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EDURAD
Educational responses to extremism

EDURAD: Educational Responses to Extremism

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

Project Acronym: EDURAD

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Work Package 2
Output 2.3

Team Information:

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Germany: Mapping and Research Analysis 2.3

Description of fieldwork

Ethical consent

Empirical research must always consider and comply with the principles of data protection law and research ethics, especially when, as in our research project, it is a question of questionnaire surveys with potentially sensitive questions, and qualitative interviews in the form of focus groups. In interviews, the direct contact between researchers and participants leads to a certain degree of personal and trusting relationships which must be considered during the entire research process. In addition to the legal framework regulations on data protection in Europe (Basic Data Protection Regulation, DSGVO) and the legal framework in Germany (Federal Data Protection Act, BDSG), the following research-ethical principles also apply in the area of data protection[1]:

1. Voluntary and informed consent of the participants: Consent to participate in the research project must be voluntary. The decision to participate voluntarily is preceded by an information letter containing the presentation of the research project, the names and contact details of the researchers, the purpose of the data collected, the recipients of the personal data, and the criteria for collecting the data and how long it will be stored.

2. Anonymisation and confidentiality of the data: In the questionnaire surveys, the data material is collected anonymously from the outset; in the interviews, the data material is anonymised as soon as it is transcribed. The transcriptions are kept and stored independently of the participants' contacts. After the final transcription and analysis of the data material, the audio or video data material is promptly deleted.

3. Protection against impairment and damage to the participants: Even if the participants give their consent to the publication of their real names in the research work, the researchers should decide against this for the protection of the participants and always make the data anonymous, as it is not possible to anticipate how third parties will handle the published data material and the decision to publish the real names cannot be revised after a scientific publication.

4. Integrity in the presentation of the data: In the presentation of data, falsifications should be avoided by "putting into the mouth" what the participants have not formulated. At the same time, the participants' statements should not be over-interpreted and different readings of the data material should be disclosed to the readers of the paper.

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[1] Bundesministerium für Bildung und Forschung, 2017: Forschungsethische Grundsätze und Prüfverfahren in den Sozial- und Wirtschaftswissenschaften. https://www.ratswd.de/dl/RatSWD_Output9_Forschungsethik.pdf, (accessed 15.09.2020)

All the legal and research-ethical guidelines and principles mentioned above have been observed in the research project and will be observed until the end of the research project and beyond.

Rationale for selection of partners

According to the aims of EDURAD to develop and test new educational and pedagogical approaches to extremism in formal and non-formal educational settings, in ways that that are appropriate to the field of action, the questionnaire survey and the focus groups were directed to a range of stakeholders. These included actors working in schools as well as teachers, school social workers, external actors from the field of youth welfare and youth work, and actors working in non-formal settings, such as extracurricular educational institutions, youth (social) work, in-patient youth welfare, street workers, religious communities, initiatives and foundations.

103 players from the above-mentioned areas took part in the questionnaire survey. A total of nine actors from the above-mentioned areas were involved in the two focus groups.

Recruitment of participants

In recruiting participants for the questionnaire survey and focus groups, existing Germany-wide networks of actors in non-formal and formal settings were used, who either took part in the survey themselves or inspired their employees, colleagues and volunteers to pass on information on the research project and the survey in order to take part in the survey on a voluntary basis. Actors who wanted to contribute to the progress of science in the field of prevention took part in the survey.

Based on the above-mentioned research objective of the EDURAD project, it was decided that one of the focus groups should deal with the field of action "school" and focus on both formal learning settings (teaching) and non-formal school-related or school-based regular youth and social work services (school social work, all-day care, after-school care, etc.). The group consisted of four participants who were and are active as teachers, school social workers, ministerial commissioners and school counsellors on the topic of extremism prevention in schools. The other focus group consisted of participants who have experience with prevention-related project approaches in direct work with young people in the school context. The group consisted of five participants, all of whom are active in different projects on the prevention of extremism throughout Germany with the main focus on right-wing extremism and Islamic extremism.

Methods (online/offline)

The questionnaire survey was conducted online using Microsoft Forms. It served the purpose of querying constellations and problems present in the field with regard to the stated research objectives, but does not claim to be representative. The questionnaire consisted of 14 multiple choice questions and a final open question. The multiple-choice questions were aimed not only at gathering information on the field of activity and place of work, professional experience/engagement experience and the target groups with whom the interviewees work/engage, but also at engaging with the interviewees who are faced with extremist phenomena in their everyday work/engagement, manage the assessment of the risk to their target groups with regard to the phenomena mentioned, engage in pedagogical handling of extremist phenomena, drawing on their structural and personal resources. Finally, an open questioning session enabled the participants to express their needs and wishes in

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dealing with extremist phenomena at their places of work/engagement. The questionnaire enabled the respondents to participate by sending them a link that led them directly to the questionnaire. The questionnaire could be filled in from both fixed and mobile devices. At no time was it possible for the researchers to trace the identity of the participants. Microsoft Forms uses the term "anonymous" for each participant. The results of the survey are stored securely on the MS Forms platform until they are deleted by the researchers after the final analysis and cannot be viewed by third parties.

The focus groups were also conducted online with the App Zoom via a professional licence from the Frankfurt University of Applied Sciences. The aim of the focus groups was to gain insights into the challenges, opportunities and needs of actors in (non-)formal settings in the educational debate on extremism. The participants were asked to speak about their work experiences with their target groups, about the challenges and opportunities they face in their work and to enrich these experiences with life for the other participants and the researchers by recounting concrete experiences and situations. This led to discussions and conversations between all participants on relevant aspects of the participants' stories, so that different and similar views and experiences of the individual participants could be incorporated into the evaluation of the data material for insight purposes. The focus groups each lasted two hours. In focus group I, the introductory narratives lasted half an hour, while the discussion part lasted 1.5 hours. In focus group II, the duration of the introductory narratives was 45 minutes, the discussion part 1 hour and 15 minutes. The discussions were recorded with the consent of the participants for evaluation purposes. The individual oral contributions were made anonymous during the evaluation and the video and audio material was then deleted after the final analysis.

Short summary and analysis of findings from questionnaires

The questionnaires were sent to the various actors from the above-mentioned (non-) formal settings between 15. August 2020 and 30. September 2020 for processing. There was a response of 103 questionnaires in this period. Following results can be recorded:

Field of Practice

Illustration 1 shows that almost 50% of the respondents are active in the field of non-formal education. A good 42% of those questioned stated that they were not active or committed in any of the mentioned fields. About 16% are active in school social work and street work. Just under 5% at schools themselves and just under 2% in initiatives/foundations and religious communities (see figure 1):

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1. In welchem Feld sind Sie tätig/ engagieren Sie sich?

Weitere Details

🔵 Schule	5	
🟠 Außerschulische Bildung	51	
🟢 Schulsozialarbeit	17	
🔴 Stationäre Jugendhilfe	5	
🟣 Streetwork	16	
🟤 Initiativen oder Stiftungen	1	
🩷 Religionsgemeinschaften	2	
⚫ Sonstiges	43	
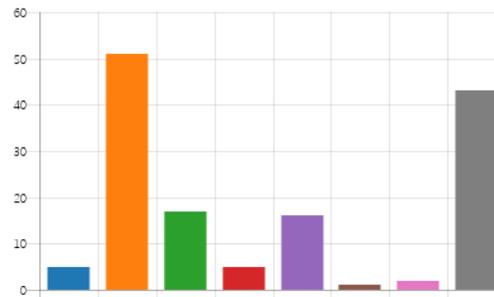
Figure 1 (n=103)

Professional Experience

33% of those surveyed say they have been active or committed in the field for 10 years or more. A good 27% are active or committed between 5-10 years, 17% between 3-5 years and 18% between 1-2 years. Just under 5% have been active or committed for less than one year (see figure 2).

