

Challenging Extremism

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MPC who

- **Teacher Training Centre (The Methodology and Pedagogy Centre)** - the main provider of continual education and training - at present with the following structure: the Head Office in Bratislava (the capital of SR) and 8 regional offices. Established by the Ministry of Education, (adaptation, actualisation, innovation, specialisation education, school leadership)

MPC for whom

- for **individual teachers** who choose from the publicized offer of courses or seminars (all the year round, after classes and during classes)
- **group of teachers** from the same school
- **Management of school** has to elaborate
 - ✓ **plan of continual education of pedagogical staff based on plan of professional development of individual teachers**
 - ✓ **to support teachers** to develop their competences
 - ✓ at the same time training should be individual activity of a teacher, his own responsibility
- Obligation to prepare the plan of continual education has been novelty in Slovakia since 2009 when the Law on Pedagogical Employees came into effect.

MPC what

- a large scale of general courses (any subject)
- specific courses adapted to school needs
- seminars (related to subjects, work fields, specific topics...)
- study programmes for managements of schools and school facilities
- participation in conferences organized to exchange the experiences (once a year)
- individual consultations

MPC where

- in the premises of Inservice Teacher Training Centre
- at the schools
- in hired premises

Learning activities aimed at

- to create a positive socio-emotional climate
- prevent socio-pathological phenomena such as bullying, criminality, extremism
- to implement information activities to challenge extremism

Social Discussion 2016/2017

- project Challenging Extremism
- The Project Coordinator is the major educational institution of the Cardiff Council Education Service in the UK, which provides education to nearly 100,000 pupils
- MPC and Cambridge International School in Bratislava are Slovak partners with twelve educational institutions from the UK (Wales) and Germany
- overlapping from primary to lower secondary education
9 - 12 year old pupils

Output

- effective and proven teaching materials
- methodically processed lessons
- usability in Learning Area Man and Society (History, Civic, Religion)
- multiplication

1st Phase of data collection March 2017

- questionnaire
- 36 teachers, 657 pupils, respondents from 12 elementary schools

Teaching methods

- discussion
- debate
- an interview
- interpretation in combination with the interview
- experience and production methods

Lessons 1-6

Freedom of speech

- discussion, cooperation, group form of work, freedom of choice

Attributes of good citizen

- didactic game, group form of work, citizen as a believer

Stereotypes

- discussion, creation of own preconceptions,
- argumentation, form of work in a couple, in a group,
- training in active listening

Lessons 1-6

Difference of opinion – religious and political

- didactic game, E-U-R, enhanced reflexive part,

Extremely positive

- work with information with historical context, discussion,
- problem solving,
- argumentation after working with situational cards, the term extremism

Extremely negative

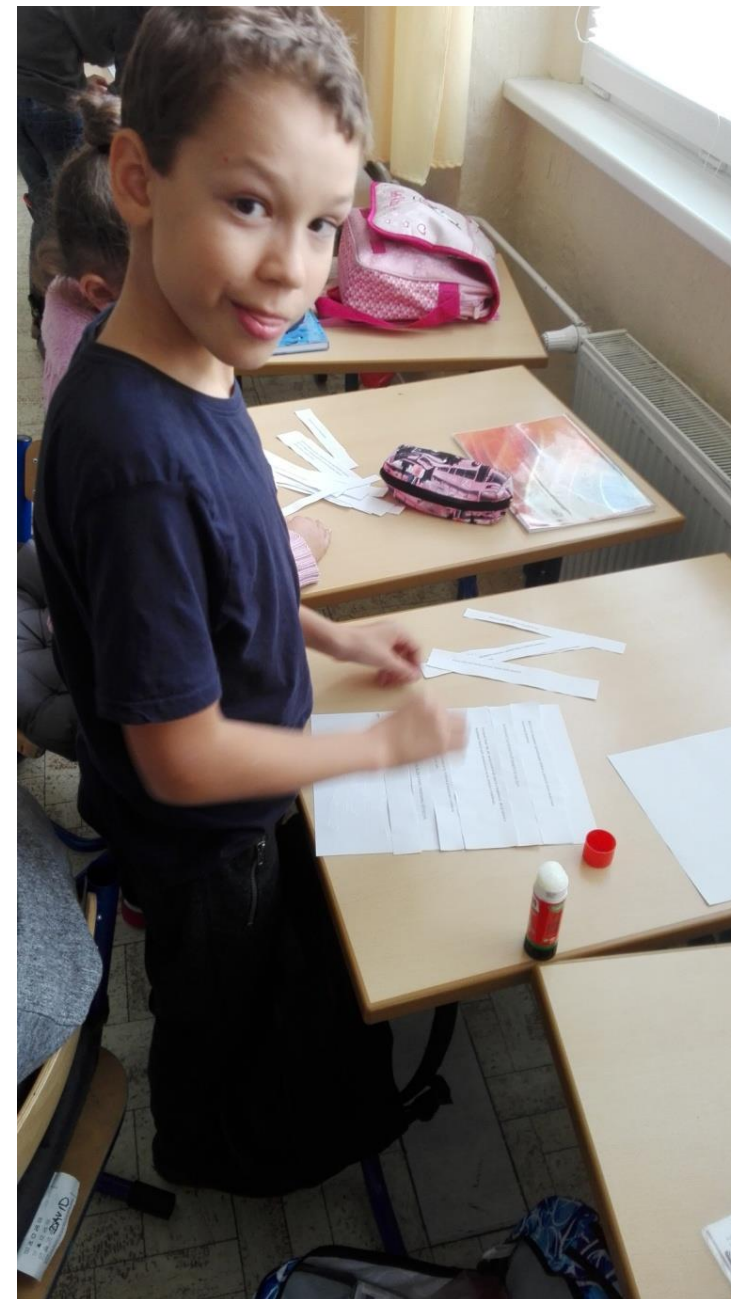
- work with information with historical context, discussion,
- problem solving, argumentation after work with situational cards,
- the term radicalization

