



PROSPECT
2019-1-FR01-KA201-063174

CITIZENSHIP EDUCATION

CATALOGUE OF GOOD PRACTICES

STUDY ANALYSIS
TRANSNATIONAL LEVEL

Project information

Project title: PROSPECT: Link learning and social commitment for future citizens growth

Agreement number: 2019-1-FR01-KA201-063174

Project's partners:

- AFORMAC (Applicant, France);
- Institut za Podgotovka na Slujiteliv Mejdunarodni Organizacii Zdruzenie (Bulgaria);
- Regional Department of Education – Pernik (Bulgaria);
- Wyzsza Szkola Biznesu i Nauk o Zdrowiu (Poland);
- Asociacion Cultural Euroaccion Murcia (Spain);
- AEVA - Associação para a Educação e Valorização da Região de Aveiro (Portugal);
- Direzione Didattica Secondo Circolo Pg (Italy);
- Tiber Umbria Comett Education Programme (Italy);
- Direzione Didattica III Circolo Perugia (Italy).

With the support of the Erasmus+ Programme of the European Union.

The European Commission's support to produce this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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A few words of introduction on Citizenship Education

Young people finishing school education should be citizens aware of their rights, properly prepared to implement life ideas and plans. In addition to practical knowledge, they should take a proactive and entrepreneurial attitude from the school and have a set of social skills allowing them to operate in all socio-economic conditions they encounter.¹

Throughout our PROSPECT project we want to understand the concept of citizenship education very broadly – as global citizenship, not limiting ourselves to being a citizen of a given country. In our opinion the aim of the school is to educate citizens of the world, open to its problems and able to act also in international space and in the conditions of globalization, cultural or social diversity.

This is a very broad concept, covering not only teaching and learning during lessons, but practical classes in school life and during activities in the wider community.

Definition of citizenship education:

Citizenship education is a subject area which aims to promote harmonious co-existence and foster the mutually beneficial development of individuals and the communities in which they live. In democratic societies, citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the national, European and international level.

(after: Eurydice Brief. Citizenship Education at School in Europe 2017)

The 2017 Eurydice study confirmed that citizenship education is part of national curricula for general education in all countries. It also confirmed that citizenship education is far more than simply teaching students about a country's political institutions or history. All countries have ambitious curricula to develop competences related to interacting effectively and constructively with others, acting in a socially responsible manner, acting democratically and thinking critically.²

What skills do students need to become active and responsible citizens?³

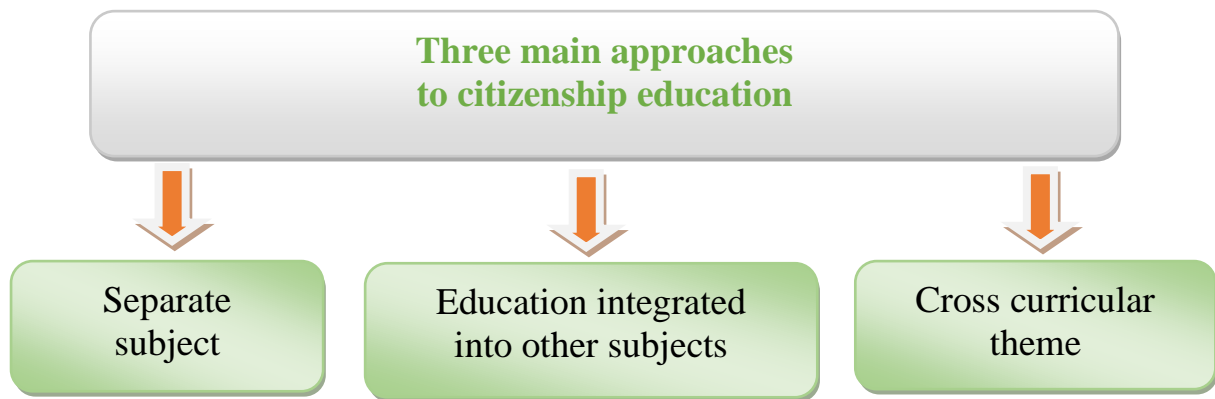
- civic skills - participation in society, for example through volunteering, and influencing political events by voting and petitioning,
- social skills - living and working with others, conflict resolution,
- communication skills - listening, understanding and participating in discussions,
- intercultural skills - building intercultural dialogue and recognizing cultural differences.

¹ <https://www.think.org.pl/edukacja-obywatelska>

² Eurydice Brief. Citizenship Education at School in Europe 2017

³

http://www.edukacjaobywatelska.gfo.pl/uploads/images/pliki/Modele_nauczania_edukacji_obywatelskiej_w_szkolach_europejskich-KOrdowska.pdf



Three main curriculum approaches to citizenship education are used across Europe⁴:

- Cross-curricular theme: citizenship education objectives, content or learning outcomes are designated as being transversal across the curriculum and all teachers share responsibility for delivery.
- Integrated into other subjects: citizenship education objectives, content or learning outcomes are included within the curriculum documents of wider subjects or learning areas, often concerned with the humanities/social sciences.
- Separate subject: citizenship education objectives, content or learning outcomes are contained within a distinct subject boundary primarily dedicated to citizenship.

Combining knowledge, skills and attitudes that will allow young people to become active citizens with the skills to shape the future of democratic societies in the world is one of the most important challenges facing education systems in the 21st century. Civic education is one of the most important ways European countries use to enable young people to acquire the social and civic competences that they will need in the future.⁵

The following publication presents examples of Good Practices collected in the PROSPECT partner countries: Bulgaria, France, Italy, Poland, Portugal and Spain, across the Europe. The Good Practices collected are found in various models of citizenship education. We will find among them descriptions of separate subjects, projects that are part of integrated education within educational areas, or elements of cross-curricular teaching. An interesting element are additional projects implemented by educational institutions other than schools. We hope that the following catalogue will become a source of inspiration for you and encourage you to actively spread the idea of civic education. The following catalogue contains basic information about each practice. If you are interested in the proposals presented in it, we invite you to familiarize yourself with the extensive version of the catalogue and a detailed analysis of the presented Good Practices. Enjoy reading!