2. Wie viele Jahre arbeiten/ engagieren Sie sich in diesem Feld?

Weitere Details

🔵 1-2 Jahre	19
🟠 3-5 Jahre	18
🟢 5-10 Jahre	28
🔴 mehr als 10 Jahre	34
🟣 Sonstiges	5

Figure 2 (n=103)

Age Groups worked with.

85% of the respondents' target groups, however, are 15-18 year olds, 77% are 12-15 year olds, just under 70% are 19-21 year olds, about 60% are 10-12 year olds, just under 50% are 22-25 year olds and 18% are children and young people under 10 or older than 25, if they also advise teachers or parents, for example. Multiple answers were also possible in this question.

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3. Mit welchen Altersgruppen arbeiten Sie/ engagieren Sie sich?
Weitere Details

10-12 Jahre	62
12-15 Jahre	80
15-18 Jahre	87
19-21 Jahre	72
22-25 Jahre	51
Sonstiges	19
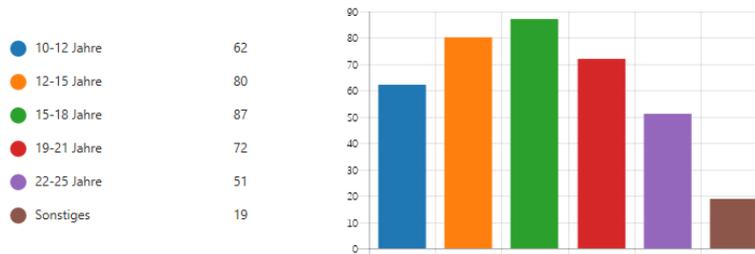
Figure 3 (n=103)

Place of Work

Figure 4 shows that most participants 60% work in the city, 25% in the countryside and 15% in both urban and rural areas. Due to the fact that most participants work in the non-formal sector this result shows that there is a lack of offers of non-formal activities in rural areas.

4. Wo sind Sie hauptsächlich tätig/ engagiert?
Weitere Details

Stadt	61
Land	26
Beides	16

Figure 4 (n=103)

Participants' experiences with prevention-relevant phenomena

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

Rechtsextremismus	31
Rassismus/ Ethnozentrismus	86
Islamophobie	41
Nationalismus	44
Antisemitismus	35
Islamistischer Extremismus	19
Fundamentalismus	18
Homophobie	78
Sexismus	83
Hate Speech	73
Sonstiges	9

Figure 5 (n=103)

83% of those questioned cite racism and ethnocentrism as phenomena they encounter in their work or commitment. Sexism follows with 80%, homophobia 75%, hate speech 70%, nationalism 43%,

Islamophobia 40%, anti-Semitism 34%, right-wing extremism 30%, Islamist extremism 18% and fundamentalism 17%. Here too it should be noted that multiple answers were possible.

Target groups of the educators

80% work with target groups that come into contact with the phenomena mentioned in question 5 in different ways or show references to them. Just under 54% of those questioned state that they work with young people whom they consider to be at risk of developing a corresponding orientation and/or sense of belonging with regard to one or more of the phenomena mentioned in question 5. 50% stated that they work with young people who are critical of the phenomena mentioned. 48% stated that they work with young people who are unpredictable and whose attitudes they do not know. Just under 42% said they worked with young people who were already involved with the phenomena in one form or another. 37% stated that they worked with young people who had no contact with the topic at all. 26% stated that they worked with young people who were doing something about the phenomena mentioned, wanted to do something about them. Just under 13% stated that they work with young people who are involved in an extremist milieu. Just under 7% said that they work with young people who agitate and recruit in their extremist milieu. Once again, multiple answers were possible on this question.

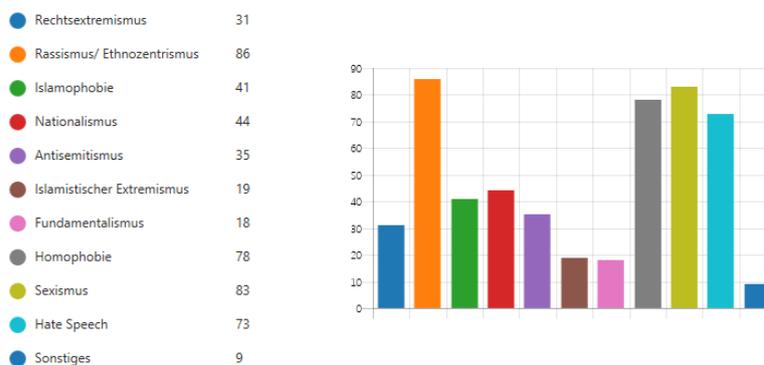6. In Bezug auf die o.g. Phänomene: Mit welchen Zielgruppen habe Sie es in Ihrer Arbeit/Ihrem Engagement zu tun?

Weitere Details

Mit verschiedenen Zielgruppe...	83
Mit Jugendlichen, die den gen...	52
Mit Jugendlichen, die etwas g...	27
Mit Jugendlichen, die gar nich...	38
Mit Jugendlichen, die Sie in Be...	55
Mit Jugendlichen, die bereits i...	43
Mit Jugendlichen, die in ein ex...	13
Mit Jugendlichen, die in ihrem...	7
Mit Jugendlichen, die nicht ei...	50
Sonstiges	3
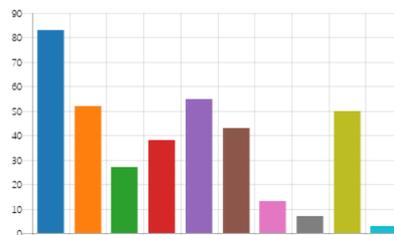
Figure 6 (n=103)

Assessment of media use by target groups.

Question: "Which social media platforms that are associated with extremist attitudes, actors and content are used by your target group (s)?" The respondents were asked to give their personal impression.

7. Welche Social-Media-Plattformen, die mit extremistischen Einstellungen, Akteur*innen und Inhalten in Verbindung gebracht werden, werden Ihrer Ansicht von Ihrer/ Ihren Zielgruppe(n) verwendet?

Weitere Details

● Soziale Netzwerke	93
● Video Plattformen	60
● Chat Dienste	38
● Messenger Dienste	52
● Websiten	22
● Weiß ich nicht	10
● Sonstiges	5
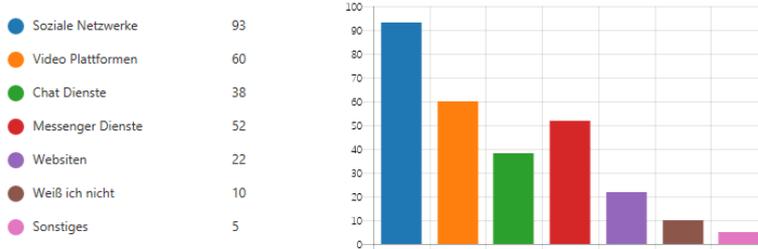
Figure 7 (n=103)

90% of those questioned stated that in their opinion their target groups mainly use social networks which are associated with extremist attitudes, actors and content than communication in real life. 58% named video platforms, 50% messenger services, almost 37% chat services, a good 21% websites and almost 4.9% other social media platforms. Just under 10% of respondents state that they do not know which social media platforms associated with extremist attitudes, actors and content are used by their target groups.

Genres of media dissemination of extremist content:

Question: "Which media formats that are associated with extremist attitudes, actors and content are used by your target group (s)?".

