



RAN Collection template practice

<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>Gelijk=Gelijk? (Equal=Equal?)</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>Gelijk=Gelijk? is an informal educational project for primary and secondary schools. It is based on the peer education methodology and was developed in 2007 by Diversion. The programme has since been implemented all over the Netherlands, in hundreds of classrooms.</p> <p>Gelijk=Gelijk? has received several prizes, such as the CIDI Respect Award (for programmes that prevent and combat anti-Semitism), the LGBT Innovation Award by the Dutch Ministry of Education, Culture and Science, and the Movisie Participation Award.</p> <p>The project provides schools and educators with the tools they need to structurally address discrimination. At the same time, the project mobilises young role models (from LGBT+, Jewish and Muslim communities) who want to take initiative in countering discrimination. The aim of the project is to combat discrimination, through promoting democratic citizenship and oral proficiency.</p> <p>In three classroom sessions, three peer educators from different backgrounds address the subject of discrimination by sharing their own experiences and facilitating dialogue.</p> <p>Gelijk=Gelijk? prevents and counters radicalisation by promoting tolerance and encouraging people of different backgrounds to work together. It emphasises the importance of knowing the difference between opinions, facts and prejudice. This affects not only the students and teachers in the classroom, but the peer educators as well.</p>

	<p>Gelijk=Gelijk? aims to develop socio-cognitive skills such as placing oneself in someone else’s shoes, acknowledging similarities between (groups of) people, and deciding on actions based on norms and values. It also focuses on social factors such as stimulating interethnic friendships.</p> <p>Gelijk=Gelijk? follows:</p> <ul style="list-style-type: none"> - Contact hypothesis: contact between individuals from different groups leads to fewer prejudices and a more positive relationship between groups. - Socialisation hypothesis: experiences, knowledge and information about diversity and diverse groups in society positively impact interethnic relations. - Social-cognitive development-hypothesis: attitude towards other (ethnic) groups is an indicator of socio-cognitive development. Polarisation declines since this development is stimulated (e.g. by learning about other groups and experiences).
<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>Social cohesion and polarisation</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>Educators / Academics</p> <p>Add additional target audience.</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Gelijk=Gelijk? started in the city of Amsterdam and has since expanded to schools throughout the Netherlands.</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>2007</p>

Deliverables

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

This project has published several manuals describing the three peer education lessons. One is designed for the peer educators, the second is for students and the third is for teachers.

There is also one document that combines these three manuals, and is tailored for "Vreedzame Scholen" (Peaceful schools: an organisation that provides curricula, and where several schools in the Netherlands are united).

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.

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

Gelijk=Gelijk? has been evaluated based on several measures. In 2010 and 2012, two separate studies evaluated the impact of the practice. Independent researchers observed the practice in the classrooms, interviewed participants and conducted surveys. The programme has been scientifically evaluated and proved to have a significant positive effect on young people's perceptions towards various forms of diversity. The manuals were further developed with the outcomes of this research.

For a 2018 research project performed by an independent Dutch knowledge institute, Gelijk=Gelijk? was evaluated and presented as a good practice for reducing and preventing discrimination. The programme is identified as an effective intervention for increasing empathy while setting social norms among children and youths.

During the implementation of the lessons, close contact was maintained with the peer educators and the teachers. When evaluated by peer educators after each lesson, the following questions were tabled:

- Concerning the various components of the lesson, was the level and the teaching methods well suited for the students?
- How would you describe the connection between the students and the peer educators?
- Were the aims of this lesson achieved?

Furthermore, sometime after completion of the lesson, it was evaluated with the teacher as regards any changes it created. Teachers often refer to the project, the peer educators, and issues the students raised, to guide the sometimes difficult conversations in the classroom.

Feedback for future lessons was also received, either for the peer educators or about the various components of the lessons.

The RAN YOUNG review panel (Riga, 22-23 November 2018) concluded that peer education is very appropriate to address students at primary and secondary schools. Personal experiences from peer educators are an essential part of the success of Gelijk=Gelijk?

It was also suggested that the pool of peer educators should be expanded to include those from other minority communities. We have recently applied this helpful recommendation so that a wider range of minority

	<p>perspectives is now included in the educational materials. At the same time, we have broadened the diversity in the pool of peer educators, primarily by focusing on recruiting and training LGBT+ youths with a bicultural background.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>The sustainability of the practice is secured within the peer educators, as well as the target audience. The peer educators are themselves members of the target audience and are provided with the skills that will enable them to (also outside of the project) become young community leaders who actively counter polarisation between communities. Within the target audience, the practice is sustainable in the sense that the positive confrontation and lessons learned within the project have a long-term impact on how students regard equality and differences between often polarised communities. Teachers often refer to the subject matter from the project, to guide constructive conversations.</p> <p>The sustainability of the methodology itself is further safeguarded by the flexibility of the themes and examples discussed within the project. The mere fact that the core of the practice consists of personal experiences from young peer educators ensures the content is always relevant and up to date.</p> <p>The methodology is transferable in the sense that the use of peer educators in the context of polarisation prevention can be deployed by other organisations as well. Diversion is currently exploring (funding and partnership possibilities) how to translate the transferable parts of the methodology and capacity building trainings.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>RAN YOUNG</p> <p>22/11/2018</p> <p>Riga, Latvia</p> <p>Review of Collection Practices</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?</p>	<p>Currently, the programme is not connected to any European Union initiatives. However, we are looking for ways to build new (intern)national partnerships and are certainly open to a more EU-oriented approach.</p>

<p>Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</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>Diversion is a bureau for social innovation (social enterprise). Based in the Netherlands, we tackle societal challenges through the development of creative concepts in the fields of education, youth literacy, youth participation, emancipation and corporate social responsibility. Through several projects in education, diversion has mobilised young role models to engage with youth in a discussion on issues that they may find uninteresting or are associated with cultural or religious taboos or are politically sensitive (e.g. anti-Semitism; anti-Islamism; radicalisation; lesbian, gay, bisexual, transgender and other sexual and gender minorities (LGBT+); as well as fake news and debt prevention).</p> <p>For profit</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>Netherlands</p> <p>Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Max Euweplein 36, 1017 MB, Amsterdam Contact person: Hannah Boerstra Email: hboerstra@diversion.nl Telephone: 020 5787997 Website: www.diversion.nl</p>
<p>Last update text (year)</p>	<p>2020</p>