The PROSPECT Team!

⁴ Eurydice Brief. Citizenship Education at School in Europe 2017

⁵ <https://www.think.org.pl/edukacja-obywatelska>

Methodology of collection of practices

The PROSPECT proposal intends to develop and test an education model in the topic of global citizenship addressed to all school level, starting **from kindergarten to secondary junior school**, focused on service learning, as crucial moment for passing from knowledge (know) to skill (know how to be) and competence (know how to do). This process will guarantee the training of a citizens able to act with critical thing and to face the new challenge of the global society.

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Purpose of survey

Collection and analysis of interesting practices **in at least six European member states** about the **strengthening of global citizenship skills in curricular activities**, for the monitoring of their impact on pupils' competences. Both benchmark framework, methodologies and results could be transferred other geographical and educational contexts.

In order to unify collection of practices in all partner countries, coherent tools were developed.

Methodology

The data collection and analysis strategy consisted of several stages:

1. Development of methodology.
2. Conducting of analysis (desk research) in each of the project countries.
3. Collection of described practices – national level (translation into English).
4. Preparation of an international report (translation of the international report into partners languages).

Ad. 1) The following tools were developed:

- Template for description of Practices;
- Methodology - instructions for the development and description of practices.

Ad. 2) Analysis was conducted in six countries participating in the project: France, Italy, Bulgaria, Poland, Spain and Portugal.

The analysis was conducted in different languages (in the national language of each partner).

Collection by **all national teams of at least 5 interesting practices** (per national team) which was engaged in selecting, collecting and commenting the practices.

Intellectual Output was implemented by analysing the basic methodological approaches of strengthening of global citizenship skills in curricular activities in national contexts of partners' countries (it is also possible to provide practices at international level or from other countries).

Identification and selection of best practices

The selection of the best practices is an important factor. It was important to present a practice characterized by something new, innovative, introducing innovative solutions in the subject of the project. At the same time the good practice should be tried and tested and successful.

"Good practice" is defined as a practice that allows, in a given context, to achieve the expected result, measured by efficiency and effectiveness, that can be generalized or applied in other contexts, and then adopted as a model.

In our case, therefore, everything that in a given context enables achievement of the expected result measured in terms of developing and strengthening of global citizenship skills among students in curricular activities can be treated as a model.

When choosing the practice, we should also pay attention to the wide access to information about the practice.

Bulgaria

LET US BE GOOD PEOPLE

IDENTIFICATION

Name of the Institution implementing practice	6th SS “St.St. Cyril and Methodius”, town of Pernik (6 th “St.St. Cyril and Methodius” Secondary School, town of Pernik)
Implementation period	17.09.2019 - 30.06.2020

DESCRIPTION

Target group	Teachers, parents, children. Everybody and everything the causes are aimed at.
The main objectives	Acquiring social knowledge and skills for upholding civil rights, fulfilling duties and assuming responsibilities.
The description of the practice	<ul style="list-style-type: none"> • The idea of the practice Formation of knowledge and personal skills in students for active interaction with the social environment. Developing active citizenship and skills to defend it. Breeding humanity and goodness. • The main activities – program flow process, its stages <ol style="list-style-type: none"> 1. The difference between good and evil. 2. Sensitivity to goodness. 3. Active goodness. • People or groups involved in the implementation of the practice The students working on the causes, their class teachers and the other teachers.
Outcomes of the practice	<ol style="list-style-type: none"> 1. Building a good microclimate. 2. Significant control over aggression. 3. Establishment of class teams.
Methodology	<p>Overall educational, extracurricular and extra-school activities. Conducting class hours according to the plan with the participation of the students. Celebrating all national and school holidays. Observance of the obligatory symbols of the Bulgarian school – the national flag, the national anthem, the school flag. Creation of a system for cooperation with the main social factors – the family, cultural institutions, associations, foundations, production enterprises, scientific units, etc., relevant to the education of young people. Incorporating Christian Ethics and Morality in the Classroom classes. Systematic preparation of exhibitions on specific topics and interests. Participation in regional and national competitions.</p>
Website	http://6su-pernik.eu/

**EDUCATIONAL PROJECT FOR PREVENTION OF CHILD TRAFFICKING:
"FIREFLY – ILLUMINATE THE DARKNESS"**

IDENTIFICATION

Name of the Institution implementing practice 10th SS “Aleko Konstantinov”, town of Pernik
 10th “Aleko Konstantinov” Primary School (town of Pernik)

DESCRIPTION

Target group Students from the 4th to the 7th grade of 10th “Aleko Konstantinov” Primary School (town of Pernik)

The main objectives Getting knowledge about:

- children’s rights and responsibilities;
- when their rights are violated and skills to defend them;
- basic concepts related to traffic, scale and severity of the problem.

Children should be aware of:

- the UN International Convention on the Rights of the Child
- the responsibilities that adults and children themselves have for observing them;
- know when their rights are being violated;
- know what human trafficking is and what the risks for them are

Formation of skills for:

- asserting their rights;
- compliance with their obligations;
- mutual respect, tolerance;
- interaction with peers and adults;
- teamwork;
- etc.

The description of the practice

- The idea of the practice

Informing and learning the rights and responsibilities of students.
 Developing skills to identify the mechanisms for trafficking through explanation.

- The main activities – program flow process, its stages

The training was in training modules, described in the manual provided by the team to the partner organization, according a schedule made by the school team.

- People or groups involved in the implementation of the practice

Class teachers and students in grades 4 - 7. The educators carried out the trainings of the students, working with the provided manual.

