



Commission
for protection against
Discrimination



E-Tolerance Test

Manual for Youth Work and Education



Education and Culture DG



'Youth in Action' Programme

Projects encouraging creativity and innovation in the youth sector

EACEA - Action 4.4 - Agreement - 2009 - 4774 / 002 - 001 - YT7-PSIQ7

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1. Introduction

In four European countries, Bulgaria, Spain, Portugal and The Netherlands, a Tolerance Test is developed to explore the meaning and limitation of tolerance together with young people. This manual is meant for youth workers, teachers and other educators who are involved in youth activities, (adult)education and social work in the field of diversity and human rights.

The starting point of the project E – Tolerance Test was the successful Dutch Tolerance Test which was developed in various media from 1998 by Peace Education Projects. The Bulgarian Commission for protection against discrimination (CPD) is the promoter of the E-Tolerance Test project, which is financially supported by the European Youth in Action Program .

The E-Tolerance Test is not a test with scientific pretensions but a challenging didactical mean for young people to investigate their own positions upon tolerance and stimulate the debate. The test contains 15 dilemmas, provokes discussions and confrontations but is not too complicated. The target group consists of (young)adults from the age of 14. The cases are formulated in such a way that a great variety of target groups can make the test in different contexts.

The Tolerance Test has some educational objectives which can be specified in any setting of formal and informal education. In the first place it is important that young people can define the term tolerance and mention that tolerance is contextual and limited. Young people can relate tolerance to equality and freedom of speech in a pluralistic and multi ethnic society. Finally the youngsters develop skills to investigate and motivate their personal limits of tolerance in case of 15 nowadays situations. The Tolerance Test will provide an e-learning tool to strengthen European values and empower young people in democratic citizenship.

This manual provides some background of tolerance, educational objectives, a description how to work with the E - Tolerance Test and some follow up suggestions. Because the test is made for various purposes we use the following terms term at random: participants, pupils, youngsters, youth worker, tutor, teacher and supervisor.

We wish you an enriching and pleasant learning process. We welcome feedback, reactions or any comments.

2. Tolerance in European democracy

A group of young people has an intensive debate about the meaning and limits of tolerance, caused by a dilemma from the E-Tolerance Test: “The police have confiscated racist computer games. The people that have to be killed represent Jews and blacks”. Some youngsters want to be tolerant and would allow such a game for the killing of minorities is not real. Other youngsters don’t think this is tolerant and welcome the action of the police. They view racist acts as punishable, according to their national law. There are also youngsters who think that confiscation is a too drastic, although they declare they’ll never play that game themselves. All participants in the debate listen, confront and exchange opinion. Afterwards the youth worker was satisfied by the confrontation: “Tolerance now is defined significantly in the social context of the young people. They discovered that tolerance is not unlimited and that too much tolerance will lead to indifference”.

Diversity and equality

A democratic society has two crucial characteristics. The first is diversity (Savater, 2007). This is a fact that everyone can experience. People are different, have their own family history and expectations but also various opinions, religions or values, cultures, interests and ambitions. The second characteristic is equality for the law. This is not a fact but a choice of people. In the history of democratic Europe this was one of the most important steps. The governments must not make distinction between people on grounds of race, ethnic roots, skin colour, gender, sexual preference, religion, handicap or on whatever ground. This principle of equality includes the prohibition of discrimination, also for citizens in social relations.

Citizenship

In democratic societies, tolerance is widely seen as an important citizenship value. Because diversity of people, cultures and world views result in a pluralistic and exiting community but gives also a lot of conflicts and social tensions. Clashes of civilizations, opposite opinions, different interests and behavioural alternatives demand an attitude of tolerance. Tolerance does not come out of the blue. We have to give children and youngsters the opportunity to discover, learn and exercise the meaning, limits and attitudes of tolerance.

