Webinar: Depolarising dialogue. How to defuse tensions in education?

November 20th 2024

European Commission

European Toolkit for Schools

- Created in 2016 and aimed at school leaders, teachers, policymakers and all who are working in schools
- Dissemination of relevant resources and practices
- All resources are reviwed and selected by the Editorial Board formed by education experts and practitioners

European Toolkit for Schools – latest resources

Webinars :

Promoting wellbeing for improved learning outcomes; further info: link

Wellbeing without overload: Integrating self-care in teaching practices; further info: link

Adressing bullying and violence in schools; further info: link

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Updated Self – assesment tool *(soon available!)*

Self-assessment tools

To use the platform's self-assessment tools, you need to log in with an EU Login. If you do not have an account yet, you can create one via 'Create account' at the top of this page.

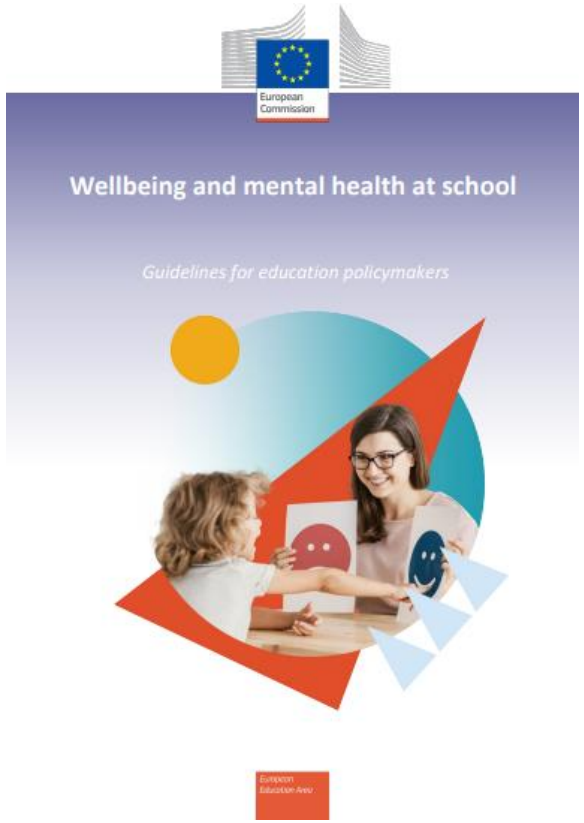
Inclusion and wellbeing

The self-assessment tool on inclusion and wellbeing is designed to help teachers and school leaders to evaluate and improve their school's inclusion policies and practices. It includes a series of targeted questions related to improving school success for all and fostering an inclusive and healthy environment. The tool also gives you access to relevant resources and recommendations available on the platform.

Get Started ›

Supporting wellbeing at school: new guideliens

For policymakers here



For schools here

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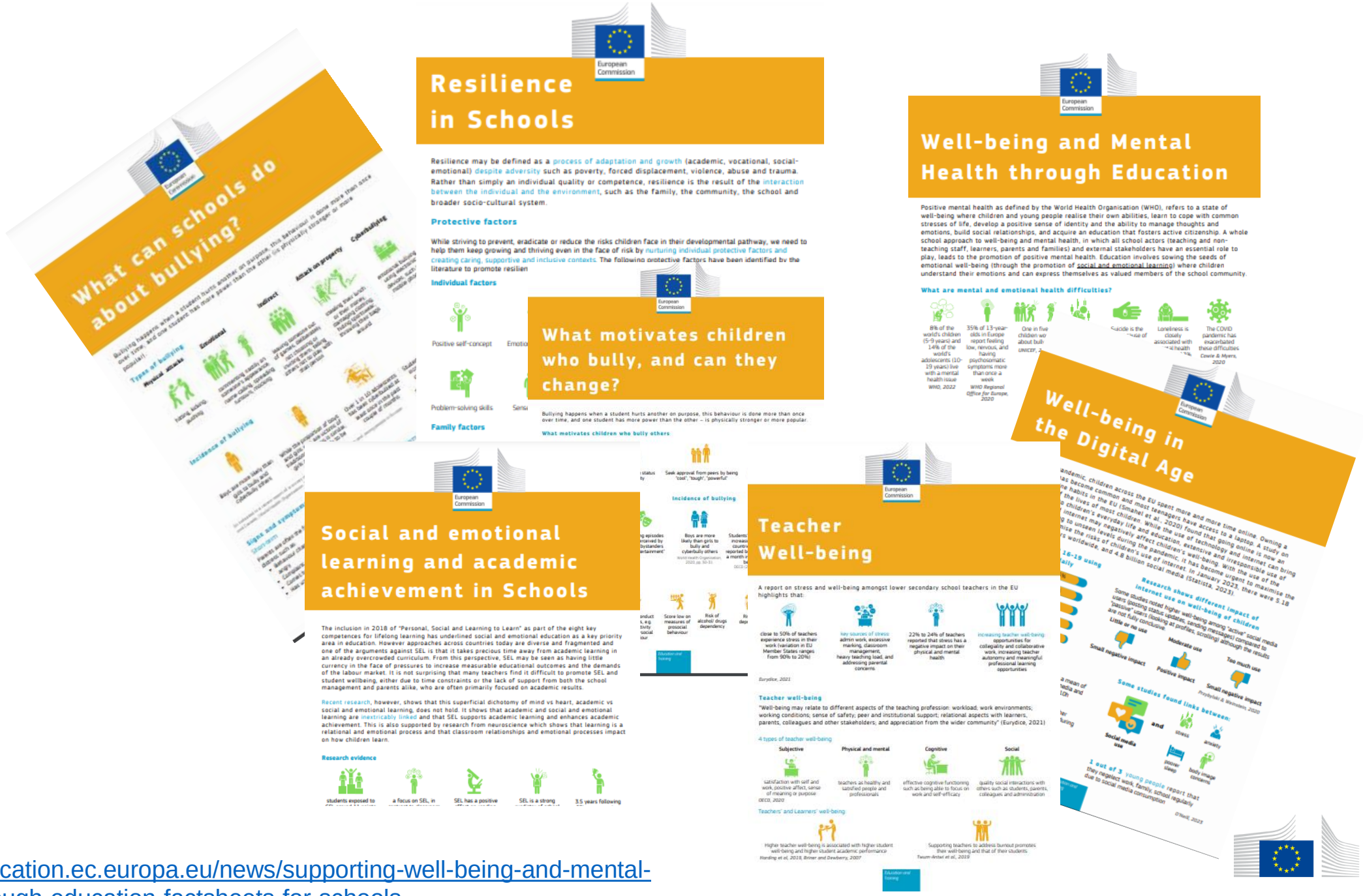

