

COMMUNITY ENGAGEMENT AT THE UNIVERSITY OF RIJEKA

Report on Piloting the TEFCE Toolbox



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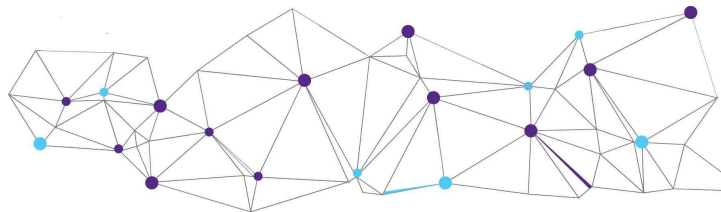


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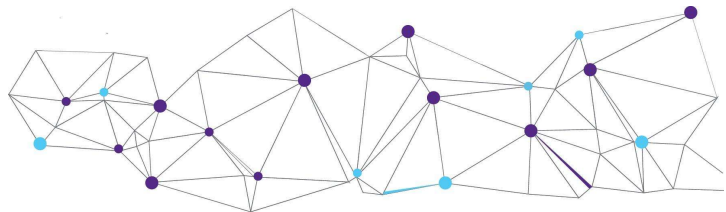
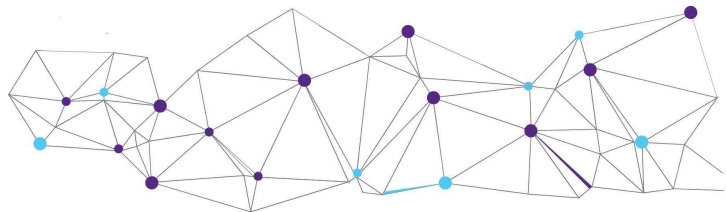
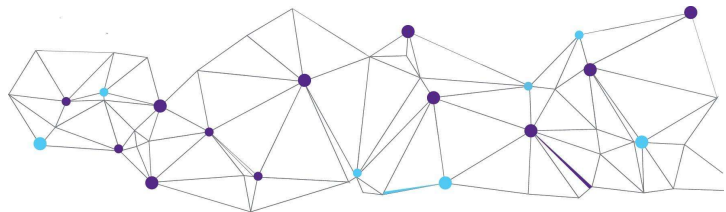


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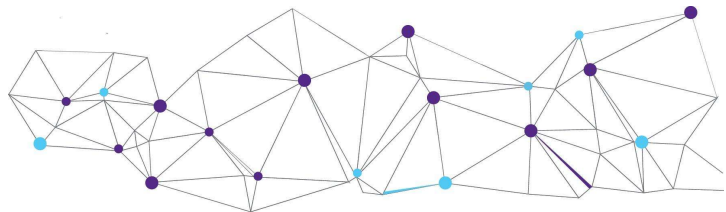
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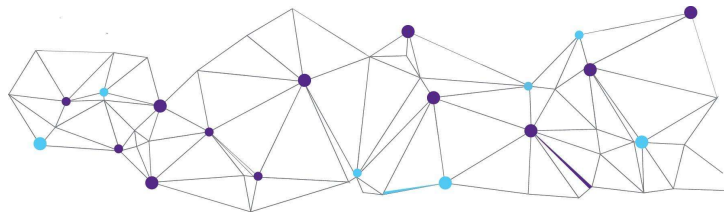
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PREFACE

Due to difficulties in measuring the varieties of community engaged universities, institutional rankings often leave it unseen. Nonetheless, the University of Rijeka has – aiming to diversify university outcomes and become a socially responsible university of the third generation, one that is engaged in its broader community – placed community engagement high on its list of strategic priorities. Led by the global imperative to keep scanning horizons to achieve sustainable development goals, universities have acquired a transformational role in their regional communities.

Owing to our participation in the TEFCE project, we have had a highly relevant framework for reflecting on our current and future work on initiating, promoting, and strengthening community engagement. The TEFCE Toolbox – an instrument that helps universities identify how and where to improve their conduct when addressing societal challenges – has provided us with a unique opportunity to evaluate and further develop both institutional and individual capacities in the area of community engagement. Consequently, it has ameliorated our contributions to the broader community. One of the TEFCE project's most valuable tangible results is collecting UNIRI's fifty community-engaged practices, mapped to foster institutional self-evaluation. Behind all those practices are engaged academic and non-academic staff, students, and community members, whose genuine dedication we admire and acknowledge. As a relevant regional stakeholder, the University of Rijeka intends to continue pursuing its community-oriented initiatives.

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In the end, I am privileged to express my sincere gratitude to members of the TEFCE external review expert team for their valuable feedback during their visit to the University of Rijeka. I would also like to thank UNIRI's staff and students and individuals from our broader public, for their active and voluntary participation in collecting and representing our community-oriented practices. Their involvement in UNIRI's piloting process has already occasioned many new initiatives and projects with - and within - the community, proving that the University of Rijeka is on the right path towards fulfilling its potential as a community-engaged university.

Snježana Prijić-Samaržija
Rector of the University of Rijeka

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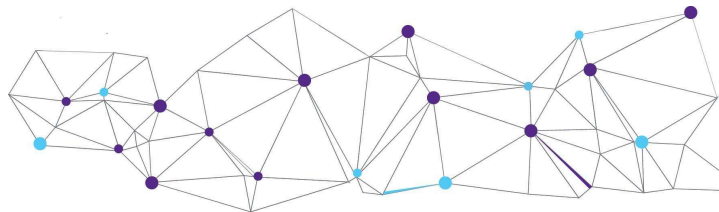


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EXECUTIVE SUMMARY

The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, www.tefce.eu) aims to develop innovative and feasible policy tools at the university and European levels for supporting, monitoring and assessing the community engagement of universities. It defines community engagement as a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial even if each side benefits in a different way. In 2019, TEFCE piloted its Toolbox to test and develop its methodology, while providing the pilot universities with feedback about their community engagement. The University of Rijeka (UNIRi) was the third of four pilots.

The TEFCE Toolbox guided UNIRi piloting team to assess its level of community engagement according to seven thematic dimensions: (I) teaching and learning, (II) research, (III) service & knowledge exchange, (IV) students, (V) university-level engagement activities, (VI) institutional policies and (VII) supportive peers. The first step in applying the Toolbox was the collection of evidence of community engaged activities from across UNIRi (we have collected more than 50 practices, but included 45 in this report) and connecting these to the 21 sub-dimensions of the Toolbox. The result of this process is an interdisciplinary ‘mapping’ of community engagement at the UNIRi (rather than ‘cataloguing’ of all engagement activities), allowing for an initial self-evaluation of the level of university’s community engagement. The first part of this report presents the mapping outcomes.

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Following the mapping process, a two-day piloting visit and workshop took place at the UNIRi involving discussions with the UNIRi staff, students, local stakeholders (community organisations members as well as local authorities) and (four) visiting international experts. The first result of the workshop was the validation of qualitative narratives on the community engagement of UNIRi and the definition of summary scores for heatmaps developed for each sub-dimension. The second workshop result, based on the SLIPDOT approach, was an analysis of strengths, areas of low intensity, potentials for development, opportunities and threats, all of which can be found in the second part of this report. The overall conclusions regarding community engagement at UNIRi based on the Toolbox application, and particularly on the SLIPDOT analysis are the following:

- Overall, the UNIRi has undeniably had a **strong and positive impact** on the city of Rijeka and the Primorje-Gorski kotar county in terms of economic development and the broader social benefits implied. This has particularly been the case during the past year as the City of Rijeka holds the prestigious European Capital of Culture 2020 title, and UNIRi has been one of the main partners in the project, with lots of academics, students and non-academic staff being involved in various ECoC activities.
- UNIRi’s **areas of strengths** could be categorized according to five main points - (I) university leadership, (II) academics, (III) students, (IV) engagement culture and (V) university centres. The

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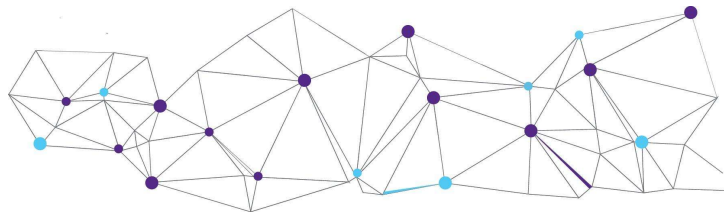


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current **university leadership** values the notion of university-community engagement and the role of universities as responsible institutional 'citizens' in their community, which is reflected in UNIRi strategic documents. UNIRi leadership's deliberate choice to focus on promoting and developing community engagement, as well as on creating favourable policies and supportive structures offers a positive environment for the further development of various aspects of community engagement. Particularly, the student-centred approach that the current leadership values and implements is seen as a true value.

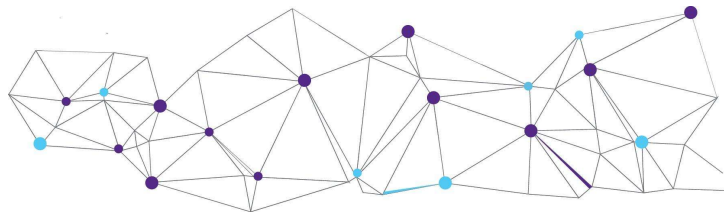
Engagement culture at the university is portrayed as authentic due to very close ties with various stakeholders in the community, from local authorities on different levels, to institutions in various sectors (culture, health, social care education...), and not-for-profit organisations. The culture of working together might be connected with the context of one university being anchored in a smaller city, allowing therefore for the university to actually be in real contact with non-academic communities. At the university there are already a lot of engagement practices coming from both academics and students, as well as combined.

Students are seen as partners in a true sense and hold an important role in the decision-making process. They are strong and loud advocates of community engagement, and in many cases, they have ownership of their own engagement through the student council and many students' associations. The mapping process allows for recognition of many **academics** that are already engaged in various contexts - teaching, research or diversified outreach activities - so there is already a group of community-engaged 'champions' that seriously take ownership of their own engagement. There are a number of academics with significant interest and even expertise in community-engagement, so they could serve as key drivers in pushing the community-engagement at UNIRi forward.

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There is a great variety of university centres that act as special units for fostering knowledge transfer and community engagement in various contexts. With their impressive work in the context of community engagement already done, those centres offer great examples of real co-creation of many activities, including even study courses, and could serve as an exemplary practice that could be multiplied across the university.

- UNIRi's **areas of low intensity** are mostly related to two aspects - (I) research and (II) university impact on the community. As for the **research** element, although there are great examples of academics/scientists being engaged in various forms of knowledge transfer (through their own individual or project team work at the institutions/departments and through university centres), community-based research seems to be neglected as a research design. It might be that therefore the engagement with hard to reach groups in the community is less present and/or less documented. Following this issue, **low intensity of interdisciplinarity** is another element that seriously needs to be taken into account, having in mind that our communities usually face complex challenges that call for the equally complex (interdisciplinary) approach in addressing and co-



creating possible solutions. Another important issue revolves around the **impact of the (existing) community engaged practices on the community**. There are just a few (presented and analysed) practices that had certain follow-up activities in the context of the evaluation and analysis of their impact. It seems that, while plenty of engaged activities have been taking place at the university, little effort has been invested in actually analysing the true impact that those activities have on various stakeholders and the community itself. More focus is therefore needed to structure the 'evolution' of evidence-based strategy at the university so as to be able to answer the question of the tangible legacy UNIRi actually leaves to the community.

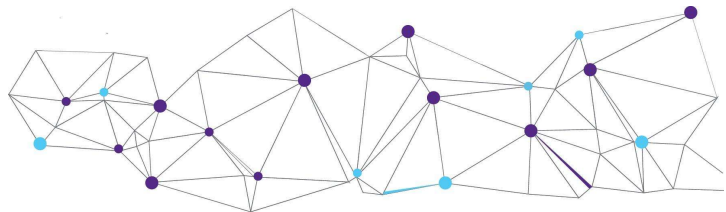
- UNIRi's **potential for development** is categorised in the following areas: (I) leadership and policy, (II) relationship between centre and periphery, (III) university centres and (IV) mainstreaming community engagement, therefore actually aiming at the university management. While the current **university leadership** is recognised for its advocacy of community engagement, their legacy might be threatened and it is therefore necessary to secure the long-term sustainability of CE activities, as well as creating a favourable environment at different (institutional) levels. The second aspect therefore leans on this one - there is a certain 'cacophony' between university management and that of particular institutions (university constituents). **Moving from centre to periphery** in terms of better integrating university policies and practices calls for all university constituents to manage community engaged activities accordingly.

University centres have been recognised for their impressive work already done in relation to knowledge transfer, but at the same time are seen as a potential for further development, by motivating more academics/researchers to engage, by promoting community-based research, and by creating new and sustainable opportunities for centres and those engaged to strive (e.g. sustainability grants for university centres). It seems that the relevant knowledge existing at UNIRi is not actually used to its full capacity.

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Mainstreaming community engagement is a potential that can diversify in many directions, for example: good examples of service-learning practices in teaching could be spread across the university, recognising community engagement 'champions' by creating environment of recognition and celebration (e.g. awards), communicating university engaged practices with non-academic communities in local media, establishing university electronic system for continuous collection of engaged practices, making the analysis of engaged activities in all academic pillars part of an institutional research and self-assessment, collaborating more with former students/alumni in co-creation of new community-engaged courses, community-based research, and other activities, as well as making the community-engaged 'label' of the university an advantage in attracting and recruiting students.

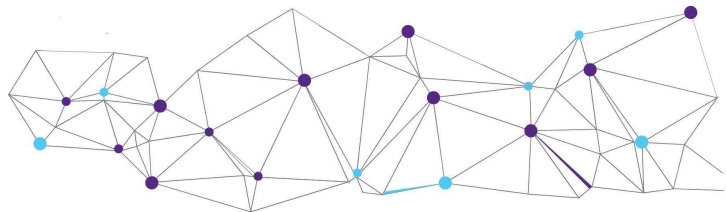
- **Threats** for further community engagement development are mostly related to external elements, in terms of the national higher education policies that are in favour of collaboration with business/industry, then by the continuous demographic changes causing a drop in the number of



students (university funding is directly linked with the number of students), and to the attractiveness of close-by universities in other EU countries (e.g. Ljubljana and Trieste). There are however internal elements, related to the already presented centre-periphery management relationship, but also with an immense (and increasing) workload of academics, who therefore report having little or no time available for engagement activities.

- **Opportunities** are numerous, analysed both from the internal and the external perspectives. However, at this particular point in time, the membership of UNIRi in YUFE alliance seems to be the platform that opens up many opportunities for broadening the ideas and constructive ways of how UNIRi can serve its community and society by using the results of this report, and by building on the current university management growing awareness of these issues. All internal stakeholders (management, academics, students, non-academic staff) are there to play an important role in the further promotion and strengthening of the UNIRi university-community engagement portfolio.





INTRODUCTION

Until now, much pressure has been placed on universities to demonstrate their contribution to economic development and business engagement. Today, however, there is a steady shift towards the broader societal impact of universities and there is increasing recognition internationally of the role that universities play in delivering public benefits. This is reflected in the current debate on the roles of universities in meeting the UN's 2030 Agenda for Sustainable Development and on the importance of Responsible Research and Innovation. Community engagement is also emerging as a priority in the European Commission's *Renewed Agenda for Higher Education*.

The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, www.tefce.eu) aims to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of universities. The TEFCE project defines community engagement as a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial even if each side benefits in a different way. For example, university knowledge can help societal partners to achieve their goals, while societal partners' knowledge can enrich the university knowledge process.

About the TEFCE Toolbox for community engagement

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The TEFCE Toolbox is both a reference tool to understand the dimensions of community engagement in a university context and a framework for universities to determine how well they perform according to each dimension, as well as where they can improve. The TEFCE Toolbox allows universities to:

- **better understand** the different dimensions and levels of community engagement
- **discover and map** their existing community engagement practices
- **identify and raise the visibility** of good practices of community engagement at the university
- **reflect** upon how community-engaged the institution as a whole currently is by determining what kind of community engagement is taking place and its level of development
- **plan** future improvements for furthering university-community engagement.

Community engagement in higher education refers to a wide variety of activities. The TEFCE Toolbox maps five thematic dimensions within which university-community engagement activities can take place:

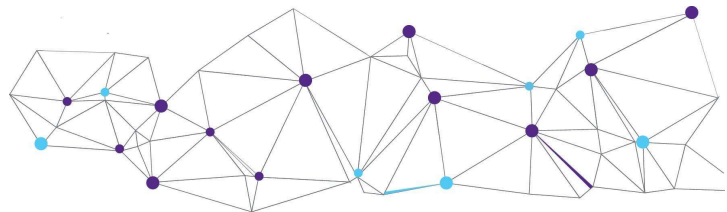
- Teaching and learning
- Research
- Service and knowledge exchange
- Student initiatives
- University-level engagement (partnerships and communication)

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The TEFCE project also identifies two dimensions of a supportive environment for community engagement:

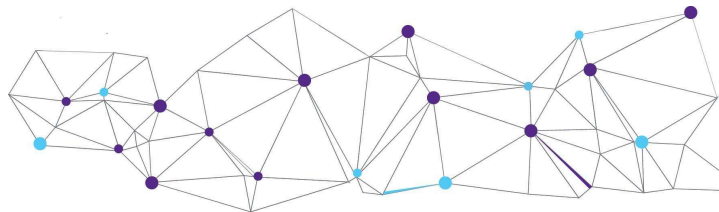
- University-level policies and support structures
- Supportive peers

The TEFCE Toolbox is thus structured around a total of 7 thematic dimensions of community engagement (each with 2 to 4 sub-dimensions, thus resulting in a total of 21 sub-dimensions).

As this broad range of dimensions suggests, community engagement can encompass virtually any activity that includes cooperation with the community. However, the TEFCE project differentiates between *levels* of community engagement. As a concept and set of actions, community engagement can range from being one-dimensional to being multifaceted and can be either peripheral or embedded in the university's core activities. Progress across these sequences depends on producing mutual benefits for academic and for community goals, as well as on fostering understanding and mutual cooperation between university and community partners. The TEFCE Toolbox provides universities with the opportunity to reflect, in a structured way, on how community-engaged are their staff and students.

The Toolbox itself is applied through a series of steps to be undertaken by participating universities:

1. Quick scan	Initial discussion by university/community team on the type and extent of community engagement at the university.
2. Evidence	Collecting stories of community-engaged practitioners throughout the university
3. Mapping	Using a TEFCE Toolbox matrix to map the level of community engagement of the university and to identify good practices, resulting in a background report.
4. Self-reflection	Open discussions among university management, staff, students and the community on strengths and areas of improvement
5. Institutional report	Promoting good practices and impact, and critical self-reflection for planning improvements to university-community engagement



Toolbox piloting methodology

Within the TEFCE project, during 2019, the TEFCE Toolbox was piloted by four universities and their local partners (Technical University of Dresden, Germany; Technological University Dublin, Ireland; the University of Rijeka, Croatia; University of Twente, the Netherlands). The piloting process consisted of several distinct phases:

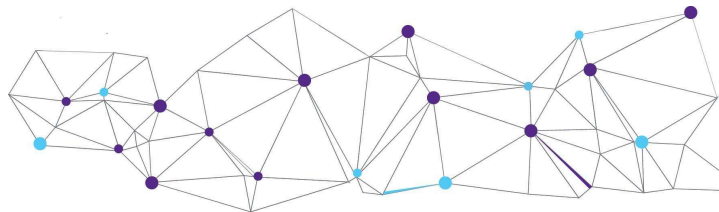
- **Phase 1: Setting up a piloting team; initial reflection on the community engagement level of a university:** Each partner university assembled up a university piloting team (around 7+ members) to carry out an initial “Quick Scan” on the current level of community engagement of the institution (see below).
- **Phase 2: Collecting evidence (“stories”) of community-engaged practices:** The Piloting Team oversees an evidence-collection exercise on what community-engaged practices currently take place across the institution, focusing on qualitative, not quantitative data.
- **Phase 3: Mapping community-engaged practices by applying the Toolbox framework and preparing a background report:** The Piloting Team collated the evidence and applied the TEFCE Toolbox (deciding where the university’s practices fit in relation to levels defined by the toolbox); a background report presents the collected evidence and conclusions of the self-reflections.
- **Phase 4: Hosting a piloting visit by an external panel:** The TEFCE contact persons from each piloting institution organised a 2-day peer-learning/piloting visit, during which an external panel of experts and partner institutions visit the university and meet with key stakeholders at the university and in the community.
- **Phase 5: Reviewing the institutional report:** The TEFCE contacts persons and an external panel member prepares an integrated institutional report, providing an in-depth review into the results of all phases of the piloting, as well as drafting recommendations. The draft report is then open to review by the host piloting institution before being published.

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Piloting process at the University of Rijeka

The core piloting team at the University of Rijeka consisted of one researcher, one member of professional staff from the university rectorate, and one representative from the City of Rijeka. The piloting team had a meeting with the rector to set up the procedure and several decisions have been made at the beginning to support the efforts of the core piloting team: (I) setting up a larger university piloting team with recognised engaged academics, students and community organisations' representatives, (II) setting up a meeting with the TEFCE project team and rector, (III) the university rector sending a written invitation to the recognised relevant actors, (IV) meeting with the relevant actors hosted by the rector. During the first meeting with the rector, around 20-30 relevant actors were detected (quick scan phase) and a written invitation for the joint meeting was sent out to academics, students (UNIRi student union and various students' organisations), and partners from different community organisations.

The group had a meeting at the university rectorate on July 17th, 2019. A total of 25 people participated, and 20 out of them were the recognised relevant actors invited by the rector. During the meeting, the TEFCE project was presented, as well as the whole 'protocol' on collecting practices, piloting visits, and finalising the (institutional) report. Participants were encouraged to share all the engaged practices known at their own institutions, as well as to share this invitation with other colleagues whose engagement might be of interest for the TEFCE project and piloting. A particular challenge at the time was the TEFCE project timeline since the piloting process at the University of Rijeka was conducted during the official summer break. Despite this, the piloting team was able to collect around 50 case studies (engaged practices) during the 6-week period of the collecting evidence phase. The template for collecting case studies/engaged practices was sent out by email to all the participants from the first piloting meeting, and they were encouraged to forward the invitation and this email to their colleagues. The case studies were collected from July 20th till September 2nd, 2019. Having in mind that this was a period of the official summer break, there were no interviews or any other face-to-face contacts with the potential contributors, and all the communication was conducted by emails. Some of the case studies were written in English, while most of them were in the Croatian language, so additional efforts by the core piloting team had to be invested into translating and proofreading, which took a lot of time. By mid-September 2019, forty-five out of fifty collected practices were produced as case study narratives and included in the (draft) mapping report for the piloting visit (mapping phase - background report). The report itself included the scores for each dimension and sub-dimension, as well as the scores on the heatmap, proposed by the core piloting team. The draft version of this report was sent to The Institute for the Development of Education, as well as to all the experts listed for the piloting visit at the University of Rijeka.

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The piloting visit at the University of Rijeka took place from September 24th and 25th, 2019 at the rectorate building. During the piloting visit, the external expert team of four people gathered at the University of Rijeka to critically reflect and discuss both the findings as well as the mapping process. During both days several (key) stakeholders from the University of Rijeka and the local community joined the discussions and

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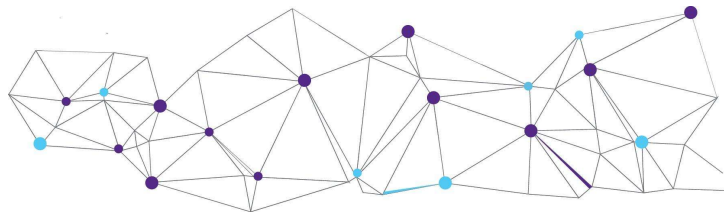


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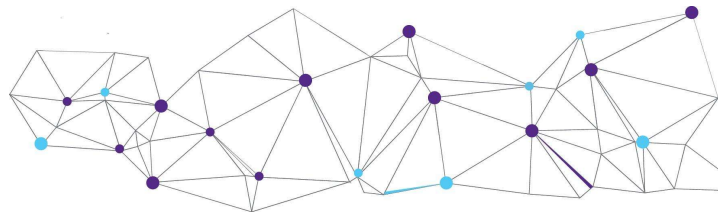
GOVERNMENT OF THE REPUBLIC OF CROATIA
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activities. During the first day of the piloting visit the rector of the University of Rijeka and the head of the Department of Schooling and Education from the City of Rijeka welcomed all the guests, several flagship practices were presented, and three focus groups were held, organised according to the main dimensions of the TEFCE Toolbox.

Focus group 1 was dedicated to dimension 1 (Teaching and Learning) and dimension 4 (Students), and several academics and representatives of the student council/union participated in lively discussions. The second focus group targeted dimensions 2 (Research) and 3 (Service and Knowledge Exchange), and several academics/researchers as well as representatives from university centres participated. The third (and the last) focus group was dedicated to the remaining three dimensions - dimensions 5 and 6, both related to the university management and dimension 7 that is focused on peer support. Members of the core piloting team, as well as the university rector were present the whole time. Focus groups opened a space for university and community representatives to critically reflect upon their own practices and experiences as well as various challenges and they were engaged in discussion with external members, reflecting upon their questions. The second day of the piloting visit was organised with external experts, the core piloting team and the rector herself. Using the SLIPDOT framework, and leaning on both the background report as well as all the discussions from the previous day, the external experts critically reflected upon all the elements from the SLIPDOT framework - strengths, low intensity areas, potential development areas, opportunities and strengths.

After the piloting visit, the core piloting team and the rector of the University of Rijeka held a follow-up meeting with the academics, students and members of the community who participated in the first meeting. They were introduced to the entire piloting visit process and the results, focusing on the SLIPDOT recommendations. All participants took the opportunity to vividly discuss the main recommendations, and the first part of the action plan for improving the community engagement at the University of Rijeka was created.



How to read the institutional report

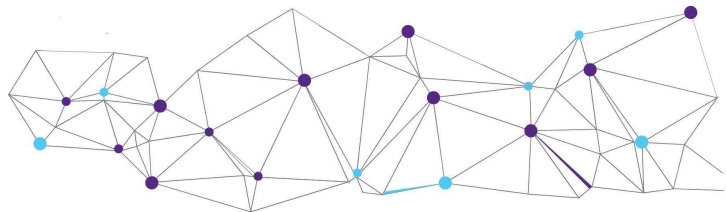
As a simple guidance for reading this report, the authors would like to emphasise the following:

- The Toolbox is not intended to catalogue *all* community-engaged practices of a university. Instead, it aims to initiate a robust, qualitative evidence-collection process that the authors believe reflects the variety and diversity of the university's community engagement activities. The findings are then validated through consultations and focus groups. Despite these efforts, however, it is likely that the report may not have captured some of the valuable community-engaged activities at the university.
- The assignments of levels (ranging from level 1 to level 5) is not approached as a narrow 'scoring exercise' but is rather intended as a framework that allows universities to reflect on where their practices fit in a set of given indicators. The levels assigned in this report are the result of participative discussions carried out between 25 stakeholders at the piloting held at the University of Rijeka in July 2019. Readers are encouraged to focus their attention primarily on the results of the self-reflection exercise and case studies, and to use the assigned levels as a way of identifying areas of strength and areas for further improvement.

Some notes on terminology

- **'Engagement':** There are several terms used to the ways in which universities engage with their external communities, including 'civic', 'public', 'regional' and 'societal' engagement. Although there are nuanced differences between these terms, the TEFCE project defines 'community engagement' as a broad concept that covers many of the aspects covered by the aforementioned terms, with the key aspect being of *universities working with external communities in a mutually beneficial way to address societal needs*. It is thus equally important to clarify the terms 'community' and 'societal needs'.
- **'Community':** The TEFCE project defines the term community as organisations (or in some cases, individuals) outside a university and as a 'communities of place, identity or interest'. In this sense, organisations from government, business and civil society are all external 'communities' of the university, as are the general population in the university's proximity or region.

Having said this, community engagement should go beyond partnerships solely with large businesses and national governmental institutions. Genuine community engagement should include groups or organisations that do not have the resources to engage easily with universities such as NGOs, social enterprises, cultural organisations, schools, local governments and disadvantaged groups. It should also be noted that the term community also is not limited to the local community: although it is easier to sustain productive relationships with partners that are geographical close



rather than more remote partners, community engagement can also have regional, national and international dimensions.

- 'Societal needs': The TEFCE project adopts a broad definition of the term 'societal needs', which can include all political, economic, cultural, social, technological and environmental factors that can influence the quality of life in society. But in the same way that the TEFCE project places an emphasis on the need to engage with a range of communities (especially those that are harder to reach), the type of societal needs that are addressed by universities reflect different levels of engagement:
 - At a basic level, universities prepare graduates with skills needed for the labour market
 - At another level, universities can directly respond to the needs of business and of the public sector
 - At a further level, universities can address global 'grand challenges' (e. g. climate change, ageing)
 - At a further level, universities can address the needs of harder-to-reach and vulnerable groups.

Acknowledgements

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The authors of this report wish to extend thanks to all the partners who collaborated in its composition, and in particular the students, staff and community members who helped us collect the information about community engagement practices. Particular thanks goes to the academics, students and community representatives who participated in the focus groups during the external experts' piloting visit, and especially to the madame rector of the University of Rijeka, Prof. Snježana Prijić Samaržija, whose support was crucial for the project success.

PROJECT FUNDING

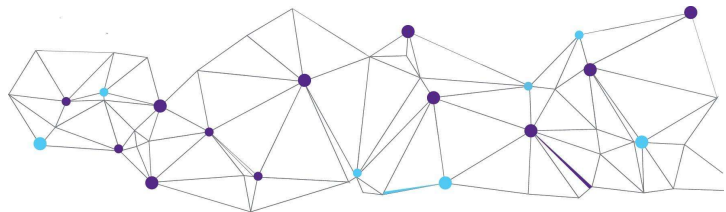


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INSTITUTIONAL OVERVIEW

About the University of Rijeka

Mission - The University of Rijeka engages in scientific, artistic and development research, provides undergraduate, master's, post-master's and lifelong learning education founded on research, and stimulates the social and economic development of its region. ([UNIRi Strategy 2014-2020](#))

The University of Rijeka (UNIRi) was founded in 1973 and has since matured into a modern European university and centre of excellence whose impact extends beyond the region. In the period after Croatia's accession to the European Union (2013), UNIRi achieved outstanding results in securing EU financing for projects in the area of research, innovation and education, with more than 40 million euros invested in capacity-building investment projects fostering the future development of the University. The UNIRi is the first university in Croatia and one of the first ten in Europe to have signed "The European Charter for Researchers" and "The Code of Conduct for the Recruitment of Researchers", thereby accepting the initiative of the European Commission, which in 2005 adopted these documents with the aim of increasing employability and promoting careers in research as vital to economic growth, employment, and the setting up of a European research area.

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With a total of 11 faculties, 4 departments, and 9 centres for research and development, UNIRi sees itself as a research, science, and education-oriented university that supports social and economic development in the local community, the City of Rijeka, and the wider region. In addition to being a high-quality institution for educating new generations of young people and a strong knowledge centre, the University is developing a system of lifelong learning through which it seeks to ensure efficient diffusion of ideas and innovations in the community, ensuring the wider social development and raising the overall competitiveness of north-western Croatia. The construction of the University Campus has greatly improved the scientific research infrastructure, the conditions for educational activities, and the general standard of student living and studying.

PROJECT FUNDING

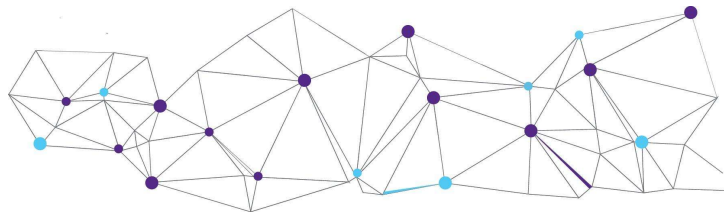


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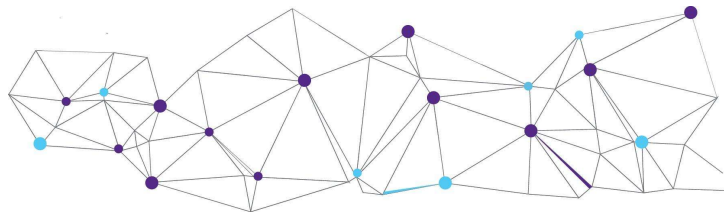


To support mobility, the University has signed 333 bilateral Erasmus agreements with 28 countries and takes part in various bilateral and multilateral ventures in higher education. It also participates in mobility programs such as Erasmus+, Tempus, Framework 7, INTERREG, Jean Monnet, CEEPUS, and many others. Having embraced an organized and systematic approach to mobility, UNIRi supports scientific and artistic careers alike, enabling each individual to express their talents and entrepreneurial potential. UNIRi is constantly working on increasing its research capacities through mobilization of a large number of PhD candidates and modernisation of PhD education in accordance with the needs of the University's high-level research activity. Increasing the number of researchers and research activities and the transfer of technologies from the University to the community are among the main goals of UNIRi.

University of Rijeka is a proud member of the [The Young Universities for the Future of Europe \(YUFE\) alliance](#) - a major strategic partnership established between eight young research-intensive universities from as many European countries. The YUFE alliance, together with its six associate partners, aims at bringing a radical change in European higher education by establishing itself as the leading model of a young, student-centred, non-elitist, open and inclusive European University. A unique ecosystem linking universities to communities, YUFE will be based on cooperation between higher education institutions, the public and private sector, and citizens across Europe.

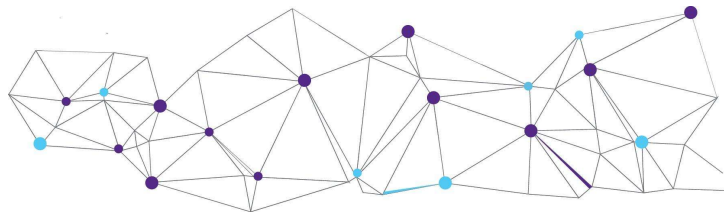
The University of Rijeka presents itself as a socially responsible and open university – open to foreign students, teaching staff and researchers, as well as to current trends in higher education. UNIRi provides a system of education and learning in which students are at the centre of attention, which is why the system of teaching and learning is continuously being improved. While creating a community whose main value is the high quality of relations between students, professors and staff, UNIRi is also striving to be socially sensitive and tailored to the needs of all members of the community - as it is written on the UNIRi webpage - “Only that kind of a university can be innovative, creative and excellent, and at the same time solidary and safe”.

The City of Rijeka takes pride in being the European Capital of Culture 2020. As a city of culture, Rijeka bases its identity on the topics of Work, Diversity, and Water, embracing them within its central theme, the Port. When combined with the topics of Work, Diversity, and Water, the concept of a Port creates a narrative about the city's distinct features, about its history, present, and future, and represents the values deeply embedded – both literally and metaphorically – in Rijeka's historical legacy. Likewise, these topics reflect the foundational European values of multiculturalism, diversity, pluralism, as well as its openness to dialogue and cooperation. The University of Rijeka is one of the City of Rijeka's main partners in the RI: ECOC 2020 program. By joining forces on different projects and initiatives, the city and its academia will get to build a socially responsible community together.



Interesting “Bits & Bytes” of UNIRi

- 16 600 students, 1 300 academics, 12 faculties, 4 departments, 9 research and development centres, 174 accredited study programs
- [University of Rijeka had the first woman rector in the history of Croatia \(1993 – 1998\)](#). Katica Ivanišević started to lay the foundations of the modern Croatian university of the 21st century, and beside being the first Croatian female rector, she was also the second European one.
- [The strongest regional supercomputer BURA is located at the University of Rijeka](#) and is among the 500 most powerful supercomputers in the world. It is used for research in biomedicine and biotechnology, and aside from scientists and students at the University, Bura is also used by international institutions and companies. The supercomputer was named after a cold and dry katabatic wind – the Bura/Bora – which often blows in Rijeka and is one of the strongest winds in the northern part of the Eastern Adriatic coast.
- [Rector's Award for Best Student Volunteer and Rector's Award for Best Student Activist Project/Engagement](#) - each academic year since 2010/2011, the Rector of the University of Rijeka awards students who have distinguished themselves through their volunteer work, as well as those who have been actively involved in the work of student associations / organizations.
- [The University Counselling Centre Rijeka \(SSC\)](#) is a University constituent set up with the aim of providing the University's students and staff with different forms of support and counselling. All its services are entirely free of charge. The SSC includes a Psychological Counselling
- [The University of Rijeka Centre for Peace and Conflict Studies](#) is the first of its kind in the region. The Centre focuses on research and education in Eastern and Southeast Europe, but also on studying relevant political and social phenomena in the wider European and global context. The Centre will serve as a research centre for the interdisciplinary study of the causes of conflict, the establishment and maintenance of peace understood not only as the absence of physical or armed conflict, but also the state in which the possibility of such conflicts is very unlikely. Special attention is paid to cooperation with international experts in the field and civil society organisations.
- [The Step Ri Science and Technology Park](#) is a UNIRi centre located in a modern renovated building at the Campus of the UNIRi that offers flexible renting schemes for offices and laboratories sized from 15 up to 300 m². Apart from office and laboratory space, the tenants have at their disposal fully equipped multimedia facilities: an auditorium with a capacity of up to 100 seats, a lecture hall with up to 30 seats and a meeting room with up to 15 seats. The facilities are equipped with computers,



projectors and projection screens, sound system, flipcharts, whiteboards. Furthermore, tenants can use conference facilities at no charge for up to three days in a period of three months. From 2013 to 2017 Step Ri provided consultation to 841 companies, scientists and business start-ups, and organised various events and workshops (160 training sessions for more than 3 500 participants).

- **The Student Cultural Centre (SKC)** is established by the University of Rijeka and it serves as a platform for reflection on cultural production and creation of cultural politics conducive to developing student and independent cultural scene. SKC encourages the unification of the existing student activities in arts and culture, as well as the inclusion of students in cultural events and educational activities in the field of culture and art. Studying at the University of Rijeka allows students to be a part of the cultural scene and to take part in major projects such as STIFF – International Student Film Festival, Music Festival Impulse, Festival of Actors' Academies, Gallery SKC and others. In addition, students are encouraged to develop their own projects and apply to the annual Student Cultural Centre contest.

