

=TOLERANCE=

Open Educational Resources
for educating in diversity

die kärntner
volkshochschulen

Xeno-Tolerance

**Supporting VET teachers and trainers
to prevent radicalisations**

Analysis of needs

NATIONAL REPORT

Austria

Die Kärntner Volkshochschulen (AT)

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0 Summary

The present ‚Needs Assessment Report‘ was written as part of the Erasmus+ project ‚Xeno-Tolerance – Supporting VET Teachers and Trainers to Prevent Radicalisations‘. This project aims at “Development of tolerance and prevention of radicalisations” (DTPR) in educational contexts.

The methods that were used in order to write this report were literature research on the one hand and qualitative methods on the other hand. Concerning the qualitative research there was one focus group that consisted of teachers and trainers that are either working in regular schools or in organisations that offer basic education courses, twelve interviews with people of different fields of educational work and three interviews with experts in the fields of political science, psychology and pedagogy. The three experts were Dr. Thomas Schmidinger, who is a political scientist as well as social and cultural anthropologist, he is a lecturer at the University of Vienna and the University of Applied Sciences Vorarlberg; Kathrin Noisternig, who works as a psychotherapist and also offers coaching and supervision, and Dr. Marc Hill, who is an assistant professor at the Institute of Educational Sciences at the University of Innsbruck. Summaries of the focus group, the twelve interviews and the three expert interviews can be found in the appendix.¹

The report provides evidence that there are three (politically motivated) radical tendencies in Austria, which are trying to attract supporters by using social media and adapting their jargon.

- Right-wing extremists (the New Right)
- Left-wing extremists
- Jihadists (Pop Jihadism)

Furthermore, teachers, social pedagogues, trainers, etc. listed the DTPR subjects that are missing in early and further education, and presented possible ways for including such subject matters in the appropriate training courses. In addition, a list of methods is included which aims at helping the VETs to counteract discrimination and radicalisation with prevention, or to intervene in cases where conflict has reached an advanced stage.

The VETs should be given access to these methods, but at the same time, work must be done to put VETs in the position of being able to use the methods, as the specific situation requires. To achieve this, it is essential to give the VETs additional training in holding dialogues or conversations and working on relationships, since the prevailing conversational culture in different courses and the relationship of the VETs to the participants is of crucial significance.

¹ In this report, information from the twelve interviews is marked as ‘I1-I12’. Information from the expert interviews is indicated by ‘E1’ and the respective name of the expert.

The analysis also established the need for all Austrian educational institutions to integrate their acceptance of DTPR in their mission statement, if they have not already done so.

1 Introduction

The different forms of radicalism that can be detected in Austria are right-wing extremism, left-wing extremism, religiously motivated extremism, hooliganism and different sects. The three forms that are treated in more detail in this report are the first three ones that have just been mentioned. These are the political and religious forms of radicalisation that can be found throughout Europe. Türk states that in several countries the number of Islamophobic reports and instances of incitement, scaremongering and inciting speeches has increased at the political level as well as within civil society. The current developments can be seen as a breeding ground for new radical groups (Türk, 2015, p. 7).

Right-wing extremism

The detailed situation concerning right-wing extremism in Austria in 2015 was the following:

In 2015 1691 extreme right-wing criminal offences were reported, which represents an increase of 40.8% compared to the previous year. These criminal offences were mainly (approximately 1000 offences) violations of the Verbotsgesetz 1947 (Prohibition Act 1947). The victims of these crimes were primarily asylum seekers and Muslims. The actions of the right-wing extremists directed against potential and existing accommodations for refugees, but also against people responsible for caring, assisting and supervising refugees. Several times the offenders organized these actions via social networks, in which explicit threats of violence are gradually increasing. The motives of these offences are probably due the offenders' dissatisfaction with politics and political proposed solutions concerning the terror threat and the refugee crisis. The following is an extract of the extreme right-wing criminal offences committed in 2015: property damage 262 cases, incitement 282 cases, 953 cases violating the Verbotsgesetz 1947. As this is just an extract, not all recorded criminal offences are listed here. The complete list, however, can be found in the Annual Report on the Protection of the Constitution for the year 2015 (Bundesministerium für Inneres, 2016, pp. 10f, 75, 79).

The New Right

In Austria's case the so-called New Right is most strongly represented and active in the "Identitären" network. This group protests against "mass immigration" and "Islamification". Their guiding ideological principle is ethno pluralism, in accordance with which they try to keep the influence of foreign cultures away from their own culture. They are well organised, operate their own webshops, and gained attention for themselves by disrupting events, one being a course on the topic of inclusion at Klagenfurt University, or in Vienna, where they stormed the stage with banners during a performance of the Elfriede Jelinek play "Die Schutzbefohlenen" (The Wards of Court) (Wetz, 2014).

