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Primjeri dobrih praksi građanskog odgoja i obrazovanja

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GONG je Centar znanja u području građanskog aktivizma i izgradnje demokratskih institucija društva u okviru Razvojne suradnje s Nacionalnom zakladom za razvoj civilnoga društva.

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U svrhu unaprjeđenja provedbe neformalnih programa građanskog odgoja i obrazovanja Gongga te u svrhu poticanja učenja iz primjera dobrih praksi napravljen je pregled nekih primjera dobrih praksi građanskog odgoja i obrazovanja na engleskom jeziku. Analiza pozitivnih primjera građanskog odgoja i obrazovanja u Hrvatskoj i Europi te pregled istraživanja o građanskoj i društvenoj kompetenciji mladih danas imaju za cilj kreiranja preporuka i zaključaka za unapređenje provedbe te sustavno i kvalitetno uvođenje GOO-a u Hrvatskoj.

Uz navedene opise mogućnosti suradnje i razvoja građanskog obrazovanja prikupljeni su i njihovi opisi. U analizu primjera dobrih praksi uključeni su primjeri formalnih kao i neformalnih programa i aktivnosti vezanih uz GOO koji su provedeni u razdoblju od zadnjih desetak godina te je procijenjeno kako su postigli relevantan utjecaj u promicanju i razvoju građanskih kompetencija polaznika. Analizom prikupljenih primjera, uočeno je nekoliko zajedničkih karakteristika proučenih programa i aktivnosti, bilo formalnih ili neformalnih.

Analizom prikupljenih primjera, mogu se uočiti sljedeće zajedničke karakteristike:

- 1) TEME koje su analizirani edukativni programi najčešće obrađivali odnose se na: toleranciju, građansku participaciju, anti-diskriminaciju, solidarnost, interkulturalnost, ravnopravnost, nenasilnu komunikaciju, predrasude i stereotipi, međukulturne i međuetničke tolerancije.
- 2) SPOSOBNOSTI I VJEŠTINE koje se odnose na građanske i društvene kompetencije, a koje su promatrani programi često podučavali uključuju: nenasilno rješavanje sukoba, aktivno slušanje, digitalnu i medijsku pismenost, kreativnost, samoinicijativu, kritičko razmišljanje i analizu, izražavanje i deliberaciju, sposobnost suradnje i timskog rada te otvorenost i razumijevanja drugih kultura i nepriviligiranih skupina.
- 3) Često korištene METODE POUČAVANJA upravo su bile one koje potiču na sudjelovanje, razrednu raspravu i individualno kritičko promišljanje. Redoviti primjeri takvih metoda su: rad u grupama na određenim projektima, razredna debata, participativne igre i radionice, igre u kojima sudionici glume različite uloge, te učenje o drugima i drugačijima na temelju izravnog susreta s pripadnicima određenih skupina (bilo preko gostujućih predavača ili pak fizičkih ili virtualnih susreta).
- 4) Uočena je česta UMREŽENOSTI I KOLABORACIJA RAZLIČITIH AKTERA uključujući raznovrsne organizacije civilnog društva, škole ili razmjene iskustava učitelja.

- 5) Teme i metode edukacija pokazale su se često blisko POVEZANIMA SA LOKALNIM KONTEKSTOM te potrebama i željama zajednica.
- 6) Mnogobrojni primjeri obuhvaćaju programe koji organiziraju STRUČNO USAVRŠAVANJE ILI DALJNJU NAOBRAZBU EDUKATORA I MLADIH AKTIVISTA te time unapređuju njihove kompetencije i osposobljavaju ih za daljnji aktivizam, zagovaranje i podučavanje.

Na lokalnoj razini posebno je važno podržati neformalne programe GOO-a i provedbu projekata. Organizacija kulturnih događaja s odgovarajućom tematikom, osiguranje prostora za edukativne aktivnosti, volontiranje te otvaranje i održavanje centara i institucija za mlade koje nude edukativni sadržaje unapređuju ponudu neformalnog obrazovanja na lokalnoj razini te mogu rezultirati značajnim učinkom na građanske i društvene kompetencije polaznika. Doprinos razvoju građanske kompetencije može dati i društveno angažirana umjetnost. Jedan od primjera je predstava Demokracija glumca i redatelja Zijaha Sokolovića koja je prilagođena i izvođena i u suradnji s GOOD inicijativom te na pristupačan i duhovit način približila pojam demokracije kao i njene temeljne prednosti i nedostatke.

Suradnja škole sa zajednicom je značajna prilika za razvoj građanske kompetencije. Obrazovanje u školama može se inovirati i razvijati putem raznovrsnih projekata i izvannastavnih aktivnosti na temelju učiteljske ili učeničke inicijative i suradnje sa vanjskim akterima. Takvo školsko okruženje osjetljivo je na individualne interese i potrebe učenika te potiče kreativnost, inicijativu i interes za razvoj građanskih kompetencija. Stoga je važno razvijati suradnju s organizacijama civilnog društva u provedbi programa građanskog odgoja i obrazovanja. Uz njih, poželjno je surađivati s obrazovnim ustanovama i ustanovama u kulturi. Pa tako je, primjerice, Zijah Sokolović izvodio predstave Demokracija i Ravnopravnost – žena i muškarac u školama te je približio učenicima teme demokracije i rodne ravnopravnosti na zanimljiv i kreativan način.

Priloženi obrasci ukazuju na pozitivne primjere programa i projekata građanskog odgoja i obrazovanja kako u Hrvatskoj tako i u nekim drugim državama Europe. Prikupljeno je dvadesetak primjera, ponajviše neformalnih programa. Prikupljeni programi odvijali su se u posljednjih desetak godina.

GOOD PRACTICE EXAMPLES OVERVIEW

<p>name of the project/ activity/ initiative</p> <p><i>Naziv projekta/ aktivnosti/ inicijative/</i></p>	<p><i>School of human rights</i> by Amnesty International Slovenia</p> <p>http://sola.amnesty.si/</p> <p>https://www.facebook.com/amnesty.slovenije/?fref=ts</p> <p>https://gear.gong.hr/?page_id=2823</p>
<p>start/ duration</p> <p><i>početak i trajanje</i></p>	<p>Since 1999</p>
<p>Field (topic)</p> <p>Područje (tema)</p>	<p>Education of teachers and educators on participatory methods, human rights, diversity, refugees, discrimination, prejudice, equality</p>
<p>short description</p> <p><i>kratki opis</i></p> <p><i>(for educational activities please shortly describe the educational program and curriculum)</i></p> <p><i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i></p>	<p>The program implemented various free activities including trainings and seminars for teachers, educators and youth workers on the use of participatory methods for learning about human rights; workshops for primary and secondary schools on human rights, poverty, discrimination, human dignity and tolerance. It provided an electronic monthly newsletter (for around 1000 teachers) in the field of human rights education and suggestions for various activities in the classroom; educational materials such as books, posters, videos, playing cards, proposals for workshops etc. It organized various cultural activities such as the night of the book, documentary film festival, documentary film public tender, participation of volunteers at cultural events etc.</p> <p>Also, in school year 2016/17, Amnesty International Slovenia offers five free workshops as a part of School of human rights:</p> <ul style="list-style-type: none"> - The Universal Declaration of Human Rights & Human Rights and

Amnesty International

The workshop pays special attention to the Universal Declaration of Human Rights. It is important that young people are familiar with and aware of human rights and with human rights connected responsibilities, that they understand and above all manifest human rights in everyday life. Through workshops, participants learn and discuss about human rights in Slovenia and around the world, and about how important it is to protect human rights.

- Diversity makes us richer

The workshop addresses discrimination and its effects on individuals and specific groups. Through social games, case studies and role play we aim to encourage young people's sensitivity to the situations in which other people find themselves second. We develop empathy and tolerance of differences. Particular attention is paid to breaking prejudices and stereotypes and to focus on concrete ways to overcome them.

