are really adapted to each school and some more general, some focus on regions with more urgent programmes
- **Quality insurance is needed: what works, and why?**



The following presentations took place:

- How can educational institutions foster democratic resilience? Researcher's point of view, Leena Malkki (FI)
- The strength of Finnish teacher education, Jan Löfstrom (FI)
- Teaching controversial issues, Jennie Holck-Clausen (NO)
- Extreme dialogue, Veszna Wessenauer (HU) and Jon Nicholas (UK)
- Dialogue in citizenship education and how to make a teacher training with teachers, Mieke Bernaerts (NL)

#### **Working agreements**

- List of participants with contact information is shared with all participants.
- Presentations (if allowed) are shared with all participants
- Article The deradicalisation of education - Terror, youth and the assault of learning' will be shared
- Documents from DG EAC will be shared with participants

#### **Annexes**

1. *Participants list*
2. *Article The deradicalisation of education - Terror, youth and the assault of learning*
3. *Movie Learning Democracy at Utøya: <https://www.youtube.com/watch?v=khWYwKyb6aM>*
4. *Teaching controversial issues guide: <http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders>*
5. *Extreme dialogue: <http://extremedialogue.org>*
6. *Documentary Storming Paradise (On Dutch persons who travelled to Syria in 2014, trailer available at: <https://vimeo.com/104084575>).*
7. *Warming up for multiple educational goals: Ted talk from Derek Sivers "Weird or Just different?": [https://www.ted.com/talks/derek\\_sivers\\_weird\\_or\\_just\\_different?language=nl](https://www.ted.com/talks/derek_sivers_weird_or_just_different?language=nl)*
8. *WRAP and E-learning: <https://www.elearning.prevent.homeoffice.gov.uk/> and <https://www.gov.uk/government/publications/prevent-duty-guidance>*
9. *Presentation How can educational institutions foster democratic resilience? Researcher's point of view, Leena Malkki (FI)*
10. *Presentation The strength of Finnish teacher education, Jan Löfstrom (FI)*
11. *Presentation UNESCO Standard GCED presentation 23 Oct 2016*
12. *Presentation Extreme dialogue teachers' training lessons learnt – Hungary*