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# CRISCO

Crossroad of the Regions - fostering involvement of  
all citizens in local life to Improve Social COhesion

## CRISCO Local Process - Reporting

### A. Local Process - Introduction

Local Panels of Stakeholders (LPS) are central in CRISCO.

- Each CRISCO participant sets up a motivated, active and well-balanced LPS (based on these proportions: 1/3 of citizens or citizens' organizations, 1/3 non-profit and civil society organizations, and 1/3 experts, officials and local authorities), that will meet regularly to **experiment and review (new or existing) local integration initiatives**.
- In each CRISCO partner, the LPS is composed of at least 18 formal members (**at least one signed attendance list per reporting period** is necessary – 4 in total), but may be widely enlarged by the informal participation of the wider local community.
- Building on their existing mechanisms of local democracy, each partner town will maintain existing or develop new instruments to involve local stakeholders and citizens in the project, especially the “hard-to-reach” groups.
- For this purpose, different participatory approaches, adapted to their specific conditions and needs, are expected to be maintained or developed by the CRISCO partners
- Local activities could be of two main types:
  - *Reflection*: debates, workshops, in-field visits, review of existing local initiatives (including interviews or questionnaires), invitation of external ‘experts’ or ‘resource persons’ (including from other CRISCO partners), etc.;
  - *Action*: launch, activate, enrich or adapt (new or existing) local integration initiatives with a focus on the theme for the reporting period (4 in total).
- **Local activities reported in the CRISCO reports may be activities that take place in the context of other local initiatives but must be relevant for and linked to CRISCO (logos...).**

Important note: CRISCO partners may take part as ‘experts’, ‘external resource persons’ or ‘interested persons’ in the local process of another partner (2 missions per CRISCO partner), following rules that will be established for CRISCO (relevance, cost efficiency...).

**Please submit ([atcrisco@etterbeek.irisnet.be](mailto:atcrisco@etterbeek.irisnet.be)) each local process report and its annexes not later than 1 month after the end of the reporting period (4 in total).**

**Reports must be written in English language.**

**Please send pdf documents and keep all original documents in your possession and in good conditions until five years after the end of the project.**



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## **B. Local Process - General information for the reporting period n°3(4 in total)**

- Name of the partner: Municipality of Novo Mesto (Slovenia)
- Reporting period:
  1. From September 2017 to March 2018 (theme: "Cultural and social barriers to integration")
  2. From March 2018 to September 2018 (theme: "Prejudices and precarious individual situations")
  - 3. From September 2018 to January 2019 (theme: "Language barriers to integration")**
  4. From January 2019 to August 2019 (theme: "Lack of (public) places for inclusion activities")

- Summary of the local process for the reporting period(max. 10 lines):

We prepared four events, focusing mainly on prejudices and stereotypes connected to language barriers. We used various methods from education and workshops for example method of a living library, social experiment and meeting. We have included experts in various fields and young people from the local environment. In particular, we wanted to give direct experience to young how is to be discriminated and specially we focused on rising awareness among majority population on most socially excluded group in Slovenia Roma community.

- What are the 3 things you consider successful and 3-unsuccessful about the local process for the reporting period (max. 10 lines):

It was important for that young residents could hear the personal experiences of people who are victims of stereotypes and prejudices, and thus develop empathic skills and understanding of the situation of certain groups such as migrants and minorities. In social experiment they had direct experience on how society works and how is to be discriminated but you didn't have the same starting conditions like majority for example if first language is not Slovene. It was also important that experts could share the experience by sharing good practices provided for immigrants related to language opportunities. The most important conclusion is that integration is not related only to opportunities to learn language but also other aspects like social, economic and others.

- How did the local process support the preparation and contribution to the forthcoming transnational thematic event (max. 5 lines):

For the group, it was provided information and knowledge about official and not official opportunities for migrants to learn language, which are connected to legal status of a person and are provided on national and local level.



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- During this reporting period, representatives of the partner have taken part as 'experts', 'external resource persons' or 'interested persons' in the local process of another partner (2 missions per CRISCO partner):

**0 YES 0 NO**

Name(s) of the person(s):

Name(s) of the visited partner(s): .....

Motivation, reason of the visit(s):

Summary of the mission(s):

- During this reporting period, representatives of another partner have taken part as 'experts', 'external resource persons' or 'interested persons' in the local process of the partner:

**0 YES 0 NO**

Name(s) of the person(s): .....

Name(s) of the visiting partner(s): .....

Motivation, reason of the visit(s):

Summary of the mission(s):

Annexes:

0 At least one signed attendance list per reporting period (obligatory)

0 Signature(s) of the representative(s) of other partner(s) who came on visit in the partner's local process (obligatory)

0 Pictures (obligatory)

0 Evidence documents for the local process: invitations, meeting reports, local on-line and paper press, leaflets... (obligatory)

0

Other.....

.....