One explanation for the current strong increase in interest for this group could be their shift to the conservative centre, or at least one they sell as such. The central components of this process are to be found in the shifting of interpretations, patterns of argumentation, and in the use of encapsulating concepts. For example, terms such as “races” are replaced by “cultures”, and slogans such as “foreigners out” are introduced into the process of forming the public’s opinion with narratives about “uprooting”, “excessive presence of foreigners”, “remigration”, “endangering our own culture”, “forced assimilation” and the “Islamification of Europe”, terms which then gain massive currency on specific internet forums. Furthermore, there is a huge increase in references to “the nation” as an interpretative category. So the “New Right” is following a similar ideology to that of existing right wing and extreme right-wing groups, but is at the same time in a position to play down its radical tendencies through changes to its argumentation strategies and channels (increased attention and addressing of young target groups; professional online appearances; shifts towards the conservative middle-ground etc.). In this respect working to explain and clarify the issues is a primary concern (Bundesministerium für Inneres, 2015, p. 11ff).

Islamism/ jihadism

Another form of radicalism that can be detected in Austria is Islamism. The number of supporters of Salafist jihadism is on the increase. With this development Austria is not the exception; in all western democracies this potential risk due to Islamic groups exists and the numbers of supporters of those groups are rising. The Federal Office for the Protection of the Constitution and Counterterrorism (Bundesamt für Verfassungsschutz und Terrorismusbekämpfung) is talking about the phenomenon of transnational jihadism. This includes terrorist organizations such as the Islamic State (IS), al-Qaeda (AQ) and other Islamic groups inspired by one of these two organizations. The procedures for radicalisation and [recruitment](#) of new members for these groups are usually quite similar. Radicalisation takes place at public places such as sports clubs or public parks. Charismatic personalities and ideological leaders play a crucial role in the recruitment process. It can be assumed that primarily young male Muslims will be affected by this potential radicalisation. In this context the term “Pop-Jihadism” was coined as reasons for a radicalisation are especially the young people’s quest for identity, attention, acceptance and recognition and their desire for self-realization. Further aspects that might play an essential role in connection with the radicalisation of young people are personal problems and crises, and experiences of discrimination or estrangement (Bundesministerium für Inneres, 2016, p. 23f).

Of course it is not possible to name the exact number of radical Islamists that are currently staying in Austria. However, it is known that 259 so called “Foreign Fighters” from Austria tried to or succeeded in fighting for ISIS. 79 of them fought in the name of ISIS and returned to Austria and were under surveillance, 41 of them were prevented from leaving the country and 43 of them were killed. (Bundesministerium für Inneres, 2016, p. 24f).

Thomas Schmidinger (2015) explains the concrete causes for phases of estrangement or alienation as a result of which young people can be made receptive towards jihadist radicalisation.

- Discriminatory experiences
- Questions on the meaning of life and identity
- Family problems (shattered authoritarian family structures, which do not allow loving and respectful treatment of each other to be learned)
- Diagnosable psychological problems
- Problems at school or in apprenticeships
- Lovesickness or problems with their own sexuality

(Schmidinger, 2015, p. 80)

The internet, or more exactly Social Media, plays an important part with regard to the radicalisation of young people. According to Schmidinger, there have been no cases of self-radicalisation that can be explained solely by propaganda on the internet, however, accessing material enables a personal contact to the jihadist environment, for example the political Salafist Lies (Read)!-Campaign. Subsequently, specific websites, videos and social media can become a sort of Jihadist “further education programme”. These media offer ideologically filtered information, which confirm a worldview and offer an enemy that needs to be conquered. Thus it appears to be possible to feel oneself part of a whole, of a world-encompassing community, and at least “virtually” to participate in the “jihad”. This stage is still a long way off from a potential joining of fighting and of departing for Syria. However, it is necessary to keep an eye on this tendency towards radicalisation, because, according to Schmidinger’s expert report, there are currently approximately 1000 people in Austria who are under the influence of jihadist ideologies.

‘Pop-Jihadism’

As pointed out above, we are facing a similar dilemma with Islamism as with the previously described “New Right”. Salafism has in the meantime presented itself as a sort of pop culture. “Its characteristics are young people’s language, colourful flyers, T-Shirts with Islamic symbols, and technically sophisticated and professional images and videos on the internet”. (Die Presse, 2014)

This Pop-Jihad is not necessarily a religious problem, but can end up as one in connection with the wrong contacts. “It is clear that the earlier the relatives seek help, the better everyone can work against it”. (Die Presse 2014)

In summary it can be said that the first steps towards institutional prevention and intervention exist in Austria, but that the connectivity between individual institutions (NGOs, pedagogic establishments etc.) is not yet sufficiently in place. In consequence, the extent to which they can manage and fight against discriminatory or radical tendencies, often depends on the individual ability of the pedagogic staff. One clear result of the interviews, which were conducted for this report is that there is a strong need for more materials, lectures by experts and more support staff.