PROJECT FUNDING

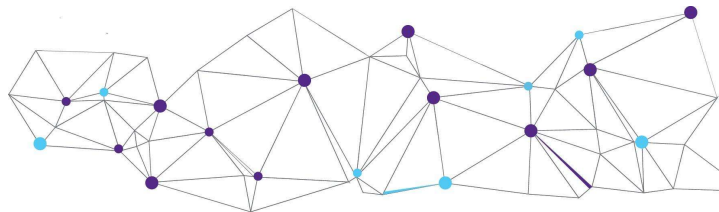


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Selection of Flagship Community Engagement Practices

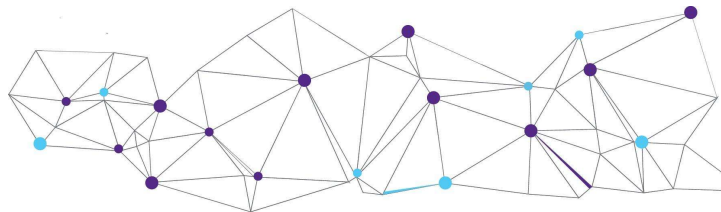
Below are some illustrations of the range of diverse innovative practices and ways and in which UNIRI engages with its external communities through its teaching, research, outreach and student council/union activities. The case studies summarized below present ten (10) practices mapped during the TEFCE Toolbox – which are all included in the Annex to this report.

Practice 1: Magical Day

Case study provided by: Kristina Tolić, Program Associate, University of Rijeka, Student Cultural Centre (SKC)

A project called 'Magical Day' started in November 2018 and since the interest for its activities was high it was continued in 2019 and has been going on every academic year. It was initiated by the Creative Team Campus of the University of Rijeka, in cooperation with the local kindergarten 'Đurdica' (Vojak). The goal is to secure the continuity of projects and include other kindergartens in the city of Rijeka. The focus of the projects is the implementation of short, creative and innovative activities in the form of workshops in the field of science and art. These activities are specially designed and tailored for preschool children. All of the activities are created and conducted by professors and students of the University of Rijeka from different departments (Academy of Applied Arts; Department of Biotechnology; Department of Physics; Department of Informatics; Department of Mathematics; Faculty of Teacher Education; Faculty of Engineering; Centre for Micro and Nano Sciences and Technologies (CMNZT); The Society of Mathematicians and Physicists). Activities are dynamic, interactive and diverse: creating a 'sculpture', solving mathematical puzzles, doing experiments with water, as well as doing experiments in the field of physics related to electricity and magnetism, using a microscope etc. Pre-schoolers also visit laboratories on the University Campus and learn how 3D printing is done, how to manage robots, and play with new didactic toys printed in the Department of Mathematics on 3D printers. Children learn by exploring and experiencing something new or something old, but in a new way. By exposing them to activities such as STEM workshops or musical instruments they have not seen before or to a new art technique, we encourage their development and creativity as well as their skill sets. These types of activities can also raise interest in science and art in pre-schoolers.





Practice 2: Digitization of Cultural Heritage

Case study provided by: Kristina Pandža, Expert Associate, Project Coordinator and Researcher, UNIRi Centre for Industrial Heritage

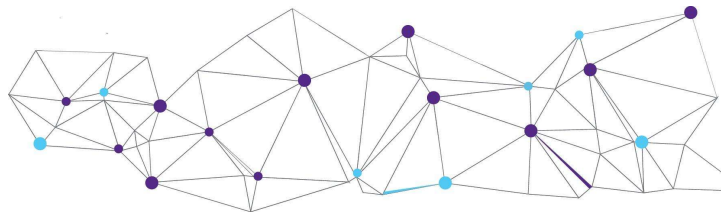
UNIRi has established its Centre for Industrial Heritage (CIB) within three main fields – research, education and reuse. Research is the basis for all other actions that the Centre is involved in. The core objective of the Centre is valorisation and appropriate presentation of cultural heritage in an interactive, innovative and multimedia-based way. Essentially, it covers several segments of action, among which scientific research, education and tourism are particularly emphasized. In collaboration with several cities and tourist boards in Primorje-Gorski kotar County, we have conducted projects of digitization of cultural heritage and creating web pages and mobile applications. By combining expert research and modern multimedia tools, we are making new tourist products that meet the market needs and the needs of modern tourists.

All CIB projects include scientific research, adjusting the content for target audience, professional photographs and good design and programming. UNIRi students of the Department of Informatics developed a mobile application. Students from the Faculty for Humanities and Social Sciences are usually engaged in research of cultural heritage and are part of the project team in every centre's project. Collaboration with local municipalities and tourist boards is exceptional. They recognize the importance of digitalization and consider the centre as a true partner in responding to the market needs by developing innovative tourist products.

Practice 3: Project Humane Education - Responsible Society // New community-based course Gender, sexuality, identities - from oppression to equality

Case study provided by: Brigita Miloš, Senior Assistant, Faculty of Humanities and Social Sciences, Department of Cultural Studies and Centre for Women's Studies

Humane Education - Responsible Society is an EU funded project mutually conducted by Lesbian Organization Rijeka -LORI, Human rights and civic participation association „PaRiter“, SOS Rijeka - Centre for Nonviolence and Human Rights and Centre for Women's Studies of Faculty of Humanities and Social Sciences in Rijeka. The overall objective of the project is to improve the knowledge and skills of the students at the University of Rijeka for active civic participation in the area of gender equality and related human rights in the sense of building a more humane society. The course is based on service-learning pedagogy and it is an example of a true co-creation between actors and partners coming from different sectors (university professors and NGOs' activists). Each of the participating NGO created a mentoring programme for students so students could engage in various activities (workshops, exhibitions, lectures, radio shows, advocacy etc.) that all support the synergy of theory and practice and allow them to better internalise curriculum concepts while being engaged in the field.



Practice 4: Case Study Competition “Realizator”

Case study provided by: *Andrea Laurić, Finance and Development Projects Associate, University of Rijeka Foundation*

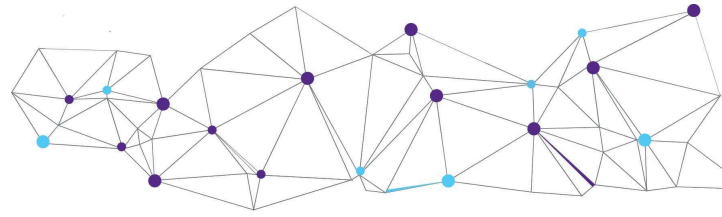
In collaboration with the Science and Technology Park of the University of Rijeka - Step Ri, and with the support of the Primorje-Gorski kotar County, the University of Rijeka Foundation has launched the first Rijeka University Case Study competition – the *Realizator* in 2016. Case study competition is a format that contributes to the collaboration of the academic and the business community in an innovative way. By working on real business cases and developing the best solutions for enterprises, Rijeka’s students get the possibility of putting their knowledge into practice and developing specific skills for competing in the labour market. The project is an activity of the Foundation’s *Students for the knowledge society* fund designed with the purpose of promoting the employability of students and is active every academic year.

The three editions of the project gathered more than 200 participating students from 11 departments of the University of Rijeka, consisting of undergraduate and graduate level studies, divided into 84 teams. A total of 63 business solutions were created, out of which 41 won an award. Renown partners, companies and institutions also join the project. Starting from the 2017 edition, the three best business solutions are awarded with the amount of 3,000 HRK for the first place, 2,000 HRK for the second and 1,000 HRK for the third place. Besides the financial prizes, the official partner of the project - Step Ri - provides the winning teams with an official interview for a chance to secure free support for the innovative business ideas development. Economic community (partners, companies and institutions) supports the practice by providing business cases and representatives to participate in the competition activities and lead the communication with the Foundation. They participate in the expert jury which decides on the case study competition winners. Often, they invite winning students to present their solution to the Management Board. In 2017, the winner of the JGL d.d. business case was offered for the job in their enterprise.

Practice 5: University for the Third Age

Case study provided by: *Jana Ažić, Head of Student Cultural Centre, UNIRI*

The University for the Third Age is open to all citizens from the Primorje-Gorski kotar County over the age of 55, with prior secondary or tertiary education. As organized by the University of Rijeka, its educational programs offer an informal approach to learning that opens older generations to fresh insights and relates all new information to their rich personal experience. Founded in 2009 in cooperation with the City of Rijeka and the City of Opatija, the University of the Third Age aims to cultivate social inclusion, improve general levels of motivation and mental health, and foster the wellbeing of older generations. The University of Rijeka wants to take care of its citizens and make them feel included in the academic community. Up to this point, the University has realized over 30 programs, comprised of twenty 45-minute classes each, in the areas of horticulture, health studies, nutrition, physics, neuroscience, personal finance, psychology, emotional health, sculpting, drawing, painting, graphics, religion, creative writing, Rijeka’s history, art history, ethics, cultural studies, and biotechnology. All courses are held in two cycles, a spring and a fall semester, and last from ten to twenty 45-minute classes. On top of these two semesters, the University arranges individual thematic lectures throughout the year. We have, thus far, organized sixty such classes, which have welcomed a total of 905 participants over 55 years of age, 85% of whom were female (F), and 15% male (M). This practice helps UNIRI to open up to the community, while offering a part-time job to its retired professors as lecturers but also as attendees. To the target group of senior citizens, especially

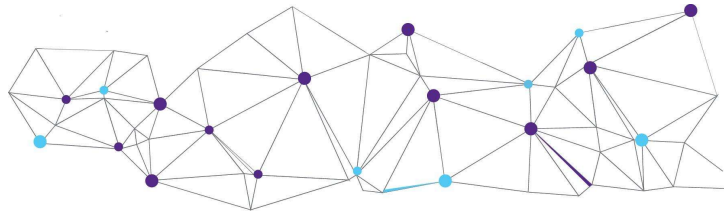


academically educated, UNIRI offers the possibility to spend their time better, be up-to-date with the latest scientific knowledge, and to get the education that may not have been available so far (especially through our art workshops) as well as social inclusion. Lectures and lecture cycles are organized by the University but based on the suggestions of the participants themselves. Each cycle is evaluated, and participants are asked for suggestions on how to improve the programme and examples of topics they want to learn more about. Participants pay symbolic enrolment fees for the spring and autumn Lectures Cycle. The short-term lectures on different topics, offered between cycles, are free of charge. In the past there was an advisory board (consisting of long-time interested participants) who influenced the outline of the program with their ideas. Also, the long-time participants usually volunteer with the administration and technical parts of the program.

Practice 6: Step Ri Education Centre

Case study provided by: Boris Golob, CEO, Step Ri

The Step Ri Science and Technology Park of the University of Rijeka was established in 2008 by the University of Rijeka in order to become the premier science and technology hub, facilitating the commercialization of Research and Development and to foster cooperation between the scientific community and industry. Step Ri Education Centre is the overarching name for all Step Ri's activities dealing with improving entrepreneurial and managerial competences of existing and wannabe entrepreneurs, targeting various groups like students, scientists, unemployed, managers and employees already working in companies. Lecturers are supposed to deliver state of the art and up to date knowledge with clear focus on practical application within Croatian "doing business" conditions. The core idea of Step Ri's informal education was to enable lifelong education without the usual barriers, focused on knowledge, skills and competences and not on participants acquiring certifications and degrees. Overall, over the last five years, Step Ri organized 198 events – entrepreneurship and innovation related training and seminars with a total of 3,513 participants. The lecturers were senior consultants from Step Ri staff but also external consultants, scientists and businesspersons that had "some valuable knowledge and information to share". All trainings and lecturers are evaluated by participants and future activities are planned based on the feedback of the participants. Step Ri Education Centre activities are important for overall Step Ri's performance – it is important to establish a "buzz and fuzz" environment where things happen and people meet and exchange ideas, knowledge, network, etc.



Practice 7: Work Placements in Culture

Case study provided by: Sarah Czerny, Assistant Professor, Faculty of Humanities and Social Sciences, Department of Cultural Studies

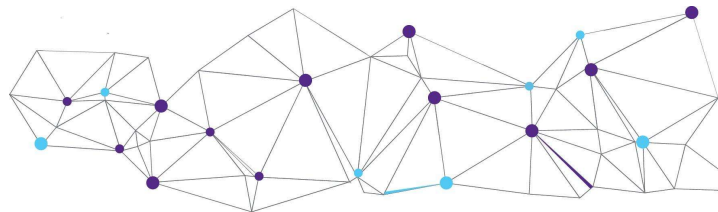
Work Placements in Culture is an elective course for undergraduate and postgraduate students offered by the Department of Cultural Studies, Faculty of Humanities and Social Sciences. It can be taken by all year groups and by all students at all faculties at the University of Rijeka. Students undertake 86 hours of practice at a cultural institution in Rijeka. They have a mentor at these institutions, who guides them through the work placement and teaches them about various aspects of the work they are doing. There are four courses, Work Placements in Culture 1 – 4. Some students start a project at an institution and one semester is not enough for them to finish it. Since there are four courses, it means that students can continually follow the same project for two academic years if they want. At the end of the work placement, students must write a diary of the activities they have done, as well as a short seminar. The question they are expected to answer in the seminar is “how has your work placement in culture been helpful/not helpful to you?” This is with the aim of preparing an answer to a similar question they might be asked in a future job interview (whilst the experience is still fresh in their minds).

The cultural institutions where students can do their practice includes theatres, museums, NGO's, libraries, art galleries, internet news portals and different departments at Rijeka 2020, the company that is preparing Rijeka for being the host for the European Capital of Culture in 2020. Rijeka 2020 is a partner in the running of this course and has helped set up the relations with the cultural institutions in the city of Rijeka. Activities that students carry out are wide-ranging and diverse, such as writing bids for EU projects, organizing music concerts, working as photographer's assistants at theatres, helping to arrange art exhibitions, working as journalists for cultural events on the local television and radio, or writing articles for the city library magazine. The community benefits from this practice since it means the institutions where the work placement is carried out have a cohort of young people coming to work with them. It means that these institutions have more pairs of hands to help them in their daily work, and it is much more than this. Institutions often request students with a particular skill set, such as students from the Department of Education Science because they would like students' expert input on a number of their projects. For instance, a museum might be developing a new program aimed at young people and children and want students from the Department of Education Science to help them develop it.

Practice 8: Students as Travelling Scientists

Case study provided by: Marko Rubinić, student, University of Rijeka, Department of Biotechnology

Travelling Scientists is a project of the Biotechnology Students Association of the University of Rijeka which aims at popularising science among younger pupils and preschool children. The project is performed by carrying out interactive workshops and experiments in elementary schools and kindergartens of the Primorje-Gorski kotar County. Encouraged by the fact that there is not enough practical work and experiments in elementary schools, the experiments are designed to capture the most important basic concepts in biology, chemistry and physics. Workshops are conducted by student volunteers of the Department of Biotechnology, previously instructed on aspects of young children education (pedagogical methods, conducting experiments). The project has been carried out for five years with constant positive feedback, from the side of pupils and children as well as teachers and student volunteers. Partners and other community



collaborators on a regular basis invite the project participants to organize multiple events for children at public fairs, in schools, kindergartens etc.

Practice 9: BALTAZAR - Science Popularisation Radio Show

Case study provided by: Rajka Jurdana Šepić, Full professor, University of Rijeka, Department of Physics

Professors of physics and mathematics (recently also chemistry) from the UniRi and academics/researchers/scientists who are members of the Association Zlatni rez realize a weekly popular science show Baltazar in the official program of the Croatian Radio and Television - Radio Rijeka (the first one was broadcast on September 1, 2009). The show explains interesting facts from the world and history of science and briefly, and scientifically correct, explains the scientific principles of phenomena and devices from everyday life. The shows are on the programme of Radio Rijeka on Sundays at 9.30 am, lasting up to 5 minutes. About 40 shows are broadcast annually (because they are not broadcast in the summer program schedule). The initiator and editor of the show is Rajka Jurdana Šepić. The show is very popular, has a wide coverage, and after the broadcast it remains available to the listeners via its website.

The shows aim at natural and mathematical literacy and scientific culture of the general population, especially children and youth, increase the interest of young people and the public in science and mathematics, demystify myths about natural sciences and mathematics being incomprehensible, difficult and unrelated to reality, inform the public about Croatian scientists with significant contributions in the fields of science and mathematics. The project directly contributes to the development of awareness of nature conservation and environmental protection and animal protection. The users are listeners of Radio Rijeka. Over the past ten years, production was launched and in cooperation with the Association Zlatni rez and HR Radio Rijeka, 10 CDs of Baltazar were released, each with 20 shows. Each of the 10 CDs was donated to all primary schools in Primorje-Gorski kotar county, with the aim of using them in science and mathematics teaching, i.e. availability in the school library. Physics students from the University of Rijeka also participate in the design of the shows as co-authors or authors. Radio Rijeka provides the studio and the technician. In addition to the UniRi academics, the biology teachers from the Natural History Museum also participate in co-authoring the shows. The project runs on a voluntary base of all engaged.

PROJECT FUNDING

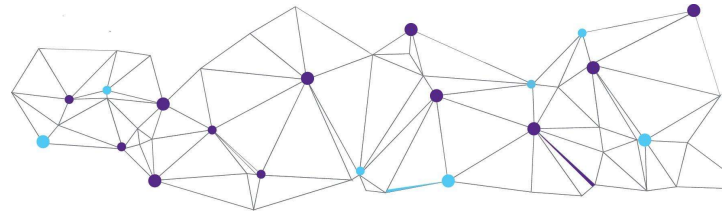


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Practice 10: The UNIRi Rector's Award for the Best Student Volunteer and Rector's Award for the Best Student Activist Project/Engagement

Case study provided by: Snježana Prijić Samaržija, UNIRi rector

Each academic year, since 2010/2011, the Rector of the University of Rijeka awards students who have distinguished themselves through their volunteer work, as well as those who have been actively involved in the work of student associations/organizations. The Rector's awards, which are awarded on the basis of a competition, consist of an award and a one-off cash amount of HRK 1,000.00. Each university constituent can appoint two students for the awards and there is a mixed committee (academic staff, students and community representatives) that works on the selection. The aim of the award is to raise awareness of the value and importance of volunteering and students' engagement in general, particularly activism, and to encourage students to become more engaged in volunteering. Each year the awards are given to two students who have particularly distinguished themselves in volunteering engagement in the community (The UNIRi Rector's Award for the Best Student Volunteer) and in the work of student associations / organizations (The UNIRi Rector's Award for the Best Student Activist Project/Engagement) during the previous academic year.

PROJECT FUNDING

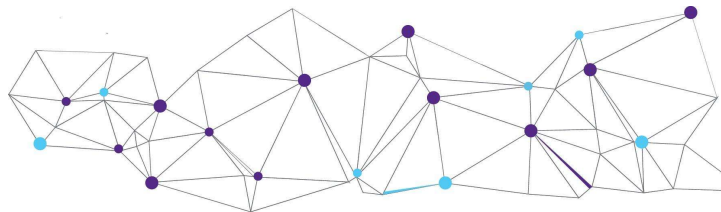


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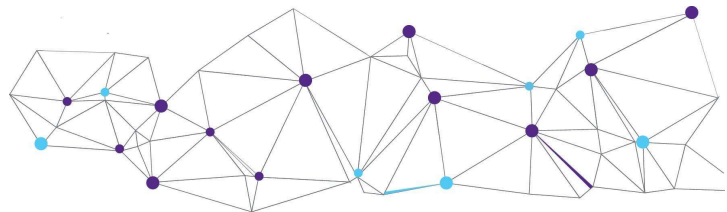


MAPPING PRACTICES

DIMENSION I: Teaching and Learning

Sub-dimension I.1. The university has study programmes or courses to respond to societal needs that are specific to the university's context and its external communities

Levels of engagement	
The university has study programmes or courses that	
Level 1	...make general references to their relevance to the societal needs of the university's external communities.
Level 2	
Level 3	... include specific content or make specific links with the societal needs of the university's external communities.
Level 4	
Level 5	... are developed in cooperation with the university's external communities to address a societal need.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The University of Rijeka presents itself as a research and entrepreneurial university responsible for social and economic development of the community, the city of Rijeka and the region. In addition to being a high-quality institution for educating new generations of young people and a strong knowledge centre, the University is developing a system of lifelong learning through which it seeks to ensure efficient diffusion of ideas and innovations in the community, ensuring the wider social development and raising the overall competitiveness of north-western Croatia. The University also strives to be socially sensitive and tailored to the needs of all members of the community. However, for this particular TEFCE exercise we were able to collect only several practices that clearly relate to this sub-dimension and illustrate how courses and/or study programmes respond to societal needs that are specific to the university's context and its external communities. In that context, both logic and strategy presented by the Department of Pedagogy (focus groups with relevant stakeholders whose opinion and practical experience strongly influence the process of (re)shaping existing and introducing new courses) can serve as an example of evidence-based tailoring of the study programme.</p> <p>In addition, a new course created at The Department of Cultural Studies (<i>Gender, sexuality, identities - from oppression to equality</i>) serves as an illustrative example of how close and intensive cross-sectoral collaboration is beneficial in the process of creating a new course specifically designed to address recognised societal needs (gender equality and related human rights in the sense of building a more humane society). Similarly, Public Health Course, that is part of the dental medicine study programme aims to place an emphasis on training their students to identify the health needs of the population and assess the state of health, creating public health policies, managing public health interventions, and assessing the quality of health care in the community.</p> <p>Practices collected: Project Humane Education - Responsible Society (No. 21 in Appendix) Public Health Course – Dental Medicine study Programme (No. 26 in Appendix)</p>	



Department of Pedagogy (No. 38 in Appendix)	
Estimate of achieved level (1-5)	3

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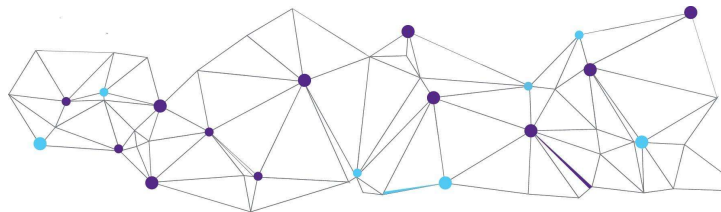


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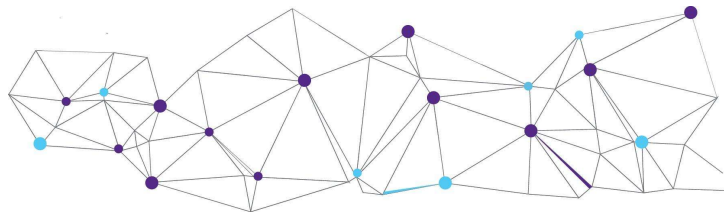


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Sub-dimension I.2. The university has study programmes or courses that include a community-based learning component for students

Levels of engagement	
Community-based learning is included in relevant study programmes at the university and...	
Level 1	... benefits students to develop their knowledge and skills, although there is little evidence yet of their impact on the community.
Level 2	
Level 3	... has demonstrated benefits for students and help community partners address a short-term problem or need.
Level 4	
Level 5	... builds capacities of community partners and bring equal benefits to the students, teaching staff and university as a whole.
Achieved level and conclusions (300 words per sub-dimension)	
<p>Based on practices collected, we can argue that there are plenty quite interesting courses (both mandatory and elective) that include a community-based learning component for the students at UNIRi. In addition, we believe those courses represent diversity on various levels: (I) disciplinary diversity (medicine, education, pedagogy, cultural studies, physics, economics/strategic management), (II) content diversity (in relation to courses being part of various study programmes and disciplines), (III) diversity of partners/collaborators coming from local community (NGOs, schools, museums, kindergartens, hospitals, public authorities, entrepreneurs from city of Rijeka and Primorje-Gorski kotar County, etc.) and (IV) diversity of methods of teaching, learning and evaluating students' engagement. The practices/examples included show relevance for both students and for external communities engaged. The feedback coming from both collaborators in the community and students (institutional evaluations) can serve as an argument for claiming benefits for all parties included.</p> <p>Some of these practices are related with the academic staff's efforts to innovate courses and study programmes. However, the UNIRi policy for enabling students to get ECTS credits for their community engagement is surely relevant for introducing such community based learning into courses/study programmes (this policy practice is explained in practice number 41).</p> <p>Courses like Students & Community, Work Placements in Culture and Science Popularisation enable students to engage with a plethora of different community collaborators, as they can choose the type of the organisation as well as a particular organisation/institution they want to collaborate with during the course length. Students & Community course is an elective communis course, meaning open for all students at UNIRi (undergraduate and graduate, from all university constituents) and students can enrol it in both semesters of the academic year (there are two courses - Students & Community 1 and Students & Community 2). The Public Health Course, as part of the dental medicine study programme, enables students to collaborate with the Public Health Teaching Institute and Kindergartens Rijeka, where they hold workshops for children aiming to teach them how to maintain their oral health. Usually 30 students participate per semester and they can get 1 ECTS point for such community engagement. Students from the Faculty of Humanities and Social Sciences and Faculty of Teacher Education are encouraged to participate in a local community project titled "3-2-1-Learn Now", organised by an NGO, and for their volunteering engagement or community-based component of certain mandatory or elective course, they can get their ECTS credits as well. Baltazar - Science Popularisation on Radio is a project where both mathematics and physics students engage in planning and creating interesting short stories related with science aiming to promote science among children, young people and the general population, as Baltazar shows are broadcast by the most popular local radio station.</p>	



Students from the Faculty of Tourism and Hospitality Management are invited to participate in the **project aiming to promote autochthonous food** and to teach elementary school children about healthy eating habits (students are engaged in organising and delivering workshops as well as in creating brochures for parents and children). At the same faculty, when enrolled into the **course** titled **Strategic Management in Tourism and Hospitality**, students engage in developing strategic plans for new companies in rural and/or less developed areas of the Primorje-Gorski kotar County. As their engagement is part of a mandatory course, students get ECTS credits. The Faculty of Humanities and Social Sciences and Faculty of Teacher Education have established a long-standing partnership with Association Portic that is responsible for the **“Good Night Storytelling” project**. Students engaged in the project have to go through intensive training to become “aunts and uncles storyteller”, they read bedtime stories to children in hospital on daily and/or weekly basis, under professional supervision. This project has been going on for some time now and it always attracts more and more students, both female and male. Students from those two mentioned faculties (FHSS and FTE) volunteer in the project but can earn ECTS credits for their engagement.

Practices collected:

Strategic Management in Tourism and Hospitality - course (No. 6 in Appendix)
Promotion of healthy eating and autochthonous food // Eat like me - How to teach children about healthy eating - project (No. 8 in Appendix)
Baltazar - Science Popularisation on Radio - project (No. 19 in Appendix)
Science Popularisation course (No. 20 in Appendix)
Project Humane Education - Responsible Society (No. 21 in Appendix)
3-2-1-Learn Now - project (No. 22 in Appendix)
Good Night Storytelling - Children Hospital - project (No. 25 in Appendix)
Public Health Course – Dental Medicine study Programme (No. 26 in Appendix)
Students & Community - *communis* elective course (No. 36 in Appendix)
Work Placements in Culture - course (No. 37 in Appendix)
Department of Pedagogy Study Programme (No. 38 in Appendix)

Estimate of achieved level (1-5)

4

PROJECT FUNDING

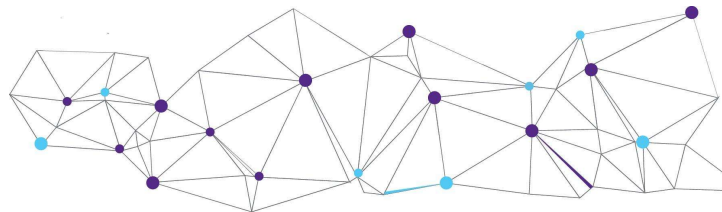


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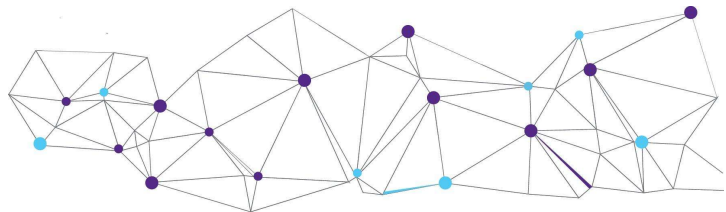


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Sub-dimension I.3. The university facilitates the participation of community representatives in the teaching and learning process (in a curricular or extra-curricular context)

Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... have a partnership role that does not involve the delivery of teaching and learning.
Level 2	
Level 3	... are included occasionally in teaching and learning processes (e.g. extra-curricular guest lectures).
Level 4	
Level 5	... are included continually in teaching and learning processes (e.g. working with students on projects or research)
Achieved level and conclusions (300 words per sub-dimension)	
<p>UNIRi facilitates the participation of external community representatives in the teaching and learning process in both curricular and extra-curricular context, and there are many practices we have detected and collected that fit this sub-dimension. Some of them are course-related, some are project-related, and some are lifelong learning-related; some of them are short-term, while some are long-term. There is a disciplinary diversity presented, and various stakeholders/external communities engage in a different capacity. Most of the practices collected that we have presented in the previous sub dimension fit this category/sub-dimension as well, having in mind that for most of those practices engagement of an external community representatives in the teaching and learning process serves as a “rule” in collaboration. For example, to participate in a “Good Night Storytelling” project, students need to attend intensive seminars focused on various topics from the field of child psychology and pedagogy, which are organised in collaboration between the Faculty of Humanities and Social Sciences and Faculty of Teacher Education, and experts from NGO Portic.</p> <p>As part of the Project Humane Education - Responsible Society at Cultural Studies Department, collaborators from three local NGOs participate continuously and have provided external expert support in creating the course and will serve as mentors for students in their organisations. Dental medicine study programme also welcomes different collaborators in their teaching and learning process - experts from the Public Health Teaching Institute, and educators from kindergartens, who all work face to face with students. Similarly, elective courses Students & Community and Work Placements in Culture engage a plethora of collaborators from the local community, as well as from those communities where students are coming from (students usually want to get engaged in their own local communities and therefore combine their obligations within the courses during the weekend or holiday time they spend at home).</p> <p>Practices from StepRi UNIRi provide info about a large number of business representatives serving continuously in the capacity of trainers, teachers, mentors and supporters to UNIRi students engaged in various StepRi educational and practical projects. Similarly, the Case study competition Realizator, organised annually by the Foundation of the University of Rijeka includes a variety of collaborators, mostly coming from the business sector who as well serve in a teaching capacity by supporting students in their learning process. Most of those practices collected proves that various external community representatives (NGOs, local authorities, public institutions-kindergartens, schools, hospitals, businesses) are included continually in teaching and learning process, they work with students/mentor students through various teaching assignments, research projects and problem-based projects, and are supporting strongly the process of teaching and learning at UNIRi.</p>	



Practices collected:

Strategic Management in Tourism and Hospitality - course (No. 6 in Appendix)
 Promotion of healthy eating and autochthonous food // Eat like me - How to teach children about healthy eating - project (No. 8 in Appendix)
 Tourism Valorisation of Representative Monuments of Rijeka's Industrial Heritage (No. 12 in Appendix)
 Project Humane Education - Responsible Society (No. 21 in Appendix)
 3-2-1-Learn Now - project (No. 22 in Appendix)
 Good Night Storytelling - Children Hospital - project (No. 25 in Appendix)
 Public Health Course – Dental Medicine study Programme (No. 26 in Appendix)
 Case study competition Realizator (No. 28 in Appendix)
 Step Ri BootcampIT (No. 31 in Appendix)
 Step Ri Education Center (No. 32 in Appendix)
 Step Ri Playpark (No. 33 in Appendix)
 Students & Community - *communis* elective course (No. 36 in Appendix)
 Work Placements in Culture - course (No. 37 in Appendix)
 Department of Pedagogy Study Programme (No. 38 in Appendix)

Estimate of achieved level (1-5)	4
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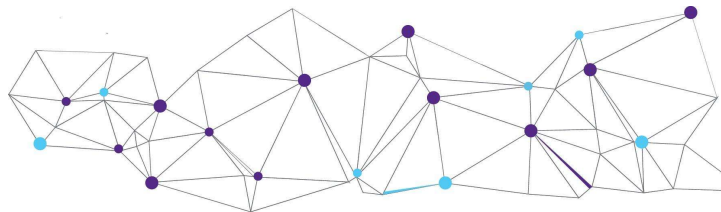


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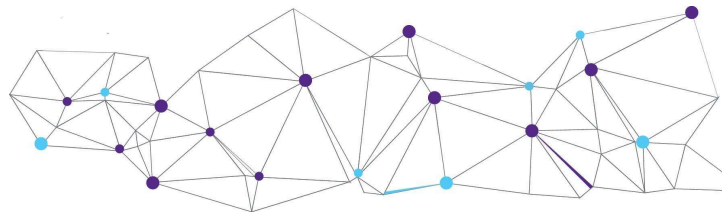


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Sub-dimension I.4. The university has study programmes or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities

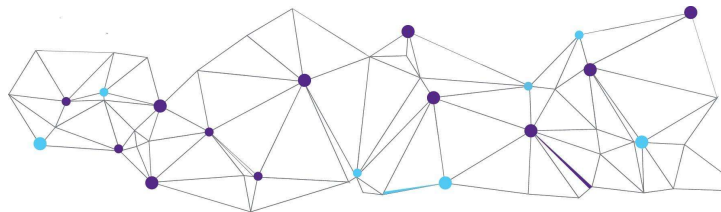
Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... are not formally consulted regarding the design of the programmes or courses with which they cooperate.
Level 2	
Level 3	... are formally consulted regarding the design courses with which they cooperate, and their voices are taken into consideration.
Level 4	
Level 5	... co-design and co-evaluate the programmes or courses with which they cooperate.
Achieved level and conclusions (300 words per sub-dimension)	
<p>Practices of courses and/or study programmes that are created, reviewed or evaluated in consultation/cooperation with the university external communities are quite rare at UNIRi, but do exist. Those existing practices seem to be more related with social sciences than other disciplinary fields and include collaboration with external stakeholders usually representing local NGOs, public institutions and/or public authorities. A great example of highly structured collaboration between the academic staff and external communities (NGOs) in creating a new course "Gender, Sexuality, Identities - from Oppression to Equality" at the Faculty of Humanities and Social Sciences (Department of Cultural Studies) is that of the project Humane Education - Responsible Society. This is probably a very unique example of close university-NGO collaboration and partnership in the process of creating a new course - from the moment of just having an idea to undergo a complete accreditation process and start a new course (it took between 1 to 1.5 years for the whole process). In addition, the Department of Pedagogy seems to be investing a lot of effort in collecting feedback from relevant stakeholders that later serves as an evidence-based platform for reviewing study programmes (and affiliated courses) and introducing recommended changes (new courses, new teaching and learning methods, etc.). Regardless of these few/two good examples, it seems that study programmes and/or courses are still dominantly created, reviewed and evaluated within the university/faculty institutional system, with academic staff being still the major holders of the processes.</p> <p>There are several courses at different faculties (Law, Economics, FHSS) that have, to our knowledge, been created in consultation/cooperation with the external communities (mostly NGOs) as part of the EU funded projects for development of community-based learning courses at universities and building NGOs capacities for collaborating with universities (on the national level). We were not able to collect those practices for this particular piloting exercise, but there are more recent examples of creating new courses or redesigning old ones in close collaboration with NGOs.</p> <p>Practices collected: Project Humane Education - Responsible Society (No. 21 in Appendix) Department of Pedagogy Study Programme (No. 38 in Appendix)</p>	
Estimate of achieved level (1-5)	2.5



Synthesis: Community Engagement Heatmap for Dimension I

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement				x		(See sub-dimensions levels above)
Societal needs addressed			x			From business needs to needs of vulnerable groups
Communities engaged with			x			From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread		x				From one department to university-wide
Institutional sustainability			x			From short-term projects to embedded/continual activities.

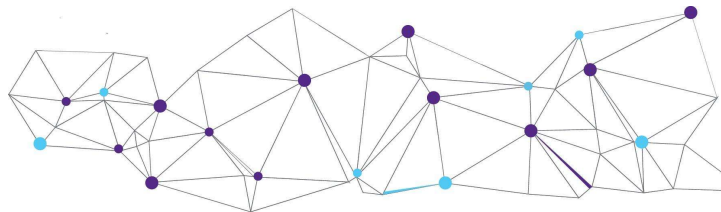
While there are some practices that illustrate how study programmes or courses can be (re)designed to respond to societal needs that are specific to the university's context and its external communities, this is still a rare practice at the university (at least judging by the practices collected). In that sense, although there is a certain engagement authenticity of the practices presented, it is not institutionally spread, while the practices related to mandatory courses seem more sustainable. Practices collected serve as a certain argument for claiming that the community-based learning component for students is well integrated in various study programmes, courses and/or projects at UNIRi. These are just the practices collected, and to our knowledge there are a plethora of courses with similar 'philosophy' at UNIRi. Courses and projects presented here are oriented to multiple contents, they target various community partners, seem to be quite widespread across different university constituents/disciplines, are related to different content, and are successfully embedded and serve as continual activities. The practices collected also serve as an argument for claiming that UNIRi has close cooperation with a plethora of external partners in study programmes, courses and project-related activities and therefore does successfully facilitate the participation of external community representatives in the teaching and learning process (in a curricular or extracurricular context). The practices collected are coming from different university constituents, meaning different disciplines, as well. Most of these arrangements have a long tradition and therefore seem to be highly sustainable, regardless of whether they are part of the faculty, university centre or university foundation. The practices collected seem to be genuinely authentic in their core engagement, they present examples of close collaboration with external communities in various capacities (planning/creating, reviewing and/or evaluating courses). While these practices can serve as a good example, this is still quite at the university (at least by the practices collected). In that sense, although there is a certain engagement authenticity of the practices presented, it is not institutionally spread.



