RAN Collection practice template

Name of the practice	**Democratic unity: Preventing polarisation and exclusion in Danish schools**
Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.	
Description (max. 300 words) Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.	The 2016 Danish national action plan 'Countering and fighting extremism and radicalisation' aims to promote democratic and civic competences amongst children and youth. As part of realising the action plan's vison, a secondary school in the Danish city of Fredericia hosted a project titled 'Developing a whole school approach to counter hate crimes'*. Beginning in 2017/2018, the project's goal was to strengthen the school's capacity for preventing polarising and harassing behaviour as well as for dealing with segregation, prejudice and stereotyping. The target group for the project was the school management, teachers and educational staff — thereby securing a whole-school approach. The project primarily comprised of the following: 1. A learning course (5 workshops for 20 to 25 teachers); 2. Action Learning across the workshops (where participants experimented with and tested the material presented in the workshops); 3. Dialogue Circles (where small groups of six teachers engaged in themes centred on democracy and prejudice, by studying academic and relevant literature). The good practice and experiences from the project are collated and recorded in a Danish handbook, 'Democratic

	unity: Preventing polarisation and exclusion in Danish schools'. *The title is paraphrased*
Peer reviewed	No
Key themes Please choose 2 key themes most corresponding with the practice.	Social cohesion and polarisation Training
Target audience Please choose a minimum of one target audience most corresponding with the practice.	Educators / Academics Youth / Pupils / Students
Geographical scope Please indicate where the practice has been/is implemented (countries, regions, cities).	The city of Fredericia, Denmark
Start of the practice Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	Starting year: 2017 Ending year: 2018
Deliverables Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.	The main deliverable and output was a handbook for teachers and educators, titled 'Democratic unity: Preventing polarisation and exclusion in Danish schools'. The handbook, written in Danish, summarises methods and experiences from the project, and describes concrete exercises that teachers can use in their classrooms. It is a tool for educators working to promote democratic unity, active citizenship, inclusion etc.
Evidence and evaluation Short description on performance measures of the practice, including	University College Absalon was responsible for evaluating the project. The evaluation consisted of questionnaires, interviews with the school principal and individual participants, as well as focus group interviews with four students. Based on the findings of the evaluation, the Learning Courses and Dialogue Circles had the following impact.

European Commission

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

- Course participants applied concrete methods inspired by the workshops, implementing revised pedagogical practice. Moreover, participants had requested additional material and methods so as to continue developing their new practice.
- The teaching process had promoted collegial sparring and a new common language on the challenges of stigmatisation and lack of opportunities for participation. For example, participants use their newly learned theory to reinterpret events and conflicts.

The findings also suggest that participants found the following methods particularly useful in their pedagogical practice: the Lego method, the didactic conversation, the philosophy for children and the 'different methods for group work' (all these are described in the handbook).

The participants' comments illustrate how the knowledge acquired has led to changes in pedagogical practice. A selection of comments is below.

- 'The courses provided me with good practical examples of how to focus on the role of class unity and how to vary the form and content of the teaching so that more pupils are motivated. The Action Learning was very fruitful as it gave me reason to consider my own practice.'
- 'I especially use it [the methods] for the following student groups: students with different ethnic backgrounds, self-isolated students, and the quiet and "invisible" students.'
- 'I find that the courses have made me particularly aware of the many diverse student groups that are in a classroom and that my task as a teacher must be to accommodate and embrace them all. Differentiated didactic strategy is not a new concept, but I have had several useful tools that have been able to inspire me in my continued development as a [teacher].'

The school principal also stated that he could see changes in his employees' everyday practices, especially in terms of the inclusion of all voices in the classroom.

Sustainability and transferability (maximum of 200 words) Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. Please elaborate on which elements are transferrable and how.	The wide range of strategies and exercises can easily be transferred to other schools and colleges across Europe.

Radicalisation Awareness Network

RAN

Presented and discussed in RAN meeting Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.	Name: RAN EDU Date: 23/10/2018 Place: Berlin Subject: 'Right Wing Extremism and Schools'
Linked to other EU initiatives or EU funding (maximum of 100 words) Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.	The project was entirely funded by the Danish government and has no links to any EU projects.
Organisation (enter maximum of 100 words and select organisation type) Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.	The project was a collaboration between The Danish Centre for Prevention of Extremism (under the Danish Agency for International Recruitment and Integration (SIRI)) and the Centre for School and Learning (under University College Absalon, Denmark). Type of Organisation: Governmental institution
Country of origin Country in which the practice is based.	EU or EEA country: Denmark
Contact details Please provide contact details of who can be contacted within the organisation, with name and email address.	Address: Carl Jacobsens Vej 39, 2500 Valby, Copenhagen Contact person: Satnam Singh Email: ekstremisme@siri.dk Telephone: +45 72142700 Website: https://stopekstremisme.dk/en?set_language=en
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