Left-wing extremism

In general, the left-wing extremist groups in Austria can be divided into two fields. There is the Marxist/Leninist/Trotskyist field, and there is the autonomous-anarchistic spectrum. The greatest common ground of those groups is the demand for the replacement of the capitalist system with a socialist system or an independent society without authorities and hierarchies (Bundesministerium für Inneres, 2016, p. 17f).

The detailed situation concerning left-wing extremism in Austria in 2015 was the following: In 2015, 186 criminal offences, which were committed by left-wing extremists or which can be assigned to left-wing extremist motives, were recorded². 38 of those 186 offences could be cleared up. In total, 312 crimes were reported. Within this context, two peculiarities should be pointed out. Firstly, among those 129 persons that were charged with a left-wing extremist offence 56 were women (43.4%). Thus, the number of female offenders is much higher compared to the number of female offenders involved in right-wing extremist crimes. Secondly, the total number of left-wing extremist offences is declining; compared to the previous year (2014) the number fell by 49.9%. (Bundesministerium für Inneres, 2016, p. 17-20, p. 80).

Reasons for radicalisation

Both the interviews conducted and the review of the literature showed that certain groups of individuals are particularly susceptible to radicalisation. In particular danger are groups on the edges of society (social, financial or education-based marginalisation). It can be seen that those affected have the tendency to direct their feelings of frustration and envy at people who are in an even worse position than they themselves. A psychologist who was interviewed, who works in a home for UMF (unaccompanied refugee minors) thinks: “They are deliberately targeted by right-wing political groups, playing on their emotions, and whipping up their reactions” (I2). This observation was confirmed by a different interviewee who elaborated that alongside general prejudices and fear of contact, a partly massive fear of a worsening of their position exists (e.g. fear of reduction of their social benefits). I6 explained, for instance, that a young man from a precarious social milieu, who had a very serious learning deficit was sounding off in a discriminatory fashion about people from other cultures. I4 reported on a girl who saw her fear of her position worsening confirmed in the recent Austrian election campaign (2016 Presidential election) when she heard that “Foreigners take everything away from you and want to get into power”(I4).

A further reason is to be found in the lack of competence in everyday social situations, whether that is due to a lack of ability to empathise or reflect on a situation or due to a distorted perception of the other person. A basic education trainer who is working both with migrants and asylum seekers as well as with persons who were born in Austria and have international roots provided one example: A woman from former Yugoslavia, who has integrated herself well in Austria and is hardly recognisable as a migrant, made negative comments on the current refugees arriving, even though she herself had originally fled. She describes how her mother

² It should be noted that the motives of these offences were either proved or presumed to be left-wing extremist motives.

refused to let her go out at night, because “there are lots of groups of refugees everywhere and it would be too dangerous”. In addition, the basic education trainer perceived discriminatory tendencies in a group of learners, who were all migrants. This group made a negative statement with regard to the large influx of refugees. The members of the group expressed their concerns that their children might meet up with refugee children in schools (I6).

A further interview partner, a basic education and German as a foreign and second language trainer, describes how older members of the domestic population have greater difficulty with foreign cultures and tolerance than do younger ones, since it is not a completely new situation for the young ones. The example she gave was of her neighbour, who herself lives off social benefits, and whom she feels is extremely intolerant. The interviewee comes to the conclusion that there appears to be a connection between aggressive attitudes towards refugees and the situation that her neighbour is socially “weak” (I8).

Fundamentally the message from the interview study was that discrimination is often the basis for radicalisation. It is dangerous to exclude certain groups from society, since they then doubt the state-run system. The most important target group for DTPR measures are youngsters and young adults. Preventative work must however be engaged in from an earlier age, since children have already been affected by discrimination by other children.

Radicalisation tendencies regularly reveal very strong links to conspiracy theories. What these “theories” (e.g. about the 9/11 attacks, Osama bin Laden etc.) have in common is that they nearly always establish the USA (but increasingly also other western nations) as their enemy. With regard to Austria it was observed in the context of the Presidential election in spring 2016 that early signs of conspiracy theories were visible. One concrete example was the rumour that the pens in the election booths were filled with “magic ink”, which would fade once the voting slip had been filled in, thus enabling the election to be manipulated on a large scale. Such conspiracy theories would, according to I12, be in a position to shatter the trust in the Austrian State, and to diminish the principle of democratic, free elections.

Altogether, in Thomas Schmidinger’s view (2015), there is no generally valid explanation for how people actually move towards radicalisation, and that “with radicalisation or fanaticism we are dealing with a process (...) which differs from person to person” (Schmidinger, 2015, p. 79). One common element does however remain: the radicalisation process usually affects people who are in a phase of severe estrangement when they are “picked up”. During such a phase the Jihadist groups offer a form of closeness, belonging and security, similar to that of authoritarian sects (Schmidinger, 2015, p. 79ff).

