Ref. Ares(2021)207186 - 11/01/2021

Horizon 2020 Grant nº 770309
Religious Toleration and Peace
Leuven 10 January 2021

Deliverable 1.7

Evaluation Report 2

Contributor(s): Christophe Schellekens

Institution: KU Leuven

Contact: Christophe.schellekens@kuleuven.be

Related project task: T1.7

Type of document: Deliverable

Document reference: D 1.7

Version number: 1

Status: working

Last revision date: 10 January 2021

Verification date & verifying subject: […]

License: [CC BY-NC]

Other, if applicable: […]

This project has received funding from the European Research Council (ERC) under the European Union's Horizon 2020 research and innovation programme under Grant Agreement n° 770309.

Table of contents

INTRODUCTION 3

SECOND MID-TERM MEETING 3

REPORT ON THE PROJECT'S STATE OF AFFAIRS 3

WP 1 Project Management 4

WP 2 Historical Peace Treaties and Agreements 4

WP 3 Representation of religious coexistence: past and present 4

WP 4 Data Management 4

WP 5 Impact on Education 4

WP 6 Policy Impact: Education and Religious Dialogue 4

WP 7 Communication, dissemination and exploitation 5

WP 8 Ethical Issues 5

Introduction

This document serves as a first substantial version of deliverable 1.7 Evaluation Report 2. This report was originally conceived as a report on the second mid-term meeting of the RETOPEA consortium, to be held in autumn 2020 in Warsaw. However, the covid 19 pandemic has substantially affected the organization of project tasks and meetings that were supposed to bring together groups of people, among which the mid-term meetings. The first section of the document briefly explains the process that led to the postponement of the second mid-term meeting and the reconceptualizing of the deliverable.

In the light of this necessary rescheduling of the second mid-term meeting, this deliverable is for now reconceptualized as a brief follow-up report on the state of affairs and plans for the project at the end of 2020. This report is provided in the second and main section of the document. **It takes the outcomes of the first mid-term meeting, held on 16 and 17 September 2020, as presented in D 1.6 Evaluation Report 1 as starting point, and elaborates on the steps taken after the first mid-term meeting between September and December 2020.**

Second mid-term meeting

The second RETOPEA mid-term meeting was originally scheduled to take place in Warsaw in the autumn of 2020. However, its organization was affected by the overall rescheduling of RETOPEA activities since the outbreak of the covid 19 pandemic. The lockdowns of the spring of 2020 led to the postponement of the first mid-term meeting. This meeting was originally scheduled to take place in late March 2020 in Granada, and had to be postponed to mid-September 2020 in an online setting (see the more elaborate discussion of this rescheduling in D 1.6). Because of this necessary postponement, the first mid-term meeting took place in the period in which the second mid-term meeting was supposed to take place. Therefor, the RETOPEA steering committee agreed on postponing that second meeting to a later point in the first half of 2021. This rescheduling allows for sufficient time between the two mid-term meetings to make sure that enough new results and outcomes could be presented during a two day meeting. Secondly, this rescheduling was also done in the hope that it would be possible to hold an in-person meeting in the first half of 2021. However, the current prospects with regard to restrictions on international travel and the organization of large gatherings suggest that an online format will be the only viable option.

Report on the project's state of affairs

An elaborate reflection on the progress made by the RETOPEA project has been presented in D 1.6 Review Report 1 (submitted on 31 October 2020). The current report refers to that document as a basis and provides an overview of any additional steps that have been taken from mid-September to late December 2020, the period after the first mid-term meeting.

WP 1 Project Management

In the period after the first mid-term meeting, the WP 1 team consisting of project leader professor Patrick Pasture and project coordinator dr. Christophe Schellekens has mainly focused on further implementing the decisions taken at the meeting. The WP 1 team has also taken the lead in the drafting of the second periodical report, which was due on 31 December 2020. The project leader and coordinator have also followed up the drafting and submission of deliverables by WP 4, 5 and 6.

WP 2 Historical Peace Treaties and Agreements

As WP 2 has accomplished all of its tasks and submitted its deliverables by April 2020, leading researcher dr. Henning Jürgens is mainly involved in following up the further processing and valorization of the WP's outcomes. This consists of the processing of the research outcomes (D2.3 and D2.4) by WP 6, and of the presentation of papers at the online European Social Science and History conference (to be held in March 2021). Dr. Jürgens has also contributed a section on the outcomes of WP 2 to the periodic report.

WP 3 Representation of religious coexistence: past and present

As WP 3 has accomplished all of its tasks and submitted its deliverables by April 2020, leading researchers professor Riho Altnurme and professor Elena Arigita are mainly involved in following up the further processing and valorization of the WP's outcomes. This consists mainly of the editorial work on the edited volume that the WP 3 is preparing for publication by Bloomsbury. Professor Altnurme has also contributed a section on the outcomes of WP 3 to the periodic report.

WP 4 Data Management

Data manager Ilenia Laudito has further followed the translation process of the clippings that have been produced by WP 2 and 3. She has also taken the lead in the drafting of D 4.12 *Report data integration of further databases* which has been submitted in December 2020.

WP 5 Impact on Education

The activities of WP 5 since September 2020 have consisted of the drafting and submission of D 5.1 *Report on current attitudes among teenagers* and D 5.2 *Manual and online guidance for producing docutubes*. Moreover, in spite of the severe practical impediments due to the pandemic, the WP 5 team was able to hold a docutube workshop in Tampere, Finland. A local contact led the workshop in a school and received additional guidance from the WP 5 team at Open University via internet.

WP 6 Policy Impact: Education and Religious Dialogue

Under the guidance of professor Lidija Georgieva WP 6 has worked towards a preliminary draft of D 6.1 *Policy report: 1 Policy report on religious peace treaties, coexistence, and learning tools*. While some tasks are delayed and postponed, other activities have been moved forwards in the scheduled timeframe. That is the case for T6.2, which consist of four subtasks. The T6.2.1 Mapping Relevant Policy Actors and Processes (M38-40) has been initiated and completed in its draft version by the UKIM research team. The second part of T6.2.1 Developing a file that identifies national, regional and international policy actors was prepared by UKIM researchers and has been shared among WP6 partners for a continuous update. T6.2.2 Identifying Policy Issues for Religion in Public Dialogue (M40-43) has already been initiated. The draft version of the document analyses the results and recommendations of WP 2, 3 and 5 and will be further shared with the RETOPEA Steering Committee and the educators that were involved in the testing and producing of the docutubes.

WP 7 Communication, dissemination and exploitation

Over the final months of 2020, the team members of WP 7 have continued to promote the outcomes of RETOPEA and the activities in which team members have been involved, notably via social media.

WP 8 Ethical Issues

A report on the activities of the Ethics committee is presented in annex.

Conclusion

The mid-term meeting of September 2020 has been an important moment to reflect on the impact of Covid-19 on the project, and led to a rescheduling of activities. In particular we have designed a ‘fast-track’ programme to be able to complete the project within the time limits of the project, although this will need further monitoring and updating. In part we have revised the scheduling of activities, but that is possible only to a limited extend as so much depends on the successful completion of the docutube pilots. In this respect the still ongoing pilot study in Tampere, organized with remote assistance of OU, is an important moment.

Since the meeting we have indeed regained traction. Besides the completion of the piloting and evaluation of the docutubes, the main emphasis in the coming months will be on further developing of the policy recommendations. Although policy recommendations, not only with regard to education, also depend on the experiences with the pilot studies, there are elements that are less dependent. These are now prioritized, but we need to further reflect a bit on the best strategy to communicate them. The impression at the moment surely is that we need to focus on grassroots experiences. In this respect it is worth mentioning that URI (United Religions International) recently has requested our collaboration and expert advice.

Annex 1 RETOPEA Ethics Report: Update December 2020

Since the Ethics Board report of February 2020 (8 March 2020) the Covid-19 pandemic broke out which resulted in all pilots and docutube testing coming to a halt.