Methodology

Work with the teacher's manual guide and the multimedia educational program within it. It consists of an internet application and a mobile smart phone application and is used by the students, tailored to their needs and level of perception. This raised their awareness and gave them guidance on how to guard themselves against child trafficking.
 In the manual there are 4 separate lessons for working with the children within 4 lessons. It contains a description of the activities for each of the four lessons, a list of applications that support the presentation of information, a table of methods for working in the group and other materials that the teacher can use.

Website <http://10ou.net/>

CHILD POLICE OFFICE

IDENTIFICATION

Name of the Institution implementing practice	SS "Vasil Levski", town of Breznik ("Vasil Levski" Secondary School, town in Breznik)
Implementation period	01.10.2016 – 05. 2018; 01.10.2018 – 05.2020
Area of implementation	Across the country - several groups were formed in all areas. In our school, the group is one in both periods of the program.

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DESCRIPTION

Target group	Pupils and students from primary and upper secondary education.
The main objectives	The aim: through theoretical and practical activities children should gain knowledge and skills to protect their lives and these of their friends; to deal with difficult situations at home, at school and in the street; about their rights and responsibilities; about teamwork, respect and tolerance towards others.
The description of the practice	The ideas and topics are long-term and are intended for two-year extracurricular training of elementary school students. The program is implemented by a teacher and staff of the Ministry of the Interior - Pernik from the structures of the Security and Traffic Police and the Criminal Police, psychologists from the Ministry of the Interior, experts from the Bulgarian Red Cross, Bulgarian Tourist Union and representatives of the Bulgarian Orthodox Church.
Outcomes of the practice	<ul style="list-style-type: none"> • Measurable effects There are 25 students participating in the groups. The first two-year program was attended by pupils in 3rd, 4th and 6th grades of 6 classes. The current group includes students in grade 4 - from 2 classes in the school. • Immeasurable effects They are better acquainted with traffic rules, can bandage a wounded person and know how to call for help. Their knowledge of Christian holidays goes into their homes as well. • Impact of good practice The students have the opportunity to get to grips with the problems of our society and learn about methods and steps to prevent them.
Methodology	Depending on the topic, different methods are used: discourse, demonstration, observation, exercise , etc.
Website	www.vasil-levski.info

WE AND OUR ENVIRONMENT

IDENTIFICATION

Name of the Institution implementing practice	SS “St.St. Cyril and Methodius”, town of Radomir (“St.St. Cyril and Methodius” Secondary School, town of Radomir)
Implementation period	From 2012 till now

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DESCRIPTION

Target group	Students from our school, 5 th – 12 th grade
The main objectives	<ul style="list-style-type: none"> • Environmental and health education • Acquisition of practical skills and competences related to health and the environment.
The description of the practice	<ul style="list-style-type: none"> • Idea of the practice: Let’s open our eyes for Nature! • Main activities – growing flower gardens, planting flowers and trees, cleaning the school yard and greening the classrooms. • Reducing the use of plastic, separate collection of waste, collection of plastic caps. • Introducing biodiversity in our native land, our country and around the world. • Choosing a healthy lifestyle. • Love for Nature. <p>Students with interests are involved to help in the practical implementation of environmental ideas.</p>
Outcomes of the practice	<ul style="list-style-type: none"> • Measurable effects Reporting of the results every year at the event organized on 22nd April, Earth Day • Immeasurable effects Satisfaction with the research and practical work done, the promotion of ideas and the involvement of classmates and friends • Impact of the best practices A sense of connection with Nature and the acquisition of practical knowledge and skills to preserve it.
Methodology	<ul style="list-style-type: none"> • Establishment of the eco club and involving students from all classes in its activity. • Working on the environmental calendar: marking and promoting major dates, joining in various initiatives: Earth Day, Water Day, Earth Hour, "Growing Up with Our Forest", etc. • Practical activity and acquisition of lifelong knowledge and skills by organizing days for cleaning and planting flowers and trees.
Website	www.su-radomir.com

THE GIVING TUESDAY

IDENTIFICATION

Name of the Institution implementing practice	PS “St.St. Cyril and Methodius”, village of Dragichevo (Primary School "St.St. Cyril and Methodius", village of Dragichevo)
Implementation period	November 2019 – February 2020, incl.

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DESCRIPTION

Context	<p>The Giving Tuesday is a global donation initiative. This is a day where everyone – entrepreneurs and experts, families, companies, public organizations, students and employees – can donate a little of their talent, money, services, food or just time to someone who needs it.</p> <p>The idea arose in the US in 2012 as a reaction to the Black Friday and the craziness of shopping uncontrollably on holidays, when most people, flooded with advertising information everywhere, buy too much and unnecessary items.</p>
Target group	Students, teachers, parents – the whole community of the village of Dragichevo
The main objectives	To make the Giving Tuesday into an opportunity for giving and celebrating generosity, a time during which, through the personal example of teachers and parents, to show children truly valuable things in life - to be kind and noble.
The description of the practice	<p>Students and teachers from Primary School “St. St. Cyril and Methodius”, village of Dragichevo, carried out a number of activities for the implementation of the initiative to raise funds for the repair of the gym through "The Giving Tuesday", namely:</p> <ul style="list-style-type: none"> • Support for the donation cause with an optional amount in a donation box or via sms: DMS SPORTIST 17777 over the phones. • Charity Culinary Bazaar on the occasion of Christian Family Day - 21.11.2019; • A charity concert held on December 3, 2019 at the Probuda Community Centre, village of Dragichevo; • A charity Christmas bazaar with souvenirs, cards and sweets made by students, teachers and parents.
Outcomes of the practice	Funds raised to start repair work of the gym.
Methodology	<ul style="list-style-type: none"> • Online survey by the School Headmistress • Coordination with the pedagogical team of Primary School “St. St. Cyril and Methodius, village of Dragichevo • Applying to the Foundation • Approval of the application • Starting a text-based procedure for the DMS and the campaign motto among the school's teaching staff. • Approve and launch the campaign. • Didactic tools: survey and research
Website	www.dragichevouchi.eu