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## C. Local Process – Activities during the reporting period n°3

### C.1. Activity 1

Name of the activity: Local activity – Preparation for the 3<sup>rd</sup> transnational event. Theme:  
**“Language barriers to integration”–Living library**

Venue: **n.a.**

Date: **11. October 2018**

Number of participants: 60

Attendance list:

0 YES: see annex

**x NO: minors**

Representative(s) of another partner have taken part as ‘experts’, ‘external resource persons’ or ‘interested persons’ in this activity:

**X NO:**

0 YES:

Name(s) of the person(s):

Motivation, reason of the visit(s): to share their experience on discrimination.

Type of activity:

0 Reflection (e.g. meeting, debate...): .....

0 Action (e.g. activity, course, social event...): .....

**X Mixed (e.g. workshop, in-field visit...): presentation and field visit**

Description of the activity (max. 10 lines):

- The activity included a lecture on basic concepts related to migration (terminology, push pull factors, types of migration, emphasis on non-voluntary migration...), We have involved people who shared experience as migrants: Afghanistan person with rejected asylum application, Afghanistan person still in the asylum gaining process, Roma person, dyslectic person and others. They were talking face to face to the young people from the high school about integration process and also language barriers.

Results and outcomes of the activity (max. 10 lines):

- participants learned about the basic terminology of migration and the reasons why people migrate and intersection - multiple personal circumstances
- they realized that national official system don't provide enough and proper language lessons. For example person with rejected asylum application has not official opportunities or any rights to learn Slovene language, that 180 hour of Slovene official language school is not enough to learn such demanding language, that Roma people don't have any rights to learn Slovene language, even their first language is Roma language and the usually enter primary school with no knowledge of Slovene language and that is a important reason among others that they have very high number of school dropping...



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Relevance for and link to CRISCO (max. 5 lines):

The participants had opportunities to talk directly to the people who has experience in integration and language barriers and that is important to rise awareness among local population to understand and to contribute that this problems can be solved.

Other comments on the activity: /

Annexes for the activity: /

0 Signed attendance list

0 Signature(s) of the representative(s) of other partner(s) who came on visit at the activity

0 Pictures (obligatory – at least 5 per activity)

**x Evidence documents for the activity: invitation, pictures Other:**

.....

**Please submit (at [crisco@etterbeek.irisnet.be](mailto:crisco@etterbeek.irisnet.be)) a draft report (+ annexes) of the activity not later than 7 days after the activity, and a final report (+ annexes) of the activity not later than 1 month after the end of the reporting period**

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## C.2. Activity 2

Name of the activity: Local activity – Preparation for the 3<sup>rd</sup> transnational event. Theme: **“Prejudices and precarious individual situations”** (Living library workshop)

Venue:n.a.

Date: 19.th of October2018

Number of participants: 25

Attendance list:

0 YES: see annex

0 **NO**: minors (primary school)

Representative(s) of another partner have taken part as ‘experts’, ‘external resource persons’ or ‘interested persons’ in this activity:

0 **NO**:

1 YES:

Name(s) of the person(s):

Motivation, reason of the visit(s):

Type of activity:

1 Reflection (e.g. meeting, debate...): .....

1 Action (e.g. activity, course, social event...): .....

0 Mixed (e.g. workshop, in-field visit...): Living library workshop (course, workshop and debate in primary school in-field visit at school)

Description of the activity (max. 10 lines):

- The activity was based on personal witnessing of refugee from Syria. Abood is not living in Slovenia with international protection as a refugee. He is 22 year old student in Faculty of Economic and he was telling his story and differences and obstacles for living in Slovenia.

Results and outcomes of the activity (max. 10 lines):

- Children had opportunity to meet and talk to the refugee directly and ask him a questions,
- They have learn that Abood was learning several languages in school in Syria, among Arabic also English and French
- that schools in Syria before war was also very high standard ones like in Slovenia
- That Arabic language is written from left to right, Abood also learn them to write their names in Arabic.
- They also learned that Slovenian people switch very fast in English when they talk to him and that is not so good for his Slovene language training

Relevance for and link to CRISCO (max. 5 lines):

- it is important to understand the local population about their role, and direct experience is related to the interaction with the refugee, which contributes to greater mutual understanding. It is important that they are aware that they need to give a chance to people who are learning to be patient and try to speak to them in Slovene so they can practice.