2 Training of teachers, trainers and educators

Given this rise in discriminatory acts, the question needs asking of whether the VETs are sufficiently prepared for the radical behaviour that results. In the preparatory courses are there courses and programmes that are appropriate and adequate for preventative action against right-wing ideas and Islamism?

2.1 Initial training

2.1.1 State of art

In Austria the various pedagogical course of study are relatively heterogeneous. For a long time, teacher training was conducted for the different types of schools (primary school, secondary school, grammar school/vocational school) at a variety of universities and colleges. Since 2013 a process of stepwise unification has been in place, which however is not completed. A similar situation exists with regard to the training of trainers, social pedagogues or social workers – here too a range of different educational courses are offered at different institutions (universities, Universities of Applied Science, private providers). This makes it difficult to generally describe the value of DTRP for or in such courses.

Looking at the interviews that were conducted for this report, it is apparent that the interview partners stated throughout that DTPR is only present in the curricula in a very watered-down form. For example it was noted that in the course of studying to become a Social and Integration Pedagogue there was no contact with the topic of radicalisation, while problematic issues in the field of Gender and Racism did occur (I1), whereas in the course of a degree in Psychology, in the area of social psychology, students were trained in dealing with traumatised human beings (I2). I11, for instance, had gained his knowledge about discrimination and racism in his Philosophy studies. From this it is clear that DTPR not only plays a role in Educational Sciences but also in other human, cultural and social sciences and to that extent neighbouring disciplines to Pedagogy could also be taken as starting points for the development of measures, methods and tools.

In the focus group we hear that diversity plays an important role in the specific training courses for the participants, but that it does not have an explicit focus on discrimination and radicalisation. This is true for social pedagogues, trainers and teachers to an equal extent. Kathrin Noisternig, who was interviewed as an expert, says that DTPR did not play any part in her training as a psychotherapist. She does however argue that her training was already some time ago, and that the topic of radicalisation had little relevance at that time (EI Noisternig).

Although the interview partners themselves stated that DTPR only played a subordinate or marginal role in their training and thus they knew of hardly any tools or methods, they do point strongly to the fact that their working situations regularly demand independent and creative solutions from them. The strategies and

methods which they make use of will be described in section 3. This situation underlines over and over again the need for appropriate methods and tools to be developed and placed at the trainers' disposal.

Finally, mention must be made of professorships and specialisations in the field of "Intercultural Education" / "Integrative Pedagogy" at two Austrian universities (Klagenfurt and Innsbruck). At both universities intensive research is being conducted into the topic of Racism and Discrimination, which in due course become part of the degree courses. In many other degree courses the curricula require the students to attend and pass courses in the field of "Gender and Diversity".

2.1.2 Integrating prevention of radicalisation in initial training

The implementation of DTPR topics in the training of pedagogues should currently be a primary goal. One of the difficulties which arise is certainly the heterogeneity of the training and education on offer in Austria, as has previously been outlined. This means too that a large number of different institutions are involved and that it would be necessary to establish a consensus between the different educational institutions (universities, Universities of Applied Science, Academies, private providers). This represents a challenge that certainly cannot be fulfilled in the framework of the Xeno-tolerance project. Nevertheless, the project could contribute to raising awareness of the topic, and to feeding the developments back to the appropriate educational institutions. It has been shown that several post-secondary educational establishments are currently actively engaged in including such subject matter and in promoting it. A good example of this is the research centre for Migration and Globalisation in Innsbruck, which is considering developing a university course and/or a PhD program for the future. At the Pedagogical Academy of the Diocese of Linz a sustainable specialism for all teacher trainees is under development, which, in cooperation with Z.I.M.T. (Centre for Interreligious learning, Migratory Pedagogy and Multilingualism) will focus on the areas of Migratory Pedagogy, Diversity and Learning between Religions (Rachbauer, 2015).

Altogether it would be desirable, in Marc Hill's opinion, to bundle the scientific resources on the topic better, and simultaneously strengthen people's consciousness for those working in racially critical ways in all areas of society.

Hill believes that subject-specific content could be reduced in teacher training, since at present, in comparison with the share of educational science, they have a clear predominance. Generally, teaching as a career must become more attractive, in order to attract highly qualified persons into teaching. The school system should be made more flexible, so that, for instance, highly qualified graduates from other degree studies (Media Studies, Cultural Science etc.) could take up positions as teachers. The aim should be to have more guest lectures being held in schools by experts and guest teachers. (EI Hill)

2.2 Continuous training

2.2.1 What is the current situation?

In the opinion of VETs there is currently a lack of further education opportunities on the issues of tolerance, discrimination and prevention of radicalisation. One VET stated that she had enjoyed a further education seminar on the topic of jihadism, in which the discussion centred on the jihad strategy and radical propaganda, which is aimed at young people. Even if there are occasional events that are thoroughly informative, these are nevertheless still not well established. At this point it should be said that only the information from the interviews was included here, and that consequently these statements cannot be taken as representative of the situation in the whole of Austria.

