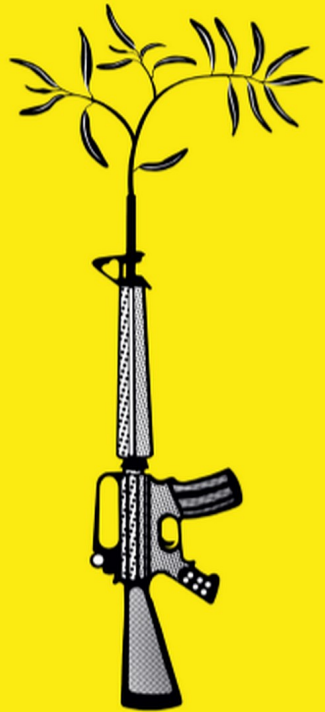






**AMOS OZ**  
**HUR MAN BOTAR EN**  
**FANATIKER**



TESKEDSORDEN

# TESKEDSORDEN

*Tillsammans för mångfald och tolerans*

Together for diversity and tolerance

Camilla Rehn

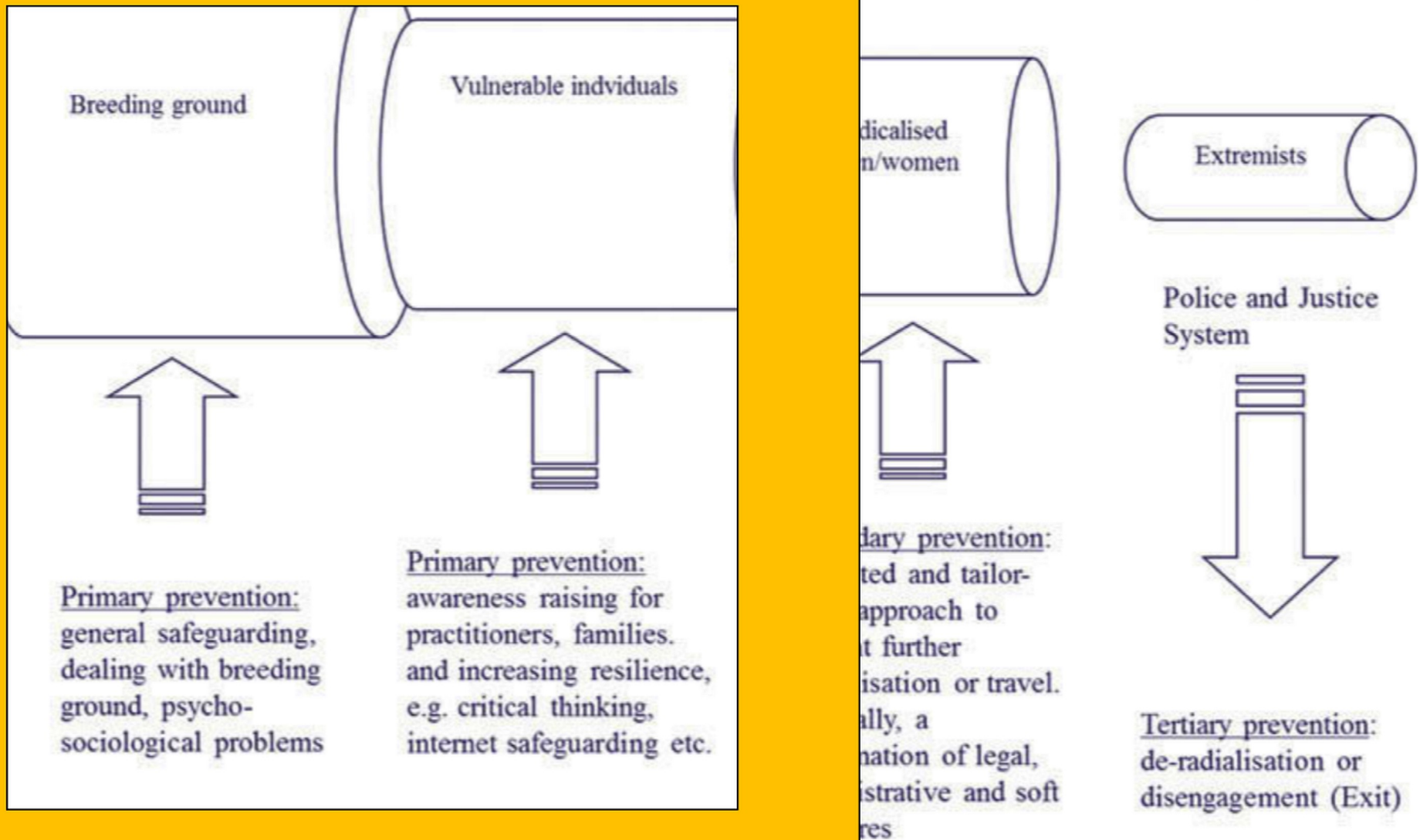
Head of Education

[camilla.rehn@teskedsorden.se](mailto:camilla.rehn@teskedsorden.se)

# Schools are our main target group in fighting fanaticism and promoting diversity. Why?

- You need to start early. Noone is "too young"
- Everybody goes to school
- We have great support in the swedish curriculum. Schools HAS TO work with these issues.
- Teachers often say that they don't have enough knowledge or training to deal with controversial issues in the classroom, polarisation and/or signs of sectarianism.

Amy-Jane Gielen (2017)



The Order of the Teaspoon educate teachers and work with projects towards schools, in order to create reflections upon the importance of diversity and tolerance.

ENTER HERE TO GROW IN WISDOM

Examples of pedagogy for  
diversity and tolerance in the  
face of sectarian resistance

# Example: Tolerance project

Targeted against students about age about 14. The project takes place outside of school (extracurricular activity). Has been mentioned by the UN as a model that works in creating social bonds between kids, that might not otherwise meet each other.

The project stretches over a year. Kids meet to reflect about themselves and their identities, historical sectarianism and events of today. They write, discuss and learn. They also travel to Poland to visit places of the Holocaust.