The first pilot run with teenagers (after an initial workshop with RETOPEA team members in Milton Keynes in December 2019 and a session with teacher training students in Leuven in February 2020) in a school in London in March 2019 was interrupted mid-way by the Covid-19 pandemic, which resulted in lengthy periods of school closures across the UK. Schools reopened in the UK in September, but with strict restrictions that have prevented OU from completing planned pilots in the autumn/ winter 2020/21. The OU team made a number of attempts to arrange further workshops with teenagers in Estonia, Belgium, Germany, Spain and Finland, over the late spring, summer and autumn 2020 though these have had to be repeatedly postponed.

At the mid-term meeting of 16-17 September the future activities with regard to WP 5 were thoroughly discussed. The meeting also included a special session with the Ethical Board, which mainly focused on the implications of the pandemic. One of the possibilities to move ahead is to hold some talks and focus group discussions online (not the making of docutubes), and to involve university students as well. The discussion with Louise Westmarland, Alana Harris and Katrien Struyven as well as Ann Trappers (Le Foyer) revealed a large consensus that such online conversations are possible, safe and even may have positive features. There were nevertheless a few issues that needed to be considered. These conversations must ensure a safe environment in which the teenagers are free to speak out, but in which it is clear how to avoid and deal with possible unwanted interventions and infringements on etiquette, in particular signs of radicalization. In this respect it is essential that these conversations are organized and monitored by a professional who can resolve problems if they arise. This professional should best be a local teacher, educator or team member of the project; a OU researcher may come in to wrap up conclusions and have a final talk, but should not be in charge of the whole session. It is also important to establish if the conversation would be recorded – audiotape raises less concerns that videotape – and if so who will have access and how and will be safeguarded. The conversation should also be safe – using a safe platform, password protected – to avoid external intrusions. Transparent communication towards teenagers and parents is essential.

These concerns required an amendment to the consent procedures. Also the questions for post-workshop evaluation needed to be updated. Stephanie Sinclair drafted new guidelines. The docutube workshops conducted with teenagers will be evaluated as follows:

- Ask participating teenagers to complete a questionnaire (consisting of closed and open-ended questions – please see attached document) to identify any technical, academic, motivational or

social interaction issues with the production process, in order to improve the usability of the docutubes manual for the teenagers and educators.

- Where possible, organise semi-structured group interviews (based around the questionnaire questions) immediately after the group has completed its work on the docutubes, with an invitation to participants who so wish also to have individual interviews with members of the project team.
- Ask teenagers to film themselves reflecting on how they carried out the exercise and what they have gained from the experience, thus providing insights for the project team into the process of learning.
- Carry out participant observation. Each of the small groups working on a docutube will be advised and observed by a member of the project team or a local collaborator. We will provide all these colleagues with a standard observation protocol, designed to identify points of interest regarding technical and academic aspects, and the motivational and social behaviour of the participating teenagers. Observations will be noted in writing during and after the docutubes production process. (In cases where members of the RETOPEA project team are not able to deliver the workshps themselves in person, educators delivering the workshops will be interviewed.)

This updated procedure and the new consent forms were reviewed by the Ethical Board members and submitted to the OU's Human Research Ethics Committee on 19 November 2020, which gave its formal approval on 8 December 2020 (see the submitted documents in annex). Translated forms will be submitted to the diverse ethical committees.

We hope that the situation re Covid 19 will improve from Spring 2021 onwards, and travel restrictions will be lifted and access to schools enabled. In the meantime though a docutube workshop with a group of teenagers is taking place in a school in Finland through December and January. Our initial plan was for the RETOPEA project team to support this workshop face-to-face on location, but due to ongoing Covid-19 travel restrictions, this will not be possible. Hence the workshop will be facilitated by a local teacher, who is trained and supported online by the RETOPEA team.

In the preparatory phase of the workshop an issue arose when participating students (who are all 16 or older) at the Tampere School in Finland asked whether it would be possible to interview people in the street as part of the filming they are doing for their docutubes. The school has confirmed that they would be happy for them to do that and would indeed like to encourage this. Some further consent forms were made to gain the interviewees' permission to include footage of their interview in a docutube that can be shared on the RETOPEA website. The Ethical Board reviewed the procedure and the consent forms, which were slightly amended as a result, and an amendment notice was submitted (and subsequently

approved) by the OU's Human Research Ethics Committee on 11 December 2020. The procedure ensures that the local teacher is available for immediate support if needed and that the students were followed up afterwards.

Annex 1a

HUMAN RESEARCH ETHICS COMMITTEE (HREC)

AMENDMENT FORM

Please return the completed form to Research-rec-review@open.ac.uk. Amendments will be reviewed by HREC and you will be notified of the outcome within 7 working days.

SECTION 1. PROJECT DETAILS	
Project Title:	Religious Toleration and Peace (RETOPEA)
Applicant's Name:	Prof John Wolffe Dr Stefanie Sinclair Dr John Maiden
HREC Reference:	**HREC/2877/Wolffe**

SECTION 2. SUMMARY OF AMENDMENTS TO THE PROJECT
Please note any amendments to the study should be outlined and highlighted on the original application form and resubmitted with this amendment summary form. *Briefly summarise the main changes proposed in this amendment e.g. a change to the research methodology, inclusion of a new group of participants, a change in location or an addition to the content of the study in some way e.g. a new questionnaire for participants. Explain the purpose of the changes and their significance for the study.*
Changes to the project
Section 5 : Methodology, Given that our project has been significantly affected by the Covid-19 pandemic, the project team are having to make a number of adjustments to the project methodology. These are outlined in the highlighted text inserted on pages 6-7. Please also see attached questionnaire ('Evaluation of RETOPEA workshops') which we are planning to distribute to participants as part of the evaluation of the docutube pilots. Relevant project information and consent forms have already been submitted to HREC and approved. **Section 9: Location(s) of data collection:** Due to the Covid 19 situation, the project team will be supporting some of the docutube workshops remotely via online video conferencing platforms, while local collaborators are working with the teenagers face-to-face on location.

Changes to the research team
Changes to the proposed study end date

SECTION 3. ETHICAL CONSIDERATIONS & DATA PROTECTION
Are any ethical issues raised by the changes? If so, how will they be addressed?
While there are greater limits to interaction with participating teachers, youth workers and teenagers than face-to-face, we are providing remote training and supporting for local partners who will work with the teenagers in schools and youth groups face-to-face on location.
Are any data issues raised by the changes? If so, how will they be addressed? *Please consider the data processing arrangements for **any** new data that will be collected, shared or stored as part of this amendment. Any changes to existing data collection methods/storage arrangements should also be summarised here.*
The changes will not lead to any new data as there are no plans to record remote interactions other than those that we have previously planned to record (with participant consent) in a face to face setting.

SECTION 4. SUPPORTING DOCUMENTS	
Please include any documents related to the proposed amendment as separate attachments and indicate which documents you are including below e.g. a consent form and participant information sheet for a new group of participants. *Where there is more than one group of participants, please provide separate consent forms and participant information sheets for each group.*	
Consent form and Participant information sheet – for each participant group	☐
Questionnaire (for online surveys please include either a Word version of the questions or a link to the survey online)	☒
Email or letter from the organisation agreeing that the research can take place	☐
Draft bid or project outline	☐
Publicity leaflet	☐
Data Management Plan	☐
Other	☐



Please continue to next page

SECTION 5. DECLARATION

I declare that:

- I understand that I must not implement any amendments to a previously approved study until I have received approval from HREC
- The research will conform to the protocol outlined above and I will inform HREC of any subsequent amendments to the protocol of this study and have these agreed before they are implemented
- I have read and will adhere to the following OU policies:
    - OU Code of Practice for Research – (see the Research Ethics Guidelines page)
    - OU Ethics Principles for Research with Human Participants – (see the Research Ethics Guidelines page)

Principal Investigator (Name): Prof John Wolffe

Principal Investigator (Signature): 

Date _____ 2 November 2020_____

FOR STUDENTS ONLY:

*Please note that this amendment cannot be processed without your **OU supervisor's** signature and supporting comments, which should be provided below.*

Postgraduate research degree	MPhil/PhD ☐	EdD ☐	DHSC ☐
Student Personal identifier			
OU Supervisor's name			
OU Supervisor's email address			
OU Supervisor's electronic signature			
OU Supervisor's supporting comments: Click here to enter text.			