CHARITY CONCERT "CHRISTMAS MAGIC"

IDENTIFICATION

Name of the Institution implementing practice	Hristo Smirnenski HSM, town of of Pernik (Hristo Smirnenski High School of Mathematics, town of Pernik)
Implementation period	December 2014 – December 2019

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DESCRIPTION

Target group	Home for Children with Disabilities "Good Heart" in Pernik Seven children from the town of Pernik with severe health problems and disadvantaged people in need of funds to help their medical treatment
The description of the practice	<p>The beginning of the practice was set in 2014 by students of the 9th grade at Hristo Smirnenski High School of Mathematics, who, on their own initiative, decided to organize a Charity Concert "Christmas Magic", and donated the collected funds to the Home for Children with Disabilities "Good Heart" in Pernik. The Charity Concert became a every year tradition e.g. in 2015, the funds raised were donated to Simona to assist her chamber treatments, in 2016 – to Tony who needs surgery in Serbia, to Moni, who successfully fought with a tumor in the brain; in 2017 – to Yavor, suffering from childhood cerebral palsy, epilepsy and hydrocephalus.</p> <p>The main activities – program flow process, its stages</p> <ul style="list-style-type: none"> • preparation of a Charity concert • preparing a Christmas Bazaar • making of souvenirs • preparation of donation boxes and public places in the city • preparation of invitations and contracts for donation and holding meetings with sponsoring companies for financial support • holding a Charity Concert in the Theatre Hall of the Palace of Culture • transfer of the collected funds from the sale of the Christmas Bazaar, tickets and the funds raised by the sponsors to the bank account of the child in need of support <p>People or groups involved in the implementation of the practice</p> <ul style="list-style-type: none"> • The initiative involved about 150-200 students • The management and pedagogical staff • Parents • The organization is implemented by an Initiative Committee, which includes about 30 students
Outcomes of the practice	Increased self-esteem of knowledgeable and capable personalities who can do something meaningful; impact on parents - a sense of satisfaction with the behaviour and results of volunteering work of their own children; on the whole community - a sense of satisfaction from the younger generation that grows in a spirit of tolerance and striving to do good.
Website	https://pmg-pernik.com/

I CARRY BULGARIA IN MY HEART

IDENTIFICATION

Name of the Institution implementing practice	PS “St. Ivan Rilski”, town of Pernik (St. Ivan Rilski Primary School, town of Pernik)
Implementation period	From April 2010 till now

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DESCRIPTION

Context	The patriotic initiative is organized to preserve historical memory, pay due attention and tribute to significant dates and places in our history, and to keep alive the memory of these memorable events through young people.
Target group	Students from the 5 th and 7 th grade of PS “St. Ivan Rilski”, town of Pernik
The main objectives	The school program called “My Bulgaria” is dedicated to various memorable dates in our history and aims to educate students in patriotism, love for Bulgaria and pride in the achievements of our people.
The description of the practice	<ol style="list-style-type: none"> 1. The school program called “My Bulgaria” brings our country, its past and its wealth closer to our students and seeks to evoke a sense of pride in them. It is implemented by sixth-grade students at the beginning, and later on is taken over by fifth-graders. Six teams are formed, which are prepared in advance for participation by making models of significant historical sites. The competition itself goes into several rounds – dramatization of favourite works of Bulgarian classic authors, performance of patriotic songs or poems, participation in a quiz. From the 2015/2016 school year, the making of models was replaced by the arrangement of puzzles of buildings and historical monuments of Bulgaria, and the quiz was replaced by the digital game “Kahoot”, which arose great interest among students. 2. Honorary guard for Vasil Levski – every year, on 19th February, sixth graders in uniforms pay homage to the Apostle of Freedom, together with the “Tradition” Club. 3. Patriotic notebook – students of all grades copy poems dedicated to the Apostle.
Outcomes of the practice	<p>About 150 students participate each year. A special corner of generic memory was created, which is enriched with new exhibits every year. This is a place that is visited by students from the school as well as by guests, parents, partner schools and organizations.</p> <p>By participating in various activities, students increase their capacity in different fields and areas – history, geography, acting, applied arts. Skills such as dexterity, precision, oratory, presentation skills, etc. are developed and refined.</p>
Website	https://www.ouivanrilski.com/

France

P.A.R.C.S.

Parcourir et s'Appropriier sa Région pour se Cultiver et S'engager - Etudes et comparaison de deux milieux naturels : Camargue / Cévennes

IDENTIFICATION

Name of the Institution implementing practice	Lycée Professionnel Paul Langevin 21 Rue De La Redoute , 30301 Beaucaire Cedex
Implementation period	From 01/09/2011 to 30/06/2012

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DESCRIPTION

The main objectives	<p>Motivate students by putting school knowledge into practice in the field: this involves creating a link between the reality of their practices, school knowledge related to sustainable development and their civic commitment</p> <ul style="list-style-type: none"> • Discovering the management methods, issues and actors of a natural environment • Opening the cultural horizon of students and encouraging them to better understand what makes their region's identity • Taking conscience of a commitment: from the consumer to the "consumer-actor"
The description of the practice	<p>The idea of the practice By combining disciplinary knowledge with field trips, the P.A.R.C.S. project aims to encourage civic engagement among students, often demobilized, and motivate them by creating meaning in their learning: how to discover their region through the prism of sustainable development? How does the discovery and comparison of natural environments promote awareness of a commitment: from the consumer to the "consumer-actor"?</p> <p>The main activities – program flow process, its stages Throughout the project, keeping a notebook Spinning throughout the year (work in sequences) and learning the concepts common to the disciplines in the classroom (weekly teaching hours). General classrooms and permanent teaching rooms Field trips: visits and hikes: Camargue Museum and thematic visit "La Camargue, de l'image au cliché, PNRC: a day in April 2012, Lozère : two days (20 and 21 September 2011) Restitution of the project in 2 different forms: the writing and posting of a story (text + images) on the school's website, as well as the setting up of an exhibition relating the project and raising awareness of eco-citizenship</p>
Methodology	<ul style="list-style-type: none"> • Field trips • Communication tool: use of a poster to present and promote the project • Evaluation-game: a quiz, with prizes to be won, was done at the end of the year
Website	https://lyc-langevin-beaucaire.ac-montpellier.fr/