DIMENSION II. Research

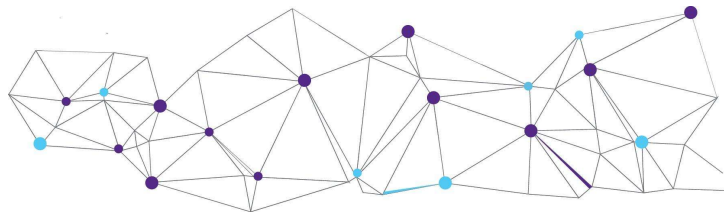
Sub-dimension II.1. The university carries out research focusing on the societal needs of the university's external communities

Levels of engagement	
The research projects at the university that address societal needs....	
Level 1	... focus on community-specific needs, and include community representatives as respondents.
Level 2	
Level 3	... include structured consultations with community stakeholders at different phases in the research process.
Level 4	
Level 5	... are developed based on a structured partnership, in which the community can co-determine the research agenda.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The collected practice(s) seem to portray this research area as a quite neglected one at UNIRi. In that context, more desk research/analysis of UNIRi academics' research portfolios is suggested, as to our knowledge, there are more such research practices than reported for this particular TEFCE 'exercise', especially those that include community representatives as respondents. Although in its initial phase, research practice on children's well-being illustrates how international research collaboration and partnerships with other departments, doctoral students and local relevant stakeholders (in this case kindergartens) shape the research agenda based on the recognised needs and problems in our local community. In the broader sense and being focused on children's wellbeing in transition periods, this practice can be reported as one that is focused on societal needs. However, such research practices, at least according to the data available for the TEFCE project, seem to be missing. As we have just one practice that seems to fit this sub-dimension perfectly, it is quite hard to make general conclusions about where does university stand.</p> <p>Collected practices: "Children's Well-being in Transition Periods: The Empirical Validation Of Ecological-dynamic Model" (3y long research project financed by the University of Rijeka) (No. 17 in Appendix)</p>	
Estimate of achieved level (1-5)	2



Sub-dimension II.2. The university carries out collaborative/participatory research in cooperation with the university's external communities

Levels of engagement	
Collaborative/participatory research projects at the university...	
Level 1	... actively include community stakeholders in the process of data-collection
Level 2	
Level 3	... actively include community stakeholders views relating to the interpretation of research results and implications for policy and/or for the community.
Level 4	... result in publications that are co-authored with community stakeholders.
Level 5	... result in co-creation with community stakeholders (joint defining of research agenda, joint implementation and interpretation).
Achieved level and conclusions (300 words per sub-dimension)	
<p>Collaborative and participatory research conducted in cooperation with external communities seems to be more present at the university level than research focused on societal needs of external communities. We have been able to collect four practices that (to a certain extent) fit this sub-dimension. Both qualitative and quantitative collaborative research take place, and there is a certain disciplinary diversity present (tourism, industrial heritage, culture and art, bioethics, education). These practices involve external communities on different levels - from inclusion in the process of data collection to joint defining of research agenda and its implementation.</p> <p>Tourism Valorisation of the Representative Monuments of Rijeka's Industrial Heritage is concerned with renovating and putting into operation two representative monuments of Rijeka's industrial heritage. These are the motor vessel Galeb and the Sugar Refinery Palace. Both monuments are protected monuments of culture of the Republic of Croatia. While this is a large project with plenty of various activities, research was its core element as there were participatory focus groups organised with various external stakeholders who were recognised as providers important information in the planning of the project. The Diversity Mixer programme sets the cultural and creative Industries sector as a target group for research and action. The project's ambition is thus to tackle and engage mainly with the principal protagonists, i.e., artists both in public and private spheres, those who are established but also freelancers mainly in precarious situations.</p> <p>The European Bioethics in Action project represents an innovative way of applying theoretical knowledge and provides an intellectual platform for existing issues in local communities, the economy and environmental risks. The significance of the project lies in the fact that the research group was one of the first in the world to recognise the importance of Fritz Jahr's work in the deepening and spreading of the bioethical thought. Three vulnerable communities and local self-government units in the northern Adriatic region (The Town of Bakar, the Municipality of Kršan, and the Town of Mali Lošinj) have been chosen as pilot communities for the implementation of project activities which, based on Jahr's bioethical imperative, are directed at the attitudes of people towards their health, animals, plants and the entire ecosystem. Evaluation research is a mandatory course at the Department of Pedagogy and the Faculty of Humanities and Social Sciences set up as a community-based research course. Every step of the course is both planned and delivered in close collaboration with partners from the community and therefore shaped to meet their particular needs.</p> <p>Practices collected: Tourism Valorisation of Representative Monuments of Rijeka's Industrial Heritage (No. 12 in Appendix) Diversity Mixer (No. 23 in Appendix) European Bioethics in Action – EuroBioAct (No. 24 in Appendix)</p>	



Evaluation research - Pedagogy (No. 39 in Appendix)

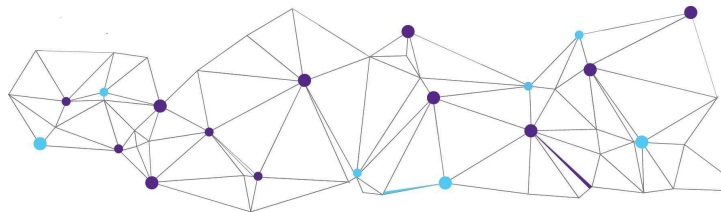
Estimate of achieved level (1-5)

2.5

Synthesis: Community Engagement Heatmap for Dimension II

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement			x			(See sub-dimensions levels above)
Societal needs addressed		x				From business needs to needs of vulnerable groups
Communities engaged with			x			From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread		x				From one department to university-wide
Institutional sustainability		x				From short-term projects to embedded/continual activities.

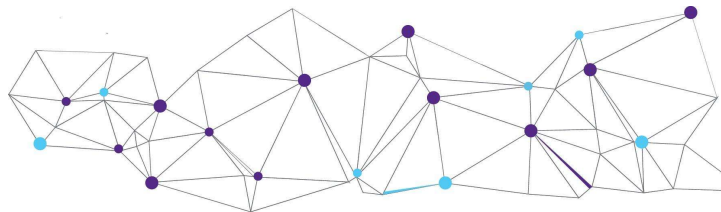
Practices collected seem to point to a high level of engagement authenticity. Different needs are trying to be met, and various collaborators participate in different capacities - from inclusion in the process of data collection to joint defining of research agenda and its implementation. The practices show a certain disciplinary variety, but still social science dominates. Therefore, we might argue it is not institutionally spread, nor sustained.



DIMENSION III. Service and Knowledge Exchange

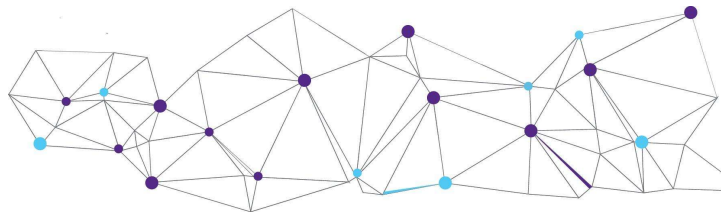
Sub-dimension III.1. University staff independently lead or contribute to debates and initiatives that address the societal needs (political, economic, social, cultural, etc.) of the university's external communities

Levels of engagement	
University staff contribute to debates and initiatives that address societal needs (political, economic, social, cultural, etc.) of the university's external communities...	
Level 1	... through academic publications
Level 2	... through public presentations and media articles.
Level 3	... through including community partners in university development projects (non-research) related to community-relevant issues
Level 4	
Level 5	... through joint initiatives or advocacy with community groups, in which community groups are equal partners
Achieved level and conclusions	
<p>There are various ways that the University of Rijeka contributes to many initiatives that address the societal needs of our external communities. Through the practice named Promotion of healthy diet and autochthonous food there were several promotions of the brochure Eat like me - How to teach children about healthy eating, organized for professionals but also for the public, all of them with positive feedback. Some other public events dedicated to bringing researchers closer to the public are European Researchers' Nights which is a part of the practice called Project Techno-Past-Techno-Future. The event was 'designed' to be creative and interactive as well as to combine entertainment and science education where children can enjoy the presented activities, experiments, and presentations. For example, a project which is related to issues relevant to the external community is the practice named PROMEHS - Promoting Mental Health in Schools. The aim of the project is to create the curriculum of promoting mental health in pre-schools, primary and secondary schools and they, as equal partners, will be participating in the curriculum evaluation and implementation. As an example of good practice, we would like to highlight the practice named Realizator – a case study competition, the format that contributes to the collaboration of the academic and the economic community in an innovative way. Through including community partners (enterprises and institutions) in university development projects, UniRi contributes to the field of increasing possibilities for employment of young people and through that kind of competition, students have a chance to find a solution for real problems that exist in the community. By working on real business cases and developing the best solutions for enterprises, Rijeka's students get the possibility of putting the gained knowledge into practice and developing specific skills for competing in the labour market.</p>	
Estimate of achieved level (1-5)	3.5



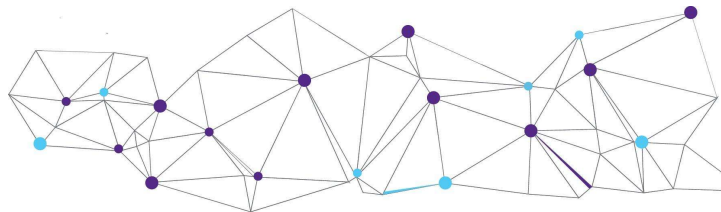
Sub-dimension III.2. University staff provide their knowledge to support organisations representing the interests of the university's external communities

Levels of engagement	
University staff support organisations representing the interests of the university's external communities ...	
Level 1	... through membership in established, structured and influential associations (public bodies, business associations, international organisations)
Level 2	
Level 3	... through membership in and/or support for associations representing associations with fewer resources and advocacy capacity
Level 4	
Level 5	... through working in partnership with associations with fewer resources and advocacy capacity
Achieved level and conclusions	
<p>Through these practices we can conclude that the collaboration between tourism, scientific and cultural entities, organizations and associations, and children and young people, visitors and tourists and other external community partners, is extremely important so we can respond and address societal needs.</p> <p>The practice, named Realizator – a case study competition is the format that contributes to the collaboration of the academic and the economic community in an innovative way and it is described in the Dimension III.1 as an example of good practice. In the project named PROMEHS – Promoting mental health in schools, local community and policymakers working in equal partnership in the project framework aimed at addressing societal needs, so they evaluate this project by its promotion and their support in implementing the curriculum in the schools after the end of the project. The European Bioethics in Action represents an innovative way of applying theoretical knowledge and providing an intellectual platform for existing issues in local communities, the economy and environmental risks. The Step Ri Science and Technology Park of the University of Rijeka was established in 2008 by the University of Rijeka in order to become the premier science and technology hub while the Step Ri Playpark is a six-month program for incubation and development of early-stage entrepreneurial ideas. Another cooperation of the University of Rijeka with external community partners is through the project How to go kindergarten and primary school tear-free? Through that project UNIRi with its partners - City of Rijeka ECoC 2020, Kindergarten Rijeka and Primary school Trsat - provides support for social and emotional wellbeing of children during the transition and adaptation. Through this network, societal needs of external communities are being addressed. Through the project LOKVE DMK - recommendations for strategic management of new enterprise in the field of innovative tourist services and products, the local community made a step forward and the students got an opportunity to show their knowledge, skills and creative abilities through the service-learning process in the local community while the local community got the base/proposal for their future strategy.</p>	
Estimate of achieved level (1-5)	4



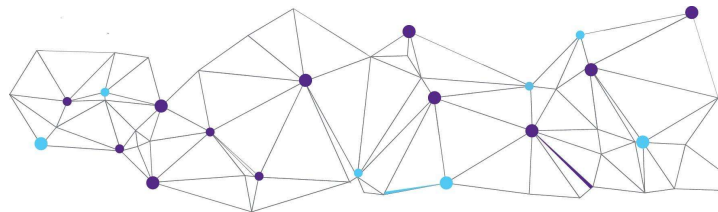
Sub-dimension III.3. University staff provide their knowledge to build the capacity of organisations representing the interests of the university's external communities

Levels of engagement	
The university contributes to building the capacity of external community groups through ...	
Level 1	... occasionally including external community groups in joint projects (as partners).
Level 2	
Level 3	... regularly providing expertise to external community groups to resolve societal needs or issues that they are faced with.
Level 4	
Level 5	... continually supporting external community groups to develop their knowledge and skills and strengthen their ability to resolve challenges that they are faced with.
Achieved level and conclusions	
<p>Realizator – a case study competition is the format that contributes to the collaboration of the academic and the economic community in an innovative way and it is described in the Dimension III.1 as an example of good practice. The European Bioethics in Action represents an innovative way of applying theoretical knowledge and intellectual platform to existing issues in local communities, the economy and environmental risks. The Step Ri Science and Technology Park of the University of Rijeka was established in 2008 by the University of Rijeka in order to become the premier science and technology hub. One of the aims of the Centre is to foster cooperation between the scientific community and industry. Therefore, the Step Ri Playpark, as a six-month program for incubation and development of early-stage entrepreneurial ideas, is certainly a project that contributes to building the capacity of external community groups. Furthermore, Step Ri BootcampIT is a lifelong learning program where interested companies actively participate and are in close contact with the participants. The aim of this project is to improve the IT industry environment by 'creating' junior developers. The final part of The Step Ri Science and Technology is the Step Ri Education Centre which provides informal entrepreneurial education.</p> <p>Another cooperation of the University of Rijeka with external community partners is through the project How to go to kindergarten and primary school tear-free?. Through that project UNIRi with its partners - City of Rijeka ECoC 2020, Kindergarten Rijeka and Primary school Trsat provides support for social and emotional wellbeing of children during the transition and adaptation. Through this network societal needs of external communities are being addressed. UNIRi established its Centre for Industrial Heritage (CIH) within three main fields – research, education, and reuse. Collaboration with local municipalities and tourist boards is exceptional. They have recognized the importance of digitalization and we consider ourselves partners in responding to the market needs by developing innovative tourist products. Education for tourist guides is part of the Centre (CIH). Usually they offer their expertise in scientific research of cultural heritage, as well as organizing education for local tourist guides. Here is also a project called Diversity Mixer, in the field of policies and practices in cultural and creative industries, focused on diversity management in the public and private sector. As an example of good practice, it is important to mention the programme at University of Third Age. In the way of continually supporting external community groups to develop their knowledge and skills and strengthen their ability to resolve challenges that they are faced with, UNIRi provides support for that University which is open to all citizens from Primorje-Gorski kotar county over the age 55+. As organized by the University of Rijeka, its educational programs offer an informal approach to learning that opens older generations to fresh insights and relates all new information to their rich personal experience.</p>	
Estimate of achieved level (1-5)	4



Sub-dimension III.4. University staff community engagement activities have had a demonstrable positive impact on the university's external communities

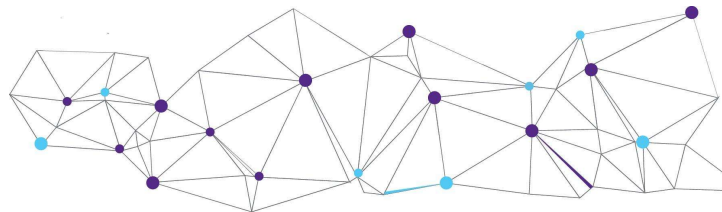
Levels of engagement	
The positive impact of the university staff's community engagement is ...	
Level 1	... assumed, but not explicitly evaluated (quantitatively or qualitatively)
Level 2	... acknowledged through positive feedback from community stakeholders
Level 3	... achieved through changes of public policy based on advocacy and engagement activities
Level 4	
Level 5	... proven through tangible changes and improvements to the communities involved
Achieved level and conclusions	
<p>Through the practices of UNIRi the positive impact in the community has been realized and it has been evaluated or acknowledged through positive feedback from community stakeholders. For example, a program called Expert guided tours in Industrial Heritage is recognized from local institutions which often hire their experts to give guided tours to foreign guests when staying in Rijeka. Covering stories about tangible and intangible industrial heritage in Rijeka and using modern interpretation skills, they present the history and identity of the city of Rijeka. Through the program called Education for tourist guides, experts who are work with tourist guides share their knowledge and support the improvement of the tourist offer in the city of Rijeka and thus contribute to the development of the city of Rijeka as a cultural tourism location. Their activities are intended for various target groups such as elderly people, elementary school children, business partners, visiting students, etc.</p> <p>Also, it is important to mention a practice named Local history education which is a school program of history, geography, and art history and it is recognized by local schools which include it in their school programs. Teachers from local schools support Local history education and they provide positive feedback. In the last 5 years, more than 20 schools were engaged in the program. Successful cooperation is realized also within 'Fiumara' - Kvarner Festival of the sea and maritime tradition, as well as with Pro Torpedo - an organization for the protection of industrial heritage of Rijeka. StepRi educational and consultancy programmes have had an immense and demonstrable impact on the local economy in terms of their support in establishing new start-ups and/or reorganizing and restructuring existing business.</p> <p>Lifelong learning programme University of the Third Age helps UNIRi to open up to wider community while offering a part-time job to its retired professors as lectures but also as attendees. Up to this point, the University has realized over 30 programs, comprising twenty 45-minute classes each, in different areas. The Program is supported by the Department of Health and Social Welfare of the City of Rijeka. The two institutions participate together in the program Rijeka - Healthy City, which cares about the mental health of citizens.</p>	
Estimate of achieved level (1-5)	3



Synthesis: Community Engagement Heatmap for Dimension III

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement				x		(See sub-dimensions levels above)
Societal needs addressed			x			From business needs to needs of vulnerable groups
Communities engaged with			x			From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread				x		From one department to university-wide
Institutional sustainability				x		From short-term projects to embedded/continual activities.

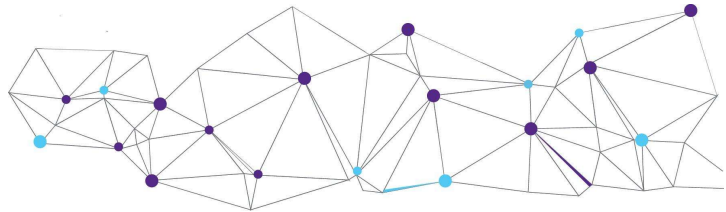
By reviewing these practices, we can conclude that a high level of community engagement has been achieved. Through many of the practices we have joint initiatives with external communities such as local schools, local or regional government, NGOs or local companies. We could say that many practices are located at more than one institution or Department of UNIRi, and it seems that the sustainability factor is not at risk. Through many projects and programmes which are included here as examples of good practice of University community engagement, we can see how important it is to continue working on building institutional sustainability through different partnerships with the local community. Some of the practices, such as Realizator or Step Ri Playpark, are examples of long-term projects addressing societal needs in the field of development entrepreneurial ideas. The University provides expertise to external community groups, in the fields of entrepreneurship, employability, creative industries or social and emotional field, so they could resolve societal needs they are faced with. Many of the presented practices relate to the wider local community as well as to a wider network of the University. Many of the highlighted practices we represent here have been recognised by the local community, such as local government (which provides financial, technical, and expert support), local schools or other beneficiaries of the programmes.



DIMENSION IV. Students

Sub-dimension IV.1. Students deliver their own community engagement activities independently through student organisations or initiatives

Levels of engagement	
Students deliver their own community engagement activities through...	
Level 1	... awareness-raising campaigns to address community needs.
Level 2	
Level 3	... organising direct assistance to community groups in need (e.g. fundraising / organising charitable events; volunteering in schools)
Level 4	
Level 5	... partnerships with community groups to jointly address problems in the community.
Achieved level and conclusions	
<p>Students at UNIRi deliver their own community engagement activities independently through many student organisations and/or initiatives that exist at UNIRi. There are student organisations at every faculty/department and their projects are usually funded by the UNIRi Student Council. The Student Council itself organises a variety of activities to support both students they represent and young people in the community, regardless of their non-student status. Students' organisations usually have disciplinary field-oriented activities or projects focused on students and their standard, but some of the practices we collected for the TEFCE exercise prove their engagement in the community. To our knowledge, there are many more of such activities, but for this particular situation we have been able to collect four practices that seem to be organised at level 3 in terms of the nature of the activities - fundraising, organising charity events, volunteering in schools).</p> <p>Prevention of cardiovascular diseases and diabetes aims at raising awareness about timely control of some of the most prevalent diseases today – cardiovascular diseases and diabetes. Through volunteering and using their own practical skills and knowledge, students of the Faculty of Medicine contribute to this project while simultaneously learning about treating patients and interpersonal relations in the position of future medical workers. By organizing voluntary blood donations students raise awareness of its importance but also of the humane aspect of blood donations from students as well as from citizens in general.</p> <p>Travelling Scientists is a project of the Biotechnology Students Association of the University of Rijeka which aims at popularising science among lower grades (first to fifth) elementary school pupils and preschool children. Students plan, organise and deliver interactive workshops and experiments in elementary schools and kindergartens of the Primorje-Gorski kotar County on their own, in their volunteering capacity.</p> <p>RI START is a course of basic life support with the use of Automated External Defibrillation, AED which was implemented as a part of the bigger public health action Health days. The aim of the Health days is to raise awareness about the prevention of cardiovascular diseases and diabetes. RI START is organized with the support of the Student Council of the University of Rijeka, Faculty of Medicine and is held for the last three years.</p> <p>Student Day Festival - SDF is among the most popular and known student project in Croatia. It is a multi-event in terms of many educational, social, music, artistic, cultural and sporting events taking place during the week, which culminates with the last two days of concerts shows of some of the most popular musicians/bands in</p>	



Croatia and region. Students' Council of the University of Rijeka is the main organiser, in partnership with local NGOs. Almost every event is happening in the community and it is open for the community. Other students and young people respond very well to this activity since it is carried out by other young persons and since the beginning of this project in 2010 more than 150 000 participated.

Practices collected:

Prevention of cardiovascular diseases and diabetes (No. 42 in Appendix)

Travelling Scientists (No. 43 in Appendix)

RiStart (No. 44 in Appendix)

Activities within annual multi-day event Student Day Festival (No. 45 in Appendix)

Estimate of achieved level (1-5)	4
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PROJECT FUNDING

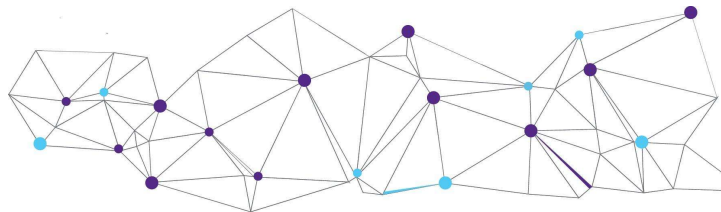


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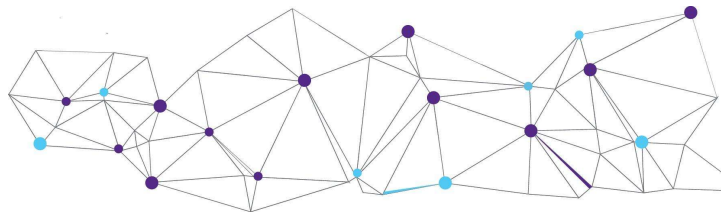


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Sub-dimension IV.2. The university facilitates matchmaking between students and external communities

Levels of engagement	
University facilitates matchmaking between community groups & students ...	
Level 1	... by providing information on extra-curricular activities to address community needs.
Level 2	
Level 3	... by organising extra-curricular opportunities for students to become engaged in the community.
Level 4	
Level 5	... by jointly designing extra-curricular opportunities for student community engagement through structured partnerships with community groups.
Achieved level and conclusions	
<p>UNIRi facilitates matchmaking on various levels: (I) by providing information on extra-curricular activities to address community needs (UNIRi web page, web pages of University constituents, departments and other University members, face-to-face presentations to students), (II) by organising extra-curricular opportunities for students to become engaged in the community (as we have reported through some practices in previous dimensions/ sub-dimensions), (III) and by jointly designing extra-curricular opportunities for student community engagement through structured partnerships with community groups.</p> <p>By the examples of practices provided we can argue there are a lot of extracurricular opportunities for students at UNIRi and UNIRi seems to be quite successful in facilitating connections between students and external communities. Many of these practices are accredited by the ECTS system, while in some of them students participate in a volunteering capacity for which they usually receive a volunteering certificate and it is officially recognized by the University/Faculty/Department (information about students' volunteering engagement can be part of their supplement diploma on their own request). Practices collected show a plethora of course and project based activities, content diversity, disciplinary diversity, networks of various community partners included (public authorities, public institutions, NGOs, businesses), as well as inclusion of various institutional structures (university centres, faculties, departments) and forms of engagement (course-based, project-based).</p> <p>There are not many examples of Level 5 collaboration but there is an exemplary model (e.g. (cultural studies, Centre for women studies) where the whole process of creating the new course at the department of cultural studies is in close collaboration with partners from local NGOs.</p> <p>Many of the practices already presented in previous dimensions/sub-dimensions show a high level of collaboration between students and external communities in both curricular and extra-curricular contexts. One of the recent developments at UNIRi that is closely related with the role of university as facilitators in matchmaking between students and external communities is UNIRi Volunteer Network. It aims at systematising the documents for the volunteering activities organised by University of Rijeka and at communicating a variety of volunteering possibilities (provided both by the University and by external parties) to students. Another segment where UNIRi puts a lot of effort is related with many ECoC projects where students are engaged as volunteers, and those extra-curricular activities have been jointly designed with external partners to support students' engagement.</p> <p>Practices collected: Digitization of cultural heritage (No. 9 in Appendix) Tourism Valorisation of Representative Monuments of Rijeka's Industrial Heritage (No. 12 in Appendix)</p>	



PROMEHS: Promoting Mental Health at Schools (No. 16 in Appendix)
Project Humane Education - Responsible Society (No. 21 in Appendix)
3-2-1 Learn Now (No. 22 in Appendix)
Public Health Course – Dental Medicine study Programme (No. 26 in Appendix)
Volunteers Network of the University of Rijeka (No. 27 in Appendix)
Case study competition Realizator (No. 28 in Appendix)
Student Cultural Center - SKC (No. 30 in Appendix)
Step Ri Education Center (No. 32 in Appendix)
Step Ri Playpark (No. 33 in Appendix)

Estimate of achieved level (1-5)

4

Synthesis: Community Engagement Heatmap for Dimension IV

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement				x		(See sub-dimensions levels above)
Societal needs addressed				x		From business needs to needs of vulnerable groups
Communities engaged with				x		From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread				x		From one department to university-wide
Institutional sustainability				x		From short-term projects to embedded/continual activities.

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Students at UNIRi are more engaged than the practices collected reveal. However, these practices show a high level of their engagement in terms of its authenticity and various partners/collaborators from the community. Different students' projects target different societal needs (those of young, those of ill, elderly, children), they are institutionally spread and since some of them have been in place for almost ten years, we can argue a high level of sustainability. Practices reported show a high level of authentic engagement and they seem to be responding to various societal needs recognised in our local community. Some of the practices are jointly organised between UNIRi and various external partners and therefore tailored according to actual needs and/or trends. Practices reveal a quite diverse network of external partners (public institutions, NGOs, local authorities and business) as well as possibilities for students' engagement. The aspect of those practices being institutionally spread around is hard to argue as most of those practices are embedded in continuous work of university centres and not faculties and departments *per se*. However, such structure is what makes those practices long-term and highly institutionally sustainable.

PROJECT FUNDING

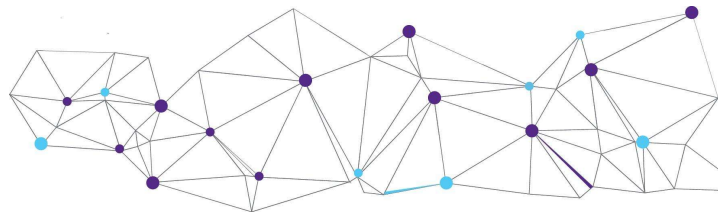


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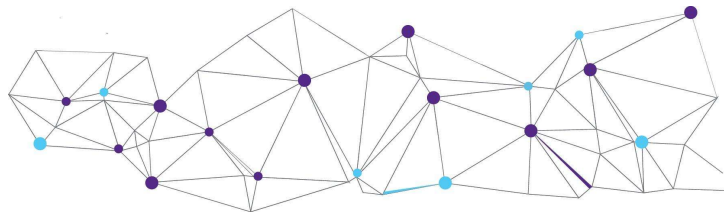
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DIMENSION V. University Management (Partnerships and Communication)

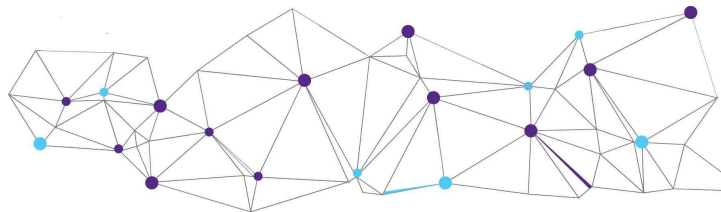
Sub-dimension V.1. The university has long-standing, mutually-beneficial partnerships with its external communities

Levels of engagement	
The university has partnerships with external stakeholders through	
Level 1	... regularly providing charitable donations or other resources to community groups in need.
Level 2	... short-term projects relating to community needs.
Level 3	... agreements on continual areas of cooperation relating to community needs.
Level 4	
Level 5	... inclusion of community groups on university boards that make key decisions about community engagement activities.
Achieved level and conclusions	
<p>Many of the practices presented so far serve as an argument in claiming that UNIRi has long-standing, mutually-beneficial partnerships with various external communities (public institutions from education, health, social service; local authorities, NGOs and business). Some of those practices are short-term projects related to community needs, while some are organised based on the official agreements on continual areas of cooperation relating to community needs. Some of those practices cherish mutually-beneficial partnerships as part of the study programmes and/or courses, some within the projects and various initiatives run by academic staff, students and other university staff. For some practices such partnerships have been in place for many years, and some are of a recent date but have both the interest and the potential to continue in the future.</p> <p>One such practice is Magical Day, organised in collaboration with the Creative Team Campus of the UNIRi and kindergarten 'Đurđica' from the campus neighbourhood, with the intention to extend the collaboration with other kindergartens in the city of Rijeka. The main focus of the project is the implementation of short, creative and innovative activities in the form of workshops in the field of science and art. Those activities are specially designed and tailored for preschool children. All of the activities were created and conducted by professors and students of the University of Rijeka from different departments (Academy of Applied Arts; Department of Biotechnology; Department of Physics; Department of Informatics; Department of Mathematics; Faculty of Teacher Education; Faculty of Engineering; Centre for Micro and Nano Sciences and Technologies (CMNZT); The Society of Mathematicians and Physicists).</p>	



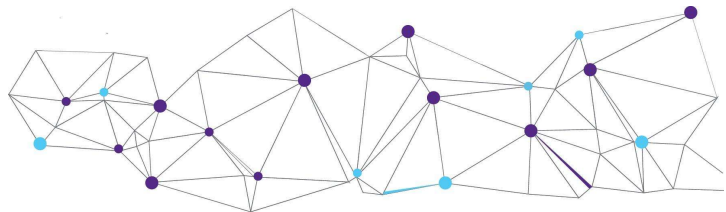
Sub-dimension V.2. The university makes learning and research resources accessible to its external communities

Levels of engagement	
The university makes learning and research resources open and accessible to its external communities...	
Level 1	... by making educational materials open to the public via downloads and videos and by allowing open access to selected research.
Level 2	
Level 3	... by organising regular public events targeting the university's external communities (e.g. science festivals).
Level 4	
Level 5	... and can demonstrate that external communities make regular use of the university's educational/research resources.
Achieved level and conclusions	
<p>In order to support European Open Science (EOS) and EU efforts towards joint management of research data, the UNIRi Senate adopted European Open Science Declaration as well as the Operative Plan for European Open Science (phase 1). According to this Plan, UNIRi will ensure storing of all student final papers in an open-access repository. Furthermore, it will encourage scientists, artists and teachers to store their relevant results in a repository (no open-access required). Also, by institutional financing and other measures, UNIRi will continue to systematically improve publishing in Full Open-Access.</p> <p>In addition, there are many practices/events organised throughout every academic year that target various university's external communities - Science Festival Rijeka, Researchers' Night, Local history education etc. Some of these practices reported regular use of the university's educational/research resources by external communities, particularly those practices organised in collaboration with public institutions for preschooling, elementary and high schools. Another way of making teaching resources available is present at the department of Philosophy where the students' association in collaboration with the department makes videos of every lecture (only at their own department) and place them online for a wider audience. Plenty of learning resources are available through StepRi educational programmes, as well as through activities organised by the Centre for Industrial Heritage.</p>	
Estimate of achieved level (1-5)	3.5



Sub-dimension V.3. The university has facilities and services that are jointly-managed and/or accessible to its external communities

Levels of engagement	
The university has facilities and services that are	
Level 1	... accessible to the public, but rarely used by the non-university community.
Level 2	
Level 3	... accessible to the public, widely promoted and regularly used by community.
Level 4	
Level 5	... jointly-owned, shared, managed with relevant community groups and are regularly used by community.
Achieved level and conclusions	
<p>The University of Rijeka makes a lot of its facilities and services accessible to the public, and some of them are widely promoted and regularly used by external communities for free or in a renting capacity. Recent project Campus Sightseeing - Postcards from campus (part of the ECoC 2020 initiative) is developed for citizens to get the opportunity to learn about space and work of the university Campus Constituents. Guided tours through university Campus Constituents are a way to bring closer the happenings on the Campus to the local community and also a way that involves them in the implementation of joint projects. Those events were held three times during the last year and a half. The goal is to have a sightseeing tour on Campus twice a year, each time with different content and constituents engaged (e.g. laboratories, dormitories, exhibitions, student cafeteria etc.,).</p> <p>Another initiative that is part of the ECoC 2020 is related with open panels for exhibitions. In October and November of 2017, university employees and citizens were invited to make their suggestions for ECoC activities on campus, and a list with program suggestions regarding the program for Rijeka 2020 European Capital of Culture – flagship 27 neighbourhoods – the Campus neighbourhood was created. One of the suggestions was placing panels for outdoors exhibitions on the university Campus. The goal is to permanently place 10 (two-sided) panels on the Campus for free outdoor exhibitions.</p> <p>The Step Ri Science and Technology Park is located in a modern renovated building at the Campus of the University of Rijeka. It offers flexible renting schemes for offices and laboratories sized from 15 up to 300 m2. Electricity, heating and cooling costs, cleaning and maintenance, utilities and other fees, fast internet access and Wi-Fi are included in the rent. There is also a possibility of renting furnished office space at no additional cost. Apart from office and laboratory space, at the tenants' disposal are fully equipped multimedia facilities: an auditorium with a capacity of up to 100 seats, a lecture hall with up to 30 seats and a meeting room with up to 15 seats. The facilities are equipped with computers, projectors and projection screens, sound system, flipcharts, whiteboards. Additional services like simultaneous translation or catering are available at an additional cost. Furthermore, tenants can use conference facilities at no charge for up to three days in a period of three months.</p> <p>The Faculty of Humanities and Social Sciences as well as the Faculty of Teacher Education offer their resources for free to some external communities, e.g. Portic NGO that runs the Good Night Storytelling project. They can use the space and offices for their own educational training, regular meetings and supervision sessions.</p> <p>The Students' cultural centre also puts its resources at disposal for external communities, particularly to young people.</p>	



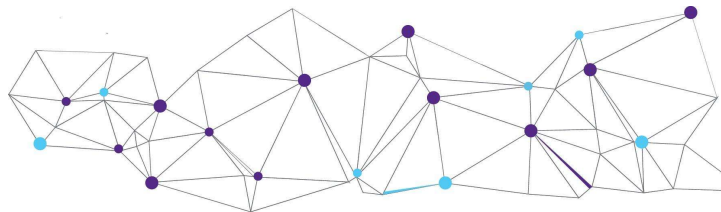
Estimate of achieved level (1-5)

3.5

Synthesis: Community Engagement Heatmap for Dimension V

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement				x		(See sub-dimensions levels above)
Societal needs addressed			x			From business needs to needs of vulnerable groups
Communities engaged with			x			From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread			x			From one department to university-wide
Institutional sustainability				x		From short-term projects to embedded/continual activities.

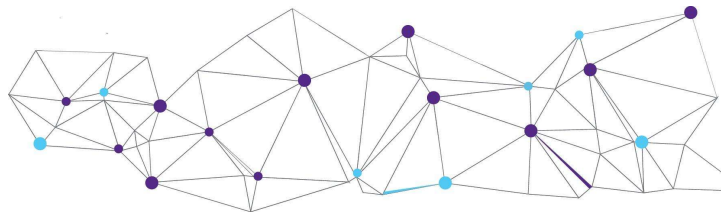
Practices collected prove that there are many course-related and projects-related activities based on long-term partnerships with various external communities. Different societal needs have been addressed (e.g. health, unemployment, continuous education etc.) and projects/courses/workshops/lectures organised with highly structured organisations and business. While some of those practices are based on faculties/departments, most of them fit into the work of various university centres, which makes them highly sustainable. While many of the practices collected can serve in favour of an argument for both learning and research resources availability at UNIRi, it seems they are not targeting certain societal groups and/or their needs, but are mostly oriented towards the idea of keeping important (teaching/learning and research) resources open and accessible. Most of those practices are embedded in the regular work of university centres which makes them highly sustainable but there is the question of how widespread across the university these practices are. The practices collected seem to be quite authentic in their engagement, and different societal needs are being addressed. Different external communities get engaged on different levels (as beneficiaries, as co-creators). As with previous examples, most of such practices are organised by university centres which seems to be a great model for achieving high sustainability, but again it raises the question of how institutionally spread these practices are.