One of the goals is to teach the student to "Be the best you that you can be."

The project has been implemented in several municipalities in Sweden. In places where the municipalities have worked with the project for a long time, they can see that for example recruitment to neo-Nazi organizations has lessened.

The Order of the Teaspoon was an earlier part of the group forming and working with the Tolerance project. This project stretches over time – to make a difference! There are NO quick fixes to solve the problem of intolerance.



# Example: Tolerance project

## Efter resan till Polen ...



Äntligen fick vi träffas igen ute på Söra. Det blev naturligt att låta dagens tema vara: Efter resan till Polen. Vi hade massor att följa upp och reflektera över och lika mycket att fundera över inför fortsättningen och de två avslutningskvällarna i maj.



# More examples: Tools for the classroom

The Order of the Teaspoon loves to work with real stories as a tool to start reflections about identity, diversity, discrimination and human rights.

We use real stories to create tools for teachers to use in the classroom when working with these important issues.

Three of our latest projects are:

- Reality check (Sweden's first app against racism)
- Trevligt folk (a movie)
- Not a stranger (a book)

All comes with a manual for teachers, showing how the project CAN be used as a relevant tool in the classroom.

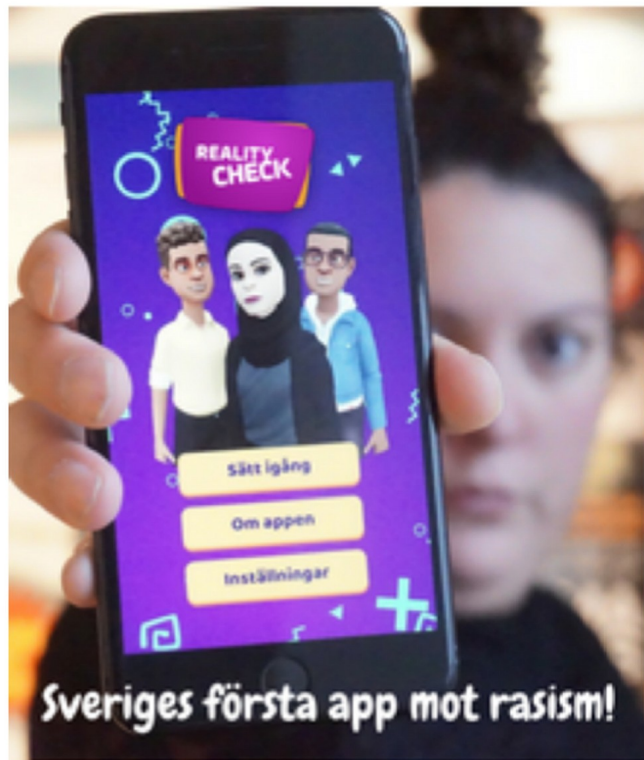
Inte en främling!