BUILD YOUR CITIZENSHIP TO BETTER FIT INTO YOUR TRAINING PATH

IDENTIFICATION

Name of the Institution implementing practice	Lycee Professionnel Hélène Bardot Place Saint-Antoine 54700 Pont-à-Mousson
Implementation period	1st quarter 2004

DESCRIPTION

Target group	Pupils up to 17 years old
The main objectives	Rebuild a group and socialize students so that there is transfer on their training path through a project involving local history and memory building up on their citizenship.
The description of the practice	<p>Course of the day</p> <p>The students walked from the high school to the site: they had to walk more than 10 kilometres. They were received by the President, Mr. Sawicki, and members of the association. Some members, local historians, showed them the French and German trenches, which were very close, visible and well preserved. They also showed them intact clothes and objects still present in the woods and in the house. In the heart of the trenches, we can see the pain and suffering endured by the soldiers who fought face to face for four years. These feelings were felt by the students who were moved and even upset. The head teacher then suggested that they pass on this emotion to other students. What they approved. The project was born that day!</p> <p>Steps of the action</p> <ol style="list-style-type: none"> 1. Ownership of the project by the students: May 2004 (during the school trip). 2. Preparation of the event: September, October and early November 2004. 3. Implementation: Week of 11 November 2004. <ul style="list-style-type: none"> • November 8: Reception of high school students, • November 9: Reception of schoolchildren (classes of 4th, 3rd), • November 11: Commemoration day, wreath handing over at the cemetery with the veterans and the town hall of Montauville. Active participation of students. • 12 November: reception of primary school pupils (CM1, CM2). <p>Student research, achievements and productions</p> <p>To carry out the project and work efficiently, the class was led to reflect on the working method to be applied during the hours of the Pluridisciplinary Project of a Professional Nature (PPCP) and outside. The head teacher has created 4 working groups, made up of students of different temperaments, who do not meet in class or outside. Each group listed in a non-exhaustive way all the tasks that must be carried out to complete the project. Then, one rapporteur per group was appointed and all the ideas were noted on the board. The following four main themes emerged: History, Service, Logistics, Communication.</p>
Website	http://www4.ac-nancy-metz.fr/

LEARNING TO UNDERTAKE AND ACT IN THE CITY

IDENTIFICATION

Name of the Institution implementing practice	Collège André Chamson 1 Avenue Jean Jaures , 30123 Le Vigan
Implementation period	School year 2009-2014

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DESCRIPTION

Target group	The 3rd grade class of the professional discovery option (18 to 24 students).
The description of the practice	<p>Since 2009, the collège du Vigan in the Gard has been offering students in the 3rd year of the professional discovery option the opportunity to carry out a project that serves as a common thread for their school year. This project allows students to discover a field of activity, while participating in a work of collective utility.</p> <p>In 2009-2010, they restored a dry stone wall. In 2010-2011, the class joined forces with the organization of a cultural event, the Eco-dialogues of Le Vigan, whose theme was "Food: what paths and challenges from the garden to our plate?"</p> <p>In 2012-2013, as the celebrations of the centenary of the First World War approached, the class wanted to make a useful contribution by building a pedagogical tool that conveys the collective knowledge and memory of the war.</p>
Outcomes of the practice	<p>In 2009-2010: reconstruction of a dry stone wall In 2010-2011: production of a meal that would showcase local agricultural products. In 2012-2013: The creation of a game on the First World War</p>
Methodology	<p>In 2012-2013, as the celebrations of the centenary of the First World War approached, the class wanted to make a useful contribution by building a pedagogical tool that conveys the collective knowledge and memory of the war. This tool took the form of a game whose realization made it possible to discover the activities of publishing and printing. The game was created in history, plastic arts and French classes, it combines card games and board games. At the same time, contacts were made with the Imprimerie de Cévennes and the CRDP de Montpellier. In groups, students were able to visit a printing plant and meet the director of the CDDP de l'Hérault, responsible for the CRDP editions. Thanks to these contacts, a prototype of the game was presented at the Montpellier educational resources fair in May 2013 and at the Comédie du livre in Montpellier on 7 June 2013. The students presented the game to students and teachers from the academy.</p>
Website	http://frederic.fesquet.pagesperso-orange.fr/Projet_agir.htm

LA VAGUE VERTE (THE GREEN WAVE)

IDENTIFICATION

Name of the Institution implementing practice	College les aigrettes
Implementation period	Years 2012 - 2014 and continuing until now

DESCRIPTION

The main objectives	Greening, and making students responsible for the waste they produce and throw away everywhere.
Target group	Between 20 and 28 students from all levels.
The description of the practice	<p>Timeframe All year round, in the college and in the island's natural forest areas. Outside school hours in the form of workshops on Saturdays or during short holidays, as part of the open school. Only volunteer, motivated and committed students will participate. We must admire there, the courage, the determination, of these young people.</p> <p>Actions Research on the type of plants that could grow in our dry and warm environment, and on plants that existed before the arrival of man. So a work that is both scientific and cultural. Hence the need to visit the C.B.N.M. (Conservatoire Botanique National de Mascarin).</p> <p>Scientific research workshop: Implementation of an experimental approach to find the germination conditions of benzoin. Experimentation with different ways of cutting. Study of the characteristics that a plant has to resist drought. With microscopic observation of absorbent hairs, stomata....</p> <p>Study of the impact of man on the vegetation of the lower west, the colonization of the soil by exotic species that have become plant pests, the young people of Green Wave decided to reconstitute the Reunionese coast from 0 to 700 m altitude that was found before the arrival of man. The C.B.N.M. helped to carry out the project on one of the college's parcels.</p> <p>In addition to the C.B.N.M. plot, two plots include all the plants from the lower west: endemic and native. One is reserved for Art. The students' works will be exhibited in a swarm of rare endemic plants. In all: 142 trees planted, 40 different species, 19 of which are endemic and 6 indigenous, for a sum of 6600 euros committed by the General Council during the renovation of green spaces. A "great wave" covered the college. This planting work was carried out by a company, but it was the students of Vague Verte with their teacher Sophie AUZEINE who chose the species and their locations. There were already 11 species of exotic trees. Today there are 51 different species.</p>
Website	http://college-aigrettes.ac-reunion.fr/