- Look at a refugee - see a human being

Arrival of a larger number of refugees in Europe has raised many questions, especially because also unverified information and many prejudices spread in the public. We prepared a set of educational materials to help educational, professional and youth workers to address this topic by themselves, but, because the topic is complex and the actual situation is changing rapidly, Amnesty International Slovenia staff is also conducting workshops on this topic. During the workshop, first basic concepts are defined (who is a refugee, who is a migrant, who has the right to international protection...) and the participants get to know the current situation (how many refugees are in the world, where they come from, which countries host most refugees...). In the second part of the workshop we break the most common prejudices about refugees with activities tailored to the age of the participants.

- How would you feel?

One of the areas of human rights, where we still perceive prejudice and discrimination in Slovenia, is respect for the rights of LGBT+ persons. Participants get to know through the workshop who forms this diverse community, and talk about the prejudices this community faces. Do we

	<p>also have prejudices? Can our attitudes or words hurt our schoolmates/classmates feelings? Workshop is an open and tolerant space for discussion on homophobia and other forms of discrimination against LGBT+ people.</p> <ul style="list-style-type: none"> - Great people for a better world <p>The workshop focuses on the life story of (random) people who with their decisions and actions achieved a change for greater equality and human rights and they have contributed to a better tomorrow. We focus on questions, what changes can we achieve as individuals and how this can lead to a society where human rights values are respected. We encourage participants to contribute to a more tolerant and equal society their own everyday actions</p>
<p>Goals <i>Ciljevi (i/ili ishodi)</i></p>	<p>Program aims to create a culture where human rights are understood, protected and respected.</p>
<p>target groups <i>ciljane skupine</i></p>	<p>Educators and elementary and high-school students.</p>
<p>why is it a good practice? <i>zašto je primjer dobre prakse?</i></p>	<p>In 2016, Amnesty International Slovenia implemented 61 workshops on human rights, refugees, discrimination etc. around Slovenia with around 1200 participants in elementary and high schools.</p>

<p>name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i></p>	<p><i>Schools Without Racism – Assembly of Peace Cooperation</i></p> <p>http://escuelasinracismo.org/seccion-europa/en/swr-network-in-europe.php</p>
<p>start/ duration</p>	<p>2007 -2009 (Spain)</p>

početak i trajanje	
Field (topic)	Racism, tolerance, xenophobia
Područje (tema)	
short description kratki opis (for educational activities please shortly describe the educational program and curriculum) (za obrazovne programe molimo kratko opisati program i kurikulum)	<p>SWR is currently present in education centers in Belgium, Netherlands, Austria, Italy, Ireland, Portugal, Germany, United Kingdom and Spain. From its inception, it has the vocation of becoming a European network of education centers that commit to fight xenophobic attitudes through the field that will most influence future citizens: education.</p> <p>Schools without Racism helps centres to have tools to work on solidarity, tolerance and the North-South difference through materials and activities that teachers use to insert in their classroom, the education for development that implies education in values, that cover the function that the School has in the formation of citizens. The participation of the whole Educational Community becomes decisive in this project. Both the teachers and the other agents involved in the education of students, are the ones who implement the project and also those who decide, together with the students, if they wish to be a “School without Racism”. Throughout the year different activities are carried out that consolidate the values the school has chosen.</p> <p>Activities:</p> <p>-<i>exhibitions</i> that, throughout the course, shows the prejudices, stereotypes, covert and non-concealed that we all have. At the end of this activity one wonders if one’s way of seeing reality is the only one possible and urges one to question why one sees it as it does and not otherwise. To do this one has to cross seven different sections, fill a passport with a partner and answer questions and tasks related to prejudice, scapegoating, differences between an objective fact and an opinion etc. The aim is for one to understand</p>

	<p>that there are different points of view about the same reality and to reflect on one's own</p> <ul style="list-style-type: none"> - <i>Tolerance test</i> conducted on a computer, which presents 15 situations of everyday life in which different social groups (immigrants, disabled, women, homosexuals, etc.) suffer the consequences of discrimination. You will have to measure your degree of tolerance before answering the Test questions and comparing it with the score obtained after it. What is important, obviously, is not the measurement of the personal level of tolerance, but the reflection and the debate that is provoked among all about our degree of tolerance and respect for others. - <i>Movie watching</i> about geographically and culturally distant spaces and afterward reflection about undiscovered similarities is also one activity - <i>Forum theatre</i> - <i>exchange programs</i> in which students meet with students from different countries and exchange their experiences in dealing with conflicting situations and investigates unity in their differences.
<p>Goals <i>Ciljevi (i/ili ishodi)</i></p>	<p>IT aimed at supporting and developing education for peace and awareness– empowering and providing tools to educators and the whole educational community. Their goals for the society to take an active position in the defence of human rights are promoting social participation, tolerance, solidarity and interculturalism while combating racism and xenophobia</p>



target groups <i>ciljane skupine</i>	Whole educational community
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	Empowering teachers and educators while providing them educational tools and competences to make a structural change in their educational institution. They started working in schools in the Region of Madrid and gradually over the past six years, the Schools Without Racism network has extended to many other regions: Castilla-La Mancha, Castilla y León, Andalusia, Catalonia, Comunidad Valenciana, Extremadura, Principado de Asturias, Basque Country, Galicia, Aragon and the Balearic Isles.

Name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	Centar za mirovne studije – <i>peace studies</i> and educations for teachers https://www.cms.hr/hr/vise-o-programima/obrazovni-program-mirovni-studiji https://www.cms.hr/hr/mlada-miramida https://gear.gong.hr/?page_id=2823
Start/ duration <i>početak i trajanje</i>	1997 - ongoing
Field (topic) Područje (tema)	Education of teachers, peace studies,
Short description <i>Kratki opis</i>	Educations for teachers: -in school year 2012/2013, they have developed, along with partner organisations- GONG and The Croatian Youth Network, a

<p><i>(for educational activities please shortly describe the educational program and curriculum)</i></p> <p><i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i></p>	<p>curriculum and educated teachers in six schools, monitored and supported their work and efforts in integrating this content into their classes. In school year 2013/2014, they have expanded this process to eighteen schools, both primary and secondary, and offered their teachers and staff professional development courses and workshops with a focus on non-violence. These three educational cycles were comprised of two modules in which participants were introduced to the CE curriculum. The first module covers three structural dimensions of the Curriculum (social, human rights and intercultural dimensions of CE), the second is a practical module during which the participants have a chance to try out new teaching methods, prepare CE lessons as well as design school and community projects.</p> <p>CMS is also developing a specific work strain aiming at strengthening the system for integration of children with minority and migrant background through education and community work. Part of this work is organizing Intercultural education trainings within the civic education framework.</p> <p>Peace studies:</p> <ul style="list-style-type: none"> - an interdisciplinary education relying on a number of social sciences and humanities, as well as the experience of lecturers and participants (http://www.cms.hr/en/mirovni-studiji/about-peace-studies). It seeks to understand the cause of conflict, develop approaches to prevent and stop violence, war and serious human rights violations and build sustainable peace – fair systems and societies strong enough to resist violence, inequality and injustice. Basic clusters of the program are: Introduction to Peace Studies, Human rights: Theory and practice, Peace Building, Combating Racism and Xenophobia and Social Solidarity.
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	<p>Youth program:</p> <p>They also organize MIRamiDa Youth programme, training of peace-building and youth participation in the development of local youth policy. Training is focused on teamwork, communication and shared decision making, local youth policies, public advocacy and activism of youth in the community.</p>
Goals <i>Ciljevi (i/ili ishodi)</i>	Improving civic competences and awareness of importance of nonviolent conflict resolution, equality, justice and tolerance of educators in interested youth.
Target groups <i>Ciljane skupine</i>	Educators, youth activists.
Why is it a good practice? <i>Zašto je primjer dobre prakse?</i>	<p>The organization provides stabile continuous programs and high-quality educational activities to educators and interested youth. Direct work with civic education teachers in order to improve their use and understanding of key civic topic and alternative teaching methods.</p> <p>Empowering youth activists with knowledge and skills on critical thinking, non-violent conflict resolutions, justice and equality.</p>

