

RAN Collection practice template

Name of the practice

Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.

GOT (Getting On Together) www.got.uk.net

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The GOT Project comprises a series of fully-resourced formal and informal sequential educational programmes and resources which challenge all forms of hate speech, extremism and violent extremism and promote integrated and cohesive communities. The target audience ranges from primary-age school children to youth and adults. The project was conceived as a result of concerns over community tensions in Cardiff, Wales following the 9/11 terrorist attacks. Its core objectives, differentiated by target audience, aim to:

- counter intolerance, radicalisation and extremism through the medium of safe spaces and independent critical thinking;
- facilitate knowledge and understanding of the non-violent message of the Islamic faith;
- reduce prejudice and discrimination across all cultures, faiths and creeds;
- promote integrated, valued and cohesive communities.

Project summary:

	<ul style="list-style-type: none"> • (A) GOT 1 (2009-2014) for secondary pupils aged 14-16; funded by Welsh Assembly Government to challenge radical, religiously-inspired malicious ideologies; accredited by UK central Government for free access at Secondary Getting on Together - Educate Against Hate and the United Nations site at GOT 1 : Countering Radical Ideologies (unodc.org) • (B) Cardiff-GOT-Germany-Slovakia 'challenging extremism' programme (2019) for primary school children aged 8 to 11 in Wales (lead partner), Germany and Slovakia funded through Erasmus+ comprising a series of six lessons complementing the primary school curriculum. Resources, including filmed lessons, are available free online at GOT PROJECT • (C) Cardiff-GOT-Poland-Spain 'challenging extremism' programme (2021) for pupils aged 11-14 in Wales (lead partner), Poland and Spain, funded through Erasmus+ comprising a series of 6 lessons for the secondary curriculum, available free online at GOT PROJECT • (D) GOT-Welsh Joint Education Committee 'Inequality Extremism' accredited Baccalaureate module (2023): a fully resourced teaching-learning module of 15 lessons to facilitate challenge and debate of sensitive issues of our time relating to hateful, non-violent and violent extremism. Accessible at: WBQ materials (Revised March 2023) (got.uk.net) • (E) GOT-Experts compendium 'Supporting Muslim Students' (2017), published by John Catt: a reference guide for teachers, trainers and lecturers to provide enhanced affective and cognitive support for their Muslim students at Supporting Muslim Students: A Quick Reference Guide for Teachers, Trainers and Lecturers by Angus Dunphy, Barrie Phillips Waterstones
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Formal/informal education</p>
<p>Target audience</p>	<p>Youth / Pupils / Students</p> <p>Local Community Organisations / NGOs</p>

<p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Educators / Academics</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<ul style="list-style-type: none"> • Across Wales, England, Germany, Poland, Spain and Slovakia funded through Erasmus+. Also disseminated globally through the United Nations E4J site at e.g. GOT 1 : Countering Radical Ideologies (unodc.org) • The project has also been presented to a European audience via ISDEP (Police College, UK), at national ACPO Prevent conferences in Manchester and Oxford, and to RAN in London and The Hague.
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2009</p> <p>Piloted with Welsh Government funding in 2009 to selective Cardiff schools, in response to community and faith concerns over growing intolerance: Cardiff Council/Welsh government funding has supported programme development.</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p><u>All (bi-lingual – Welsh/English)</u> programmes feature a combination of teaching manuals, videos, exemplar lessons, filmed lessons and resources. Extensive training materials have been developed to facilitate delivery of all programmes complementing the UK Prevent legislation, the Wales incoming CfW (Curriculum for Wales) and the Wales schools inspection framework.</p> <p>Workshops provide support and guidance for teachers and other professionals on sensitive and challenging issues and involve a number of expert specialisms to provide an enhanced skills and knowledge framework. (See exemplar training programme and evaluation for primary school teachers at 'KS2 'Train The Trainer' Feedback (got.uk.net)</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p>1. GOT has been evaluated at the pre- and post- stage development by pupils/students, teachers/practitioners, faith and community representatives and academics.</p>

<ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>These evaluations are both quantitative and qualitative:</p> <p>e.g.1 Qualitative – following the launch of the ‘Challenging Extremism’ video at Interim Evaluation – ‘Challenging Extremism’ DVD Launch (got.uk.net)</p> <p>e.g. 2 Quantitative – following a North Wales training event for primary school teachers and other professionals at ‘KS2 ‘Train The Trainer’ Feedback (got.uk.net)</p> <ol style="list-style-type: none"> 2. The key underpinnings of the evaluations are: <ol style="list-style-type: none"> a. Is the curriculum intervention ‘fit for purpose’ as measured against pre-determined learning outcomes/objectives? See, for example, GOT PROJECT – pupil feedback b. The degree to which the programmes have facilitated changes in knowledge, understanding and confidence and their overall impact. See filmed feedback to the 11-14 international/Erasmus+ Challenging Extremism programme, summer term 2021 at GOT PROJECT – pupils GOT PROJECT – teachers GOT PROJECT – headteacher c. The Welsh Joint Examination Board has accredited the GOT bi-lingual 15-lesson ‘Inequality-Extremism’ module for study for external examination for 14-16 year old students across Wales. This module has been the most requested of the Welsh Baccalaureate modules over the past 5 years. See WBQ materials (Revised March 2023) (got.uk.net) 3. See the independent evaluations of the primary and secondary Erasmus+ programmes at Evaluation-InternationalProject-PrimarySchools-Cardiff 2018.docx (live.com) and Evaluation-InternationalProject-SecondarySchools-Cardiff 2020.docx (live.com) respectively.
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the</p>	<p>Context:</p> <ul style="list-style-type: none"> • Given the sensitive and challenging nature of the issues involved, teachers/educators/public-facing groups feel more confident having received appropriate training/awareness-raising to enhance their relative knowledge, understanding and skills.

<p>practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Exemplar transferability and sustainability:</p> <ol style="list-style-type: none"> 1. <u>All</u> materials and training exemplars can be accessed online free of charge at www.got.uk.net 2. A key element of each project is the development of exemplar lessons by specialist teachers and others linked to complementary resources, including filmed lessons. 3. This approach helps to build knowledge, understanding and the confidence to introduce the programme, all the while fine-tuning content to suit local needs and circumstances. 4. The cost to introduce the programme can be summarised here: <p>Example:</p> <p>11-14 'challenging extremism' programme</p> <p>a)Exemplar lessons: resources and filmed lessons: available free of charge at www.got.uk.net</p> <p>b)Training: the costs for the school to release teachers to attend a half-day online workshop could be £100 per teacher, though each school may manage this internally without cost.</p> <p>c)The recruitment of a GOT team of up to 5 specialist trainers for a 3-hour workshop could average £1,000. See exemplar primary programme and evaluation here - copy and paste this link into your browser: https://got.uk.net/files/KS2TraintheTrainerWorkshop-OnlineWebinar,Wrexham,12th%20March2021.zip</p> <p><u>N.B. The development of online training during Covid lockdown has contributed to a marked reduction in training costs, whilst greatly extending the reach of the programme. The cost would be the same for 10 or 100 teachers.</u></p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Pol Study Visit</p> <p>Date: 01/12/2013</p> <p>Place: London</p> <p>Subject: Extremism – visceral response seminar</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p>	<p>The GOT-Cardiff Consortium was the lead partner with four principal mainland European countries (Germany, Poland, Spain and Slovakia) from 2016-2021 with the</p>

<p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>aim of developing curriculum interventions for primary and secondary public and private schools. (<u>See (B) and (C) in Description above</u>)</p> <p>These partnerships and subsequent resources have been made possible through funding provided by the Erasmus+ programme.</p> <p>Other GOT programmes have been funded from other sources such as e.g. Welsh Government. (See (A) above – Description)</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>GOT is a not-for-profit consortium of key representatives of faith, communities, teacher-practitioners, school inspectors and academics – including a leading expert in online internet use and abuse. It is a limited company.</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Choose from list of EU and EEA countries.</p> <p>or:</p> <p>Non-EU country: UK Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Wales, UK Contact person: Barrie Phillips, Director – GOT Project Email: GOT.Project.1@gmail.com Telephone: 07800711318 Website: http://www.got.uk.net</p>
<p>Last update text (year)</p>	<p>2024</p>