8. Welche Medienformate, die mit extremistischen Einstellungen, Akteur*innen und Inhalten in Verbindung gebracht werden, werden Ihrer Ansicht nach von Ihrer/ Ihren Zielgruppe(n) verwendet?

Weitere Details

● Kommentare	71
● Persönliche Nachrichten	51
● Blogs	23
● Videos	65
● Vlogs	11
● Spiele/ Games	36
● Bilder	65
● Memes	55
● Gifs	35
● Hashtags	32
● Musik/ Liedtexte	58
● Social Tagging	11
● Sonstiges	6
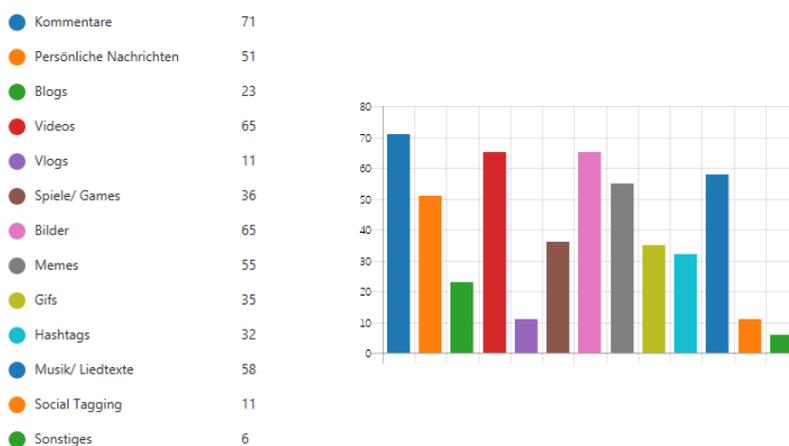
Figure 8 (n=103)

Almost 69% of respondents say that the media format 'comments' is used by their target groups when it comes to media formats associated with extremist attitudes, actors or content. 63% cite both videos

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and images. 56% music and/or lyrics, 53% memes, 50% personal messages, 25% games, 34% gifs, 31% hashtags, 22% blogs, 11% both vlogs and social tagging and 6% other media formats not mentioned.

Resources for engaging with extremism

Most educators use their own personal strategies in dealing with pedagogical challenges at work. 47% use further training, just under 46% advice, just under 15% supervision, just under 11% teaching materials and just under 7% other.
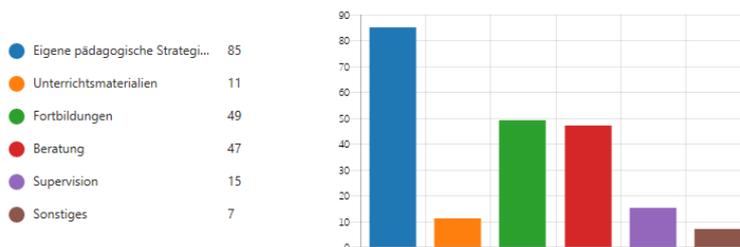
Figure 9 (n=103)

In addition to their personal strategies, most participants (76%) say they use networks and exchange formats with social workers, 56% with out-of-school actors in education, 54% use offline exchange formats and networks within their organisation, 53% use digital and offline exchange formats and networks outside their organisation, and just under 45% use exchange formats and networks with police officers, almost 34% use digital exchange formats and networks within their organisation. Multiple answers were allowed in this question.

Figure 10 (n=103)

The above shows, however, that there is a great need for advice and training on the part of the educators and on developing personal pedagogical strategies: 65% see further training as a need for development and support in their work/commitment. 61% have their own pedagogical strategies. Just under 52% counselling, just under 38% supervision, just under 16% teaching materials and just under 8% stated other things. Multiple answers were also possible in this question.

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11. Welche Unterstützungs-/ Entwicklungsbedarfe sehen Sie in Ihrer Arbeit/ Ihrem Engagement?

Weitere Details

● Eigene pädagogische Strategi...	63
● Unterrichtsmaterialien	16
● Fortbildungen	67
● Beratung	53
● Supervision	39
● Sonstiges	8
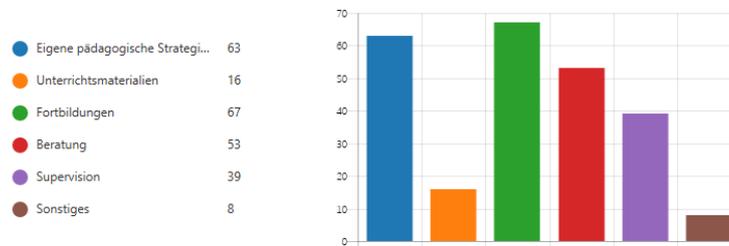
Figure 11 (n=103)

Future Exchange hubs/networks

Question: Which exchange hubs/networks inside and outside your organisation do you want to use in the future? is answered similarly. The majority of those questioned about 66% would like to use digital and offline exchange formats and networks outside their organisation in the future. A good 63% want to use exchange formats and networks with social workers. A good 59% with out-of-school actors in the education sector, a good 53% with police officers, almost 49% digital exchange formats/ networks within their organisation and a good 47% offline exchange formats/ networks within their organisation. Multiple answers were possible here.

12. Welche Austauschformate/ Netzwerke innerhalb und außerhalb Ihrer Organisation wollen Sie in Zukunft nutzen?

Weitere Details

● Digitale Austauschformate/ N...	50
● Offline Austauschformate/ Ne...	49
● Digitale und offline Austausch...	68
● Mit Polizist*innen	55
● Mit Sozialarbeiter*innen	65
● Mit außerschulischen Akteur*i...	61
● Sonstiges	2
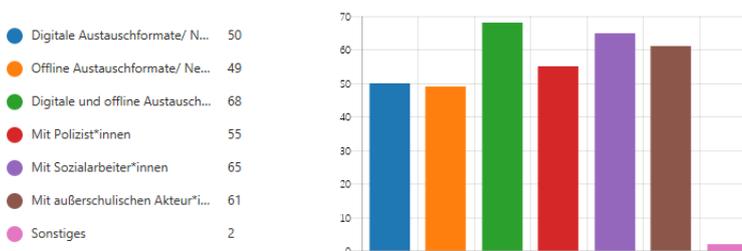
Figure 12 (n=103)

Limits of Opportunities for Action

Question: Where do you see the limits of your options for action in your work/engagement? The survey demonstrates that educators need more personal time and infrastructural supports in order to adequately provide extremism and radicalisation in educational spaces.

13. Wo sehen Sie die Grenzen Ihrer Handlungsmöglichkeiten in Ihrer Arbeit/ Ihrem Engagement?
Weitere Details

● Zeitliche Ressourcen	82	
● Finanzielle Ressourcen	34	
● Institutionelle Rahmenbeding...	48	
● Gesellschaftlicher Diskurs	37	
● Befürchtete Sanktionen/ Bedr...	14	
● Eigene Positionierung im gese...	12	
● Sonstiges	8	
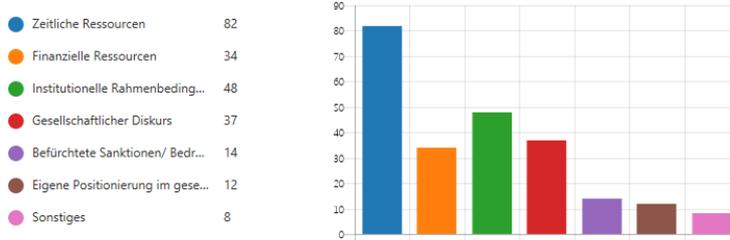
Figure 13 (n=103)

Making extremist phenomena visible

14. Glauben Sie, dass die Ansprache extremistischer Phänomene fester Bestandteil Ihres Berufsbildes/ Ihres Aufgabenspektrums in Ihrem Engagement sein sollte?
Weitere Details

● Ja	94
● Nein	6
● Sonstiges	5

Figure 14 (n=103)

The vast majority of educators (91%) are in favour of making extremist phenomena visible and believe that extremism and radicalisation should be part of their educational agenda.

