

RAN Collection practice template

<p>Name of the practice</p> <p>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.</p>	<p>Intercultural education through the subject 'Cultural and Spiritual Heritage of the Region' (CSHR)</p>
<p>Description (max. 300 words)</p> <p>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.</p>	<p>This school programme aims to improve social relationships in post-conflict societies in Croatia, and to familiarise children in multi-ethnic communities with the culture and customs of 'others'. The idea was derived from a project launched by the Nansen Dialogue Centre, a Croatian non-governmental organisation (NGO). Its implementation is monitored by the Education and Teacher Training Agency of Croatia.</p> <p>Age of students: 11-15 (grades 5 to 8).</p> <p>Topics: communication, tradition and customs, local history, stereotypes, prejudices, identity etc.</p> <p>Results and outcomes: promoting tolerance, learning about the culture of other ethnic groups, preventing violent and extremist behaviour and points of view</p> <p>Dalj Elementary School is one of 23 schools that have implemented the programme. The school still provides separate schooling for the Serbian minority, in Serbian language and Cyrillic script, which was one of the demands for the peaceful reintegration after the war. This means that children from the two ethnic groups (namely, Croats and Serbs) spend most of their time at school separated. Even extracurricular activities are often segregated. For instance, the school has two choirs — one in Croatian and one in Serbian.</p> <p>To understand the local context better, one needs to be aware of</p>

	<p>the history: Croats and Croatian Serbs had almost no contact between 1991 and 1998. Today's teenagers often have relatives or grandparents who fought during the war. Therefore, a strong feeling of mistrust has remained. In light of this, the CSHR launched a new practice, enabling students from different ethnic groups to cooperate in one joint activity. The subject is optional, but it plays an important role for building future relations in multi-ethnic communities like Dalj.</p> <p>Since the children often deal with nationalism at home, it was important to make them reconsider their view of the "others". In turn, this will help prevent future radicalisation.</p>
<p>Peer reviewed</p>	<p>No</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Formal/informal education</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>Local Community Organisations / NGOs</p> <p>First responders or practitioners</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>In 23 schools throughout Croatia.</p> <p>Most of these schools are in Eastern Croatia, in areas which were mostly affected by the 1990s war (Dalj, Vukovar, Osijek, Zmajevac, Bizovac, Nuštar, Gunja, Otok, Markušica etc.).</p> <p>Also, CSHR was rolled out in Northern Croatia, focusing on better integration of the Roma minority, and in Western Croatia (Istria), where it was implemented in schools with an Italian minority.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2007</p>

Deliverables

Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.

Nansen Dialogue Centre

- Handbooks:
 - 'Cultural and Spiritual Heritage of the Region' (in Croatian)
 - 'Intercultural education through the prism of personal histories' (in Croatian and English).
- Brochures following joint annual projects:
 - 'Common past — common future'
 - 'Languages of the region'
 - 'Intercultural education'
- A brochure and DVD titled 'Will you say hi to me on the bus?', produced as part of a high school project.

Dalj Elementary School

- 'Prejudices' (<https://www.youtube.com/watch?v=g4ow9gbK9I8>)
- 'Scavenger hunt' (<https://www.youtube.com/watch?v=X4M80HSLbGk>)
- Dalj Elementary School, presentation for GEAR project (<https://www.youtube.com/watch?v=wiFFpvpxThA&t=22s>)
- GEAR project, What we've learned about Macedonia (https://www.youtube.com/watch?v=7eJqsZtS_t0).

Other publications

- GEAR Curriculum:
 - the Global Education and Active Response for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies (GEAR) project's curriculum is available online in several languages (https://gear.gong.hr/?page_id=3181)

Evidence and evaluation

Short description on performance measures of the practice, including

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.

Statistical data

So far, more than 1,500 students from 32 respective schools participated in the programme during the past 12 years of implementation.

Internal evaluation

Supervisions by Nansen Dialogue Centre (NDC), three times per school year.

Drawing on evaluations conducted with teachers, NDC set out to prepare a new handbook or portfolio in 2020-2021. The aim is to update the current handbook (published in 2010) with the examples and methodology on how to tackle "new" intercultural challenges that our communities face nowadays, including controversial issues.