REFUGEES WELCOME

IDENTIFICATION

Name of the Institution implementing practice: Primarschule Gönhard (Switzerland)

DESCRIPTION

Target group: Level: 4-6 Class; Number of pupils: 15

The main objectives:

- Dealing with prejudices against "foreign" people
- Getting to know and understanding reasons for escape
- Get to know people with flight experience

The description of the practice

Monday: The "Integration Aargau" contact point kicked off the project week with a thematic introduction on the topic of migration/escape. One of the topics was the difficult time of the Italian guest workers. In addition, two young refugees from Syria and Eritrea told their moving story. **Tuesday** started with the "Living Library": young refugees with good German language skills from the UMA school made themselves available as "living books" in the municipal library and the SuS were able to interview them about their lives. Afterwards, the whole group visited the UMA school: the children were able to attend lessons of the underage asylum seekers and were impressed how hard it is to acquire knowledge in a foreign language, sometimes with little education. Afterwards we had lunch together where we continued our exchange. In the afternoon we went back to the school building: A group of refugee children with no knowledge of German (from the KiZ Kinderzeit project) came to visit us. While doing handicrafts, playing games and eating snacks together, the children practiced non-verbal communication, discovered similarities and lost their initial restraint all by themselves. On **Wednesday**, the experiences so far were reflected upon: Reports were written, interviews evaluated (Living Library) and posters designed for the exhibition. The refugee aid workshop (thematic introduction and module C), in which the children experienced in a playful way what it could be like to be on the run, took place on **Thursday** morning. For SuS, this was an impressive change of perspective, which, thanks to the competent management of the two responsible persons (also with flight experience), once again triggered new aha- and learning effects. **Friday** was the closing and exhibition day. All classes in the school building present their work to the other children (free circulation of the SuS).

Outcomes of the practice

The primary school Gönhard is very concerned that pupils are sensitised to discrimination and racism at an early stage and that they deal with their own prejudices and behaviours. Supporting children in dealing positively with cultural, social and religious diversity increases the chances of respectful coexistence and reduces the risks of racist and discriminatory behaviour.

Education for Sustainable Development Competences:

- Changing perspectives
- Reflecting on your own and others' values
- Experience yourself as part of the world

Website: <https://www.ksab.ch/>

Italy

I CAN PASS. MAKE THE SCHOOL GARDEN ACCESSIBLE TO THE DISABLED CLASSMATE

IDENTIFICATION

Name of the Institution implementing practice	Istituto Comprensivo (secondary school) “B.Telesio”located in Reggio Calabria
Implementation period	From December 2016 to June 2017

DESCRIPTION

Target group	Students of the secondary school – disabled students – local authorities
The description of the practice	<p>The project planning was divided into 6 phases, from STEP 0 (Dec.- Jan.) to the final STEP 5 (June). Each phase includes from a minimum of 2 to a maximum of 4 actions involving different disciplinary areas and actors (students, teachers and external context, parents and/or funders).</p> <ul style="list-style-type: none"> • PHASE 0: IDENTIFICATION OF THE PROBLEM Interviews/ self-analysis through a checklist card; List of critical issues that have emerged; Adoption of the GUT method for the examination and selection of issues (voting); Choice of the scope of development • PHASE 1: lesson on architectural barriers, lesson on garden plan and measurement (open class with tutoring of a third class). • PHASE 2: project realization, preparation of presentation and afternoon meeting with parents and possible sponsors, finding materials. • PHASE 3: Educational output • PHASE 4: Cleaning the garden, studying and cataloguing the plants, painting the wood and assembling the structure. • PHASE 5: presentation and opening of the project
Outcomes of the practice	<ul style="list-style-type: none"> • Restructuring of the garden and creation of facilitated access through a coloured ramp, thus allowing the disabled student to participate in all the school's educational and recreational activities. • Medium-high increase of positive evaluation in the teaching disciplines involved in the project.
Methodology	<ul style="list-style-type: none"> • Cooperative Learning • Learning by doing • Active teaching and competence • Task based Learning

LET'S MAKE A DIFFERENCE... WITH WASTE SORTING

IDENTIFICATION

Name of the Institution implementing practice	Istituto Comprensivo Statale Rombiolo (Vibo Valentia-Calabria) Kindergarten
Implementation period	From September 2014 to June 2015

22

DESCRIPTION

Target group	Elderly people in the community and kindergarten children
The main objectives	<ul style="list-style-type: none"> • To be able to organise separate collection of municipal solid waste. • To realize the need to establish shared rules, internalize and share ecological behaviours. • To know the waste cycle to design environmentally friendly actions. • To stimulate creativity through the reuse of recovered materials. • Understanding the importance and responsibility in protecting the environment. • Understanding the need to avoid waste.
The description of the practice	<p>The school's proposal was to work with the elderly people: the children would help them to understand how to manage the correct disposal of waste. The latter, through laboratory and playful-creative activities, would be committed to transmit the right rules to the "grandparents" of the community and teach them how to carry out, manage, and organize the space and time with which to make a waste sorting.</p> <p>About 200 children participated in the project and all of them attended every single workshop. The themes of the workshops were e.g.: Paper Recycling, Role playing on waste sorting procedures, Viewing photos and films on environmental issues, Construction of a glimpse of the urban landscape with recycled material, Dramatization and scenography of the theatrical animation proposal "A clean city", carried out by children for their grandparents, Realization and decoration of containers for the separate collection to donate to the social centre, Providing information to the elderly people on the waste sorting, setting up and installation of containers at the social centre</p> <p>In most of the workshops, the elderly played and collaborated with children, progressively increasing their knowledge about recycling, urban pollution and in particular waste sorting. Over the months, links between children and elderly people have been created, which have made the project even more motivating and engaging.</p> <p>In June 2015, the school and the social centre together organized a big party inside the centre. At this occasion the children donated to the elderly centre the containers for the waste sorting. The children also presented a dramatization of the work "A Clean City" by the writer Gabriella Maronola.</p>