Supports Needed

In response to the final open question, "What supports would you like to see in order to be able to deal better with the aforementioned phenomenon in your work/commitment in future", 101 of 103 respondents answered and gave answers to open question no. 15. The range of answers is outlined below:

- More resources (time, financial, personnel), to integrate prevention projects into the regular structures of schools and extracurricular educational institutions on a permanent basis;
- To establish more democracy education in formal and non-formal educational settings and in teacher training and social worker courses
- The expansion of nationwide coordination centres on the subject of extremism;
- More low threshold offers in the primary prevention sector in the context of child and youth welfare
- More advanced and further training, supervision;
- Exchange hubs and networks for extremism prevention and;
- Easier access to handouts and scientific literature on the subject of extremism.

Short summary and analysis of findings from focus groups

This section presents sequential reports of the Focus Groups in which the main narrative themes and strands of conversation were recorded. This serves to ensure methodological transparency and plausibility of the results. At appropriate points, verbatim quotations from the focus groups are indicated with inverted commas and italics. The results of Focus Group 2. are compared or contrasted with those of Focus Group 1 in order to bring them together with the results of the questionnaires for a final analysis.

Focus Group 1

Focus Group 1 consisted of four participants who were and are active as teachers, school social workers, ministerial commissioners and school counsellors on the topic of extremism prevention in schools in three major cities in western Germany.

The initial question was formulated as follows: "Please tell me about your experiences when you first came into contact with extremist phenomena among your target groups, either among young people or with organisations that you advised on extremist phenomena. You are welcome to tell about concrete situations and experiences, examples that you remember or that are relatively fresh. Tell us also about opportunities and challenges, but also about aspects which in your opinion have worked or are working well".

Islamic extremism and religious fundamentalist attitudes in schools

The ministerial commissioner, who worked in a major city in western Germany until his retirement in 2015, was the first to speak in response to the initial question and talks about the increasing problems of Islamist influence on young people, which he has experienced: "*In some cases with a fatal outcome because they left for ISIS. About 15 dead people*". Through the intervention of the security authorities, other young people were prevented from leaving for ISIS in time. His resumé from his professional time describes how thirty years ago, the influence of ideologies that could be specified was greater, now he states that a kind of "*Islamist pop culture*", which has also taken place through digitalisation ("digital underground") alongside school, so that teachers at school did not perceive anything visible in this direction, no open forms of organised behaviour.

"Among the right-wing extremists there are still the forbidden badges swastika etc., therefore among Islamist circles, the pedagogical sensitivity of the individual teacher was decisive in the confrontation with Islamist phenomena". At the moment, he noted, the threshold to Islamist extremism is no longer so much crossed, but rather the issue is conflicts with religious fundamentalism. This is why the security authorities no longer need to be involved at the moment, and the schools have to deal with the issue using *"on-board resources",* he says. He currently observes that in primary schools, parents with fundamentalist attitudes encourage their children *"to go into opposition with compliance with the rules and to respond to teaching content and dress accordingly".* This probably refers to wearing a headscarf, which is perceived as oppositional.

The teacher, who has been dealing with the topic of extremism and extremism prevention professionally and academically for 25 years and is currently working at a school in a large West

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German city, where she is also responsible for extremism prevention, is the second to speak out and attack the topic of Islamist influence in the form of the phenomenon of Salafism at schools. She tells of a former student who died in Syria. The incident and the subject matter itself had *"not been dealt with properly at school, and many only noticed this afterwards"*. It becomes clear that the topic touches her emotionally, she does not give any reasons why, from her perspective, it was not possible to clear up and deal with the topic of Islamic extremism at school. Currently, the teacher observes, similar to the former ministerial commissioner, that *"religiously oriented fundamentalist tendencies"* are on the rise. This, she says, is reflected in the self-designation and external designation among the pupils like fractions who call themselves "Muslim pupils" and those who call themselves "German". At this point, she tries to work against the division within the student body and, to some extent, the parenthood, which develops along these lines.

The school social worker, who works at various schools in a large West German city, also takes up first the subject of Islamic extremism, thus following on from the two previous speakers. He tells us that since 2015 some pupils have joined the Islamic state and left for Syria. From his perspective, this circumstance also has a strong impact on the schools, "because everyone who left also had contacts with many people. Due to these incidents, youth welfare in schools was suddenly strongly addressed, *"feedback was to be given on how pupils treat each other, how pupils wearing headscarves are treated by others, and all school administrators were also trained in how to recognise 'radicalising Islamists'"*. The school social worker emphasises that he was very unhappy about the way the issue of Islamist extremism has been dealt with *"has come to a head with this group, with Muslim youths, and not with a focus on where they are at risk, but where do they endanger others?"* Currently this situation and handling of the topic at the school where he is active has greatly diminished, diversity is lived in the school, Muslim youths "rub" against the institution, for example by asking for prayer rooms.

The school counsellor, who has been holding workshops and projects on the prevention of extremism in schools since the 1990s and has been advising schools on extremism issues since the 2000s, mainly based on the knowledge he has gained during the school projects and workshops, does not explicitly touch on the topic of Islamic extremism. He expresses his views on extremist phenomena in a more expansive manner.

Right-wing extremism visible in all school forms, especially at vocational schools

From the perspective of the Ministerial Commissioner, right-wing extremism in schools has been evident in all types of schools since the 1990s, and especially in vocational schools, he noted an *"astonishingly high level"* of openly right-wing extremist attitudes.

The school counsellor confirms the assessment of the ministerial commissioner that grown-up young people at vocational training institutions show *"a stronger attitude"* and *"do not keep their noses out of the air with manifestly inhuman opinions. They can also vehemently defend their opinions with arguments".* He did not experience this so vehemently with younger people. From his perspective, *"vocational training institutions (...) are the toughest challenge that one can face as a team member of a prevention project. It is also more often the case that they fail in getting into conversation, so that projects are also abandoned".* He and his team tried to address young people who are "*torn*" in vocational training institutions and to win them over to democratic views.

The school social worker who also has experience at vocational training institutions says that, from his perspective, it is difficult to establish democratic views among students at these institutions, because in his view it is *"a coming and going in the institution. Ethics teachers, for example, spend 45 minutes in a class and then go straight to the next school or to another type of school, although it is precisely those teachers who bring the important topics such as democracy, etc. into the schools. What makes them very 'worn out' is that the young adults do not take them seriously at all, and they are not even there voluntarily".*

The teacher speaks about a study on democracy education that she conducted in the early 2000s at a school based on participant observations, whose everyday life was very much influenced by right-wing extremist youths. The group of right-wing extremist youths had the *"power of opinion in the classroom"* and had succeeded in *"silencing the others"* and *"intimidating the teachers".* For this reason, the school had also obtained help to tackle a larger project on right-wing extremism. She reports that this experience was a very emotional one for her and motivated her to stick with the topic of extremism because she had experienced *"what it does to a school when it goes in the direction of hegemony, that even experienced teachers are completely at a loss how to deal with the phenomenon. That also frightened me quite a bit that this can have such an impact."* She tells of another special experience on the subject of right-wing extremism during a visit to a concentration camp in Sachsenhausen: during the guided tour, which was accompanied by staff of the concentration camp, right-wing oriented pupils expressed the following: *"Yes, there were no gas chambers here, that's proof that we are told a lot of nonsense".* The teacher was shocked to learn that the staff members who took the *tour "simply passed on facts and figures".* It remains to be seen whether the teacher or other adults and pupils countered the statements of these pupils. At the school where the teacher is currently working, she is not dealing with openly right-wing extremist pupils, but with pupils and parents' representatives who are threatened by *"right-wingers", as the school is located in a district that has been marked by "right-wing terrorist attacks in the last eight years. The youth centre has been set on fire two or three times, young people have been threatened on the street, i.e. threats from outside, depending on how close the pupils live to the school and how closely they are politically connected".* The teacher currently has another case of a pupil from the 11th grade whose father is in the organised right-wing extremist class and who is faced with the dilemma of "how can I distance myself from the father in terms of content and still have something to do with him?"

