



# TARGETING EXTREMISM AND CONSPIRACY THEORIES

## Manual for Managers of Adult Education Institutions

Assessing The Needs On Dealing With  
Conspiracy Theories

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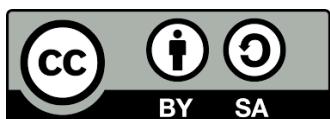
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## 1. Conspiracy Theories and Their Never-Ending Momentum

*There seems to be a conspiracy theory for everyone, depending on their age, gender, general opinions and beliefs. But we observe that it is mainly adults and older people that dedicate time to "investigate" things and come up with strange theories. These sometimes follow such a complex argumentation in order to "make sense of it" that it is really hard to enter into debate or make people think about what they are seeing and saying.<sup>1</sup>*

Conspiracy theories – usually defined as the allegations that powerful people or organizations are plotting in secret to achieve control of the public<sup>2</sup> – have long been an important element of the discourse of our society. During the last years, Western society has been confronted with conspiracy theories in increasing numbers: whether a president of the United States of America publicly promoted the idea that climate change was a hoax, corona protesters questioning the existence of the virus or a rising right-wing movement aiming to defame democratic institutions – all those developments have in common that they have a radical core based on conspiracy theories. When looking into research data from the past decades, it can be said clearly that conspiracy theories exist in all modern societies, and that they have been increasingly influential for years, not least since the emergence of internet communication.<sup>3</sup>

### 1.1 Introduction: TEACH and the TEACH-Manual

The Erasmus+ funded TEACH project (Targeting Extremism and Conspiracy Theories) has had a closer look on the influence of conspiracy theories in adult education. The project aimed at identifying the needs of adult education institutions for dealing with conspiracy theory mindsets. A transnational and multidisciplinary team of experts (both researchers and practitioners) from Germany, Austria, Sweden and Bulgaria developed an instrument for measuring and continuous monitoring the prevalence of conspiracy theories among

<sup>1</sup> Statement taken from interviews with adult educators in the four countries of the TEACH project. Interviews were recorded by project partners prior to the TEACH survey.

<sup>2</sup> Abalakina-Paap, M., Stephan, W. G., Craig, T., & Gregory, W. L. (1999). Beliefs in Conspiracies. *Political Psychology*, 20(3), 637–647. <https://doi.org/10.1111/0162-895X.00160>; Wood, Michael J., Douglas, K. M., & Sutton, R. M. (2012). Dead and Alive: Beliefs in Contradictory Conspiracy Theories. *Social Psychological and Personality Science*. <https://doi.org/10.1177/1948550611434786>;

<sup>3</sup> Del Vicario, M., Bessi, A., Zollo, F., Petroni, F., Scala, A., Caldarelli, G., Stanley, H. E., & Quattrociocchi, W. (2016). The spreading of misinformation online. *Proceedings of the National Academy of Sciences*, 113(3), 554–559. <https://doi.org/10.1073/pnas.1517441113> Huang, Y. L., Starbird, K., Orand, M., Stanek, S. A., & Pedersen, H. T. (2015). Connected Through Crisis: Emotional Proximity and the Spread of Misinformation Online. *Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work & Social Computing - CSCW '15*, 969–980. <https://doi.org/10.1145/2675133.2675202>; Wood, Michael James, & Douglas, K. M. (2013). "What about building 7?" A social psychological study of online discussion of 9/11 conspiracy theories. *Frontiers in Psychology*, 4. <https://doi.org/10.3389/fpsyg.2013.00409>

participants of adult education classes.<sup>4</sup> In this short manual we will provide an overview on the findings of research done by the TEACH consortium. Moreover, we present the TEACH survey for adult educators. This survey can be used by adult education institutions (usually: their managing staff) to evaluate the needs of their own institution in dealing with conspiracy theory mindsets of learners attending their classes. Are you a manager of an adult education institution? Do you want to evaluate the occurrence of conspiracy theories in your institution? In this paper, we present guidelines on how to conduct your own survey, as well as an easy explanation of analysis and interpretation of your survey results.

## **1.2 How TEACH Defines Conspiracy Theories**

According to the political scientist Michael Barkun, the three core elements of modern conspiracy theories are: 1) the idea that nothing happens by accident, 2) that nothing is as it seems, and 3) that everything is connected.<sup>5</sup> This short sentence summarizes a lot of what conspiracy theories in our understanding are: Conspiracy theories claim that a group of people or an organization are secretly plotting together to deceive and possibly harm the "ignorant" public, and the alleged plot is of some political or societal relevance. Popular examples for conspiracy theories like this are claims that the attack on the World Trade Center and other buildings in the United States in September 2001 (known as 9/11) was somehow orchestrated by the U.S. government, or committed by Mossad, the foreign intelligence service of Israel. The assumption is that if you dig deep enough, you will find a connection to – in our example – the U.S government or Mossad as the conspirators behind 9/11.<sup>6</sup> None of these theories has ever been proven to be right, but especially in online media you will find thousands of "theorists" claiming that the events were caused by the US government (or Mossad) conspiring against the public and that official explanations cannot be trusted. And this is one core point, why many conspiracy theories have an anti-democratic spin: The underlying worldview is, that you cannot trust in any "official explanation" given by science, politics or some kind of "elite".

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<sup>4</sup> „Classes“ is a term not really appropriate to in the context of adult education, but other terms are often clumsy, so we use „classes“ here anyway for brevity.

<sup>5</sup> Barkun, M. (2013). *A culture of conspiracy: Apocalyptic visions in contemporary America* (Second edition). Comparative studies in religion and society: Vol. 15. Berkeley: University of California Press.

<sup>6</sup> COMPACT Education Group. (2020). *Guide To Conspiracy Theories*. Cost.

*The notion “conspiracy theories” is related to other concepts such as conspiracy myth, conspiracy ideology or conspiracy mentality. There is an ongoing discussion whether what we call here conspiracy theories should not be better called conspiracy myths, conspiracy narratives, or conspiracy beliefs. In the TEACH project, we so far decided to stick to the term conspiracy “theories”, due to its established nature in the international discourse around this phenomenon, as well as the epistemic approach applied by believers in conspiracy theories, which includes aspects that are quite similar to principles applied and faults associated with well-respected theoretical domains.<sup>7</sup>*

In the TEACH project – and in the survey methodology presented below - the focus is on conspiracy theories that challenge democratic values, target minorities, and try to create a *them vs. us* momentum not least in order to justify extremist, racist, anti-Semitic or anti-feminist views (which includes anti-Semitism, Islamophobia, hostile views on public broadcasters and on the “liberal” spectrum of politics as well as anti-feminist beliefs). We also tackle conspiracy theories on scientifically disproven allegations (climate change revisionism, anti-vaccination, and conspiracy theories related to the coronavirus pandemic). Furthermore, we include conspiracy theories claiming that government itself is part of a conspiracy. In the survey, these areas are covered by “scales” that allow to measure a respondent’s inclination to believe a given theory (a proper explanation about the methodology will follow below).

Since this survey was implemented in four different European countries – Germany, Austria, Sweden and Bulgaria – each partnering country added one or two scales to cover a conspiracy theory that is prevalent in the national context. (In Germany: the beliefs of the far-right “Reichsbürger” movement; in Austria: theories about the death of politician Jörg Haider; in Sweden: the “Eurabia” theory; in Bulgaria: anti-Gypsyism, and the notion of ongoing genocide of the Bulgarian people.)

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<sup>7</sup> Butter, M (2020). Nennt sie beim Namen! Online: <https://www.zeit.de/gesellschaft/2020-12/verschwoerungstheorien-corona-krise-wort-des-jahres-2020+>

### 1.3 Overview: Conspiracy Theories in Europe

Before moving on to introducing the TEACH Survey, we present a short assessment of the situation regarding the prevalence of conspiracy theories in the four countries. This is a summary of research done by project teams in the four countries using both desk research and interviews with adult educators.<sup>8</sup> It was not done with all the depth of a scientific research; rather it was an attempt to get a first glimpse into how adult education organisations are affected by conspiracy theory beliefs in their audience.

**Germany:** Research on the prevalence of conspiracy theories is relatively recent in Germany. Still, the topic is particularly important because groups of people blamed by conspiracy theories for whatever may be exposed to considerable danger, as has become unfortunately clear in recent years. Conspiracy theories do not just exist as mere ideas but have already led to acts of violence.<sup>9</sup> The terror attacks of Halle and Hanau in October 2019 and February 2020 are just recent examples of violence triggered by the belief in racist conspiracy theories.<sup>10</sup>

The annually implemented "Mitte Studie"<sup>11</sup> pointed out in 2019 that conspiracy theories are very popular in Germany. For example, 46% of the participants in the survey believe that there are secret organizations who influence political decisions. Nearly 25% of respondents believe that media and politics are in cahoots, and 50% state that they trust their own feelings more than the expertise of scientists. The study shows that those who believe in conspiracy theories are at the same time more suspicious of the political system and they show a higher propensity for violence against others and stronger devaluations against others<sup>12</sup>. This trend was replicated by the most recent findings of Konrad-Adenauer-Foundation which stated that around 30% of Germans have at least a tendency to believe in conspiracy theories.<sup>13</sup> According to the study, especially people older than 65 years, people with migratory background and people with lower levels of formal education are more likely to believe in conspiracy theories<sup>14</sup>. With the Coronavirus pandemic, also a scary trend surfaced in opinion studies as a study of Friedrich Naumann Stiftung has shown: 34% of German participants agreed with the statement that the media concealed facts about corona virus, 25% believe that tech entrepreneur Bill Gates demands

<sup>8</sup> See full report on [www.teach-erasmus.eu](http://www.teach-erasmus.eu)

<sup>9</sup> Firsova, E., & Eder, T. (2020). *QAnon Goes Global - AICGS*. Online: <https://www.aicgs.org/2020/09/qanon-goes-global/>

<sup>10</sup> Heisterkamp, J. (2019, November 3). Halle: Wenn Verschwörungstheorien töten. *Info3 Verlag*. <https://info3-verlag.de/november-2019/halle-wenn-verschwoerungstheorien-toeten/>  
Laufer, D. (2020, Februar 24). Attentat in Hanau. Der perfekte Verschwörungstheoretiker. *netzpolitik.org*. <https://netzpolitik.org/2020/der-perfekte-verschwoerungstheoretiker-hanau-whatsapp-sprachnachrichten/>

<sup>11</sup> Zick, A., Küpper, B., Berghahn, W., & Verlag J.H.W. Dietz Nachf. (2019). *Verlorene Mitte—Feindselige Zustände rechtsextreme Einstellungen in Deutschland 2018/19*.

<sup>12</sup> ibid.

<sup>13</sup> Roose, J. (2020). *Sie sind überall. Eine repräsentative Umfrage zu Verschwörungstheorien* (S. 37). Konrad-Adenauer-Stiftung e.V.

<sup>14</sup> ibid.

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compulsory vaccination of all people on earth and that corona virus had been bred in a Chinese laboratory.<sup>15</sup>

**Austria:** Most conspiracy theories which have followers in Austria suggest a connection to right-wing political views. There is no recent statistical data about which conspiracy theories are more common and how many people believe in them. However, when observing public discourse, one finds some relevant myths: one widespread narrative is about "the great exchange", also known as "population exchange". This conspiracy theory states that politicians coordinate and control massive immigration of people (especially Muslims) in order to replace the Austrian (white, Christian) population. The motivation behind this is – according to this narrative – that only an "ethnically homogenous people" can resist domination and exploitation; this is why some kind of elite tries to break up the (supposed) homogeneity of the population. This theory has its origins in the Nazi era and is since then a main ideological point in rightwing populism and extremism in Austria. Hence, the theory of population exchange can be seen as a radical, anti-Semitic and xenophobic conspiracy theory<sup>16</sup>. Especially since 2015 there is an increase of fake news, conspiracies and hoaxes regarding refugees, asylum system, and their treatment by the Austrian welfare system. Next to internationally popular conspiracy theories (e.g. flat earth, vaccination myths, chemtrails, climate change), also theories with a national focus have emerged. A well-known example are popular interpretations of the death of right-wing politician Jörg Haider in 2008, which – according to conspiracy theorists – was no car accident under the influence of alcohol. Surveys conducted after the Corona pandemic hit Austria<sup>17</sup>, show that a growing percentage of the population is not able to identify conspiracy theories as such: only 64% of respondents were "very sure" or "rather sure" that pharma industry is not holding back vaccination; only 59% agreed with the statement that coronavirus is not a weapon. 43% were "very sure" that it is a lie or conspiracy theory that Bill Gates wants to control humanity through obligatory vaccination (18% were only "rather sure"). Interestingly, Covid-19-related conspiracy theories seem to be more widespread among younger people<sup>18</sup>, probably because of different media and news use habits.

**Sweden:** A study conducted in Sweden shows that people with extreme political opinions, both to the right and left, are more likely to believe in conspiracy theories, compared to

<sup>15</sup> Friedrich Naumann Stiftung. (2020). *Globale Studie: Desinformationen durchdringen Gesellschaften weltweit*. <https://www.freihheit.org/freedomfightsfake-globale-studie-desinformationen-durchdringen-gesellschaften-weltweit>

<sup>16</sup> Bauböck, R. (2019). *Bevölkerungsaustausch oder Umvolkung? Erklären Sie den Unterschied, Herr Strache!*, 07.05.2019, online:<https://www.derstandard.at/story/2000102690976/bevoelkerungsaustausch-oder-umvolkung-erklaeren-sie-den-unterschied-herr-vizekanzler> (19.11.2019).

<sup>17</sup> Eberl, Jakob-Moritz/Lebernegg, Noelle S./Boomgaarden, Hajo G. (2020): Alte und Neue Medien: Desinformation in Zeiten der Corona-Krise, Corona-Blog of the University Vienna, <https://viecer.univie.ac.at/corona-blog/corona-blog-beitraege/blog21/>

<sup>18</sup> Ibid.

people who have more moderate political opinions<sup>19</sup>. In the last decade, Sweden has seen an increase in Islamophobic ideas and far-right extreme political opinions. With these ideas the conspiracy theory "Eurabia" has won ground. People who believe in the Eurabia myth think that the political and economic leaders of Europe (and Sweden) are in collusion with Arabic countries to make the western world part of a Muslim world domination. Anti-Semitic conspiracy theories are still prevalent in the Swedish discourse and have seen a rise within the Arabic and Muslim communities mainly in segregated suburbs of larger cities. The conspiracy theory receiving most attention online is regarding the murder of the former prime minister Olof Palme. However, there is a gradual focus shift towards Anglo-American global systemic conspiracy theories. Today, Facebook groups, online forums and blogs like *Vaken.se*, *Blueshift.nu* and *Flashback.org* are part of the creation of "alternative" information by spreading and validating conspiracy theories. Popular theories that are being spread on these forums include that government is downplaying crimes committed by immigrants; that politicians wanted to "exterminate the white race" and create a multicultural society; denial of global warming (or it is being man-made), the decay of Sweden through high immigration rates, unravelling gender norms and Sweden being part of a global dictatorship. There is a lack of statistics on people's beliefs in conspiracy theories in Sweden, but Krouwel et al's (2017) research on the subject shows that the conspiracy theory index in Sweden is 0.31 (where 0 = low belief; 1 = high belief). According to Vetenskap och Folkbildning (VoF), a Swedish non-profit organization, statistical enquire more than 25% believe that research results often are bought by the industry and can therefore not be trusted. 1 out of 6 believe that the pharmaceutical industry is working to keep people sick so they make more money. 10% state that they believe that chemtrails are intentionally released from airplanes to manipulate people and the weather<sup>20</sup>.

**Bulgaria:** One of the most popular conspiracy theories in Bulgaria is the belief that vaccines are dangerous and a part of a plot to rule the world; according to sectoral studies, about 20% of Bulgarians share this belief; 14% of Bulgarians consider vaccines being able to cause (or lead to) autism, 35% consider vaccines being able to cause (or lead to) allergies. 40% of Bulgarians think that there is a secret society that rules the world. In years prior to the pandemic, 66% of people shared the opinion that diseases are artificially generated in order to raise the sales of pharmaceuticals. 5% believe in Chemtrails and 24% in the alleged climate weapon HAARP. Speaking of conspiracy theories that thrive predominantly on the inner-Bulgarian national level, there is a popular belief that economic inter-

<sup>19</sup> Krouwel, A., Kutiyiski, Y., van Prooijen, J. W., Martinsson, J., & Markstedt, E. 2017. Does extreme political ideology predict conspiracy beliefs, economic evaluations and political trust? Evidence from Sweden. *Journal of Social and Political Psychology*, Vol. 5(2).

<sup>20</sup> Ingemyr, Mikael (ed.) 2015. VoF-undersökningen 2015. Second edition. Föreningen för Vetenskap och Folkbildning. [www.vof.se/undersokningen-2015/](http://www.vof.se/undersokningen-2015/).