External evaluation

1. Independent external evaluation for the GEAR project which was carried out in 2019 by MAP Consulting Ltd from Zagreb, Croatia.
2. Independent evaluation and impact assessment of the 'Cultural and Spiritual Heritage of the Region' were carried out by an NGO from Zagreb, Croatia called Step

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

by Step (Korak po korak). The results were published on 4 January 2015 by the author, Asja Korbar. The results are summarised in the text which is supposed to be reviewed by the RAN expert group in 2020. The text also deals with the students' feedback.

The main research goals of the impact assessment included:

- determining the programme's impact on the community, including students, families, teachers, and school leadership, and assessing the experiences of those participating in the programme;
- mapping the ways in which the programme realises its curricular goals;
- evaluating the technical aspect of the programme implementation (e.g. available resources, cooperation between NDC Osijek and programme facilitators in the schools etc.).

3. Research conducted for the Council of Europe, titled "Free to Speak, Safe to Learn, Democratic Schools for All" by Josh Walmsley and Francesco Ragazzi from Leiden University in 2019. The report "Counter-radicalisation in the classroom - Insights from eight grassroots projects in the Council of Europe member states" is slated for publication by the Council of Europe at the end of 2020.

4. RAN YOUNG Review (October 2020), SWOT analysis

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 CSHR teachers are employed by the Croatian Ministry of Science, Education and Sports, and the programme is considered equivalent to one class per week.

The student meetings and annual projects are financed by Nansen Dialogue Centre (covering the costs of transportation, food and materials for the workshops).

Separate school projects at Dalj Elementary School were financed as follows:

'Europe in the heart of the town', 2012:

- EUR 1 000 from the Interactive Open Schools association (an NGO supporting a network of schools from Croatia, Serbia and Bosnia and Herzegovina);
- EUR 266 from Erdut Municipality.

'The beauty of my region', 2013:

- HRK 10 000 (EUR 1 333) by the Croatian Ministry of Science, Education and Sports, from the fund for minorities.

'Different is substantial', 2016/17:

	HRK 100 000 (EUR 13 487) from the Croatian Ministry of Demography, Family, Youth and Social Policy, for all schools in the Nansen Dialogue Centre's network.
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN EDU kick-off meeting</p> <p>Date: 25/11/2015</p> <p>Place: Prague, Czech Republic</p> <p>Subject: Defining the course for the working group in future</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>The CSHR project was co-funded by the EU Erasmus+ programme 'Global Education and Active Response (GEAR) for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies' (2017/2018).</p> <p>Dalj Elementary School was one of the project partners, and the lead partner was GONG, a non-profit civil society organisation from Zagreb, Croatia, devoted to promoting and enhancing human and civil rights.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Dalj Elementary School (Osnovna škola Dalj) is a public school for grades 1 through 8. It is financed by the Osijek-Baranya County, whereas the teachers are employed by the Croatian Ministry of Science, Education and Sports. Dalj Elementary School is one of the partner schools within Nansen Dialogue Centre's network, with the latter being an NGO based in Osijek, Croatia.</p> <p>Governmental institution</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	Croatia Enter name if non EU country
<p>Contact details</p> <p>Please provide contact details of who</p>	Address: Dalj Elementary School (Osnovna škola Dalj) Zagrebačka 2B 31226 Dalj

<p>can be contacted within the organisation, with name and email address.</p>	<p>Croatia</p> <p>Nansen Dialogue Centre Cvjetkova 32 31000 Osijek Croatia Contact person: Tomislav Vuković (Dalj Elementary School), Ivana Milas (Nansen Dialogue Centre) Email: tomislav.vukovic12@skole.hr; ured@os-dalj.skole.hr; ndcosijek@nansen-dialogue.net Telephone: +385 31590195 (Dalj Elementary School) +385 31494257 (Nansen Dialogue Centre)</p> <p>Website: http://os-dalj.skole.hr/ http://www.ndcosijek.hr/en/</p>
<p>Last update text (year)</p>	<p>2021</p>