On the subject of right-wing extremism, the school social worker mentions two female students who had not made their right-wing orientation *openly "where there was a strong suspicion that they had right-wing attitudes and represented them".* It remains an open question, how these "*suspicions*" were dealt with at school, and whether the teachers tried to get into contact with the pupils and talk to them about their attitudes and motives.

Sensitisation of pedagogical staff, especially teachers, to extremist phenomena in further training and studies

Following on from this, the teacher took up the topic of the *"incompetence of both the teachers at the school and the staff at Sachsenhausen concentration camp",* which had *"shaken her very much".* She has often experienced *"how helpless educational and political forces can be when things are not properly thought through and right-wing oriented young people are a little bit smarter than you would have thought them to be or when you think up concepts at your desk."* Therefore, she is now trying to

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put the concepts from her theoretical work into practice at the school where she works. She argues that teachers need *"more practical tools"* and could be sensitised during their studies. In her opinion, teachers need a democratic basic training, which should include human rights, the constitution and basic rights as a compulsory part of their studies.

The school counsellor confirms the importance of sensitising teachers to the extremist phenomena that occur in schools, he says: *"In the discussions (with the teachers) it turned out that there were things that had not been dealt with for a long time, many things that were tolerated and sometimes there was a swastika on the wall overnight and everyone wondered 'Oh at our school, how is that possible?' And when we were there, we realised that there was more behind it. And that's why we also looked at the teachers etc.".* He emphasises that the sustainable awareness and treatment of extremist phenomena in schools can only be guaranteed if several actors, such as teachers, school social workers, school management and pupils, are involved on site. Therefore, he and his colleagues advise teachers, in particular when inhuman statements, attitudes and opinions are expressed and visible and when teachers have reached their limits in dealing with pupils. He emphasises that in his view the school is a *"scarcity economy"* and the teachers are *"lone fighters"* who can hardly do any relationship work with the pupils.

Structural criticism of the school system: school development in the sense of organisational development is needed

The ministerial commissioner takes up the school counsellor's criticism of the system and says that it is very helpful and further reaching for him to take a look at the school system, because *"it finally raises questions that were not asked before".* As a former teacher who also taught at vocational schools, he can say from experience that in his view, relationship work is not possible at vocational schools. For example, he had to teach a total of 240 pupils at the same time, whom he had seen at school for two hours a week. This shows from his perspective that *"our school system (...) is so alienated".* First of all, processes had to be established in schools which constituted and promoted a *"collective identity",* and which respected each individual pedagogical actor.

The school counsellor adds that the school management must also develop a systemic perspective on the topic of extremism and should not call it a problem of individual teachers. He has experienced such schools that *"have set out on their way",* but he also sees many schools that *"do virtually nothing at all".* He sees school development from the perspective of organisational psychology and says: *"A school is a closed system: if something is to be changed in it, the drive and desire for change must come from the leadership and management. In many conversations with leadership and management it is affirmed that they are extremely interested in change. One can see that nothing happens, that there is a lack of decisions that build on each other with the aim of bringing about change. The key to success here is to define together with the actors on the ground: what has it been like so far? And how will the new, the future be determined? What makes the difference? And all local actors must be involved so that this process is sustainable in the end".*

The teacher confirms that *"without a school director, it is absolutely impossible to bring about change".* But in her view, the school administration alone is not enough either. She explains this circumstance using the example of a project that she accompanied at a school where the school management was open to change, but large parts of the teaching staff were not, the project was not successful. Thus,

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she agrees with the school counsellor and says that sustainable changes in schools can only be achieved if all local school stakeholders are involved in change processes.

The school social worker objected that *"school as a system of coercion"* does not work well, so he would like to see more voluntariness in schools. In his view, schools should above all promote the participation of pupils more: *"Pupils should be able to choose more what they want to learn. The school system should become aware that it is a system of working together. That it is not about competition, e.g. when some teachers take on projects. How is the organisation set up? What does it offer the people who are supposed to work there? How conflict-prone is the school?"*. He, as a school social worker, has to pay attention to how close he is to the headmaster and how he acts between the staff and the school management in order to do his job well, especially if the staff thinks the school management is "*stupid*". He also experienced many entrenched attitudes and opposition in schools. In schools where there are no oppositions and trench warfare, he says, he experiences that the adults who are at these schools are particularly open and good at relationship work. For good relationship work, the professionals at schools must *"be able to allow contact with the pupils"*.

According to the school counsellor, this requires school development. He argues that *"schools that are keen on development of their own accord"* should be financially supported. In eastern Germany in particular, he sees a major lack of school development in the field of extremism prevention. From his perspective, the lack is a failure of leadership: *"in commercial enterprises, visions and possibilities for action are developed when problems arise, at schools you are left alone, there is no common guideline for action. If the red line is clear, what is inhuman, then we have to deal with it on the spot, this improves the local atmosphere and especially the excluded are taken seriously and they become aware that their rights are taken seriously"*.

The Ministerial Commissioner supports the topic of school development for those who want it, from his perspective it is not possible for all schools to progress at the same time; the ongoing lack of time makes this impossible. More time is needed for informal exchange at schools to advance the relationship work, including more teaching staff.

The teacher adds that the West German metropolis where she works has a highly segregated school system; as long as this remains and this topic does not become the subject of educational policy, the issue of equal opportunities will be very difficult to deal with. There is a need for people who want to make schools democratic without pursuing their own goals. From their perspective, school development requires external school support from outside, which is long-term, for at least three years and has financial resources. She adds that especially in rural areas there are no or too few external offers for schools that take up the topic of preventing extremism. The lack of infrastructure, no associations dealing with democracy education etc. is a major problem for rural areas.

The school counsellor adds that people who work to prevent extremism in rural areas are more likely to be singular. Teachers are so burdened and restricted by their *"daily job"* that they *"reach their limits with additional topics. They do not know how to act because the whole environment/management, colleagues, parents, it is so difficult that they sometimes think about quitting their jobs and moving."*

Success factors for the prevention of extremism: Cooperation with external projects for prevention work

The teacher reports about the cooperation with an external project for prevention work at her school. Within two years, a prevention concept for the school is to be developed together with the external provider. For her, the concept is a particular success factor in prevention work because it institutionalises this and *"one does not always have to deal with individual cases*". From her perspective, *"concepts of action orientate colleagues and everyone in the school".* It is of particular relief that the external colleague of the project oversees project coordination and has an eye on deadlines etc. Together they developed, for example, mandatory modules for all classes regarding respect and diversity, the identification of different forms of discrimination and cross phenomenona. To this end, they addressed the respective situations in the class. There would be fixed project time frames (once or twice a year four to five days), also in cooperation with other project providers in the field of prevention. The prevention concept also makes it clear to the teachers that they must deal with the topic in the same way and that there would be further training on the topics of discrimination, sexual diversity etc. Schools would then participate in the projects *"School without racism and school of diversity"*. Together with the external project providers, you are now filling *"these labels with life".* The decisive factor for a good cooperation with the external providers, which are located at the institution school, is in your opinion an appreciative communication, because the work for the external person is also very challenging, it is therefore also very much dependent on the competence and personal attitude of the person working for the external project.