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	<p>The Centre for Women's Studies – <i>Women Studies</i></p> <p>https://zenstud.hr/english/</p> <p>https://zenstud.hr/zenski-studiji/</p> <p>https://gear.gong.hr/?page_id=2823</p>
start/ duration	1995 - onwards

početak i trajanje	
Field (topic)	Gender equality, gender studies, feminism
Područje (tema)	
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i>	The Centre for Women Studies organizes educational program of women and gender studies as well as different educational activities that promote gender equality, critical thinking, feminist perspective and progressive emancipatory practices. The main program is carried out annually by around 40 educators and it encompasses around 30 participants. Educational methods used focus on encouraging analytical approach, discussion, teamwork and interaction. Detailed curriculum for the 2017/2018 academic year can be found on the following link: http://zenstud.hr/zenski-studiji/zenski-studiji-20172018/
Goals <i>Ciljevi (i/ili ishodi)</i>	Development of feminist education through formation of critical thinking, feminist addition to intellectual and art history as well as encouraging progressive and emancipatory practices.
target groups <i>ciljane skupine</i>	Interested adults
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	Women's Studies educational program offers an interdisciplinary approach and an insight into various topics of feminism and gender studies (including women's culture and history, women's rights and gender equality). Centre provided education to more than 600 participants that completed the program, and more than 1000 that participated in specialized programs such as those on different aspects of institutional and non-institutional discrimination.

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name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	BRIGHTS “Boosting Global Citizenship Education using digital storytelling” Project http://www.brights-project.eu/en/about/
start/ duration <i>početak i trajanje</i>	December 31 st 2016 - December 31 st 2018
Field (topic) Područje (tema)	Media literacy, digitalization, discrimination, cultural diversity, participation
short description (for educational activities please shortly describe the educational program and curriculum) <i>kratki opis (za obrazovne programe molimo kratko opisati program i kurikulum)</i>	<p>BRIGHTS aims to promote Global Citizenship Education (GCE) in formal and non-formal education with the help of digital storytelling (DS) techniques, and to lead to a more socially inclusive education, training policies and practices in Europe. It aims to increase awareness and knowledge on GCE among educators, trainers, policy makers and the civil society, and to provide young people with real opportunities to combat various discrimination, value cultural diversity and become active citizens.</p> <p>BRIGHTS launched the first European online working group on Global Citizenship Education. This group is open for all and will use the existing Unite-IT platform to foster cooperation and synergies among project participants, existing members of the community and new interested stakeholders or actors. The aim of this</p>

	<p>community is to involve all actors interested in the topic, including: teachers, trainers and youth workers working in formal, non-formal and informal settings; representatives of NGOs, non-profit organizations and civil society; education and training actors; policy makers and all others. This is the group for those willing to support and advocate for the potential adoption of GCE as an inclusive educational methodology in different contexts and at different levels through the use of digital tools.</p>
<p>Goals</p> <p><i>Ciljevi (i/ili ishodi)</i></p>	<p>To build teachers' and trainers' capacity to implement GCE with young people using digital storytelling techniques.</p> <p>To empower young people to develop social, civic and intercultural competences as well as critical thinking, media literacy, creativity and digital skills. In practice, young people will produce digital stories on Global Citizenship topics.</p> <p>The project aims to develop a blended training course with a MOOC and face-to-face workshops. As part of their training, selected teachers and trainers will directly test the acquired methodology with young people in schools and in non-formal educational contexts. A great number of interesting and reflective digital stories is produced by youngsters on global challenges and subjects including human rights, peace and democratic values, intercultural dialogue, active citizenship etc. On the policy level, BRIGHTS produces informative materials and recommendations, and raises awareness among policy-makers and the civil society</p> <p>Using Digital Storytelling (DS) in GCE is an innovative and effective way, as it combines creativity, media literacy, critical thinking, language skills and personal reflection, and is very attractive for</p>



	digital natives.
target groups <i>ciljane skupine</i>	Belgium, Croatia, Greece, and Italy Secondary school teachers and trainers (e-facilitators, youth workers, cultural mediators etc.) working in formal and non-formal educational settings (schools, Telecentres, Youth Centers, NGOs etc.) with young people. Young people (13-19 years old), at risk of marginalization. Relevant policy-makers and stakeholders.
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	DS is an attractive method for young people since they can work in online settings and can encompass and combine different topics. It is easy to apply in any setting where a computer and Internet connection is available. Overall, it is a creative method that has multiple benefits for both students and teachers and it is an easy way to engage young people in GCE's values.

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	The Croatian Youth Network – Studies About Youth for Youth http://www.mmh.hr/en http://www.mmh.hr/files/ckfinder/files/Mladi-o-mladima-web.pdf https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	Since 2009

Field (topic) Područje (tema)	Youth related topics such as youth employment, public policies concerning youth or youth's participation in decision-making.
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i>	<p>The Croatian Youth Network, together with its member organizations and with other partners, organizes an educational programme for youth called Studies about youth for youth that covers several topics about the Youth and Society, Youth Work and also about Youth and public policies and Participation in Decision-Making Processes.</p> <p>Studies consist of intence program that is based on participative and interactive methods of education and aim to inspire participant's initiative, exchange of experience and knowledge, critical thinking, activism and advocacy.</p>
Goals <i>Ciljevi (i/ili ishodi)</i>	<p>The Studies aim to give concrete knowledge and skills that will help participants in working with young people and advocating for youth policy and youth participation in the decision making processes that is based on values of human rights and democratic political culture.</p> <p>Main goals of the program are:</p> <ul style="list-style-type: none"> - encourage youth to take responsibility for its community and participate in democratic processes - build skills of analysis, recognition and articulation of needs and problem of youth -encourage critical thinking about methods and opportunities of participation in community and influence on youth policies - encourage concrete application of knowledge in community
target groups	Youth activists

<i>ciljane skupine</i>	
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	The program has a strong practical dimension since it contains various activist and research tasks and demands from the participants a completion of a research project.

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	Red Conecta Migration by Esplai Foundation http://fundacionesplai.org/e-inclusion/red-conecta/ https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	Since 2001
Field (topic) Područje (tema)	digital literacy, education of adult immigrants
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo</i>	This is a digital literacy programme which works for the social integration of immigrants over 15 years of age through the use of information and communication technologies, or ICTs. Red Conecta Migration (hereinafter RCM) works with a Network of NGOs, associations, not-profit organizations and town councils located throughout Spain. Each of the centers is driven by a local association, which assumes the programme to implement in its district or city, thereby facilitated the coming together and the participation of people in the activities, and generating participative and coexistence dynamics in its area.

kratko opisati program i kurikulum)	
Goals Ciljevi (i/ili ishodi)	Improving digital literacy of adult immigrants in order to increase their employability, and social inclusion in local areas. Motivating local organizations and associations to participate in, engage in and contextualize the programme.
target groups ciljane skupine	Adult immigrants, local associations and organizations
why is it a good practice? zašto je primjer dobre prakse?	<p>Esplai Fundation provides advice and methodology support to facilitate the suitable implementation of the programme, National meetings are organized and a plan of continuous training is offered for the citizenship and for motivators such as ICT trainers dealing with cultural diversity. Then, the programme is implemented by local actors and is therefore contextualized. In RCM, work is carried out through a participative and horizontal methodology, based on the creation of materials adapted to the needs and demands that the organizations identify, through direct intervention, guaranteeing the sustainability and effectiveness of the project in the local organizations.</p> <p>Programme aims at empowering individuals through increasing their employability, knowledge and social inclusion.</p>