The following examples of “best practice” were identified:

The [Sonderpädagogische Zentrum](#) (Special Pedagogy Centre) offers a six-semester supplementary training for advisory teachers. These teachers are employed at more than one school at the same time (in parallel), and thus spend only one day a week at a particular school. They work mainly in individual settings, when there are difficulties in the class (mobbing, aggressive behaviour, etc.) (I3).

In 2016, „[Sapere Aude](#)“, a non-profit association, offered a further education course for multipliers on de-radicalisation through awareness-raising. The goal of this training was to instruct the participants on basic knowledge concerning the relationship between religion and the State/politics, plus the development of methods of intervention for prevention and de-radicalisation for young people, with special attention to Islam-hostile and jihadist sentiments. The course was run with financial support from the Austrian Society for Political Education (ÖGPB) (sapere aude, 2016).

In 2015 a [workshop](#) was held at the Vienna Integration Centre with Ahmad Mansour, a German psychologist and expert on de-radicalisation. The goal of the workshop was the prevention and recognition of radical tendencies (Austrian Integration Fund, 2015).

The [Z.I.M.T.](#) Team (Centre for Interreligious learning, Migratory Pedagogy and Multilingualism) has offered workshops for pupils, talks for parents and further education for teachers, school directors and school supervisors. The purpose of these further education opportunities is to support de-radicalisation and prevention of extremism in schools.

[Die Kärntner Volkshochschulen](#) (Association of the Adult Education Centres in Carinthia) offered a course in 2016 on the topic of “Salafism and de-radicalisation”, which was aimed at the staff and trainers of the Kärntner Volkshochschulen. Using such formats courses can be offered on the topic of DTPR which are suitable for further education courses in pedagogical institutions like the VHS.

In the course of the „[Präventionsprogramm Plus](#)“ in the New Middle School (Compulsory schooling for 10 to 14-year olds) form teachers hold a weekly class on “Social Learning”. This is part of a prevention program (In-service initiative of the University of Applied Didactic Science and the State of Carinthia, which offers

the teachers specific preparation for this one class in four modules (2 full-day sessions, 2 half-day sessions). Ostracism, mobbing, social criticism etc. are made the focus of this weekly class and thus fulfil the same function as DTPR. The feedback from the teachers on the course state that the subject matter is extremely helpful, and that they particularly appreciate the accompanying style of the training and also the experience of supervision (I3).

Finally, attention must be drawn to the fact that there is a shortage of DTPR courses being held. Because there are relatively few courses, they are usually well attended. At the same time it is apparent that the majority of the courses are being held by a limited number of experts, and that the resources of the lecturers are also limited.

2.2.2 Integrating prevention of radicalisation in continuous training

In general, teachers have to attend annual in-service training courses. These however are predominantly used for the extension of the teachers' knowledge in connection with the newly introduced and compulsory subject of "competence orientation". Therefore, although there are sufficient further education opportunities for DTPR, many teachers make it their priority to attend the courses for the now necessary "competence orientation", which was not taught when they first were trained.

Many trainers in adult education who are teaching courses that are funded by public bodies (e.g. by the AMS – Arbeitsmarktservice (labour market service)) have to provide proof, at regular intervals that Gender & Diversity is on their further education agenda. That would be an opportunity for including DTPR topics in the area of "Diversity/Intersectionality", in place of the compulsory and – for many trainers – irritating G & D classes, because they are deemed redundant. There is strong interest in DTPR topics (see interviews).

It would also make sense if DTPR were to be included in the [WBA-Curriculum](#) (certification for adult education teachers), since many trainers in the field of adult education who have already completed their training make use of the classes provided. Consequently a large number of VETs could be reached by this means. Thus, for instance, workshops on political education and training in human rights could be organised for trainers (I1).

One-off further education courses are not suitable for inclusion in the basic training, but their methods are.

3 Existing actions, methods and learning resources

In the interviews many methods are mentioned which are used in connection with DTPR. These tools are generally known to the VETs and therefore (with a few exceptions) cannot be assigned to a particular source. Thus they need not be applicable only to a defined target group, since it can be assumed that the VETs are in a position to estimate the suitability of the method for the group they are supervising. The language that is used in the class is of no relevance at this point. It is important that the VETs introduce the exercises as

intended; that is to say, intervention exercises should only be used when they are necessary, so that they make sense to the participants.