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ests stand behind (supposedly artificial and undesirable) tolerance towards the Roma minority traditionally living in the country. Based on declining birth rates and high emigration rates, Bulgarians are also inclined to believe that there is a “genocide” of Bulgarians, or in other words, that Bulgarians were intentionally brought to extinction. This mindset sets Bulgaria apart from other European nations where the “fear of the other” is directed more towards migrants. Hence, what in other countries surfaces as the fear of the *New Other* (migrants), surfaces in Bulgaria as the fear of the *Well-known Other* (Roma). A recent survey of GlobSec for Central and Eastern Europe also reveals that conspiracy mindsets in Bulgaria are widespread. Only 35% of Bulgarians support democracy, but 45% prefer a strong and decisive leader who does not bother with parliament and elections. More importantly, 59% have no preference of any specific political party leading the government as they do not think there is a difference and something can change. Concerning the Covid-19-infodemia, comparative data show that in Bulgaria conspiracy mindset is prevalent in about a half of respondents.<sup>21</sup>

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<sup>21</sup> Bakracheva, M., Zamfirov, M., Kolarova, Tz. & Sofronieva, E. (2020). Living in Pandemic Times (COVID-19 Survey), Sofia, ISBN 978-619-91067-4-7

## 2. The TEACH-Survey for Adult Educators

*In our public events to discuss social and political issues, we are increasingly faced with certain groups of people uttering radical opinions. Often, they also propagate crude ideas that we cannot but see as conspiracy theories. For the moderators in these events it is difficult to contain such appearances and to bring the discussion back to the original topic.<sup>22</sup>*

### 2.1 Developing the Survey

In the first step of the development of the TEACH Survey, each partnering organization prepared a needs analysis in order to collect information on the extent of the prevalence of conspiracy theories in their own national context. Based on practical experience, desk research, and background interviews, partners identified conspiracy theories that are relevant in their national contexts. (For further information see *National Reports* online on: [www.teach-erasmus.eu](http://www.teach-erasmus.eu)).

After identifying the main conspiracy theories for the survey to focus on, partners compiled *scales*<sup>23</sup> for each of them, based on *items*<sup>24</sup> partly taken from scientific literature on the subject, partly created based on the evidence from initial research, in order to capture the phenomenon as broadly as possible. In this stage the TEACH survey operated with 64 *items*. Additionally, in each partner country a national scale was added (with 4-10 items). Items were pilot-tested (March-August 2020) with N = 160 participants overall, or 40 per country. After the analysis of items and scales the survey was shortened to four demographic items, seven descriptive items and eight scales with 3-5 items per each scale (33 items overall), and one national scale (4-5 items). Finally, one scale was added to collect data about the adult educators' own conspiracy beliefs (4 items).

<sup>22</sup> Statement taken from interviews with adult educators in the four countries of the TEACH project. Interviews were recorded by project partners prior to the TEACH survey.

<sup>23</sup> A **scale** is measuring the respondent's attitude towards more than one statement around a certain topic (e.g. the perception of anti-Semitic conspiracy theories in their classes).

<sup>24</sup> An **item** is one single statement (e.g. "The genocide of the European Jews never happened") that needs to be evaluated by the respondent.

## 2.2 Core Elements of the Survey

In what follows, we provide an overview of the final TEACH Survey, by presenting the core elements of the survey and the survey's quality measurements. The final version of the survey (in four national contexts) can be found in the appendix of this manual.

Next to initial **items on demographics** well known from other scientific surveys, the core element of the TEACH Survey are the items on the prevalence of conspiracy theories in adult education institutions (respectively their audience). These are presented below.

### Anti-Semitic Conspiracy Theories

This scale focuses on anti-Semitic views, which are strongly connected to conspiracy theoretical frameworks such as holocaust-denial<sup>25</sup>, e.g., represented by the statements such as "The genocide of the European Jews never happened", the Jewish world domination conspiracy theory claiming that Jews dominate international financial markets and world politics<sup>26</sup>, as well as statements implicating that Jews were causally involved in the 9/11 attacks. Below (Figure 1) you find an example for an item from this scale.

Each scale was introduced with the same phrase: "Looking back..." and a five-point Likert scale "Very often" to "Never" as possible answers.

The anti-Semitic conspiracy theory scale reaches an excellent Cronbach's  $\alpha^{27}$  reliability for the 5-item scale ( $> 0.850$  in all partner languages and partner countries).

*Intro: "Looking back on the last year, how often have you heard the following statements from participants of your class?"*

	Very often	Frequently	Sometimes	Seldom	Never
The genocide of the European Jews never happened.	[ ]	[ ]	[ ]	[ ]	[ ]

*Figure 1: Example Item*

<sup>25</sup> Dubbed in previous research by: Benz, W. (2016a). *Antisemitismus: Präsenz und Tradition eines Ressentiments* (2. Aufl). Wochenschau Verlag.

European Commission. (2020, Januar 20). *Q&A: Eurobarometer survey on Antisemitism in Europe*. European Commission.

Price, V., Tewksbury, D., & Huang, L.-N. (1998). Third-Person Effects on Publication of a Holocaust-Denial Advertisement. *Journal of Communication*, 24.

<sup>26</sup> Dubbed in previous research by: And, M. K., & Sedek, G. (2005). Conspiracy Stereotypes of Jews During Systemic Transformation in Poland. *International Journal of Sociology*, 35(1), 40–64. <https://doi.org/10.1080/00207659.2005.11043142>

Fekete, L. (2012). The Muslim conspiracy theory and the Oslo massacre. *Race & Class*, 53(3), 30–47. <https://doi.org/10.1177/0306396811425984>

World Jewish Congress. (2019). *Survey finds worrying levels of anti-Semitism in EU countries* [Community]. <https://www.worldjewishcongress.org/en/issues/combatting-anti-semitism>

<sup>27</sup> **Conbach's alpha** (also known as coefficient alpha) is the most common test score for a reliability of a scale, with different items which are supposed to capture the same attitude/belief/psychological phenomenon. In the scientific community it is common sense that scores higher 0.70 are considered as acceptable and scores higher than 0.80 are good (= all items of a scale represent the same phenomenon).

### **Islamophobic Conspiracy Theories**

The Islamophobic conspiracy theory scale contains the subscale “Counter Jihad Movement/ Eurabia”, presenting the view that European politicians are pushing for more migrants to come to Europe in order to “Islamize” Europe<sup>28</sup>. Additionally, the Great Replacement theory was included to the scale via the statement: “A great exchange of the native population and Muslim immigrants is going on in Europe”.

In all four countries this scale reached an excellent reliability index (Cronbach’s  $\alpha > 0.8$ ).

### **Media scepticism**

In the Media skepticism conspiracy theory scale, we combined the distrust in media outlets with the statement that the “Media are downplaying the crimes of refugees and migrants on purpose”, which is a very common view in right-wing groups.<sup>29</sup>

In all four countries the scale reached an excellent reliability index (Cronbach’s  $\alpha > 0.8$ ).

### **Anti-Feminist Conspiracy Theories**

The anti-feminist conspiracy theory scale focuses on the “feminist conspiracy” which states that current political efforts are aimed at weakening the position of men in society, since equality between men and women has long been achieved<sup>30</sup> and thus efforts to further support women are contraindicative. We added to this scale the item on alleged extinction of the “white race” through feminism, following the anti-feminist conspiracy view that feminism leads to fewer births, which leads to mass immigration from Muslim countries.

In all four countries the scale reached an excellent to very good reliability index (Cronbach’s  $\alpha = \text{Sweden} = 0.838$ ;  $\text{Austria} = 0.787$ ;  $\text{Bulgaria} = 0.830$ ;  $\text{Germany} = 0.726$ ).

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<sup>28</sup> Lee, B. J. (2007). It's not paranoia when they are really out to get you: The role of conspiracy theories in the context of heightened security. *Behavioral Sciences of Terrorism and Political Aggression*, 9(1), 4–20.

Önnerfors, A. (2017). Between Breivik and PEGIDA: The absence of ideologues and leaders on the contemporary European far right. *Patterns of Prejudice*, 51(2), 159–175.

<sup>29</sup> PwC Deutschland. (2018). *Vertrauen in Medien*. pwc. <https://www.pwc.de/de/technologie-medien-und-telekommunikation/pwc-studie-vertrauen-in-medien-2018.pdf>

Köcher, R. (2017). *Interessen schlagen Fakten. Eine Dokumentation des Beitrags von Prof. Dr. Renate Köcher in der Frankfurter Allgemeinen Zeitung*. (Eine Dokumentation des Beitrags von Prof. Dr. Renate Köcher in der Frankfurter Allgemeinen Zeitung Nr. 45). Institut für Demoskopie Allensbach.

<sup>30</sup> Rosenbrock, H. (2012). *Die antifeministische Männerrechtsbewegung. Denkweisen, Netzwerke und Online-Mobilisierung*. (Heinrich-Böll-Stiftung, Hrsg.; 2. Aufl., Bd. 8). Heinrich-Böll-Stiftung.

Gesterkamp, T. (2015). Männerpolitik und Antifeminismus. *WSI-Mitteilungen*, 68(1), 59–61. <https://doi.org/10.5771/0342-300X-2015-1-59>

### Climate Change Revisionist Views

The scale on climate change revisionist views includes three items stating that climate change is not man-made<sup>31</sup> and that climate activism is the product of exclusively economically driven interests.

In all four countries the scale reached a very good to excellent reliability index (Cronbach's  $\alpha > 0.70$ ).

### Anti-Vaccination Conspiracy Theories

In this scale typical anti-vaxxer statements were presented such as "The effectiveness of vaccinations has never been proven."<sup>32</sup>

In all four countries the scale reached a very good to excellent reliability index (Cronbach's  $\alpha > 0.70$ ).

### Governmental Conspiracy Theories

In this scale, three conspiracy theories claiming that governments are involved in various conspiracies are presented (see Fig. 2).

The three items are to be considered single-items, so no reliability index can be provided.

*Intro: "Looking back on the last year, how often have you heard the following statements from participants of your class?"*

	Very often	Frequently	Sometimes	Seldom	Never
The U.S. government staged the moon landing.	[ ]	[ ]	[ ]	[ ]	[ ]
Chemicals are released by airplanes to harm the population.	[ ]	[ ]	[ ]	[ ]	[ ]
The U.S. government was involved in 9/11.	[ ]	[ ]	[ ]	[ ]	[ ]

*Figure 2: Governmental conspiracy theories*

<sup>31</sup> Inhoffen, L. (2019, September). Internationale Umfrage: Mehrheit der Weltbevölkerung erwartet schwerwiegende Folgen des Klimawandels. *YouGov*.

Harambam, J., & Aupers, S. (2017). 'I Am Not a Conspiracy Theorist': Relational Identifications in the Dutch Conspiracy Milieu. *Cultural Sociology*, 11(1), 113–129. <https://doi.org/10.1177/1749975516661959>

<sup>32</sup> Robert Koch Institut. (2018). *Einwände gegen das Impfen – und die passenden Antworten!* [https://www.rki.de/DE/Content/Infekt/Impfen/Bedeutung/Schutzimpfungen\\_20\\_Einwaende.html](https://www.rki.de/DE/Content/Infekt/Impfen/Bedeutung/Schutzimpfungen_20_Einwaende.html)

### National Scales

As mentioned in *Chapter 1.2*, each partnering organization added a scale on a conspiracy theory which is especially prominent in their own national context. Thus, the German survey included the right-wing beliefs of “Reichsbürger” spinning around the idea that the current German state was legally nonexistent. The Austrian survey featured theories about the death of rightwing populist politician Jörg Haider.<sup>33</sup> The Swedish survey included the Eurabia conspiracy theory claiming that politicians conspire to replace European population with immigrants from the Arab world. The Bulgarian survey included anti-Gypsyist views as well as the conspiracy belief of an ongoing genocide against Bulgarians.

### Covid-19 related Conspiracy Theories

A ninth scale was added to the survey when Europe became a hotspot of the Coronavirus pandemic in April 2020 and conspiracy theories started to surface around the virus and its origin. Five statements were added covering a variety of popular SARS-CoV-II conspiracy ideas such as the claim that Bill Gates was using the virus to “microchip” people and that the virus was created in a laboratory.

In all four countries the scale reached an excellent reliability index (Cronbach’s  $\alpha > 0.8$ ).<sup>i</sup>

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<sup>33</sup> Haider died 2008 in a car accident.

### **Adult Educators' Attitudes Towards Conspiracy Theories**

The last scale asks respondents directly to provide their perspective on four different items taken from the scales on media-skepticism, anti-feminism, anti-Semitism and Islamophobia. This "my own attitude" scale is shown below:

<i>Intro: "Please indicate how much you would personally agree with the following statements":</i>					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The media is deceiving the public on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current political efforts are aimed at actively weakening the position of men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jews have too much power in world politics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politicians from Western countries are helping to Islamize Europe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Figure 3: Scale on the adult educators' own attitude towards conspiracy theories*

## **2.3 Results of the TEACH - Survey**

The purpose of the present manual is to shed light on the conspiracy theories that are most present in German, Austrian, Swedish and Bulgarian adult education institutions (notably via their audience).

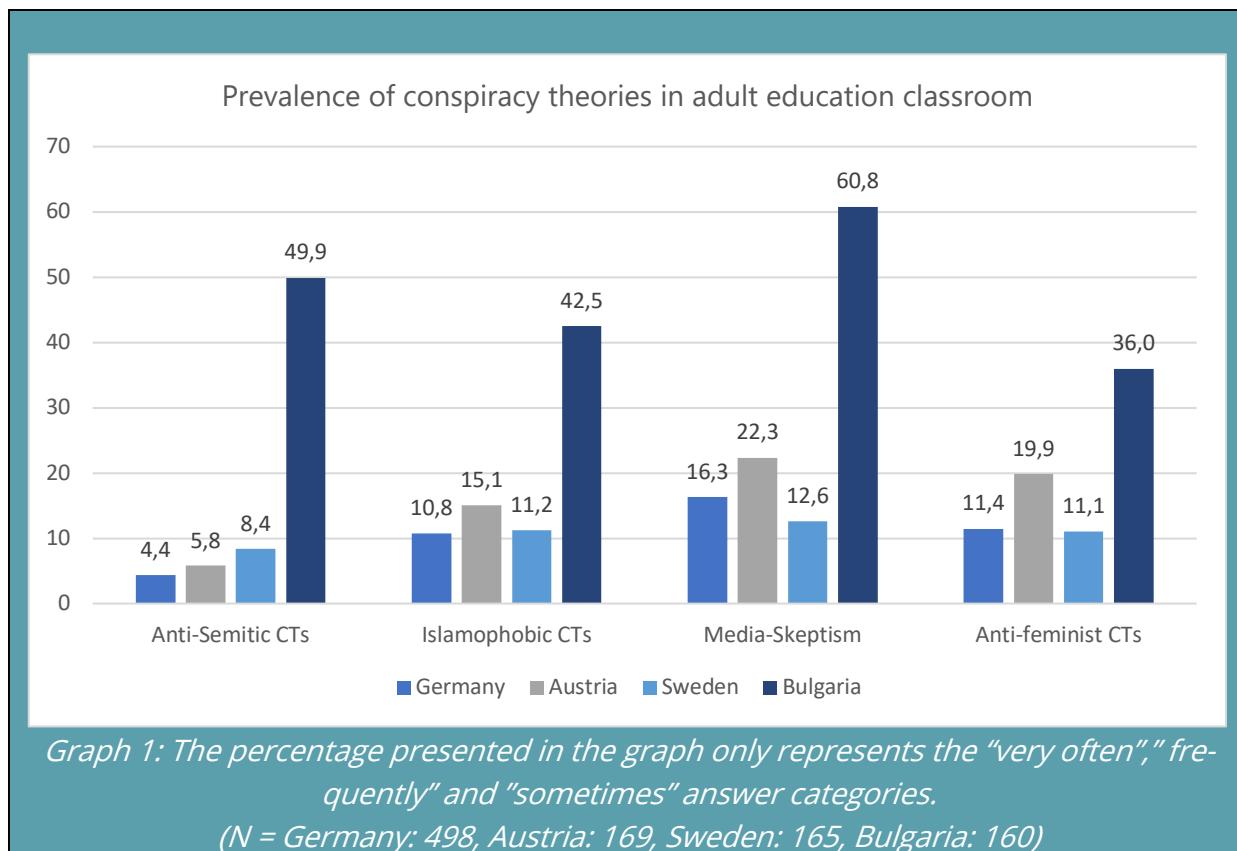
The questionnaire was answered by the participants in total anonymity and took about 10-15 minutes to complete. Respondents were contacted in different ways, usually via e-mail either to themselves (in the networks of TEACH partners), or via officially addressing the management of adult education providers to forward the invitation e-mail to their staff. We thus can be relatively sure that individuals taking part in the survey indeed were professional adult educators (either paid employees, or freelance teachers), although a full guarantee cannot be given due to the strict rules of anonymity and data protection applied.

From the main implementation of the TEACH-Survey it can be said that all scales and single items appeared as valid instruments for measuring the prevalence of conspiracy theories in adult education classes (for quality measurements see overview under chapter X).

In what follows, the findings will be recapitulated by presenting them along the scales (which summarize all items of each scale, see chapter 2.2: Core elements of the TEACH-Survey).

The graphs show the percentage of respondents who stated to having met views as represented by the statements (items) "very often", "frequently" or "sometimes". So, these graphs only present the positive responding answers. For a more in-depth analysis see at the appendix of the present manual.