HUMAN RESEARCH ETHICS COMMITTEE (HREC) PROFORMA

Annex 1b Amended HREC 2877

All OU research involving human participants or materials requires assessment by the HREC. Where you determine your research requires a full review or following a HREC Project Registration and Risk Checklist assessment you have been advised you will need to follow the full review process, please complete and email this proforma to Research-REC-review@open.ac.uk. Attach any related documents, for example: a consent form, information sheet, questionnaire, or publicity leaflet to ensure that the HREC Review Panel has everything they need to carry out a full review. If there are more than one group of participants, relevant documents for each research group need to be included.

If you have any queries about completing the proforma please check the Research Ethics website, in particular the FAQs - http://www.open.ac.uk/research/ethics/human-research/faqs which include sample documents and templates, or email Research-REC-review@open.ac.uk.

The deadline for applications is **every Thursday** by **5.30pm.** Applications are then sent to the HREC Review Panel with a minimum response time of 21 working days. However, the process can take a month or longer, so when planning your research and ethics application, you need to build in sufficient time for the HREC review to avoid any delays to your research. Particularly, when you are planning overseas travel or interviews with participants as it is essential that no potential participants are approached until your research has been fully assessed by the HREC.

Please complete all the sections below – deleting the instructions in italics.

Project identification and rationale

1. Title of project

Religious Toleration and Peace (RETOPEA)

2. Abstract

Narratives on Europe today are often characterised by conflicting views on the relationship between religion and society. However, historical dimensions of these

narratives have often been neglected in sociological research. Furthermore, voices of religious people remain largely absent from legal and political discourses. This can lead to oversimplification and polarisation of religious discourse, risking a feeling of exclusion and marginalisation among religious people and sense that secular values are under threat. Funded by the European Commission, the RETOPEA project, involving 11 partner institutions in 8 countries, will carry out both research and innovation activities to tackle this challenge.

RETOPEA consist of 7 work packages. The work package (WP5) we seek approval for is led by the OU. It asks:

How can the results of historical research about the practical implementation of peace treaties be used to develop innovative, engaging and reflective teaching and learning materials for young people that will help them understand the issues at stake in religious coexistence, and develop skills to promote peaceful coexistence?

This will involve the development of educational tools based on the historical research conducted as part of other work strands of this project. In particular, young people will produce 'docutubes' (short documentary films that are produced by students themselves, with the help of their teachers using information from the research carried out in the project). The project aims to promote active engagement with ideas, problems, solutions and processes from the past, in order to encourage young people to think about present and future forms of religious coexistence in a more nuanced, empathetic way.

Project personnel and collaborators

3. Investigators

Principal Investigator/ (or Research Student):	Prof. John Wolffe (PI for this specific work package, WP 5; Professor of Religious History and Associate Dean Research Scholarship and Enterprise, FASS, The Open University) Prof Patrick Pasture (KU Leuven) is the PI taking on the coordination and management of the whole RETOPEA project across all the work packages involved
Other researcher(s):	Dr. John Maiden (Senior Lecturer in Religious Studies, The Open University) Dr. Stefanie Sinclair (Senior Lecturer in Religious Studies, The Open University)

Simon Budgen (LTI, Head of Editorial Engagement, Open Learning Platforms, The Open University)

This research forms part of a project funded by the European Commission (H2020), involving 11 partner institutions:

- KU Leuven (Belgium)
- Helsingin Yliopisto (Finland)
- The Open University (UK)
- Maecdonian Centre for International co-operation and Ss. Cyril and Methodius University in Skopje (Macedonia)
- University of Granada (Spain)
- Leibniz Institut für Europäische Geschichte (Germany)
- University of Warsaw (Poland)
- University of Tartu (Estonia)
- Le Foyer vzw (Belgium)
- Euro-Arab Management School (Spain).

For students only:
Please note that this application cannot be processed without your supervisor's signature and/or supporting comments -

Postgraduate research degree: e.g. EdD/MA/MPhil/MRes/MSc/PhD

Supervisor (preferably primary):

Email

Supervisor's electronic signature:

Supervisor's supporting comments:

Research protocol

4. Schedule

Time frame for the research and its data collection phase(s):

From: 1 May 2018 To: 31 December 2021

Earliest date participants will be contacted: 1 September 2018

---

5. Methodology

This work package (WP 5) will build upon the research conducted and digital resources assembled as part of other Work Packages of this project to develop innovative dissemination materials (docutubes and Badged Open Course) targeted at teenagers (aged 13 to 18). In so doing, it will also generate new evidence regarding the religious attitudes and cultures of this young generation, and assess how they are impacted by engagement with the project itself. Hence, WP5 will further inform the academic outcomes and policy recommendations of the project as a whole. WP5 will draw on educational research into the benefits of pedagogic approaches that encourage active engagement with learning tasks and facilitate deep approaches to learning. We will use digital technologies to involve teenagers in active, reflective, critical and collaborative learning, drawing on both individual and collective experiences and assumptions. The aim is to break down barriers between knowledge and communication, motivate teenagers and teenagers and engage them in deep learning.

This work will involve the following steps:

1. **Mapping teenagers' prior knowledge and opinions in order to develop the docutubes**

This will involve

- A survey of existing secondary literature on attitudes to religious diversity among the target group of teenagers.
- Focus group discussions with gatherings of 6 to 12 teenagers (depending on availability) from schools or informal education institutions in each participating country. The aim is to gather orienting evidence of teenagers' opinions and attitudes towards religious diversity and inter-religious social interaction, and their awareness of the technologies to be used in RETOPEA, to evaluate the impact of their participation.

  There will be a common core agenda consisting of a template for a semi-structured group interview for the focus groups, and accompanying guidelines of how to successfully organize the group conversations (facilitating mutual respect among participants, and constructive discussions).

  Focus groups will be facilitated by local project team members in collaboration with educators and the relevant partner institutions, who will each write a report shared with the OU leads of this work package (i.e. John Wolffe, John Maiden, Stefanie Sinclair and Simon Budgen). If participants agree, these focus group discussions might be recorded to assist writing up these report.

Focus groups will take place in formal, informal and non-formal educational settings, these will include:

- Eight schools and teacher training organisations in six different participating countries, representing different contexts: Hugo Treffner Gymnasium (Tartu, Estonia); Tampere Teaching Training School (Finland); Teacher Training Programme KU Leuven (Belgium), Gymnasium Mainz-Oberstadt (Mainz, Germany); The Secondary Medical School Pance Karagiozov (Skopje, Macedonia); The Green School (London, UK), Urswick School, Hackney (London, UK), All Hallows School (Macclesfield, UK).
- The Alhambra (UNESCO World Heritage site, Granada, Spain, coordinated by the Fundacion EuroArabe): the most important historic site relating to Europe's Muslim heritage
- POLIN Museum of the History of Polish Jews (Warsaw, Poland): a museum of the Jewish experience
- National Museum of Macedonia: testifying of the diversity of Macedonia
- Le Foyer (social services organization, Molenbeek, Brussels, Belgium): a social organization working with teenagers in a deprived district perceived as an area with recognized social integration problems, including radicalization.

2. Developing the docutubes manual and resources

This will involve the following steps:

- Provision of written instructions for researchers in other work packages to ensure that resources suitable for the docutubes are identified and appropriately organized, taking into account the findings from focus groups (see step 1)
- Drawing on the project's assembled and preserved digital resources, identify materials
  (texts, audio, stills and film clips) that will be suitable for teenagers to download and use in compiling their docutubes, and provide supporting materials to facilitate this use by teenagers.
- Development a detailed online docutubes manual (covering technical; academic; data protection, permissions and privacy;, motivational and social interaction matters, including dealing constructively with conflict) to support teenagers and educators in producing the docutubes.
- Development of short films providing practical illustrations of how to apply critical skills in the interpretation of representation of religious coexistence. To this end, a subcontractor will film short clips and pieces to camera by influential academics and public figures, and visuals that illustrate religious diversity, by e.g. shots of contrasting places of worship in one or more European cities. These short films will be part of the docutubes manual.
- Development of two contrasting sample docutubes, that will be part of the docutubes manual, and provide teenagers with ideas as to how their own docutubes might be constructed. The contrasts will be used to show the different technical possibilities and formats on the one hand, and the possibilities for contrasting interpretations of the same subject matter on the other.