Institutional discrimination/ Discriminating teachers

The school social worker raises the question of what the other participants would do if pupils told them: *"What am I supposed to do in this institution if it supports discrimination?"* as that is what he experienced.

The school counsellor says that the pupils would have realised this well, he would deal with it democratically, *"you don't have to push discrimination any further."* What exactly this means, and whether a certain amount of relativisation is being put into perspective remains open.

The ministerial commissioner says that some teachers discriminate against pupils and adds that at the same time teachers cannot develop themselves with all their resources due to the structural regulations they are confronted with in the schools. He speaks of a *"self-discovery of the teaching staff"*, which should be initiated by an external factor, which in his view would also have an effect on the self-discovery and the sense of community of the pupils over several years. Only then can topics such as extremism and misanthropy be dealt with effectively. There is no point in *"fiddling with individuals in warning and reminder mode".*

The teacher says that she is strongly in favour of showing concern and making emotions visible at school.

Positive school climate: School as a safe place and opportunity for exchange

Following on from this, the ministerial commissioner says that in his experience, violence and contempt for humanity only exist in schools where the school climate is generally bad and there is no cohesion *"nobody who places responsibility or value on a good climate"*.

The teacher says that a positive school climate is particularly important to *"protect against the spread of right-wing extremist orientation. This presupposes that there are rooms for discussion. The timetable should therefore include times that are institutionalised free space"*. For example, the class council, in which, for example, media consumption is discussed once a week, or the cooperation with school social work, should be given regular space, or the *"start of the day"* with the class leadership, in which current topics can be taken up. In her view, these rooms of exchange create the preconditions for more professional work or formal learning, *"since it can then also be more and more about learning and no longer about group and insults, conflicts, etc."*.

From her perspective, gender-separated groups are also helpful as protected spaces. Spaces for exchange with parents are important, for example, to conduct learning development talks. They do this at their school twice a year. In addition, there are two days off from school and in these talks the pupils also report from home about their parents' political attitudes etc. From their point of view, there is a need for spaces of opportunity for encounters. She pleads for small-step processes also among colleagues: *"for example, how do you talk about class councils? In this way, a culture of exchange can be facilitated: small spaces in everyday school life that remain permanently in place, where there is no question of project presentation but rather, mentoring, collegial counselling etc. Cooperation across roles is important to counteract the image of teachers as lone fighters"*.

From the point of view of the school counsellor, things that happened at school, such as violence etc., should be dealt with at school. This means that the Ministry of Education must give a clear mandate on the basis of which the schools can act. The school management must accept the mandate. This would require additional resources and the educational staff would have to be sensitised to recognise extremist phenomena. Furthermore, the school must agree on when action must be taken so that the pupils and teachers were also oriented. This would have to be done with external support, as there were blind spots among the school actors from his point of view, and external moderation would be necessary.

The school social worker raises the question again: *"Where is the school also a shelter for certain pupils?"* He brings the example of the right-wing terrorist attack in Hanau in February 2020, in which numerous young people in particular were murdered. For him, this raises questions for pupils such as *"Where is racism in society, but also in the school institution? Where is my safe place? What do I do when teachers discriminate?"*. He addresses the fact that institutional discrimination also decides about pupils' biographies, for example, if transitions to secondary school are not possible for certain pupils.

The teacher emphasises that the rights of the pupils must be strengthened, and the pedagogical staff must be trained in questions of children's rights. In her view, however, there is a fear among teachers of a *"politicisation of the classroom"*.

The ministerial commissioner says that school heads are very overwhelmed by the number of different topics at school and that for this reason, too, they "miss out on some things", they find themselves in the antinomy between control and free space. That is why quality standards are needed, which are set in the offer guidance to schools, teachers and headmasters alike, for instance, by means of a traffic light system on the subject of prevention and extremism to indicate what the school itself must regulate and when, for example, security authorities must be called in.

Need for support for prevention work in schools

In response to the concluding question as to what the participants saw a need for support in relation to prevention work in schools, the ministerial commissioner said that there had to be a development motor in the area of quality development, in the form of external bodies who had to talk to the school about *"intelligent school development".*

The school social worker agreed that more school development was needed and that this also required more resources, for example, to reduce class sizes, to further initiate digitalisation processes and also to keep an eye on building management.

The teacher also agrees with the aspect of school development and pleads in this respect for cooperation between internal and external experts who together share knowledge about the needs of the school and its development and want to advance it in a long-term project.

The school counsellor pleads above all for a quality management system that should bring school development forward, because from his perspective too much money has already flowed to external actors and, above all, because there should be permanent monitoring of how the school is developing so that the quality of the necessary processes in the schools can actually be effectively increased.

Focus Group 2

The results of Focus Group 2 are presented below to compare and contrast with Focus Group 1 in order to highlight similarities and differences. Focus Group 2 consisted of five participants, all of whom are active in prevention projects and carry out these as external providers, mainly in schools. The various projects focus primarily on the prevention of Islamic extremism and right-wing extremism and work with methods and techniques such as democracy education, the youth cultural approach and the approach of process orientation both in group and individual settings. Some of the projects work only with pupils, the majority with all actors in schools: pupils, teachers, school management, school social work, other external providers and sometimes also the parents. In their everyday work, however, the participants are increasingly finding that the focus on the project's main focus is not enough and that they have to take action across phenomena or even go beyond the project's statutes and talk to teachers and other actors in the schools.

The introductory question was: "Can you talk about your work at the schools with the various groups or about individual case work, and to that extent, how do you do it? What is your approach to prevention work, were there any special cases? Where are the challenges, where are the difficulties in terms of prevention work, where do you see a need for support? What are your primary challenges?

And where are things already going well? You are welcome to take your time and think about specific cases or groups, and to start there and talk about them."

School as a safe place and opportunity for exchange

In contrast to Focus Group 1, Focus Group 2 does not discuss phenomena of extremism in the first place, but rather focuses on the importance of schools as safe places and the creation of opportunities for informal exchange at schools. At the same time, the participants in Focus Group 2 thus, take up a topic that was also of great importance in Focus Group 1. They emphasise the importance of informal exchange rooms beyond formal lessons for pupils in order to be able to talk about topics that concern them and thus to be able to carry out relationship and prevention work with them. From their perspective, they design these spaces as external providers in both short-term and long-term projects which they carry out at the schools. In this way, *"protected spaces"* are created in the project workshops, in which *"the trust of the pupils is strengthened and thus becomes a space of possibility in which pupils can tell things that concern them".*

For example, everyday racism and discrimination, religious ascriptions and self-positioning or right-wing extremist attitudes, are brought to the attention of the pupils in their families of origin. Short-term projects initiate the topics and deal with them using different methods during the time mentioned. At the end of the project days or workshops, they present a comprehensive report to the school management or the responsible cooperation partners at the schools on the observations they have made, including assessments of topics on which further work should be done at school. After completion of their project work, they can no longer assess or monitor how and whether further work on the topics is being carried out on site, which they see as a shortcoming, unless they are booked again by the same school in the following year and meet the same pupils who tell them about their further development, which happens from time to time. One example of this is the following story told by one of the participants: *"A very early memory in the field of political education with a girl who lived in a neo-Nazi family and very early on in the workshop expressed her suicidal thoughts, thus very, very quickly made contact with our team and also willingly spoke about domestic violence. We were at the same school again a year later, she came rushing towards us, held up the skateboard, was incredibly happy that we were still there and said 'Look, I'm still skating since your workshop!' This is an important part of our work to talk about important topics, to strengthen young people, but also to focus on something else. And this is part of the youth culture work: to give young people something to deal with and empower them."*

The advantage of long-term projects from the point of view of the participants working in these projects is that they can take up topics that have been initiated and actively participate in the medium- and long-term work on these topics in schools. The participants see a challenge in the antinomy of creating a safe place for those "*affected*" and at the same time being open for communication and relationship work with, for example, children and young people who act as "*bullies*". How can limits be set and at the same time openness for developments and discussions be maintained? This is a question that preoccupies the participants.