Partner schools

School	10 schools / 8 active
Pupils	from 250 to 500 per school
Region	Eastern Slovakia 2 schools, Central Slovakia 2 schools, Western Slovakia 4 schools, South Slovakia 2 schools
Specifics	Roma population, Hungarian nationality minority, multicultural environment,
Project preparation	training seminar, conferences, other education programs
Data collection method	anonymous pupil's evaluation sheet, online questionnaire



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Lessons system - average

Very true	True	Untrue	Very untrue
47,09%	48,66%	3,55%	0,70%

Pedagogical bases

Developing soft interpersonal skills:

- learn from each other
- consciously, nonconformally, out loud to express your opinion to work in a team
- demonstrate organizational skills and skills
- knowingly critically, strategically causal
- self-reflection
- resilience, proactivity
- team teaching

Children's voice

- I have learned to listen to a friend and understand that he too has the right to express his opinion
- I have learned that I have rights but also obligations
- I have learned that not everything that looks nice at the first glance is really nice and good, I have learned to evaluate the behaviour of my friends and other people
- I have learned the difference between stereotype and fact
- I have learned to understand others and I'm not afraid any more to say what I think
- I have learned how can to change my behaviour for better towards my classmates, I have learned that there are also other religions
- I have learned that it is important to get along well in the classroom and at home, I have learned about new religions I didn't know about before
- I get along better with my friends because we talk more often and I try to understand them

Teacher's voice

- program could be further expanded and include practical training for pupils that **could be focused on how to be “healthy” extreme**
- to expand the themes by adding **topics like homosexuality, family with the same sex parents**
- to allow children to shift their knowledge and information they have acquired and understood to their **peers**, - e.g. by a presentation or discussion, children like to talk about the new knowledge and understanding, this would maybe contribute to opening up the interest
- sometimes we felt that the project “*Challenging Extremism*” is built for Christian schools, education should adhere to secular frameworks, and the tendency to incline to Christianity at times when a lot of children at schools are of different religions, is perceived sensitively

The Constitution guarantees freedom of a religion choice, and that shall be preserved.

Media outputs, publicity



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https://mpc-edu.sk/erasmus_plus/extremism

<https://www.cardiffnewsroom.co.uk/releases/c/19183.html>

[Challenging Extremism - Childrens reaction to lessons-1.mp4](#)

[Challenging Extremism - Photos of Process.mp4](#)

www.got.uk.net

<https://mpc-edu.sk/narodna-konferencia-erasmus-spaja>

https://www.erasmusplus.sk/uploads/prezentacie/pappova_mpc_erasmus_2254.pdf

The biggest benefit of MPC project activities

- establishment of the MPC as a relevant partner institution in international cooperation
- new knowledgeable/educated/wise, professional partners, colleagues, friends
- mediation of ideas and possibilities for cooperation of our schools and international partners
- internationalization of MPC offerings through mediation and cooperation in partner institutions' training activities

The biggest benefit of MPC project activities

- new impetus to transfer innovation to regional education
- creating and validating human rights methodologies for the sensitive class of primary and lower secondary pupils (9-11 years)
- support of content integration and innovation of procedures for educational Areas Man and Values and Man and Society created by project outputs

Sustainability of outputs

- to create and publish of outcomes from the application phase in the form of Short Methodological Inspirations
- to update learning resources with results and outputs from international cooperation
- to provide professional seminars, workshops aimed at disseminating results and outputs
- to present of results and outputs within departmental events

Intentions and other activities

- preparing and implementing new EU cooperation projects in proven partnerships as well as creating new partnerships
- cooperation with SAAIC, NA Erasmus + in supporting EU cooperation projects in regional education
- synergies between schools and school facilities to disseminate their outputs from Erasmus + projects
- supporting the capabilities of leading teaching staff and teachers to set up and implement project activities as part of the formal learning process (at the time of teaching)

Quot of the project

I had no idea that there are so many religions in the world, would it be easier if we all have only one religion – Love?

/Marko/

Ďakujem za Vašu pozornosť!
Thank you for your kind attention!
Vielen Dank für Ihre Aufmerksamkeit!