3. Piloting of the docutubes

Working with our formal and informal educational partners, select a total of 100 teenagers from six of the locations represented in the consortium. The selection will aim to achieve

an even gender balance and diversity of religious, social and cultural backgrounds. Piloting will be done in formal and in-/nonformal educational contexts, in order to get a view of contingencies and pitfalls in different settings. Participants will be provided with video recording equipment to make their docutubes. This use of this standardised data storage will ensure the project has control of filmed materials. Suitable editing software, such as Adobe Premiere Clip, Directr or Video Editor can be downloaded free of charge.

We expect at least 25 pilot docutubes to be produced. Members from the OU research team will be present and support on the process of making the docutubes (choosing a subject, conceptualisation, planning the filming and editing) will be provided, but the participants will be encouraged to develop their own ideas for the format (length, style and structure) of the films.

In order to gather information on technical, practical, pedagogical, or communicative (social interaction) issues from this piloting process, we will:

- Prepare a questionnaire (consisting of closed and open-ended questions)
- Organise semi-structured group interviews immediately after the group has completed its work on the docutubes, with an invitation to participants who so wish also to have individual interviews with members of the project team.
- Carry out participant observation. Each of the 25 small groups working on a docutube will be advised and observed by a member of the project team or a local collaborator. We will provide all these colleagues with a standard observation protocol, designed to identify points of interest regarding technical and academic aspects, and the motivational and social behaviour of the participating teenagers. Observations will be noted in writing during and after the docutubes production process.

NB: Le Foyer will carry out a separate pilot of the docutubes, adapted to the specific context of the teenagers involved in its multi-ethnic research with people in a highly diverse area with recognised social problems. Extra resources have been provided to support this.

4. Evaluating the pilots

- Use the surveys (see step 3) to identify any technical, academic, motivational or social interaction issues with the production process, in order to improve the usability of the docutubes manual for the teenagers and educators
- Revise and improve the docutubes manual
- Screen the content of the docutubes to identify examples that are suitable for public presentation and that reflect the advice on critical analysis of historical material
- Translate the manual and project resources into the project languages (by different partners).
- Publish the resources (clippings etc.) on the project website

5. Producing the docutubes

Each of the project partners will engage at least two partners (formal or informal educational institutions) to produce further docutubes, including a substantial sample for public dissemination. Educators will initiate and support the process, but the intention is to equip teenagers to complete the task on their own without close supervision. This will proceed in the following steps:

- Members of the project consortium will brief the educators to explain the technical and content aspects of making the docutubes
- The educators will develop lesson or activity plans to integrate the docutube process into their own working processes
- The teenagers will be given access to the manual and resources developed in steps 2 and 4 above, and the educators will provide supporting explanations of the docutube process (both the technical aspects and the content).
- The teenagers themselves will, with the support of the educators, hold a session to decide which content they will use and how to present it. The session will provide the teenagers with basic skills to help them plan, film and edit their docutubes.
- The teenagers will film and edit the docutubes, with guidance from the manual and support from the educators.
- The educators will give feedback on the process and outcome, appropriate to the learning context (informal/formal; practices in education in the country involved)
- The teenagers will be encouraged to upload their docutubes to a video sharing platform such as YouTube or Vimeo; a representative selection of at least 25 docutubes from both rounds will be promoted on the project website.
- To motivate the participants, a competition will be held to select the best docutubes. Sponsors outside the consortium will be sought to provide prizes.

6. Follow Up Assessment of Step 5

The OU (with assistance from KU Leuven and other partners) will evaluate the docutubes by
deploying three approaches.

- First the discourse and imagery of the docutubes themselves will be analysed as evidence of teenagers' attitudes and understanding and the extent to which they have (or not) assimilated insights from the project resource bank.
- Second, participants in the workshops will be asked to complete short 'before' and 'after' questionnaires devised by the OU and designed to provide indicators of their attitudes to religious diversity, toleration and peacemaking.
- Third, they will also be asked to film themselves reflecting on how they carried out the exercise and what they have gained from the experience, thus providing insights for the project team into the process of learning.

Note: Changes to methodology due to Covid-19 pandemic

While we had planned to pilot the docutube workshops in a wide range of settings, the Covid 19 pandemic required us to make significant changes to our plans. We piloted the docutube workshops first with members of the RETOPEA team at a workshop in Milton Keynes in December 2019, and then with teacher training students in Leuven in Belgium in February 2020. The Leuven workshop and interviews with participants were filmed, and the ClearFocus production company produced a short film documenting the workshop and participants' experiences. This film was presented at the online RETOPEA conference in September 2020.

The third pilot run with teenagers in a school in London in March 2019 was interrupted mid-way by the Covid-19 pandemic, which resulted in lengthy periods of school closures across the UK. Schools reopened in the UK in September, but with strict restrictions that have prevented us from completing planned pilots in the autumn/ winter 2020/21. We made a number of attempts to arrange further workshops with teenagers in Estonia, Belgium, Germany and Finland, over the summer and autumn 2020 though these have had to be repeatedly postponed. We have firm plans to run a docutube workshop with a group of teenagers in a school in Finland through December and January. This workshop will be facilitated by a local teacher, who will be trained and supported online by the RETOPEA team. Our initial plan was for the RETOPEA project team to support this workshop face-to-face on location, but due to ongoing Covid-19 travel restrictions, this will not be possible.

We are hoping that the situation re Covid 19 will improve from Spring 2021 onwards, and travel restrictions will be lifted and access to schools enabled. Given that our funder requires us to complete the project by spring 2022, this means that the phase within which we can run our workshops has been significantly shortened. In light of this change, we have decided to merge phases 1, 2, 3 and 4 into two phases. This means that Phase 1 'Piloting of the docutubes' and Phase 3 'Production of docutubes' will be merged, and so will the two phases of evaluation (Phases 2 and 4). The docutube workshops conducted with teenagers will be evaluated as follows:

- Ask participating teenagers to complete a questionnaire (consisting of closed and open-ended questions – please see attached document) to identify any technical, academic, motivational or social interaction issues with the production process, in order to improve the usability of the docutubes manual for the teenagers and educators.
- Where possible, organise semi-structured group interviews (based around the questionnaire questions) immediately after the group has completed its work on the docutubes, with an invitation to participants who so wish also to have individual interviews with members of the project team.
- Ask teenagers to film themselves reflecting on how they carried out the exercise and what they have gained from the experience, thus providing insights for the project team into the process of learning.
- Carry out participant observation. Each of the small groups working on a docutube will be advised and observed by a member of the project team or a local collaborator. We will provide all these colleagues with a standard observation protocol, designed to identify points of interest regarding technical and academic aspects, and the motivational and social behaviour of the participating teenagers. Observations will be noted in writing during and after the docutubes production process. (In cases where members of the RETOPEA project team are not able to deliver the workshps themselves in person, educators delivering the workshops will be interviewed.)

This material will initially be evaluated by local consortium members who will share a common

language with the workshop participants and who will provide a summary report to OU. The results will be used to identify options and requirements for further development of the docutube approach (e.g. direct application of the docutubes by individual teachers; larger scale testing in different environments; full qualitative and quantitative scientific evaluation of the learning effects).

An international **Advisory Board** will be established to receive independent advice on the progress and implementation of the project, including WP 5. The Advisory Board will consist of academics with different relevant expertise and representative figures of different stakeholders, in particular of different European religions, of people with educational expertise (teachers, museum directors) and young people engaged in interfaith activities. In selecting members we firstly regarded fields of expertise and relevance as stakeholder but also took great care of respecting gender balance, geographical coverage, disciplinary background, and religious orientation (incl. outspoken secularist perspectives) without appointing really 'official representatives'. The advisory board will convene together with researchers at the consortium meetings to evaluate research progress, suggest improvements and if necessary reorientations, and in particular to assist, through dialogue, formulating conclusions and policy recommendations.