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Islamist extremism and right-wing extremism in schools:

With regard to the phenomena of Islamist extremism and right-wing extremism, the participants of Focus Group 2 reported the shared experience that teachers tend to overemphasise Islamist extremism and tend to trivialise right-wing extremism. They concluded this from the kinds of hints they are given by teachers regarding the phenomena. The indications "*massively*" went in the direction of Salafism/Islamic extremism, as is made clear, for example, by the following statement*: "Here's a girl with a headscarf, take a closer look, she's going to radicalise". I*n the field of right-wing extremism, however, the participants encounter the following statements: *"Something like 'Yes, we have a pupil at school who has a swastika tattoo, but yes, that's just a youth sin, that's what they do. Right up to 'Yes, we find anti-Semitic slogans or swastikas carved into the tables in our classrooms, but you can't trace that anyway. And that was dismissed as a youthful sin or it's a phase and it will pass by itself...'".*

In contrast to Focus Group 1, the participants of Focus Group 2 do not talk about an increasing religious fundamentalism of the pupils. It is noticeable that the participants of Focus Group 2 often talk about examples of female pupils who grow up in right-wing extremist family milieus and reveal themselves to them in the workshops and ask for support. They report of rare cases in which they would classify the pupils as extremist and of only a few cases in which they regarded pupils as becoming radicalised. They confirm the statement made in Focus Group 1 that open right-wing extremist attitudes are more likely to come to light in vocational schools and that there is an urgent need for action in rural areas with regard to prevention measures.

Sensitisation of educational staff, especially teachers, to extremist phenomena in further training and at university

In Focus Group 2 too, the issue of sensitising pedagogical staff in schools, especially teachers, is particularly important. In contrast to Focus Group 1, the participants of Focus Group 2 report on this topic, in particular on teachers who discriminate against pupils and thus (may) contribute to igniting and consolidating radicalisation processes among pupils. One participant tells a moving story about an experience that took place during a workshop in a 10th class, a few days before the focus group. The pupils told her that *"... a teacher had made racist remarks, anti-Muslim racism, humiliation, threats [to the pupils] (...) and I was really shocked and this is now being passed on and followed up and what shocked me was, I am fully aware that in the context of school discrimination and racism is reproduced, this is a big issue and a big problem that needs to be addressed, but what was shocking was that the pupils said 'We've had the teacher for five years now and this is the first time we've talked to someone about this and thank you for taking us seriously and for listening to us.'".* This example also underlines the possibilities for informal exchange about the experiences of the pupils beyond formal education and extended possibilities for action to prevent extremism, which are offered to actors who are working in long-term projects in schools. Experiences of racism at school can be a push factor and thus one of the causes of radicalisation biographies shows once again how important teacher sensitivity in schools is.

Teachers who have already been sensitised can be empowered further, and teachers who have colleagues who express discriminatory views can be advised in sensitisation workshops. The participants, who work in long-term projects, emphasise the fact that working with teachers requires a lot of time. If it is successful, it is a special factor of success in prevention work, because *"presence,*

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contact and relationship with the pupils" is important in the prevention idea and the more present, open and sensitive the teachers are, the more open pupils are in direct contact with the teachers on topics such as discrimination etc. When pupils talk about their everyday experiences of discrimination in joint workshops with teachers, this often triggers a change of perspective and empathy in teachers, which can also lead to a change of attitude, similar to Focus Group 1, to strengthen the mutual relationships in the classroom in order to create space for successful formal learning processes. This is shown by the following storytelling example:

"When the pupils tell how they are doing in everyday life, the class leader often says, 'We don't know that, I don't know that, I don't know that if you go home and then maybe walk down the street with your family, someone will walk past you and say 'Can't you speak German?' Yes, because the family speaks Turkish with each other and there are simply many situations when I don't know that and I don't live like that and these are situations where I say I can suddenly lead my pupils in a different way because I experience situations from everyday life and then perhaps I have a different assessment and say: 'Oh, so that's what you experienced, when you get off the underground and you come to school then you're not there either because the looks at you were very unpleasant now.' And then again to understand clearly what my class needs in order to get there in the first place, in this context and maybe in everyday life, so that they can somehow leave it behind or just accept it, or even say, 'How was I doing on the train, namely not good and I can't concentrate on maths right now'. So, there are many elements of contact and dialogue, where you just go in and notice 'Oh, there is often not necessarily the everyday knowledge on both sides'".

This would require the liquefaction of fixed role assignments, especially in complex systems like schools. Teachers would have to be given options for action in further training courses on how to deal with hardened attitudes in the classroom or in the staff. In the view of some participants, softening fixed role attributions is a very important part of prevention work, because pupils do not distance themselves socially and thus defuse radicalisation processes, if they are repeatedly offered relationships by teachers, so that membership of the class or school is not questioned. Teachers' sensitisation to the sustainability of prevention work is also crucial. The participants who are able to work with all actors at the school according to the project description, but also the participants who work in short-term education and who wish to have these conditions from their employers, see it as a particularly beneficial factor, especially in individual case work, to involve all relevant school actors in the case work, such as school management, teachers, pedagogical experts, school social workers, etc., from the very beginning. Thus, especially if the case is successfully handed over to school actors, decisions on measures can be taken with the participation of the actors, which they should continue to implement.

Structural challenges to implementing prevention projects in schools: resources and quality work

In contrast to Focus Group 1 which criticised the system regarding structural challenges in schools, the participants in Focus Group 2 criticised primarily the policies of the federal and state governments, which constantly cut back on youth work. However, there were also experiences of success, one participant said that a colleague from her pilot project was offered a permanent position at the school after the pilot phase in order to continue the work, which was a great sense of achievement for her. It remains open how this permanent position came about, how it was refinanced and if there are that

schools might have room for manoeuvre, at least in some states, which they may not yet fully utilise, funds which they have not yet fully drawn down.

Focus Group 2 also mentions the topic of quality work regarding school development: if information from the teaching staff is brought to the participants of Focus Group 2, for example, that another teacher behaves in a racist manner towards pupils, they need to adhere to both action and reporting routines. This is a challenge when working in large systems. For quality work, therefore, the support of the school management is needed, which is decisive for prevention work in schools. Projects at schools are easier to implement, and there is better access to teachers, if the school management is behind them. There are schools that are very supportive in which discrimination officer is permanently installed at the school after the focus group members had conducted school project days, and when people reflected on opportunities for action available to teachers when pupils tell them about discriminatory experiences. This is particularly important because if teachers themselves do not know how to deal with an issue, if they are told something about extremism or radicalisation or discrimination and subsequently pupils do not get any feedback on how to deal with what they have been told, pupils do not feel taken seriously.

Pedagogical approaches

In contrast to Focus Group 1, the topic of pedagogical approaches came up in Focus Group 2. In addition to aforementioned youth culture-related approaches and approaches, aiming at democracy-building, which strengthen prevention through relationship work, many participants mentioned diversity approaches that address the topic of discrimination across different phenomena as currently particularly successful in working with pupils. One participant talks about a workshop series *"Fit for Diversity"*, which in her view has the greatest effect on young people. The series is about dealing with diversity and discrimination, using questions like: *"What does this have to do with me? What does discrimination mean and what can I do about it? What options do I have for action if I am affected myself, but also if I am aware of it?"* Within this workshop young people are able to reflect on these questions in a protected framework before they unreflectively come across extremist actors who instrumentalise the possible experiences of discrimination of the pupils for their own purposes in order to win the young people over. At the same time, addressing experiences of discrimination across phenomena is less stigmatising than simply addressing specific phenomena of extremism, which certain pupils may find stigmatising and thus counterproductive for prevention work.