DIMENSION VI. University Management (Policies and Support Structures)

Sub-dimension VI.1. The university provides recognition for community engagement achievements by its staff, students and external communities

Levels of engagement	
The university provides recognition of the value of community engagement ...	
Level 1	... through occasional statements relating to the relevance of community engagement to the societal needs of universities' external communities.
Level 2	
Level 3	... regular and/or structured efforts to increase the visibility of achievements of the university's community engagement (via web sites, social media and/or through a dedicated office/body).
Level 4	
Level 5	... by providing formal recognition/awards for community engagement and/or through high-profile conferences or media promotion.
Achieved level and conclusions	
<p>The Level 1 Example is set forth in the UNIRi Catalogue of Knowledge document that contains an overview of the scientific, research and art projects of the UNIRI approved for institutional funding up to 2021. In the introductory note by the Rector Prof Snježana Prijić Samaržija, Ph.D., it is stated: "Universities are not simply public institutions whose employees engage in research projects. Universities are the confluence of the most educated people in society, scientists and artists who devote their life experiments to incessant research for the everyday benefit of the society". In another public document (International student guide 2019/2020), Madam Rector stated that "we think universities should be at the heart of the society", thus emphasizing the community engagement importance at UNIRI. A good Level 3 example of structured efforts is the UNIRI involvement in the TEFCE project. Indeed, the arising efforts of the UNIRI management in terms of its third mission are shown through nominating dedicated staff to TEFCE. Level 5: The University Rulebook on recognition of prior learning (in the process of acceptance by the Senate) will evaluate community engagement activities of students within the ECTS credit system. Collaboration with the media (e.g. public conferences open to citizens) is an important aspect of UNIRI 'open university' approach.</p> <p>To name only a few recent public events organized by UNIRI in 2019:</p> <ul style="list-style-type: none"> • Public discussion on the importance of voting on EU parliament elections "A Vote for Europe - A Vote for Science" • Lecture to students and the public by H.E. Diana Helen Madunic, the Ambassador of the Kingdom of Sweden to the Republic of Croatia / Topic - The Importance of Corporate Social Responsibility and Social Entrepreneurship - Global Experiences • Painting of the Murals on the UNIRI Campus - open to all students and visitors to the UNIRI campus to paint anything of their choice on the canvas near the canteen. • Model exhibition of Foucault's pendulum open to the public at the UNIRI Department of Physics 	



- The Student Day Festival SciCafe organized in collaboration with the HairRI project, to discuss the psychological impact of diseases on children as well as the importance of sensitizing them to the problems of the people affected by illness. A bingo with rich prizes was prepared for visitors, and donations were collected for making new wigs to affect the illness. By moving the Student Day Festival program to UNIRI Campus, UNIRi wants to show the public potential of outdoor areas on UNIRI Campus. The meadow next to the military playground became a place for relaxation and socialization of all students. Also, journalists were invited to the presentation of UNIRI student media programmes: Radio Owl and Umbrella media web portal. The entertainment program was concluded with the outdoor concert, free of charge and open for all interested citizens to participate
- “What makes Croatia a (non) entrepreneurial country?” - open public conference presenting the results of a new Global Entrepreneurship Monitor (GEM) survey and a panel discussion held at the UNIRI Campus. The research results were presented by Prof. Emerita Slavica Singer, Ph. D. The keynote speakers were Zdenko Adrović, Director of the Croatian Banking Association and Natasa Mikuš Zigman, State Secretary of the Ministry of Economy and Entrepreneurship. The panel moderator was the economic analyst Velimir Šonje, and the panelists were Snježana Prijić Samaržija, Rector of the UNIRi, Boris Popović, UNIRI Council Member and President of the Urban Agglomeration Competitiveness Council Rijeka, Predrag Krndija, Alius Rijeka Group, Vedran Kružić, Director of the Regional Development Agency, Saša Zelenika, Assistant to the Rector and President of the UNIRI Commission for the Advancement of Cooperation with the Economy and the Community through Knowledge Transfer, and Zoran Stojanović, Head of Credit Approval Service, Erste & Steiermarkische Bank.
- 3rd Conference of the International Scientific Council of the University of Rijeka, attended by members of the International Scientific Council of the UNIRI: Prof. dr. sc. Ivan Djikic, Goethe-Universität Frankfurt am Main, Germany, prof. dr. sc. Igor Mesic, University of California, Santa Barbara, CA, USA, prof. art. Vedran Mimica, Illinois Institute of Technology, IL, USA, prof. dr. sc. Nenad Miscevic, University of Maribor, Slovenia and Central European University in Budapest, Hungary, prof. dr. sc. Drazen Prelec, MIT, Cambridge, MA, USA, prof. dr. sc. Igor Zutic, University of Buffalo, NY, USA, and Rector of the UNIRI Prof. dr. dr. sc. Snježana Prijić Samaržija. The conference was moderated by the established and award-winning Croatian journalist Tanja Rudež. Entrance to the conference was free and open to the public.

Estimate of achieved level (1-5)

4

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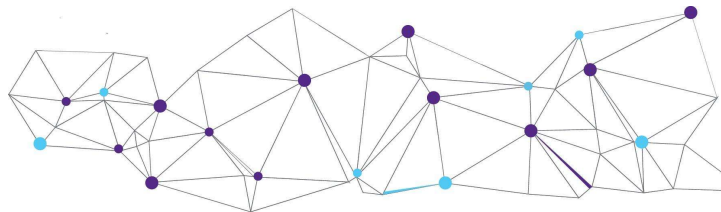


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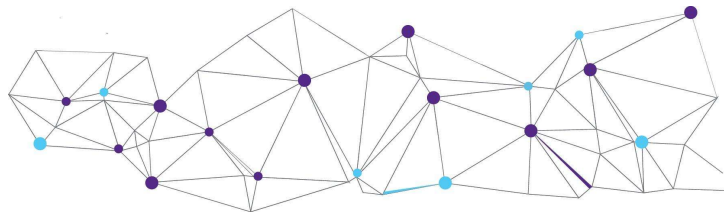


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Sub-dimension VI.2. The university has a support structure (e.g. committee, office or staff) for embedding and coordinating community engagement activities at the university level

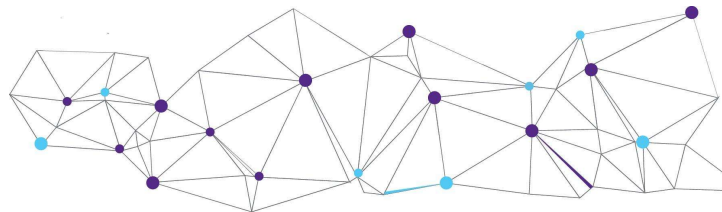
Levels of engagement	
There is a university structure that addresses/ supports community engagement in the form of...	
Level 1	... a working group or advisory body that covers “university engagement” in its broadest sense (third mission, business engagement, civic role, etc.)
Level 2	
Level 3	... a university committee specifically focused on improving university-community engagement.
Level 4	... a staffed office that coordinates or facilitates community engaged teaching, research and/or service for the whole university.
Level 5	... a high-level university body incorporating community partners to jointly oversee and plan community engagement activities
Achieved level and conclusions	
<p>UNIRi has established and/or organized diverse supporting structures for embedding and coordinating various community engagement activities on the institutional level. For example, UNIRi manages community needs through their centres and companies, targeting different engagement activities and collaborators from the local community. In that sense UNIRi STEP RI (Science and Technology park) strongly supports community engagement activities oriented towards business and entrepreneurs; Student Cultural Centre provides support for organising various cultural activities where students and staff regularly collaborate with local partners (NGOs, museums, galleries, youth clubs, artists, etc.).</p> <p>Also, UNIRi Volunteering network has been established to coordinate students volunteering activities at the University level. CCT (Campus Creative Team) is founded to particularly serve/support various projects and activities within the ECoC platform. CCT in its own capacity supports students, academic staff and com members engaged in diverse ECoC related projects and activities. The Realizator case study competition programme organised by the UNIRi Foundation offers supporting structure through this programme dominantly focused on matchmaking students with local businesses in partnership with Step Ri and UNIRi management, with an idea to support students engagement in critical thinking and problem solving activities. The Third Age UNI programme offers support for LLPs organized for 55+ citizens of the City of Rijeka and PG County. All of these UNIRi centres serve as supporting structures, as they have their own employees, resources and facilities that include supporting community engagement activities. UNIRi has Assistant to the Rector and President of the UNIRi Commission for the Advancement of Cooperation with the Economy and the Community through Knowledge Transfer.</p>	
Estimate of achieved level (1-5)	4



Sub-dimension VI.3. The university has staff development policies (e.g. recruitment, tenure, promotion) that include community engagement as a criterion¹

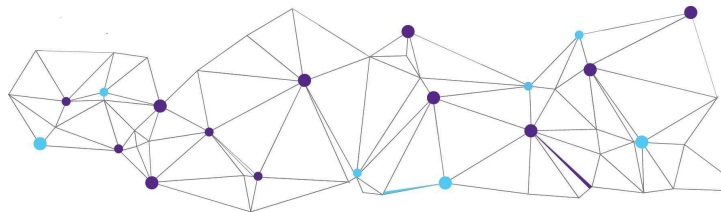
Levels of engagement	
University policies relating to recruitment, tenure and promotion...	
Level 1	... do not yet include evaluation criteria specifically related to community engagement.
Level 2	
Level 3	... does include evaluation criteria specifically related to community engagement, although not within the evaluation criteria relating to the categories research and teaching.
Level 4	... include evaluation criteria specifically related to community engagement, including <u>within</u> the criteria relating to research and teaching.
Level 5	... prioritise community engagement by providing additional weights for community engagement achievements in the evaluation process, including within research and teaching.
Achieved level and conclusions	
<p>Academic recruitment, tenure and promotion in Croatia fall under the national legal framework. On the national level, one of the alternative criteria for recruitment and promotion includes participation in expert projects, including the public, private and non-profit sectors, hence the civil society for community welfare. On the level of certain faculty departments, there are examples of appreciation of candidates who, along with the formal requirements, have volunteering experience and other forms of community engagement. However, major policies considering recruitment, tenure and promotion are regulated at the national level within certain legal/normative acts. Therefore, this particular sub-dimension is not assessed as previous ones.</p>	
Estimate of achieved level (1-5)	N.A.

¹ Assuming that the university is able to add complementary criteria to those that are set through national legislation



Sub-dimension VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement

Levels of engagement	
The university's mission, strategy and leadership ...	
Level 1	... indirectly support community engagement through a general reference to the university's role in addressing societal needs.
Level 2	
Level 3	... specifically emphasise the university role in addressing societal needs and serving the local community (without specifically mentioning community engagement).
Level 4	... explicitly mention community engagement as one of the university's priorities and/or key parts of its activities.
Level 5	... explicitly prioritise community engagement as within its mission and has concrete engagement initiatives in place.
Achieved level and conclusions	
<p>It can be concluded that UNIRi strongly supports and promotes community engagement on various institutional levels. Funding is always one of the major challenges, and UNIRi is trying to address this issue by various institutional funding programmes for projects that have the potential to answer specific societal needs (e.g. European Capital of Culture Rijeka 2020 projects funded by UNIRi). Having in mind that UNIRi supports university centres (many practices done by the UNIRi centres have been reported here) in various capacities (and financially, as well) we can argue there are certain funding instruments in place that promote community engagement as well.</p> <p>In its mission, among others, UNIRi puts an emphasis on its "devotion to the sustainable development of the local community" and "promotion of cooperation with external partners in scientific activities and higher education". In its vision, UNIRi says: "By actively collaborating with the economy, engaging in partnerships with the local community, joining European higher education networks, and maintaining the highest possible standard of orderliness and responsibility, the University of Rijeka will prove its public engagement and contribute to the global journey toward a knowledge society. The University of Rijeka will be a dynamic university supportive of mobility and individual academic careers, one that enables each member of its community (teachers, assistants, administrators, and students alike) to express their talents and entrepreneurial potential."</p> <p>Another example of UNIRi promotion of community engagement is related to two policy instruments - (I) The UNIRi Rector's Award for the Best Student Volunteer and The UNIRi Rector's Award for the Best Student Activist Project/Engagement, that have both been in place since the academic year 2010/2011, and (II) University Senate Charter on Formal Recognition of Students' Competences Gained Through Community-Based Engagement. Similar example is the university award for the knowledge transfer, set up to promote and acknowledge academics who pursue innovations in collaborating with various community stakeholders. UNIRi has become an associate partner of the YUFE Network (Young Universities for the Future of Europe) and therefore has accepted crucial values of the mentioned network, as stated by Professor Martin Paul, Chair of the YUFE alliance and President of Maastricht University, which leads the consortium: "<i>Our alliance, including eight young universities, will bring a radical change in European Higher Education by establishing itself as the leading model of a young, student centred, non-elitist, open and inclusive European University. A unique ecosystem linking universities to communities, YUFE will be based on cooperation between higher education institutions, the public and private sector and citizens across Europe.</i>"</p>	

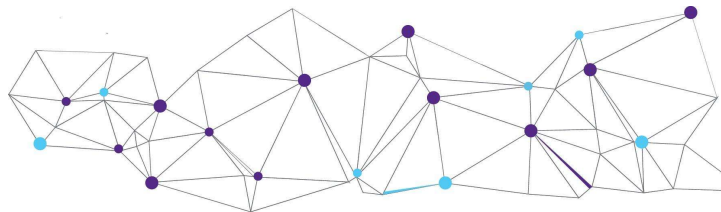


Estimate of achieved level (1-5)	4.5	
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Synthesis: Community Engagement Heatmap for Dimension VI

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement				x		(See sub-dimensions levels above)
Societal needs addressed			x			From business needs to needs of vulnerable groups
Communities engaged with			x			From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread				x		From one department to university-wide
Institutional sustainability				x		From short-term projects to embedded/continual activities.

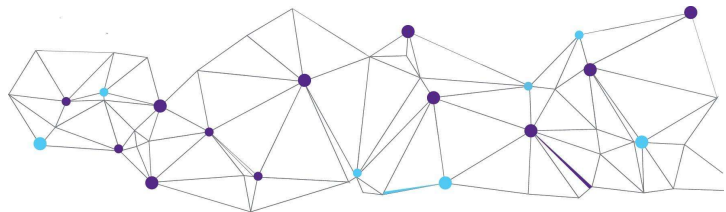
UNIRi has established and/or organised diverse supporting structures for embedding and coordinating various community engagement activities on the institutional level. UNIRi strongly supports and promotes community engagement on various institutional levels. Funding is always one of the major challenges, and UNIRi is trying to address this issue by various institutional funding programmes for projects that have the potential to answer specific societal needs (e.g. European Capital of Culture Rijeka 2020 projects funded by UNIRi). Having in mind that UNIRi supports university centres (many practices done by the UNIRi centres have been reported here) in various capacities (and financially as well) we can argue there are certain funding instruments in place that promote community engagement as well. Recently, an even deeper commitment has been made by senior management to this activity by recognising its value to education through its proactive initiatives (e.g. through its reward mechanisms for staff and students who effectively engage in such activities).



DIMENSION VII. Supportive Peers

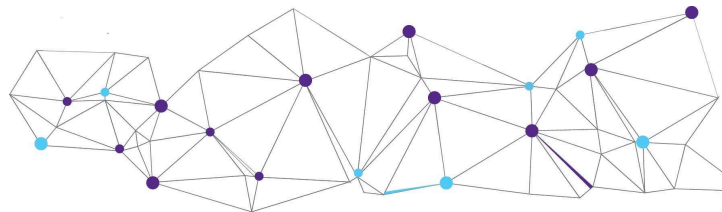
Sub-dimension VII.1. The university has prominent academic staff members that have a strong track-record of community engagement and that advocate for its further advancement

Levels of engagement	
Academic staff members that have a strong track-record of community engagement and that advocate for its further advancement are active ...	
Level 1	... in at least one university department.
Level 2	
Level 3	... at several university departments.
Level 4	
Level 5	... at most university departments.
Achieved level and conclusions	
<p>UNIRi has prominent academic staff members that have a strong track-record of community engagement and that advocate for its further advancement. Through some of the practices reported here and via other activities/projects they are engaged in, they continuously advocate the idea of an engaged university and actively 'preach what they teach' in their teaching, research and public engagement as well. They are engaged in various projects that tackle issues of community engagement (research or development projects), some of them are very active and vocal in the media (both local and national) addressing various local, regional and national issues. Some of them are extensively engaged in various boards on the local and national levels, and some in governmental advisory boards. They are usually those who organise a lot of public events on a local level targeting trendy issues and problems and thus opening a platform for discussion with experts and citizens as well. They are from different disciplinary backgrounds which makes their engagement for UNIRi even more interesting and important. Some of them are: Madam Rector Snježana Prijić Samaržija (philosophy), Elvio Baccarini (philosophy), Nebojša Zelić (philosophy), Jasminka Ledić (Pedagogy), Bojana Čulum Ilić (Pedagogy), Sanja Barić (Law), Sanja Bojanić (Art and ECoC), Rajka Jurdana Šepić (physics), Marta Žuvić Butorac (Physics), Vedrana Mikulić Crnković (Mathematics), Saša Zelenika (Technical Sciences), Katarina Peović Vuković (Cultural Studies), Nikica Petković (Cultural Studies). These are just some of the academics with the strong track-record of community engagement and that advocate for its further advancement. Our apologies to those we were not able to include in this part of the report.</p>	
Estimate of achieved level (1-5)	4



Sub-dimension VII.2. The university's academic staff are acceptive of the idea of university-community engagement and of the value and rigour of community-engaged teaching and research

Levels of engagement	
Academic staff within or outside the unit(s) where community-engaged activities are organised ...	
Level 1	... have little understanding and/or express little support for community-engaged teaching or research.
Level 2	
Level 3	... express limited support for community-engaged teaching or research.
Level 4	
Level 5	... express strong support for engaged teaching or research and recognise the value and rigour of community-engaged teaching and research.
Achieved level and conclusions	
<p>While there are academics with strong records in community engagement (teaching, research and public engagement) and those who are quite vocal in advocating its further development and advancement (they influence institutional policies, engage in development research, run lifelong learning programmes, promote UNIRi community engagement in the media etc.), there are still a lot of academics at UNIRi with little or no understanding and/or support for community engagement, particularly in terms of community-engaged teaching or research. New university management is trying to change that perspective by promoting various policy instruments, funding instruments and activities that portrait UNIRi as an engaged university.</p>	
Estimate of achieved level (1-5)	3



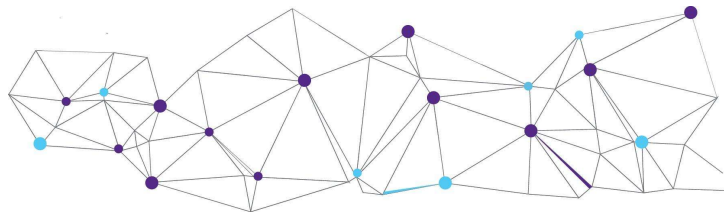
Synthesis: Community Engagement Heatmap for Dimension VII

Type of engagement	Heatmap level					Heatmap criterion
Authenticity of engagement				x		(See sub-dimensions levels above)
Societal needs addressed			x			From business needs to needs of vulnerable groups
Communities engaged with			x			From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread			x			From one department to university-wide
Institutional sustainability				x		From short-term projects to embedded/continual activities.

While there are academics with strong records in community engagement (teaching, research and public engagement) and those who are quite vocal in advocating its further development and advancement (they influence institutional policies, engage in development research, run lifelong learning programmes, promote UNIRi community engagement in the media etc.), there are still a lot of academics at UNIRi with little or no understanding and/or support for community engagement, particularly in terms of community-engaged teaching or research. New university management is trying to change that perspective by promoting various policy instruments, funding instruments and activities that portrait UNIRi as an engaged university.

OVERVIEW OF MAPPING RESULTS

Dimensions of community engagement	Characteristics of community engagement				
	Authenticity	Social Needs	Communities	Spread	Sustainability
I. Teaching and learning					
II. Research					
III. Service/knowledge exchange					
IV. Students					
V. Management (partnerships)					
VI. Management (policies)					
VII. Peer support					

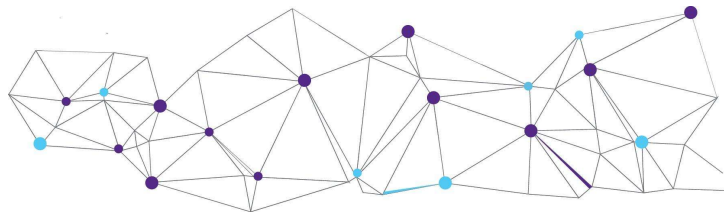


SELF-REFLECTION

Based on the mapping report prepared above, a series of workshops and structured discussions were organised with stakeholders at the University of Rijeka on September 24 and 25, 2019. The purpose of the discussions was to ascertain whether the mapping report captured the reality of community engagement at the University of Rijeka and to reflect upon both the achievements and the areas for improvement in terms of the University's community engagement.

The framework for the self-reflection was a so-called 'SLIPDOT analysis'. Developed by the TEFCE project, the SLIPDOT analysis follows the core structure of a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) but replaces the term 'Weaknesses' by two categories: 'Lower Intensity' and 'Potential for Development'. It also re-frames Opportunities and Threats as not only being external (as in a SWOT analysis), but also as encompassing elements that are *internal* to the university, but that are outside the control of community-engaged practitioners (meaning that they mostly refer to university management).

Areas of Strength	Areas of Lower Intensity	Areas with Potential for Development
<i>Areas where the university is doing particularly well in terms of community engagement</i>	<i>Areas of community engagement that are not highly developed at the university (due to it not yet being a priority, due to limited capacity or other reasons)</i>	<i>Areas of community engagement that the university could realistically improve in the future.</i>
Opportunities		Threats
<u>Internal</u> : e.g. Level of support among leadership and academic staff		<u>Internal</u> :
<u>External</u> : e.g. Level of community support; in line with national policy; availability of funds and programmes		<u>External</u> :



The participants of the SLIPDOT workshop were the following:

Local stakeholders (alphabetical)	International experts (alphabetical)
Ajduković Ana (University of Rijeka, The Center for Women's Studies)	Irma Budginaite Mackine - PPMI
Ažić Jana (Head of Student Cultural Centre)	Anja Jannack, TU Dresden
Czerny Sarah (Faculty of Social Sciences and Humanities, University of Rijeka)	Bruce Phillips, City of Dublin
Ćulum Ilić Bojana (Faculty of Humanities and Social Sciences, Department of Pedagogy)	Benjamin Stelzle, TU Dresden
Davorija Iva, NGO PaRiter	
Glavan Šćulac Daria (University of Rijeka)	
Golob Boris (Step RI - Science and Technology Park of the University of Rijeka)	
Ivanović Nikolina (University of Rijeka, Centre for EU projects)	
Jurdana Šepić Rajka (University of Rijeka, Department of Physics)	
Pavletić Pegi (University of Rijeka, Student Council)	
Prijić Samaržija (University of Rijeka, madam rector)	
Šušnjar Aleksandar (University of Rijeka)	
Tolić Kristina (University of Rijeka, Student Cultural Centre (SKC))	

The conclusions of the SLIPDOT analysis are presented below and provide a basis for further discussions about how to improve the community engagement at the University of Rijeka.

Strengths

Overall, UNIRi has undeniably had a **strong and positive impact** on the city of Rijeka and the Primorje-Gorski kotar county in terms of economic development and the broader social benefits that this brings. Particularly, this has been the case during the past years as the City of Rijeka holds the prestigious European Capital of Culture 2020 title, and UNIRi has been one of the main partners in the whole project, with lots of academics, students and non-academic staff being involved in various ECoC activities.

UNIRi's **areas of strengths** could be categorised in five main points:

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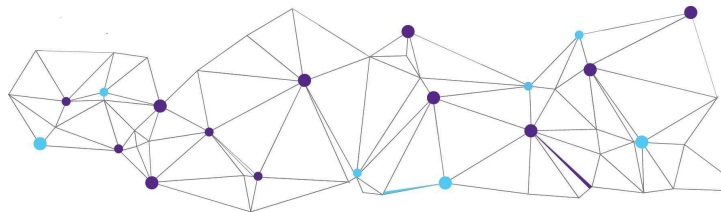


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(I) university leadership

- the current leadership values the notion of university-community engagement and the role of universities as responsible institutional 'citizens' in their community, which is reflected in the university strategic documents
- UNIRi leadership's deliberative choice to focus on promoting and developing community engagement, as well as on creating favourable policies and supportive structures offers a positive environment for the further development of various aspects of community engagement is recognised as rare and crucial
- the current leadership values and implements a student-centred approach and is very responsive to their needs and therefore has created certain policies to push forward the engagement agenda and possibilities for students to get ECTS credit points for their engagement

(II) academics

- many academics that are already engaged in various contexts - teaching, research or diversified outreach activities
- there is already a group of community-engaged 'champions' that seriously take ownership of their own engagement
- a number of academics with significant interest and even expertise in community-engagement, so they could serve as key drivers in pushing the community-engagement at UNIRi forward
- academics engaged in international activities/projects and network bring UNIRi on the global map of engaged universities

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(III) students

- seen as partners in a true sense and hold an important role in the decision-making process
- strong and loud advocates of community engagement, and in many cases, they have ownership of their own engagement through the student council and many students' associations
- seen as university ambassadors of community engagement

(IV) university centres

- a great variety of university centres that act as special unit for fostering knowledge transfer and community engagement in various contexts
- centres offer great examples of real co-creation of many activities, including even study courses, and could serve as an exemplary practice that could be multiplied across the university

(V) engagement culture

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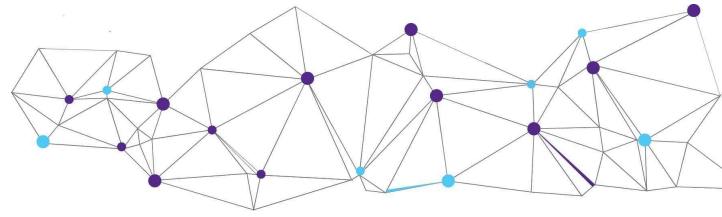


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- authentic engagement due to very close ties with various stakeholders in the community - from the local authorities on different levels (city, county), to institutions in various sectors (culture, health, social care education, etc.), and non-for-profit organisations
- the culture of working together might be connected with the context of one university being anchored in a smaller city, allowing therefore for the university to actually be in real contact with non-academic communities
- “you can feel it all across university, it is real, it’s not just a lip talk” (external expert quote)

Lower intensity

UNIRi’s **areas of low intensity** are mostly related to two aspects:

(I) research

- community-based research seems to be neglected
- the engagement with hard to reach groups in the community is less present and/or less documented
- low intensity of interdisciplinarity

(II) university impact on the community

- there are just a few (presented and analysed) practices which have had certain follow-up activities in the context of the evaluation and analysis of their impact
- little effort has been invested in actually analysing the true impact of engaged activities have on various stakeholders and the community itself
- what is the tangible legacy of UNIRi in the community - UNIRi should find a way to answer that question with data

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Potential for Development

UNIRi’s **potential for development** is quite rich and diversified, and can be categorised in following areas:

(I) leadership and policy

- the legacy of the current leadership might be threatened, and it is therefore needed to secure long-term sustainability of the CE activities
- university management investing more in creating a favourable environment at different (institutional) levels

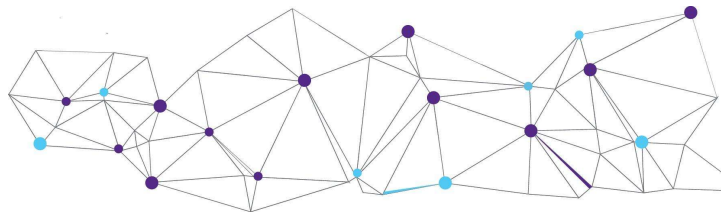
(II) relationship between centre and periphery

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- better integration of university policies and practices at all university constituents to manage community engaged activities accordingly (e.g, policy groups or engagement 'councils' at faculties)

(III) university centres

- motivating more academics/researchers to engage (get scientist aware of and informed about the benefits of university community engagement - scientists might not be included because of not being aware of the relevance and benefits of community engagement)
- promoting community-based research
- there is a need to create benefits for UNIRi academics/researchers to engage more with StepRi
- recognising community needs in a more collaborative process
- creating new and sustainable opportunities for centres and those engaged to continue striving (e.g. sustainability grants for university centres)

(IV) mainstreaming community engagement

- establish rewarding systems for engaged scholarship
- recognising community engagement 'champions' by creating environment of recognition and celebration (e.g. awards)
- establishing university electronic system for continuous collection of engaged practices
- communicating university engaged practices with non-academic communities in local media
- good examples of service-learning practices in teaching could be spread across the university
- collaborating more with former students/alumni in co-creation of new community-engaged courses, community-based research and other (outreach)
- making the community-engaged 'label' of the university an advantage in attracting and recruiting students
- making the analysis of engaged activities in all academic pillars part of an institutional research and self-assessment

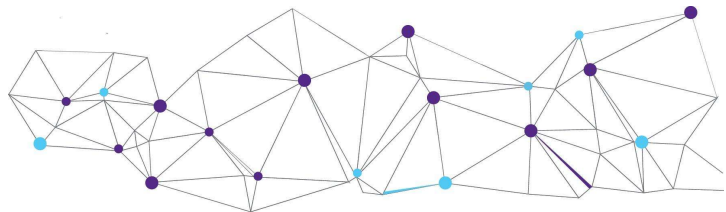
Opportunities

Internal opportunities

- Profiling the university as student-oriented and community engaged to get more attractive to both national but international students as well
- UNIRi Foundation - use it as an 'asset' to secure more sustainability for the current ECoC projects, and for the future ones
- "using" students to engage the periphery - students are true partners
- university leadership and students working together might be an authentic way of bridging the gap between the centre and the periphery

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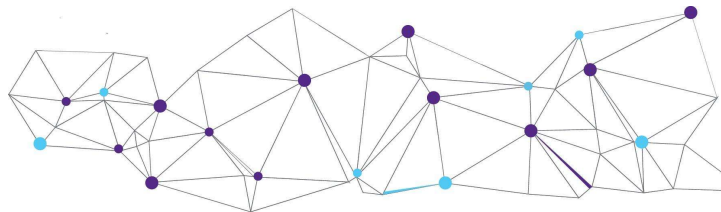


- demography as an opportunity - community engagement as a strategy for widening the participants group as it can bring new students
- bottom up approach of both academics and students with a lot of 'personal' involvement and engagement
- community elective service-learning courses should be more vocalised from the university leadership and management - university/faculty management should highlight the importance of such courses and highlight the importance of such courses being part of strategic documents, accreditation reports, different kinds of official and strategically important documents
- scaling up already existing activities when/where possible (e.g. collaboration with kindergartens)
- set up teaching and research platforms to work more *with* communities (and not to, in or for communities) in order to contribute better to the community/societal needs and problems
- setting up university community engagement 'task force' - invite interested (engaged) academics, students and community partners to contribute to action plan development
- start an LLP or master programme in community engagement for managers
- develop more university centres as units to foster community engagement in different (disciplinary) areas

External opportunities

- at an international level, community engagement is becoming part of 'doing good science' (especially as framed within the concept of Responsible Research and Innovation)
- the societal impact of research and higher education generally is becoming increasingly prominent in policy debates, and prioritising community engagement is a pathway towards achieving such an impact
- the UN's sustainable development goals (SDGs), which are increasingly prominent in public policy debates in the EU, including in higher education, represent an opportunity for mainstreaming community engagement
- important alliances and networks that UNIRi is part of, e.g. YUFE alliance, EUA
- developing new collaborations/partnerships/networks with other universities in surrounding area (if Ljubljana and Trieste are seen for their attractiveness, develop more joint projects and programmes with those universities)
- rebuild UNIRi profile as an engaged university in (engaged profile) networks that UNIRi and/or academics and students are already members (e.g. Talloires network, European Association of Service Learning in Higher Education)
- consider joining the European Network of Innovative Universities and/or GUNI, for example - the more networks around, the stronger the idea of community engagement becomes in a local context
- increasing EU funds dedicated to supporting community engagement (e.g. Horizon 2020, Science with a for Society)
- at the national level UNIRi is recognised as 'different', more engaged than other universities, and UNIRi could use such a 'status' in further promotion and strengthening of the engagement culture in higher education in national higher education area





- continue pushing the engagement agenda by building on the legacy of ECoC in collaboration with external partners (e.g. local authorities), as many connections and projects have already been established, invest more in their sustainability
- start developing 'After ECoC 2020' initiatives with community partners

Threats

Internal threats

- a change of the university leadership
- the centre-periphery management relationship (a 'cacophony' in transferring certain policies from the university to the institutional/departmental level - deans at the university are powerful and currently do not demonstrate a strong interest in the community engagement agenda, which might impede any university-wide attempts to mainstream community engagement
- different institutional cultures (meaning faculties/departments) hinder engaged practices
- faculty/departments ignoring/being passive in the context of changes and new paradigms introduced by new university leadership
- immense (and increasing) workload of academics, who therefore report having little or no time available for engagement activities
- the current lack of incentives for community engagement might result in losing currently community-engaged staff: the combination of having a significant burden of workload (teaching, research and administrative) and of incentives not being in place, would leave little motivation and time for academics to be community engaged

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External threats

- centralised (national) HE system - university 'losing' the autonomy to address certain critical aspects important for further promotion and strengthening of the engaged culture (e.g. promotion and tenure system)
- national higher education policies that are in favour of collaboration with business/industry
- continuous economic downturn of the country/region
- demographic changes and the drop of the number of students (university funding in national HE system is directly linked with the number of students)
- the attractiveness of the close-by universities in other EU countries (e.g. Ljubljana and Trieste)
- competitive HE environment - community engagement does not have a clear funding stream
- on a global level, university rankings represent a threat to prioritising community engagement since none of the metrics of the global university league tables provides any measurement of community engagement which serves as a strong disincentive for universities to prioritise those activities, since rankings are key to recruiting students and staff, as well as for institutional prestige more generally

PROJECT FUNDING

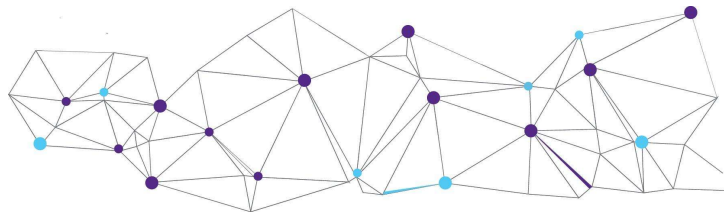


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The TEFCE Toolbox piloting exercise created an opportunity for the University of Rijeka to acknowledge the variety of engaged practices that are already taking place at the university and in our communities. Behind all those practices there are engaged academics, non-academic staff, students and community members whose dedication is highly admired. While greatly acknowledging the good work already done, the TEFCE piloting created an opportunity for critical reflection and the journey of (re)thinking our future efforts in promoting and strengthening community engagement at the UNIRi will be dominantly based on the SLIPDOT analysis. The university leadership is supportive of the follow-up process, with the intention of creating an action plan for further promotion and strengthening of the community engagement in participatory manners, inviting relevant actors to contribute so that academic and non-academic (community) voices both can be jointly heard.

PROJECT FUNDING

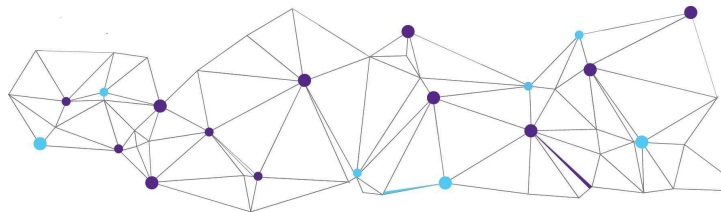


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APPENDIX: CASE STUDIES

Practice 1. Campus sightseeing (Razgled(nica))

Case study provided by: Kristina Tolić, Student Cultural Centre (SKC) and Rajka Jurdana Šepić, Department of Physics

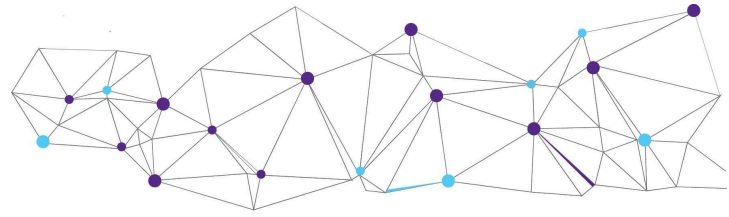
<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>Activities on the university Campus are reduced to isolated, individual activities on Constituents. The University is a community that is trying to build its identity through cultural content, which is connecting its population in their free time. The population of the university Campus is made up of professors, associates and students, as well as the entire community within which it is located (local neighbourhoods). All of the population needs to interact with each other through the formation of social gatherings and meetings thus exchange of knowledge, community involvement, connecting with the campus, and neighborhood cooperation are the goals of the practice Kampus sightseeing (Razgled(nica)). Through this practice all citizens get the opportunity to learn about the space and work of the university Campus Constituents. Guided tours through university Campus Constituents are a way to bring closer happenings on the Campus, to the local community and also a way that involves them in the implementation of joint projects. Kampus sightseeing (Razgled(nica)) event was held three times in the last year and a half. The goal is to have a sightseeing tour on Campus twice a year, each time different content (Constituents; laboratories, dormitories, exhibitions, student cafeteria etc.).</p>
<p>Web link</p>	<p>Facebook page KKT UNIRI Student Cultural Centre</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice? <i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>The community that we engage with, professors, associates and students, as well as the entire community within which the campus is located (local neighborhoods) in general, citizens are for the most part beneficiary of this practice. Some of the professors and students do collaborate in the practice, but in the role of the guide of Constituents that they work for.</p>

Support for community engagement

How does the university support this community-engaged practice? *Please*

The event is happening on the university Campus, the support comes in the form of university professors and other experts who work on this project as volunteers. Constituents and other university employees share the news about the event and





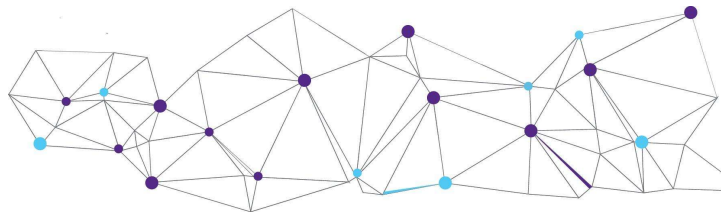
<i>describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i>	in the end, they come to the event as well. There is smaller financial support for the catering at the end of the sightseeing tour as well as for the music. In general, main support comes from promotion and recognition of the importance of this event.
How do partners/collaborators from the community support and value this practice?	Kampus sightseeing (Razgled(nica)) event was held three times in the last year and a half. They show their support by coming and participating in the event.
How do your peers (university staff and management) and students support and value this practice?	University professors and other experts who work on this project do it voluntarily, usually after office hours. They are tour guides and usually prepare small presentations and answer citizens' questions. They also see this practice as very useful because they get the opportunity to promote their activities and programs/project to the broader community.