Social relations

Tolerance includes the willingness of citizens to live in harmony with people who have different or even opposite values, opinions, cultural habits or religions or convictions. Even if we dislike certain values of disgust particular behaviour, we still can be tolerant. This makes clear that tolerance in every inch is a relational phenomenon. Tolerance in general does not exist. We are always tolerant towards an specific opinion or behaviour in a certain situation. Tolerance does not mean that citizens cannot have any criticism upon each other. On the contrary: a critical dialogue always has to be welcomed. Tolerance is a mutual attitude to give other people space to live their own lives according to their own values and at the same time receive the space to do the same by yourself. The core of tolerance is that all human beings are respected, but certainly not every opinion or behaviour. (Savater 2009)

Bearing inconveniences

It is important to view tolerance always in perspective of the others opinions or behaviour, we don't approve or we even dislike. Too much tolerance leads to indifference. Too less tolerance leads to hostility and negative prejudices. Tolerance seems an art for everyone to find an individual path in the community we live in. It is important to change views and opinions on tolerance. We can teach and learn tolerance by exercising the tools with children and young people. We don't want them what to think, we want to invite them to think by themselves. In other words: we don't want to transfer values but clarify and communicate them.

Tolerance and empathy

Although tolerance is seen as a positive character in a democracy, a lot of people have the opinion that tolerance includes a negative approach to human relations. Tolerance can change in indifference easily, they argue. A lot of citizens try to interfere as less as possible with others. To realize a society in which citizens really care and accept other people, is much better. This desire is widely embraced and special programmes are developed, but we have to admit that it seems wishful thinking in a pluralistic society. Social economic and cultural differences are a structural fact and often create a distance between people. Nevertheless tolerance is necessary when we share public space, even if we judge other values of behaviour as a disgrace.

Evaluate tolerance

Is there any fundamental principle, regarding to all of us, to evaluate tolerance? Religions, beliefs and convictions can give an final answer, but have not a meaningful significance for everyone. However in European context citizens in democracy have agreed about a principle of equality and wrote this down in a constitution, together with other rights like freedom of opinion and freedom of religion. These rights, which make people also responsible for each other, can use as a fundamental to evaluate the limits of tolerance.

Intolerance

A citizen can appeal to the law and say: "I am not tolerant towards intolerant people". Imagine, somebody you know is a political refugee and found asylum in your country. Constantly he is hassled by a group of intolerant young people. They are yelling names and they tell him, he should leave the country. You won't tolerate this, because you take side for the victim. You would bring in a complaint at the Anti-Discrimination Desk and you think that the police should take action immediately. In fact you are not tolerant towards the young people, for there can't be any tolerance for the intolerant.

Indifference

A lot of people experience tolerance as something positive but we have seen that unlimited tolerance doesn't work and comes near an attitude of indifference. Most people want to be tolerant but nobody is in favour of unlimited tolerance. The E-Tolerance Test challenges people to research the personal limits of tolerance and by evaluating the results in dialogue and debate they contribute to a democratic society.

- Savater, Fernando. (2007). Dictionary of Freedom, Equality and Citizenship, Barcelona 2007.
- European Institute for Comparative Cultural Research. (2008). Sharing Diversity: National Approaches to Intercultural Dialogue in Europe. Study for the European Commission. www.interculturaldialogue.eu
- European Human Rights Education Association, OSCE, Unesco. (2009). Human Rights Education in the school system of Europe, Central Asia and North America: A compendium of good practice. www.hrea.org
- Council of Europe. (2010). White Paper on Intercultural Dialogue Living together as equals in dignity.
- Schulz, W. and Ainley J. (2010). International Civic and Citizenship Education Study 2009 (ICCS). London, International Association for the Evaluation of Educational Achievement (IEA)

3. Educational objectives

After doing the Tolerance Test the participants are able:

- to define the term tolerance in own words as willingness to live in peace with other people with different opinions and behavior.
- to give some examples of tolerance in the perspective of democratic citizenship.
- to explain that tolerance and always connected to a specific situation.
- to discuss the limits of tolerance in perspective to fundamental European rights.

4. Target groups and level

- Participants from 14 years in youth work, education and on World Wide Web.
- Youth workers, teachers, (grand)parents

The dilemmas of the Tolerance Test are not complicated and will challenge different young people. The questions are constructed in a way that participants of very different levels can bring in their own social context.