In response to the concluding question, asking what need for support participants see regarding prevention of extremism in schools, the participants mentioned the following points:

- Qualification of teachers and social workers in the idea of prevention, in democracy education, in process-oriented approaches and in systemic counselling and non-violent communication in order to be able to deal with escalations.

- Better networking with other projects, that offer prevention work.

- Holistic/comprehensive view of prevention, at the same time considering the specifics of the phenomena

- Longer-term financing possibilities for prevention activities at schools

- Empowerment spaces for young people and safe place spaces also outside school, with cooperation partners who work in close collaboration with schools.

- More continuous prevention activities in rural areas and at vocational schools, since the transition from school to work is a vulnerable biographical journey, more support is needed here.

Conclusion

The results of the focus groups and the questionnaire survey lead to the following conclusions:

1. Anchoring prevention activities and interlocking them with regular activities at schools :

According to professionals working in these fields, prevention activities are particularly effective and sustainable when provided in long-term pedagogical projects that are integrated into regular school-related activities and in which professionals work in teams and are employed on a permanent basis. According to these professionals, short-term pedagogical projects might increase medium and long-term impact if interlocked with regular school activities. This could be supported by establishing a prevention-related quality system at schools (comp. below).

2. Establishing quality management at schools:

In order to best accompany the permanent anchoring of prevention in regular school-related structures and to support this work qualitatively in the medium and long term, prevention-related quality management needs to be established at schools. This includes the development of quality standards, concepts and guidelines for prevention work together with teachers, school social workers, school management and pupils. In addition, quality management serves the purpose of a long-term review of the effectiveness of the lived quality in the field of prevention work at schools and thus of school development.

3. Sensitising educational staff at schools for extremist phenomena and qualifying them to react adequately:

The processes mentioned in points 1. and 2. should be accompanied by coaching, further training and supervision activities for educational staff at schools, supporting them in recognising extremist phenomena and showing them ways how to deal with these phenomena when confronted with them. In addition, sensitising programmes should strengthen and support the pedagogical professionalism of the teachers through reflection, especially regarding the relationship work with each other and with the pupils.

4. Establishment of a positive school climate:

By reflecting on one's own professional actions in further training and quality work processes, the pedagogical staff can develop a feeling of empowerment which promotes their sense of belonging to the school. They can thus more consciously pass this feeling of belonging to the school on to their pupils and thus counteract radicalisation processes.

5. Networking of formal and non-formal actors within and outside their own organisations, both face-to-face and online:

In order to promote reflection and empowerment of professionals and to empower them in the long term, both face-to-face and online exchange formats with social workers, non-formal educational actors and police officers should be established both within their own organisations and with other organisations.

Conclusion of the country report

Summary of national policies

In German prevention policy, two elements are regarded as essential in conquering political extremism: i. the promotion of democratic attitudes and ii. a democratic political culture and the establishment of advisory structures for a broad range of (differently involved) target groups. National policy activities pursuing these aims mainly focus on funding programmes, dedicated to the development of prevention-related structures and the testing of new educational approaches. These programmes run since many years, are financially relatively well-equipped and play a crucial role in financing educational activities against political extremism in Germany.

Brief comparison of policies' aims and strategies

The main strategies to pursue the above-mentioned aims are shaped by constitutional limitations, mainly allowing the national state an *initiating* function in this policy field. Funding within these limitations has promoted a broad and diverse landscape of approaches, networks and specialised practitioners in the field of P(V)E-E. A stronger integration of the school sector, the establishment of long-term funding perspectives and reaching out to young people already showing first tendencies of involvement are remaining challenges in this policy field.

Strengths and expertise identified by the fieldwork

The results of the field research on Germany show that in politics, social work and schools' individual actors can be found, that have a highly developed expert knowledge on preventing extremism by/through education. In the school environment in particular, however, this expertise has not yet been widely disseminated.

As a result of the Federal Government's longstanding funding activities (see Chapter I.) numerous projects exist, some of which working since decades in the field of preventing extremism by education. This range of projects, addressing young people at schools and other pedagogical environments, is characterised by different emphases on different pedagogical approaches (democracy-building-, youth culture-, diversity- and process-oriented approaches) and includes both short-term and long-term pedagogical settings.

Needs and gaps identified by the fieldwork

Despite this wide range of activities aiming at the prevention of extremism, the analysis shows the following requirements for additional measures, that need to be further developed at the educational level and implemented at the political level:

- Qualification of teachers and social workers in recognising and dealing adequately with extremist tendencies.

- Long-term anchoring of pedagogical-preventive objectives and activities in school-related services and interlocking them with regular activities at schools

- Quality management regarding the anchoring of prevention activities at schools and the permanent monitoring of these activities at schools.

- Greater networking of educational staff with other actors relevant to prevention of extremism.

- Further development of cross-phenomenon prevention approaches.

Pedagogical opportunities identified by the fieldwork

All pedagogical approaches positively mentioned by focus group members aim at strengthening a trusting relationship with pupils, at empowering them and strengthening their self-efficacy. All these elements - according to the questioned professionals as well as to documented experiences (comp. Chapter 1), can be regarded as key elements to successful pedagogical prevention approaches. The reported experiences also show that addressing discrimination issues works particularly well if pupils are given the opportunity to reflect on these issues in a protected setting. Cross-phenomenon approaches allow to discuss these issues in a wider societal context and without focussing on one social group alone, thereby avoiding stigmatisation.

Learning points to inform WP3

The findings on Germany show a variety of possible approaches in addressing political extremism with educational means. The findings of the desktop research stress the possibilities and chances of educational work with young people "at risk", ways to reach out to young people outside the classroom and the relevance of integrated and systemic approaches, that don't focus on one potentially "problematic" group alone. On the other hand, the documented German experiences also show the limitations of project-based work and the need to develop approaches and structures that are interlocked with regular pedagogical work.

A broad spectrum of existing approaches was particularly identified in the field of generic prevention, but also regarding exit work. A need for further conceptional development was identified regarding approaches and pedagogical strategies that effectively reach out to young people at risk of becoming involved into extremism.

Desktop research results also stressed a lacking integration of the school sector into pedagogical activities countering extremism. Prevention activities taking place at schools (mostly by actors of nonformal education) are usually only weakly interlocked with regular school activities; furthermore, school actors are only poorly weakly integrated into professional prevention discourses and programmes.

These findings were confirmed by the findings of the fieldwork and they were further specified and expanded by the questioned practitioners regarding specific needs and starting points for further activities:

In accordance with desktop research findings, a need to develop additional generic prevention approaches could not be identified.

Regarding young people at risk a specific need was identified to develop and implement offers for this target group in vocational schools and in rural areas.

For improved integration of the school sector, measures aiming at quality development were considered to be particularly useful.

On the one hand the suggested measures related to the educational staff: for this target group qualifying measures such as coaching and further training were recommended in order to support school actors in dealing adequately with prevention-related situations, particularly to strengthen professionals' ability to work in durable relationships and to develop a trusting communication with colleagues/other professionals and with the pupils.

On the other hand, suggested measures related to the qualification of the school system. These measures include the development of quality standards as a prerequisite for transfer to regular practice as well as concepts and guidelines to strengthen the ability and security in taking action of the teaching staff and as a basis for permanent quality assurance in schools.

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