PROJECT FUNDING



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Practice 2. Campus Creative Team

Case study provided by: Kristina Tolić, Student Cultural Centre (SKC) and Rajka Jurdana Šepić, Department of Physics

Brief description of practice

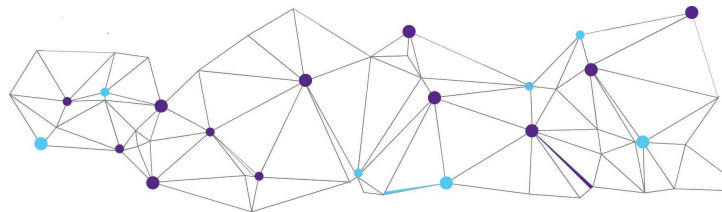
Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Within the European Capital of Culture Rijeka 2020 program, there are 27 flagship neighbourhoods and one of those 27 neighbourhoods is the University Campus! The Campus Neighbourhood (UNIRI) is a unique example of programmes which promote and advance the contemporary culture of the campus. The proposed activities of Campus Neighbourhood's programme focus on topics such as the exchange of knowledge, community involvement, and also different departments of the University are being connected through specially designed programs, as are the Campus Neighbourhood with its neighbouring communities of Trsat, Vojak, Gornja Vežica, KBC Rijeka - Sušak. The connecting is also happening through the cooperation with other 26 neighbourhoods in the context of specific knowledge and support for the development of various topics in the scientific research segment. Considering that Trieste will be the European Capital of Science in 2020, a collaboration between the University of Rijeka and University of Trieste is also created and the exchange of knowledge is encouraged. In order to develop and execute The Campus Neighbourhood program and activities, in 2017 the University of Rijeka set up an informal broader working group called the Campus Creative Team (KKT). A large number of university professors from Rijeka, experts, assistants and students became members of this team (KKT). The Rector decided to create the operative team - ECOC2020 Campus Creative Team Executive Board (IO KKT). The appointed members of the IO KKT (Prof. Rajka Jurdana Šepić, Ph. D., Department of Physics, President of the Executive Board; Prof. Sandra Kraljević Pavelić, Ph. D., Department of Biotechnology; Prof. Nana Palinić, Ph. D., Faculty of Civil Engineering; Ana Ajduković, Program Associate, The University of Rijeka Kristina Tolić, Program Associate, 27 Neighbourhood Projects Administrator, Student Cultural Centre) organizes competitions for the Campus Neighbourhood Programs, monitors, coordinates the proposed ideas, projects and programmes that have been implemented in the following three years (2018-2020) in cooperation with the University, EPC 2020 and citizens. Currently there are 28 projects (activities) created by the University's professors, students and the members of local community, NGOs etc. coordinated by the IO KKT! In addition to these 28 projects (activities), other main activities coordinated by the IO KKT are: "Campus sightseeing (Razgled(nica))"; "Magical day - cooperation with kindergarten"; "European Neighbours' Day: Greetings from ... - sending postcards"; "Instalment of the metal panels for outdoor exhibitions"; "Horticultural artistic intervention "I'm not a robot" by the artist Darko Fritz".

Web link

[Facebook page KKT](#)
[UNIRI](#)
[Student Cultural Centre](#)





How is the community/target group with which you engage involved in the implementation of this practice?	Since the programs created by the KKT and coordinated by the IO KKT are largely meant for the broader community (citizens) and local communities from the surrounding neighbourhoods (Trsat, Vojak, Gornja Vežica, KBC Rijeka - Sušak), the users are primarily beneficiaries and are not included as collaborators. However, some of the projects (activities) include volunteers and through that form, the communities that we engage with, will become collaborators and help with the implementation of the program.
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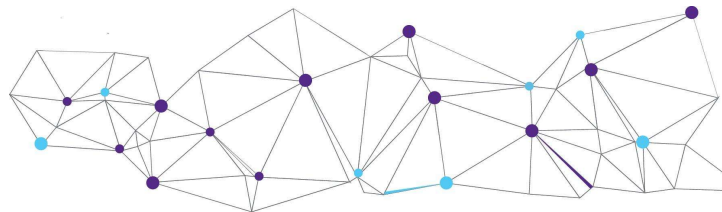
Support for community engagement

How does the university support this community-engaged practice? <i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i>	The University of Rijeka, within its strategic policies (2014-2020), has focused its attention on developing partnerships with the local community. For many years, the University has developed partnerships with the local, regional and wide academic and non-academic community in the form of exchange of knowledge and the building of a more open society. By creating and supporting the operative team - ECOC2020 Campus Creative Team Executive Board (IO KKT), the University is one step closer to fulfilling its goals of community involvement and connecting the campus with the local communities. The support is also visible through funding and promoting 28 projects (activities).
How do partners/collaborators from the community support and value this practice?	Users, the broader community (citizens) and local communities from the surrounding neighbourhoods (Trsat, Vojak, Gornja Vežica, KBC Rijeka - Sušak), of the projects (activities) support this practice by participating in the events/happenings, thus turning the campus into a place of gatherings and connections between academia and citizens.
How do your peers (university staff and management) and students support and value this practice?	By joining and becoming members (a large number of university professors from Rijeka, experts, assistants and students) of the Campus Creative Team (KKT) they support this practice. Their engagement (creating projects) is entirely voluntary. Since there are a total of 28 projects (36 submitted) it seems like this practice is valued and there was a need for a practice like that. Detailed feedback has not been received yet.

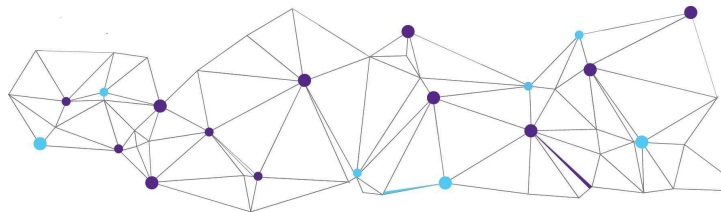
Practice 3. European Neighbours Day

Case study provided by: Kristina Tolić, Student Cultural Centre (SKC) and Rajka Jurdana Šepić, Department of Physics

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	European Neighbours' Day was launched in 1999 in Paris. The initiative was then created in 2005 by the European Federation of Local Solidarity (NGO based in Paris) and since then it continued to expand and is marked by 1450 partner cities (more than 30 million participants) every year at the end of May.
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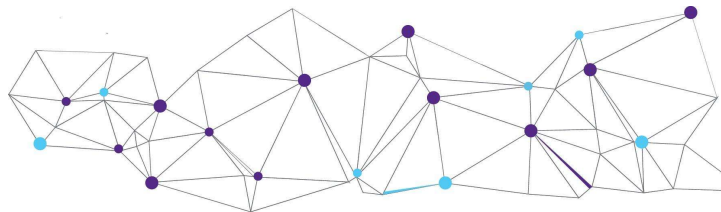
	<p>The aim of the initiative is, namely, to foster community cohesion, the spirit of solidarity, social ties, and mutual assistance among citizens, while promoting good relationships between neighbours, and intercultural dialogue in urban areas.</p> <p>Throughout Europe, the day features various activities enriched by the local culture and creates networks for neighbourly and community practices. It is up to the community to choose which means of communication are they are going to use.</p> <p>In order to reduce the consequences of quick living for at least one day and shift focus on the solidarity and adaptability of our neighbours, The Campus Neighbourhood chose to mark this day by sending specially designed postcards to various addresses all over Europe (different institutions and partners in European cities)!</p>
Web link	UNIRI Student Cultural Centre
How is the community/target group with which you engage involved in the implementation of this practice?	The community that we engaged with, comprised of students, university staff/employees and citizens, is for the most part the beneficiary of this practice. However, the community was included partially as collaborators, when we asked them to submit photographs on a certain topic that represents the Campus Neighbourhood. Afterwards, one of the photos was chosen for the postcard. The author of the chosen postcard is Elena Apostolovski – a student at the Academy of Applied Arts Rijeka.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	Since all University Constituents have their own web pages, they published the article about this initiative and supported the event. In general, the main support came from promotion and recognition of the importance of this event. Our partners supported us financially, so there was no need for the university to provide such support.
How do partners/collaborators from the community support and value this practice?	Our partner from the community on this initiative is the Agency RIJEKA 2020 LLC – European capital of culture Rijeka 2020. They provided both financial and partly administrative support. They printed postcards, provided stamps as well as addresses from the people from around Europe.
How do your peers (university staff and management) and students support and value this practice?	For the second year in a row students and university employees were more than happy to participate in this initiative. They wrote wonderful and warm messages and sent postcards to their loved ones as well as to different addresses across Europe. Thus, they promoted the overall motto: “better living together”!



Practice 4. Magical Day

Case study provided by: Kristina Tolić, Student Cultural Centre (SKC) and Rajka Jurdana Šepić, Department of Physics

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The project called "Magical Day" started in November 2018 and since the interest was big it is continued through 2019. The goal is to continue the projects and include other kindergartens. It was initiated by the Creative Team Campus of the University of Rijeka, in cooperation with the local kindergarten "Đurđica" (Vojak).</p> <p>The main focus of the project is the implementation of short, creative and innovative activities in the form of workshops in the field of science and art. Those activities are specially designed and tailored for preschool children.</p> <p>All of the activities were created and conducted by professors and students of the University of Rijeka from different departments (Academy of Applied Arts; Department of Biotechnology; Department of Physics; Department of Informatics; Department of Mathematics; Faculty of Teacher Education; Faculty of Engineering; Centre for Micro and Nano Sciences and Technologies (CMNZT); The Society of Mathematicians and Physicists).</p> <p>Activities were diverse; creating a sculpture, solving mathematical puzzles, doing experiments with water, as well as doing experiments in the field of physics related to electricity and magnetism, using a microscope etc.</p> <p>Pre-schoolers also visited laboratories on the University Campus and learned how 3D printing is done, how to manage robots, and played with new didactic toys printed in the Department of Mathematics on 3D printers.</p>
<p>Web link</p>	<p><u>Magical day 2018</u>; <u>1st Magical day 2019</u>; <u>2nd Magical day 2019</u>; <u>Web page SKC</u>; <u>UNIRI</u></p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>The neighbouring community Kindergarten Đurđice – Vojak is included in the project as both the beneficiary and as collaborator. All activities are conducted with the help of the professional team in kindergarten. Pedagogues from the kindergarten are at the disposal of professors and students, giving them administrative support, such as: making the schedule, or receiving and reviewing the applications etc.</p>
<p><i>Support for community engagement</i></p>	
<p>How does the university support this community-engaged practice?</p>	<p>This project was developed in close collaboration between the Campus Creative Team University of Rijeka and Kindergarten Rijeka (Kindergarten Đurđice - Vojak). The members of the Campus Creative Team are mostly students and professors from the University of Rijeka. This is an open type project and there is no need for funding, everything is done on a voluntary basis. Thus, the University gives its support through the promotion and recognition of mutual needs (benefits) (professors/students and pre-schoolers) for this type of project. No other form of support has been necessary.</p>



How do partners/collaborators from the community support and value this practice?	A collaborator from the community is Kindergarten Rijeka (Kindergarten Đurđice - Vojak) and they find the project very useful because of all the benefits the pre-schoolers get from the activities. Children learn by exploring and experiencing something new or something that is not new but is presented in a new way. By exposing them to activities such as STEM workshops or musical instruments they have not seen before or to a new art technique, we encourage their development and creativity as well as their skill sets! These types of activities can also raise pre-schoolers' interest in science and art. They support this practice by allowing (welcoming) university professors and students in the kindergarten and giving them time and space, as well as on the spot support with children.
How do your peers (university staff and management) and students support and value this practice?	Projects are for the biggest part executed by university staff and students for almost two years and as mentioned before, everything is done on a voluntary basis. This tells us that this practice is recognized and needed. By working in groups, with preschool children, future educators/teachers can gain real experience (practical knowledge) and practice on how to work with children. They have the opportunity to learn from longtime professionals in the field of education and teaching from the first hand.

Practice 5. Exhibition Panels

Case study provided by: Kristina Tolić, Student Cultural Centre (SKC) and Rajka Jurdana Šepić, Department of Physics

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Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	In October and November of 2017, University employees sent a list with program suggestions for Rijeka 2020 European Capital of Culture –27 flagship neighbourhoods –Campus neighbourhood. One of the suggestions was placing panels for outdoors exhibitions on the university Campus. The goal is to permanently place 10 (two-sided) panels on the Campus for free outdoor exhibitions. The panels would be the same size as those set in the city centre (Korzo), thus exhibitions could 'travel' and reach more people. There are already 3-5 exhibitions planned to be displayed on the panels.
Web link	Facebook page KKT UNIRI Student Cultural Centre
How is the community/target group with which you engage involved in the implementation of this practice?	Since the community is very diverse – from professors, students, other university employees, local people from the neighbouring communities and citizens in general, the community is engaged in the capacity of beneficiary as well as collaborator. Everyone from the community can apply to have their exhibition installed on the panels, especially university professors and students. At the same time, those exhibitions on the panels are meant for everyone from the community to come and see them free of charge.

PROJECT FUNDING

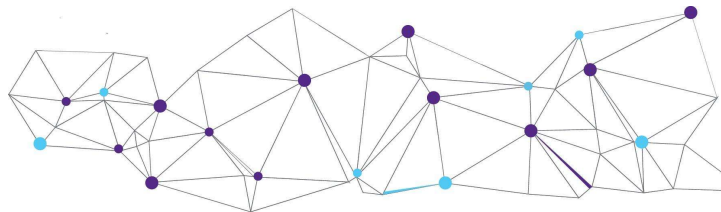


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Support for community engagement

How does the university support this community-engaged practice?	The University greatly supports installing of panels for outdoor exhibitions, mostly by giving facility support – panels are to be set on the university Campus, but also funding and administrative support.
How do partners/collaborators from the community support and value this practice?	Installing the panels for outdoor exhibitions is still in the initial phase (production and installation) thus we cannot say with certainty how the community will evaluate this practice. The assumption is that the exhibitions will be visited by the local community and supported in that way.
How do your peers (university staff and management) and students support and value this practice?	As mentioned previously, installing panels for outdoor exhibitions is still in the initial phase and it is difficult to say how this type of practice will be valued and supported. However, the members of the community (university professors and students) were the ones who suggested it in the first place, which means that there was a need for this type of practice and legacy and it would be valued and supported.

Practice 6. Making of the "Recommendations for Strategic Management of the Company Lokve DMK"

Case study provided by: Jelena Đurkin Badurina, Assistant Professor, Faculty of management in tourism and hospitality

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Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	During 2017 The Municipality of Lokve and Lokve Tourist Board were developing the idea of establishing a new enterprise (owned by the Municipality) for the purpose of developing the touristic offer and management of the public tourist infrastructure. Upon the development of the idea, the project of creating the Strategic Plan for developing Lokve DMK Ltd. became a part of a seminar class in the 'Strategic management in tourism and hospitality' course at the graduate programme of the Faculty of Tourism and Hospitality Management of the University of Rijeka. The project was conducted during the winter semester of the academic year 2017/2018 under the leadership of Assistant Professor Jelena Đurkin and supervised by Associate Professor Marko Perić. Around fifty graduate students participated in the project. Student groups were given the assignment to develop parts of strategic documents to establish a new tourist enterprise in the Lokve municipality. This was an opportunity for students to demonstrate their competencies in research, data collection and analysis, as well as interpretation and implementation of their theoretical knowledge. Through the development of the proposal for new tourist services, students also had the chance to develop creativity and get to know contemporary tourist and technological trends. The result was handed over to the municipality and the touristic Board of Lokve in the form of a Recommendations document for the strategic management of the future Lokve municipal enterprise. This project
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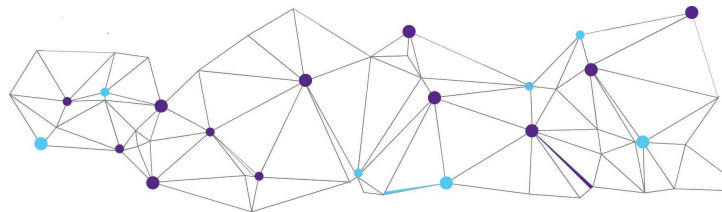


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	was a significant breakthrough in cooperation with the local community in the form of a knowledge and skills transfer into the real sector. The students gained an opportunity to show their knowledge through service learning, while the public sector received the groundwork for future planning of the tourist development, including a status quo analysis, examples of good practice, possible approaches to establishing a new enterprise together with proposals of innovative tourist products for long term sustainable tourism.
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	As the future main users of the document, the tourist board director and the municipal prefect were both actively engaged in the initial design of the main topics to be analysed in the strategic plan. The tourist Board also co-organized the students' visits to the municipality, in order for students to see the main attractions and gain on-the-spot experience of the current state of play, the potential and the challenges in the area.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The Faculty management was supportive to the project from the start to the end and financed the field trip to the municipality.
How do partners/collaborators from the community support and value this practice?	The Municipality and Tourist Board representatives have shown their exceptional satisfaction with the quality of the document, especially the innovativeness of the recommendations given by the students. The regional newspaper Novi list published two articles on this collaboration between the Faculty and municipality.
How do your peers (university staff and management) and students support and value this practice?	The results of conducting a regular survey of student satisfaction at the end of the semester, showed that students were extremely satisfied with this form of seminar teaching and expressed the need for more similar forms of work in other courses. Special interest shown by three graduate students towards this approach of combining theory and practice, resulted in an application to the call of the Ministry of Tourism "Innovative be-tourism offers you a job" in the category of connecting higher education institutions and potential employers from practice / community. The project idea called "Negotiating / answering (for) the future of tourism" won the second place in the competition and a prize study trip to Vienna in the amount of 2,000 Eur. (http://novilist.hr:8090/index.php/Vijesti/Regija/node_1585/Inovativan-budi-turizam-ti-posao-nudi-Nagradeno-troje-studenata-iz-Ike).

Practice 7. Techno-Past-Techno-Future: European Researchers' Night (TPTF-ERN)

Case study provided by: Nikolina Ivanović, project manager, Centre for EU project

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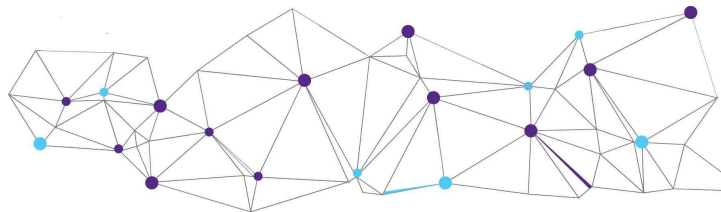


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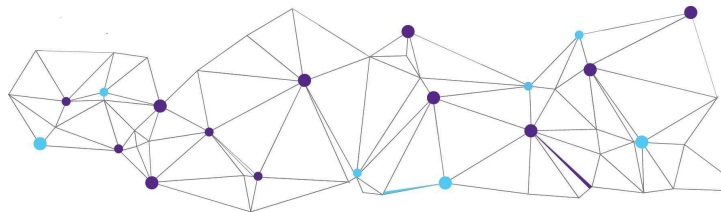
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<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>European Researchers' Nights is a set of public events dedicated to bringing researchers closer to the public. They showcase the diversity of research and highlight the impact of research on our daily lives. The aim of the ERN is also to motivate young people to embark on research careers. The events promote the ways researchers contribute to our society by displaying their work in an interactive and engaging forum. After the success in 2018, this is the second time for UNIRI to participate in this type of action. European Researchers' Night 2018 in Rijeka was organized in the Tower Centre Rijeka. The event was 'designed' to be creative and interactive so it was placed on three floors of the city shopping mall and divided into 12 research stations thus combining and balancing between entertainment and 'education to science' approach through researchers' activities. In each of the activities the audience had the opportunity of a direct involvement. In 2018 there were 18 000 visitors registered at the event. In 2019 we expect even more visitors. Activities were performed by UNIRi faculties and departments (Faculty of Law, Faculty of engineering and the Centre for Micro and Nano technology, Department of Biotechnology, Department of Mathematics, Faculty of Civil Engineering) and this year (2019) Faculty of Maritime Studies, Faculty of Medicine and Department of Physics are joining the project as well. Our scientists are very happy to be involved in this project and are particularly pleased with the interaction with citizens at the main event. According to them, it is a great pleasure to see how children can enjoy the presented activities, experiments and presentations. That is exactly what the project itself aims to achieve - to enhance the interest of all citizens, and especially the youngest ones, in science and research. Project dissemination activities are also very important since they include visits to primary and secondary schools, kindergartens, participations at festivals etc. According to our scientists, they see that children enjoy ERN activities being different from their everyday (classic) methods of learning.</p>
<p>Web link</p>	<p>https://eunightcro.eu/europska-noc-istrazivaca-u-rh-2018-2019/</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Besides the overall audience that participates in the main event, it is important to highlight the institutional cooperation with schools and kindergartens that are directly involved in project activities.</p>
<p><i>Support for community engagement</i></p>	
<p>How does the university support this community-engaged practice?</p>	<p>As an institutional partner in this national project, UNIRi not only fully supports, but also implements this practice. UNIRi ensures the support by nominating the UNIRi Vice-rector for Science and Arts as project leader and the UNIRi Centre for EU projects for coordination of project activities.</p>
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>We have positive feedback from all our partners and collaborators, as well as the media, who appreciate, support and promote this type of activity in the community.</p>



How do your peers (university staff and management) and students support and value this practice?

Colleagues from other departments as well as UNIRi management participate in some parts of the project implementation and we have not found any obstacles in that respect. Moreover, interest has been shown for participating in the future project activities.

Practice 8. Promotion of Healthy Eating and Autochthonous Food

Case study provided by: Greta Krešić, Full Professor, Faculty of Tourism and Hospitality Management, Department of Food and Nutrition

Brief description of practice

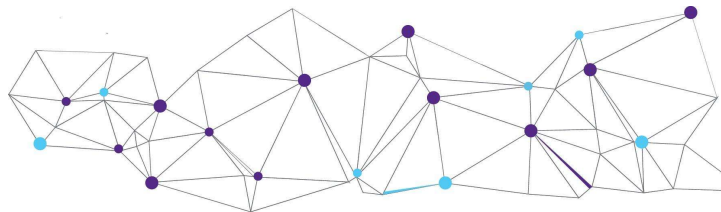
Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Promotion of a healthy diet and autochthonous food was carried out through the following activities:

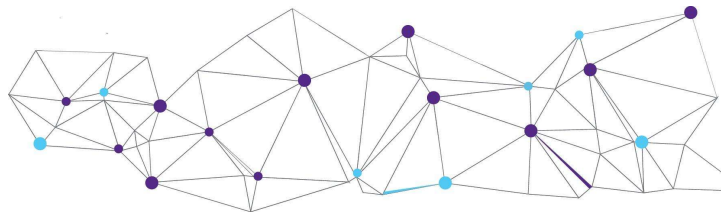
- A brochure for the promotion of a healthy diet: *Eat like me - How to teach children about healthy eating* was published by the City of Rijeka, Department of Health and Social Welfare. The authors were: Greta Krešić, Faculty of Tourism and Hospitality Management, University of Rijeka, Kristina Dankić, City of Rijeka, Department of Health and Social Welfare and Igor Kardum, Faculty of Humanities and Social Sciences, University of Rijeka.
- The aim of this brochure was to promote healthy eating habits among parents who could serve as role-models for their children. Guidelines for healthy eating for parents and for children were provided in the brochure. This brochure is useful not just for parents and their children but also for teachers since we have information that many of them use it as teaching material during education processes.

Promotion of autochthonous food from the Kvarner region was carried out thorough two workshops:

- The workshop *Pairing of autochthonous foods and wines from the Kvarner region* aims to discuss and detect which autochthonous food products paired with wines of autochthonous grape varieties (Kastavska belica and Sansigot) best represent the Kvarner region.
- Workshop: *Food as souvenir* aims to analyse the attributes of food souvenirs in the Kvarner region and provide some suggestions for the development of food souvenirs.
- Both workshops about the promotion of autochthonous food aim at promoting the acquisition of relevant skills and competences related to employability in higher education students, through their active involvement in community learning activities. This will allow them a) to learn in context; b) to establish links with enterprises and other



	stakeholders in the area to which the university belongs; c) to understand the economic strengths and opportunities of the territory in relation to agro-food and food tourism; d) to reflect on their own competences, motivations, and ambitions; e) to contribute to community development and job creation.
Web link	https://www.rijeka.hr/wp-content/uploads/2016/05/Bro%C5%A1ura-Jedi-kao-ja.pdf https://foodbiz.fthm.hr/
How is the community/target group with which you engage involved in the implementation of this practice?	Several promotions of the brochure <i>Eat like me - How to teach children about healthy eating</i> were organized for professionals but also for the public, all of them with positive feedback. The brochure was printed in 8,500 copies and distributed in schools to parents of children from the first to the fourth grade of elementary school. In each of the two workshops, students, academic staff, food producers, entrepreneurs from the food and catering sector and representatives of public policy creators actively participated. All of them implement in joint activities various learning methods in the co-creation process through dialogue and reciprocal understanding.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The management of the Faculty of Tourism and Hospitality Management recognize these initiatives and provide facilities, administrative support and were included in promotion.
How do partners/collaborators from the community support and value this practice?	Regarding the brochure <i>Eat like me - How to teach children about healthy eating</i> , the City of Rijeka, the Department of Health and Social Welfare started this initiative, engaged professionals from the University and actively participated in the research design, data collection, writing and preparing this brochure for publishing. Due to its effect in the community and thanks to the collaboration of the City of Rijeka and the University, this initiative was awarded at the Annual meeting of Coordination of Cities and Municipalities Friend of Children as a contribution to improvement of children life in 2015. Regarding the workshops about the promotion of autochthonous food, representatives of local communities and policy makers actively participated in every workshop together with students, academic staffs and entrepreneurs and it could be expected that this process could increase students' employability paths and contribute to the creation of innovation in the field of food and gastronomy for sustainable growth.



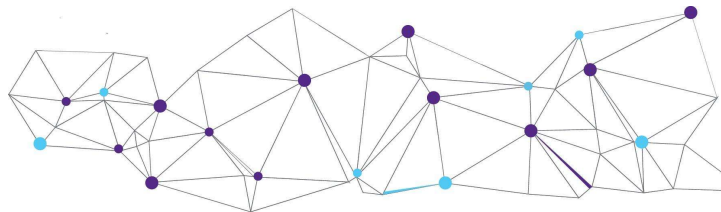
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>The students of the Faculty of Humanities and Social Sciences were included in the field research and data collection for the Brochure: <i>Eat like me - How to teach children about healthy eating</i>, while the staff from the Department of Food and Nutrition were included not just in the writing but also in the promotion of this initiative through scientific and professional conferences and through the activities of Society of Food Technologist, Biotechnologist and Nutritionist. In the workshops about the promotion of autochthons food, students and academic staff were actively involved in all stages of the process for each workshop: a design phase, a recruitment phase, an implementation phase, an evaluation and reporting phase, a phase of preparing learning materials.</p>
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Practice 9. Digitization of Cultural Heritage

Case study provided by: Kristina Pandža, UNIRi, Centre for Industrial Heritage

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>UNIRi established its Centre for Industrial Heritage (CIB) within three main work fields – research, education and reuse. Research is the basis for all other actions that the Centre is involved with. The core objective of the Centre is valorisation and appropriate presentation of cultural heritage in an interactive, innovative and multimedia-based way. Essentially, it covers several segments of action, among which scientific-research, education and tourism work are particularly emphasized. In collaboration with several cities and tourist boards in Primorje-Gorski kotar County, we conducted projects of digitization of cultural heritage and making web pages and mobile applications. By combining expert research and modern multimedia tools, we are making new touristic products that meet the market needs and needs of modern tourists. All CIB project include scientific research, adjusting content for target audience, professional photographs and good design and programming. UNIRi students of the Department of Computer Science developed the mobile application.</p>
<p>Web link</p>	<p>http://www.visitkrk.hr/home/ https://rijekaheritage.org/en http://history.grad-krk.hr/en https://play.google.com/store/apps/details?id=ivan_zubak.tzkrk https://apps.apple.com/us/app/visit-krk/id1420523321</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Our collaboration with local municipalities and tourist boards is exceptional. They recognized the importance of digitalization and we consider ourselves partners in responding to the market needs by developing innovative touristic products.</p>
<p><i>Support for community engagement</i></p>	



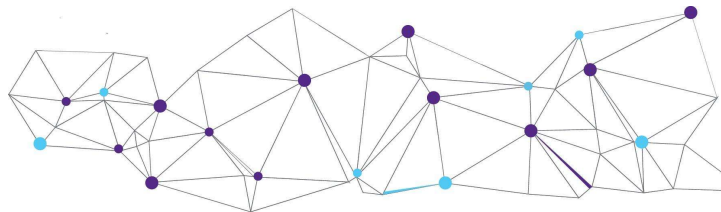


How does the university support this community-engaged practice?	<p>University of Rijeka provides institutional, promotional and administrative support to the work of the Centre.</p> <p>Students from the Faculty for Humanities and Social Sciences University of Rijeka are doing research of cultural heritage and are part of the project team in every project.</p>
How do partners/collaborators from the community support and value this practice?	/
How do your peers (university staff and management) and students support and value this practice?	/

Practice 10. Education for Tourist Guides

Case study provided by: Kristina Pandža, UNIRi, Centre for Industrial Heritage

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The University of Rijeka Centre for Industrial Heritage has three main work fields – research, education and reuse. Research is the basis for all other actions that the Centre is involved with. We offer our expertise in scientific research of cultural heritage. We implement our education activities tailoring the programme and methods to various target groups such as elderly people, elementary school children, business partners, visiting students etc. In our work, we use methods of formal and informal learning.</p> <p>We organise education for local tourist guides and support them in their steady education. We present local history and themes connected with the industrial heritage of Rijeka, intangible and tangible, combining it with guiding on interesting locations in the area.</p> <p>In this way we support their knowledge improvement and we share our knowledge and we also support improvement of touristic offers in the City of Rijeka and development of Rijeka as a cultural tourism location.</p>
Web link	http://cib.uniri.hr/first-seminar-on-rijekas-industrial-heritage/
How is the community/target group with which you engage involved in the implementation of this practice?	Associations of local tourist guides are very interested in participating in our activities, but they also provide valuable feedback that improves our work.



Support for community engagement

How does the university support this community-engaged practice?	The university is supporting our activities by ensuring location for education and overall institutional support.
How do partners/collaborators from the community support and value this practice?	We are collaborating with the City Museum of Rijeka and their curators who are interested in participating in our education. Also, the association (NGO) Pro Torpedo, an organization for the promotion and preservation of the city's industrial heritage is regularly partnered in our education.
How do your peers (university staff and management) and students support and value this practice?	/

Practice 11. Expert Guided Tours in Industrial Heritage

Case study provided by: Kristina Pandža, UNIRi, Centre for Industrial Heritage

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Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>Centre for Industrial Heritage (CIB) is a constitutional unit of the University of Rijeka, the first centre for industrial heritage and the first step towards a systematic revision of industrial heritage in Croatia.</p> <p>The Centre has three main work fields – research, education and reuse. Research is the basis for all other actions that the Centre is involved with, including expert guided tours on industrial heritage locations in Rijeka. We organise expert guided tours and custom tours for adults and educational treasure hunts for children.</p> <p>Covering stories about tangible and intangible industrial heritage in Rijeka and using modern interpretation skills, we present the history of Rijeka and our identity, highlighting the importance of industrial heritage for the future development of the city of Rijeka.</p>
Web link	http://cib.uniri.hr/strucna-vodstva-po-lokalitetima-industrijske-bastine/
How is the community/target group with which you engage involved in the implementation of this practice?	The local institutions recognized the importance of our tours. They often hire our experts to give guided tours to their foreign guests when staying in Rijeka. We are also organizing tours for participants on conferences, meetings and workshops. Also, local NGOs that are working in the field of local history and heritage are including our guides in education of their members.
<i>Support for community engagement</i>	

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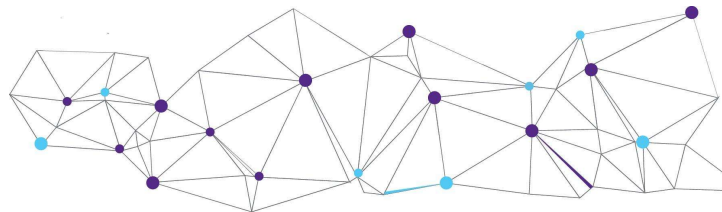


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PROJECT CO-FINANCING



GOVERNMENT OF THE REPUBLIC OF CROATIA
Office for Cooperation with NGOs

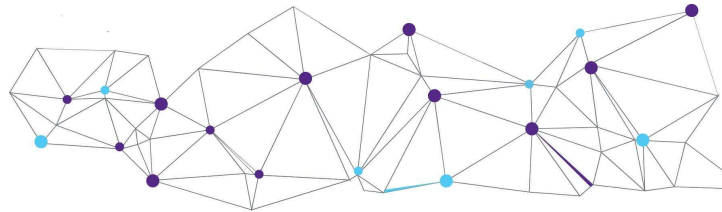


How does the university support this community-engaged practice?	As our founder, the University of Rijeka recognizes our expertise and supports our work by providing everything that is necessary for making our service available. The university management supports this program by approving the expert guiding as a service.
How do partners/collaborators from the community support and value this practice?	Local institutions recognize the Centre for Industrial Heritage as experts on guiding on industrial sites in Rijeka.
How do your peers (university staff and management) and students support and value this practice?	/

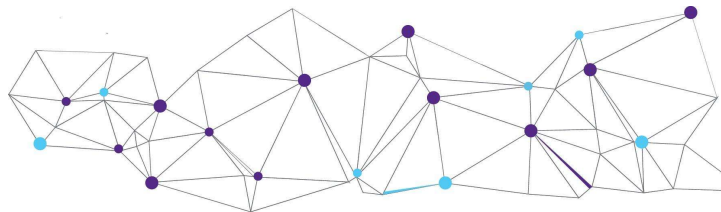
Practice 12. Tourism Valorisation of Representative Monuments of Rijeka's Industrial Heritage

Case study provided by: Kristina Pandža, UNIRi, Centre for Industrial Heritage

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The integrated program Tourism Valorisation of Representative Monuments of Rijeka's Industrial Heritage is concerned with the renovation and putting into operation the two representative monuments of Rijeka's industrial heritage. These are the motor vessel Galeb and the Sugar Refinery Palace, a part of the former industrial block Rikard Benčić. Both monuments are protected monuments of culture of the Republic of Croatia. The program focuses on a new cultural and tourist interpretation of the city's history and its cultural heritage. It involves the creation of a new cultural and tourist route, as well as scientific, educational and promotional activities that promote the project and raise the interest of the public in the cultural heritage.</p> <p>The University of Rijeka is a partner in the project, along with the City of Rijeka and Rijeka Tourist Board. University activities include research and education on the industrial heritage of Rijeka – research, workshops for children and volunteering.</p> <p>The UNIRi Centre for Industrial Heritage is to conduct a systematic research of the industrial heritage of Rijeka, particularly its movable and intangible heritage, in order to create a full picture of Rijeka's industrial past. Consequently, it will provide a basis for initiating various ways of interpretation, simultaneously conducting research of methods of educating the general public in the context of tourist exploitation of the heritage.</p>
Web link	http://www.heritage.hr/en/



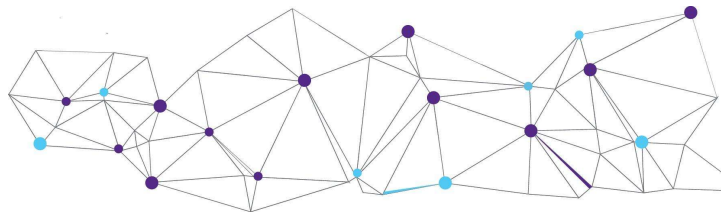
How is the community/target group with which you engage involved in the implementation of this practice?	Educational part of this project includes education of local tourist guides about local industrial history and associations of local guides are always interested in collaboration. Elementary schools are always responsive to our invitations to participate in workshops.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University of Rijeka is a partner in this three-year project with its partners, The City of Rijeka and The Rijeka Tourist Board, employing three expert associates in project implementation.
How do partners/collaborators from the community support and value this practice?	The collaboration with the City of Rijeka and Rijeka Tourist Board is a good example of what the implementation of a project funded by EU funds could be like, including also the City museum of Rijeka. This way of collaboration includes scientific and expert institutions, policy makers and the tourist sector in improving, and making new sites of cultural tourism in Rijeka.
How do your peers (university staff and management) and students support and value this practice?	The University staff and management support the project. The UNIRi Accounting department is always available for help. Also, for students who are interested in research of the history of the Galeb ship or participating in workshops and children education, we provide involvement in the project and their participation is valued by ECTS credits.



Practice 13. Local History Education

Case study provided by: Kristina Pandža, UNIRi, Centre for Industrial Heritage

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The University Centre for Industrial Heritage has three main work fields – research, education and reuse. Research is the basis for all other actions that the Centre is involved with.</p> <p>In collaboration with local elementary and high schools, we organize local history lectures and expert guides on interesting historical sites in Rijeka.</p> <p>We complement school programs of history, geography and art history by giving different approaches in education and using noninstitutionalized methods (e.g. gaming in learning). We believe that the practice of combining school program and ex <i>cathedra</i> teaching with learning on the spot is a great way to gain understanding of the local history and the sense of local identity.</p> <p>Our programs are a combination of interesting stories, workshops or handcrafts, individual and group tasks, possibilities to talk with interesting people together with learning to behave out of schools.</p>
Web link	http://cib.uniri.hr/potruga-za-blagom-na-obalama-mrtvog-kanala/
How is the community/target group with which you engage involved in the implementation of this practice?	<p>Our work is recognized by local schools who include our programs and workshops in their school programs. We also collaborate with local associations, festivals and programs, as 'Fiumara' - Kvarner festival of the sea and maritime tradition, Pro Torpedo (NGO/organization for protection of industrial heritage of Rijeka), etc.</p>
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	<p>University provides institutional and administrative support.</p>
How do partners/collaborators from the community support and value this practice?	<p>Teachers from local schools support our program, they provide positive feedback on our expertise and share enthusiasm in education of local history and heritage. In the last 5 years we cooperated with more than 20 local schools.</p>
How do your peers (university staff and management) and students support and value this practice?	