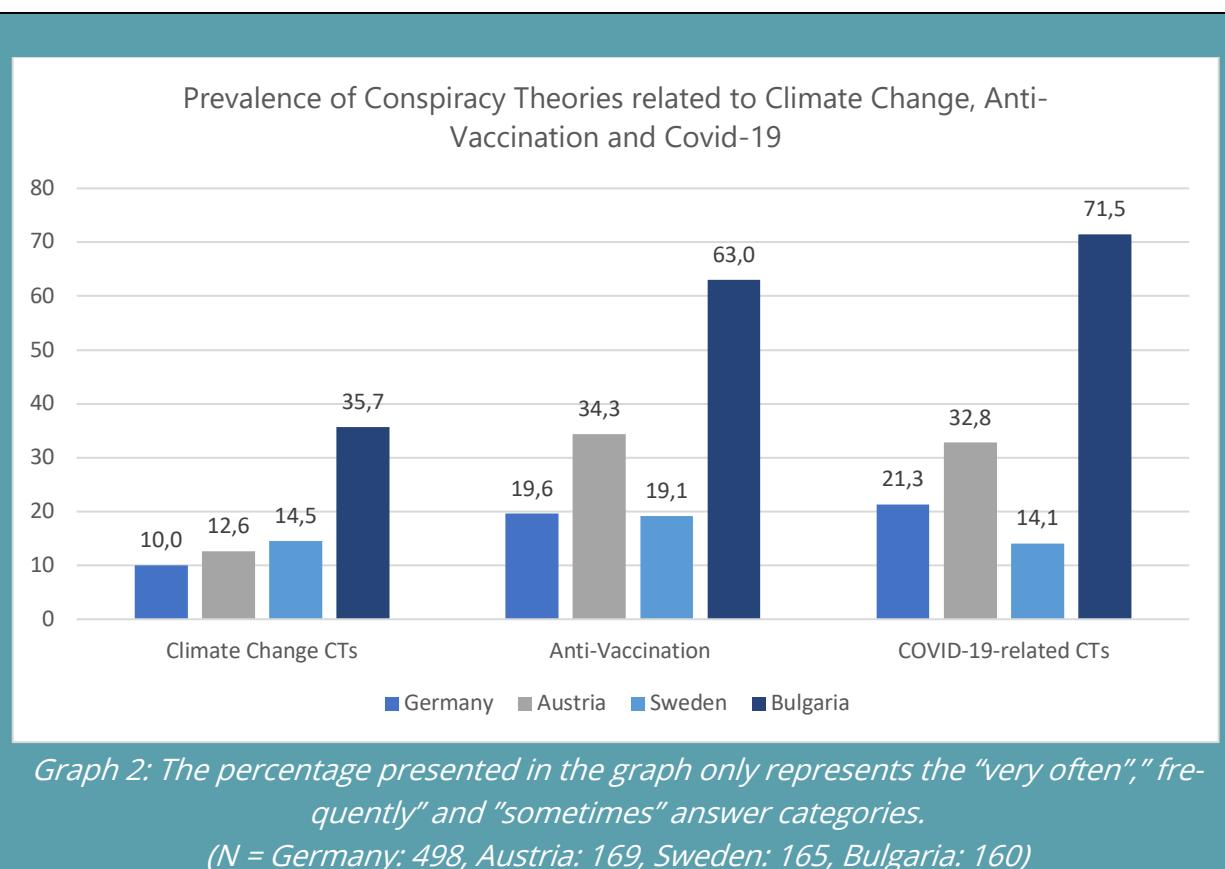
The final sample contained answers from 498 German, 169 Austrian, 165 Swedish and 160 Bulgarian respondents.



According to our survey findings, adult educators in Germany, Austria and Sweden are confronted in their professional life with conspiracy theories that transport anti-Semitic, Islamophobic, media-skeptical or anti-feminist views, and they are faced with these things in the three countries at comparable levels. Only a very small percentage face anti-Semitic conspiracy theories. Less than 9% of German, Austrian and Swedish educators reported to be faced with anti-Semitic conspiracy theories “very often” to “sometimes”. The anti-Semitic conspiracy theory which is mostly present is the idea of Jews dominating international financial institutions. 6.2% of German, 10.7% of Austrian, and 9.1% of Swedish educators were confronted with the statement in the last year “very often” to “sometimes”.

Other conspiracy theories seem to be more common in the three countries. Between 11 and 22% of adult educators in Germany, Austria and Sweden are confronted regularly with the other three fields of conspiracy theories. Especially the media-skeptical statement “Our media are deceiving the public on purpose” seems to be quite common in Germany (26.9%), Austria (36.7%) and Sweden (17.6%). Strikingly, Bulgarian survey participants reported to be confronted with all four conspiracy theories at much higher level.

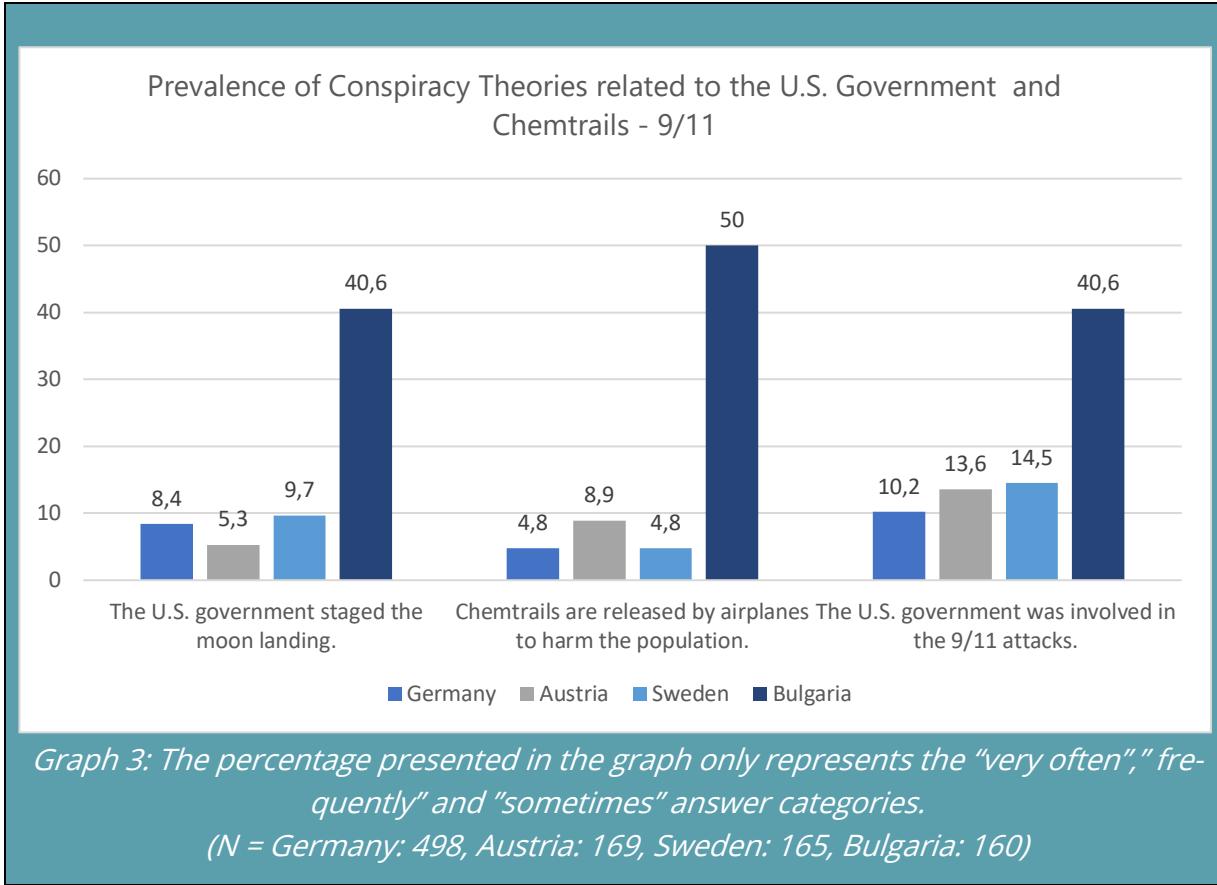
49.9% reported to find themselves “very often” to “sometimes” confronted with anti-Semitic conspiracy theories. Even a higher percentage reported to face media-skeptical statements (60.8%)<sup>34</sup>.



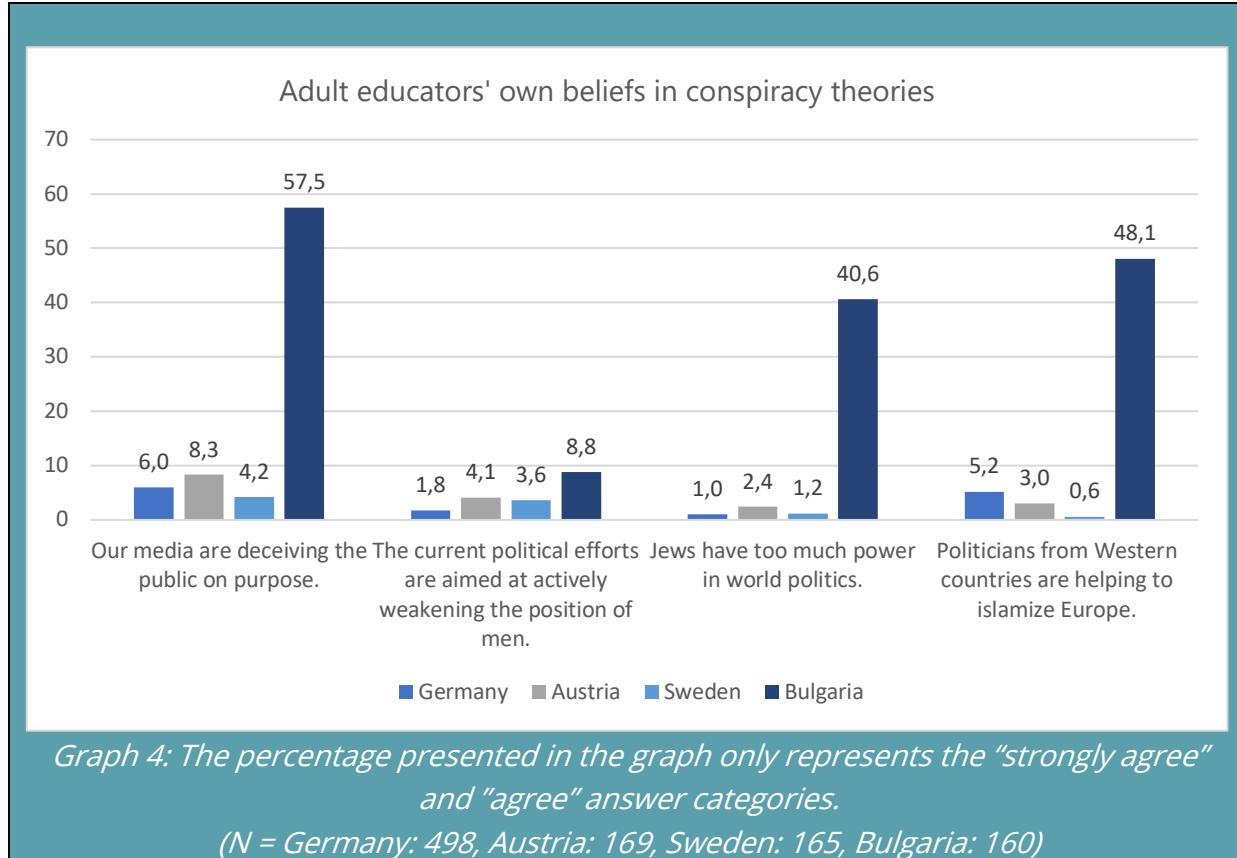
Graph 2 presents an overview of the scales that cover statements of climate change, anti-vaccination and COVID-19-related conspiracy theories. Again, Bulgarian educators reported to be confronted with all statements on a much higher scale than those from the other three countries. Particularly interesting is the Covid-19-related conspiracy theories scale. Even though our survey took place just 4-6 months after the pandemic hit Europe, in Sweden 14.1% and in Germany 21.4% of adult educators were confronted with conspiracy theories related to the pandemic; whereas the percentage is much higher in Austria (32.8%), and in Bulgaria more than 70% of adult educators were confronted with such statements.

The statement that adult educators were confronted with most often was the theory that coronavirus had been created in a laboratory (Germany: 27.5%, Austria: 43.8%, Sweden: 21.8%, Bulgaria: 84.4%).

<sup>34</sup> See page 33.



The analysis of the items that indicated theories about government involvement in alleged conspiracies showed that the most often heard conspiracy theory in Germany, Austria and Sweden is the idea that the U.S. government was involved in the 9/11 attacks. In Bulgaria, (almost) half of the participants of the survey reported to be very often to sometimes confronted with all stated conspiracy theories.



From the scale asking for respondents' own beliefs it became quite clear that in Germany, Austria and in Sweden only a small percentage (< 5%) agree to anti-feminist or anti-Semitic conspiracy theories. A bit higher is the agreement to the media-skeptical item (< 8 %). Bulgarian educators showed a higher agreement to all statements. Especially the agreement to the media-skeptical (57.5%) and the Islamophobic items (48.1%) was high in Bulgaria.

Results of answers to the national scales from Germany, Austria, Sweden and Bulgaria are not included in this summary (see appendix).

### 3. Implementing the TEACH- Survey in your adult education institution

*"What I have experienced is: students who have encountered "new evidence" online and started to question the official version. The conspiracy theories that have been brought up most frequent are that the moon landing was fake and 9/11 was an inside job."*<sup>35</sup>

If you want to implement the TEACH-Survey in your own institution we would highly advise you to stick to some basic guidelines from scientific good practice which will be described in what follows.

#### 3.1 Survey Implementation

##### 1. Narrow down your field of interest!

In the appendix of the manual you find the entire TEACH-Survey that was implemented in Germany, Austria, Sweden and Bulgaria. For us, this survey resulted in interesting findings for a transnational project on conspiracy theory prevention. For your own institution you should remember: each adult education institution is different and has its own needs, and each organization's management may be confronted with very different problems in terms of the prevalence of conspiracy theories amongst its customers or learners. There is no need for you to implement the whole survey. Rather you can choose parts that are especially interesting for you. E.g., feel free to use only the scales for Antifeminism and Anti-Semitism if you have the impression that these might be most relevant for you. You can also leave out the questions on personal data of respondents (such as age or educational degree) and / or add new questions as well as entire scales. (For how to add scales, see next chapter).

If you decide to add new items about your respondents such as name, dates of birth and other sensitive data please make sure to comply with data protection regulation (notably GDPR) as well as to check with your national laws in order to make sure to be on safe legal grounds.

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<sup>35</sup> Statement taken from interviews with adult educators in the four countries of the TEACH project. Interviews were recorded by project partners prior to the TEACH survey.

## **2. Add scales if necessary**

It is possible that we did not cover all conspiracy theories that made their way to your adult education institution. Given the speed with which new conspiracy theories come up these years, it is even very probable that you do not find in the scales things that are really ardent for you.

Therefore, we give basic instructions on how to add scales to the survey. Of course, if you want to reach the highest scientific quality standards, you are highly advised to refer to academic literature and take more detailed recommendations from there. What we give here is just a very basic explanation without any claim to completeness.

### **Steps:**

1. Do not reinvent the wheel: research might have been done already on the conspiracy theory that you want to add. You might find scales or single items that already capture your conspiracy theory.
2. Please keep in mind that you want to do research on conspiracy theories. Be sure that you capture theories about (alleged) *conspiracies* indeed, not just theories of any sort, or scientific theories that are unproven. That's a difference. For example, in Cosmology, the famous String Theory is a scientific theory, and most cosmologists and physicists today think it is a false theory, but final proof has not been made. So, it may be wrong, but still, it is not a theory about a conspiracy.

**Example:** „The right-wing narrative promotes the view that leftist politicians do push migration, in order to get a higher voter turnout“ (Translated from Gaston & Uscinski, 2018, p. 19 on Right-Wing Conspiracy Theories)

→ It is easy to transfer this description into an item for a scale on Right Wing Conspiracy Theories.

→ An item could be: *“I believe that leftist politicians push migration in order to get higher voter turnouts for their party.”*

3. If your research leads you to the conclusion that you are a pioneer in that area: look for scientific literature that captures the conspiracy in the best way (definitions and descriptions).
4. First, try to draft items that would be suitable to ask the participants and not adult educators (see Tab.1); afterwards we will transfer it into a secondary analysis matrix (see example Tab.2).

**Some basic things that you should avoid while writing your items:**

- Avoid double negative: „I have never talked to someone, who has never mentioned conspiracy theories.“ (see a further example in Tab.1)  
Instead: “I have never heard a conspiracy theory in my class.”
- Avoid double meanings: „I like to have passionate discussions on conspiracy theories.“  
Instead: „I feel the need to have a discussion on CTs to avoid other participants of a class to start believing in them.“
- Avoid terminology/names that not all people might know: „Daniel Fiß is often discussed in my classes.“  
Instead: “We have been discussing right-wing populists in my classes.”
- Avoid presenting several thoughts in one question: “My participants believe that Jews rule the world and that airplanes release Chemtrails into the sky.”  
Instead: “My participants believe that Jews rule the world” and “My participants believe that airplanes release Chemtrails into the sky.”
- Avoid generalizations: “All participants believe that Jews rule the world.”  
Instead: “I was confronted with the theory that Jews rule the world.”
- Avoid very long items and acronyms: „When I think about my last week, I e.g. heard i.a. ASCTs at least once a w., in some classes even more.“  
Instead: „In the past I was confronted with anti-Semitic conspiracy theories.“
- Avoid items that most people dis-/agree with: „Conspiracy theories are bad“  
Instead: “In my opinion conspiracy theories are threats for democracy.”
- Provide definitions of terms you use.
- Consider the specifics of your target group.
- Make sure to mention all sources that you used for the question.