---

6. Participants

Focus group discussions and workshop sessions will involve 25 small groups of 6 to 12 teenagers aged 13 to 18 (depending on availability) from schools or informal education institutions in each participating country. The institutions have been chosen to represent different social, religious and cultural contexts. The project team have secured consent to collaborate with the project team from the following organisations to pilot the docutubes (see: steps 1 and 3 in section 5 'Methodology') :

- Eight schools and teacher training organisations in six different participating countries, representing different contexts: Hugo Treffner Gymnasium (Tartu, Estonia); Tampere Teaching Training School (Finland); Teacher Training Programme KU Leuven (Belgium), Gymnasium Mainz-Oberstadt (Mainz, Germany); The Secondary Medical School Pance Karagiozov (Skopje,Macedonia); The Green School (London, UK), Urswick School, Hackney (London, UK), All Hallows School (Macclesfield, UK).
- The Alhambra (UNESCO World Heritage site, Granada, Spain, coordinated by the Fundacion EuroArabe): the most important historic site relating to Europe's Muslim heritage
- POLIN Museum of the History of Polish Jews (Warsaw, Poland): a museum of the Jewish experience
- National Museum of Macedonia: testifying of the diversity of Macedonia
- Le Foyer (social services organization, Molenbeek, Brussels, Belgium): a social organization working with teenagers in a deprived district perceived as an area with recognized social integration problems, including radicalization.

---

7. Recruitment procedures

This project will involve teenagers (aged 13 to 18) recruited through a range of organisations in formal, informal and non-formal educational settings in each of the participating countries that have already agreed to collaborate with the project team (see section 6 'Participants').
Participation will either form part of a voluntary activity or - if project activities are offered as part of regular lessons - students (and their parents) will be given the option to opt out of participation in these activities and no one will be 'coerced' into participating.

Educators will be approached via EUROCLIO – European Association of History Educators and local/ national teachers associations such as the VVLG – Vlaamse Vereniging voor Leraren Geschiedenis / Teacher Training Association; Association of Teachers in Estonia, and the Religionspädagogisches Institut der EKKW und der EKHN Frankfurt.

Some of the many youth organisations are directly included in the advisory board: Jane Braden-Golay, former President of European Union of Jewish Students, is member of the core
group of the European Interfaith Youth Network Program of Religions for Peace, while the current President of Youth for Exchange and Understanding International Matej Manevski is also associated to the project. Besides the young people involved in WP5, we have further contacts with associations such as the Ecumenical Youth Council in Europe; European Union of Jewish Students; European Youth Forum; Forum of European Muslim Youth and Student Organisations; Youth for Exchange and Understanding, Youth Educational Forum (MK).

---

8. Consent

*Provide information on how valid consent will be sought from participants and attach copies of information sheet(s) and consent form(s). See FAQ 13 and FAQ 14 for guidance and templates. Consent forms and/or information sheets **have** to include the following or a rationale as to why not:*

- *Contacts; the PI and an alternative contact, e.g. Head of Department or supervisor, with respective OU email addresses.*
- *Clear information on how and when a participant may withdraw from the research. This should include a date or timeframe so it is clear that after the data gathering phase, when data may have been anonymised, it may not be possible to withdraw.*
- *Separate forms for each participant group - where applicable*
- *Information on how research data will be stored and disseminated/published and destroyed or retained (also see the OU data retention policy – internal link).*

Explicit positive consent will be sought from the young people themselves and from their parents (for under 16s) for taking part in the project and for being recorded.

Drafts of the consent form and of the participant information sheet for the first phase of the project (the focus group discussions) are attached.

---

9. Location(s) of data collection

Data will be collected on the premises of participating schools and partner organizations, as that is where the safety and security of the participating young people can best be guaranteed. This includes:

- Eight schools and teacher training organisations in six different participating countries, representing different contexts: Hugo Treffner Gymnasium (Tartu, Estonia); Tampere Teaching Training School (Finland); Teacher Training Programme KU Leuven (Belgium), Gymnasium Mainz-Oberstadt (Mainz, Germany); The Secondary Medical School Pance Karagiozov (Skopje,Macedonia); The Green School (London, UK), Urswick School, Hackney (London, UK), All Hallows School (Macclesfield, UK).
- The Alhambra (UNESCO World Heritage site, Granada, Spain, coordinated by the Fundacion EuroArabe): the most important historic site relating to Europe's Muslim heritage
- POLIN Museum of the History of Polish Jews (Warsaw, Poland): a museum of the Jewish experience
- National Museum of Macedonia: testifying of the diversity of Macedonia
- Le Foyer (social services organization, Molenbeek, Brussels, Belgium): a social organization working with teenagers in a deprived district perceived as an area with recognized social integration problems, including radicalization.

Due to restrictions imposed by the Covid 19 pandemic, the Open University project team will be supporting some of the docutube workshops remotely via online videoconferencing platforms, while local collaborators are working with the teenagers face-to-face on location.

10. Literature review

RETOPEA is responding to the Council of Europe's growing emphasis since 2002 on the value of understanding of religion and non-religion within intercultural education, and the urgency to promote 'competency' amongst young people in engaging with religious and non-religious diversity (Council of Europe 2008a; Council of Europe 2008b; Jackson 2014). In particular, RETOPEA will build on the insights of the European Commission REDco project, which researched the views of 14-16 year old students in eight European countries on teaching and learning about religious diversity (Jackson and McKenna 2016, 5-7). Further projects informing our research include 'Autobiography of Intercultural Encounters through Visual Media' (Council of Europe, 2013), which indicates the significant potential media resources can have as a means of enabling critical learning about religions and religious diversity, as well as 'Young People's Attitudes to Religious Diversity' (2009-12), which offers particularly valuable methodological insights through its emphasis on "listening with care and in depth" (Arweck and Ipgrave 2016, 23).

RETOPEA will make a unique contribution by bringing together international expertise from a wide range of different disciplines, drawing on historical scholarship (addressing the past, contextualising the treaties and representations); theology, religious and Arabic/

Islamic studies investigating the theological implications (especially with regard to exclusivity and truth); law, studying the legal dimensions of the treaties; social and political sciences with regard to the debates on public and private space as well as the policy recommendations; cultural studies regarding contemporary representations; education for the development and evaluation of the educational instruments. The project will make cutting edge research relating to religious peace treaties and coexistence more directly available to young people, and will develop their capacities to analyse such material through the medium of the docutubes.

References:

Arweck, E. and Ipgrave, J. (2016). 'The qualitative strand: listening in depth' in Elisabeth Arweck, *Young people's attitudes to religious diversity*. London: Routledge. 19-30

Council of Europe (2008a). Recommendation CM/Rec(2008)12 of the Committee of Ministers to member states on the dimension of religions and non-religious convictions within intercultural education".

Council of Europe (2008b), White paper on intercultural dialogue: living together as equals in dignity, Council of Europe Publishing, Strasbourg.

Council of Europe (2013). Council of Europe (2013), "Autobiography of intercultural encounters through visual media".

Jackson, R. (2014) *Signposts – policy and practice for teaching about religions and non-religious world views in intercultural education*. Council for Europe, 2014.

Jackson, R. and McKenna, U. (2016), 'The young people's attitudes to religious diversity project in the context of Warwick Religions and Education Research Unit (WRERU) Research' in Elisabeth Arweck, *Young people's attitudes to religious diversity*. London: Routledge. 3-18.

Key Ethics considerations

11. Published ethics and legal guidelines to be followed

For this study we will follow the guidelines set out in the Statement of Ethical Practice for the British Sociological Association:
https://www.britsoc.co.uk/media/23902/statementofethicalpractice.pdf

12. Data protection and information security

All information which is collected about participants during the course of the research will be kept strictly confidential in compliance with the Data Protection Act and General Data Protection Regulation (https://ico.org.uk/for-the-public/). Confidential data (such as names

and contact details) will be kept in a secure space and paper copies will be destroyed 12 months after the completion of the project, i.e. the 31st of December 2022. Electronic copies of the consent forms will be destroyed by the 31st of December 2031.

Participating educational institutions will not be identified in research outputs and contributions by individual participants to focus group discussions, questionnaires will be anonymised.