DECOROUSLY TOGETHER: A NEW FACE FOR THE DECORUM OF SUBURBAN SPACES

IDENTIFICATION

Name of the Institution implementing practice	Istituto Comprensivo “MICHELI – BOLOGNESI”- LIVORNO-TOSCANA - Primary School
Implementation period	From September 2016 to June 2017

23

DESCRIPTION

Target group	100 primary school pupils (I, III, IV CLASSES OF PRIMARY SCHOOL “CAMPANA”, III A/B CLASSES OF PRIMARY SCHOOL “MICHEL”); town community.
The main objectives	EDUCATIONAL OBJECTIVE: "To contribute in a concrete way to the quality of life and the environment".
The description of the practice	<ul style="list-style-type: none"> • Interviews and surveys to highlight the needs of the territory • Observation of environments • Photographic documentation of environmental degradation (pet droppings, soiled walls, paper, rubbish out of bins) • Brainstorming on possible actions to generate change and the adoption of behaviours appropriate to maintain decorum • Creation of posters, plaques, commercials to make adults aware of the need to behave in a correct and environmentally friendly manner • Creation of prohibition posters. Information brochures participation in the ecological days for the cleaning of environments • Preparation of PPT to support the dissemination of the experience
Outcomes of the practice	<ul style="list-style-type: none"> • Positive and environmentally friendly behaviour • Increasing availability to value the territory around the school • Increased pupils participation in classroom • Increasing motivation to study • Improving the ability to work in team and with outsiders • Medium-high increase in positive assessment in the disciplines involved
Methodology	Brainstorming; problem solving; tutoring; work in progress; peer-education; cooperative learning; workshop methodology; listening pedagogy; conversations-discussions, collective reflections and verbalisations on the meanings of the messages elaborated; interviews, debates.
	Tools and technologies used: <ul style="list-style-type: none"> • Use of the textbook • Use of cards and/or materials prepared by the teacher • Laptops, camera LIMs, video cameras.

A PLACE FOR ALL OF US

IDENTIFICATION

Name of the Institution implementing practice	Istituto Comprensivo San Nilo – LAZIO region, Primary School
Implementation period	January 2019-May 2019

24

DESCRIPTION

Target group	Teachers, pupils
The main objectives	<ul style="list-style-type: none"> • Develop an ethic of responsibility among the pupils of the School; • Develop empathy (ability to put oneself in each other's shoes); • Encourage the internalisation of appropriate moral norms in the pupils; • Learning to act together for a common goal; • To make the pupils learn in a cooperative way; • Promoting cohesion among the students of the school
The description of the practice	<p>Having identified the problem on which to work, the teachers, using problem-solving practices, tried to promote the creative and proactive dimension of the pupils and to encourage the participation of all, asking questions to stimulate pupils to tackle the issue. A fruitful confrontation took place, during which everyone gave their contribution. The teachers methodically observed the class group, supported it in the comparison between the different hypotheses formulated, enhancing the individual differences and supervising the respect of the rules and the operations to be carried out. All the members of the class felt free to express their thoughts, to launch themselves into suggestions for improvement. The subject has therefore acquired a social and community dimension and the hypotheses for the resolution touched on different areas both on a disciplinary level and with regard to the development of skills.</p>
Outcomes of the practice	<ol style="list-style-type: none"> 1. Building a setting of cooperation 2. Application of service learning and cooperative learning in a primary school 3. Tutoring for kindergarten pupils 4. Development of disciplinary skills in Italian-Mathematical-Geography disciplines 5. Development of social skills
Website	https://www.icsannilo.edu.it/

AN ITALIAN WAY FOR SERVICE LEARNING

IDENTIFICATION

Name of the Institution implementing practice	73 schools located in three pilot regions: Calabria, Lombardy and Tuscany, coordinated by the Italian Ministry of Education.
Implementation period	January 2016-May 2017

25

DESCRIPTION

Target group	Schools of I and II Grade from the three regions were involved.
Methodology	<p>After identifying the problem on which to work, the teachers, using problem-solving practices, tried to promote the creative and proactive dimension of the pupils and to encourage the participation of all, asking questions to stimulate pupils to tackle the issue. A fruitful confrontation followed during which everyone gave their contribution. The teachers methodically observed the class group, supported it in the comparison between the various hypotheses formulated, valuing the individual differences and supervising the respect of the rules and the operations to be carried out. All the class components felt free to express their thoughts, to launch themselves into suggestions for improvement. The subject has therefore acquired a social and community nature and the hypotheses for the resolution have touched on different areas both on a disciplinary level and with regard to the development of skills.</p> <p>Operational phases followed by the schools involved:</p> <ul style="list-style-type: none"> • Identify the problem to be dealt with; • Identify the weak points to face with brainstorming and data collection on possible solutions; • Identify the spaces; • Develop the micro step project to be evaluated in the course of work; • Survey: Prepare a template, to be submitted to the entire schoolchildren of the Institute, structured as a multiple choice to identify the most preferred games; • Use graphs, tables, interviews to collect data; • Interpret the data; • To realize the project in scale considering the spaces available; • Present the project with a report to the Director; • Search for suitable materials for the realization of the project (internet, opinion to ask the prof. of the secondary school, parents, etc. ...); • Look for solutions to raise funds to buy the necessary material (fundraising through peaches, markets, etc., sponsors, awareness of the population and pupils attending the Institute ...); • Ask for quotes and know how to choose the most suitable one; • Realization; • Presentation.
Website	https://www.lumsa.it/eis