name of the project/ activity/ initiative Naziv projekta/ aktivnosti/	<p>Forum for Freedom in Education – Different educations for teachers and students regarding civic education, mediation, health education, advancement of teaching, school management</p> <p>http://www.fso.hr/forum-for-freedom-in-education/</p>
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<i>inicijative/</i>	https://gear.gong.hr/?page_id=2823
start/ duration	Activities since 1995
<i>početak i trajanje</i>	
Field (topic) Područje (tema)	Civic education, mediation, tolerance, democratic values, anti-corruption, critical learning, basic knowledge on political reality, high-quality teaching
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i>	<p>The organization organizes professional training seminars and educational activities, studies and analyses, campaigns and creative competitions, and works directly with teachers and schools.</p> <p>The program activities explore various issues to strengthen the role of education in forming a democratic culture, they actively work to introduce civic education in schools, and organize creative competitions and activities with children and youth to enable them to know how to be active citizens.</p> <p>Programmes targeting teachers:</p> <ul style="list-style-type: none"> - The program consists from three professional training seminars: Law in Everyday Life, Anti-Corruption Education, Education on the European Union. Another program called “Improving teaching” is focused on high-quality teaching and gives students an incentive to participate, collaborate and think critically. It consists of two seminars: Reading and Writing for Critical Thinking and Active Learning and Critical Thinking in Higher Education. - In addition, FSO organizes a seminar for mediation as a way of conflict resolution. The program promotes non-violent behaviour in education and society: through training events, the creative competition “Colour the World”, work with children and youth, and publications on various topics. A particular value was discovered in combining mediation and volunteering as a new

	<p>incentive for a non-violent society and care for others. Basic and advanced professional training seminars on mediation have been created for teachers and other experts. All participants who successfully graduate from the course can apply to be listed in the Registry of Conciliators with the Ministry of Justice.</p> <ul style="list-style-type: none"> - programme to strengthen the managerial capacities of schools to make them focal points of their communities; implemented through the seminars “Introduction to Project Thinking”, “Preparing Applications for European Union Funds” and “Public Relations in Education”. - seminar “Competence Development for the Education of Students with Behaviour Problems” empowers teachers and expert assistants for work with students with behavioural problems, notably by developing collaboration and teamwork, counselling and conducting indicated interventions. <p>Programs for students:</p> <ul style="list-style-type: none"> - “The creative competition “Colour the World!” became the focal point for promoting tolerance in schools. We receive hundreds of creative works every year, in which students contemplate tolerance by sending the adults clear messages on the society they wish to live in. - Educational programmes of the Forum for Freedom in Education for youth – summer schools and academies, seminars and workshops – are always a place for learning, new friendships, creative ideas, and are a place where young people respond positively to the incentives and effort invested.
<p>Goals <i>Ciljevi (i/ili ishodi)</i></p>	<p>FSO organizes training for civic education with the goal to develop civic and societal competences among children and youth, as well as among all citizens.</p>



target groups <i>ciljane skupine</i>	Teachers and students
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	<p>Over its almost 25 years of work, the Forum for Freedom in Education has grown into an organisation that successfully uses European Union funds for the development of Croatian schools and the professional training of teachers.</p> <p>Over 10,000 primary and secondary teachers have participated in our training events and workshops, and we are particularly proud of the average evaluation mark of our seminars: 4.8 (on a 1-5 scale). The National Foundation for Civil Society Development recognised the Forum for Freedom in Education's work and awarded it their institutional support on three occasions. Representatives of the Forum for Freedom in Education have participated in the work of a number of professional committees and working bodies in the field of education on the national level. We have been, by decision of the Ministry of Justice of the Republic of Croatia, an accredited conciliation organisation since 2013.</p> <p>The most noticeable testament to the work and programmes of the Forum for Freedom in Education is the number of established partnerships with primary and high schools, municipalities, cities and counties, as well as other relevant stakeholders in education.</p> <p>Close collaboration with research institutes and evidence-based programs.</p>

name of the project/ activity/ initiative <i>Naziv projekta/</i>	<p>Raising awareness for equal opportunities and intercultural co-existence in the field of education by General Union of Workers</p> <p>https://gear.gong.hr/?page_id=2823</p>
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aktivnosti/ inicijative/	
start/ duration početak i trajanje	2007 - 2009
Field (topic) Područje (tema)	Interculturality, tolerance, equality, educators' training
short description kratki opis (for educational activities please shortly describe the educational program and curriculum) (za obrazovne programe molimo kratko opisati program i kurikulum)	<p>With the support of the Directorate for Immigrant Integration and the European Fund for Integration</p> <p>Main axes of the programme:</p> <ul style="list-style-type: none"> - Awareness raising and specific training aimed at education professionals and managers to consolidate attitudes of acceptance of diversity among educators and enable them to acquire not only the necessary experience to be able to respond to diversity, but also a series of working strategies related to organization, planning and methodology. - Advice and training provided to education professionals, in communicational proficiency, conflict mediation and leadership, in order to take on a driving role implementing participatory processes and changes in educational centers, in such a way that changes taking place on a personal level are reflected in the medium and long-term period within said centers' structures, to include processes involving family and community participation. - To spotlight experiences or best practices within the field of education and generate informative feedback to contribute to the communication of knowledge while simultaneously allowing participants to enjoy raised profiles and be empowered as the real protagonists (pupils and teaching professionals) of the achievements attained; as well as to create spaces for research, exchange and debate among teaching professionals.

	<ul style="list-style-type: none"> - To identify and analyze “social beliefs” (prejudices, stereotypes, fears present in the educational community) which might generate attitudes, discourses and/or practices, or which may, in turn, be generating latent or obvious conflicts. - Raising awareness for the prevention of, and fight against, racism and xenophobia.
Goals <i>Ciljevi (i/ili ishodi)</i>	Main goal of the programme is to further develop intervention into education and help to make inter-cultural education a broader reality within the Education System.
target groups <i>ciljane skupine</i>	Pupils and educators
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	The program is empowering individuals to make a structural change and successfully identifies many crucial topics and methods necessary for an effective development of social and political competences of its participants.

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	Global Education Workshops project by Association Humanitas http://www.humanitas.si/index.php?lang=en https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	
Field (topic) Područje (tema)	Interculturality, discrimination and prejudice, diversity, migration, face-to-face meetings, active participation, critical views

<p>short description</p> <p><i>kratki opis</i></p> <p><i>(for educational activities please shortly describe the educational program and curriculum)</i></p> <p><i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i></p>	<p>The project consists of global education intercultural workshops dealing with prejudices, stereotypes, discrimination, diversity, migration etc. The workshops are conducted in primary and secondary schools and are directed towards teachers and students, but are also available to civil society organizations, youth centres and all others who are interested in topics of global learning.</p> <p>Workshops are held according to the principles of non-formal education around Slovenia throughout the school year and are prepared for different age groups (pre-schoolers, primary and secondary schools). The preferred number of participants is between 10 and 20. The workshop program is modular, thus adjustments are possible (duration from 8 to 15 hours), and parallel education of teachers is recommended. Humanitas' offer of workshops for 2016/2017 school year can be found on the following link: http://www.humanitas.si/data/useruploads/files/1467359453.pdf</p> <p>In 2012, Humanitas started to work with Through Other's Eyes methodology in strong cooperation with one of its authors Vanessa Andreotti.</p> <p>In 2016, Humanitas began performing unique global education workshops with the emphasis on migration and refugees. Besides stimulating empathy, the workshops also follow the objectives of the Agenda 2030 and raise awareness about the new sustainable development goals (SDGs). With their mission, the workshops follow especially the SDG nr.4.7 and 16, i.e. promoting a peaceful and inclusive society for sustainable development, ensuring access to legal protection for everyone and creating effective, responsible and inclusive institutions at all levels.</p> <p>The project "Through the refugee's eyes" is innovative and</p>
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different from workshops and events of many other NGOs because Humanitas' stance is that we cannot speak about refugees without them, everything we do as a society 'for' migrants and refugees, should be at the same time done 'with' and 'by' them. This is why they have developed (1) innovative interactive workshops on migration and refugees in schools, colleges and youth centres, and (2) experiential theatre play "Through the refugee's eyes", that actually give an opportunity to recapture the feelings of distress and feel the violation of the rights of people on the run. This effectively turns previous convictions of participants upside down and often puts them into question. Involved in the workshops, refugees and migrants are actually an integral part of the interactive experience, often resulting in new acquaintances, FB contacts, teachers' invitations etc.