# TARGETING EXTREMISM AND CONSPIRACY THEORIES

*Intro: "How much would you agree with the following statements?"*

Nr.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 Controlled immigration leads to the extinction of the Europeans.	[ ]	[ ]	[ ]	[ ]	[ ]
2 The media does not report credibly on the terrorist threat from migrants.	[ ]	[ ]	[ ]	[ ]	[ ]
3 ...	[ ]	[ ]	[ ]	[ ]	[ ]

*Tab 1: Example: Scale Right-Wing-Conspiracy Theory*

Once you prepared the items (Tab.1), transform your questionnaire in a secondary analysis format (a question that is asking the adult educator about their class participants), one example could be:

*Intro: "Looking back on the last year, how often would you say that you heard the following statements from participants of your class?"*

Nr.	Very often	Frequently	Sometimes	Seldom	Never
1 Controlled immigration leads to the extinction of the Europeans.	[ ]	[ ]	[ ]	[ ]	[ ]
2 The media does not report credibly on the terrorist threat from migrants.	[ ]	[ ]	[ ]	[ ]	[ ]
.... ....					

*Tab 2: Example: Transforming the questionnaire in a secondary analysis format*

### **3. Think about your ways of distribution**

Once you have set up your survey, the next question is about implementation: will you do it on paper, or online? A good overview on the different kinds of survey implementations as well as their pros and contras is available at SurveyCrest.de<sup>36</sup>.

In order to really get a feeling for your organization it is also important to think beforehand on the number of participants that you want to reach or that you will be able to reach. Keep in mind: it is too high of a goal to ask every single teacher or educator in your organization as this will take too many working hours and cost too much energy (especially if you decide to work with a paper pencil survey). On the other hand, you cannot ask only a small fraction of your employees, since this won't represent the actual state in your institution. Maybe you could start with only one teaching area (e.g. the staff working in the field of civic education), or distribute the survey to 100 colleagues randomly. Or you could send the survey via e-mail to colleagues in your network. This is all up to you, and the decision-making process should go hand in hand with the purpose of your survey.

## **3.2 Data Analysis**

Once you collected your data, the next step is to analyze your data. There are plenty of ways and many different analysis methods. In the following we try to show you the easiest way to get good insight on the answers.

### **1. Check your data**

Once you have collected your responses, give the data a first check. Check your paper survey if they are answered in a way that you get the feeling the person did not answer the questions honestly (answers are crossed as a pattern; all answers use only the extreme answer categories; comments that indicate that someone was not taking the task seriously etc.). Remove those answers from your data.

### **2. Choose your data analysis program**

There is a huge variety of software programmes to support your data analysis. If you have access to STATA, SPSS Statistics or MPlus, which are data processing software, you can use them in order to analyze your data. The easiest – and usually most accessible – way of data processing is using a spreadsheet programme such as MS Excel or LibreOffice Calc. In the following we will show some easy clicks in order to make a short analysis of the data.

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<sup>36</sup> See: <https://www.surveycrest.com/blog/paper-survey-vs-online-survey/>

### 3. Code your data

Depending on the way you collect your answers (paper & pencil vs. online survey) you need either to enter your data into a spreadsheet all by yourself or – should you work with an online survey program – download a spreadsheet with your data from there. Without regard to the survey type you need to code your data in order to start analyzing.

You will find a simple coding handbook in the appendix.

A	B	C	D	E	F	G	H	I	J	
1	age	gender	working experience	Q(1)	Q(2)	Q(3)	Q(4)	Q(5)	Q(6)	Q(7)
2	6	2		4	0	0	0	0	0	0
3	6	2		4	0	0	0	0	0	0
4	5	1		4	0	0	0	0	0	0
5	4	2		2	0	0	0	0	0	0
6	6	1		3	0	0	0	0	0	0
7			N/A	N/A	N/A	N/A	N/A	N/A	N/A	1
8	6	2		4	0	0	0	0	0	0
9			N/A	N/A	N/A	N/A	N/A	N/A	N/A	1
10	5	1		4	0	0	0	0	0	0
11	4	1		2	0	0	0	0	0	0
12	6	2		4	0	1	0	0	0	0
13	6	2		4	1	0	0	0	0	0
14	3	2		1	0	0	0	0	0	0
15	6	2		4	0	0	0	0	0	0

### 4. Remove missing answers

In some columns you are going to find the entry “N/A” (see example above), which indicates all items that were left unanswered. In order to do a proper analysis, you should remove all those responses from the data matrix where people left out more than just the occasional single items. For example, it often happens in online surveys that a respondent starts filling it in, but after 2-3 minutes simply gives up and never comes back.

Cases to consider eliminating the response include: the respondent did not provide an answer to all scales that are important for you, or did provide only one answer in each scale (but left most items unanswered). As a rule of thumb, it will even make sense to exclude all answers of one person if that person did not answer more than 50% of the questions.

In typical spreadsheet applications, you remove answers of a person by clicking on the row, making right-hand click, and click on “remove row”.

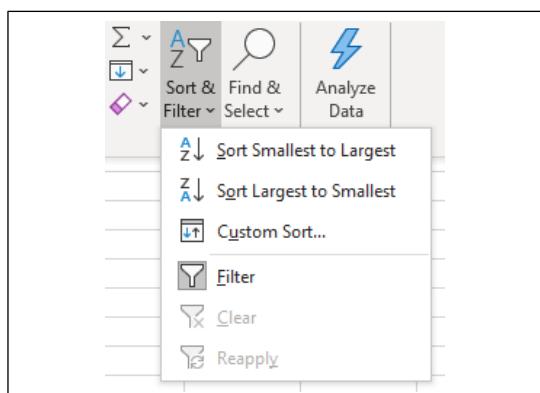
## 5. Use filters

Once you finished getting familiar with your data, the simplest way of getting an overview of your data is to use filters in order to count the different answers you received. The following gives an overview on the usage of filters:

AG	AH	AI	AJ	AK	AL	AM
T2.1	T2.2	T2.3	T2.4	T3.1	T3.2	T3.3
5	5	5	4	4	3	5
5	4	3	2	3	2	4
5	5	5	5	5	5	5
5	5	5	4	5	5	5
5	5	5	4	4	3	5
5	5	5	5	5	5	5
5	5	5	5	5	5	5
5	3	3	1	4	1	3
5	5	5	5	5	5	5
5	5	5	3	5	4	5
5	5	3	5	5	5	4
3	2	5	3	5	3	5
4	5	5	3	3	3	4
4	4	3	2	3	3	3
3	4	3	4	4	3	4
5	5	5	4	5	5	5
5	5	5	5	5	4	5
5	5	5	5	5	5	5
5	5	5	5	5	5	5

Select the item that you want to analyze by marking the column.

In the main menu, choose “filter”.



Start by filtering only the “1” (“Very much agree” answer response). Count how many people in your sample stated choose the “1” as an answer. Proceed by doing so for each answer option and each row that is interesting for you. From there it is easy math to transfer your total numbers in percentages.

## 6. Visualize the data

The most important step is to visualize your data in a way so that it is easy to understand for you and others.

The simplest way to visualize the scales is to put your findings into tables such as in the following example:

It is up to you what you want to pay attention most to. Usually, you would summarize here how many people answered rather agreeing to that statement (by choosing the answer option “I hear that statement very often”/ “often” or “sometimes”)

Item	N	Min/max	Frequencies (very often – sometimes, 1-3 in the coding handbook)	%
The genocide of the European Jews never happened.	78	1/5	12	9.4%
The influence of the Jews on the economy is too big.	80	2/5	17	13.6%
Jews dominate international financial institutions.	80	3/5	13	10.4%

*Tab.3: Exemplary table on how to visualize the results*

Concrete question that was asked

How many people responded to that item?

What was the lowest/highest number in your results to that question? Those number provide an overview whether all extremes of the answer options were used.

### **3.3 How to interpret your data?**

Once you have a good overview of your data, you need to start thinking about: "What can I take away from that study?" Questions that might help you to answer that question, are:

- **What are the fields of action that you identified?**

Which conspiracy theories are the most prevalent in your institution?

What kind of teachers report to be confronted often with conspiracy theories (in what field do they work?)?

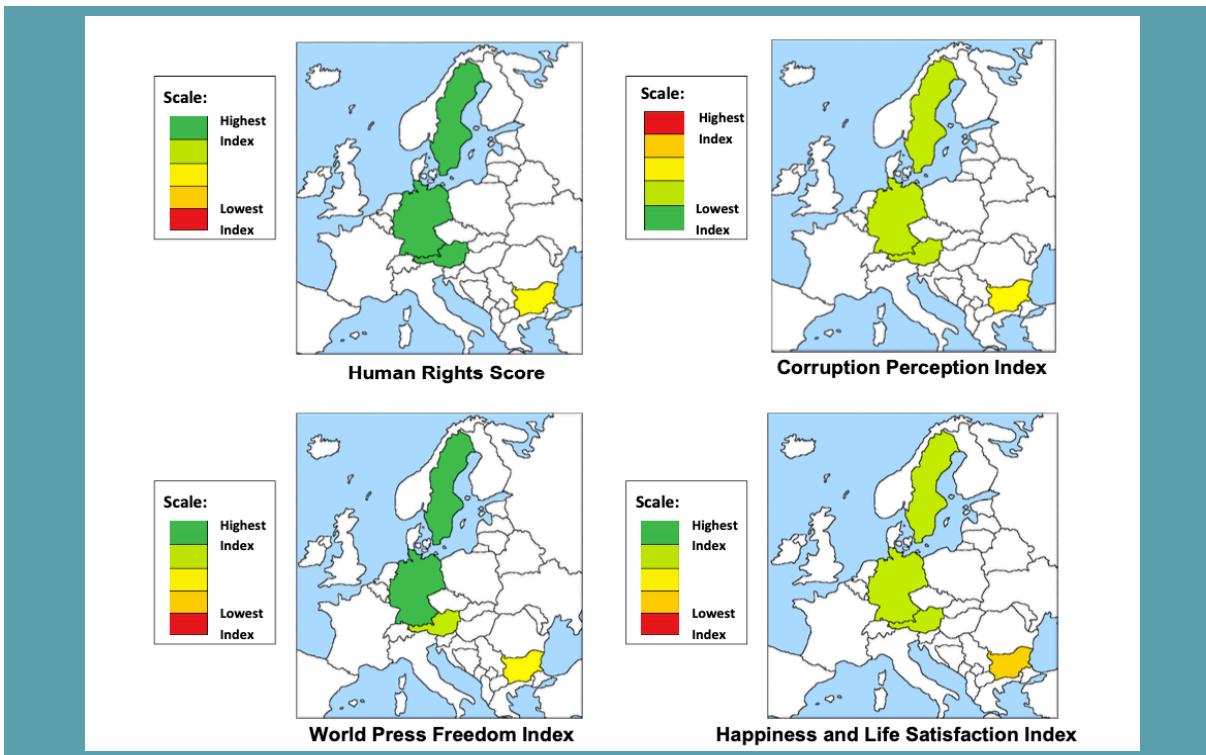
- **Compare your results with ours!**

Are your results different to our previous findings or impressions? How? Are your educators more often confronted with conspiracy theories or less? What could be the reasons?

- **Set your results into a national and international context!**

Many factors could have an impact of conspiracy theories in a society. It is important to be aware of some factors which might have an impact on the spread of conspiracy theories. In 2020 obviously the Coronavirus pandemic worked as an accelerant not just for conspiracy theories directly related to coronavirus, but also for other anti-Semitic, anti-governmental and anti-democratic conspiracy theories.

# TARGETING EXTREMISM AND CONSPIRACY THEORIES



This map shows different factors that might contribute to the development of conspiracy theories. Conspiracy theories should not be treated as an isolated phenomenon, rather they are interrelated with a variety of (social) factors. For example, in the context of the TEACH-survey it is noticeable that Bulgarian survey participants reported to be confronted with all four conspiracy theories at a much higher levels and likewise Bulgaria's scores of the depicted indexes deviate in comparison to the other countries significantly.<sup>37</sup>

- Last but not least: do not underestimate the power of conspiracy theories on participants in your classes!

Even if you find that only 1 to 2 per cent of your teachers and educators are confronted on a regular basis with conspiracy theories, do not underestimate the impact that such views could have on others, especially on their peers in class that are confronted with such statements on a regularly basis.

<sup>37</sup> Reporters without borders. (2020). *2020 World Press Freedom Index*. Online <https://rsf.org/en/ranking>  
Ortiz-Ospina, E. & Roser, M. (2017). *Happiness and Life Satisfaction*. Online: <https://ourworldindata.org/happiness-and-life-satisfaction>  
Our World in Data. (2018). *Corruption Perception Index*. Online: <https://ourworldindata.org/grapher/ti-corruption-perception-index?time=2018>  
Roser, M. (2017). *Human Rights*. Online: <https://ourworldindata.org/human-rights#:~:text=The%20human%20rights%20scores%20represent,which%20is%20set%20to%20zero>.

### 3.4 From your findings to your classroom: how do you transfer your data into practical implementations?

Finally, there remains one unanswered question: once you identified the need to deal with conspiracy theories in your seminars, groups and classes: **How to deal with it ?**

In our **TEACH Handbook**, which is a complementary tool to this manual, we present some methods on how to start dealing with conspiracy theories. We describe techniques, ideas and skills useful for adult educators to react to conspiracy theories.



## APPENDIX



## Appendix

### Contents

#### Appendix 1: TEACH-Survey

- Version in English
  - Swedish context
- Version in German
  - German context
  - Austrian context
- Bulgarian version

#### Appendix 2: Coding Handbook

#### Appendix 3: Results of the TEACH-Survey: An Overview



# Survey for adult educators (SWE)

In this survey, we ask you about your experience as an adult educator in your daily work with participants of your classes. Our focus is on statements that you might have heard from participants of your classes.

It will take approximately 20 minutes to complete the questionnaire.

Your participation in this study is voluntary. However, your expertise in the area of adult education is crucial for our project purpose, since you and other educators are the only ones that can provide a deep insight into your work. We ask you not just to participate but to answer all questions truthfully.

Your survey responses will be **strictly confidential** and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. There is no need to state your name or surname.

There are 23 questions in this survey.

Your answers will be kept **strictly confidential** and will be used for scientific purposes only. The survey will remain **anonymous**. In order to merge data from different surveys while maintaining anonymity, or to identify duplicate surveys, each person receives a **6-digit code**:

Please state: \*

First, we would like to know some basic information about you:

What is your age group?

\*

❶ Choose one of the following answers

Please choose **only one** of the following:

- Younger than 25
- 25-34 years
- 35-44 years
- 45-54 years
- 55-70 years
- Above 70 years

Gender \*

❶ Choose one of the following answers

Please choose **only one** of the following:

- Male
- Female
- Other

How many years of working experience in adult education do you have? \*

❶ Choose one of the following answers

Please choose **only one** of the following:

- Less than one year
- 1-5 years
- 6-10 years
- More than 10 years

## What is your area of teaching? (Multiple answers possible) \*

1 Check all that apply

Please choose **all** that apply:

- Swedish
- Foreign Languages
- Arts and Crafts
- Physical activities
- Cooking
- Health related activities
- ICT classes
- Administrative Classes
- Soft skills (for personal life and for business)
- Second chance courses/school leaving certificate
- Civic education
- Classes for the youth
- VET classes
- Other:

## Looking back on the last year, how often have you heard the following statements from participants of your class?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
The genocide of the European Jews never happened.	<input type="radio"/>				
The influence of the Jews on the economy is too big.	<input type="radio"/>				
Jews dominate international financial institutions.	<input type="radio"/>				
Jews have too much power in world politics.	<input type="radio"/>				
Jews knew beforehand about the attacks on the World Trade Centre on 9/11.	<input type="radio"/>				

## Looking back on the last year, how often have you heard the following statements from participants of your class?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
Sweden faces the danger of becoming an Islamic state soon.	<input type="radio"/>				
Orchestrated immigration leads to the extinction of European people.	<input type="radio"/>				
A great exchange of the native population and Muslim immigrants is going on in Europe.	<input type="radio"/>				
Mainstream Western politicians are responsible for the fact that Europe is increasingly becoming a Muslim continent.	<input type="radio"/>				

Looking back on the last year, how often have you heard the following statements from participants of your class? \*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
The Swedish media are deceiving the public on purpose.	<input type="radio"/>				
The media do not report credibly on the terrorist threat in Sweden.	<input type="radio"/>				
The Swedish media systematically conceal the crimes committed by refugees.	<input type="radio"/>				
Mainstream political parties push for a more open migration policy to strengthen their electoral base.	<input type="radio"/>				
The media do not report credible numbers of refugees coming to Sweden.	<input type="radio"/>				

Looking back on the last year, how often have you heard the following statements from participants of your class?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
The current political efforts are aimed at actively weakening the position of men.	<input type="radio"/>				
The current discourse in Sweden regarding Gender is getting out of control.	<input type="radio"/>				
Feminism leads to fewer births, which leads to mass immigration from Muslim countries.	<input type="radio"/>				
Feminists want to destroy the traditional family.	<input type="radio"/>				

Looking back on the last year, how often have you heard the following statements from participants of your class?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
People are not the cause of climate change.	<input type="radio"/>				
Global warming is not real.	<input type="radio"/>				
Climate activism is the product of economic interests.	<input type="radio"/>				

Looking back on the last year, how often have you heard the following statements from participants of your class?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
The effectiveness of vaccinations has never been proven.	<input type="radio"/>				
Vaccines cause allergies.	<input type="radio"/>				
Vaccines have serious risks, including dangerous side effects.	<input type="radio"/>				
The main driving forces behind vaccinations are the business interests of the pharma industry.	<input type="radio"/>				

Looking back on the last year, how often have you heard the following statements from participants of your class?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
The U.S. government staged the moon landing.	<input type="radio"/>				
Chemicals are released by airplanes to harm the population.	<input type="radio"/>				
The U.S. government was involved in the 9/11 attack.	<input type="radio"/>				

Looking back on the last year, how often would you say, that you heard the following statements from the participants of your class? \*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
Swedes are at risk at becoming second class citizens.	<input type="radio"/>				
Muslims Islamize Sweden through high numbers of childbirth.	<input type="radio"/>				
Muslims Islamize Sweden through immigration.	<input type="radio"/>				
Islam is the largest threat against Sweden today.	<input type="radio"/>				
Sweden is being colonized by Muslims through the financial support of rich Muslim countries.	<input type="radio"/>				

We would like to know if the participants of your courses have recently confronted you with the following statements?