Docutubes will be anonymised as far as possible. Should participating teenagers choose to include footage of themselves in the docutubes that might allow them to be identified - explicit consent will be sought from them and their parents (if they are younger than 16 years old), before the footage will be shared on the project website. Any recordings will be made on recording devices/ cameras that will not have access to the Internet. The process of transferring the data from the camera's memory card to computers with Internet connection will be supervised and reviewed on the spot by the session facilitators. There will be a careful vetting process, involving the project's ethics board, to select which docutubes will be published on the project website.

13. Research data management, disseminating and publishing research outcomes

This project will involve the dissemination of the lessons learned from the innovative teaching approach among teachers, policymakers, and opinion makers with a stake in promoting successful religious coexistence.

Deliverables

1. A report on current attitudes to religious diversity among European teenagers downloadable
from the project website (OU)
2. Manual and online guidance for teachers, educators, teenagers themselves on the production of docutubes (OU)
3. A compilation of material to be used in the production of the docutubes, including textual, visual and video material, and supporting material on the methods for analysing such material (OU)
4. A selection of at least 25 docutubes produced by teenagers themselves, downloadable from the project website and representing a cross-section of participating countries, religious traditions and subject matter drawn from RETOPEA (all partners)
5. A report on follow-up steps, based on the assessment of the pilots and tests; This will be a basis for the policy briefs and workshops in WP6 'Policy impact: education and religious dialogue' (OU)
6. A Badged Open Course 'Educating for Religious Diversity' (OU)

Communication Tools

RETOPEA's Communication Approach will consist of several tools:

- **Project Identity**: A logo and "house style" for all project related communications. This will include templates for PowerPoint presentations, leaflets, letters and other aspects of the project's visual identity.

- **Project Website:** RETOPEA's website will serve as a main contact point for communication about the project, providing interested parties with key information. The website will be used to disseminate project results (including research deliverables, the docutubes and the BOC). It will also be used to inform stakeholders and the consortium about events, publications, and project results. Deliverables and other documents marked as public will be available on the website. The site will consist of three areas:
    - **A Public Space** on which all public project outputs will be available to view or download. The public space will also allow for publicly visible comments on the material available. The public space will be used to advertise and allow registration for project events.
    - **Registered User Area:** The registered user area will only be available to the project consortium (via password) and will be a repository for all private project documents, such as work plans and consortium agreements.
    - **Expert Area:** A separate password protected area will make relevant parts of the project accessible to members of the project's advisory board and other external experts.

The website will be available in English, German and Spanish (the most widely spoken languages represented in the consortium). It will be checked and updated by the WP7

leader, who will also check levels of use of the site and if necessary take steps to increase traffic (goals: 1000 visits within first 18 months; 5000 visits during full project duration).

- **Audio Visual Presentation:** A short (<2 minute) film will be used to present the project's objectives and societal relevance to a general audience. The film will be available on the website and will be used to introduce the project to new participants and stakeholders.

- **Media Strategy:** RETOPEA will target print and online and radio/TV media to increase the visibility of the project. The project will target press releases at media outlets that are known to take up research in the humanities and/or to have a particular interest in the project's themes. Examples for targeting include:

- Print/Online: *The Humanist, The Tablet, The Jewish Chronicle, The Muslim Weekly; Religious Studies Project (RSP); The Times Education Supplement; Guardian Education; La Croix; Revue du Monde Musulman; Religious Studies Project (RSP)*
- TV/Radio: BBC Radio 4's *In Our Time* programme, and the Flemish Radio 1's *Interne Keuken*

- **Social Media Strategy:** Social media will be used to promote specific aspects of the project to a general audience. The project will make use of widely used Social Media platforms: Facebook, Twitter, Linkedin and Instagram. Social media will in particular be used in the following ways:

- To generate publicity and interest for project events, such as the workshops and conferences organized as part of the project
- To advertise the publication of deliverables and other publicly available materials
- To advertise related publications and activities such as conference presentations
- To support activities in other media, e.g. by advertising media appearances and newspaper articles
- To respond to news events that are relevant to the project and that could thus generate interest in RETOPEA

Dissemination Tools

RETOPEA will use a range of dissemination tools to reach specific dissemination targets (as outlined above). The following are the key tools that will be used:

Docutubes: The docutubes are themselves a dissemination tool for the research activities carried out in WP2 and 3: in particular, they are tool for making academic research into religious coexistence more accessible to young people.

Teaching Materials: The teaching materials are used to make the research results from WP2 and WP3 available to both educators and to young people.

BOC: The Badged Open Course will ensure wider dissemination by making it possible for educators (both those involved in the testing in WP5 and those not directly involved in the project) to produce their own docutubes.

Website: The website will be a first point of contact for all stakeholders, and will be used to disseminate the docutubes, the teaching materials and the BOC online.

Targeted Dissemination Activities: RETOPEA will ensure awareness of the project among potential users by targeting specialized publications - including publications targeted at teachers such as the *Times Education Supplement* (UK), *Klasse* (BE) and

„Õpetajate Leht“ (Newspaper of Teachers, EE). The project will also target national level repositories for teaching materials, such as *Het Archief Voor Onderwijs* and *IJD Jongerenpastoraal Vlaanderen* (both BE), and *Innove for Curricula* and „Religious Education in Estonia“ (both EE).

Virtual Research Environment: The RETOPEA VRE (developed in WP4) will provide a stable repository allowing researchers to access the publications and data produced by the project.

Stakeholder Workshops: Stakeholder workshops will be organized to generate dialogue around important aspects of the project. The main objective is to generate ongoing feedback and responses to the projects approach and results, and to generate ideas for dealing with
emerging issues. Four workshops are planned, to coincide with the project conferences:

Workshop 1 (Kick-off Meeting): Feedback on Active Learning History as overall approach
Workshop 2 (Results of WP2 & 3): Feedback on use of past and contemporary representations of religious peace as educational content
Workshop 3 (Results of WP5): Feedback on innovative educational tools to prompt constructive dialogue
Workshop 4 (Final meeting): Feedback on continuing RETOPEA's impact.
Representatives of the main stakeholder groups will be invited to participate, along with members of the consortium and the advisory board. Each workshop will use the following format: 1) Participants will be presented with information on the workshop theme. 2) A group discussion will identify major themes and issues to discuss. 3) The participants will split into small groups to discuss the issue in detail. 4) The groups will reconvene to present their findings. 5) A final group discussion will allow responses to the findings.

Webinars and Policy Roundtables: A combination of webinars and policy roundtables will be used to generate responses to RETOPEA's policy advice in the areas of education and religious dialogue in the public sphere. For both of these themes, a Webinar session followed by a policy roundtable will be held. The Webinars are intended to gather input from a wide range of policy stakeholders in an accessible manner. The Webinars will feature a presentation of a stimulus paper based on RETOPEA's policy reports. The participants will then discuss the paper and wider issues. The results will be presented to the policy round tables to stimulate debate on the most important issues.

RETOPEA Conferences: Four conferences will be organized: Kick-off Mainz (M1); mid-term conference 1 Granada (M24); mid-term conference 2 Warsaw (M38); Final Conference Skopje (M48). The kick-off meeting will be used to introduce the project; the remaining three conferences are intended for the dissemination of the project results via panel presentations. The conferences will be used to raise the profile and build networks around the project, and to strengthen internal co-operation within the project; they are aimed at all major stakeholder groups (educators, researchers and policymakers) and will be free to attend.

Policy Reports: Policy reports will be generated as part of WP6. One report will deal with the representation of religious co-existence in the public sphere; the other will deal with the role of the docutubes in creating an appropriate learning environment for issues of religious coexistence.

Research Publications and External Conferences: Publications in journals and participation in academic conferences will be used to disseminate the project's research results. Examples of journals include: *Interdisciplinary Journal for Religion and*

Transformation in Contemporary Society; Social Compass; Revue d'Histoire Ecclésiastique; History of religion; Kirchliche Zeitgeschichte; Religious Education; Journal of Peace Research; *Culture and Religion; Religion, State and Society; Peace & Change;* Examples of conferences include: *European Academy of Religion (bi-annual); European Social Science History Conferences (bi-annual) (of which Prof. Patrick Pasture is chair of the network religion), UNESCO-chairs (connected through Prof. Lidija Georgieva), World Conference on Dialogue of Civilizations Interreligious Dialogue (triannual) (of which Profs. Georgieva and Pasture are co-organizers), British Association for the Study of Religions (BASR) (annual conference); European Association for the Study of Religions (EASR) (annual conference); International Association for the History of Religions (IAHR) (Quinquennial World Congress); International Association for the study of Religion and Gender (IARG)*

14. Deception

N.A.