3.1 Success Diary

Procedure: the intention is to have young people or at risk participants write down every day something that was particularly successful for them

Pedagogic Aspect: Recognising and encouraging strengths, building up/strengthening their self-esteem. A person with little self-esteem is more likely to discriminate others, since that action distracts from their own person.

Duration: -

Keywords: Discrimination/ Prevention

3.2 25 critical questions

Procedure: This is a form of intervention on the basis of more or less well-disguised discriminatory statements by course participants or pupils. In particular, it is a list of 25 prejudices towards other groups of people (e.g. refugees receive more money from the State, only economic refugees are arriving, criminality has risen as a result of the refugees etc.)

Pedagogic Aspect: Prejudices should be disproved by facts. Several units will be necessary in order to achieve sustainable intervention.

Duration: Several units/sessions

Keywords: Intervention / Prevention / Discrimination / Clarification / Tolerance

Language: German

Source: Kleine Zeitung, 2015, online at:

[http://www.kleinezeitung.at/k/kaernten/klagenfurt/4830190/Pro-Kontra_25-unbequeme-Fragen-zu-den-Fluchtlingen?_vl_backlink=/k/kaernten/klagenfurt/4829742/index.do&direct=4829742\).](http://www.kleinezeitung.at/k/kaernten/klagenfurt/4830190/Pro-Kontra_25-unbequeme-Fragen-zu-den-Fluchtlingen?_vl_backlink=/k/kaernten/klagenfurt/4829742/index.do&direct=4829742)

3.3 Audio-visual Didactics

Procedure: If there is suitable material (documentaries, films, extracts from news bulletins or round-table discussions), then audio-visual didactics can provide extra depth to an issue under discussion. A sensible approach is to engage in a discussion with the participants both before and after the showing of the material. For German-speaking countries ORF (Österreichische Rundfunk / Austrian Broadcasting Station) formats like [„Report“](#), [„Kreuz und Quer“](#) can be recommended. Films such as [„Die Welle“](#) or [„Schindlers Liste“](#) are suitable.

Pedagogic Aspect: Combatting extreme right-wing tendencies and discrimination, and taking preventive steps to handle them in advance. Showing how a radicalised society can come into being.

Duration: -

Keywords: Intervention / Prevention / Clarification / Film / TV journalism / Tolerance

3.4 Building a Poster

Procedure: The participants create or produce a poster together with their handprints. They then add and connect pictures of their home countries to the prints.

Pedagogic Aspect: Participants recognise that the handprints have more elements in common than differences. This can help to bring them closer to each other as well as to minimise the differences. The intended message is that, on certain levels, the participants are more similar to each other than different, and that the assumption of cultural difference is to be challenged.

Duration: One unit

Keywords: Discrimination / Prevention / Tolerance

3.5 Excursion and Interaction

Procedure: The aim is to organise and offer activities outside the educational establishments. For example, cookery workshops, events like baking Christmas biscuits, or walking through the Old Town are done together as a group. It is important that the participants are able meet and get to know each other on neutral ground.

Pedagogic Aspect: Such activities have a preventive character, which helps to reduce and/or break down prejudices.

Duration: -

Keywords: Excursion / Prevention / Tolerance

3.6 High Rope Course

Procedure: A visit is organised to a climbing wall or a high rope park. The young people secure each other on the ropes.

Pedagogic Aspect: Trust-building activity. Respect and gentle treatment of the group members is trained. The exercise reinforces the feeling of belonging and community.

Duration: -

Keywords: Excursion / Discrimination / Intervention

3.7 Letting yourself fall

Procedure: The participants work in pairs. One person lets her- or himself fall backwards to be caught and held by the second person. The goal of this exercise is to recognise the fact that others are there and that the falling person will be caught.

Pedagogic Aspect: Trust-building activity. Respect and gentle treatment of the group members is trained. The exercise reinforces the feeling of belonging and community.

Duration: -

Keywords: Discrimination / Intervention

3.8 What is true?

Procedure: The starting point is a set of cards with different statements on the topic of violence (or any other relevant topic), which are either true or false. The participants work in groups of three or four members. Each group is given only its part of the total of 28 cards, and has to arrange them under the headings “true”, “not true”, or “do not agree”. Three posters for the three categories are hung up, and the cards stuck on them. Following the discussions within the groups, each group presents its results to the class. They give reasons for their choices, and a larger group discussion begins. As a result, the assessment of the situation may change, and correspondingly the position of the card. In the end, the aim is to reach consensus for every card, and to compare the results with the statements that are in fact true.

Pedagogic Aspect: This activity provides an opportunity to dispute and refute prejudices and conspiracy theories, by placing them in the “not true” category.

Duration: One unit/session

Keywords: Discrimination / Intervention / Prevention

Language: German

Source: Zentrum polis, 2016, available online at:

<http://www.politik-lernen.at/site/praxisboerse/unterrichtsideen/article/103800.html>).