\*

Please choose the appropriate response for each item:

	Very often	Frequently	Sometimes	Seldom	Never
The coronavirus does not exist.	<input type="radio"/>				
The coronavirus was created in a laboratory.	<input type="radio"/>				
The coronavirus is no more dangerous than the seasonal flu.	<input type="radio"/>				
Bill Gates is using the coronavirus to microchip people.	<input type="radio"/>				
The coronavirus is used in order to force us all to get a mandatory vaccination.	<input type="radio"/>				

Please indicate how much you would personally agree with the following statements:

\*

Please choose the appropriate response for each item:

	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
The Swedish media is deceiving the public on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current political efforts are aimed at actively weakening the position of men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jews have too much power in world politics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politicians from Western countries are helping to Islamize Europe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Almost done! There are some more questions that we would like to ask in order to get the full picture:

When answering all the questions, what group of learners did you have in mind? (Multiple answers possible)

\*

① Check all that apply

Please choose **all** that apply:

- Learners from an urban area
- Learners from a rural area
- Learners with an academic background
- Learners with a non-academic background
- Mixed group of learners
- Can't say

Imagine the following situation: During your class, one of your class participants verbalizes an opinion, that has been disproven in the scientific discourse? To name an example e.g. the theory that the earth is flat.

How confident do you feel in dealing with this situation? (Multiple answers possible)

\*

● Check all that apply

Please choose **all** that apply:

- I feel very confident and know exactly how to handle this situation.
- I feel more or less confident, and have an idea of how I would try to handle the situation.
- I do not feel confident with this situation.
- I feel insecure and I do not know how to handle this situation.
- I would just ignore the statement and move on with my class.
- I would confront the participant with the fact that he/she just stated a disproven scientific fact.

## Last questions

Before we reach the end of the survey, we would like to ask you to answer the five last questions.

What is the highest degree or level of education you have completed?

\*

● Choose one of the following answers

Please choose **only one** of the following:

- Less than Gymnasieexamen
- Gymnasieexamen
- Kandidatexamen or equivalent
- Lärarexamen
- Masterexamen or equivalent
- Doktorand
- Other, please add:

Were you born in Sweden?

\*

● Check all that apply

Please choose **all** that apply:

- Yes
- No, if not, please state :

Do you have a religious denomination?

\*

● Check all that apply

Please choose **all** that apply:

- Christian
- Muslim
- I consider myself secular.
- No
- Other:

Based on your experience in working for an adult education institution. How would you personally describe your level of job satisfaction?

\*

❶ Choose one of the following answers

Please choose **only one** of the following:

- I am very satisfied with my job
- I am satisfied with my job
- I am somewhat unsatisfied with my job
- I am very unsatisfied with my job

Is there anything else that was not asked, but that you would like to mention?

Please write your answer here:

Thank you very much for your participation!

11-16-2020 – 13:42

Submit your survey.

Thank you for completing this survey.

# Umfrage für Erwachsenenbildner\*innen in Deutschland

Sehr geehrte Teilnehmende,

Vielen Dank für Ihre Teilnahme an unserer Umfrage.

Wir sind ein internationales Team, zusammengesetzt aus Wissenschaftler\*innen und Erwachsenenbildner\*innen aus Deutschland, Österreich, Schweden und Bulgarien.

In dieser Umfrage geht es um Ihre Erfahrungen als Erwachsenenbildner\*in in der täglichen Arbeit mit Teilnehmer\*innen von Bildungsangeboten. Unser Schwerpunkt liegt auf Ihrer Wahrnehmung von Aussagen der Kursteilnehmer\*innen.

Ihre Expertise im Bereich der Erwachsenenbildung ist für unser Projektziel von entscheidender Bedeutung, da Sie und Ihre Kolleg\*innen die einzigen sind, die uns einen tiefen Einblick in Ihre Arbeitserfahrungen geben können, auf Basis derer wir Schlussfolgerungen für die Erwachsenenbildung ziehen können.

Wir bitten Sie daher, den Fragebogen vollständig auszufüllen. Dies ist kein Wissenstest. Es gibt in diesem Fragebogen keine richtigen und keine falschen Antworten. Bitte kreuzen Sie immer nur ein Kästchen an. Wo Mehrfachantworten möglich sind, werden Sie darauf hingewiesen.

In dieser Umfrage sind 23 Fragen enthalten.

Ihre Antworten werden **streng vertraulich** behandelt und nur zu wissenschaftlichen Zwecken genutzt. Die Befragung erfolgt **anonym**. Um Daten verschiedener Erhebungen unter Wahrung der Anonymität zusammenführen zu können, bzw. doppelte Erhebungen zu erkennen, erhält jede Person einen **6-stelligen Code**.

Geben Sie bitte... \*

Zunächst haben wir ein paar grundlegende Fragen an Sie, die uns später helfen werden, Ihre Antworten besser einzuordnen:

Welcher Altersgruppe gehören Sie an? \*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Jünger als 25 Jahre.
- 25 bis 34
- 35 bis 44
- 45 bis 54
- 55 bis 70
- Ich bin älter als 70 Jahre

Geschlecht \*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- männlich
- weiblich
- divers

Seit wie vielen Jahren arbeiten Sie in der Erwachsenenbildung? \*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Weniger als ein Jahr
- 1 bis 5 Jahre
- 6 bis 10 Jahre
- Über 10 Jahre

## In welchem Bereich der Erwachsenenbildung sind Sie tätig? (Mehrfachantworten möglich) \*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Deutschkurse
- Fremdsprachen
- Kunstkurse
- Sport und Bewegung
- Kochkurse
- Kurse im Bereich der Gesundheit
- IT- Kurse
- Kaufmännische und Verwaltungskurse
- Persönliche Kompetenzen (für Privatleben und Beruf)
- Berufliche Bildung
- Zweiter Bildungsweg und Elementarbildung
- Politische Bildung
- Kurse für Jugendliche
- Kurse im Bereich der Aus- und Weiterbildung
- Sonstiges:

## Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Den Völkermord an den Juden in Europa hat es nicht gegeben.	<input type="radio"/>				
Der Einfluss der Juden auf die Wirtschaft ist zu groß.	<input type="radio"/>				
Juden haben mehr Einfluss auf den internationalen Finanzmärkten als andere.	<input type="radio"/>				
Die Juden haben zu viel Macht in der Weltpolitik.	<input type="radio"/>				
Juden wurden im Voraus über die Anschläge auf das World Trade Center in New York informiert.	<input type="radio"/>				

## Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Deutschland läuft Gefahr, bald selbst ein islamischer Staat zu werden.	<input type="radio"/>				
Die gelenkte muslimische Zuwanderung führt zu einem Aussterben europäischer Völker.	<input type="radio"/>				
In Europa findet ein großer Austausch zwischen der einheimischen Bevölkerung und den muslimischen Zuwanderern statt.	<input type="radio"/>				
Etablierte Parteien sind dafür verantwortlich, dass Europa immer stärker islamisiert wird.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die Medien belügen die Öffentlichkeit nach Strich und Faden.	<input type="radio"/>				
Die Medien verschweigen die aktuelle Terrorgefahr in Deutschland.	<input type="radio"/>				
Die Medien vertuschen die Kriminalität von Flüchtlingen.	<input type="radio"/>				
Systempolitiker unterstützen aktiv eine lockere Migrationspolitik, um ihre Wählerbasis zu stärken.	<input type="radio"/>				
Die Medien spielen die Zahlen der Flüchtlinge, die zu uns kommen, herunter.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die aktuellen Bemühungen der Politik wollen die Position des Mannes aktiv schwächen.	<input type="radio"/>				
Aktuell herrscht in Deutschland ein regelrechter „Genderwahn“.	<input type="radio"/>				
Feminismus führt zu weniger Geburten, was zu einer Masseneinwanderung aus muslimischen Ländern führt.	<input type="radio"/>				
Die Feministinnen versuchen, die traditionelle Familienstruktur zu zerstören.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die Menschen sind nicht die Verursacher des Klimawandels.	<input type="radio"/>				
Es gibt keine Erderwärmung.	<input type="radio"/>				
Klimaaktivismus ist ein Ergebnis wirtschaftlicher Interessen großer Konzerne.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die Wirksamkeit von Impfungen wurde nie belegt.	<input type="radio"/>				
Impfungen fördern Allergien.	<input type="radio"/>				
Die Nebenwirkungen und Risiken von Impfungen sind unkalkulierbar.	<input type="radio"/>				
Hinter Impfungen stecken hauptsächlich wirtschaftliche Interessen der Pharmaindustrie.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die US-amerikanische Regierung hat die Mondlandung nur inszeniert.	<input type="radio"/>				
Flugzeuge versprühen Chemikalien, um der Bevölkerung Schaden zuzufügen.	<input type="radio"/>				
Bei den Anschlägen in New York am 11. September 2001 war die amerikanische Regierung stärker involviert, als sie hinterher zugeben wollte.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die Bundesrepublik Deutschland ist kein legitimer Staat.	<input type="radio"/>				
Das Deutsche Reich besteht fort.	<input type="radio"/>				
Deutschland ist in Wahrheit eine GmbH und kein Staat.	<input type="radio"/>				

Abschließend, würden wir gerne wissen, ob die Teilnehmer\*innen Ihrer Kurse Sie in letzter Zeit mit den folgenden Aussagen konfrontiert haben? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
<b>Das Coronavirus ist frei erfunden und nutzt ausschließlich der Panikmache.</b>	<input type="radio"/>				
<b>Das Coronavirus stammt aus einem Labor.</b>	<input type="radio"/>				
<b>Das Coronavirus ist nicht gefährlicher als die Grippe.</b>	<input type="radio"/>				
<b>Bill Gates möchte die Corona-Pandemie nutzen, um in Menschen Mikrochips zu implantieren.</b>	<input type="radio"/>				
<b>Das Coronavirus wird genutzt, um einen gesellschaftlichen Impfzwang einzuführen.</b>	<input type="radio"/>				

Bevor wir zu den letzten Fragen im Fragebogen gehen, wollen wir noch Ihre persönliche Meinung zu Aussagen, die so oder so ähnlich immer wieder im öffentlichen Diskurs vorkommen.

Bitte geben Sie an, wie stark Sie den folgenden Aussagen zustimmen würden:

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Stimme sehr zu	Stimme zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu
<b>Die Medien belügen die Öffentlichkeit nach Strich und Faden.</b>	<input type="radio"/>				
<b>Die aktuellen Bemühungen der Politik wollen die Position des Mannes aktiv schwächen.</b>	<input type="radio"/>				
<b>Die Juden haben zu viel Macht in der Weltpolitik.</b>	<input type="radio"/>				
<b>Etablierte Parteien sind dafür verantwortlich, dass Europa immer stärker islamisiert wird.</b>	<input type="radio"/>				

Bevor die Umfrage zu Ende ist, interessieren uns noch einige weitere Fragen, damit wir den Kontext Ihrer Arbeit besser verstehen können:

Hatten Sie bei der Beantwortung der Umfrage eine spezielle Gruppe von Kursteilnehmer\*innen im Kopf? (Mehrfachantworten möglich) \*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen aus der Großstadt.
- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen aus ländlichen Regionen.
- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen, die studiert haben.
- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen, die nicht studiert haben.
- Ich hatte unterschiedliche Kursteilnehmer\*innen im Kopf, die sich nicht einem bestimmten Typus zuschreiben lassen.
- So einfach lässt sich das nicht beantworten.

Versetzen Sie sich bitte in die folgende Situation: Während Ihres Unterrichts äußert ein\*e Kursteilnehmer\*in eine Behauptung, die im wissenschaftlichen Diskurs widerlegt ist. Beispiel: Die Erde sei eine Scheibe. Wie sicher fühlen Sie sich im Umgang mit dieser Situation? (Mehrfachantworten möglich). \*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Ich fühle mich sehr sicher und weiß genau, wie ich mit dieser Situation umgehen soll.
- Ich fühle mich mehr oder weniger sicher und habe eine Idee, wie ich mit der Situation umzugehen kann.
- Ich fühle mich in dieser Situation nicht sehr sicher.
- Ich fühle mich verloren und weiß nicht, wie ich aus dieser Situation herauskommen soll.
- Ich würde die Situation ignorieren und versuchen, mit meinem Unterricht einfach ungestört weiterzumachen.
- Ich würde die/den Teilnehmer\*in damit konfrontieren, dass diese\*r gerade eine wissenschaftlich widerlegte Behauptung aufgestellt hat.

Fast geschafft! Bitte beantworten Sie noch die letzten fünf Fragen betreffend Ihrer Person

### Was ist Ihr höchster Bildungsabschluss?

\*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ich habe kein Abitur.
- Ich habe das (Fach-)Abitur.
- Ich habe einen Bachelor-Abschluss.
- Ich habe einen Master-, Magister- oder Diplomabschluss.
- Ich habe einen Doktorgrad.
- Sonstiges, bitte ergänzen

### Sind Sie in Deutschland geboren?

\*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Ja
- Nein. Bitte geben Sie an, wo Sie geboren sind:

### Gehören Sie einer Religionsgemeinschaft an (Mehrfachantworten möglich)?

\*

Bitte wählen Sie alle zutreffenden Antworten aus:

- christlich
- muslimisch
- Nein, ich gehöre keiner Religionsgemeinschaft an.
- Ich würde mich selbst als atheistisch bezeichnen.
- Sonstiges:

### Wie würden Sie Ihre Arbeitszufriedenheit beschreiben?

\*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ich bin sehr zufrieden mit meiner Arbeitssituation.
- Ich bin eher zufrieden mit meiner Arbeitssituation.
- Ich bin mit meiner Arbeitssituation eher nicht zufrieden.
- Ich bin sehr unzufrieden mit meiner Arbeitssituation.

Haben Sie noch einen Gedanken oder eine Anmerkung, die Sie gerne mit uns teilen würden?

Bitte geben Sie Ihre Antwort hier ein:

Vielen Dank für Ihre Teilnahme.

28.11.2020 – 00:00

Übermittlung Ihres ausgefüllten Fragebogens:  
Vielen Dank für die Beantwortung des Fragebogens.

# Umfrage für Erwachsenenbildner\*innen in Österreich

Sehr geehrte Teilnehmende,

Vielen Dank für Ihre Teilnahme an unserer Umfrage.

In dieser Umfrage geht es um Ihre Erfahrungen als Erwachsenenbildner\*in in der täglichen Arbeit mit Teilnehmer\*innen von Bildungsangeboten. Unser Schwerpunkt liegt auf Ihrer Wahrnehmung von Aussagen der Kursteilnehmer\*innen.

Ihre Expertise im Bereich der Erwachsenenbildung ist für unser Projektziel von entscheidender Bedeutung, da Sie und Ihre Kolleg\*innen die einzigen sind, die uns einen tiefen Einblick in Ihre Arbeitserfahrungen geben können, auf Basis derer wir Schlussfolgerungen für die Erwachsenenbildung ziehen können.

Wir bitten Sie daher, den Fragebogen vollständig auszufüllen. Dies ist kein Wissenstest. Es gibt in diesem Fragebogen keine richtigen und keine falschen Antworten. Bitte kreuzen Sie immer nur ein Kästchen an. Wo Mehrfachantworten möglich sind, werden Sie darauf hingewiesen.

In dieser Umfrage sind 23 Fragen enthalten.

Ihre Antworten werden **streng vertraulich** behandelt und nur zu wissenschaftlichen Zwecken genutzt. Die Befragung erfolgt **anonym**. Um Daten verschiedener Erhebungen unter Wahrung der Anonymität zusammenführen zu können, bzw. doppelte Erhebungen zu erkennen, erhält jede Person einen **6-stelligen Code**.

Geben Sie bitte...