https://education.ec.europa.eu/news/supporting-well-being-and-mental-health-through-education-factsheets-for-schools

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Depolarising dialogue. How to defuse tensions in education?

Relevant Resources from the Toolkit

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Prevention of violent radicalisation in ECEC

The brochure about violent radicalisation has been compiled to support people working in early childhood education and care (ECEC).

Preventing and intervening in violent radicalisation and extremism are the responsibility of the entire society.

In the context of ECEC, giving attention to children who have been exposed to the effects of violent radicalisation in own living environment is central. What kind of action should we take when children display different indicators of this exposure? How should we identify the guardians who are involved in extremist movements and how can we cooperate with them?

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SHARMED: Shared Memories and Dialogue

SHARMED was an action-research project running from 2016–2018 that brought about an innovative learning experience to more than 1,000 children aged 9–11 in three countries. Photographs and other visual materials were used to spark dialogue around personal, family, and community memories and to teach children about cultural diversity in a respectful way.

Handbook on teaching in diversity

The Erasmus+ KA2 project “TEACH-D” aimed at the topic of Diversity Management at school, focusing on the teachers as key actors in the process of transfer of knowledge, values, skills and competences.

Report cover by TEACH-D project consortium

The TEACH-D project and its product – the Teaching in Diversity training course – focused on one significant gap identified in the teachers’ training: how to teach diversity, how to teach in diversity and how to manage diversity. The current handbook contains supplementary material designed to accompany the training course modules.

- **Age group:** 14-18
- **Subjects:** Cultural, linguistic, and religious diversity

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Dembra learning resources for the prevention of racism, group-based hostility and antidemocratic attitudes

Dembra is a programme for schools for the prevention of racism, group-based hostility and antidemocratic attitudes. At dembra.no you will find teaching materials and background information for these topics. The pages can also be used for implementing prevention initiatives at the school.

RDNE Stock project / Pexels

Dembra is suitable for schools whose leaders and teachers wish to take a more systematic approach to critical thinking, democratic development and inclusion, and/or find that their school has particular challenges or may come to experience particular challenges relating to group-based hostility.

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Dealing with parents when teaching sensitive and controversial issues

This guide aims to help teachers in preventing or reducing tensions with parents when addressing controversial issues in the classroom.

emma bauso // Pexels

Published by EuroClio, the guide promotes respectful, sensitive and solution-focused communication strategies. Additionally, it serves as a practical self-reflection tool for schoolteachers to reflect on the way they approach communication with parents.

The guide outlines three main systematic approaches that might help teachers to handle conflicting parents on different levels: a whole-school approach, a teacher-centred approach and conflict resolution strategies.

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Objectives:

- To identify and share effective school-based strategies that encourage pupils and students to engage in respectful and constructive dialogue on controversial or sensitive topics.
- To showcase successful programmes or interventions that have effectively reduced polarisation and radicalisation in educational settings.
- To discuss and recommend policy measures and practices that national governments should adopt to support educational institutions in combatting polarisation and radicalisation.

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Speakers

- Dr. Maja Nenadović (team member of the DARE project)
- Adnana Turkić (OBESSU)
- Doroteya Georgieva (EC, DG Home, Unit on prevention of radicalisation)
- Moderator: Eli Pijaca Plavšić (Editorial Board Member of the European Toolkit for Schools)

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Thank you!

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