3.9 Open conversational climate / culture

Procedure: An open conversation in dealing with discrimination. In discussions prejudices and ignorance are talked about, and a factual exchange of information occurs. It is important that the participants experience a form of “enlightenment”. This happens in individual conversations, in a partial plenary as well as in a full plenary setting.

Pedagogic Aspect: Prejudices can be broken down, and groups in conflict can come closer to each other.

Duration: -

Keywords: Intervention/ Discrimination / Enlightenment / Tolerance

3.10 Institutional Level (DKG-Prüfung / DKG-Exam)

The DKG-Test/Exam (Deutsch, Kommunikation, Gesellschaft / German, Communication, Society) in the VHSKTN / Association of the Adult Education Centres in Carinthia is currently a model example for the implementation of DTPR. In German courses where the aim is to complete the certificate of secondary education, the contents of the exam cover topics such as democracy, tolerance, discrimination, xenophobia and plurality. Thus DTPR subjects are integrated in the syllabus, whereby links are made between language competences and DTPR competences.

The internet review showed that there are several places and organisations which are engaging with DTPR in Austria, and that they offer programmes and/or materials specifically for this topic area. A brief list of these offices follows.

Bullet list:

- “Beratungsstelle Extremismus / Extremism Information Centre: advice, prevention, and intervention”: Drop-in centre for cases where radicalisation tendencies are suspected.
<https://www.familienberatung.gv.at/beratungsstelleextremismus/en/>
- “Islamic Faith Community in Austria (IGGIÖ)”: This institution has produced a brochure with the title “12 Questions concerning Extremism and radicalisation: Guidelines for Prevention”
http://www.schulpsychologie.at/fileadmin/user_upload/12_fragen.extremismus.pdf
- “Austrian Moslem Youth Association”: a Youth organisation that offers workshops on extremism and de-radicalisation, unity and diversity as well as racism in Austria.
<http://www.mjoe.at/workshops/>
- “Zentrum polis (The Austrian Centre for Citizenship Education in Schools) – Learning politics at school”: pedagogic service organisation which continuously produces new materials for school classes and offers different workshops in schools, on topics including discrimination, extremism, racism and prejudices and diversity.
<http://www.politik-lernen.at/>
- “Federal Ministry for Education and Women (BMBWF)”: On the occasion of the 5th May, the remembrance day against Violence and Racism, the BMBWF presented teaching materials engaging with National Socialism, racism, xenophobia and violence.
<http://www.erinnern.at/bundeslaender/oesterreich>
- “Federal Ministry for Education and Women (BMBWF)”: Education for de-radicalisation – workshops on preventive work in schools. The workshops are conducted by different NGOs.
https://www.bmbf.gv.at/schulen/unterricht/prinz/pb_deradikalisierung.html
- “Network for de-radicalisation and prevention”: organised by the City of Vienna.
<https://www.wien.gv.at/menschen/kja/deradikalisierung.html>

- “Center for European-Arab and Islamic-Christian Studies and Exchange Projects (CEURABICS)”: The purpose of this organisation is intercultural and interreligious exchange between Europe and the MENA region (Middle East and North Africa). <http://www.ceurabics.com/>
- “OSCE; ODIHR, Council of Europe & UNESCO”: these organisations have together drawn up the “Guidelines for Educators on Countering Intolerance and Discrimination against Muslims. Addressing Islamophobia through Education” <http://www.osce.org/odihr/84495?download=true>
- “biv – the academy for integrative education”: an educational organisation that addresses, among others, trainers in adult education and also organises seminars on topics such as “Advising people with a migratory background”. <http://www.biv-integrativ.at/index.php?id=136&kathaupt=11&knr=16AW12&kursname=Beratung+von+Menschen+mit+Migrationshintergrund>

4 Needs

4.1 Recommendations to include in the Guidelines

The question of how in future (insofar as this has not already been established) pedagogic steps should be taken to counter discrimination and the consequent radicalisation should be investigated. The following general aspects should be observed:

- creating a respectful and trusted basis for discussions (fundamental pre-condition for the authenticity of a tool and its implementation).
- adapting institutional mission statements to be in line with DTPR.
- listening without preconceptions and intercepting pent-up emotions
- maintaining objectivity
- avoidance or intervention with regard to discrimination, imputation or denunciation
- providing as long-term support as possible for the participants, in order to develop a stable relationship
- adapting known tools/methods to the given situation and using them specifically, so that the participants can appreciate the sense of the method.
- smaller groups offer more opportunities for personal support. That raises the quality of the support.

The best tool makes no sense if it is not accepted. That is why the relationship between the trainer and the participants and the prevailing conversational culture are of immense importance.