Through the experiential theatre play participants try to identify themselves with the fate of the refugees using innovative methods of guided visualization and are put to the test of re-living the plight of the refugee, the perilous journey and numerous breaches of human rights on the way. After exiting the role, facilitators guide the participants through the debrief activities in which they recognize the importance of social inclusion at all levels, and introduce them to a living library method, where they can "read" a "living book", in this case, people with migrant and refugee experience. The method of living library offers participants the opportunity to confront their own stereotypes and prejudices and openly discuss them with our guests. They encounter stories about extremely complex and dangerous refugee and migrant routes and bureaucratic (and other) barriers to integration into Slovenian society. People with migrant and refugee experience co-create educational workshops and give them a special personal touch, while at the same time they themselves get the opportunity to

	reflect upon and evaluate their own difficult experiences through the workshops, build personal social networks and promote intercultural dialogue.
Goals <i>Ciljevi (i/ili ishodi)</i>	The objectives of the workshops are to i) explore the role of the individual in the interdependent global society, ii) to develop critical views towards available information and to research backgrounds of one's own views on key issues of common concern to humankind (environmental sustainability, unequal distribution of goods and the functioning of the consumer society, intercultural communication), iii) to explore opportunities for active participation in the direction of positive social change.
target groups <i>ciljane skupine</i>	Educators and pupils (preschool, primary and secondary school)
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	As for the content of the workshops, it is through group work, role play, simulations and structured discussion on the basis of audio-visual materials that participants develop skills for group work, acquire knowledge and develop critical and reflective attitude towards available information through discussions. Participants explore the possibilities of (media) manipulation, and discover the importance of concealed or inaccessible data. Through experiential learning and group dynamics they learn about the different starting points of marginalized social groups and attitudes of the majority society towards them. Through role play they develop intercultural communication skills and respectful attitude towards the groups and individuals who originate from other socio-cultural backgrounds. By interactively displaying the difference between the so-called the global North and the global South, participants get to know the causes of global migration and critically evaluate concepts such as the promotion of human rights, unequal distribution of global wealth, climate change, equal opportunities etc. Humanitas implements more than 100 workshops and seminars per year, holds regular and continuous contacts with more than 30 schools, otherwise cooperates with more than 150 schools throughout Slovenia, and is active also in the EPTO (European peer training organization) network, which organizes anti-discrimination and diversity trainings for

	trainers.
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name of the project/ activity/ initiative	<p><i>The GOOD Initiative</i> for the introduction of systematic and high-quality education for human rights and democratic citizenship in schools</p> <p>http://goo.hr/good-inicijativa/</p>
start/ duration	Ongoing since 2008
Field (topic) Područje (tema)	Civic education, National educational policies and reforms, Advocacy of pluralism and inclusion in education, Democratization of schools
short description	<p>The GOOD Initiative has conducted a number of activities focusing on introducing and improving standards of civic education in schools, and on the other hand, on supporting the reform of national educational policies, through education, action and advocacy.</p> <p>The various projects conducted by the GOOD Initiative have comprised educational and informative components (non-formal training, applied analytical activities). Over the years, the Initiative has built up a strong coalition of stakeholders interested in seeing the educational standards in Croatia improved in various ways, especially concerning the implementation of various aspects of civic education systematically and in a relevant manner.</p> <p>The three main clusters of the Initiative's activities include:</p>

	<ul style="list-style-type: none"> - Mobilization of interested stakeholders (teachers, youth, parents, CSOs, trade unions) for improvements in education, in terms of openness, inclusiveness, orientation towards needs and dedication to imparting civic competence; - Encouraging the democratization of schools and adoption of democratic models of school governance, as well as good examples of using civic competencies in practice; - Conducting critical monitoring and reporting on various educational policies and practices, promoting good practices and warning about bad practice and systemic weaknesses.
goals	Goals of the GOOD Initiative include, among others, are the recognition of education as a public and common good, affirmation of the right to education that includes civic education as a key resource of democratically oriented social change, and advocacy of pluralism and inclusion in education as a reflection of democratic endeavours.
target groups	Teachers and educators in all levels of education, policy-makers, scientists active in the area of education and education policy, parents, youth
why is it a good practice	<p>Taking into account that the GOOD Initiative's membership also includes several staff of scientific institutions, the Initiative's work is based on evidence from policy and practice, and all of the Initiative's advocacy efforts draw on existing professional and scientific papers.</p> <p>Further, the experience of advocating for the Initiative's goals in the Croatian context has repeatedly shown the necessity of networking and working together across sectors to achieve social impact and social change. These efforts have included the further development of stakeholder networks, especially with trade unions in science and education; this collaboration has proven that numerous people can be included and mobilized; enabling the</p>



	Coalition to organize two major protests under the <i>Croatia can do better!</i> moniker, which have brought together more than 50,000 people (2016) and another 30,000 (2017) in mass action around the country.
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name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	Initiative Welcome! http://welcome.cms.hr/index.php/en/ https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	Ongoing since mid-September 2015
Field Područje (tema)	Media Literacy, learning about the EU, citizenship/civic education, intercultural learning, initiatives for social justice and inclusion
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo kratko opisati program i</i>	<p>The Centre for Peace Studies (www.cms.hr) has initiated wide gathering of citizens, civic groups and non-profits and has established an initiative ‘Welcome’. The main aim is to provide direct support to refugees while at the same time advocating and campaigning for revision of current migration policies in the EU as well as in Croatia. The initiative ‘Welcome’ has five main pillars of work: advocacy at national and the EU level, pro-refugee and anti-xenophobia activism, media campaign and sensitization of public, educational work in local communities and humanitarian and direct support to the refugees.</p> <p>When the so called Balkan route was open, Initiative gathered more than 60 civil society organizations, one football club and more than 400 volunteers who gave support to the refugees on</p>

<p>kurikulum)</p>	<p>the ground on everyday basis – from humanitarian support and coordination with local organizations, but also providing information to refugees about current procedures regarding entering and leaving Croatia.</p> <p>In addition to that, because of better communication with the public, the web page was also published – welcome.cms.hr – which displays news from the ground and publishes useful information for refugees as well as anyone else who finds it useful.</p> <p>Initiative Welcome! insists that the Republic of Croatia needs to take the political initiative and to advocate finding sustainable and adequate solutions for this humanitarian crisis, which are based on international humanitarian law, protection of human rights, intergovernmental cooperation and solidarity.</p>
<p>Goals</p> <p>Ciljevi (i/ili ishodi)</p>	<p>Goals of the Initiative Welcome!, among others, are immediate response to humanitarian refugee crisis in Croatia, long-term integration of refugees in Croatian society, sensitizing Croatian public while preventing xenophobic violence, and advocating immediate and quality response of the EU and the Croatian government in protection of refugees.</p> <p>After more than two years of expansion of the humanitarian crisis, there is still need for advocacy and humanitarian support. In a cooperation with institutions, freelance volunteers and other initiatives we have a great potential for further educational work against racism and xenophobia; and for raising awareness in the local communities.</p> <p>In order to confirm and to keep a “good” and positive discourse about refugee crisis that was present in Croatian media, Initiative</p>



decided to make a TV videos for general public. Idea of the video was to show solidarity Croatians showed and how they responded to this humanitarian crisis. Videos are [available here](#). Public is reacted very good, the last video has more than 18.000 views on Facebook in just one day. Videos were broadcasted on Croatian National Television and some private ones, too.

Initiative launched call for high school students for "[Ambassadors of solidarity](#)". Three day educational training for seventeen (17) high school pupils was held in Slavonski Brod. Training was composed of workshops and discussions addressing myths and prejudice towards refugees, refugee flow and refugee crisis with additional perspectives of crisis of solidarity and political/governance crisis, examples of solidarity and aid work in refugee camps (with guests speaking from NGOs and INGOs) and public communication and advocacy of solidarity expression in school and public.

