**Croatia**

On the Faculty of Philosophy and Social Sciences, in the University of Zagreb, social science students (informatics sciences, psychology and sociology) during their two year masters study have to gather 60 ECTS (informatics sciences) or 120 ECTS (psychology and sociology). Psychology and sociology are studied as a single masters study on corresponding departments, while informatics is studied in combination with other study groups provided by other departments existing on Faculty of Philosophy and social sciences where students get additional 60 ECTS.

Similar situation is for humanistic sciences whose masters degree education lasts for two years and depending on the study groups, students have to gather either 60 ECTS or 120 ECTS points. English, French, German, South Slavic, Croatian, Slovak, Spanish, Italian language students, History of arts students have to gather 60 ECTS point. These students study other study groups on the Faculty so they get additional 60 ECTS points from there. Students who study English, Croatian, History or Italian as their only choice have to gather 120 ECTS points.

Students from both social and humanistic sciences mentioned above can choose either the scientific track or teacher track of their study, meaning that they can work in elementary and /or secondary school.

When choosing teaching track, there are obligatory subjects students must attend but none of them is related to working with diversity. Within Faculty of Philosophy and Social Sciences, a Centre for Education of Teachers is responsible for educating before mentioned students. The Centre is sort of a hub that unites various academic subjects from different departments that exist on the Faculty and might be relevant for students who will work in schools. In most broadest terms the Centre is responsible for pedagogical-psychological-didactical and methodical education of future teachers. Obligatory academic subjects are *Educational psychology, Systematic pedagogy, Didactics, Methodics, Educational philosophy, Rhetoric for teachers, Croatian language for teachers, Information technologies in education, Educational sociology, Methodics, School practice.* There are also elective subjects, such as *Evaluation of educational interventions,* which is research methodology based. These subjects give a general theoretical perspective and none of them provides theoretical information about diversity. The only diversity students can encounter are during school practice in which students have to give 5 lectures, 45 minutes each.

Hence, in Croatia, most of the work on diversity is done by civil society organisations and one such example of good practice will be depicted.

**The good practice TITLE**

1. The problem it addresses

What problem is solved or issue is addressed that is experienced by teacher trainers?

The core purpose of the project Start the Change is to prevent violent radicalization, promote democratic values, fundamental rights, intercultural understanding and active citizenship among young people in four European countries. Among many topics this project addresses, one of the most important ones is teacher training for dealing with diversity. This is a non-formal education.

Since many school children, mostly of low socioeconomic status and immigrant background are prone to take part in various radicalization processes, teachers have to have capacities to deal with diversity in order to prevent this from happening. The project is based on the principle of teacher education🡪working with disadvantaged students 🡪volunteering in local community. Previously it has proven to be a good sequence for making a change, and will be implemented in this EU project that begins in January 2017.

1. The context

Type of teacher training for secondary education, type of subject (science, social studies or languages etc) and which actors are involved in the good example?

Education for teachers will be done in four countries by people who have experience in the field of teacher training and diversity, and have undergone this specific education.

1. The content

Please give a concise and concrete description of the good practice.

Education of teachers will be based on competences for democratic culture that comprises values, attitudes, skills as well as knowledge and critical thinking. Large five areas covered will include: Leading the young activists and volunteers; Civic education and human rights; Prejudice deconstruction; Conflict resolution and transformation; and Creativity and communication tools in diversity education.

Every teacher that will go through this extensive program will connect with other teachers form the remaining schools and create a plan for the local implementation. This kind of intensive work program had proven to be the best way to help teachers become more competent and motivated to further develop the local projects in their surroundings. Each school will be given a mentor, who will work with them systematically for one school year.

Teachers will be accompanied with volunteers and they will work directly with the children and youth, with special emphasis on disadvantaged youth, such as ethnic, religious or cultural minorities, in school and out of it.

1. The student-teacher competences that are developed

What are the student-teachers able to “do” after they have been in the good example?

Values of human rights, human dignity, valuing cultural diversity, democracy, justice, fairness, equality and the rule of law will be strongly emphasized. The program examines and fosters the attitudes of openness to cultural otherness and to other beliefs, views and practices, also the topics of respect, civic mindedness, responsibility, self-efficacy and tolerance of ambiguity.

As far for the skills developed, the program will enrich and enhance teachers’ skills in the fields of relationships, critical thinking, empathy, connection, communication, co-operation and conflict resolution. The participants will learn more about themselves, their stereotypes, prejudices, fears and beliefs, but also gain knowledge in the areas of politics, law, human rights, cultures, religions, history and media.

1. The theoretical underpinning

Which are the theories underlying the good example? Or what is the line of reasoning underlying this good example, why would it be a good thing to do?

Line of reasoning behind this example is that education is a predictor of low prejudice and high positive attitude towards integration of immigrants and minorities into host society. Additionally, openness to cultural otherness relates to Berry’s acculturation model which postulates two dimensions (embracement of others’ culture and desire for contact with other cultures) leading to four acculturation strategies. Integration is the most adaptive strategy for both majority and minority groups because it includes maintaining ones culture, identity and other values while simultaneously having contact with other group. Leaning onto Allport contact hypothesis, interaction with others (done via projects in local community) reduces prejudice, increases perception of outgroup variability. This process is also mediated via self-disclosure, empathy and ethno cultural empathy which leads to more tolerance towards diversity.

1. The impact on student teachers

How is the good example received by student teachers? What is the impact on them? Did they enjoy it? What did they learn from it?

Project described is based on previous projects done by FFE and their partners that incorporate the sequence – teacher education 🡪 work with students 🡪 volunteering in local community. This has proven to make teachers feel more empowered to work with students and in local community. It also had an effect on other pupils because they felt much comfortable when interacting with someone different.