4.2 Resources that can be used after adaptation

There are already tools available in the Austrian education system that are directed at right-wing extremism, and these can be adapted to suit the new situation (New Right-wing, POP jihadism), so that they have more effect in terms of the special focus on DTPR. A further example is given below.

- **Speed dating:**

Procedure: A long table is required with plenty of chairs and a gong. The chairs are set out so that two participants are always sitting opposite each other.

The participant who starts has exactly one minute to convince their partner, opposite them, that working together with them, i.e. their cooperation is great. The person sitting opposite just listens. After one minute the gong sounds as the signal to change. In the course of the activity each participant should talk to at least half of the participants.

Adaption: The procedure remains the same. The new task is for the listener to make notes for one or two minutes on the following:

- Where does my partner come from?
- How old is she or he?
- What hobbies does she or he have?
- What is her/his favourite meal/dish?
- Which is her/his favourite band?

Pedagogical Aspect: The partners should discover themselves in their persons sitting opposite. This creates a sense of relativisation towards differences and prejudices. Similar hobbies, the same favourite dish, and similar tastes in music can create greater awareness for the person they are to talking to.

Duration: One unit

Keywords: Discrimination / Intervention / Prevention / Enlightenment / Tolerance

Source: Pädagogische Hochschule Oberösterreich (University College of Teacher Education Upper Austria), 2014, available online at: http://ph-ooe.at/fileadmin/Daten_PHOOE/Inklusive_Paedagogik_neu/methodensammlung_korr_klein.pdf

In the interviews reference was repeatedly made to the importance of personal biographies (EI Hill, Noisternig). Work on one's own biography, and recognition of it, the development of personality and identity, self-reflection, and making the connection between one's individual biography and the societal context make the case for different tools from the field of biographical activity. Different forms of implementation exist (e.g. "Digital Storytelling"). It is recommended that different tools for executing biographical work be analysed with regard to DPTR, and that the DPTR elements in these tools be made more specific.

4.3 Resources that need to be elaborated within the project

In order to carry out effective prevention and intervention work the following will be required in future:

- more talks by experts in pedagogic establishments. Not only course participants or pupils should be addressed, but also trainers / social pedagogues and teachers.
- production of materials (flyers, checklists) that contain the characteristics of radicalisation, suggestions for responses and reactions, and professional drop-in centres and contact persons.
- development of tools for work with multipliers, so that participants can use them on their own (since we cannot directly reach the target group of radicalised persons)
- support for self-help in peer groups (e.g. “ How do I handle other people’s experiences with discrimination?”)
- specific, simplified teaching material for people language or reading barriers (e.g. newspaper articles or texts in which the vocabulary or sentence structure have been re-worked, so that they can be used in DTPR work in basic education)
- critical media training courses, so that VETs can train their own clientele better in their use and understanding of media.
- implicit inclusion of topics such as human rights, democracy, tolerance, racism etc. in a variety of educational settings (EI Noisternig); Extension of the DKG model (see point 3 above) to cover more area
- initiation of tolerance-building events in public areas which include marginalised groups (e.g. in the form of cooperation between educational establishments and the public purse)
- increasing the availability of supervision sessions (for VETs)
- increasing public subsidies, to enable the educational institutions to take on more support staff (e.g. social pedagogues)
- awareness-raising for decision-makers with regard to preventative action in education and a greater focus on marginalised groups.
- additional days (adult education) for activities promoting group identity and pedagogically valuable group excursions
- greater provision of group supervisions for people working with particularly heterogeneous target groups (EI Noisternig)
- cooperations in the fields of art and culture, in particular with specific local initiatives, where such programmes build on diversity and internationalisation and thus contribute to making existing diversity in the society far more visible. Such institutions should also be “taken in to” the educational establishments (EI Hill).

5 Conclusion

In summary we can state that growing radical tendencies are present in Austria. Further examination showed that some form of discrimination often precedes these radical tendencies. DTPR is being used in Austrian first and further education, but must, for sustainable success, be expanded significantly.

It is clearly evident that there are no quick fixes for the reduction of prejudices, fears and racism, and that the only solution is to build up people's knowledge about racism, and use it adequately in different situations, thereby transferring it to different target groups (EI Hill).

For VETs this means that they should take action, if they suspect that a participant could be radicalised. A private, personal conversation must be held in order to find out more about the situation. If the participant can no longer be reached, then the trainer concerned should consult the Extremism Information Centre. It must be made clear to everybody involved that the process of de-radicalisation is long and arduous, and that it is consequently even more important to focus on preventative activities (EI Schmidinger).

The political reaction in Austria to the rise of radical tendencies has primarily been to resort to criminal proceedings. At the moment Austria is neglecting to increase its use of preventative measures, intervention work, de-ideologising and de-radicalisation. This development cannot be assigned to any one party or group (Moussa Al-Hassan Diaw, 2015).

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