\*

Zunächst haben wir ein paar grundlegende Fragen an Sie, die uns später helfen werden, Ihre Antworten besser einzuordnen:

Welcher Altersgruppe gehören Sie an?

\*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Jünger als 25 Jahre.
- 25 bis 34
- 35 bis 44
- 45 bis 54
- 55 bis 70
- Ich bin älter als 70 Jahre

Geschlecht \*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- männlich
- weiblich
- divers

Seit wie vielen Jahren arbeiten Sie in der Erwachsenenbildung?

\*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Weniger als ein Jahr
- 1 bis 5 Jahre
- 6 bis 10 Jahre
- Über 10 Jahre

## In welchem Bereich der Erwachsenenbildung sind Sie tätig? (Mehrfachantworten möglich)

\*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Deutschkurse
- Fremdsprachen
- Kunstkurse
- Sport und Bewegung
- Kochkurse
- Kurse im Bereich der Gesundheit
- IT- Kurse
- Kaufmännische und Verwaltungskurse
- Persönliche Kompetenzen (für Privatleben und Beruf)
- Berufliche Bildung
- Zweiter Bildungsweg und Elementarbildung
- Politische Bildung
- Kurse für Jugendliche
- Kurse im Bereich der Aus- und Weiterbildung
- Sonstiges:

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
<b>Den Völkermord an den Juden in Europa hat es nicht gegeben.</b>	<input type="radio"/>				
<b>Der Einfluss der Juden auf die Wirtschaft ist zu groß.</b>	<input type="radio"/>				
<b>Juden haben mehr Einfluss auf den internationalen Finanzmärkten als andere.</b>	<input type="radio"/>				
<b>Die Juden haben zu viel Macht in der Weltpolitik.</b>	<input type="radio"/>				
<b>Juden wurden im Voraus über die Anschläge auf das World Trade Center in New York informiert.</b>	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Österreich läuft Gefahr, bald selbst ein islamischer Staat zu werden.	<input type="radio"/>				
Die gelenkte muslimische Zuwanderung führt zu einem Aussterben europäischer Völker.	<input type="radio"/>				
In Europa findet ein großer Austausch zwischen der einheimischen Bevölkerung und den muslimischen Zuwanderern statt.	<input type="radio"/>				
Etablierte Parteien sind dafür verantwortlich, dass Europa immer stärker islamisiert wird.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört? \*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die österreichischen Medien belügen die Öffentlichkeit nach Strich und Faden.	<input type="radio"/>				
Österreichische Medien verschweigen die aktuelle Terrorgefahr in Österreich.	<input type="radio"/>				
Die österreichischen Medien vertuschen die Kriminalität von Flüchtlingen.	<input type="radio"/>				
Systempolitiker unterstützen aktiv eine lockere Migrationspolitik, um ihre Wählerbasis zu stärken.	<input type="radio"/>				
Die österreichischen Medien spielen die Zahlen der Flüchtlinge, die zu uns kommen, herunter.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die aktuellen Bemühungen der Politik wollen die Position des Mannes aktiv schwächen.	<input type="radio"/>				
Aktuell herrscht in Österreich ein regelrechter „Genderwahn“.	<input type="radio"/>				
Feminismus führt zu weniger Geburten, was zu einer Masseneinwanderung aus muslimischen Ländern führt.	<input type="radio"/>				
Die Feministinnen versuchen, die traditionelle Familienstruktur zu zerstören.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher Selten	Gar nicht
Die Menschen sind nicht die Verursacher des Klimawandels.	<input type="radio"/>				
Es gibt keine Erderwärmung.	<input type="radio"/>				
Klimaaktivismus ist ein Ergebnis wirtschaftlicher Interessen großer Konzerne.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die Wirksamkeit von Impfungen wurde nie belegt.	<input type="radio"/>				
Impfungen fördern Allergien.	<input type="radio"/>				
Die Nebenwirkungen und Risiken von Impfungen sind unkalkulierbar.	<input type="radio"/>				
Hinter Impfungen stecken hauptsächlich wirtschaftliche Interessen der Pharmaindustrie.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Die amerikanische Regierung hat die Mondlandung nur inszeniert.	<input type="radio"/>				
Flugzeuge versprühen Chemikalien, um der Bevölkerung Schaden zuzufügen.	<input type="radio"/>				
Bei den Anschlägen in New York am 11. September 2001 war die US-amerikanische Regierung stärker involviert, als sie hinterher zugeben wollte.	<input type="radio"/>				

Wenn Sie an das letzte Jahr zurückdenken, wie häufig haben Sie die folgenden Aussagen von Teilnehmer\*innen Ihres Unterrichts gehört?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Jörg Haiders Tod war kein Unfall.	<input type="radio"/>				
Jörg Haider wurde ermordet.	<input type="radio"/>				
Der israelische Geheimdienst Mossad ist für Jörg Haiders Tod verantwortlich.	<input type="radio"/>				
Jörg Haiders Unfallort wurde manipuliert.	<input type="radio"/>				

Abschließend, würden wir gerne wissen, ob die Teilnehmer\*innen Ihrer Kurse Sie in letzter Zeit mit den folgenden Aussagen konfrontiert haben?

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Sehr häufig	Häufig	Manchmal	Eher selten	Gar nicht
Das Coronavirus ist frei erfunden.	<input type="radio"/>				
Das Coronavirus stammt aus einem Labor.	<input type="radio"/>				
Das Coronavirus ist nicht gefährlicher als die Grippe.	<input type="radio"/>				
Bill Gates möchte die Corona-Pandemie nutzen, um in Menschen Mikrochips zu implantieren.	<input type="radio"/>				
Das Coronavirus wird genutzt, um einen gesellschaftlichen Impfzwang einzuführen.	<input type="radio"/>				

Bevor wir zu den letzten Fragen im Fragebogen gehen, wollen wir noch Ihre persönliche Meinung zu Aussagen, die so oder so ähnlich immer wieder im öffentlichen Diskurs vorkommen.

Bitte geben Sie an, wie stark Sie den folgenden Aussagen zustimmen würden:

\*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Stimme sehr zu	Stimme zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu
<b>Die Medien belügen die Öffentlichkeit nach Strich und Faden.</b>	<input type="radio"/>				
<b>Die aktuellen Bemühungen der Politik wollen die Position des Mannes aktiv schwächen.</b>	<input type="radio"/>				
<b>Die Juden haben zu viel Macht in der Weltpolitik.</b>	<input type="radio"/>				
<b>Etablierte Parteien sind dafür verantwortlich, dass Europa immer stärker islamisiert wird.</b>	<input type="radio"/>				

Bevor die Umfrage zu Ende ist, interessieren uns noch einige weitere Fragen, damit wir den Kontext Ihrer Arbeit besser verstehen können:

Hatten Sie bei der Beantwortung der Umfrage eine spezielle Gruppe von Kursteilnehmer\*innen im Kopf? (Mehrfachantworten möglich)

\*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen aus der Großstadt.
- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen aus ländlichen Regionen.
- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen, die studiert haben.
- Ja, meine Antworten beziehen sich eher auf Kursteilnehmer\*innen, die nicht studiert haben.
- Ich hatte unterschiedliche Kursteilnehmer\*innen im Kopf, die sich nicht einem bestimmten Typus zuschreiben lassen.
- So einfach lässt sich das nicht beantworten.

Versetzen Sie sich bitte in die folgende Situation: Während Ihres Unterrichts äußert ein\*e Kursteilnehmer\*in eine Behauptung, die im wissenschaftlichen Diskurs widerlegt ist. Beispiel: Die Erde sei eine Scheibe. Wie sicher fühlen Sie sich im Umgang mit dieser Situation? (Mehrfachantworten möglich). \*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Ich fühle mich sehr sicher und weiß genau, wie ich mit dieser Situation umgehen soll.
- Ich fühle mich mehr oder weniger sicher und habe eine Idee, wie ich mit der Situation umzugehen kann.
- Ich fühle mich in dieser Situation nicht sehr sicher.
- Ich fühle mich verloren und weiß nicht, wie ich aus dieser Situation herauskommen soll.
- Ich würde die Situation ignorieren und versuchen, mit meinem Unterricht einfach ungestört weiterzumachen.
- Ich würde die/den Teilnehmer\*in damit konfrontieren, dass diese\*r gerade eine wissenschaftlich widerlegte Behauptung aufgestellt hat.

Fast geschafft! Bitte beantworten Sie noch die letzten fünf Fragen betreffend Ihrer Person:

## Welcher ist Ihr höchster Bildungsabschluss?

\*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ich habe keine Matura.
- Ich habe die Matura.
- Ich habe einen Bachelor- Abschluss.
- Ich habe einen Master- oder Diplomabschluss.
- Ich habe einen Doktorgrad.
- Sonstiges, bitte ergänzen

## Sind Sie in Österreich geboren?

\*

Bitte wählen Sie alle zutreffenden Antworten aus:

- Ja

- Nein. Bitte geben Sie an, wo Sie geboren sind:

## Gehören Sie einer Religionsgemeinschaft an (Mehrfachantworten möglich)?

\*

Bitte wählen Sie alle zutreffenden Antworten aus:

- christlich
- muslimisch
- Nein, ich gehöre keiner Religionsgemeinschaft an.
- Ich würde mich selbst als atheistisch bezeichnen.
- Sonstiges:

## Wie würden Sie Ihre Arbeitszufriedenheit beschreiben?

\*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ich bin sehr zufrieden mit meiner Arbeitssituation.
- Ich bin eher zufrieden mit meiner Arbeitssituation.
- Ich bin mit meiner Arbeitssituation eher nicht zufrieden.
- Ich bin sehr unzufrieden mit meiner Arbeitssituation.

## Haben Sie noch einen Gedanken oder eine Anmerkung, die Sie gerne mit uns teilen würden?

Bitte geben Sie Ihre Antwort hier ein:

## Verlosung

Vielen Dank für Ihre Teilnahme!

16.11.2020 – 13:45

Übermittlung Ihres ausgefüllten Fragebogens:  
Vielen Dank für die Beantwortung des Fragebogens.

# Изследване на обучителите на възрастни в България

Каним Ви да вземете участие в нашето проучване по транснационалния проект: Teach!

Ние сме екип изследователи и практици, които работят в областта на обучението на възрастни. В своето проучване се интересуваме от впечатленията, които имате като обучител на възрастни в ежедневната си практика. Във фокуса на интереса ни са някои позиции и мнения, които може да сте чували от участниците във Вашите групи.

There are 23 questions in this survey.

Вашите отговори остават **строго конфиденциални** и ще бъдат използвани единствено с научна цел. Проучването е напълно **анонимно**. С цел обединяване на данните, получени от различни проучвания и запазване на анонимността, както и за да избегнем дублиране на отговори, всеки респондент получава **6-цифрен код**:

Моля, посочете:

\*

Първо ще Ви зададем някои общи въпроси:

## На каква възраст сте?

\*

❶ Изберете един от следните отговори.

Моля изберете **само едно** от следните:

- под 25 г.
- 25-34 г.
- 35-44 г.
- 45-54 г.
- 55-70 г.
- над 70 г.

## Пол

\*

❶ Изберете един от следните отговори.

Моля изберете **само едно** от следните:

- жена
- мъж
- предпочитам да не отговарям

## Колко години опит имате в обучението на възрастни?

\*

❶ Изберете един от следните отговори.

Моля изберете **само едно** от следните:

- по-малко от една година
- 1-5 г.
- 5-10 г.
- над 10 г.

## В каква област преподавате? (Възможни са няколко избора)

\*

● отбележете приложимите отговори

Моля изберете **всички** които съответстват:

- български език
  - чужди езици
  - изкуства и занаяти
  - спорт
  - готварство
  - здравословен начин на живот
  - ИКТ курсове
  - курсове за технически сътрудници
  - лични и социални умения (мяки умения)
  - специално обучение за отпаднали от образователната система
  - гражданско образование
  - курсове за младежи
  - професионално обучение
- Друго:

## Както помислите за изминалата година, колко често бихте казали, че сте чували допуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	никога
Никога не е имало геноцид на евреите в Европа.	<input type="radio"/>				
Евреите имат огромно влияние върху икономиката.	<input type="radio"/>				
Евреите диктуват правилата в международните финансово-финансови институции.	<input type="radio"/>				
Евреите имат прекалено силно влияние върху световната политика.	<input type="radio"/>				
Евреите са знаели за атаката на Световния търговски център на 11 септември.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	Никога
Много европейски държави са изправени пред реалната заплаха да се превърнат в исламски държави.	<input type="radio"/>				
Директираната имиграция води до унищожаване на европейците.	<input type="radio"/>				
В Европа тече значителна подмяна на местното население с мюсюлмански имигранти.	<input type="radio"/>				
Левите политици в западните държави са отговорни за все по-силното исламизиране на Европа.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	Никога
Българските медии целенасочено заблуждават публиката.	<input type="radio"/>				
Медиите не отразяват в достатъчна степен терористичната заплаха за България.	<input type="radio"/>				
Медиите не отразяват реално престъплениета, извършени от бежанци в България.	<input type="radio"/>				
Традиционните партии поддържат свободната миграционна политика, за да увеличат избирателната си маса.	<input type="radio"/>				
Медиите не отразяват реалния брой имигранти, които влизат в България.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	Никога
Равенството между мъжете и жените е постигнато отдавна и политическите усилия в момента са насочени единствено към отслабване на позициите на мъжете.	<input type="radio"/>				
Текущите дискурси за пола в България се превръщат в лудост.	<input type="radio"/>				
Феминизъмът води до ниска раждаемост, което води до масова имиграция от мюсюлманските държави.	<input type="radio"/>				
Феминизъмът се стреми да унищожи традиционното семейство.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	Никога
Хората не са причина за промените в климата.	<input type="radio"/>				
Глобалното затопляне не е реално.	<input type="radio"/>				
Основната мотивация на климатичните активисти са икономически интереси.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	Никога
Ефективността от ваксините никога не е била доказана.	<input type="radio"/>				
Ваксините предизвикват алергии.	<input type="radio"/>				
Ваксините носят сериозни рискове, включително опасни нежелани реакции.	<input type="radio"/>				
Ваксините са от полза само за фармацевтичната индустрия.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	никога
Правителството на САЩ е изфабрикувало кацането на Луната.	<input type="radio"/>				
Самолетите разпръскват химикали (кемтрайлс) с цел да навредят на населението.	<input type="radio"/>				
Правителството на САЩ е участвало в атентата на 11 септември.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	никога
Политиците на България целенасочено изпълняват плана за нисък стандарт на живот с цел промяна в демографската картина.	<input type="radio"/>				
Умишлено се потулват фактите, че сме най-старата европейска държава с невероятно богата култура, за да бъдем обезличени.	<input type="radio"/>				
Учебниците по история не отразяват реалните факти, за да нямаме национален дух и идентичност.	<input type="radio"/>				
Срещу българите се провежда отявлена политика на геноцид.	<input type="radio"/>				

Като помислите за изминалата година, колко често бихте казали, че сте чували долуизброените твърдения от участниците в групите, с които работите?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	никога
Интеграционната и приобщаваща политика спрямо ромите води до унищожаване на българското.	<input type="radio"/>				
Ромите ползват привилегии и живеят на наш гръб.	<input type="radio"/>				
Има натиск към България за задържане на ромите на нейна територия.	<input type="radio"/>				
Медиите не отразяват реално престъплениета, извършени от ромите в България.	<input type="radio"/>				

Накрая, искаме да Ви попитаме дали участниците във Вашите курсове са споделяли долните твърдения?

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	никога
Вирусът коронавирус не съществува.	<input type="radio"/>				
Вирусът коронавирус е създаден лабораторно.	<input type="radio"/>				
Вирусът коронавирус не е по-опасен от сезонния грип.	<input type="radio"/>				
Бил Гейтс използва вируса коронавирус, за да постави микрочипове на хората.	<input type="radio"/>				
Вирусът коронавирус се използва, за да бъдат принудени всички хора да минат задължителна ваксинация.	<input type="radio"/>				

Преди последните въпроси от проучването Ви молим да споделите своето мнение за допуизброените твърдения, които често са предмет на публични дискусии.

Молим, посочете в каква степен Вие сте съгласни с долните твърдения:

\*

Моля, изберете отговор за всяко от твърденията

	много често	често	понякога	рядко	никога
Българските медии целенасочено заблуждават обществеността.	<input type="radio"/>				
Сегашните политически усилия са насочени към отслабване на позициите на мъжете.	<input type="radio"/>				
Евреите имат прекалено съильно влияние върху световната политика.	<input type="radio"/>				
Политиците от западните държави активно участват в процеса на исламизиране на Европа.	<input type="radio"/>				

Почти приключихме! Още няколко последни въпроса, на които ще Ви помолим да отговорите, за да допълним картината:

Докато отговаряте на въпросите, за каква група учащи мислихте? (възможен е повече от един отговор)

\*

❶ отбележете приложимите отговори

Моля изберете **всички** които съответстват:

- учащи от градове
- учащи от села
- учащи със завършено образование
- учащи без завършено образование
- смесена група учащи
- не мога да определя

Представете си следната ситуация: По време на час участник от групата споделя на глас напълно необоснована научно теория, например, че земята е плоска. В каква степен се чувствате уверени да се справите с тази ситуация компетентно? (възможни са множество отговори)

\*

❶ отбележете приложимите отговори

Моля изберете **всички** които съответстват:

- чувствам се напълно уверен(а) и знам точно как да реагирам в такава ситуация
- чувствам се уверен(а) и имам идея как ще подхваща, за да се справя със ситуацията
- не се чувствам особено уверен(а) да се справя в такава ситуация
- чувствам се без почва и не знам как да изляза от тази ситуация
- просто ще игнорирам ситуацията и ще продължа занятието
- със сигурност ще се конфронтiram с участника и това, което е казал(а), аргументирайки се, че това е научно отхвърлен факт

И накрая Ви молим да отговорите пет въпроса.

