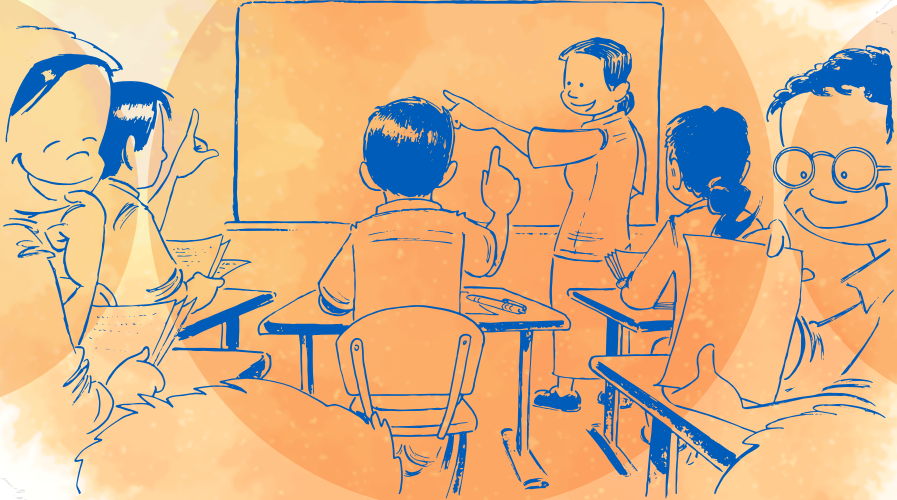


Teachers and schools are the main actors in preventing violent extremism.



**Teacher-Student interaction
helps in creating a positive
school environment.**

**One child, one
teacher, one book,
one pen can change
the world**

Malala Yousafzai

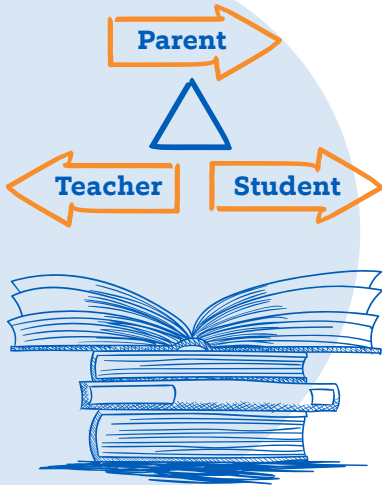


Teacher's Role in Preventing Violent Extremism

- Creating a positive classroom environment reduces the possibility of anti-social and violent behaviour.
- The school plays an essential role in dealing with problems and challenges in society.
- It is required to identify, among other things, the factors that create the conditions to undermine democratic values and children's safety. It should also treasure cultural, worldview, social, ethnic, etc. diversity, while avoiding the creation of extremist phenomena conditions.
- If the teaching and support staff notice any or some of the signs listed below during the education process, they should apply the intervention procedures. Proper and timely action is more than necessary to handle cases efficiently, before escalating to extremism. The earlier the identification of cases in need, the easier it will be to manage them.

Stages of the radicalization process

- a) Pre-radicalization: passive individuals/children regardless of the belief/policy/ideology they share, and mostly show no sign of supporting violence. At this stage, there is a growing interest in the political/ethnic/religious/historical context
- b) Identification: at this stage, students are oriented towards ideologies that support violence, despite being passive;
- c) Indoctrination/persuasion: at this stage passive individuals/children become active, supporting and promoting terrorist acts by terrorist organizations or particular individuals;
- d) Action: at this stage, not only do individuals/children support violence, but also use violence against others to make them adopt their ideology.



Teacher-parent collaboration

If you, as a teacher, are concerned about a student who may be radicalized, you should also abide by the school's standards regarding other problematic issues. You can discuss about your concern with the student's parents. If necessary, you can ask the parent board's help where you can discuss the situation, providing a possible solution.

Factors that promote School Violent Extremism.

There are a number of “push” and “pull factors that promote violent extremism that should not be overlooked by school education staff.