This training was successful in many ways especially due to the fact that high school pupils readily accepted titles of ambassadors of solidarity with made plans of number of solidarity activities in their schools and communities. They all conducted workshops in their schools and some primary schools addressing prejudice and barriers in integration of refugees as well as the urge for solidarity and intercultural integration, then human libraries with hosting refugees and migrants living in Croatia in their schools or public libraries, also quizzes and surveys on Facebook and other social media as well as several public actions. Their independent work was mentored by three CPS mentors. Ambassadors made video about their motivation to support refugees – video is available [here](#). After the training they did workshops in their own schools,

	<p>and reports are available here (http://welcome.cms.hr/index.php/hr/2016/04/29/2294/, http://welcome.cms.hr/index.php/hr/2016/05/12/ambasadori-solidarnosti-odrzali-radionice-u-slavonskom-brodu/).</p> <p>On the occasion of a Refugee Week, youth ambassadors visited Zagreb for two days. The encounter has started with evaluation of their work in past months and has continued and ended with solidarity action in front of Porin – Asylum Seekers Reception Centre in Zagreb. During that Week one had opportunity to hear presentations of primary school Fran Galović that organized a local manifestation called Dugave pedaliraju (engl. Dugave Neighbourhood Cycling). It was an action of solidarity with refugee children in their school. Another school Nikola Tesla from Rijeka presented their civic education classes and extracurricular activities addressing inclusion of refugees and other vulnerable groups. Third school was Tin Ujević from Osijek whose pupils presented their documentary movie on school vox populi on refugees and their school debates on social changes in terms of refugee flow and reactions of public. Another two schools made their campaigns on promotion of refugee rights too, and these were schools from Vukovar, both primary schools Siniša Glavašević and Dragutin Tadijanović, working through integrated class of Serbian and Croatian children.</p> <p>Initiative organized Third Refugee Week with more than ten organizations – it was three weeks agenda for public, full of integration activities and raising awareness events. Reach and public reactions was very good.</p>
<p>target groups</p> <p><i>ciljane skupine</i></p>	<p>General public, decision makers, policy makers, students, volunteers</p>



why is it a good practice	Initiative uses combination of different methods and approaches in order to improve quality of refugees' lives.
zašto je primjer dobre prakse	Welcome Initiative is a good example how to coordinate large numbers of the volunteers without whom relief efforts on the ground would not have been possible as they provide education sessions, trainings and supervision for the volunteers. In addition, Welcome Initiative is a good example to follow when it comes to advocating for forced migrants' rights and issues. Putting and keeping the refugee issues constantly on political and media agenda is a central part of their mission.

name of the project/ activity/ initiative	<i>Cultural and Spiritual Heritage of the Region</i> subject - Nansen Dialogue Centre Osijek
Naziv projekta/ aktivnosti/ inicijative/	* <i>Intercultural Education for Teachers and Expert Associates</i> http://www.ndcosijek.hr/en/projects/cultural-and-spiritual-heritage-of-the-region/ https://gear.gong.hr/?page_id=2823
start/ duration	Since 2007
početak i trajanje	
Field (topic)	Interculturality, tolerance, multiculturalism, history, interaction of students of different ethnic background
Područje (tema)	
short description	Education programme Cultural and Spiritual Heritage of the Region (CSHR) is program that allows children who live in multicultural and multi-ethnic communities to learn more about their own country, the culture and customs of the people who live in this area, with the aim of better understanding and respect for others,
kratki opis	
(for educational activities please	

<p>shortly describe the educational program and curriculum)</p> <p>(za obrazovne programe molimo kratko opisati program i kurikulum)</p>	<p>which is of essential importance for building relationships and intercultural society.</p> <p>It started as a three-year pilot program in three primary schools in Osijek:</p> <ul style="list-style-type: none"> - included 60 students in higher grades seven of their teachers. - program activities were within the set of thematic units, common to all of the three schools (religious symbols and folk customs, crafts and specific domestic products, architecture development, significant people of the region, native languages and scripts, migration, regional history and mythology , regional arts). This was done through project and field work, in the form of creative workshops, visits to museums, institutions, and the networking of schools, and joint meetings of students and teachers. <p>From the school year 2010/11, the project included nine schools that offered CSHR as an extracurricular activity.</p> <p>The project implementation is still monitored by the Education and Teacher Training Agency of the Republic of Croatia.</p>
<p>Goals</p> <p>Ciljevi (i/ili ishodi)</p>	<p>Getting to know other cultures and their customs, open communication, building relationships with others, and raising awareness that the building of the community which we live in is only possible with the inclusion of all the participants, is necessary not only to overcome the consequences of war and encourage the process of establishing trust between members of different ethnic groups, but also as to prepare for a future life in the united, multicultural Europe.</p> <p>Project is financed by Delegation of the European Union to the Republic of Croatia.</p>



	Nansen Dialogue Centre also carried out educational projects, such as <i>Intercultural Education for Teachers and Expert Associates</i> aimed to increase basic intercultural competences of teaching staff.
target groups <i>ciljane skupine</i>	Primary school students in multi-ethnic and post-conflict areas of Croatian Eastern Region
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	<p>Monitoring and Evaluation confirmed the importance of such approach to learning about multicultural environment, because apart from the fact that the children involved in the project learned of their regional heritage, implementation of the CSHR program led to a noticeable change in children's attitudes and behaviours, more tolerance, they were less willing to discriminate against others, whereas teachers through this work and evaluation got a certificate and support for their further work on connecting the children of different ethnicities.</p> <p>So far the implementation has shown that CSHR is a bridge between children of different nationalities, and we expect the programme Cultural and Spiritual Heritage of Region to take hold in these schools and become their identity in the community where they live and work, and that the program would expand in other multicultural areas in Croatia and beyond.</p>

name of the project/ activity/ initiative <i>Naziv projekta/</i>	<p>Nansen Dialogue Center Skopje – <i>Nansen Model for Integrated Education</i></p> <p>http://www.ndcosijek.hr/en/</p> <p>https://gear.gong.hr/?page_id=2823</p>
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aktivnosti/ inicijative/	
start/ duration početak i trajanje	Since 2007
Field (topic) Područje (tema)	Integration of students and families of ethnic minorities, tolerance, solidarity, interculturality
short description kratki opis (for educational activities please shortly describe the educational program and curriculum) (za obrazovne programe molimo kratko opisati program i kurikulum)	<p>The Nansen Model for Integrated Education, with its Programs for students, Program for cooperation with parents and Training programs for teachers, carries out educational and supportive activities in order to promote tolerance, intercultural understanding, and decrease the gap and tendency of segregation. It has a separate program for students and a program for parents.</p> <p>Programs for students:</p> <ul style="list-style-type: none"> - offer activities which will help students develop life skills and abilities, expand their knowledge and improve their self-confidence and interpersonal relationships in order to decrease the gap and tendency of segregation of students from different ethnic, religious and cultural background. - is implemented through extracurricular activities which are carried out bilingually, with students from different ethnic communities, and with two teachers. These extracurricular activities are carried out twice a week, before or after the regular teaching process, and last around 45 minutes. The NDC Skopje team has drafted Annual Programs for Extracurricular Activities for primary and secondary education. Each Annual Program contains three different sections/clubs for students. In total, over 34 different sections have been created for students of primary and secondary education, sections such as: the Art section, Music section, Little Explorers, Sports section, Program for Peace and

Tolerance, Little Constructors, Eco section, CIVITAS, People of the world etc.

All of the activities from different sections are organized and carried out using different, fun, interesting, and stimulating games, working in small groups, working in tandems, group discussions, role-playing etc.

The extracurricular activities are implemented before or after the regular teaching process, which is carried out in the native language of the students, and they represent a complement to the compulsory curricular contents.