### Коя е Вашата най-висока образователна степен?

\*

❶ Изберете един от следните отговори.

Моля изберете **само едно** от следните:

- основно образование
- средно образование
- бакалавър
- магистър
- доктор
- Друго:

### В България ли сте родени?

\*

❶ отбележете приложимите отговори

Моля изберете **всички** които съответстват:

- Да
- Друго:

### Определяте ли се като изповядващи някоя религия?

\*

❶ отбележете приложимите отговори

Моля изберете **всички** които съответстват:

- християнство
- ислам
- не
- не изповядвам никаква религия
- Друго:

На базата на опита си в работата като обучител на възрастни в каква степен сте удовлетворени от работата си?

\*

❶ Изберете един от следните отговори.

Моля изберете **само едно** от следните:

- много съм удовлетворен(а) от работата си
- удовлетворен(а) съм от работата си
- не съм удовлетворен(а) от работата си
- изключително съм неудовлетворен(а) от работата си

Има ли нещо, което бихте искали да споделите?

Моля напишете своя отговор тук

Много Ви благодарим за участието!

20.11.2020 – 15:42

Изпратете своя въпросник

Благодаря за попълването на този въпросник.

## Appendix 2: Coding Handbook: Teach

### Demographics:

- Q1: Age group: 1-6 (1= younger than 18; 7= above 70)  
Q2: Gender: 1-3 (1= male, 2=female, 3= other)  
Q3: Experience: 1-4 (1= less than one year; 4= more than 10 years)  
Q4: Teaching area: Bipolar coding 1: yes, 2: no  
Teach\_classcode, multiple teaching areas are possible  
Teach\_other: comment; if no comment was given, leave the space empty

### Scales:

- T1.1- 1.5: Antisemitism: 1-5 (1= very often; 5= never)  
T2.1-2.4: Islamophobia: same as above  
T3.1-3.5: Right Wing: same as above  
T4.1-3.4: Anti-Feminism: same as above  
T5.1-5.3: Climate Change: same as above  
T6.1-6.4: Anti-Vaccination: same as above  
T7.1-7.3: Gov. Conspiracies: same as above  
T8.1-8.X: National Scale(s): same as above  
T9.1-9.5: Coronavirus: same as above  
T10.1-10.3: Own Beliefs: same as above

### Additional questions:

- F1: urban/rural learners: bipolar coding, Yes: 1; No: 2  
F2: reaction of CTs: bipolar coding, Yes: 1; No: 2

# TARGETING EXTREMISM AND CONSPIRACY THEORIES

## Last questions:

- L1: Highest Degree: **1-7** (1= Less than high-school diploma; 7= other)
- L1 (other): comment; if no comment was given, leave the space empty
- L2: Born in Country: **1-2** (1= yes; 2= no)
- L2 (other): comment; if no comment was given, leave the space empty
- L3 (religion): **bipolar coding**, Yes: 1; No: 2
- L3 (other): comment; if no comment was given, leave the space empty
- 
- L5: satisfy. with job: **1-4** (1= I am very satisfied, 5= very unsatisfied)
- L6 (add. comment): Comment; if no comment was given, leave the space empty.
- 



## Appendix 3: Results of the TEACH Survey

**Tab.1 Anti-Semitic Conspiracy Theories**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently or sometimes) in %	r
001	The genocide of the European Jews never happened.	GE	498	2	5	4.90	0.368	0,2(2.0)	0.580
		AU	169	1	5	4.88	0.537	1.8(3.6)	0.762
		SW	165	3	5	4.80	0.508	0(4.8)	0.787
		BU	160	1	5	4.48	0.958	5.0(17.5)	0.431
003	The influence of the Jews on the economy is too big.	GE	498	1	5	4.79	0.618	1.8(6.4)	0.859
		AU	169	1	5	4.66	0.748	2.4(8.3)	0.849
		SW	165	2	5	4.67	0.735	2.4(10.9)	0.888
		BU	160	1	5	3.09	1.434	40.6(59.4)	0.874
005	Jews dominate international financial institutions.	GE	498	1	5	4.77	0.644	2.2(6.2)	0.793
		AU	169	1	5	4.63	0.762	2.4(10.7)	0.792
		SW	165	2	5	4.68	0.707	2.4(9.1)	0.824
		BU	160	1	5	3.13	1.428	38.8(58.1)	0.899
009	Jews have too much power in world politics.	GE	498	1	5	4.80	0.600	1.8(5.6)	0.816
		AU	169	1	5	4.72	0.674	3.0(4.7)	0.864
		SW	165	2	5	4.68	0.757	3.0(11.5)	0.877
		BU	160	1	5	3.17	1.442	38.8(58.1)	0.876
012	Jews knew beforehand about the attacks on the World Trade Center on 9/11.	GE	498	1	5	4.94	0.364	0.6(1.8)	0.882
		AU	169	1	5	4.92	0.505	1.8(1.8)	0.661
		SW	165	2	5	4.84	0.540	1.2(5.5)	0.731
		BU	160	1	5	4.26	1.112	38.1(56.3)	0.604

**Subscales:** 1= Holocaust Denial; 3, 5,9 = Jewish supremacy; 12=Jewish Conspiracy on WTC.

Cronbachs  $\alpha$ = SW: 0.927; AU = 0.911; BU = 0.890; GE= 0.873

**Tab.2 Islamophobic Conspiracy Theories**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
3	<i>Country<sup>1</sup> faces the danger of becoming an Islamic state soon.</i>	GE	498	1	5	4.52	0.832	3.6(12.4)	0.745
		AU	169	1	5	4.23	1.075	6.5(21.3)	0.795
		SW	165	1	5	4.55	0.865	4.2(12.7)	0.832
5	<i>Orchestrated immigration leads to the extinction of European people.</i>	BU	160	1	5	3.41	1.333	25.6 (50.6)	0.754
		GE	498	1	5	4.67	0.767	3.6(8.0)	0.806
		AU	169	1	5	4.50	0.914	7.1(13.0)	0.848
7	<i>A great exchange between the native population and Muslim immigrants is going on in Europe.</i>	SW	165	1	5	4.75	0.713	2.4(7.3)	0.862
		BU	160	1	5	3.31	1.298	28.7(55.0)	0.818
		GE	498	1	5	4.49	0.830	3.8(13.7)	0.516
8	<i>Mainstream Western politicians are responsible for the fact that Europe is increasingly becoming a Muslim continent.</i>	AU	169	1	5	4.43	0.871	4.1(13.6)	0.640
		SW	165	1	5	4.52	0.888	3.6(13.9)	0.858
		BU	160	1	5	3.28	1.388	29.4(55.6)	0.833

**Subscales:** 3 = Rise of the Muslim community; 5,7 = Great Replacement; 8= Counter Jihad Movement/ Eurabia.  
Cronbach's  $\alpha = 0.932$ ; AU = 0.888; BU = 0.897; GE = 0.849

<sup>1</sup> Depending on the national context: Germany, Austria, Sweden, Bulgaria

**Tab. 3 Media Sceptism and Imported Voter Turnouts by Immigration**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	The <i>Country</i> media are deceiving the public on purpose.	GE	498	1	5	4.10	1.040	9.2(26.9)	0.654
		AU	169	1	5	3.73	1.204	16.6(36.7)	0.650
		SW	165	1	5	4.37	0.905	3.0(17.6)	0.682
		BU	160	1	5	2.36	1.301	58.1(80.6)	0.560
2	The media do not report credible on the terrorist threat in <i>Country</i> .	GE	498	1	5	4.57	0.788	3.0(10.8)	0.804
		AU	169	1	5	4.52	0.976	7.1(11.8)	0.864
		SW	165	1	5	4.65	0.754	2.4(10.3)	0.823
		BU	160	1	5	3.41	1.315	28.1(50.0)	0.791
3	The <i>Country</i> media systematically conceal the crimes committed by refugees.	GE	498	1	5	4.38	0.955	5.6(17.1)	0.784
		AU	169	1	5	4.18	1.125	11.2(22.5)	0.799
		SW	165	1	5	4.56	0.836	3.0(14.5)	0.796
		BU	160	1	5	3.28	1.401	33.8(53.1)	0.819
7	Mainstream political parties push for a more open migration policy to strengthen their electoral base.	GE	498	1	5	470	0.682	2.0(8.0)	0.725
		AU	169	1	5	4.37	0.998	6.5(17.8)	0.741
		SW	165	1	5	4.71	0.699	2.4(7.3)	0.685
		BU	160	1	5	3.49	1.462	29.4(48.1)	0.788
8	The media do not report credibly numbers of refugees coming to <i>Country</i> .	GE	498	1	5	4.60	0.804	3.4(10.4)	0.744
		AU	169	1	5	4.31	0.994	6.5(18.3)	0.769
		SW	165	1	5	4.69	0.695	1.8(7.9)	0.793
		BU	160	1	5	3.05	1.431	41.3(59.4)	0.828

**Subscales:** 1,2,3,8= Distrust in Media; 7= Imported Voter turnouts as a reason for a layback immigration politics (excluded from further analysis). Cronbach's  $\alpha = \text{SW} = 0.898$ ;  $\text{AU} = 0.897$ ;  $\text{BU} = 0.902$ ;  $\text{GE} = 0.888$  (without Item 7).

**Tab. 4 Anti-Feminist Conspiracy Theories**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
5	The current political efforts are aimed at actively weakening the position of men.	GE	498	2	5	4.82	0.533	0.8(5.0)	0.539
		AU	169	1	5	4.63	0.836	4.7(8.3)	0.645
		SW	165	1	5	4.65	0.734	1.8(10.3)	0.710
		BU	160	1	5	4.19	0.998	5.6(26.9)	0.607
7	The current discourses in <i>Country</i> regarding Gender is getting out of hand.	GE	498	1	5	4.08	1.033	8.6(28.5)	0.459
		AU	169	1	5	3.42	1.208	21.9(53.3)	0.515
		SW	165	1	5	4.44	0.920	4.2(17.6)	0.731
		BU	160	1	5	3.50	1.303	21.9(50.0)	0.667
10	Feminism leads to fewer births, which leads to mass immigration from Muslim countries.	GE	498	1	5	4.83	0.529	0.6(5.0)	0.630
		AU	169	1	5	4.74	0.684	2.4(5.3)	0.607
		SW	165	1	5	4.86	0.551	1.2(4.8)	0.558
		BU	160	1	5	4.08	1.187	12.5(30.0)	0.677
13	Feminists want to destroy the traditional family.	GE	498	1	5	4.73	0.671	2.4(7.2)	0.621
		AU	169	1	5	4.50	0.894	4.7(12.4)	0.721
		SW	165	1	5	4.57	0.806	2.4(11.5)	0.736
		BU	160	1	5	3.83	1.250	16.9(36.9)	0.694

**Subscales:** 5,7,13 = The feminist conspiracy; 10= Extinction of white race through feminism.  
Cronbachs'  $\alpha$  = SW = 0.838; AU = 0.787; BU = 0.830; GE = 0.726

**Tab. 5 Climate Change Conspiracy Theory**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently or sometimes) in %	r
1	People are not the cause of climate change.	GE	498	1	5	4.48	0.902	5.0(14.5)	0.677
		AU	169	1	5	4.33	1.078	10.7(16.6)	0.676
		SW	165	1	5	4.42	0.918	3.6(14.5)	0.864
		BU	160	1	5	3.71	1.300	17.5(41.3)	0.641
3	Global warming is not real.	GE	498	1	5	4.69	0.683	1.8(7.8)	0.694
		AU	169	1	5	4.51	0.907	7.1(12.4)	0.711
		SW	165	1	5	4.48	0.874	3.6(14.5)	0.833
		BU	160	1	5	3.94	1.209	15.6(31.3)	0.654
4	Climate activism is the product of economic interests.	GE	498	1	5	4.70	0.696	2.6(7.8)	0.576
		AU	169	1	5	4.62	0.739	2.4(8.9)	0.641
		SW	165	1	5	4.53	0.908	4.2(14.5)	0.769
		BU	160	1	5	3.30	1.312	20.6(34.5)	0.582

Cronbachs Alpha: SW= 0.911; AU= 0.810; BU = 0.785; GE = 0.793

**Tab. 6 Scale: Anti-Vaccination**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	The effectiveness of vaccinations has never been proven.	GE	498	1	5	4.44	0.831	2.6(16.3)	0.756
		AU	169	1	5	4.09	1.085	8.9(27.8)	0.788
		SW	165	1	5	4.54	0.880	3.6(15.2)	0.779
		BU	160	1	5	3.27	1.191	26.3(53.1)	0.647
2	Vaccines cause allergies.	GE	498	1	5	4.40	0.918	4.2(18.7)	0.777
		AU	169	1	5	4.04	1.133	10.7(30.2)	0.852
		SW	165	1	5	4.41	0.876	3.0(18.2)	0.775
		BU	160	1	5	3.18	1.236	31.9(59.4)	0.813
3	Vaccines have serious risks, including dangerous side effects.	GE	498	1	5	4.22	1.006	6.6(21.9)	0.832
		AU	169	1	5	3.78	1.177	14.8(38.5)	0.887
		SW	165	1	5	4.14	0.975	5.5(26.7)	0.835
		BU	160	1	5	2.91	1.217	40.6(67.5)	0.793
5	The main driving forces behind vaccinations are the business interests of the pharma industry.	GE	498	1	5	4.28	1.075	8.2(21.5)	0.769
		AU	169	1	5	3.69	1.273	19.5(40.8)	0.848
		SW	165	1	5	4.39	0.973	4.8(16.4)	0.776
		BU	160	1	5	2.59	1.310	54.4(71.9)	0.811

Cronbach's  $\alpha = \text{SW} = 0.907$ ;  $\text{AU} = 0.798$ ;  $\text{BU} = 0.893$ ;  $\text{GE} = 0.900$

**Tab. 7 Governmental Conspiracy Theories - Single Items**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently(sometimes)) in %
1	The U.S. government staged the moon landing.	GE	498	1	5	4.71	0.673	1.6(8.4)
		AU	169	1	5	4.70	0.695	5.3(8.9)
		SW	165	1	5	4.65	0.778	3.6(9.7)
		BU	160	1	5	3.72	1.289	20.6(40.6)
2	Chemicals are released by airplanes to harm the population.	GE	498	1	5	4.81	0.530	0.4(4.8)
		AU	169	1	5	4.64	0.812	5.3(8.9)
		SW	165	2	5	4.79	0.561	1.2(4.8)
		BU	160	1	5	3.39	1.462	31.3(50.0)
5	The U.S. government was involved in the 9/11 attack.	GE	498	1	5	4.61	0.789	3.4(10.2)
		AU	169	1	5	4.49	0.887	4.7(13.6)
		SW	165	1	5	4.53	0.908	4.2(14.5)
		BU	160	1	5	3.81	1.306	17.5(40.6)

**Tab. 8 Covid-19 Conspiracy Theories**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
3	The coronavirus does not exist.	GE	498	1	5	4.45	0.876	3.2(15.3)	0.722
		AU	169	1	5	4.18	1.084	8.3(27.2)	0.773
		SW	165	1	5	4.69	0.721	2.4(8.5)	0.775
		BU	160	1	5	2.76	1.253	45.0(73.1)	0.717
4	The coronavirus was created in a laboratory.	GE	498	1	5	4.08	1.089	8.2(27.5)	0.697
		AU	169	1	5	3.73	1.183	14.2(43.8)	0.772
		SW	165	1	5	4.28	1.075	7.3(21.8)	0.770
		BU	160	1	5	2.16	1.251	64.4(84.4)	0.763
5	The coronavirus is no more dangerous than the seasonal flu.	GE	498	1	5	3.76	1.145	13.5(41.4)	0.677
		AU	169	1	5	3.19	1.345	31.4(58.0)	0.776
		SW	165	1	5	4.05	1.106	8.5(26.7)	0.677
		BU	160	1	5	2.51	1.259	55.5(78.8)	0.748
6	Bill Gates is using the coronavirus to microchip people.	GE	498	1	5	4.68	0.759	3.0(9.4)	0.697
		AU	169	1	5	4.51	0.939	5.9(12.4)	0.747
		SW	165	1	5	4.81	0.630	2.4(5.5)	0.661
		BU	160	1	5	3.20	1.427	36.3(55.6)	0.752
7	The coronavirus is used in order to force us all to get a mandatory vaccination.	GE	498	1	5	4.55	0.918	5.6(13.1)	0.714
		AU	169	1	5	4.15	1.127	10.1(22.5)	0.692
		SW	165	1	5	4.72	0.754	3.4(7.9)	0.764
		BU	160	1	5	2.83	1.456	51.9(65.6)	0.753