5. How to work with the Tolerance Test?

Characteristics

- What the tolerance test measures is the own assessment of the participants as regards certain situations. They give themselves a score beforehand and subsequently they make the test. Afterwards it appears how far their own assessment has been correct.
- Each participant determines how tolerant he or she thinks to be, on a scale from 0 to 150 (0 = very intolerant, 150 = very tolerant). The participants do not know the questions and dilemmas from the test yet.

- Next, they follow the fifteen multiple choice questions. Each question gets a score. At the end it appears whether the participants have assessed themselves correctly.
- There is not one winner or loser because the participants made the test individually. The participant who estimates him or herself the best, is the “winner”.

Tolerance Test as group activity

The tutor may decide to make the test in a group session. Including the short introduction and the discussion, you need at least one hour.

- If you want to stimulate the social climate in the group, before doing the test and think it would be appropriate to get the group out of their comfort zone, try one of the energizers. (ANNEX 3)
- Make sure the test is online and can be projected on a large screen.
- Hand out a score form with the following categories (see ANNEX 1):
 - Name
 - Tolerance is
 - Estimating tolerance level
 - Matrix with 15 options
 - Real tolerance level
- Clarification of the term tolerance, our associations and judgements before making the test is very important. Confront the descriptions in a dictionary with the common thoughts in the group and define the term. Before the real test starts, a question about the definition of tolerance appears.
- Give the following instructions:
 - You are going to make a Tolerance Test with 15 multiple choice questions
 - Your time for considerations is limited.
 - Just a few seconds before I continue to the next question I give you a signal.
 - Read the question for yourself and make a choice A, B or C.
 - Give always your own opinion.
 - If your answer is not in the three given options, choose the one you are close to.
 - Take an answer in any case.
 - Are there any questions?
 - Concentrate, we start the test now.
- For most of the participants, one minute per question will do. There isn't much time for consideration and deliberation. After all, it is the purpose to provoke a first response from

the participants, that is as spontaneous as possible.

- During the test, no explanations concerning contents on the questions and answers will be given. Anything unclear, can be clarified by means of a list of concepts, or by the supervisor.
- Stop the Tolerance Test directly after following the 15 questions. The group sessions will not continue the process of the feedback and the printing of the certificate.
- Take a short break to collect the first impressions. Was it easy or difficult?
- Then take the score list and ask again for concentration. Tell the pupils you will read the scores for each question and the pupils have to fill in the appropriate score. (you will find the scores in ANNEX 2)

Tolerance Test as homework

You may decide to ask the pupils to make the Tolerance Test as homework. Just ask them to go to <http://www.tolerancetest.eu> and follow the instructions.

- Tell the pupils to remember their estimated score and final outcome. Tell them too to print their certificate with the feedback and send it to the teacher by mail or hand it over before a certain date.
- You can add the following options
 - Tell the pupils to reflect on the feedback they have got. Do they (dis)agree with the given comments? Why (not)?
 - Tell the pupils to develop and send in one question, based on a real dilemma, complete with three possible answers and the following scores: 0 = very intolerant. 5 = indifferent. 10 = very tolerant.

Dialogue and debate

Keep in mind the objectives of the Tolerance Test:

- to define the term tolerance in own words
 - to give some examples of tolerance in the perspective of democratic citizenship.
 - to explain that tolerance and always connected to a specific situation.
 - to discuss the limits of tolerance in perspective to fundamental European rights.
- Stimulate the participants to explore limits of tolerance with each other. Give the youngsters space to clarify opinions and stimulate confrontation.
 - Use the LSQ method as a tutor: Listening – Summarize – Questioning.