15. Risk of harm

The project team will comply with the OU Safeguarding policy and procedures. Project members who will be in contact with children will apply for DBS clearance for work in schools in the UK and we will ask project members from other countries involved to establish what the legal requirements are for working with young people in the other participating countries.

Researchers will seek the assistance of local project team members to establish safety procedures and set up comprehensive check-in and communication procedures to ensure the safety of the researchers in the different locations involved. These procedures will be particular stringent in locations where greater potential physical risk is anticipated (Macedonia in particular), where we will ensure that researchers will not work on their own.

16. Debriefing

See 'Deliverables' in section 13

Project Management

17. Research organisation and funding

Funding body: European Commission H2020

AMS reference number: 341016

18. Other project-related risks

This project will require us to carry out fieldwork in the UK or overseas, and we are aware of the OU Fieldwork (FLD) travel advice and International Travel Risk webpages.

Issues related to copy-right clearance (Impact high / risk medium):

Risk-mitigation measures: Instructions will be given to the researchers to be aware of copyright and only include copyright free materials. No clippings from TV-series will be included.

Proposed risk-contingency measures: Right free materials will be preferred for the clippings and docutubes. The IEG data manager will provide copyright advice to the researchers to solve copyright issues. A budget is allocated to OU for copyright clearances of materials for the docutubes

Dispute and controversy arising among the teenagers while piloting, testing and making docutubes (Impact medium/ low; risk medium):

Risk-mitigation-measures: Researchers and educators will be briefed; we look for experienced educators especially in risk-prone environments such as Le Foyer.

Proposed risk-contingency measures: The researcher will attempt to resolve the dispute by convening all parties involved, making them actively communicate information about their conflicting opinions and beliefs and engaging them in collective negotiation through mutual understanding. To do so, the researcher will draw on strategies provided in the final report 'Recommendations for the History Teaching of Intergroup Conflicts' (COST Action IS 1205 'Social psychological dynamics of historical representations in the enlarged European Union) (project leader is participant of the COST Action).

Project members facilitating the discussions will be given instructions to provide opportunities for participating teenagers to approach them individually following the focus-group discussions to voice any concerns. We will also brief youth workers/ teachers working with these children and draw their awareness to potential emotional issues that might be raised in the longer-term.

Availability of necessary technical equipment and control over filmed materials (Impact low/ risk low):

Risk-mitigation-measures: Participants will be provided with video recording equipment to make their docutubes. This use of this standardised data storage will ensure the project has control of filmed materials.

Proposed risk-contingency measures: The mitigation should significantly reduce this risk.

New technologies replace current recording devices (Impact medium; risk: medium/ low)

Risk-mitigation-measures: OU actively follows the development of media and technology and may adapt the technology accordingly. It may be that such development increases the illiteracy or lack of equipment among certain youth groups.

Proposed risk-contingency measures: Important technology changes take time to implement. In such case we will look for ways to bridge the technologies.

The intellectual demands of making docutubes are too high for teenagers. (This risk is medium low in schools and museums, but (very) high in non-formal settings; Impact medium/high; risk high)

Risk-mitigation-measures: We anticipate this by using basic technology on the one hand, regular feedback and consultation on the other hand. The youth centre in Molenbeek (Brussels) Le Foyer functions as locus for testing the docutubes in an extremely difficult non-formal setting with lowskilled, mostly Muslim teenagers from a migrant background in an area where risk of radicalization is high, and have allotted extra means to this centre.

Proposed risk-contingency measures: If necessary more testing and evaluation will be implemented. The KU Leuven Teacher Training programme, developing service learning, will follow the experiments and is willing to assist if this would happen.

Risk of cyberbullying

A mitigating factor will be if students choose to include their own recordings as part of the docutubes, we will be using cameras without Internet access. Furthermore, the process of transferring the data from the camera's memory card to computers with Internet connection will be supervised and reviewed on the spot by the session facilitators. There will be a careful vetting process, involving the project's ethics board, to select which docutubes will be published on the project website.

19. Benefits and knowledge transfer

This project aims to empower teenagers (age 13-18) to discuss issues of religious coexistence. We focus on teenagers as particularly 'vulnerable' to radicalisation discourses and questions about their identity, and open for change. This objective will involve three main activities. First, identifying the religious coexistence issues that are most pressing for teenagers. Second, understanding how these issues intersect with the issues covered in the peace treaties. Third, presenting the results of the historical research in a way that engages with teenagers' concerns. Fourth,producing 'docutubes'. Docutubes are short documentary films that are produced by students themselves, with the help of their teachers, using existing technology widely available. The students will use material drawn from the historical research to produce docutubes that address issues of religious coexistence. The process requires the teenagers to engage with the historical research and thus to encounter different ways of understanding religious coexistence.

Fifth, alongside the promotion of the docutubes to teenagers themselves, RETOPEA will produce a 12 hour free online course for education of professionals and youth leaders, offered in several languages and supported by a range of audio-visual materials, which will give them the chance to update their knowledge on the subject in an accessible, engaging and relatively fast way. The course will use the Open University's 'Badged Open Course' platform that will enable those who complete it to download a certificate of participation, thus reinforcing their confidence and credibility in the field.

Hence, WP5 will further inform the academic outcomes and policy recommendations of the project as a whole. The WP will further develop pedagogic approaches that encourage active engagement with learning tasks and facilitate deep approaches to learning that can be applied in a wide range of different settings.

Impact During Project:

The **young people** who participate in the tests in WP5 will gain new knowledge about religious coexistence and will develop new skills, both through editing their own docutubes and through collaborating with other people with different perspectives. Indicators for this impact will be assessed during the testing of the docutubes.

Educational institutions will be able to give feedback and contribute to developing the new tools and materials that the project will produce. They will be able to build contacts with other institutions to share experiences. The level of uptake of feedback in the later rounds of development of the docutubes is an indicator for this impact.

Educators involved in the development phase of the docutubes will have direct access to new knowledge and skills through the badged open course, materials and the docutubes. An indicator for this impact is the feedback the educators provide during workshops and evaluations, and through their use of the materials and tools provided.

The main impact on **education policy makers** during the project will be the opportunity to
reflect on and shape the possible adoption of the docutubes, in line with the policy priorities set out by documents such as those described above. The policy makers' contributions to the workshops, and through references to RETOPEA in external policy documents are indicators for this impact.

The **wider group of policy makers** will have the opportunity to reflect on the possibility of
adopting RETOPEA's tools and results to implement their policy priorities. The contributions to the project's workshops, and through references to RETOPEA in external policy documents are indicators for this impact.

The short term impact on **opinion makers** (such as major religious organisations and interfaith associations) is the opportunity to participate in steering and influencing the adoption of the docutubes, and to comment on the supporting materials and policy actions. The participation of opinion makers in project workshops, their contribution to evaluations and assessments of the docutubes, and references to RETOPEA in external publications and contributions (e.g; newspaper articles or media appearances) are indicators for this impact.

During the project, RETOPEA will impact on **researchers** by making new research and new

data available through Open Access and Open Data publications. References to RETOPEA's research outputs in research outputs by external researchers are indicators for this impact.

Impact After Project:

Wider adoption of the docutubes would bring **young people** into contact with a wider range of perspectives on issues of religious and non-religious coexistence. This will create a broader space for dialogue and interaction across national, cultural and religious boundaries. An indicator for this impact is the level of adoption of the docutube approach by educational institutions.

The adoption of the docutubes will provide **educational institutions** with new tools to meet the challenges of educating young people in religious and intercultural coexistence. The level of adoption of the docutubes is an indicator for this impact.

Adoption of the docutube approach has the potential to contribute to the professionalization
of **educators**, by providing them with training in new education techniques. The uptake of the Badged Open Course (BOC) and the docutubes by educators is an indicator for this impact.