Cronbachs'  $\alpha$ =SW= 0.874; AU = 0.900; BU=0.896; GE = 0.867

**Tab. 9 Own Beliefs**

No.*	Item	C	N	min	max	Mean value	SD	Frequencies (strongly agree, agree (neither agree nor disagree)) in %
1	The <i>Country</i> media is deceiving the public on purpose.	GE	498	1	5	4.30	0.925	6.0(17.1)
		AU	169	1	5	4.05	0.993	8.3(24.9)
		SW	165	1	5	4.30	0.919	4.2(21.2)
2	The current political efforts are aimed at actively weakening the position of men.	BU	160	1	5	2.38	1.298	57.5(81.3)
		GE	498	1	5	4.74	0.668	1.8(8.4)
		AU	169	1	5	4.63	0.857	4.1(9.5)
3	Jews have too much power in world politics.	SW	165	1	5	4.58	0.828	3.6(10.9)
		BU	160	1	5	4.18	1.057	8.8(26.9)
		GE	498	2	5	4.83	0.547	1.0(5.8)
4	Politicians from Western countries are helping to islamize Europe.	AU	169	1	5	4.76	0.686	2.4(7.7)
		SW	165	1	5	4.73	0.684	1.2(9.1)
		BU	160	1	5	3.06	1.411	40.6(60.6)
		GE	498	1	5	4.59	0.873	5.2(12.4)
		AU	169	1	5	4.61	0.803	3.0(12.4)
		SW	165	1	5	4.72	0.630	0.6(6.7)
		BU	160	1	5	3.45	1.345	36.3(48.1)

## National Scales

### Sweden: n= 165 National Scale - Eurabia

No.*	Item	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	Swedes are at risk at becoming second class citizens.	1	5	4,71	,741	2,4(6,7)	,802
2	Muslims Islamize Sweden through high numbers of childbirth.	1	5	4,59	,862	4,2(10,9)	,885
3	Muslims Islamize Sweden through immigration.	1	5	4,54	,894	4,2(13,3)	,885
4	Islam is the largest threat against Sweden today.	1	5	4,62	,830	3,6(9,7)	,833
5	Sweden is being colonized by Muslims through the financial support of rich Muslim countries.	1	5	4,74	,715	1,8(8,5)	,807

Cronbachs Alpha: 0.940

## Austria: n= 169 National Scale – Mord an Jörg Heider

No.*	Item	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	Jörg Haiders Tod war kein Unfall.	1	5	4,63	,885	4,7(10,7)	,924
2	Jörg Haider wurde ermordet.	1	5	4,68	,869	4,1(9,5)	,928
3	Der israelische Geheimdienst Mossad ist für Jörg Haiders Tod verantwortlich.	1	5	4,88	,569	1,8(3,6)	,675
4	Jörg Haiders Unfallort wurde manipuliert.	1	5	4,69	,816	4,1(8,9)	,884

*Cronbachs Alpha: 0.931*

## Bulgaria: n= 160 National Scale 1 - The Genocide against Bulgarians

No.*	Item	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	Bulgarian politicians deliberately implement a low-living standard plan in order to change the demographic picture.	1	5	3.31	1.496	32.5(52.5)	,725
2	Deliberately suppressed are the facts that Bulgaria is the oldest European country with rich culture in view Bulgarians to be depersonalized.	1	5	3.11	1.469	40.6(58.1)	,844
3	History textbooks do not reflect the real facts aimed at losing our national spirit and identity.	1	5	2.77	1.402	45.6(70.6)	,819
4	A brutal policy of genocide against the Bulgarians is being pursued.	1	5	3.11	1.439	35.6(60.0)	,781

*Cronbachs Alpha: 0.908*

## Bulgaria: n= 160 National Scale 2 - The Genocide against Bulgarians

No.*	Item	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	The policy towards integration and inclusion of Roma leads to the destruction of the Bulgarians.	1	5	2.80	1.386	45.0(64.4)	,791
2	Roma enjoy privileges and sponge on Bulgarians.	1	5	2.04	1.268	71.9(84.4)	,780
3	Pressure on Bulgaria is exercised to retain the Roma on its territory.	1	5	2.91	1.527	46.3(61.9)	,817
4	Bulgarian media conceal the crime of Roma.	1	5	2.69	1.496	51.2(67.5)	,842

*Cronbachs Alpha: 0.914*

## Germany: n= 498 National Scale - Reichsbürger

No.*	Item	min	max	Mean value	SD	Frequencies (Very often, frequently (sometimes)) in %	r
1	Die Bundesrepublik Deutschland ist kein legitimer Staat	2	5	4.90	0.408	0.4(2.8)	0.611
2	Das Deutsche Reich besteht fort.	3	5	4.92	0.337	0(1.8)	0.618
3	Deutschland ist in Wahrheit eine GmbH und kein Staat.	1	5	4.93	0.349	0.2(1.8)	0.441

*Cronbachs Alpha: 0.728*

## Personal Data and extra Questions

### Total Number of Participants

Number of participants	Austria	Sweden	Bulgaria	Germany
N	169	165	160	498

### Age Groups

	Austria		Sweden		Bulgaria		Germany	
	Total	%	Total	%	Total	%	Total	%
Younger than 25	2	1.2	2	1.2	2	1.3	4	0.8
25-34	12	7.1	30	18.2	15	9.4	40	8.0
35-44	36	21.3	50	30.3	31	19.4	75	15.1
45-54	62	36.7	37	22.4	54	33.8	70	14.1
55-70	51	30.2	41	24.8	57	35.6	79	15.9
Above 70 years	6	3.6	5	3.0	1	0.6	216	43.4

### Gender

	Austria	Sweden	Bulgaria	Germany
Male	32.0%	36.4%	76.3%	25.7%
Female	66.9%	61.8%	23.8%	74.1%
Other	1.2%	1.8%	0%	0.2%

### Years of working experience in adult education

	Austria		Sweden		Bulgaria		Germany	
	Total	%	Total	%	Total	%	Total	%
Less than one year	3	1.8	6	3.6	7	4.4	12	2.4
1-5 years	22	13.0	61	37.0	32	20.0	125	25.1
6-10 years	28	16.6	35	21.2	26	16.3	78	15.7
More than 10 years	116	68.6	63	38.2	95	59.4	283	56.8

### Teaching Areas

Area of teaching	Austria		Sweden		Bulgaria		Germany	
	Total	%	Total	%	Total	%	Total	%
National language	22	4,9	66	29,1	20	8,9	164	18,1
Foreign languages	14	3,1	54	23,8	13	5,8	113	12,4
Arts and craft	7	1,5	29	12,8	18	8	48	5,3
Physical activities	16	3,5	2	1,0	2	1,0	49	5,4
Cooking	5	1,1	2	1,0	1	0,5	20	2,2
Health related activities	25	5,5	6	2,6	7	3,1	42	4,6
ICT classes	24	5,3	9	4,0	14	6,2	47	5,2
Administrative classes	14	3,1	1	0,4	0	0	28	3,1
Soft skills (for personal life and for business)	61	13,5	8	3,5	43	19,1	68	7,5
Vocational trainin	78	17,3	0	0	0	0	95	10,5
Second chance courses/school leaving certificate	23	5,0	19	8,4	6	2,7	64	7,0
Civic education	36	8,0	20	8,8	25	11,1	39	4,3
Classes for the youth	23	5,1	9	4,0	13	5,8	49	5,4
VET classes	104	23	2	1,0	63	28,0	82	9,0

When answering all the questions, what group of learners did you have in mind?

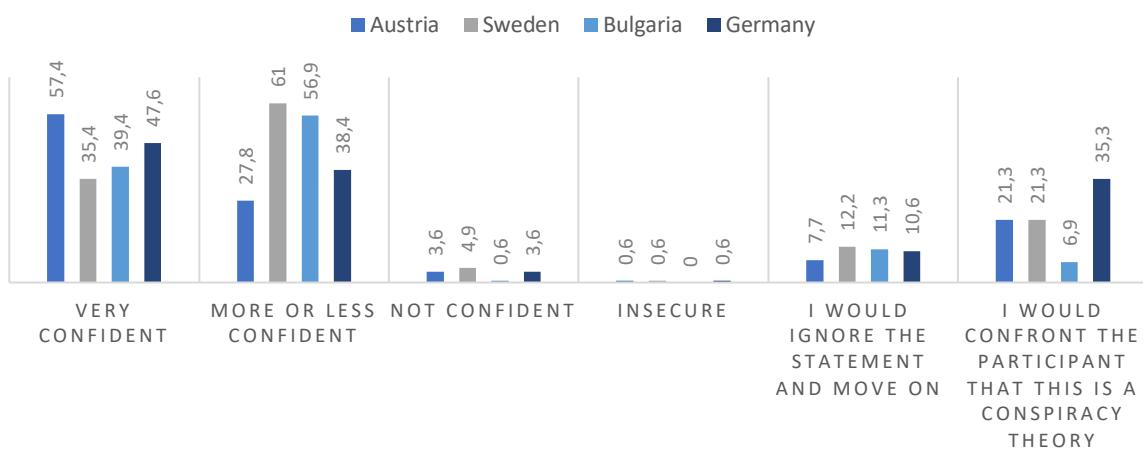
	Austria (total)	Sweden (total)	Bulgaria (total)	Germany (total)
Learners from an urban area	58	93	87	169
Learners from a rural area	34	39	35	104
Learners with academic background	33	60	86	56
Learners with a non-academic background	46	70	14	108
Mixed group of learners	76	104	45	220
Cannot say	41	3	15	129

**Item:** Imagine the following situation: During your class, one of your class participants verbalizes an opinion, that has been disproven in the scientific discourse. To name an example e.g. the theory that the earth is flat.

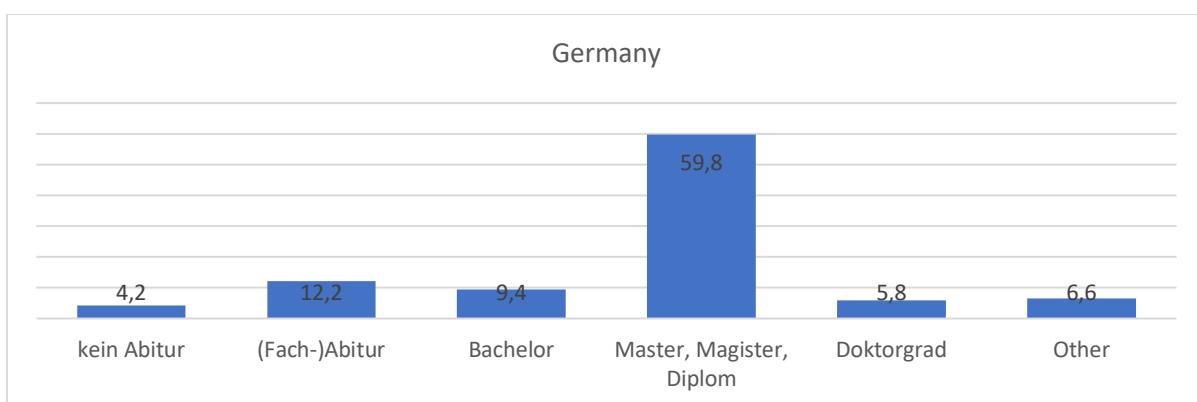
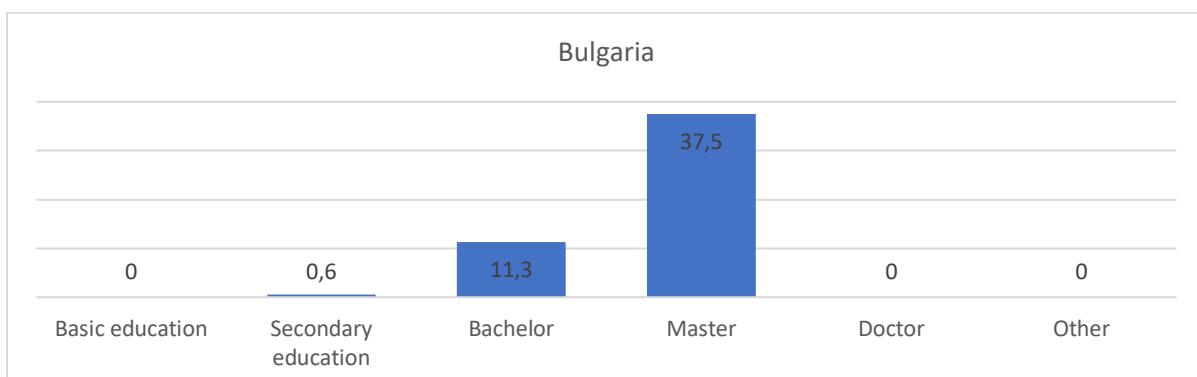
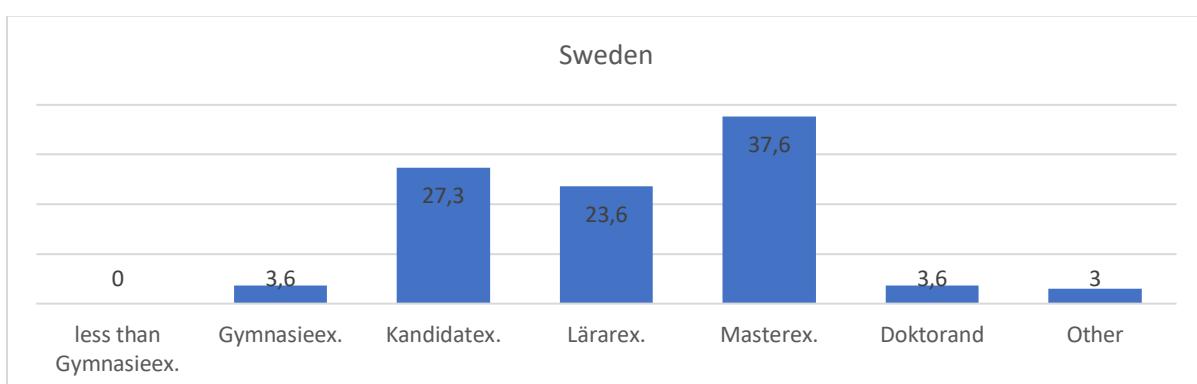
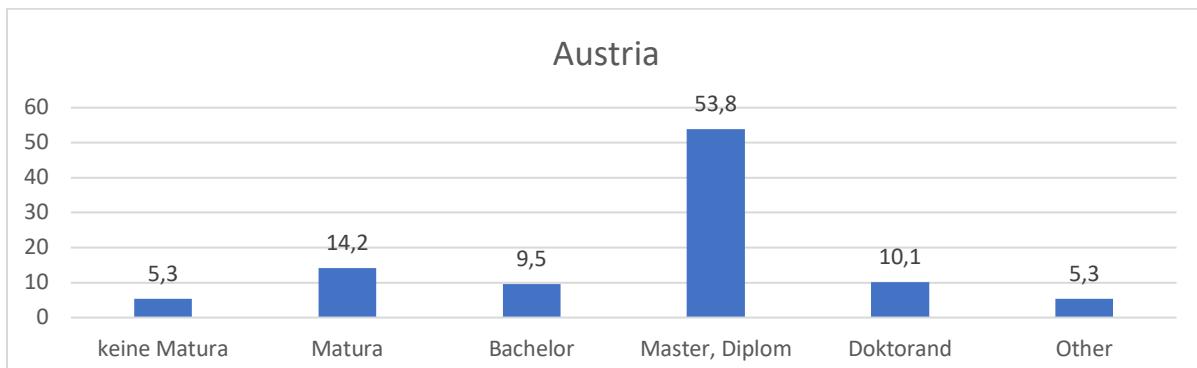
### How confident do you feel in dealing with this situation?

	Austria		Sweden		Bulgaria		Germany	
	Total	%	Total	%	Total	%	Total	%
Very confident	97	57,4	58	35,4	63	39,4	237	47,6
More or less confident	47	27,8	100	61,0	91	56,9	191	38,4
Not confident	6	3,6	8	4,9	1	0,6	18	3,6
Insecure	1	0,6	1	0,6	0	0	3	0,6
Ignore the statement	13	7,7	20	12,2	18	11,3	53	10,6
Confront the participant	48	21,3	35	21,3	11	6,9	176	35,3

### HOW CONFIDENT DO YOU FEEL IN DEALING WITH THIS SITUATION?



**Degrees (qualification) of the adult educators in our survey**



**Were you born in ...**

	Austria	Sweden	Bulgaria	Germany
Yes	87.0%	61.2%	97.5%	78.7%
No	11.2%	37.6%	1.3%	19.5%

**Do you have a religious denomination?**

	Austria	Sweden	Bulgaria	Germany
Christian	52.7%	24.8%	76.9%	50.8%
Muslim	0%	0.6%	2.5%	1.0%
Secular	39.1%	31.5%	8.8%	34.5%
No religion	11.2%	38.8%	10.0%	18.9%
Other	9	4	0	0

**Based on your experience in working for an adult education institution. How would you personally describe your level of job satisfaction?**

	Austria		Sweden		Bulgaria		Germany	
	Total	%	Total	%	Total	%	Total	%
Very satisfied	88	52.1	81	49.1	38	23.8	224	45.0
Satisfied	62	36.7	63	38.2	110	68.8	220	44.2
Unsatisfied	15	8.9	18	10.9	8	5.0	33	6.6
Very unsatisfied	1	0.6	1	0.6	2	1.3	11	2.2





## TARGETING EXTREMISM AND CONSPIRACY THEORIES



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