These activities are carried out by a tandem of teachers, who have the opportunity to choose whichever section they want from the three offered in the Annual programs for extracurricular activities (annual programs for both nine – year primary and 4 – year secondary education), to implement with their students. Through a wide range of games and encouraging research activities, students develop positive feelings and views on the “other” culture and its values, they get to know each other, socialize, develop the communication and interaction with each other, learn elementary words and phrases from the other language in a very easy, unobtrusive and spontaneous way.

Programs for teachers and other school staff:

In 2012, NDC Skopje and the Ministry of Education and Science of the R. of Macedonia founded the Nansen Model Training Centre, which offers different training programs for teachers, school psychologists, pedagogues and school principals. The programs help the professionals from the field of education strengthen their intercultural competencies, promote and support their personal transformation, promote the vision of intercultural education with

	<p>the intention such transformation to be transmitted and reflected in the work with students, parents and other members of the school.</p>
<p>Goals <i>Ciljevi (i/ili ishodi)</i></p>	<p>The main aim of the Nansen Model for Integrated Education is to promote the integration of students, parents and teaching staff from different ethnic background and with the help of the Programs for students, the Program for cooperation with parents and the Training programs for teachers, decrease the gap and tendency of segregation.</p>
<p>target groups <i>ciljane skupine</i></p>	<p>Primary and secondary school students, teaching and other school staff, parents</p>
<p>why is it a good practice? <i>zašto je primjer dobre prakse?</i></p>	<p>NMIE is a contemporary educational model that fosters, encourages and integrates multiethnic values, bilingualism and at the same time promotes and supports partnership relations between students, teachers and parents, encourages community participation through establishing harmonious relations based on respecting differences.</p> <p>Throughout the years, the model has been successfully implemented in several selected primary and secondary schools in different municipalities of the R. of Macedonia and has demonstrated excellent results.</p> <p>The Nansen model for integrated education offers integrated bilingual extracurricular activities that allow the cultivation of positive socio – emotional climates and constructive team work in the groups with heterogeneous ethnic composition.</p>



name of the project/ activity/ initiative Naziv projekta/ aktivnosti/ inicijative/	Pučko otvoreno učilište Korak po korak – edukacije za učitelje http://www.korakpokorak.hr/ https://gear.gong.hr/?page_id=2823
start/ duration početak i trajanje	Since 2000
Field (topic) Područje (tema)	Critical thinking, autonomy, care for others, environment, participative education
short description kratki opis (for educational activities please shortly describe the educational program and curriculum) (za obrazovne programe molimo kratko opisati program i kurikulum)	<p>POU's <i>Step by step</i> organizes <i>Step by step</i> education which is aimed at teachers of pre-school, primary school and secondary school children in order to advance educational process and create preschools and schools oriented at children, in which children and young people are allowed to actively participate in educational process, to freely and creatively express themselves, to develop critical thinking, autonomy, responsibility and care for others and environment, and to realize all of their potentials in accordance with their interests and capabilities, in the environment which supports democratic relations and respects differences.</p> <p>Organization collaborates with the Croatian Education and Teacher Training Agency that provides participants who successfully completed the education a certificate proving their capabilities.</p>
Goals Ciljevi (i/ili ishodi)	Main goal is improvement of the educational process' quality and creation of educational institutions that encourage free and creative expression, development of critical thinking, independence, responsibility, care for others and environment and

	active participation. This is aimed primarily through provision of professional development courses of educators of children of all ages.
target groups <i>ciljane skupine</i>	Educators of children of all ages
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	The program provides practical education to interested educators and empowers them through raising their competences and skills to successfully teach civic education and skills to their students.

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	<i>Workshops on Interculturality, Migration and Volunteering</i> by Slovene Philanthropy https://www.filantropija.org/en https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	
Field (topic) Područje (tema)	Interculturality, migration, volunteering
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and</i>	<i>Workshops on Interculturality, Migration and Volunteering</i> are organized by Slovenian Philanthropy and provides programs for schools. In the school year 2016/2017 this program that teaches volunteering, intergenerational cooperation, interculturalism and learning about migration is offered to schools and other educational institutions. It consists of a selection of workshops, training sessions and events, which can complement and upgrade the existing educational and training programs.

<p>curriculum) (za obrazovne programe molimo kratko opisati program i kurikulum)</p>	<p>The current offer contains four sections: i) Support for professionals (teachers, educators, youth workers), ii) Volunteering as an opportunity for personal development of children and young people, iii) Inter-generational cooperation; iv) developing intercultural competences and learning about migration.</p> <p>A concrete example of the workshop on interculturalism, migration and volunteering for students consists of students meeting with refugees from Syria and having a facilitated and open discussion about interculturalism, migration, solidarity and volunteering. Participants learn about the causes of migration, about examples of successful integration in the new society, and explore how they can help people who have come from other cultures. This workshop opens the space for questions about media exposed aspects that cause doubts and fears of the refugees among general population. The workshop is also suitable for classes where students or teachers have intolerant attitudes towards refugees. Duration of this workshop is two teaching hours, it is open to up to 16 participants and two people and one refugee are involved in its implementation.</p>
<p>Goals Ciljevi (i/ili ishodi)</p>	<p>Complement formal education while improving knowledge and awareness on interculturality, migration, volunteering, participation in community, cooperation and tolerance</p>
<p>target groups ciljane skupine</p>	<p>students and educators</p>
<p>why is it a good practice? zašto je primjer dobre prakse?</p>	<p>Offered to schools in order to complement and upgrade the existing educational and training programs. A successful example of combination of formal and non-formal education (institutionalizing non-formal education).</p>

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	<i>Open Intercultural Classrooms – Spanish league for education and popular culture</i> https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	2007-2009
Field (topic) Područje (tema)	Intercultural understanding and awareness in classrooms, increasing opportunities of immigrant and underprivileged students
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i>	The programme focuses on students enrolled in centers of education, the majority in deprived geographic areas, with a high level of immigrant students with specific requirements and educational support needs involving linguistic compensation and refresher courses.
Goals <i>Ciljevi (i/ili ishodi)</i>	To safeguard immigrant and underprivileged students' access to high-quality public education services, and to encourage their continued presence within the education system, with measures to prevent absenteeism and scholastic drop-out

target groups <i>ciljane skupine</i>	Underprivileged and immigrant students, students
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	Activities seek to undertake in these classrooms the socio-educational integration of the immigrant and most underprivileged student body, creating intercultural spaces, valuing diversity, encouraging co-existence and developing ethical/ civic values, both in educational support and bolstering as well as in leisure and free-time options, and attempting to compensate for inequalities rooted in social, economic, cultural and ethnic fields or any other.

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	<i>the Mosaic Model</i> https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	1998 - ongoing
Field (topic) Područje (tema)	interculturality, tolerance
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and</i>	In 2012 the Mosaic groups in the kindergartens were institutionalized as part of the educational system in the country, especially in the areas of different ethnic minorities. Programme offers bilingual mutual education to children from different ethnic communities of ages 3 to 6. The primary objective of the project is the daily socializing of children and teaching them about tolerance and respect for different cultures from an early age when they haven't formed prejudices and stereotypes yet.

curriculum) <i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i>	The preschool teachers that work with Mosaic groups of children work as a tandem and use two languages in all activities.
Goals <i>Ciljevi (i/ili ishodi)</i>	Teaching about tolerance, different cultures and solidarity to kindergarten children that still did not form prejudices and stereotypes about each other.
target groups <i>ciljane skupine</i>	Preschool children
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	This approach, in a wider context, serves as a good basis for building interethnic tolerance and confidence in everyday relations between different ethnic communities in our country.