Practice 14. Science Popularisation - Physics in the Media

Case study provided by: Rajka Jurdana Šepić, Full Professor, UNIRi, Department of Physics

Description of community engagement practice

Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Every academic year, the Department of Physics devotes a lot of time and energy into popularisation activities that target lay citizens, especially children and young people. Students, assistants and professors engage on a regular basis as guests on various science radio shows, as lecturers in various events, and all of them as co-authors participate in popularising physics in local radio and TV media, as well as in local newspapers. Their engagement is widely recognised and usually during one year they have a coverage of about 15-20 radio and TV shows, 20-25 articles in local newspapers that contribute largely to the popularisation of science, 15-20 workshops in collaboration with kindergartens, primary and secondary schools, 20-30 open public lectures, and many other popularising activities.

Web link

<https://www.phy.uniri.hr/hr/>

How is the community/target group with which you engage involved in the implementation of this practice?

Because the activities vary, so does the engagement of the community. Some of the citizens engage in lectures, some in reading and listening about science, while mostly children and youth from kindergartens, elementary and secondary schools are engaged, because the workshops are regularly organised in collaboration with various educational institutions in the City of Rijeka and Primorje-Gorski kotar County.

Support for community engagement

How does the university support this community-engaged practice?

There is no particular form of university support needed for these activities, but university management appreciates a lot the huge contribution those activities have for promoting not only science and physics per se, but the university of Rijeka as well, and its scientists.

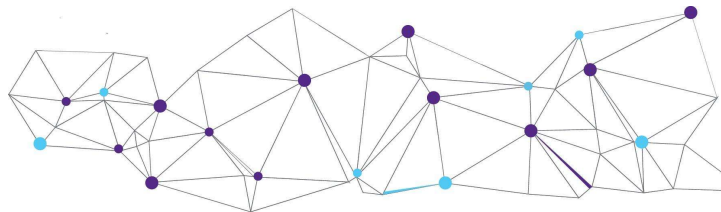
How do partners/collaborators from the community support and value this practice?

Depending on the form of the activity. Public lectures are always crowded with interested public, workshops in kindergartens and schools are going on a regular basis and their continuity speaks about the real interest. Radio shows have great coverage and listeners usually make calls to ask questions or simply to share a comment of appreciation.

How do your peers (university staff and management) and students support and value this practice?

Almost all employees of the department, as well as students share this idea of the importance of science popularisation among children and youth, and all of them do engage happily on a voluntary basis.





Practice 15. UNIRI Engagement in YUFE Alliance (YUFE Volunteering and Citizen Portal)

Case study provided by: Aleksandar Šušnjar, UNIRi, Centre for Quality Assurance and Enhancement

Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

The University of Rijeka is a part of a network of universities (as a part of the European Universities Networks initiative of the European Commission) called YUFE. One of the fundamental values of YUFE is its embeddedness in local communities and this is accordingly reflected in several YUFE work packages. Indeed, one specific work package is named *YUFE in our cities*. The most important elements and staples of community engagement of YUFE will be the YUFE Volunteering Programme and YUFE Citizen Portal. These two elements are supposed to work as a system for matching community challenges with those who can contribute to solving them – students.

YUFE Citizen Portal will be used to streamline the input that the local community can give to higher education institutions about what are the challenges the community is facing. YUFE Help Desk will also be established to promote direct contact with citizens that would serve as a reality check on all the actions being taken as a part of this initiative. While receiving input from local communities about present challenges, YUFE will simultaneously develop its own volunteering programme which will allow students from various YUFE universities to join their efforts and participate in volunteering programmes in all YUFE cities. Their joint actions will be aimed at solving, or at least contributing to solving, the challenges which were gathered through YUFE Citizen Portal.

The European dimension of this societal engagement will consist of students from different cities and universities working on local challenges all over Europe, and not only at their home university.

Another option that will be explored within this initiative is YUFE Co-Living Scheme which should be integrated with community services provided. The intention is that YUFE students and staff who are mobile between universities live integrated in the local communities while simultaneously providing benefits (either with their own expertise or generally) to these communities. In such a system, cities would offer subsidized accommodation to groups of people who live and work with local communities facing certain challenges.

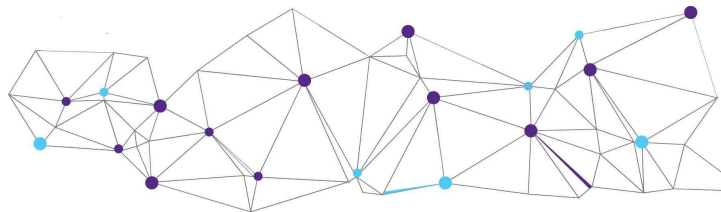
Web link

<http://www.yufe.eu/>

How is the community/target group with which you engage involved in the implementation of this practice?

The primary role of the community in this initiative would be as a beneficiary of programmes offered by YUFE universities but the community would have a great deal of influence both in determining which challenges require a response and in shaping this response itself. In this way, every volunteering programme based on a specific challenge would be co-created by university





	representatives, community representatives and students who will be involved.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University of Rijeka will, together with other partner universities, provide institutional and administrative support for this initiative, as well as recognition of student work done as a part of the volunteering programme.
How do partners/collaborators from the community support and value this practice?	The partners or collaborators from the community will help determine which challenges are to be worked on and will provide their own expertise (where applicable) in working on solving these challenges. In effect, this will be a problem-based partnership between community partners and students involved.
How do your peers (university staff and management) and students support and value this practice?	It is expected that university staff will show openness to validating and recognizing student competences which they achieve through volunteering in community. Similarly, students will appreciate much broader and international opportunities for community engagement that YUFE alliance will offer to them.

Practice 16. PROMEHS: Promoting Mental Health at Schools

Case study provided by: Sanja Tatalović Vorkapić, Associate Professor, Faculty of Teacher Education, Educational Sciences Department

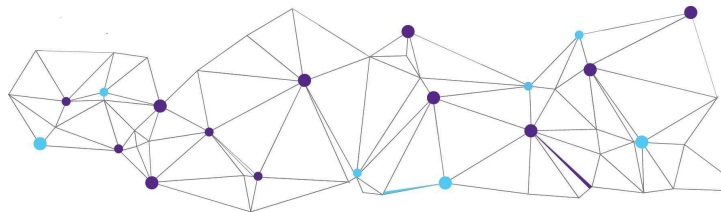
Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	Promoting Mental Health at Schools (606689 - EPP- 1- 2018- 2- IT- EPPKA3 - PI-POLICY) is a project co-funded by the Erasmus + program under Key Activity 3, Policy Reform Support. The project started on February 15, 2019 and will last until February 14, 2022 and has been awarded a total of EUR 1,509,640.00. The main objective of this three-year scientifically grounded project is the development, implementation and evaluation of Curricula for mental health of children and young people in kindergartens, primary and secondary schools, in order to strengthen the link between research-based school programs and educational institutions, or to strengthen the link between science, practices and policies. This should be the first mental health curriculum to be jointly created by scientists, practitioners and local community representatives, as well as legislation from 20 institutions from 7 countries involved in the project. The implementation of this curriculum is expected to significantly increase the level of well-being of children and young people, and of educators and teachers, and with its positive outcomes, will be able to be implemented in the kindergartens, primary and secondary schools of the
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PROJECT FUNDING



PROJECT CO-FINANCING





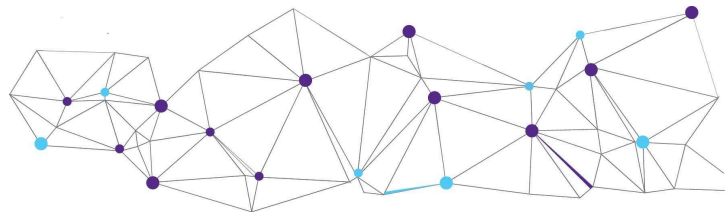
	<p>countries involved. After creating Curriculum based on the previous knowledge in the field of socio-emotional learning, resilience and mental health that will be aimed for use by children, teachers, parents and policy makers, it will be evaluated directly in schools (kindergartens, primary and secondary schools) and modified according to the research-based input from the field. After the modification, the main aim of this project is to implement the curriculum into the schools. The project manager is the University of Milan - Università 'Degli Studi Di Milano-Bicocca, and the project collaborators are University of Malta, University of Latvia, University of Romania, Universitatea Stefan Cel Mare Din Suceava & Ministry of Education Of Romania, Inspectoratul Scolar al Judetului Suceava, University of Greece, Panepistimio Patron, University of Portugal, Faculdade de Motricidade Humana.</p> <p>In addition to the aforementioned associate countries, Croatia is also involved with three representatives: the Faculty of Teacher Education, University of Rijeka, the Department of City Administration for Education of the City of Rijeka, and the Administrative Department for Education of Primorje-Gorski kotar County. This is the first ERASMUS K3 project at the University of Rijeka, and it is grounded on the collaboration between academics, practitioners and policy makers. Also, it is the type of Erasmus project that enables opening new working positions at the University of Rijeka, particularly the Faculty of Teacher Education. The Faculty of Teacher Education includes: Associate Professor PhD Sanja Tatalović Vorkapić, Full Professor PhD Lidija Vujičić and Akvilina Čamber Tambolaš, assistant and Tanja Đoić, project assistant (hired for the duration time of the project). The Administrative Department for Education of the County of Primorje-Gorski kotar was also delegated by Associate Professor PhD Sanja Tatalović Vorkapić as a project representative. From the Department of City Administration for Education of the City of Rijeka, Lana Golob, Program Advisor, is participating in the project.</p>
Web link	<p>https://www.promehs.org/ https://www.ufri.uniri.hr/hr/znanstvena-i-strucna-djelatnost/znanstveni-projekti/medunarodni-znanstveni-projekti.html https://www.facebook.com/promehs</p>
How is the community/target group with which you engage involved in the implementation of this practice?	<p>As described before, kindergartens, primary and secondary schools are the primary beneficiaries of the project findings, i.e. of the curriculum for mental health of children and adolescents and this practice. So, they are included, same as representatives of local community and policy makers, in the process of creating the curriculum, planning its evaluation and implementation</p>
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	<p>University of Rijeka provides support within the project administration and financial reporting.</p>

PROJECT FUNDING



PROJECT CO-FINANCING



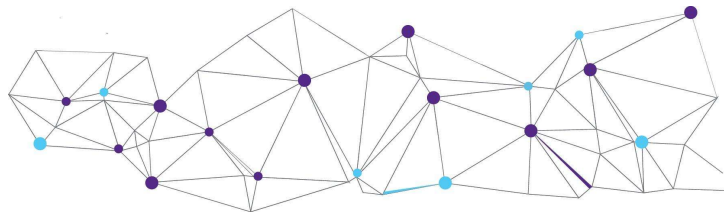


How do partners/collaborators from the community support and value this practice?	Kindergartens, primary and secondary schools that will be participating in the curriculum evaluation and implementation value this project by their will to participate in the research part of the project. Local community and policy makers (City of Rijeka and Office of Primorje-Gorski kotar county value this project by its promotion and their support in implementing the curriculum in the schools after the end of the project. So, within the process of creating the curriculum, practitioners from kindergartens, primary and secondary schools are contacted for their expert opinion and advice on the curriculum content and teaching methods. Practitioners support it with their expert opinions for getting a higher quality of the curriculum.
How do your peers (university staff and management) and students support and value this practice?	The project is presented each academic year within the courses of the Developmental Psychology (obligatory) and Developmental Psychopathology (elective) to the students so they will be offered to volunteer within some smaller parts of the project. The students support it within their volunteer activities in the project.

Practice 17. Children's Well-Being in Transition Periods

Case study provided by: Sanja Tatalović Vorkapić, Associate Professor, Faculty of Teacher Education, Educational Sciences Department

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>"Children's well-being in transition periods: the empirical validation of ecological-dynamic model", is a three-year scientific UNIRi project financed by the University of Rijeka. Transition is defined as an intense process of change and movement from one identity to another, determined by the various factors described in the contemporary ecological-dynamic transition model (Rimm-Kaufman & Pianta, 2000). Within transition, the various contexts in which and through which the child passes, and their interrelations over time, are crucial. So, the purpose of this project is to empirically test this model and to analyse significant correlates of transition from family to kindergarten, as well as of transition from kindergarten to primary school. This research will provide clear guidelines for ensuring the highest levels of children's well-being during transition for children, parents, teachers and associates.</p> <p>On the representative samples of early aged children (transition from family to kindergarten) and preschool children (transition from kindergarten to primary school), the following variables will be explored:</p> <ul style="list-style-type: none"> A) intrapersonal factors of children (temperament, socio-emotional well-being, strength and difficulties, resilience), parents/caregivers (personality, sensitivity, subjective well-being, resilience) and teachers (personality, subjective well-being, resilience); B) and the interpersonal factors of child-parents-teachers-environment (attachment, adaptation, relationship with parents/teachers, teaching strategies, relationship between family-kindergarten-school-local community-environment, social values).
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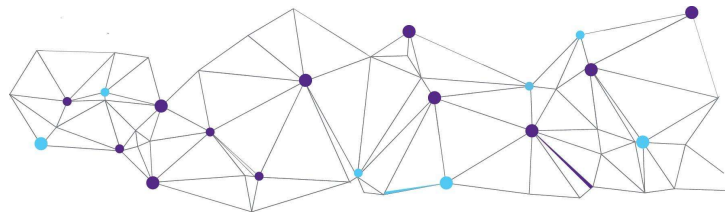
	<p>The quantitative methodology will be applied with reliable measures that will objectively present the perspective of children, parents, teachers and associates. This analysis will contribute to realization of short-term project goals by validating the theoretical model and postulating the practical guidelines for achieving optimal transition in the early and preschool period, as well as to realization of long-term goals by preventing the mental health problems among children with the aim of enhancing their lifelong psychological well-being. This scientific analysis, the first in Croatia, will enable us to define significant correlates of the transition from family to kindergarten, and from kindergarten to primary school. This will create scientific and practical implications for ensuring the highest level of well-being and support for children, parents and educators / teachers during the transition period. Two significant implications for practice and professional development: based on the significant predictors identified, it is expected to be able to provide guidance to support parents and teachers during the adjustment of children in kindergarten / school. It will also be possible to create the structure of a lifelong learning program for the purpose of acquiring the necessary competences of educators, teachers and professional assistants in supporting children in transition. In this regard, the project will organize formal (professional meeting in cooperation with the Agency for Education) and informal (interactive lectures in the framework of events such as the River of Psychology, i.e. Rijeka Psihologije) forms of cooperation with educators, teachers and professional associates. From the University of Rijeka, Faculty of Teacher Education, two professors are participating: Associate Professor, PhD. Dunja Anđić and Vesna Katić, higher lecturer. From the practice field, Ivana Pauletić, early childhood educator (Kindergarten „Matulji“, Matulji, Croatia) is working on this project. In addition, from Croatia, Doris Velan, (working at the University of Pula), doctoral student at the Department of Pedagogy, Faculty of Humanities and Social Sciences in Rijeka is participating in this project. International partners in this project are:</p> <ol style="list-style-type: none"> 1) Serbia: Associate Professor, PhD. Ivana Mihić (University of Novi Sad) 2) Slovenia: Assistant Professor, PhD. Marcela Batistič Zorec (University of Ljubljana) 3) Italy: PhD. Valeria Cavioni, psychotherapist (University of Milano) 4) SAD: Associate Professor, PhD. Jennifer LoCasale-Crouch (University of Virginia).
Web link	https://www.ufri.uniri.hr/files/projekti/S_Tatalovi_Vorkapi_UNIRI_projekt.pdf
How is the community/target group with which you engage involved in the implementation of this practice?	Kindergartens and primary schools are the primary beneficiary of this practice in two ways. Firstly, they will be involved as participants in the described research, which will determine basic guidelines for practice enhancement in the field of successful transitions. Secondly, they will have the opportunity to enrol in the life-long learning program that will be organized for gaining needed competencies within their work with children during transitions. So, preschool and primary school teachers, same as pedagogists and psychologists from

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	kindergartens and primary schools are involved as collaborators in the research and the implementation of the main findings into the practice.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University of Rijeka provides financial support as co-funder for this project (project number: uniri-drustv-18-11). The Faculty of Teacher Education provides facilities.
How do partners/collaborators from the community support and value this practice?	Kindergartens and primary schools (pre-school teachers, primary school teachers, psychologists, pedagogists) that will be participating in this research giving their perception of good practice during transitions value this project by their will to participate in the research part of the project. And not only that, they will have the opportunity to be introduced to each other, each of these four professions, to face the pluses and minuses of their cooperation within the field of transitions in childhood, so the lifelong learning program will be organized for all these four professions.
How do your peers (university staff and management) and students support and value this practice?	Project is presented each academic year within the courses of the Developmental Psychology (obligatory), Psychology of an early learning and teaching (obligatory) and Developmental Psychopathology (elective) to the students so they will be offered to volunteer within some smaller parts of the project. In addition, the project will be presented to those student groups taking the courses delivered by professors Anđić and Katić. Students support it within their volunteer activities within the project.

Practice 18. Support for Socio-Emotional Well-Being of Children During Transition and Adaptation

Case study provided by: Sanja Tatalović Vorkapić, Associate Professor, Faculty of Teacher Education, Educational Sciences Department

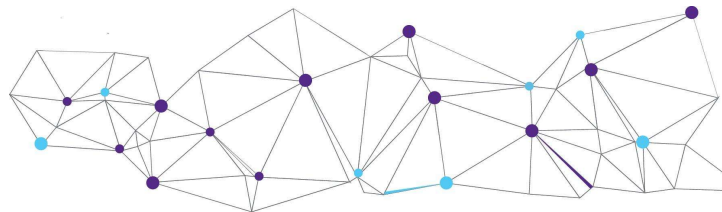
Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>"How to go to kindergarten and primary school tear-free? – Support for socio-emotional well-being of children during transition and adaptation", is a two-year project within 27 NEIGHBOURHOODS PROJECT based on the collaboration between the University of Rijeka and the City of Rijeka – European Capital of the Culture 2020. The early and pre-school period is a very dynamic and intense period in the development of children, given the significant number of changes that occur. Particularly significant is the socio-emotional development of children in which skills are developed that enable children to succeed in kindergarten, school and life in general, and relate to the ability to recognize and understand others' feelings and emotional states,</p>
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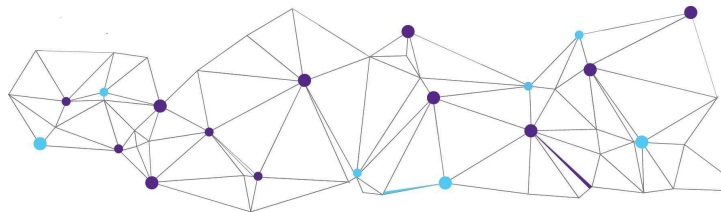
	<p>to manage strong feelings and the ways in which they express them, developing empathy and establishing and maintaining relationships, and developing attachment. Transition periods and the way in which children are adjusted during these periods are a challenge for the beginnings of socio-emotional development, with the role of adults (parents, families), and educators (educators, teachers, professional assistants) of utmost importance. In other words, when confronted with a new and unfamiliar situation, it is precisely the support of parents and caregivers that is crucial to ensuring the socio-emotional well-being of children in transition. Therefore, the goal of this project is to bring professional support to parents and children who have passed, who have passed and who are about to undergo a transition and adjustment period in kindergarten and primary school. At the same time, based on modern scientific and practical knowledge, the aim of the project is to strengthen the existing competences of teachers in working with children during transitions and adaptations, given that there are no similar professional development programs in our country. To this end, it is planned to hold lectures with workshops in each year (2019 and 2020) for teachers, parents and children. Through planned meetings with primary school teachers / kindergarten teachers, efforts will be made to convey contemporary insights into the well-being of early and pre-school children, with an emphasis on socio-emotional well-being and resilience, the specifics of transition and adjustment, the importance of early attachment development, and how to provide adequate support to the child during transition and adjustment. Through meeting with parents, the emphasis will be on supporting the challenges of contemporary parenting and parenting skills, highlighting the importance of parents' sensitivity to their children's needs, sharing parents' experiences during transition and adapting their children, and strategies for coping with stressful situations. Through encounters with children, activities will be carried out that underpin the socio-emotional development of children, with particular emphasis on new and unfamiliar situations (play, musical-visual, i.e. creative-creative games, etc.). Workshops with children are also planned prior to starting elementary school within the Preschool in DV Đurđice.</p> <p>Associate partners in the project: DV Đurđice (Jasna Crnčić, director and Radmila Bajić, pedagogist) and Primary School Trsat (Sonja Lefler, director)</p> <p>Collaborators on the project from the Faculty of Teacher Education: Associate professor PhD Mirna Marić, Ph.D. Anita Rončević, Senior Lecturer, and Vesna Katić, Senior Lecturer</p>
Web link	<p>https://www.ufri.uniri.hr/files/projekti/300519_Projekt_Stv_27susjedstva_KakoBezSuzaDVOS_zaWEB.pdf</p> <p>http://www.skc.uniri.hr/27-susjedstva-kampus-odluka-o-financiranju-programa/</p>

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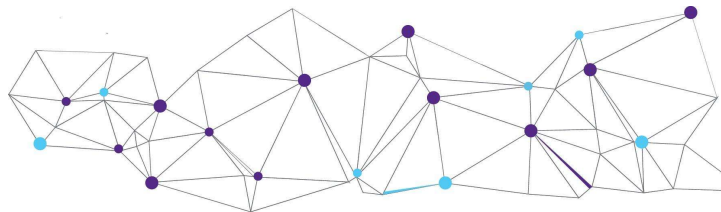


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How is the community/target group with which you engage involved in the implementation of this practice?	Kindergartens and primary schools are primary beneficiaries of this practice: children of an early and pre-school and primary school age, their parents, pre-school teachers, primary school teachers, pedagogists and psychologists. All of them will have the opportunity to learn something new, so the existing practice of transition could be enhanced. The main aim of this project is transfer of the academic knowledge to the kindergarten/primary school practice. So, pre-school and primary school teachers, same as pedagogues and psychologists from kindergartens and primary schools are involved as collaborators in offered workshops and lectures, same as parents and their children.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University of Rijeka provides financial support as co-funder for this project, like the City of Rijeka (Capital of the culture 2020). The Faculty of Teacher Education provides the facilities.
How do partners/collaborators from the community support and value this practice?	Kindergartens and primary schools (pre-school teachers, primary school teachers, psychologists, pedagogues) that will be participating in the workshops and lectures value this project by their will to participate in it as partners, especially Kindergarten Đurđice and Primary school Trsat. Furthermore, they will have the opportunity to be introduced to each other, each of these four professions, to face the pluses and minuses of their cooperation within the field of transitions in childhood, and having the possibility to communicate about transition with parents in different contexts. Finally, children will value this practice since their socio-emotional well-being will be strengthened during transition periods through workshops in kindergarten Đurđice and through the play that will be organized for them at the University Campus next year.
How do your peers (university staff and management) and students support and value this practice?	The project is presented each academic year within the courses of the Developmental Psychology (obligatory), Psychology of an early learning and teaching (obligatory) and Developmental Psychopathology (elective) to the students so they will be offered to volunteer within some smaller parts of the project. In addition, the project will be presented to those student groups who listen to the subject that are held by professors Katić and Rončević. Students support it within their volunteer activities within the project.



Practice 19. Baltazar - Science and Math Popular Radio Show

Case study provided by: Rajka Jurdana Šepić, Full Professor, UNIRi, Department of Physics

Description of community engagement practice

Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Professors of physics and mathematics (recently also chemistry) from the UniRi and academics/researchers/scientists who are members of the Association Zlatni rez realize a weekly popular science show Baltazar in the official program of the Croatian Radio and Television - Radio Rijeka (the first was broadcast on September 1, 2009).

The show explains interesting facts from the world and history of science and briefly, and scientifically correct, explains scientific principles of phenomena and devices from everyday life.

The shows are on the program of HR Radio Rijeka on Sundays at 9.30 am, lasting for up to 5 minutes. About 40 shows are broadcast annually (because they are not broadcast in the summer program schedule).

The initiator and editor of the show is Rajka Jurdana Šepić. The show is very listened to and after the broadcast it remains available to listeners through its website.

The shows affect natural and mathematical literacy and scientific culture of the general population, especially children and youth, increase the interest of young people and the public in science and mathematics, demystify myths about natural sciences and mathematics as incomprehensible, difficult and unrelated to reality, inform the public about Croatian scientists with significant contributions in the fields of science and mathematics. The project directly contributes to the development of awareness of nature conservation and environmental protection and animal protection.

Web link

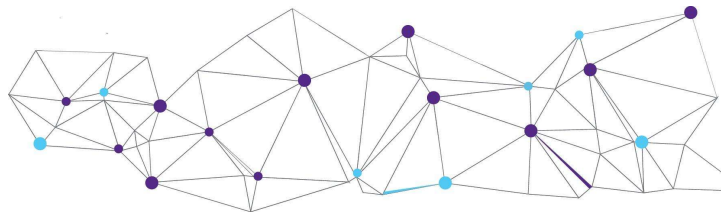
<https://radio.hrt.hr/radio-rijeka/emisija/baltazar/426/>
<http://zlatnirez.hr/>

How is the community/target group with which you engage involved in the implementation of this practice?

The users are listeners of Radio Rijeka. In the past ten years, production has been launched and in cooperation with the Association Zlatni rez and HR Radio Rijeka, 10 CDs of Baltazar have been released, each with 20 shows. Each of the 10 CDs was donated to all primary schools in PGC, with the intention of using them in science and mathematics teaching, i.e. availability in the school library.

Physics students from the University of Rijeka also participate in the design of the shows as co-authors or authors.

Support for community engagement



How does the university support this community-engaged practice?	Supported within the popularization of the STEM field, the work is not evaluated in the criteria for scientific advancement but is listed in the portfolio of teachers and is evaluated as professional engagement.
How do partners/collaborators from the community support and value this practice?	Collaborations - Radio Rijeka provides the studio and the technician. In addition to the UNIRi academics, the biology teachers from the Natural History Museum also participate in co-authoring the shows. It is mostly about volunteer work. Only occasionally over the years of broadcasting, the Zlatni rez Association received modest financial resources for the show at the tenders of the City of Rijeka or Primorje-Gorski kotar County.
How do your peers (university staff and management) and students support and value this practice?	They support it within the popularization of STEM areas. Students of physics at the University of Rijeka also participate in the design of the shows as authors, and their work is evaluated as part of the course Popularization of Science.

Practice 20. Science Popularisation - Elective Course

Case study provided by: Rajka Jurdana Šepić, Full Professor, UNIRi, Physics department

Description of community engagement practice

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Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	Science popularisation is an elective course at the graduate study programmes of Physics department at UNIRi. The course has been running since the academic year 2010/2011. It is a 2 ECTS points course and is set up as a hybrid course, with a minimum of direct teaching and with a dynamic online platform for students - literature, forums for discussion, uploading coursework and practice in divulgation activities (Science festival, various science workshops activities for pupils etc.).
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	Community members/organisations/institutions are primarily a beneficiary of this particular practice. The feedback is quite positive and students, particularly of educational graduate study programmes, get the additional experience in working with schools and pupils.

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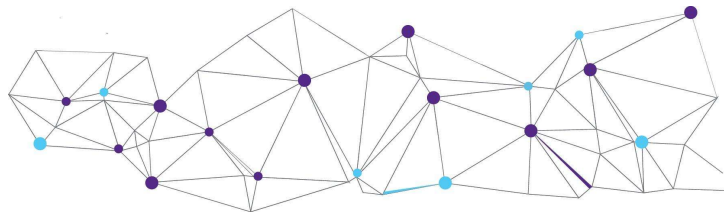


Funded by the
Erasmus+ Programme
of the European Union

PROJECT CO-FINANCING



GOVERNMENT OF THE REPUBLIC OF CROATIA
Office for Cooperation with NGOs



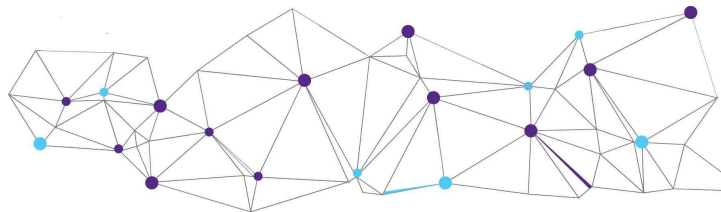
Support for community engagement

How does the university support this community-engaged practice?	No particular form of support (is expected).
How do partners/collaborators from the community support and value this practice?	There are no particular forms of support. Student work on different divulgation activities is useful for different popularisation programmes, such as Science festival, Researchers' Night, Baltazar on castle Trsat, etc.
How do your peers (university staff and management) and students support and value this practice?	There are no particular forms of support. Physics department has benefited from the course in view of its constant need and engagement in different popularisation activities.

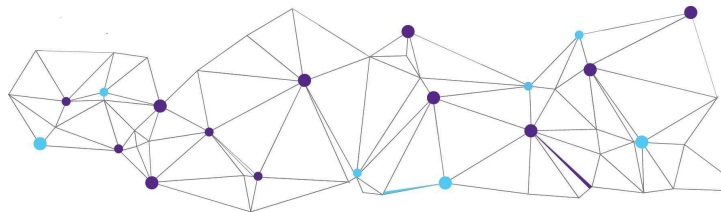
Practice 21. Project Humane Education - Responsible Society, New Course Gender, Sexuality, Identities - from Oppression to Equality

Case study provided by: Brigita Miloš, senior assistant, Faculty of Humanities and Social Sciences, Department of Cultural Studies, Centre for Women's Studies

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>Humane Education - Responsible Society is a project mutually conducted by the Lesbian Organization Rijeka - LORI, Human rights and civic participation association „PaRiter“, SOS Rijeka - Centre for Nonviolence and Human Rights and Centre for Women's Studies of the Faculty of Humanities and Social Sciences in Rijeka. The overall objective is to improve the knowledge and skills of the students at the University of Rijeka for active civic participation in the area of gender equality and related human rights in the sense of building a more humane society.</p> <p>Specific objectives include:</p> <ol style="list-style-type: none"> 1. Capacity building of employees of the Faculty of Humanities and Social Sciences in Rijeka and CSOs in domain of human rights by providing educations for implementation of service learning method; 2. Development and implementation of service learning programmes in the field of gender equality and related human rights at the University of Rijeka - Faculty of Humanities and Social Sciences in Rijeka; 3. Development of specific knowledge and skills of students on University of Rijeka for active civic participation in the field of gender equality and related human rights; 4. Further development of service learning programs, education for human rights and active citizenship; 5. Development of partnership between 3 civil society organizations and UNIRI
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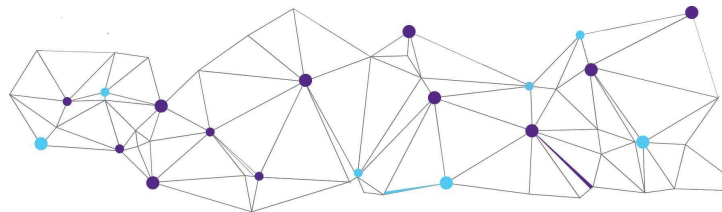
	<p>Target groups: 1. Students of the University of Rijeka, 2. Employees of the University of Rijeka, 3. Civil society organizations in Rijeka - LORI, PaRiter and SOS Rijeka, 4. Employees of the University and members of the CSOs in Pula, Zadar and Osijek.</p> <p>Activities in this project are reflecting the overall objective, specific objectives and target groups: 1. Education and capacity building of employees of the Faculty of Humanities and Social Sciences in Rijeka and CSOs in the domain of human rights; 2. Development and implementation of service learning programs in the field of gender equality and related human rights at the University of Rijeka - Faculty of Humanities and Social Sciences in Rijeka; 3. Further development of service learning programs, education for human rights and active citizenship. About the new course: It started within an activity that includes development and implementation of service learning programs in the field of gender equality and related human rights at the University of Rijeka. The topic of the course is dedicated to the gender studies, through issues of gender equality and related human rights (with emphasis on gender orientation and gender identity and expression).</p>
Web link	https://www.hood.hr/
How is the community/target group with which you engage involved in the implementation of this practice?	The community is the actuator of the entire project activity, as well as a necessary factor of the new course that is being initiated. The NGOs, the ones involved in the project, actively and equally participate in the decision-making process of all activities creating relevant content for the new course; planning, creating thematic and problem units according to their current insights and needs.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University / Faculty of Humanities and Social Sciences provides support for these activities in several different ways: by providing logistic support and free space for necessary meetings or/and workshops; including the new textbook into the Faculty publishing list; administrative and accounting services related to project funding; promotion of the project and related activities on the Centre's website.
How do partners/collaborators from the community support and value this practice?	Given that the course has still not started, we do not have accurate data about this field. Indirectly, from the work of all project components, as well as the wider project team, it can be concluded that there is support, engagement, and satisfaction with the involvement in the project.
How do your peers (university staff and management) and students support and value this practice?	The formal validation of the project and all given effort lay in the acceptance of the new course by the Council of the Faculty of Humanities and Social Sciences. For the functioning of the project and, hopefully, the course itself, in the given moment we do not find any other kind of support to be needed. As it is already emphasized, a great deal of support has been provided in the form of a positive response to the new textbook that is being prepared for the new course.



Practice 22. 3, 4, LEARN NOW – Empowering Students for Successful Learning, Critical Thinking and Emotional Development

Case study provided by: Maja Opašić, Assistant Professor, Faculty of Teacher Education

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The Project 3, 4, LEARN NOW has been created as an answer to the needs of the students so they could be able to achieve success in learning, to practice critical thinking and to develop emotional skills. The main goals of the project are:</p> <ul style="list-style-type: none"> - To include up to 15 pupils from 4th to 8th grade of primary schools in the city of Rijeka, per week, in workshops such as “How to develop a strategy of successful learning, critical thinking and emotional growth - To encourage pupils for the learning on its own and how to take responsibility for their success in school <p>Other goals of the project are:</p> <ul style="list-style-type: none"> - To create a model of strategy for developing successful learning, critical thinking skills and emotional growing for pupils and students - To include up to 10 students from the Faculty of Humanities and Social Science and from the Faculty of Teacher Education of University of Rijeka so they could contribute in creating a new strategy and to be engaged in the implementation of the workshops with pupils. <p>The project started in February 2019 and will last until the end of 2020. The partners in the project are the Faculty of Humanities and Social Science and the Faculty of Teacher Education of University of Rijeka. Throughout the project, students from these two Faculties will have an opportunity to be engaged in our community as volunteers or through service learning. They can achieve that through some of the courses and get the accreditation for their engagement. That way students have a great opportunity to be involved in the work with pupils as well as acquire new skills, knowledge and experience which are very important for their future jobs in educational institutions. Our partners in the project have an important role and they are providing the location for the implementation of workshops as well as contributing to the promotion of the project.</p>
<p>Web link</p>	<p>/</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Our community is involved in the project in many ways. The beneficiaries of the project are children and their parents, also the volunteers in our activities are students from the University of Rijeka, and our associates in the implementation are teachers from our University.</p>



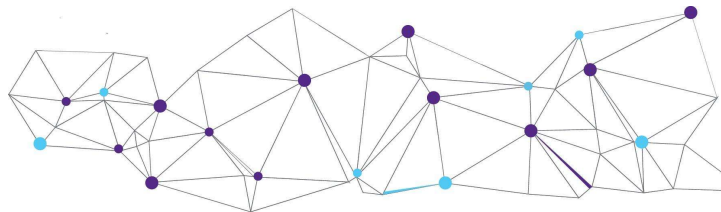
Support for community engagement

How does the university support this community-engaged practice?	The University of Rijeka participates in the project in the way that it provides the space for implementing the education and workshops.
How do partners/collaborators from the community support and value this practice?	Our partners in the project are the Faculty of Humanities and Social Science and the Faculty of Teacher Education of University of Rijeka and their contribution has been described above.
How do your peers (university staff and management) and students support and value this practice?	Students participate in the project in the way they are working with the pupils. The leader and the associates in the project are university teachers from the partners Faculties.

