

Newsletter #2 Austria

EDURAD: ADDRESSING VIOLENT RADICALISATION: A MULTI-ACTOR RESPONSE THROUGH EDUCATION



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Educational Responses to Extremism in Austria

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Motto

Educational answers based on evidence-based foundations.

Fieldwork

We engaged with a wide range of schools, NGOs, advice centres, municipal, regional and national institutions in the formal and non-formal area in order to optimise the virtual dissemination of the questionnaire.

68% of the respondents indicated that they came into contact with racism and ethnocentrism followed by hate speech, sexism and nationalism. In a cluster analysis, hatred and violence are closely related to racism, nationalism and sexism.

Gender-based expressions of hatred and threats of violence were a significant issue in educational institutions. Sexism was another very

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IN THIS ISSUE

FIELDWORK

The research team of the University of Art and Design Linz collected a sample of questionnaires from 65 educational specialists between 20th August – 28th September 2020.

EXPECTATIONS

An overview presents a collection of comments from the respondents who deal with the need for educational answers.

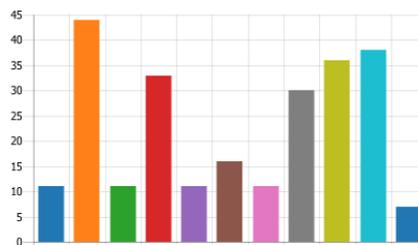
important topic. 55% of the respondents have experiences with sexism in their sphere of influence.

Anti-Semitism and Islamophobia are low-threshold phenomena. Other extreme positions are only perceived with a low threshold. 17% of those surveyed state that they have witnessed right-wing extremist or anti-Semitic incidents. This is the lowest value compared to all other categories. In contrast to media reporting in Austria, Islamic extremism is also not seen as a significant issue in the responses from the (non-) formal educational sector.

5. Welche Phänomene begegnen Ihnen in Ihrer Arbeit/ Ihrem Engagement?

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Rechtsextremismus	11
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Islamophobie	11
Nationalismus	33
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Fundamentalismus	11
Homophobie	30
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25% of those questioned were able to recall incidents of Islamist extremism. Comments on the questionnaire show that a close connection between hate speech and sexism and demonstrate that these play an important role in (non-) formal educational institutions.

The vast majority of educators had huge problems assessing attitudes of young people. 45 out of 65 respondents stated that they did not know the attitudes of the young people.

Almost 66% of the respondents had no assessment of what is going on in the young people's minds and therefore could not correctly assess the tendency towards radicalisation and extremism. In percentage values this means that for almost 70% of all respondents, the attitudes of young people resemble a black box.

The vast majority of educators (86%) were in favour of making extremist phenomena visible and believed that extremism and radicalisation should be part of their educational agenda.

Curriculum & Pedagogy

The following overview presents a collection of comments from the respondents who deal with the need for educational answers:

- Accessible and understandable discussions in public space, integration into official teaching and learning materials.
- Provide democracy training programmes for teachers and for young people who can act as models
- Temporary dissolution of the rigid timetable, information material that does not come along with a strict pedagogy, material on basic and impact research

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RECOMMENDATION

The need for advice is growing steadily.

For democratic legitimization it is necessary that civil society and state experts as well as active actors in the respective area lead a critical scientific discourse about terms, target groups, access and effectiveness of preventive measures.

The institutions that carry out prevention work must themselves be democratically organised, which, among other things, requires employees to examine their own role in relation to power relations.

The basic requirements for professional prevention work are openness, respect and taking the other person seriously.

- I would like more **teaching materials** that deal with topics related to social networks, the Internet, because I can better pick up the students with them!
- The students as well as the teachers should be **confronted with this difficult topic** from the start.
- **Time and financial resources for long-term project work**, the expansion of teams relevant to education with regard to the clarification of extremist tendencies as well as modern and educational didactic teaching materials that relate to current phenomena and events.

Networking, Professional Development and Wider Supports

- Better **institutional integration**, better networking with similar educational institutions.
- The topic will remain with us in the years to come. We absolutely need a better exchange, **regular workshops, common strategies, an online platform!**
- **Social workers and psychologists** in schools. More supervision.
- More extra-curricular **networking**. Training & coaching!
- **Practical advice and crisis management** (contact persons in the school who are not teachers and grade, but who accompany the students who have problems outside of school - e.g. street workers).
- Above all, more external support is needed here (e.g. **permanent social workers** at every school) to uncover the blind spots in the system and, above all, the financial means for it.
- **More information, training, education.**
- We are left alone with this topic in everyday teaching! More training, networking platforms, workshops!
- One-week intensive workshop
- Experience reports from 'victims', social workers who deal with it every day and thus direct confrontation of the students with the effects of their behaviour.
- **Extra-curricular networking** - coaching, advice, supervision.
- Possibility of **supervision**, professionalisation of one's own professional field, (paid!) Institutionalization of team meetings with problem students.
- More training, networking, online!

This overview shows that the need for teaching materials, advice and extracurricular exchange is very relevant. The greatest challenges and dilemmas in their work are identified: insufficient funding for further education initiatives, trainings, workshops; Insufficient support from educational institutions; too little extracurricular exchange with experts, school social workers, street workers.

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