Policy makers will be better equipped to make decisions about how to implement policy recommendations such as the Paris Declaration, through adoption of tools such as the RETOPEA approach. This impact can be measured through the references to RETOPEA in further decision making. The potential long term impact on policy makers in domains other than education is the possibility of using RETOPEA's results to implement policy priorities. The uptake of RETOPEA's tools and results in areas other than (youth) education is an indicator for this impact.

The long term impact on **opinion makers** (such as major religious organisations and interfaith associations) is the potential of RETOPEA to change the way issues of religious coexistence are discussed in the public sphere. Analysis of public discourses to identify references to RETOPEA's outputs are indicators for this impact.

The main impact on **researchers** after the project is the inspiration to take up a similar approach to research to the one used in RETOPEA. The numbers of funding calls and proposals for similar types of projects, and references to RETOPEA by those responsible for such funding (e.g. the European Commission's Advisory Groups) are indicators for this impact.

---

20. Supporting documents

Include as attachments or appendices, any documents related to your research proposal. Add the HREC reference number to each (if already known), and list below, for example:

Revised RETOPEA phase 1 **focus group** Participant information sheet and consent form	☒

Revised RETOPEA phase 1 **focus group** guidance and questions	☒
RETOPEA **docutubes**: Participant information sheet and consent form	☒
RETOPEA H2020 project bid	☐ (submitted with original HREC application)
	submitted with original HREC application)
RETOPEA: Religious Toleration and Peace – project overview for institutional stakeholders	☒
Letters from 3 schools in the UK agreeing to participate	☐ (submitted with original HREC application)

21. Declaration

I declare that:

- The research will conform to the above protocol and that I will inform the HREC of any significant changes or new ethics issues and have these agreed before they are implemented.
- I have read and will adhere to the following OU policy:
  - OU Code of Practice for Research - http://www.open.ac.uk/research/ethics
  - OU Ethics Principles for Research involving Human Participants - http://www.open.ac.uk/research/ethics

To meet internal governance and highlight OU research, the titles of all projects considered by the HREC (by HREC checklist or proforma) with HREC reference number, Faculty and HREC decision date, will be added to the Research Ethics website - http://www.open.ac.uk/research/ethics/human-research.

Principal Investigator(s) **Prof. John Wolffe**

School/Unit/Faculty **HRSSC/ Religious Studies/ FASS**

Telephone	**(6) 55916**
E-mail	**john.wolffe@open.ac.uk**
Signature(s) (scanned or electronic)	
Date	**21 June 2018**

HREC Final report

At the end of a HREC reviewed research project, Principal Investigators are required to assess their research for any ethics-related issues and/or major changes. Where these have occurred, the PI should return a completed copy of the HREC final report form to Research-REC-Review@open.ac.uk. Final reports are confidential and only made available to the HREC Chair and Committee members, and are requested to inform the HREC process, to assess how any ethics-related issues and major changes have been dealt with and to ensure OU research has been carried out as agreed. If you could add the date when your research is due to finish below, you will be sent a reminder.

March 2022

Proposed date for final report:

Annex 1c Participant Information form for 'Docutube' interviews

RETOPEA (Religious Toleration and Peace)

You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is RETOPEA?

RETOPEA stands for 'Religious Toleration and Peace'. It is a research project that is funded by the European Commission and run by universities in 8 different countries across Europe, including the UK, Belgium, Finland, Macedonia, Spain, Germany, Poland and Estonia. This project involves work with young people in these countries in range of educational settings, including schools, museums and youth clubs. The project partner for Finland is the University of Helsinki.

This project encourages young people to engage with religious history and themes of religious toleration and peace. As part of the RETOPEA project, we are running workshops where young people produce 'docutubes'. These are short documentary-style videos on the theme of religious toleration and peace. To make these docutubes, young people are working in small groups supported by teachers and members of the RETOPEA project team.

What exactly are you invited to take part in?

We would like you to take part in a short, filmed interview on the theme of religious toleration and peace. We are seeking your consent to include this interview in a short documentary-style video (docutubes) produced by a small group of young people. Participation is entirely voluntary. If you decide to take part, you are still free to withdraw at any time and without giving a reason. The finished docutube video, once approved by the professionals who supervise the project workshops, will be submitted to the RETOPEA project team. After a careful selection process, some docutubes may then be chosen to be placed on public view on the project website (https://retopea.eu/s/start/page/home).

All personal information which is collected about participants during the course of the project will be kept strictly confidential in compliance with General Data Protection Regulation (https://ico.org.uk/for-the-public/). Personal data will be kept secure and not released to any third party during the project and destroyed and erased five years after the end of the project.

What will happen if I want to withdraw my consent?

You can decide to withdraw from participation in the interview or withdraw your consent for the interview to be used as part of a docutube or published on the RETOPEA project website. If you withdraw from this project, please contact the project team (see the contact details below) and all the information and data collected from you, to date, will be destroyed and removed from all the project files.

Who can you contact to if you have any questions about this project?

The project team at the University of Helsinki would be happy to answer any questions you have. If you have any questions, please contact Päivi Salmesvuori (paivi.salmesvuori@helsinki.fi) or Mikko Ketola (mikko.ketola@helsinki.fi).

Thank you!

Consent form

Research Project: RETOPEA (Religious Toleration and Peace)
Production of 'Docutubes'

Name: _____

I have read the participant information sheet and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

I consent to me being filmed for a 'docutube' video (i.e. a short documentary-style video on the theme of religious toleration and peace) as part of the RETOPEA project.

Yes **No** (Please delete as appropriate.)

I consent to this docutube video being published on the project website (should it be selected by the project team).

Yes **No** (Please delete as appropriate.)

SIGNED……..

DATE……

NAME & ADDRESS OF CONTRIBUTOR:

This research project has been reviewed by, and received a favourable opinion, from the Ethics Committee of KU Leuven (G- 2018 02 1159) and the Open University's Human Research Ethics Committee (HREC/2877/Wolffe): http://www.open.ac.uk/research/ethics/

This project has received funding from the European Union's Horizon 2020 Research & Innovation programme under Grant Agreement no. 770309

Annex 1d : RETOPEA Docutube workshop evaluation

Thank you for taking part in the RETOPEA (Religious Toleration and Peace) Docutube workshop! We would really appreciate your feedback. Please note that any comments you make might be used in an anonymous form (that is, without identifying you) in written reports, presentations and published papers relating to this study. Participation in this questionnaire is completely voluntary. Should you have any questions or concerns, please contact [insert name and contact details of local partner] or talk to [insert name of local teacher/ youth worker].

Could you please let us know to what extent do you agree with the following statements?

1. **'The RETOPEA project has helped me to think of religious peace and toleration in new ways'.** (Please circle one of the following answers.)

Disagree strongly	Disagree	Don't know	Agree	Strongly agree

Would you like to add a comment?

2. **'History can help us understand how to approach religious peace and toleration in society today'** (Please circle one of the following answers.)

Disagree strongly	Disagree	Don't know	Agree	Strongly agree

Would you like to add a comment?

3. **'The RETOPEA sources I used for the Docutube film helped me to ask questions about religious peace and toleration.'**
(Please circle one of the following answers.)

Disagree strongly	Disagree	Don't know	Agree	Strongly agree

Would you like to add a comment?

4. **'Making a Docutube film helped me learn about religious peace and toleration'.** (Please circle one of the following answers.)

Disagree strongly	Disagree	Don't know	Agree	Strongly agree

Would you like to add a comment?

5. **'I enjoyed making a Docutube film.'**
(Please circle one of the following answers.)

Disagree strongly	Disagree	Don't know	Agree	Strongly agree

Would you like to add a comment?

6. **Is there anything else you would like to add about your experience of taking part in the RETOPEA project?**

The Open University is incorporated by Royal Charter (RC 000391), an exempt charity in England & Wales, and a charity registered in Scotland (SC 038302). The Open University is authorised and regulated by the Financial Conduct Authority.

The RETOPEA project has received funding from the European Union's Horizon 2020 Research & Innovation programme under Grant Agreement no. 770309