-

Other comments on the activity:

/



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Annexes for the activity:

0 Signed attendance list

0 Signature(s) of the representative(s) of other partner(s) who came on visit at the activity

0 **Pictures** (obligatory – at least 5 per activity)

0 Evidence documents for the activity: invitation, meeting report, local on-line and paper press, leaflet...

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### C.3. Activity 3

Name of the activity: Local activity –Preparation for the 3<sup>rd</sup> transnational event. Theme: “Language barriers to integration” (Social experiment)

Venue: Novo mesto

Date: 25. and 26. of October 2018

Number of participants: 19 and 22

Attendance list:

0 YES: see annex

0 NO: minors

Representative(s) of another partner have taken part as ‘experts’, ‘external resource persons’ or ‘interested persons’ in this activity:

1 NO:

2 YES:

Name(s) of the person(s): Mitja Blažič, human right coach, Expert from Legebitra, NGO working with migrants from LGBT community

Motivation, reason of the visit(s): /

Type of activity:

2 Reflection (e.g. meeting, debate...): Refugees and migrations (debate)

2 Action (e.g. activity, course, social event...): .....

1 Mixed (e.g. workshop, in-field visit...): workshop, lecture, field visit in high school

Description of the activity (max. 10 lines):

We performed with high school students twice a Jane Elliott's Brown Eyes vs. Blue Eyes Experiment: more on:

[https://video.search.yahoo.com/yhs/search;\\_ylt=AwrDQqPipVVcTVEA8B0PxQt.;\\_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw--?p=blue+eyed+brown+eyed+experiment&fr=yhs-etav-001&hspart=etav&hsimp=yhs-001#id=4&vid=8330860be6c42e796d71654232640a6d&action=view](https://video.search.yahoo.com/yhs/search;_ylt=AwrDQqPipVVcTVEA8B0PxQt.;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw--?p=blue+eyed+brown+eyed+experiment&fr=yhs-etav-001&hspart=etav&hsimp=yhs-001#id=4&vid=8330860be6c42e796d71654232640a6d&action=view)

It is very demanding and powerful method to provide direct feeling of discrimination as the trainer we focused on language barriers.

Results and outcomes of the activity (max. 10 lines):

- To present the problem of racism and any kind of discrimination
- feeling of discrimination for 3 hours and how some people feel for all their lives
- how society works and their role of passive observers in society when discrimination is happening around them
- understanding of migrants and Roma people facing discrimination, because socially excluded people don't have the same opportunities as other to become equal part of society



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Relevance for and link to CRISCO (max. 5 lines):

- To rise understanding among young people about discrimination of any kind and about their role in the society when they don't act if they see this is happening around them.

Other comments on the activity:

/

Annexes for the activity:

0 Signed attendance list

0 Signature(s) of the representative(s) of other partner(s) who came on visit at the activity

0 Pictures (obligatory – at least 5 per activity)

0 Evidence documents for the activity: invitation, meeting report, local on-line and paper press, leaflet...

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## C.4. Activity 4

Name of the activity: Local activity – Preparation for the 3<sup>rd</sup> transnational event. Theme: “Language barriers to integration” (Living library workshop and stakeholder meeting)

Venue: Vetrinjskidvor, Vetrinjskaulica 13, 2000 Maribor, Slovenia

Date: 12.12.2018

Number of participants: 15

Attendance list:

**0 YES:**

0 NO:

Representative(s) of another partner have taken part as ‘experts’, ‘external resource persons’ or ‘interested persons’ in this activity: ZRC SAZU

0 NO:

0 YES:

**Name(s) of the person(s):** Asja Pehar Senekovič (ZRC SAZU, associated partner)

**Motivation, reason of the visit(s):** coordinator of the discussion, short introduction to the round table

Type of activity:

Reflection (e.g. meeting, debate...):

.....

Action (e.g. activity, course, social event...):

.....

**Mixed** (e.g. workshop, in-field visit...): round table, a debate and a social event

Description of the activity (max. 10 lines):

- 12.12.2018, an intercultural living library was held in Maribor as part of the holiday festival Vilinskostest. Visitors had the opportunity to speak with a girl from Iran, a yoga teacher from India, an Islamic theologian and many others. Additional, visitors had the opportunity to try festive foods from Iran, Eritrea and Syria and learn more about celebrations in these cultures. As a preliminary activity we organized round table on the topic of overcoming language barriers where we invited people who have been involved in working with migrants, are migrants themselves or have been regular visitors to the human library.

Results and outcomes of the activity (max. 10 lines):

- 14 people attended the round table which was organized as a preliminary activity to the international human library. The main result of this activity is that attendees of the human library, consisting of three groups of people: coordinators, translators and visitors gathered and discussed ways of overcoming language barriers for this very much relevant event. Multilingual signs and dictionaries (people who translate the “reading”) are so far the two ways to do so but there have been more ideas gathered (multilingual librarians with a migrant background or members of other vulnerable groups, ...)



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Relevance for and link to CRISCO (max. 5 lines):

- Highly relevant from the perspectives of vulnerable groups inclusion (as coordinators, organizers, books, ...) and tackling prejudices and stereotypes. Also extremely important from informing the wider public and professionals working within different social security fields.

/

Annexes for the activity:

**0 Signed attendance list**

**0 Signature(s) of the representative(s) of other partner(s) who came on visit at the activity**

**0 Pictures (obligatory – at least 5 per activity)**

0 Evidence documents for the activity: invitation, meeting report, local on-line and paper press, leaflet...

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