UNESCO International Institute for Capacity Building in Africa

25 June 2018
Role of Teachers in preventing Violence Extremism-through Education:
Teaching context

A teacher-centered approach

• Traditionally, teachers have been trained to consider themselves as persons who impart content. In this view ‘the teacher knows everything and the students know nothing’ (Freire, 1970, p 73)

• and teaching is seen as the act of ‘filling an empty pot.’ empty pot approach.

• A teacher-centered approach assumes that teachers have all the knowledge while learners have none can have important consequences. Rather than being critical and independent thinkers, the learner is submissive and reliant on a teacher to tell them what to think and what to know as well as what to do.
Teaching context

• **Active or Student centered teaching is a constructive or transformative type**

• This approach is learner-centered and is driven by active learning and combines critical thinking, reflection, self-awareness, ethics and meaningful action. Rather than the filling of an empty pot, in this approach, teaching is seen as **enabling flowers to grow**

• It engages students in constructive discussions, introduce critical thinking and questioning skills and encourage them to define the ideal
Role of Teachers on PVE-E

• As PVE-E may cover topics of identity, ethnicity, belonging, family, community, group relations, religions and so on, it is very important to have a teacher that facilitate the whole process through the development of a learning environment in which learners feel safe and being respected (UNESCO, 2016, p. 26).

• So the role of teachers are creating Safe space, setting ground rules, self awareness, being aware of students need, communication and engagement with community

• The characteristics of teachers also matter because teachers are role models in society and for children which are the key for PVE.
Role of teachers PVE

1. developing youth’s critical thinking skills;
2. promoting dialogue between and among various social groups;
3. encouraging voluntary restraints on the use of force;
4. raising awareness to settle disputes without resorting to violence;
5. encouraging the celebration of diversity, peaceful co-existence and social transformation
6. Role model
7. teachers’ behaviors, words, and practices for reducing violence in the classroom may also help reduce violent extremism
Group work 5 people

• Prepare a list of characteristics of an effective teacher how it supports PVE-E efforts
Qualities of teachers

• Moral and professional integrity
• Professionally responsible
• Integration (with community, parents and children).
• Perceptive
• Empathetic and ‘open’
• Creative, critical thinker
• Self-control, awareness and respect – worthy of respect and respect for others
• Leadership and guidance (offering guidance)
• Role model
Quality of teachers

• Sense of humor (actor) as well as sensitivity to differences, such as culture, religion and gender
• Punctual
• Observant
• Productive, energetic
• Collaborative and team player
• Clean

Source: (UNESCO, 2005, p. 28)