- * Marginalisation, inequality and discrimination, economic and social factors;
- * School, family or community bullying;
- * Existence of well-organized individuals and groups of violent extremism with compelling discourses and effective programs;
- * Economic and social factors within families and communities;
- * Little opportunity for social inclusion
- * Lack of general education and religious education
- * Offering services, income and/or employment in exchange for membership;
- * Offering solutions to new members by promising them adventures and freedom;
- * Offering “sense of belonging” and a supportive social network;
- * Certain political interests that promote extremism, radicalization and even terrorism to achieve their goals;
- * Online radicalisation through various social networks;

Identification related actions by the teacher:

Reporting

Teacher Coordinator
Safety Officer
School Psychologist
Parents Board



Individual plan

- The first stage consists of the establishment of the working group within the school with the participation of the head teacher, school principal, school safety officer, subject teacher, if they identify the case, school psychologist and the student's parent, which starts by analyzing the student's behavior and then develops a joint curriculum and extracurricular rehabilitation plan.

For instance, the case is firstly examined and handled at school level, and when the school's capacities fail to manage the student, the school principal refers him/her to the Local Office of Pre-University Education and the Child Protection Unit or the Local Public Safety Council.

To ensure the efficient management and handling of the case, among other thing the working group considers:

- *Who are they befriending and how strong is their relationship?*
- *Is there a big age difference between them?*
- *How are they spending time?*
- *Does this relationship seem unhealthy? (Are there any signs of bullying or benefits in this relationship)?*
- *Has their relationship changed overtime? (Have they lost old friends or made new ones)?*
- *Do they keep their distance from others during the break?*

- *Does the student remain distant in their spare time?*
- *Do they cause trouble or are they detached?*
- *Do they demonstrate extreme views during class discussions?*
- *Have there been cases of being involved in bullying or assaults because of religion, ideologies or politics?*
- *What is their attitude and how open are they for discussing cases related to their behavior?*
- *Are they detached from school activities?*
- *Are they detached from social activities?*
- *Has their academic performance deteriorated?*
- *Have they been frequently absent?*
- *Are they showing any signs of self-suspension?*

Student handling at school

Before the student is referred to other structures in the community, the school is obliged to treat the student based on an individual plan with a comprehensive curriculum and extracurricular approach. This plan clearly identifies the duties and responsibilities of each actor engaged in the treatment as below:

- **Coordinating teacher for handling the Action Plan Against Violent Extremism** - this teacher is a working group member (interim) for developing the individual student plan, as well as for addressing and informing the coordinator at the local education office on the case progress. If the case is referred to other institutions in the community, the coordinating teacher also becomes a member of the Inter-institutional Technical Group;
- **The head teacher** coordinates the student rehabilitation work, as well as prepares the class for creating a calm, positive and inclusive environment for a treatment with curricular and extracurricular approaches in the frame of the implementation, but not only, of the “School as a Community Center” project. They are also required to maintain a positive relationship with parents by regularly updating them on their children’s progress, and by meeting the parents of students with learning disabilities, disturbing behaviors or school attendance problems;

- **Psychologist/social worker** - The school psychologist cooperates with teachers and parents, identifies and evaluates, at the earliest time possible, students with behavioral or learning disabilities, and develops and implements individual prevention or rehabilitation plans for them.

- **They assist** the educational employees, parents and students in preventing or eliminating student abuse by the teaching staff, student to student abuse, as well students' own abuse with tobacco, alcohol, drugs, etc.
- **They inform**, through conversations and lectures, educational institutions employees about the typical age-related development of students and common problems that students encounter during learning.
- **They assist** head teachers and subject teachers in integrating children with disabilities into the classrooms of mainstream educational institutions.
- **They complete individual files** for cases of students who have benefited from psychosocial service.
- **They report** in writing to the head of the psychosocial service unit any facts of student abuse by educational staff and student parents.

- **School Safety Officer** - Monitors the school environment on a regular basis as per suspicious situations, unauthorized access or infringing school property, by working with schools to raise awareness of issues such as drug use, bullying, Internet safety, violence and crime effects;



Please find below detailed information on the child protection mechanism functions:

1. LAW No. 18/2017 "ON CHILD RIGHTS AND PROTECTION"
2. DECISION No.353, dated 12.6.2018 "ON THE FUNCTIONING RULES OF THE CROSS-SECTORAL TECHNICAL GROUP ON CHILD PROTECTION IN MUNICIPALITIES AND ADMINISTRATIVE UNITS"
3. DECISION No.578, dated 3.10.2018 "ON CASE REFERRAL AND MANAGEMENT PROCEDURES, INDIVIDUAL PROTECTION PLAN CONTENTDRAFTING, FUNDING OF EXPENSES FOR ITS IMPLEMENTATION, AS WELL AS ON THE IMPLEMENTATION OF PROTECTION MEASURES"

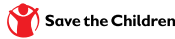


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