- The supervisor can, after the scores have been established, confront the participants with the lowest and the highest scores with each other. After an explanation of the scores they can check whether they have assessed themselves correctly, beforehand.
- As stated before, the scores of the options given, do not give objective image of what is morally good, better or best. This is why any answer of the participants is welcome.
- The opinion that some questions of the Test are absurd in pupil's opinion, is welcome too. The participants can also disagree with the scores given by certain options.
- Accordingly, one or two questions can be discussed in further detail. Possibly, the two extremes come closer to each other. This means that they are tolerant towards each other, in any case.
- Try, during the discussion, to point out that tolerance doesn't mean you agree with the opinions and values of the other. People can learn to respect other people without approving their opinions. You can even dislike some behaviour or some lifestyle and still tolerate. But there are limits to that as well... because limitations are immanent to tolerance.
- Are there any universal grounds to evaluate tolerance? Introduce the values from religions and beliefs that belong to certain groups. Introduce European fundamental rights or ask the pupils to research them in small groups. Conclude that European values like freedom of opinion, freedom of religion and political opinion and the prohibition of any way of discrimination etc. are based in laws and constitutional rules.
- Finally make a small evaluation survey, in particular when the activity is part of formal civic education. Valuate the results of the activity to the educational objectives you designs during the preparation. Some of the following question can be helpful:
 - Describe Tolerance in one line.
 - Give one example of personal tolerance.
 - Can you mention one example of personal intolerance?
 - Why is tolerance a necessity in a democracy?
 - Which European value is the most important for you?

6. Follow up suggestion

Depending the project and circumstances there are several options to follow up the Tolerance Test. The participants can go through the questions of the test once more. They can also compare their own scores with the score of the test. The teacher can introduce a investigation mission on the following statement: "There is no tolerance for the intolerant". Participants can

relate to the basic rights like freedom of opinion, the division of religion and state or to the fact that some people want to abolish the principle of equality, or the discrimination act.

Communication Plan

In the following suggestions communication is key word and it will provide an extreme rich learning process. The youngsters have elaborated the Tolerance Test, they can define the term and discuss their own limits in the perspective of democracy, and now they become tolerance communicators. It will multiply the learning process and empower them to express their experiences and opinions of tolerance in their own social context. The media young people can use are enormous and depend on the target group, the objectives and the available time. So the participants will make a communication plan in groups of about 5 member.

The following questions could be interesting:

- **What is the objective?**
Describe as transparent, feasible and clear as possible.
- **Who is the target group?**
Peers, parents, teachers, school board, people in elderly facility, city council, soccer game watchers, general public, people living in my neighbourhood.
- **What medium is the most appropriate?**
Medium should connect to objective and target group. A Power Point, Facebook, Myspace and Twitter are appropriate to reach out peers. A street interview is a better medium to involve visitors of a shopping centre and some street theatre will work during a festival.
- **Tasks and planning**
Divide tasks and expertise among the member of the group.
Take care of the evaluation at the end.
Keep in mind the following key words: Why, What, Who, When, Where and How

Examples

- Music clip about one item of the Tolerance Test like racist computer games. Put the result on You Tube.
- An ad (newspaper or local radio/TV) in favour of the local anti discrimination office.
- Tolerance Poster contest for youth.
Find some beautiful inspiration in the catalogue Breaking Stereotypes.
http://ec.europa.eu/employment_social/fdad/cms/stopdiscrimination
- Survey about Tolerance in school.
- Interview with elderly people about Tolerance in their personal history.
- Develop a hands on game about Tolerance.
- Presentation on parent day at school.

- Investigate the level of Tolerance in your city (interview key persons in youth work, police, journalist and politics)
- Develop and distribute a small gadget about Tolerance.

On a scale from 0 to 150 I estimate myself

ANSWER	A	B	C	SCORE
QUESTION				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Total				

My estimated score was: My real score is:

Answer	A	B	C
Question			
1.	0	10	5
2.	0	5	10
3.	0	10	5
4.	5	10	0
5.	0	10	5
6.	5	0	10
7.	5	10	0
8.	10	5	0
9.	5	0	10
10.	0	10	5
11.	0	10	5
12.	5	0	10
13.	10	5	0
14.	10	0	5
15.	5	0	10

Energizer 1. Square of Tolerance

Tolerance, freedom and democracy are a result of peoples work, which needs maintenance every day of all citizens. It takes a lot of effort and energy. Sometimes you get lost in the dark and try to do the best you can. In this energizer some blindfolded participants try to lay a thick rope in a square without talking. They exercise to cooperate and listen to each other.