TESKEDSORDEN

Sveriges första app mot rasism!

# Reality check

## Sweden's first app against racism



The app is based on interviews with Swedish kids that experience racism in their everyday life.

As a user of the app you get to react upon racist situations, and you also get examples of how you **COULD** react, the next time you hear or see something racist.

# *Trevligt folk* (a movie)



A movie about Somalia's first national team of bandy – formed in a small town in Sweden as a project for integration and to fight prejudice in this small town.





# Not a stranger (a book)



41 swedes write about feeling alienated in our society, to feel "outside".

Three of our writers:

- Mohamed Yasin Hamami  
A boy who fled from Syria
- Sofia Jannok  
Songwriter from Sápmi
- Soraya Post  
Roma and member of the European parliament



**Swedish curriculum**

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# Swedish curriculum

The task of the school is to promote learning by stimulating the individual to acquire and develop knowledge **and values**.

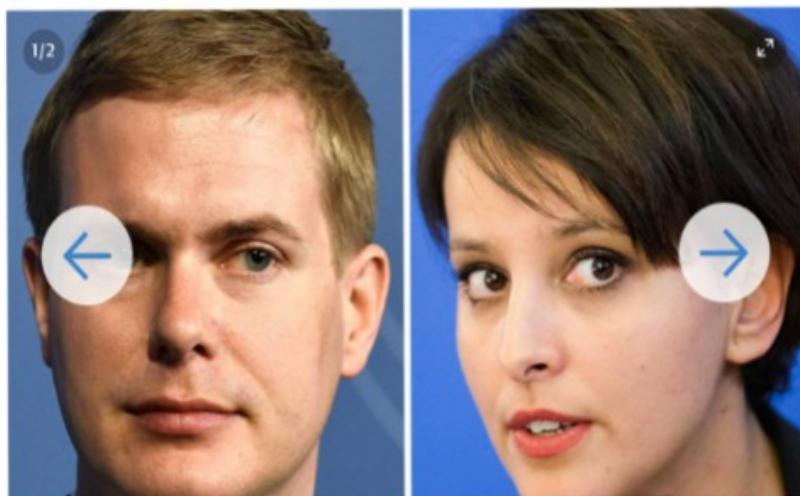
## **The goals of the school are that each pupil:**

- can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences,
- respects the intrinsic value of other people,
- rejects the subjection of people to oppression and degrading treatment, and also assist in helping other people,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart, and
- shows respect and care for both the immediate environment, as well as the environment from a broader perspective.



No country stands alone

# ”Skydd mot extremism börjar redan i skolan”



Vi är övertygade om att demokratins främsta värn är skolan. I det informationssamhälle vi lever i har lärarnas arbete blivit både svårare och viktigare, skriver Gustav Fridolin och Najat Vallaud-Belkacem. Foto: Claudio Bresciani/TT, Jacques Brinon/AP

## TEACHING CONTROVERSIAL ISSUES



Professional development pack  
for the effective teaching of  
controversial issues developed with  
the participation of Cyprus, Ireland,  
Montenegro, Spain and the United  
Kingdom and the support of Albania,  
Austria, France and Sweden

# THE GLOBAL GOALS

## For Sustainable Development





# TESKEDSORDEN

*Tillsammans för mångfald och tolerans*

Thank you for listening!

Camilla Rehn

Head of Education

[camilla.rehn@teskedsorden.se](mailto:camilla.rehn@teskedsorden.se)