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	<i>With global learning to global goals</i> in Slovenia– by platform SLOGA, Association Humanitas, Zavod Global, Institute for African Studies, Zavod Voluntariat, Association for Culture and Education PiNA, Peace Institute, ADRA Slovenia, Umanotera, Focus, Amnesty International Slovenia, United Nations Association for Slovenia and Association Hope Jesenice http://www.mirovni-institut.si/en/projects/ngo-consortium-with-global-learning-to-global-goals/ https://gear.gong.hr/?page_id=2823
start/ duration <i>početak i trajanje</i>	Project duration is 17 months starting in 2017

Field (topic)	Human rights, equality, migration, environment...
Područje (tema)	
short description <i>kratki opis</i> <i>(for educational activities please shortly describe the educational program and curriculum)</i> <i>(za obrazovne programe molimo kratko opisati program i kurikulum)</i>	<p>The project consists of workshops on sustainable development goals in connection to global education. Workshops are implemented in schools for students as well as for teachers on various topics (human rights, development, gender equality, intercultural dialogue, inequality, globalization, migration, environment, climate changes, water, cotton, food, consumerism, volunteer work, humanitarian aid etc.).</p> <p>Also, project included a national conference and motivational day for teachers, publishing of a promotional brochure and handbook on sustainable development goals in relation to civic education. They carried out advocative activities, issued a thematic issue of Slogopis on global learning, sent monthly newsletter to teachers across Slovenia, implemented global Education Week in November, and an online awareness-raising campaign.</p>
Goals <i>Ciljevi (i/ili ishodi)</i>	Provision of nonformal education to students, teachers and principles to improve their civic competence and advocative abilities.
target groups <i>ciljane skupine</i>	Students and teachers
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	A successful example of providing a non-formal education in the institutions of formal education, mostly through workshops in schools.
name of the project/ activity/	<i>Young Ambassadors of Intercultural Dialogue project</i>

initiative	https://gear.gong.hr/?page_id=2823
Naziv projekta/ aktivnosti/ inicijative/	https://www.facebook.com/Mladi-Ambasadorji-Medkulturnega-Dialoga-118840184845116/ http://www.mamd.si/mamdWP/about-the-project/
start/ duration početak i trajanje	Since 2009
Field (topic) Područje (tema)	Interculturality, tolerance of differences, immigration, dialogue
short description kratki opis (for educational activities please shortly describe the educational program and curriculum) (za obrazovne programe molimo kratko opisati program i kurikulum)	<p>The most important content pillar of the project YAID is the selection of young ambassadors of intercultural dialogue (herein referred to as young ambassadors) through educational modules “Hours of intercultural dialogue” on the themes Roma, Islam, LGBT community and migrants. The function of being a young ambassador is voluntary and means active representation of one of the member countries of the Council of Europe and the Mediterranean states and engagement in the peer to peer sensitization regarding the values of intercultural dialogue. Young ambassadors are also given the opportunity to cooperate with a peer mentor from the represented country in order to get first-hand information about the culture and at the same time to be the ambassadors of Slovenian culture in mentor’s country. Youngsters aged between 12 and 18 years that are engaged in the project YAID directly contribute to intercultural dialogue in the open and pluralistic societies and develop opportunities for acquiring intercultural competences in one’s early days with various forms of active participation in society.</p> <p>In the project YAID also circumstances for quality non-formal education for youth workers are established through hands-on</p>

training. The educational modules include learning about other cultures, methods for promotion of intercultural dialogue and stimulation of coexistence of different cultures and through all mentioned help improve social, cultural and civil competences and strengthen active citizenship of youth and other pedagogical workers.

Within the project YAID in the pillar “Culture” the accessibility of culture, sports and arts are being enhanced through organisation and implementation of intercultural events hand in hand with ethnic and cultural minorities such as LGBT community, elderly people associations, Roma, disabled people, religious and other cultural and ethnic minorities. Also sport events named “Igre kultur” (translation Culture games) are organized and carried out. The ethnic and cultural minority groups are actively involved throughout all the mentioned activities of the project in all four content pillars of the project YAID.

The fourth content pillar of the project YAID is the informational and dissemination process regarding the theme intercultural dialogue. Through the years a lot of publications were published (you can find some of them on this page also in English language in section “Projekt-Publikacije”): “Zgodbe iz barvastega lonca” (translation Stories from the coloured pot), “Urice medkulturnega dialoga” (translation Hours of intercultural dialogue), two publications named “Mladi ambasadorji medkulturnega dialoga” (translation Young ambassadors of intercultural dialogue) and 6 issues of the newspaper “Mladi ambasadorji medkulturnega dialoga”. In this content pillar also periodical surveys about the level of tolerance regarding different minority and ethnic cultures among youngsters are being implemented.

Goals <i>Ciljevi (i/ili ishodi)</i>	<p>“Young Ambassadors of Intercultural Dialogue”, the project conducted by Mladinski center Dravinjske doline, is a project with the purpose to set strong foundations for multicultural societies to become intercultural societies. This means that relationships of open interaction, exchange and versatile recognition, respect of values and lifestyles are (re)established amongst different cultural, ethnical and other groups who are living together.</p>
target groups <i>ciljane skupine</i>	<p>Youth activists aged between 12 and 18</p>
why is it a good practice? <i>zašto je primjer dobre prakse?</i>	<p>Establishing intercultural dialogue is a process that should be based on direct contact and exchange of information, experiences and opinions between different cultures. Projects such as YAID are due to activation in different areas and through different channels big contributors to this cause. Project YAID promotes active citizenship and volunteering among young people, is linking programs of formal and non-formal educational institutions, raises the level of development of youth culture in local communities, sensitizes youngsters and is a strong brick in the establishment of a sustainable system for continuous development in progress-oriented intercultural relations in society.</p>

name of the project/ activity/ initiative <i>Naziv projekta/ aktivnosti/ inicijative/</i>	<p>Education for Civic Literacy</p> <p>Gongs` education for teachers</p> <p>https://www.gong.hr/hr/aktivni-gradani/gradanski-odgoj-i-obrazovanje-u-skolama-2/</p>
start/ duration <i>početak i trajanje</i>	<p>Since 2012 once or more times per year</p>

Field (topic) Područje (tema)	Civic and media literacy education for teachers. 3 modules: political literacy (democracy, human rights, and civil society), EU literacy and media literacy.
short description <i>kratki opis</i>	GONG, a civil society organization founded in 1997 to encourage citizens to actively participate in the political processes. In 2012. GONG launched educational program called "Education for Civic Literacy" as an informal program of professional development for teachers and high school professors which during its creation brought together experts from the Faculty of Political Sciences, Faculty of Law in Zagreb and from Gong. This professional training program contributes to the development of civic competences as well as social and political competences of educational workers and enables them to contribute to the democratization of schools and society. It consists from three modules: political, EU and media literacy.
Goals <i>Ciljevi (i/ili ishodi)</i>	<p>The purpose of the program is to prepare educational workers so that they can teach students about active citizenship, critical thinking, understanding of social and political processes and the role of media and the EU in social and political life. The program contributes to the development of civic competences as well as social and political competence of the educational workers, and enables them to contribute to the development of civic competence and contribution to the democratization of school and community.</p> <p>The expected outcomes for the political literacy module are for the participants to be able to critically analyse the fundamental concepts and processes related to democracy, the political process and civic action, as well as develop organizational competence and competence in basic teaching of youth and adults about the democratization of the system and schools. For the EU literacy, the</p>



	<p>expected outcomes are to know the basic concepts related to institutions and mechanisms of the EU, to be able to critically analyse the European integration process and current challenges and to develop competence for introductory teaching about the EU, while for the media literacy module the expected outcomes are to develop a critical understanding of the media and their role in society and to develop competencies for basic teaching of youth and adults about the importance of the role of the media as well as the critical analysis of media content.</p>
<p>target groups <i>ciljane skupine</i></p>	<p>Primary and secondary school teachers, educators and youth workers</p>
<p>why is it a good practice? <i>zašto je primjer dobre prakse?</i></p>	<p>One of the important factors for active civic participation in a democratic society are citizens who have developed the necessary competencies/skills, abilities and attitudes. These competencies are developed generally throughout the lifelong socialization process, but a particularly important role in encouraging their development have education processes, because they are the only ones that can in an organized manner contribute to learning and bringing equal opportunities among young people. The Croatian formal educational system does not provide fundamental knowledge of political literacy.</p>

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