Timing

15 minutes

Material

A thick, long rope of at least 4 meter of which begin and end are fixed.
7 blindfolds

Description

- The participants are in a circle and in the centre lies the rope.
- 7 participants are blindfolded. After a sign they try to make a square together.
- All participants lay hands on the rope all the time. They are allowed to change hands for a few seconds.
- They try to make a square of 1 by 1 square meter without talking.
- When they think the job is done, they can watch the result.
- Discuss the results and the process. Was it difficult to handle? Are there different approaches?
- Did someone took the lead? And how did other participants react?
- The other participants are not allowed to help them. They can try now by their selves.

Keep in mind that one option is to double the rope first and point out two people to keep the begin and the end. Then double the rope again and point out two other participants, while the first two participants hold their part. The four walk away slowly till the rope is tight. Other participant follow slowly hands on the rope the whole time. The success of the approach is to accept one leader.

Energizer 2. Turn it upside down

Democracy asks for cooperation, even if you don't like another person or disapprove certain lifestyles or worldviews. When all citizens are willing to talk, to listen and to cooperate it will result in a tolerant and peaceful community .

In this energizer the participants have to cooperate extremely well to carry out the mission.

Timing

15 minutes

Material

A floor cloth at least 2 by 2 meter.

Description

- Spread the cloth smooth on the floor.
- Divide the participants in groups of 8.
- One group takes place on the cloth.
- It is their mission to turn the cloth without anybody making one step on the floor
- During the operation all participants will stay on the cloth.

With more cloths, more groups can do the operation. Which group is fastest? Are they discussing a specific approach?

Energizer 3. Empower!

Unity makes strength is a well-known saying. In general a group has more impact and influence than an individual. With this energizers we experience the power of all individuals and the surplus value of the group. The participants will experience the strength of trust.

Timing

15 minutes

Description

- The participants make a circle with the faces turned to each other.
- They stretch their arms, shoulder high and push their hands towards their neighbours left and right.
- Everyone now leans on each other's hands.
- Everyone leans slowly to the middle of the circle while pushing each other's hands strongly.
- Meanwhile the feet stay on the same place.
- The circle of hands is strong and will keep every participant in balance.
- Feel the empowerment and say together: We empower!
- Yell it again and louder and louder.

Energizer 4. Keep steady, keep tight

This energizers has the same meaning as nr. 3. The participant experience the power of all individuals and the surplus value of the group. The participants will experience the strength of trust.

Timing

15 minutes

Description

- The participants make a circle with the faces outside, focused on the world.
- They stretch their arms, shoulder high and take the wrists of the left and right hand neighbors.
- Everyone leans slowly forwards into the world and keep the wrists tightly.
- Meanwhile the feet stay on the same place.

- The grip of all the wrists will hold the circle in balance.
- Stay in the circle for a moment and feel the strength of the group and say together: “We don’t let anyone down”.
- Yell it again and louder and louder.

Colophon

This manual for Youth Work and Education is part of the E-Tolerance Project which was developed in Bulgaria, Spain, Portugal and The Netherlands to explore the meaning and limitation of tolerance together with young people. The starting point of this project was the successful Dutch Tolerance Test which was developed in various media from 1998 by Peace Education Projects (Stichting Vredeseducatie). The E-Tolerance Test project is financially supported by the European Youth in Action Program.

Project Promoter

Commission for Protection against Discrimination (CPD) Bulgaria

Scientific coordinator

Peace Education Projects (Stichting Vredeseducatie) the Netherlands

Project partners

- Consorcio Intermunicipal del Pacto Territorial por el Empleo del Valle del Vinalopó and Monastil High school Elda, Spain
- Commission for Citizenship and Gender Equality Portugal
- Stichting Vredeseducatie/Peace Education Projects the Netherlands (scientific coordinator)



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Disclaimer

This project has been funded with the support of the EU Commission.

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