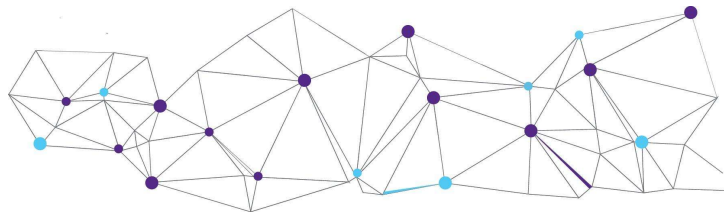
Practice 23. Diversity Mixer

Case study provided by: Sanja Bojanić, Assistant Professor, University of Rijeka Academy of Applied Art

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>Diversity mixer – policies and practices in cultural and creative industries – is a project that focuses on diversity within the economic sector of cultural and creative industries (CCI). The project is financed through the Program on rights, equality and citizenship of the European Union (2014-2020) and is being implemented in the period of two years (fall 2018 – fall 2020). It is conducted jointly by RIJEKA 2020 d.o.o. and the Academy of Applied Arts of the University of Rijeka, in cooperation with the Croatian Business Council for Sustainable Development as partners. The overall program of RIJEKA 2020 – European Capital of Culture is taking place under the heading “Port of Diversity”. The motto depicts Rijeka as a port city with a rich, multicultural and multi-confessional history, weaving today’s colourful and patchwork tapestry of communities, cultures and subcultures, held together in a city whose main characteristic is its radical openness. In the programmatic and organisational sense, RIJEKA 2020 is dedicated to preserving and promoting this very openness and diversity – through its organisational structure and its socio-cultural program. With its program, Diversity mixer, RIJEKA 2020, along with its strategic partner, the Academy of Applied Arts of the University of Rijeka, seeks to further embed this diversity and openness in the relevant field: creative and cultural industries. This is conducted by examining the existing policies and practices, as well as suggesting new ones, which will allow diversity to take further root in the workplace, through both the employment structure and the content produced. The CCI sector is one in which the principle of diversity must be built in every aspect of the organisation process as well as the final product, whether good, service or entertainment provided. Therefore, it is important to pay special attention to the implementation of diversity in the sector’s development. The project aims to explore the existing practices of</p>
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	diversity management in the public and private sector of cultural and creative industries, on the level of the county all the way up to Europe, identifying transferable examples of these models. Policies and principles of managing diversity are based on the collected best practices and estimated needs of the organisations in the CCI sector. Particular focus is given to the adaptation of practices (including possible differences in implementation measures between the public and private sector) and inter-sector measures. In order to ensure the implementation of policies and practices of diversity in CCI, the second portion of the project will conduct activities for building capacities for the administrations and employees of organisations and companies. The emphasis is also placed on disseminating the results and raising awareness of the utility of diversity management, with particular focus on CCI. Ultimately, these activities should result in the increase of organisations from both the public and private sector within CCI, connected to the Croatian "Diversity Charter".
Web link	https://rijeka2020.eu/en/projekti/eu-projects/diversity-mixer/ https://rijeka2020.eu/wp-content/uploads/2019/06/Diversity-mixer_istra%C5%BEivanje.pdf
How is the community/target group with which you engage involved in the implementation of this practice?	The cultural and creative industries sector is our target group of research and action. The project's ambition is thus to tackle and engage mainly with the principal protagonists, i.e., artists all together in public and private spheres, those who are established but also freelancers mainly in precarious situations. We seek to touch upon the linkage between older generations and young practitioners who are looking for recognition. Our strategies to include them cover special care of talents, development of the public and audience and most of all, systemic and critical platform of exchange of good practices and their transfer.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The Academy of Applied Arts in Rijeka provides administrative and funding support such as in any project funded by the EU programs amount to 20 % of the overall financial value of the project is provided from our local resources. Together with our partner, Agency Rijeka2020 we use the university facilities at the Campus free of charge. The University of Rijeka and its PR office is helping us in dissemination and the promotion of the results of the research.
How do partners/collaborators from the community support and value this practice?	At this stage of the project (Diversity mixer ends in October 2020), after delivering the research results and preparing the material which is going to be developed for training and workshop practices (from September 2019 until June 2020), our coordinator (Agency Rijeka2020) showed great esteem for our work. The main audience - actors and practitioners in the Cultural and Creative Industries of the Primorje-Gorski kotar County and the city of Rijeka - in both forms of the in-depth interviews (20 persons) and during our online survey (130 persons), presented interest in our work and demonstrated wishes to

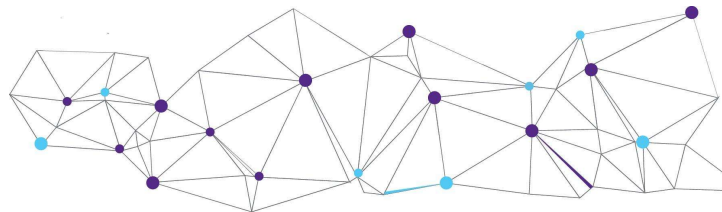


	continue exploring together with us possibilities of further developing diversity practices in the Cultural and Creative Industries.
How do your peers (university staff and management) and students support and value this practice?	Both our colleagues and our students are enthusiastic about our work and show interest in the research we are conducting. University staff is more or less passive (at the Academy of Applied Arts in Rijeka) but we hope to engage their interest once we present our work at the conferences and trainings we plan to organize.

Practice 24. European Bioethics in Action - EuroBioAct

Case study provided by: Robert Doričić, PhD, Faculty of Medicine

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The European Bioethics in Action project represents an innovative way of applying theoretical knowledge and intellectual platform to existing issues in local communities, the economy and environmental risks. The significance of the project lies in the fact that the research group was one of the first in the world to recognise the importance of Fritz Jahr's work in deepening and spreading out the bioethical thought. Three local self-government units in the northern Adriatic region have been chosen as pilot communities for the implementation of project activities which, based on Jahr's bioethical imperative, are directed at the attitudes of people towards their health, animals, plants and the entire ecosystem. The abovementioned communities represent models for compiling a list of bioethical standards. The Town of Bakar, the Municipality of Kršan, and the Town of Mali Lošinj are examples of vulnerable communities in the northern Adriatic. Bakar and Kršan are environmentally very sensitive areas: Bakar because it was exposed for many years to the effects of a coke plant, which is today closed, and Kršan due to the presence of a thermal power plant. On the other hand, Mali Lošinj is an example of a vulnerable community which, due to its well-preserved ecosystem and specific climate, represents an important 'island pocket' in the northern Adriatic. The general goal of the project is to prove that the theoretical and methodological approach of 'European bioethics', i.e. integrative bioethics, can result in a platform for solving practical problems in preserving and improving the environment. Consequently, this method of solving problems in a community can have a positive impact on the development of the economy and the promotion of tourism.</p> <p>First phase: Deepening the theoretical basis. In the first project phase, a comparative analytical research method was used, which was applied in the analysis of archive material and literature, primarily on the life and work of Fritz Jahr. Second phase: Analysis of the situation in local communities. In the second project phase, an analysis of the situation in local communities was conducted in order to determine the specific geographical, ecological, economic and social features of the local communities included in the project. Third phase: Workshops. In the third project phase, workshops were organised</p>
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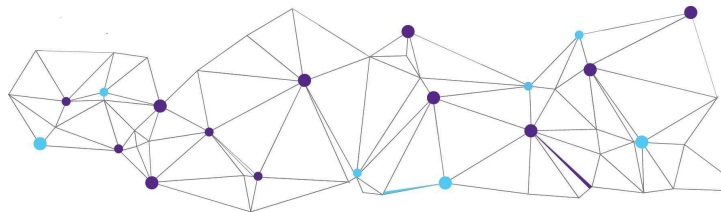
	with experts in individual areas related to the categories of the standards list in order to discuss the collected data (plants, animals, people and the environment, and public health parameters). Fourth phase: Creation of a bioethical standards list. In the fourth phase of the project, a list of specific 'bioethical standards' was created, which is divided into three sections related to animals, plants, and people and the environment.
Web link	http://eurobioact.uniri.hr/en/about-the-project.html
How is the community/target group with which you engage involved in the implementation of this practice?	Two research sets were conducted: an online survey among representatives of the Town Councils of the Town of Mali Lošinj and the Town of Bakar and representatives of the Municipal Council of the Municipality of Kršan, as well as focus groups with representatives of NGOs that are active in the respective local communities. The aim of the research was to identify the attitudes of representatives of the towns and municipal councils, and also the representatives of NGOs towards the importance and applicability of a particular standard. It was expected that the research results will point out the prevailing attitudes of representatives of local communities concerning the list of proposed standards with the aim of identifying the priorities and needs of the local community.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The Faculty of Medicine supports the EuroBioAct project. In Faculty Scientific mission, (2016-2020) social responsibility is emphasized through applying research results for the development and wellbeing of the community, which is exactly the goal of this project as well. Considering the diversity of research areas within the Faculty, the institution supports interdisciplinarity of the projects through ensuring administrative support to their implementation.
How do partners/collaborators from the community support and value this practice?	The EuroBioAct project was selected as one of four projects - examples of good practice in the region and has been included in the RRI Toolkit. This platform, designed as part of the RRI Tools project, aimed to help design and implement socially responsible research and innovation. Project team members participated in the workshop Tools for Responsible Research and Innovation, which was held on September 27, 2016 in Rijeka. The EuroBioAct project was presented in the workshop program, as an example of good practice of the RDI project in the region.
How do your peers (university staff and management) and students support and value this practice?	By participating on the scientific meetings and project workshops Graduate of Medical Laboratory Diagnostics (University of Rijeka, Faculty of Health Studies) graduated on the topic "Deep ecology: ideas and achievements in relation to contemporary bioethical trends" Mentor was thematically related to the idea of the EuroBioAct project.

PROJECT FUNDING



PROJECT CO-FINANCING





Practice 25. Good Night Storytelling Programme

Case study provided by: Maja Opašić, Assistant Professor, The Faculty of Teacher Education, and NGO "Portić"

Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

The program has been implemented continuously since 2009 at the Clinic for Pediatrics, Clinical Hospital Centre Rijeka. Every evening, regardless of whether it is a working or non-working day, for 10 months (January - June, September - December), volunteers visit hospitalized children to read and tell them stories and interact in similar activities. Telling and reading stories has a therapeutic effect and can help the child accept their situation, unpleasant experience or feeling on a deeper level, without the need to understand what is important for seriously ill children, who should be offered the opportunity and ways to accept their current condition. In a hospitalization situation, especially a long one, telling carefully selected stories and fairy tales helps children to release emotions repressed and / or unaccepted in everyday life, especially in the conditions of their hospitalization. In addition, problem picture books help solve smaller problems because by listening to and watching situations in which imaginary heroes have managed to overcome life's problems, children learn how to deal with their own problems.

The "Goodnight Storyteller" program is one of the forms of variance from the standard hospital treatment in which children are active collaborators in their treatment. Namely, children, according to their own choice, wishes and needs, choose whether they want to spend time with their aunt or uncle the storyteller, how they will spend it, i.e. with which stories and activities.

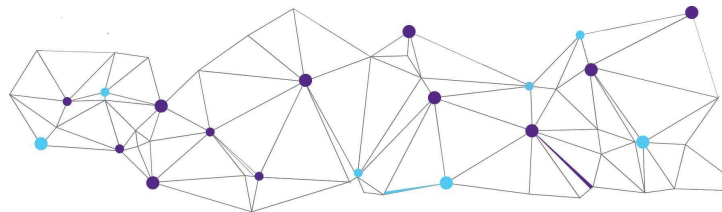
The goals of the program are to empower the hospitalized child using creative techniques (stories) and to shift the focus from the disease to the story and the game, thus reducing the negative effects of hospitalization; to contribute to a sense of community and family support from the community; increasing the contribution of the volunteer share as a new force in the community that can improve the quality of life of its members. This is where the benefits that the community receives from this program can be seen.

Volunteers in the program are citizens of different ages and professions, but for the most part they are students, mostly students of the Faculty of Humanities and Social Sciences and Faculty of Teacher Education, who in such direct work with children gain experience and develop competencies needed for future work in educational institutions. Students can also earn ECTS credits. Each volunteer must complete a three-day seminar during which they are introduced to all important aspects of volunteering in the program. An important role in the organization of the seminar is played by the Faculty of Humanities and Social Sciences and Faculty of Teacher Education, since they provide space for the seminar and participate in the promotion of the seminar for new volunteers.

Web link

<http://udruga-portic.hr/index.php/projekti/pripovjedac-ica-prica-za-laku-noc>



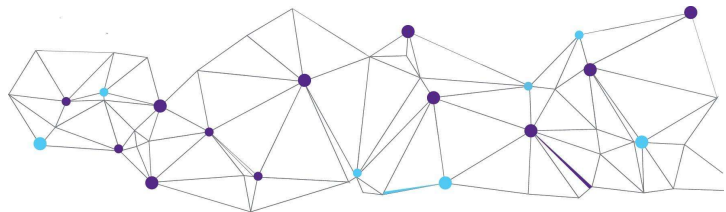


How is the community/target group with which you engage involved in the implementation of this practice?	There are several ways of community involvement. Firstly, key programme users are the children and their parents. Also, volunteers in the programme are citizens of all ages and occupations. Around one hundred volunteers per year participates in the programme, thus promoting volunteering, raising awareness of the importance of empathy towards vulnerable groups, such as children. Lastly, community members also participate in the programme implementation as educators on seminars, workshops leaders and programme partners.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University participates by providing space for seminars and additional education for volunteers. In addition, it participates in the promotion of the program (publication of invitations for new volunteers on the websites, posters in public spaces at other university constituents).
How do partners/collaborators from the community support and value this practice?	The partners are the Clinical Hospital Centre Rijeka and Rijeka City Library, whose employees participate in education seminars for volunteers. The City Library ensures free library membership to all volunteers. Local municipalities provide financial support to the programme.
How do your peers (university staff and management) and students support and value this practice?	Most volunteers are students, and some are the teaching staff. The ones who do not actively participate in the programme, express very positive remarks towards it and also share the information about the programme throughout the community.

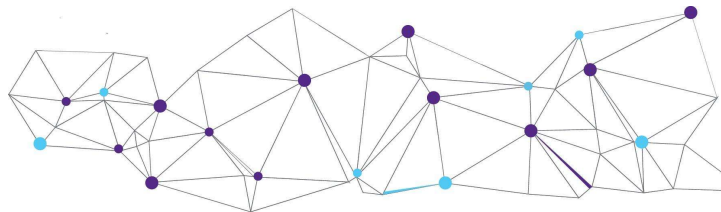
Practice 26. Public Health Course – Dental Medicine Study Programme

Case study provided by: Gordana Šimunković, Assistant, Faculty of Medicine, Department of Social Medicine and Epidemiology

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The Public Health Course is the obligatory course of the 4th year of integrated undergraduate and graduate university study of Dental Medicine, which lasts for 5 years. This course is placed into the 7th semester and it consists of 15 hours of lectures and 15 hours of exercise, so in total of 30 hours (1 ECTS point). The main aim of the course is to adopt the basics, knowledge and skills, in the field of public health. The most important part is the training the students to be able to identify health needs and to estimate health conditions as well as they can be able to create public health policies, manage public health interventions and evaluate the quality of public health protection.</p> <p>As a part of Exercise 1, through the programme named Promotion of oral health of children and youth in Primorje-Gorski kotar County, we are cooperating with the Institute of Public Health. Our students, with their mentors, are going to the preschool institutions of the City of Rijeka and there they are implementing some activities through the workshops, such as</p>
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	<p>education for children on how to take care of their teeth and keep them healthy. Before students start with the workshops, they need to be introduced with the main program.</p> <p>At the annual level, 30 students in total go to the pre-school institutions. It is the process of developing skills for the students and also, the process of learning for the children. In accordance with all this, the benefit for the Faculty of Medicine is connected with the development of the competences of the students: (I) to recognize a dental health indicators, (II) to distinguish needs and priorities, (III) to connect needs and interventions, (IV) to analyse the environment, and (V) to identify key stakeholders and the main elements of the health promotion.</p>
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	<p>The direct beneficiaries of the activity are the preschool institutions (3 or 4 preschool institutions per year). Kindergartens (3 to 4 of them annually) are welcoming students as guest lecturers, and students build on their activities in the health segment, connecting theory from the courses with practical engagement. Usually, kindergartners' employees thematically upgrade afterwards, with various activities with children. Throughout the agreement process, kindergartens are seen as equal partners.</p>
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	<p>The exercise takes place within the Public Health course, so that the entire logistical and administrative support for its implementation is part of the regular course.</p>
How do partners/collaborators from the community support and value this practice?	<p>Kindergartens remain stable in their call to continue to address them for the implementation of exercises within the Public Health course.</p>
How do your peers (university staff and management) and students support and value this practice?	<p>In the feedback, students describe these exercises as practical, more interesting and as one that leaves a strong mark and certainly contributes to the achievement of the set outcomes. Partners and associates evaluate this practice as very beneficial and therefore the partnership is continuing, and this course runs every academic year.</p>



Practice 27. Volunteers Network of the University of Rijeka

Case study provided by: Marko-Luka Zubčić, Expert associate, Center for Advanced Studies – South East Europe

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>Volunteers Network (VN) aims at systemising the documents for the volunteering activities organized by University of Rijeka and at communicating a variety of volunteering possibilities (provided both by the University and by external parties) to students.</p> <p>Its main activities are: 1) collecting and communicating the volunteering possibilities to students via Facebook page and mailing list, 2) documenting volunteering activities organized by University of Rijeka. Its target group are students.</p> <p>The University benefits from VN through the development of a culture of practice-based and community-based learning, which develops a variety of skills and capacities of its students. Community benefits through the engagement of students in a variety of tasks valuable to the community.</p>
Web link	https://www.facebook.com/VolonterskamrezaUNIRI/
How is the community/target group with which you engage involved in the implementation of this practice?	<p>In the case of VN, students who are interested in volunteering have a chance to do so in various University-organized project which are most frequently implemented in cooperation with certain communities and for a wider community, but also in various projects organized by the organizations from the community.</p>
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	<p>The University provides recognition, administrative, legal, coordinative and publicity support, and is highly involved and invested in the popularization of volunteering among students.</p>
How do partners/collaborators from the community support and value this practice?	<p>The Volunteer Centre Rijeka as well as Volunteers for European Capital of Culture have shown their support to VN. Volunteer Centre Rijeka in particular provides VN with info on a number of volunteer-related activities on a regular basis.</p>
How do your peers (university staff and management) and students support and value this practice?	<p>They do – University staff and management support and, more importantly, collaborate with VN; and students have shown sufficient interest for it.</p>

Practice 28. Case Study Competition “Realizator”

Case study provided by: Andrea Laurić, Finance and Development Projects Associate, University of Rijeka Foundation

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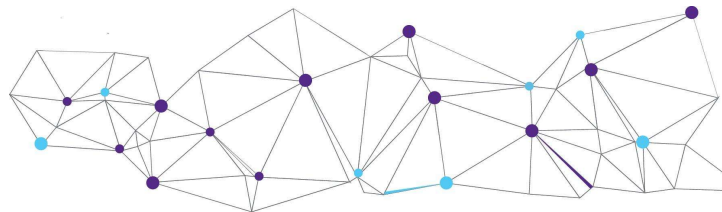


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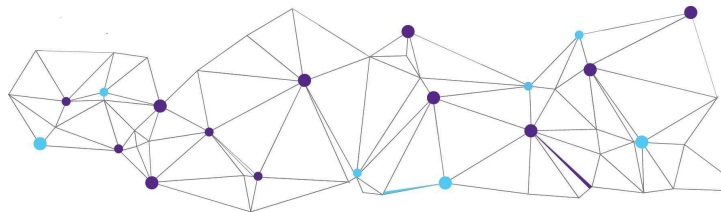
PROJECT CO-FINANCING



GOVERNMENT OF THE REPUBLIC OF CROATIA
Office for Cooperation with NGOs



<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>In collaboration with the Science and Technology Park of the University of Rijeka Step Ri and with the support of the Primorje-Gorski kotar County, the University of Rijeka Foundation launched the first Rijeka University Case Study competition – the <i>Realizator</i> in 2016. Case study competitions are a format that contributes to the collaboration of the academic and the economic community in an innovative way. By working on real business cases and developing the best their gained knowledge into practice and developing specific skills for competing in the labour market. The project is an activity of the Foundation's <i>Students for the knowledge society</i> fund designed with the aim of promoting the employability of students. The three editions of the project gathered more than 200 participating students from 11 departments of the University of Rijeka, consisting of undergraduate and graduate level studies, divided in 84 teams. A total of 63 business solutions were created, of which 41 won an award.</p> <p>Renowned partners, companies and institutions also joined the project – Alarm automatika d.o.o. (2016), Clinical Hospital Centre Rijeka (2016), Villa Kapetanović d.o.o. (Hotel Navis) (2016), Infobip d.d. (2017), Jadran galenski laboratorij d.d. (2017.), Public Institution “Priroda” (2017), Metis d.d. (2017), Zagrebačka banka d.d. (2017), Health Centre of the Primorje-Gorski kotar County (2018), Geotech d.o.o. (2018), City of Rijeka (2018), Jadranka hoteli d.o.o. (2018), Namještaj Mima d.o.o. (2018), Jadran galenski laboratorij d.d. (2018).</p> <p>Starting from the 2017 edition, the three best business solutions are awarded with the amount of 3,000 HRK for the first place, 2,000 HRK for the second and 1,000 HRK for the third place. Besides the financial prizes, the official partner of the project - Step Ri - provides the winning teams with an official interview for a chance to secure free support for the innovative business ideas development.</p>
<p>Web link</p>	<p>www.zaklada.uniri.hr</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>The business community (partners, companies and institutions) is a collaborator of the competition program as they provide real business cases for students to solve. Students are beneficiaries; participants in the competition.</p>
<p><i>Support for community engagement</i></p>	
<p>How does the university support this community-engaged practice?</p>	<p>The Science and Technology Park of the University of Rijeka Step Ri acts as a partner in the competition and provides space for the opening ceremony, education and training and final pitching event. Also, Step Ri provides consulting and education support for the students to form the best possible</p>



	business ideas and solutions and offers the winning teams an official interview for a chance to secure free support for the innovative business ideas development.
How do partners/collaborators from the community support and value this practice?	The business community (partners, companies and institutions) supports the practice by providing business cases and representatives to participate in the competition activities and lead the communication with the Foundation. They participate in the expert jury which decides on the case study competition winners. Often, they invite winning students to present their solution to the Management Board. In 2017 the winner of the JGL d.d. business case was offered a job in the company.
How do your peers (university staff and management) and students support and value this practice?	University staff is not involved. Management representatives often participate in the Opening ceremony with the introduction speech.

Practice 29. University for the Third Age

Case study provided by: Jana Ažić, Head of Student Cultural Centre, University of Rijeka – University of the Third Age

Description of community engagement practice

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Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Our University for the Third Age is open to all citizens from the Primorje-Gorski kotar County over the age of 55, with prior secondary or tertiary education. As it is organized by the University of Rijeka, its educational programs offer an informal approach to learning that opens older generations to fresh insights and relates all new information to their rich personal experience. Founded in 2009 in cooperation with the City of Rijeka and the City of Opatija, the University of the Third Age aims to cultivate social inclusion, improve general levels of motivation and mental health, and foster the wellbeing of older generations. The University of Rijeka wants to take care of its citizens and make them feel included in the academic community.

Up to this point, the University has realized over 30 programs, comprised of twenty 45-minute classes each, in the areas of horticulture, health studies, nutrition, physics, neuroscience, personal finance, psychology, emotional health, sculpting, drawing, painting, graphics, religion, creative writing, Rijeka's history, art history, ethics, cultural studies, and biotechnology. All courses are held in two cycles, a spring and a fall semester, and last from ten to twenty 45-minute classes. On top of these two semesters, the University arranges individual thematic lectures throughout the year. We have, thus far, organized sixty such classes, which have welcomed a total of 905 participants over 55 years of age, 85% of whom were female (F), and 15% male (M). This practice helps UNIRI to open to the community, while offering a part-time job to its retired professors as lecturers but also as attendees. To the target group

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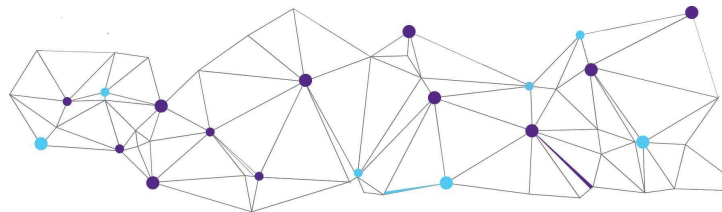


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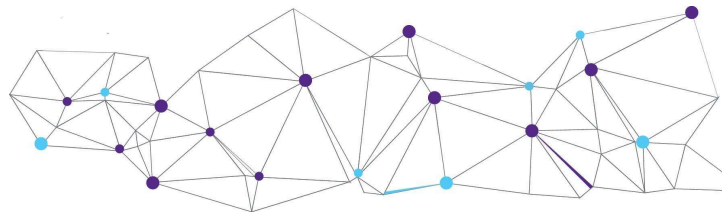
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GOVERNMENT OF THE REPUBLIC OF CROATIA
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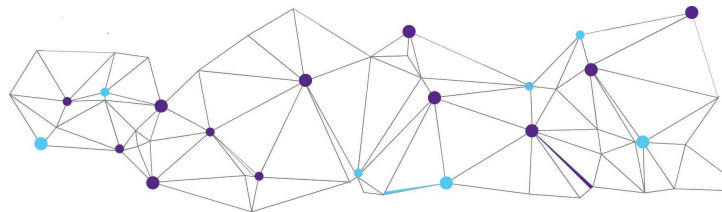
	of senior citizens, especially academically educated, UNIRi offers the possibility to spend their time better, be up-to-date with the latest scientific knowledge, and to get the education that may not have been available so far (especially through our art workshops) as well as social inclusion.
Web link	www.uniri.hr
How is the community/target group with which you engage involved in the implementation of this practice?	Lectures and lecture cycles are organized by the University but based on the suggestions of the participants themselves. Each cycle is evaluated, and participants are asked for suggestions on how to improve the program and provide examples of topics they want to learn more about. Participants pay symbolic enrolment fees for the spring and autumn lectures cycles. The short-term lectures on different topics, offered between cycles, are free of charge. In the past there was an advisory board (consisting of long-time interested participants) who influenced the outline of the program with their ideas. Also, the long-time participants usually volunteer with the administration and technical parts of the program.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University provides space and technical requirements for the lectures and workshops. In addition, the University secures funds for the person who gives the lecture and the person who manages the entire project. Through its media outlets in the local media, the University ensures that the project has visibility, which is very important when the enrolments to lectures and workshops are being announced.
How do partners/collaborators from the community support and value this practice?	The University Program “University of the Third Age” is supported by the Department of Health and Social Welfare of the City of Rijeka. The two institutions participate in the program Rijeka – Healthy City, which cares about the mental health of citizens. From the very beginning, the City of Rijeka has co-financed the program, so the enrolment fees would be more affordable.
How do your peers (university staff and management) and students support and value this practice?	Some of the University employees, as well as the employees of the University Management Board, have contributed to the program with their lectures, as volunteer and part-time employees. Community work is particularly valued at the University level, so professors/lecturers have a professional interest in participating in the program. University management also supports the program by making decisions over the years that enable these practices. Often, through the program, students do part-time internships giving seminars and lectures and thus completing their mandatory assignments for the course they are taking.



Practice 30. Student Cultural Center (SKC)

Case study provided by: Jana Ažić, Head of Student Cultural Centre, University of Rijeka

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The Student Cultural Centre was established in 2013/2014 as an integral part of the University of Rijeka. The strategic activity of the Centre is increasing the visibility of the University of Rijeka, especially in the field of student standards in culture. An increase of visibility has been accomplished through qualitative and quantitative empowerment of students' cultural productions for both students and wider community. Through financing student projects for students, as well as for the broader community, the Centre assures community integration and development. In cooperation with NGO Distone, the Centre produces and organizes Impulse Music Festival which includes activities such as: workshops, public forums, concerts for the wider community, etc. Moreover, in cooperation with another NGO called Filmakativ, the Centre organizes The Student International Film Festival. STIFF is dedicated to student and <i>debutante</i> films from all over the world and their connection to the broader audience since it is held in the local Art-kino Rijeka. The Centre organizes the Review of the Academies of Dramatic Art together with the Academy of Applied Arts. Students from various acting academies (from Croatia, but the neighbouring countries, as well) perform for a wider audience. Through SKC Gallery, the Centre gives an opportunity for students to present/exhibit their artworks to a wider audience. Often there are collaborations with the City of Rijeka, different community stakeholders, the Croatian National Theatre Ivan pl. Zajc, and as of lately with The Agency RIJEKA 2020-European Capital of Culture. The main goals of the Centre are financing cultural projects for students as well as the production of student projects and raising the cultural standard and offer of the city. The target groups are students, professors and the staff of the University of Rijeka and the citizens of the city of Rijeka. These practices bring the University the benefit of collaboration with the community, as well as visibility. Furthermore, it also increases the student standard and cultural production in the community.</p>
<p>Web link</p>	<p>www.skc.uniri.hr</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>The target audience and the broader community primarily benefit from these practices because they have the opportunity to consume festival programs for free - free films, plays, lectures, workshops, public forums, and concerts by world-renowned musicians. Secondly our audience benefits because of the opportunities to network and learn from the experts in a specific field. Students have the opportunity to apply for funds and implement their projects.</p> <p>The NGOs that the Centre cooperates with, primarily on strategic projects such as Music and Film festival, are able to employ more people at that specific time.</p>



Support for community engagement

How does the university support this community-engaged practice?	The University provides facilities such as: offices and spaces for work, and in cooperation with the city of Rijeka, the Centre uses city space for the SKC Gallery. In addition, the University provides funding ; the SKC budget is made up from a small percentage of the faculties' enrolment fees and in cooperation with NGOs, the Centre applies to calls for proposals for projects. There is also administrative support in a form of personnel. The head of the SKC office is a full-time employee, with one more part time employee. UNIRI's possibilities for promotion give SKC projects greater visibility and recognition.
How do partners/collaborators from the community support and value this practice?	Our collaborators and partners from the community (NGOs and City of Rijeka) carry out and continue collaborating on joint projects for a longer period. Support is mutual through finance, logistics and spaces. The Centre is usually in the role of the organizer or the co-organizer.
How do your peers (university staff and management) and students support and value this practice?	The annual plan of the Centre has been approved by the University management. Some of the employees of the University Management Board included have participated in the activities of SKC as an audience. Students usually participate as creators and as well as consumers of the program.

Practice 31. Step Ri BootcampIT

Case study provided by: Boris Golob, CEO, Step Ri, University of Rijeka

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Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The Step Ri Science and Technology Park of the University of Rijeka was established in 2008 by the University of Rijeka in order to become the premier science and technology hub, facilitating the commercialization of Research and Development and to foster cooperation between the scientific community and industry.</p> <p>Step Ri also supports the internationalization and cooperation of Croatian and foreign companies/scientific institutions. During soft landing support of foreign companies while establishing their operations in Croatia/Rijeka, a huge lack of employable junior developers for the IT industry was identified. In order to improve the attractiveness of the Rijeka region for tech/ICT companies, Step Ri envisioned BootcampIT – a three-month program for transformation of unemployed individuals with solid knowledge of English and Mathematics to junior IT developers.</p> <p>BootcampIT is kind of a lifelong learning program where interested companies actively participate and are in close contact with participants. Participants learn basic programming logic and languages for two months and during the third month work in teams on real-life project assignments from one company, guided by mentors from another company.</p>
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PROJECT FUNDING

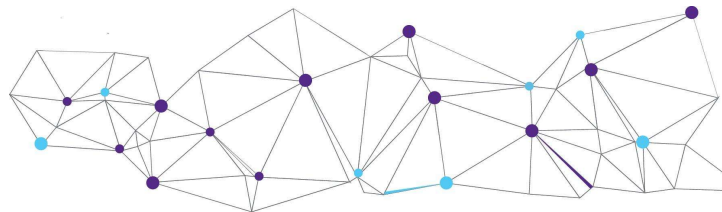


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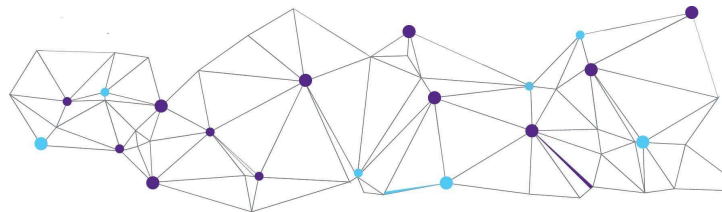


	The first generation was funded by the US embassy in Zagreb, the second and third generations were funded by EU funds. Results: a total of 60 participants selected, over 65% employment rate within six months after the course, very often by the mentoring companies.
Web link	http://bootcampit.com.hr/ (first gen) https://start-it.com.hr/ (second and third gen)
How is the community/target group with which you engage involved in the implementation of this practice?	Local NGO that deals with ICT skills promotion and education was contracted (later as a partner), the regional office for unemployed supported the promotion and identification of potential participants, (ex)students and unemployed individuals applied. The content and structure is derived from the needs, suggestions and reviews gathered from companies, participants and partner organisations.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The implementation is partly within the University campus, in the Step Ri building (owned by the University), some activities are promoted through UNIRi channels.
How do partners/collaborators from the community support and value this practice?	Companies assign mentors, define tasks, CTK (NGO) developed the curriculum and delivered IT-related training.
How do your peers (university staff and management) and students support and value this practice?	Some of the UNIRi staff and students were users/beneficiaries. The University leadership is interested in any activity that will improve connections between the university and industry, and the lessons learnt could be used to develop UNIRi commercial lifelong learning programs.

Practice 32. Step Ri Education Center - Informal Entrepreneurial Education

Case study provided by: Boris Golob, CEO, Step Ri, University of Rijeka

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	The Step Ri Science and Technology Park of the University of Rijeka was established in 2008 by the University of Rijeka in order to become the premier science and technology hub, facilitating the commercialization of Research and Development and to foster cooperation between the scientific community and industry. Step Ri Education Centre is the overarching name for all Step Ri's activities dealing with improving entrepreneurial and managerial competences of existing and aspiring entrepreneurs, targeting various groups like students, scientists, the unemployed, managers and employees already working in companies. Lecturers are supposed to deliver state-of-the-art and up-to-date knowledge with a clear focus on practical application within the Croatian doing-business conditions. The core idea of Step Ri's informal education was to enable lifelong education without the usual barriers, focused on knowledge,
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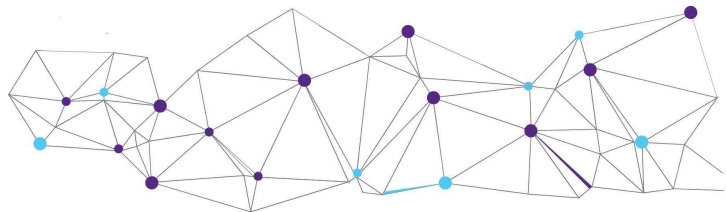


	<p>skills and competences and not on participants acquiring certifications and degrees.</p> <p>Overall, in the five years from 2014 to 2018, Step Ri organized 198 events – entrepreneurship and innovation-related training and seminars with a total of 3,513 participants. The lectures were senior consultants from Step Ri staff but also external consultants, scientists and businesspersons that had ‘some valuable knowledge and information to share’. All training and lecturers have been evaluated by the participants and future activities are planned based on the feedback of the participants. Step Ri Education Centre activities are important for overall Step Ri’s performance – it is important to establish a ‘buzz and fuzz’ environment where things happen and people meet and exchange ideas, knowledge, network, etc.</p>
Web link	http://www.step.uniri.hr/edukacije/
How is the community/target group with which you engage involved in the implementation of this practice?	SME managers, employees, scientists, students, unemployed, start-ups, and others were participants. The content and structure are derived from the needs, suggestions and reviews gathered from participants.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The implementation is within the University campus, in the Step Ri building (owned by the University), some activities are promoted through UNIRI channels, and occasionally lecturers are also from UNIRI.
How do partners/collaborators from the community support and value this practice?	Most of the Education centre activities are funded by the Step Ri or EEN EU projects. Some activities focused on particular groups / areas are funded by Primorje- Gorski kotar County.
How do your peers (university staff and management) and students support and value this practice?	Some of the UNIRi staff and students were users/beneficiaries. University leadership is interested in any activity that will improve connections between university and industry.

Practice 33. Step Ri Playpark - Incubation & Coworking

Case study provided by: Boris Golob, CEO, Step Ri, University of Rijeka

Brief description of practice <i>Please describe the practice’s goal, main activities and target groups, as well as how both the university</i>	<p>The Step Ri Science and Technology Park of the University of Rijeka was established in 2008 by the University of Rijeka in order to become the premier science and technology hub, facilitating the commercialization of Research and Development and to foster cooperation between the scientific community</p>
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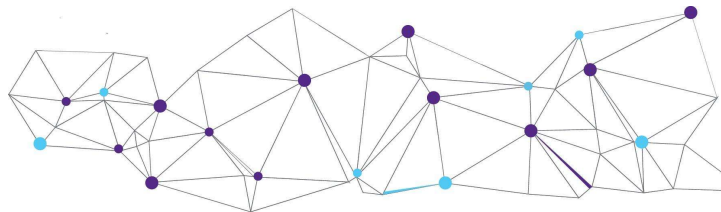
and community benefit from this practice.	<p>and industry. Step Ri Playpark six-month program for incubation and development of early stage entrepreneurial ideas. The programme consists of a series of workshops during the first two months followed by 1-on-1 mentorship with professional mentors. Participants also get 24/7 access to co-working space at Step Ri premises (at the UNIRi campus). The programme is free and open to everyone, it is not exclusive to students and UNIRi employees, and the participants are selected after an open call. The direct aim is to support individuals and teams with innovative entrepreneurial ideas, helping them to better formulate, test and implement ideas in practice. Participants learn in practice about the mainstream and state-of-the-art entrepreneurial concepts, thus improving their capabilities, competences and increasing their overall employability, regardless of the outcome of their idea that was incubated. Since an important part of the work is in groups with extensive exchange of experience and lessons learnt, networking and cooperation between teams occur, too. For some teams co-working space was the ideal initial step when starting their business.</p> <p>The playpark was created during implementation of the Central Europe Interreg project but will be continued in the future, now in cooperation with the corporate sector – INA. Until now, three cohorts (a total of 32 teams/start-ups) have finished the Playpark incubation program, and the fourth will start in October 2019 in cooperation with the largest Croatian company INA (oil industry).</p>
Web link	http://www.step.uniri.hr/seriecon/
How is the community/target group with which you engage involved in the implementation of this practice?	Students, unemployed, employees, scientists... were beneficiaries. The content and structure were developed in cooperation with Central European partners (mostly with the Media University Stuttgart and the Vienna Board of Education). Feedback from the participants in the previous cohort was used to adapt and improve the programme for the next cohort.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The implementation is within the University campus, in the Step Ri building (owned by the University), UNIRi supported with promotion.
How do partners/collaborators from the community support and value this practice?	Step Ri Playpark cooperates with other incubators in the city of Rijeka and usually their best “graduates” qualify for Playpark
How do your peers (university staff and management) and students support and value this practice?	Some of the UNIRi staff and students were users/beneficiaries. The University leadership is interested in any activity that will improve connections between university and industry.

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Practice 34. Student Health Care - University of Rijeka and the Teaching Institute of Public Health Partnership

Case study provided by: Nataša Dragaš Zubalj, Head of the Department of School and University Medicine, Teaching Institute of Public Health in Primorje-Gorski kotar County

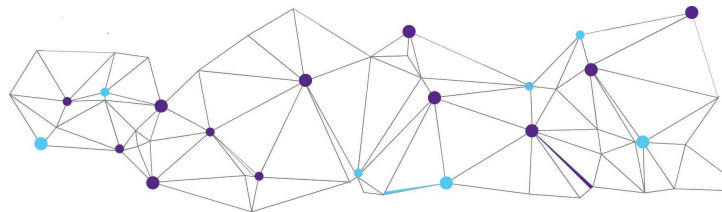
Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

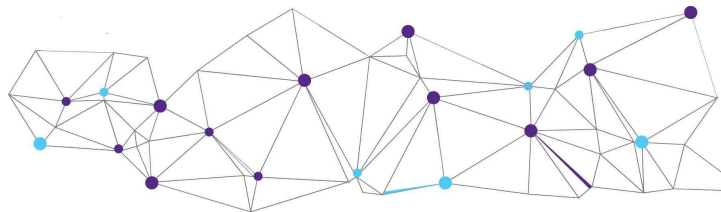
Students' health care is anchored in a long-term partnership between the University of Rijeka and the Department of School and University Medicine within the Teaching Institute of Public Health in Primorje-Gorski kotar County. The health care of university students in Croatia includes the care of a selected general practitioner, a relevant school/university doctor, a dentist, and for female students a gynaecologist as well.

The Department of School and University Medicine within the Teaching Institute of Public Health is responsible for **the preventive and educational part of health care at higher education institutions, which is a unique case worldwide**. The Department consists of a school/university doctor who specializes in adolescent medicine and a nurse. Both members of this specialized team receive continuous training. In addition to conducting planned general medical examinations, school/university medicine also carries out additional examinations related to physical health, vaccinations, health education and counselling. School/university doctors have an especially important role in the work of the **Office for Students with Disabilities of the University Counselling Centre in Rijeka** (SD Office). The SD Office offers various types of support for students with disabilities who need help to successfully complete their study programmes. According to the **University of Rijeka Protocol on Care and Monitoring of Students with Disabilities and Chronic Illnesses (2017)**, the school doctor also determines the psychophysical conditions of students and their needs for special academic adjustments and support. The purpose of the Protocol was to establish a model of good practice which would enable students with health problems, chronic illnesses and/or disabilities to have equal access to higher education. The Office for Students with Disabilities and the Department of School and University Medicine of the Teaching Institute of Public Health participated in the preparation of the document. The cooperation of the University and the Institute intensified in turn, and all for the benefit of the students at University of Rijeka. In the event that students need special academic support during their studies or to suspend their studies due to illness, students visit a school/university doctor responsible for their Faculty or Department. The doctor then examines the student and takes into account all the circumstances of the specific student request and confirms or denies it. The academic adjustments cannot lead to a reduction in student competences or academic achievements or jeopardize their health. This Protocol is particularly relevant in cases of specific health problems when there is a need to further consider all the circumstances of the student request. In those cases, the SD Office organizes a committee consisting of a representative of the Faculty/Department, the coordinator for students with disabilities with the Faculty/Department, the representative of the SD Office and the





	school/university doctor. Furthermore, with the intention to comply with this kind of specific and student-oriented health care, the University of Rijeka opened a campus clinic in 2019.
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	The community - the Department of School and University Medicine of the Teaching Institute of Public Health – is included as a collaborator in the implementation of this practice, without whose involvement this practice would not be possible in the first place, as school/university doctors play a vital part in the health care of students at the University of Rijeka, especially students with disabilities, chronic illnesses or students with special educational needs.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The university has set up a Protocol on Care and Monitoring of Students with Disabilities and Chronic Illnesses (2017) not only to support but to institutionalize this community-engaged practice. The Protocol required other university constituents to follow it and implement its recommendations into their practices. Furthermore, the Office for Students with Disabilities is a university funded and established office with all the necessary administrative support and facilities it needs. If not the SD Office, the faculties and departments host school/university doctors for the general medical examinations and for special committee meetings (if necessary).
How do partners/collaborators from the community support and value this practice?	The Department of School and University Medicine of the Teaching Institute of Public Health have seen a 100% increase in the number of students seeking their assistance since the introduction of the Protocol. This means both students and the Faculty/Departments have recognized this practice as valuable. Students usually receive general medical examinations from school/university doctors organized by faculties or departments, but also come to them when they need to suspend their studies due to illness. The Department of School and University Medicine therefore identifies the health problems students usually face, especially the ones with permanent residence outside of Rijeka, who have issues accessing general practitioners outside of their place of residence. That helps them make informed decisions on their future preventive programs. Furthermore, being in contact with both students and Faculty/Departments this practice helps not only students, but the relevant faculties/departments in determining the right support for their students.
How do your peers (university staff and management) and students support and value this practice?	By the increase in the number of students seeking assistance from school/university doctors we can surely say that students are getting the support they need which was the main idea behind setting up this community practice. The management has ensured that both students and faculties/departments receive the support they need (students with their health issues and faculties/department in setting up a protocol serving

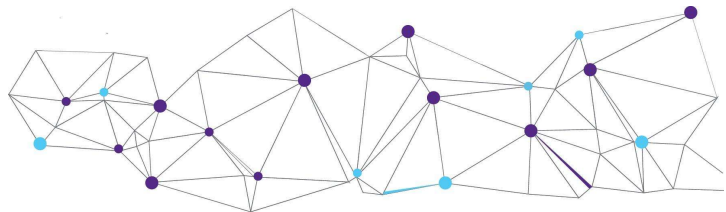


	students with health issues). The faculties and departments can refer students to school/university doctors whenever they need to make a decision on a particular student request regarding their health with confidence that the request will be dealt without jeopardizing their health, but also with regard to student competences and academic achievements which cannot be jeopardized as well.
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Practice 35. Interpretation Centre "Dr. Andrija Mohorovičić" in Volosko

Case study provided by: Rajka Jurdana Šepić, Full Professor, University of Rijeka, Department of Physics

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The preliminary museological design for the Interpretation Centre 'Dr. Andrija Mohorovičić' was requested by the City of Opatija. It is set to be located in the Liburnia House and aims to present to the public valuable content related to the life and work of the 'father of modern seismology', Dr. Andrija Mohorovičić. The main idea behind the project is the collaboration between tourism, scientific and cultural entities, organizations and associations, and children and young people, visitors, tourists, and bystanders, immersed in the context of historically interesting facts about Volosko and Volosko-born scientist Andrija Mohorovičić (born there in 1857). Using digital technologies and interactive installation, the Interpretation Centre project innovatively approaches museum and cultural activities with the aim of engaging users, creating new forms of collaboration and creativity, with its main goal of popularizing science and culture through life and work of a world-renowned scientist, Dr. Andrija Mohorovičić. A multidisciplinary team of experts of different profiles (physicists, professors, artists, designers, architects) combined their knowledge and skills in a unique mission to create a space that will, in an experiential way, familiarize the visitor with the interactive interpretation of life and scientific work of Dr. Andrija Mohorovičić. Following the invitation issued by the City of Opatija, associates participating in the project are Assist. Prof. Darija Žmak Kunić, Ph.D., UNIRI Academy of Applied Arts, "Srce za Volosko" Association, Prof. Rajka Jurdana Šepić, Ph.D., UNIRI Department of Physics, and the "Zlatni Rez" Association. A written proposal for the preliminary museological design was created (first phase launched in August 2019).</p>
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	Community members are primarily beneficiaries of this particular practice. The plan is to engage STEM students in future activities of the Centre.
<i>Support for community engagement</i>	

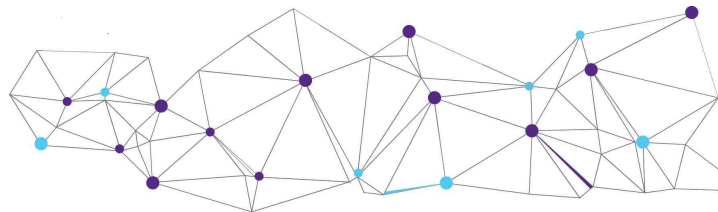


How does the university support this community-engaged practice?	UNIRI supports the project as part of supporting the popularization of science, STEM areas, and national and local scientific heritage.
How do partners/collaborators from the community support and value this practice?	The City of Opatija plans to reward the associates (financially). In July 2019 details were yet to be revealed, so from 2018, the associates were doing volunteer work, considering it their academic and civic duty.
How do your peers (university staff and management) and students support and value this practice?	They support the project as part of supporting the popularization of science, STEM areas, and national and local scientific heritage.

Practice 36. Students & Community: Community-Based Teaching and Learning

Case study provided by: Bojana Ćulum Ilić, Associate Professor, UNIRi, Faculty of Humanities and Social Sciences

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>Students & Community is an elective course at the university level (at UNIRi known as <i>communis</i> course), meaning that every undergraduate and graduate level student can enrol. The course runs every semester since the academic year 2015/2016. The course was introduced as part of the University of Zagreb and University of Rijeka joint hosting of the European Universities Games in 2016 (EUG). The course was developed in collaboration with the University of Rijeka EUG organising committee and with the support of the vice-rector for teaching and student affairs at the time. This 3 ECTS points course serves as a platform for students who are engaging in various community-based projects. The course is set up as a hybrid course, with a minimum of direct teaching and with a dynamic online platform for students - literature, videos, animations, forums for discussion, uploading coursework. Students are responsible for finding their own placement, but matchmaking can be organised, particularly for those students who are not from Rijeka, meaning not familiar with the local 'scene'. There are several students' and their mentors' obligations:</p> <p>(I) In collaboration with the chosen organisation/mentor, they must develop their own engagement plan</p> <p>(II) Writing and essay - leaning on the literature provided (e.g. on the engaged university) as well as 20-30 videos of various students' community-based projects worldwide, students must write an essay, reflecting their own position on the topic</p> <p>(III) Reflective diary - leaning on their personal experience, as well as on the literature provided, students need to write/draw/audio or video record their reflective diaries, connecting theory and practice (personal experience).</p>
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	<p>(IV) Organisation/mentor certificate/letter of recommendation - as a way to confirm students' engagement, their mentors are asked to provide a letter of recommendation, as a reflection on their recent experience of 'hosting' our students in their organisations.</p> <p>Every semester around 40-60 students enrol in the course. Students are coming from various disciplines/faculties, and therefore engage in various organisations/projects and fields (e.g. sports, culture, vulnerable groups, elderly people, schools, shelters for homeless people etc.). Students' evaluations reflect their satisfaction. This course allows students to get 3 ECTS points not for the engagement itself, but for the learning experience and outcomes, as it provides students with a platform for connecting theory and practice.</p>
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	While there are different experiences with different organisations, community members/organisations/institutions are primarily a beneficiary of this particular practice. However, their feedback is quite positive, and quite often students continue working with chosen organisations (e.g. continuing volunteering).
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	This course was developed in close collaboration with the EUG UNIRi organising committee and with the vice-rector for teaching and students affairs, leaning on the Senate of UNIRi recommendation for all study programmes to make possible for students to earn 5-10% of their course credits through community engagement practices. In addition, no particular form of support has been granted.
How do partners/collaborators from the community support and value this practice?	So far, students enrolled in this course collaborated with more than 120 various organisations/institutions in our local community (schools, hospitals, NGOs, museums etc.). As a course holder I have not been in contact with all of them, but most of them (particularly those who start collaborating for the first time) have positive feedback and acknowledge this kind of practice to be very helpful for their own activities. In addition, there have been many cases where students have developed great relationships with their mentors/organisations and have continued to contribute to their work, usually by volunteering.

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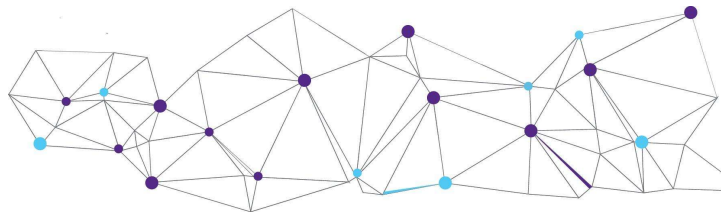


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How do your peers (university staff and management) and students support and value this practice?

There are no particular forms of support on any level, however none is much needed for the course to run smoothly. This practice was followed by another colleague a couple of years later, who started the course 'Work Placements in Culture', using the same form/platform.

Practice 37. Work Placements in Culture

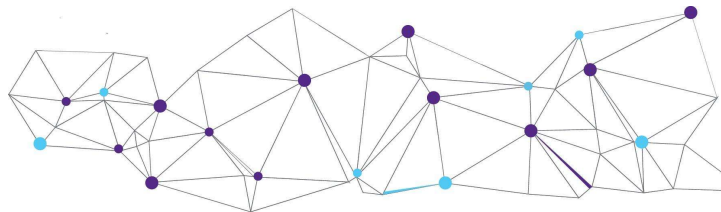
Case study provided by: Sarah Czerny, Assistant Professor, UNIRi, Faculty of Social Sciences and Humanities

Brief description of practice

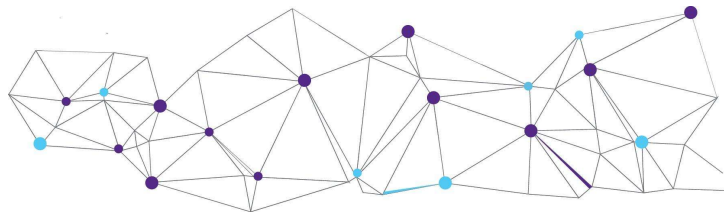
Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Work Placements in Culture is an elective course for undergraduate and postgraduate students offered by the Department of Cultural Studies, Faculty of Humanities and Social Sciences. It can be taken by all year groups and by all students at all faculties at the University of Rijeka. Students undertake 86 hours of practice at a cultural institution in Rijeka. They have a mentor at these institutions, who guides them through the work placement and teaches them about various aspects of the work they are doing. There are four courses, Work Placements in Culture 1 – 4. Some students start a project at an institution and one semester is not enough for them to finish it. Since there are four courses, it means that students can continually follow the same project for two academic years if they want. At the end of the work placement, students must write a diary of the activities they have done, as well as a short seminar. The question they are expected to answer in the seminar is "how has your work placement in culture been helpful/not helpful to you?" This is with the aim of preparing an answer to a similar question they might be asked in a future job interview (whilst the experience is still fresh in their minds). The cultural institutions where students can do their practice includes theatres, museums, NGO's, libraries, art galleries, internet news portals and different departments at Rijeka 2020, the company that is preparing Rijeka being the host for the European Capital of Culture in 2020. Rijeka 2020 is a partner in the running of this course and helped set up the relations with the cultural institutions in the city of Rijeka. Activities that students carry out are wide-ranging and diverse, such as writing bids for EU projects, organizing music concerts, working as photographer's assistants at theatres, helping to arrange art exhibitions, working as journalists for cultural events on the local television and radio, or writing articles for the city library magazine. I would say that the university, mainly students at the Faculty of Humanities and Social Sciences, greatly benefit from this course. For some students, their study programs are more theoretical, and classroom based, and this is a course that enables them to apply their knowledge in a practical setting. As is visible from what students write in their seminars many find this experience incredibly beneficial. For many, it is an opportunity to "try out" potential areas of work, where their experiences are of great help to them in their decision making about what they would like to do in the future. In addition, this course has hugely enriched the study program of the Department of Cultural Studies, since it offers them something that was sorely lacking previously. The community benefits from this practice since it means the institutions where the work placement is





	carried out have a cohort of young people coming to work with them. It means that these institutions have more pairs of hands to help them in their daily work, it is much more than this. Institutions often request students with a particular skill set, such as students from the Department of Education Science because they would like students' expert input on a number of their projects. For instance, a museum might be developing a new program aimed at young people and children and want students from the Department of Education Science to help them develop it.
Web link	/
How is the community/target group with which you engage involved in the implementation of this practice?	Just before the beginning of each semester, I contact the host institutions and discuss with them what their plans and needs are for the coming semester and what placements they would like to offer. For the most part, I visit these institutions and we sit together to see how and what would be the most mutually beneficial placements for both the students and institutions. I am very aware that the 'success' of the Work Placement in Culture courses depends entirely on the willingness of the host institutions to open their doors to our students. Therefore, host institutions must be involved in the planning of work placements and to be fully included in all decision making.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University (and here I mean the Rectorate) helped to set up the collaboration with the Rijeka 2020 offices, whose assistance has been invaluable with the setting up of this course. It can be stated without a doubt that host institutions would not have opened their doors in the way they have without the help of the Rijeka 2020 offices. Previously there were initiatives for similar courses, but they did not come to fruition. The University has also helped with the promotion of this course by organizing an article in the local newspaper Novi List, so that students from other faculties are informed of its existence.
How do partners/collaborators from the community support and value this practice?	Partners in the community value this practice because it enables them to form working collaborations with students, who they have sometimes employed afterwards. They also value the skill sets students have, which can be helped to further develop their organizations.
How do your peers (university staff and management) and students support and value this practice?	The course was initiated by the Rector, Snježana Prijić Samaržija who formed the initial connections with the wider community and the Rijeka 2020 offices. She also helped with sorting out the logistics of the course when it first started. Without her input and continued support this course would not be running. Bojana Ćulum Ilić has also been of great help, especially in the early phases of the course, where she generously shared her experiences and materials from her course 'Students & Community: Community-based teaching and learning.' As I mentioned earlier, students greatly value this course because it offers them something that for a long time they have been asking for, and this is more practice and community engagement and less focus on classroom based learning. Their interest is visible in the fact that this academic year

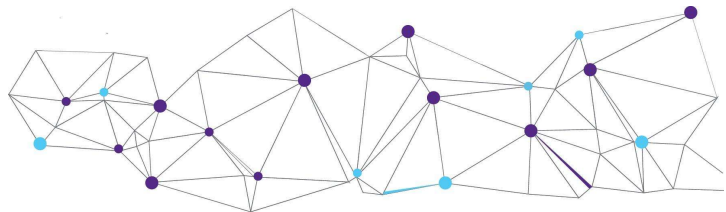


	(2018/2019) over 100 students have taken the course. The Faculty has been of assistance with organizing contracts and regulating the legal status of students when they are working in these institutions. One concern has been to regulate students' status so that if an inspection visits these institutions everything is clear (i.e. that they are working in the grey economy).
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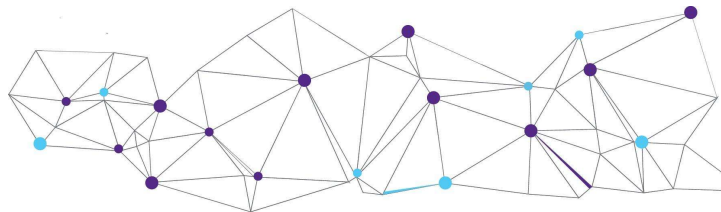
Practice 38. Department of Education - Study Programme

Case study provided by: Nena Rončević, UNIRi, Faculty of Humanities and Social Sciences, Department of Education

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>The Department of Education is trying to be attentive to current trends, challenges and needs in the educational sector, as well as innovative with its various study programmes (undergraduate, graduate, postgraduate, part-time, lifelong learning programmes). Therefore, academic staff are encouraged to propose new courses, to redesign (old) courses, to introduce various teaching, learning and evaluation methods, including technology (e.g. online courses and/or hybrid ones), as well as to engage with various stakeholders and collaborators in the community. There are, of course, different practices among academic staff, but some of them engage non-academic/professional communities in planning, delivering and evaluating teaching and learning (mostly pedagogues working in public institutions and NGOs). More general internal/departmental 'monitoring and evaluation' usually takes place every second year, while more specific (detailed) one is usually aligned with the process of (re)accreditation (every five years). The Department of Pedagogy is therefore trying to keep up with recognised trends and challenges in the field, offering courses aligned with current trends and needs (e.g. Pedagogue in the Community, Pedagogy of Youth Work, Pedagogue in a Time of Crisis, Emotional pedagogy, Education for Sustainable Development, etc.). Usually, the department has a certain evidence-based platform to build new courses on. There are consultations with main stakeholders (e.g. pedagogues, school principals) that take place every two or three years. Conclusions and recommendations that come out of such consultations are recognised as relevant (and sometimes even alarming) starting points for rethinking and introducing changes in study programme.</p> <p>The study programme makes it possible for students to gain 5-10% of the overall ECTS credit points per semester (different percentages on different levels of study programme) for community-based learning. Internal procedures for recognition of competences gained through community-engaged practices (that are strongly related to their field of study and practice) have been set up around ten years ago and have been improving over time.</p>
Web link	http://www.ffri.uniri.hr/hr/odsjeci-i-katedre/pedagogija.html



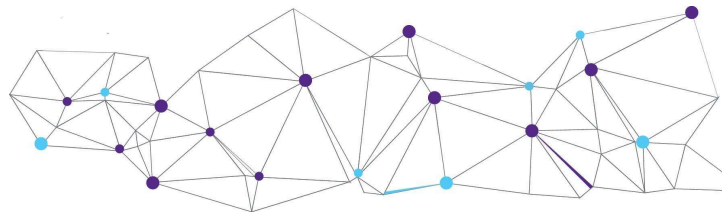
How is the community/target group with which you engage involved in the implementation of this practice?	The Department of Education holds biannual consultations with the main stakeholders (e.g. pedagogues, school principals). Usually such consultations take form of focus groups where several important elements are discussed: (I) satisfaction of stakeholders with pedagogy students as employees, (II) new trends and challenges in (educational) practice, (III) recognised needs for further education, (IV) recommendations for new (regular) courses and lifelong learning programmes. Conclusions and recommendations are used as evidence-based platforms for redesigning courses (both mandatory and elective), introducing new courses, introducing new teaching and learning methods, etc. Stakeholders are therefore seen more as collaborators in (re)thinking necessary improvements of the study programme.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	Focus groups are taking place at the Faculty of Humanities and Social Sciences, Department of Pedagogy. The University has clear policies and procedures on approving and accrediting changes in study programmes, and therefore offers administrative support to a certain extent.
How do partners/collaborators from the community support and value this practice?	Collaborators value greatly this practice as they recognise departmental efforts to acknowledge their own professional experience, suggestions and recommendations in (re)designing study programme.
How do your peers (university staff and management) and students support and value this practice?	There are several academic staff from the department of pedagogy that usually organise focus groups. Everyone is, more or less, supportive of the practice as it informs greatly about current trends, challenges and needs in the field. Students are usually informed about this practice and encouraged to contribute as well with their own comments, suggestions, participation in institutional evaluations.



Practice 39. Evaluation Research (ER) - Community-Based Research

Case study provided by: Bojana Čulum Ilić (Associate Professor), Nena Rončević (Associate Professor), UNIRi, Faculty of Humanities and Social Sciences

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>ER is a mandatory course for the second-year students at the Department of Education/Pedagogy (Faculty of Humanities and Social Sciences). It was introduced into the study programme beginning the academic year 2007/2008 with the idea to be organised and implemented as a community-based research course. Each year there is an agreement signed with one or more community organisations (NGOs, schools, kindergartens, museums, local authorities), whose project(s) is/are then evaluated over the next three months (one semester) of the course length. The course combines theoretical background with extensive field work. Every step of the course is both planned and delivered in close collaboration with the partners from the community and therefore shaped to meet their particular needs. Students are organised in small research teams, focused on various aspects of planned evaluation research. Both partners (as mentors) and students work together on setting the research agenda, research questions, proper research methods, instruments, data collection, analysis (SPSS for quantitative and MAXQDA or Dedoose for qualitative research) and public presentation of research results. Usually both quantitative and qualitative approaches are used, for students to get better acquainted with multi-method approaches and their importance in evaluation research. Since 2007/2008 we have collaborated with more than 30 different community organisations who have benefited a lot from such community-based research engagement. Both students' and collaborators' feedback point to mutual satisfaction - students usually point they have learnt much more by doing than just by 'listening', while our partners regularly use research results to inform the development of their own future practices, policies, actually any kind of decisions.</p>
<p>Web link</p>	<p>http://www.ffri.uniri.hr/hr/odsjeci-i-katedre/pedagogija.html</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Partners on this course are truly engaged as partners from the early phase of planning, throughout the whole research implementation, in the process of student mentoring, monitoring and evaluation. In addition, usually the classes are held in their own office spaces, so it gives students another dimension of close collaboration and immersion in the community. The course is divided between teaching (2 hours per week) and field work (3 hours per week) classes, and usually all five hours are taking place outside of the university, and in the community. During the data collection phase, partners provide students with everything they need - working place, computers, network access, phones, copying materials, guidance, etc. Partners are responsible for organising a public event at the end where research results are presented by students to the audience invited. Usually local media engage as well to report on the practice and research results as well.</p>
<p><i>Support for community engagement</i></p>	



How does the university support this community-engaged practice?	There is no particular support as this is a mandatory course. Administrative support is provided by the Faculty of Humanities and Social Sciences in terms of preparing the agreement.
How do partners/collaborators from the community support and value this practice?	They support this practice in various manners - logistically (providing space for our field lectures, for students to work), as mentors to students, as their helpers during the data collection phase, as organisers of public events (research results presentation), and as teachers to a certain extent in terms of their own participation in monitoring and evaluating students' success. They value this practice a lot as they benefit from research results, but from the participation in the entire research process as well. As this course has been in place for quite some time now, many local community organisations and institutions have been familiarised with this practice, and usually we receive their calls and invitations to collaborate before the course starts (summer semester).
How do your peers (university staff and management) and students support and value this practice?	Students find this course one of those 'difficult' courses, they usually have a lot of challenges over the semester, they are dealing with the reality of a researcher for the first time. But at the end, they value this practice a lot as their feedback usually points to a great deal of learning on various levels and in connection to both theory, practice and usage of evidence-based decision making. As for the peers, two colleagues and one assistant are engaged in delivering the course. Other colleagues are informed about the course, but rarely do they take part in it, or offer any kind of support, as this is a regular mandatory course.

Practice 40. The UNIRi Rector's Award for the Best Student Volunteer and for the Best Student Activist Project/Engagement

Case study provided by: Snježana Prijić Samaržija, UNIRi, rector

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>Each academic year, since 2010/2011, the Rector of the University of Rijeka awards students who have distinguished themselves through their volunteer work, as well as those who have been actively involved in the work of student associations/organizations.</p> <p>The Rector's awards, which are awarded on the basis of a contest, consist of an award and a one-off cash amount of HRK 1,000.00. Each university constituent can appoint two students for the awards and there is a mixed committee (academic staff, students and community representatives) that works on the selection.</p> <p>The aim of the awards is to raise awareness of the value and importance of volunteering and students' engagement in general, particularly activism, and to encourage students to become more engaged in volunteering. Each year,</p>
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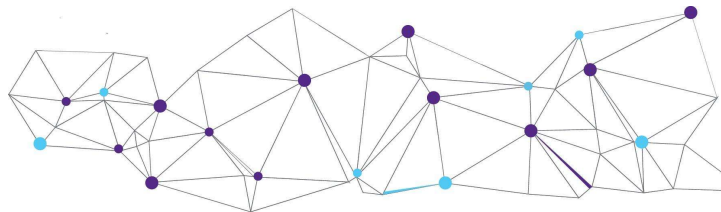


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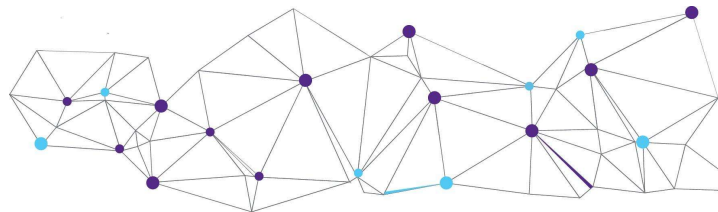
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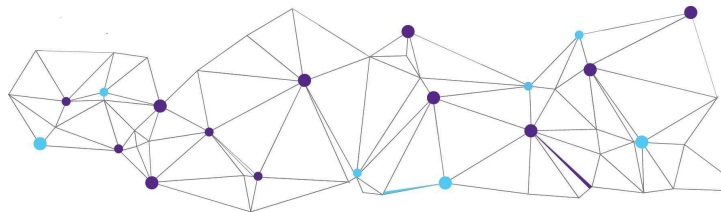
	the awards are given to two students who have particularly distinguished themselves in volunteer engagement in the community (The UNIRi Rector's Award for the Best Student Volunteer) and in the work of student associations/organizations (The UNIRi Rector's Award for the Best Student Activist Project/Engagement) during the previous academic year.
Web link	https://uniri.hr/vijesti/rektorove-nagrade-natjecaji/
How is the community/target group with which you engage involved in the implementation of this practice?	A community representative is a member of the award committee. At least one community organization (NGO) that organized the volunteering experience must support a particular student's award application. For student activism awards, NGOs may also file an application for a particular student they see as the best candidate for the award.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	This practice is a university practice, introduced by the university management and teachers themselves, with continuous dedicated funding.
How do partners/collaborators from the community support and value this practice?	Being continuously awarded since the academic year 2010/2011, the award is appreciated in the employment procedures of university alumnus.
How do your peers (university staff and management) and students support and value this practice?	The feedback for this initiative is very positive. They share the information via social networks and participate in motivating students to volunteer. They also participate in the evaluation process - both staff and students.



Practice 41. University Senate Charter on Formal Recognition of Students' Competences Gained Through Community-Based Engagement

Case study provided by: Snježana Prijić Samaržija, UNIRi, rector

<p>Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>This Charter (2015) creates a platform for redesigning university study programmes for students to be able to gain 5-10% of (regular) ECTS credits of the study programme for their community engagement. The Charter ordains the university constituents to redesign their study programmes in a way to secure that students' competences gained through various community engagement activities can be valued by 9-18 ECTS points at the bachelor level (5-10% of regular 180 ECTS credits for the bachelor degree), and 6-12 ECTS credits at the master level (5-10% of the regular 120 ECTS credits for the master degree). The community engagement of the students can be organised through mandatory and/or elective courses. Following this charter, the university has so far collaborated with approximately 40 to 50 civil society organisations, around 20 different local governments, and around 50 private companies.</p>
<p>Web link</p>	
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Following this charter, the university has so far collaborated with approximately 40 to 50 civil society organisations, around 20 different local governments, and around 50 private companies. The forms and levels of their engagement vary in the context of institutions and disciplinary areas.</p>
<p><i>Support for community engagement</i></p>	
<p>How does the university support this community-engaged practice?</p>	<p>The University supports this practice in various manners: a group of academics from the university has published the manual "Model of planning, organising and formal recognition of community engagement through ECTS credit points", which is available online. Additionally, the university has secured certain financial resources for the institutions which went through the redesign of their study programmes; the university has set up a network of academics (experts) to serve as mentors for individuals and institutions (on site and online), as well a set of policies for institutions to reconsider in order to follow the charter and secure constructive alignment between the university policy framework and the policy frameworks at university constituents.</p>



How do partners/collaborators from the community support and value this practice?	Partners/collaborators from the community value this charter/practice a lot, as it sets up a platform for students' competences gained in various engaged activities to be recognised and formally valued as part of the (official) study programmes.
How do your peers (university staff and management) and students support and value this practice?	There are still certain challenges at some university constituents in 'translating' this charter into institutional policies and practices, due to various internal and external reasons. However, students are very supportive and do value this practice and opportunity a lot.

Practice 42. Students' Project on Prevention of Cardiovascular Diseases and Diabetes

Case study provided by: Lara Kuzmanović, student, UNIRi, Faculty of Medicine

Description of community engagement practice

Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

Prevention of cardiovascular diseases and diabetes is a project aimed at raising the awareness of the importance of timely control of some of the most prevalent diseases today – cardiovascular diseases and diabetes. Students, through volunteering and using their own practical skills and knowledge, contribute to the aims of the project, while simultaneously learning about treating patients and interpersonal relations skills, important for their future medical positions. By organizing voluntary blood donations, we raise awareness of its importance, emphasizing the humane aspect of blood donations, as a message not only to students but to all citizens. This project involves citizens through different actions of measuring blood pressure and glucose levels in the blood at various locations in Rijeka and its surroundings. In this way we encourage students' practical work and contribute to a higher level of understanding and acceptance of responsibility for our own health, as well as for the health of others.

Web link

<https://www.facebook.com/znanstvenici/>

How is the community/target group with which you engage involved in the implementation of this practice?

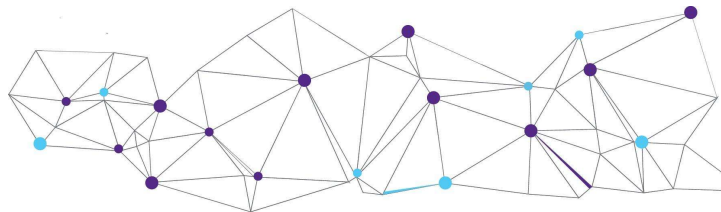
Students of the Faculty of Medicine carry out educations, workshops and actions of measuring blood sugar levels and blood pressure in the public spaces of Rijeka. The action is available and intended to citizens, who are the primary beneficiaries.

Support for community engagement

How does the university support this community-engaged practice?

The University of Rijeka contributes to this project through financing the University of Rijeka Students' Council which then allocates funds for the project.



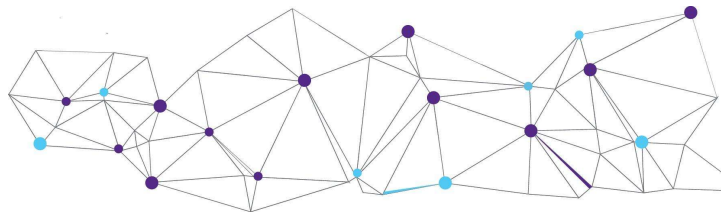


How do partners/collaborators from the community support and value this practice?	The action is highly appreciated within the community and the interest of media, students, citizens and health institutions is on a high level.
How do your peers (university staff and management) and students support and value this practice?	Other students and pupils respond very well to this activity since it is carried out by other young persons.

Practice 43. Students as Travelling Scientists

Case study provided by: Marko Rubinić, student, UNIRi, Department of Biotechnology

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	<p>Travelling Scientists is a project of the Biotechnology Students Association of the University of Rijeka which aims at popularising science among younger pupils and pre-school children. The project is performed by carrying out interactive workshops and experiments in elementary schools and kindergartens of the Primorje-Gorski kotar County. Encouraged by the fact that there is not enough practical work and experiments in elementary schools, the experiments are designed to capture the most important basic concepts in biology, chemistry and physics.</p> <p>Workshops are conducted by volunteering students of the Department of Biotechnology, previously instructed on aspects of young children education (pedagogical methods, conducting experiments). The project has been carried out for five years with constant positive feedback, from the side of pupils and children as well as teachers and student volunteers.</p>
Web link	https://www.facebook.com/znanstvenici/
How is the community/target group with which you engage involved in the implementation of this practice?	Students of the Department of Biotechnology visit schools and kindergartens and conduct experiments. Therefore, the children are the main beneficiaries of this practice.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University of Rijeka contributes to this project through financing the University of Rijeka Students' Council which then allocates funds to the project.

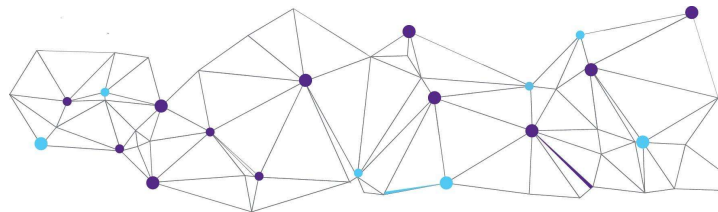


How do partners/collaborators from the community support and value this practice?	Partners and other community collaborators regularly invite the project participants to organize multiple events for children at public fairs, in schools, kindergartens etc.
How do your peers (university staff and management) and students support and value this practice?	Other students and pupils respond very well to this activity since it is carried out by students which are closer to them in age than teachers.

Practice 44. RiStart

Case study provided by: Petra Maričić, student, UNIRi, Faculty of Medicine

Brief description of practice <i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i>	RI START is a course of basic life support with a use of Automated External Defibrillation, AED which was implemented as a part of a bigger public health action called <i>Health Days</i> . The aim of the <i>Health days</i> was to raise awareness about the prevention of cardiovascular diseases and diabetes. RI START is organized with the support of the Student Council of The University of Rijeka and is held for the last three years.
Web link	https://www.facebook.com/RiStart-1708930762681449/
How is the community/target group with which you engage involved in the implementation of this practice?	The course unites students from the University of Rijeka with the cause of citizen education through interactive workshops conducted by the University of Rijeka, Faculty of Medicine students. The course aims for the participants to acquire the skills and knowledge needed to save a life. Early intervention at the site of an accident is important, especially when an ambulance is awaited at the scene. At that time, knowledge of BLS is crucial for the possibility of the patient's survival.
<i>Support for community engagement</i>	
How does the university support this community-engaged practice?	The University of Rijeka contributes to this project through financing the University of Rijeka Students' Council which then allots finances for this purpose. The University of Rijeka also provides its own vehicles for transport and logistics.
How do partners/collaborators from the community support and value this practice?	The partner on the project is the Student organization of all students of medicine (FOSS MEDRI) and the Croatian Medical Chamber. The partners on the project provide the location for all the activities and help with organization.
How do your peers (university staff and management) and students support and value this practice?	Other students accept this activity as important general knowledge, and the fact that the students themselves provide the knowledge shows that people of all ages have to be able to help potential patients. More than 100 participants are involved in the project yearly.



Practice 45. Student Day Festival

Case study provided by: Tea Dimnjašević, student, Vice president of the Students' Council of the University of Rijeka

Description of community engagement practice

Brief description of practice

Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.

This Festival is planned as an educational and social activity of all the students at the University of Rijeka and the region.

Various cultural, sports and entertainment events take place during the week, and culminate in the last two days with concerts. The Students' Council of the University of Rijeka is the main organiser.

Web link

www.studentdayfestival.com

How is the community/target group with which you engage involved in the implementation of this practice?

Students of individual faculties organise a programme for other students and the public. Student organizations represent their activities in public spaces. Young demo bands have an opportunity to present their work for free, just like artists from other areas (painters, handmade presents etc.).

Support for community engagement

How does the university support this community-engaged practice?

The University of Rijeka contributes to this project through financing the University of Rijeka Students' Council which then allots finances for this purpose. The University of Rijeka also provides its own vehicles for transport and logistics etc.

How do partners/collaborators from the community support and value this practice?

Some years, the financial supporters of this project also included the City of Rijeka and Primorje-Gorski kotar County. The main partner (the NGO that brings local musicians together) is in charge of hiring professional performers for the concert part of the Festival.

How do your peers (university staff and management) and students support and value this practice?

Other students respond very well to this activity since it is carried out by other young persons. Since the beginning of this project in 2010 more than 150,000 participated.

PROJECT FUNDING

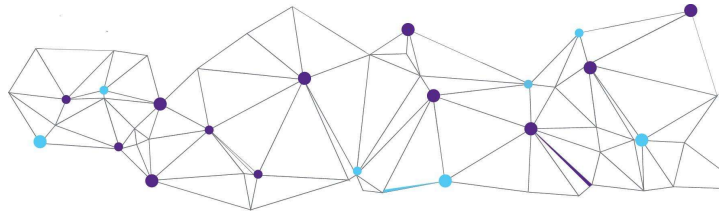


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