CITIZENSHIP = RECOGNITION OF RIGHTS AND DUTIES WITHIN A WORLD COMMUNITY

IDENTIFICATION

Name of the Institution implementing practice	Community Commitment Volunteer Service C.I.S.V
Implementation period	2015-2016

26

DESCRIPTION

Target group	Teachers, parents, children Everybody and everything the causes are aimed at.
The main objectives	<ul style="list-style-type: none"> To promote education, awareness raising and participation of all citizens in international cooperation and sustainable development. To promote the study of major global issues in the school through the integration between curricular teaching and active citizenship practices
The description of the practice	<ul style="list-style-type: none"> Teacher training on Agenda 2030 and global citizenship; Teacher training on the construction of learning units focused on key issues such as migration, climate chaos, globalization taking into account not only disciplinary and European competences but especially those of global citizenship according to the UNESCO document of 2015.
Outcomes of the practice	<ol style="list-style-type: none"> Building a good microclimate. Significant control over aggression. Establishment of class teams.
Methodology	<p>The learning unit has as its main reference the model of cognitivism - constructivist Didactics for Concepts of Professor Elio Damiano, which in the classroom experience has been integrated with the experiential learning cycle of Pfeiffer and Jones. This line of thought highlights the need to link the concept "object of study" to the experiential world of the students so as to represent a key concept or problem. This enhances theory and practice, the study of knowledge and its application by connecting school and territory. In this frame of reference also takes into account the inputs coming from the didactics of "service learning" diffused in Italy by Professor Fiorin, whose method consists in the preparation of teaching situations in which students can further develop their professional, methodological and social skills by engaging in a service to the community and thus activating "authentic tasks" in a choice of service to the territory from a global perspective.</p> <p>The following elements were applied: 1) active, iconic, analogical and symbolic didactic mediators in harmony with an individualized teaching and respectful of the formative instances of the different students. 2) ORM Directory as a tool that makes transparent the type of Operations carried out in class, the methods of grouping students and the Media used.</p>
Website	http://scuola.cvm.an.it/

Poland

CIVICS (KNOWLEDGE ABOUT SOCIETY) SCHOOL SUBJECT

IDENTIFICATION

Name of the Institution implementing practice Every primary school in Poland.

Implementation period Every school year

27

DESCRIPTION

Target group Elementary school students - grade 8

The main objectives The implementation of the objectives and content of education is to shape civic and community-oriented attitudes of students. These contents were constructed according to the concept of environmental circles - from primitive social groups through the local and regional community, national and state community, to the international community.

The description of the practice The subject "Civics (knowledge about society)" is foreseen in grade 8 of primary school for 2 lessons per week. Core curriculum from 2017.

Assumptions for the implementation of the core curriculum in elementary school in the subject of knowledge about society:

- 1) It is crucial to equip a young person with basic social competences, skills and knowledge necessary for efficient and responsible functioning in contemporary reality.
- 2) The content of education will not only be continued, but also built on at the next stage of education (in the basic scope).
- 3) The concept of environmental circles was used - from getting to self-known and the family environment, through local and regional community, national and state community, to the international community.

Program content:

- 1) Social nature of man
- 2) Family
- 3) School and education
- 4) Human rights
- 5) Minors and the law
- 6) Local community
- 7) Regional community
- 8) National / ethnic communities, homeland
- 9) Citizens' participation in public life
- 10) Mass media
- 11) Democracy in the Republic of Poland
- 12) International issues

Website www.men.gov.pl

EUROPEAN FLYING UNIVERSITY (EFU)

IDENTIFICATION

Name of the Institution implementing practice	Representation of the European Commission in Poland and the Centre for Citizenship Education
Implementation period	2014-2020

28

DESCRIPTION

Target group The European Flying University is an educational campaign addressed to primary (grades 7-8) and secondary schools from towns up to 50,000.

The main objectives The goal of the European Flying University is to interest young people in EU issues and to increase students' knowledge of topics related to the practical dimension of Poland's membership in the EU. Through practical European lessons we want to show pupils and students that the European Union directly concerns many areas of their daily lives and that they themselves can influence the decisions taken by EU institutions.

The description of the practice **The European Flying University** is a practical "lesson" for young people interested in European issues, through which we want to show that the European Union concerns many areas of our everyday life, and that we ourselves can influence the decisions taken by EU institutions. During meetings led by Team Europe experts and CEO animators, we talk about education and work in the Union, democracy and its crises, the future of the Union and its problems, identity and European heritage.

What does our European lesson look like?

Each lesson is attended by an Expert from Team Europe, whose task is to present the specific topic of the European Union chosen by the school, as well as an Animator, who will talk about the influence of the Union on his/her daily, private and professional choices and will lead interactively part of the meeting.

This year's EFU themes are 5 topics:

- The common market, i.e. learning and working in the EU
- Fundamental rights in the EU
- The future of the Union
- Union and the world
- European Union values

Before the meeting, schools are encouraged to prepare pupils and students to participate in the EFU (e.g. by reading recommended materials, organizing a happening, poster exhibition, etc.).

Schools will receive an educational package (for the school) and publications for participants of the meeting from the Representation of European Commission and the CEO.

Website www.eul.ceo.org.pl

POLICY EDUCATION PROGRAM

IDENTIFICATION

Name of the Institution implementing practice	Centre for Citizenship Education (CEO)
Implementation period	School year 2017/2018

29

DESCRIPTION

Target group	The project is directed to primary and secondary schools, students from 14 to 19 years old.
The description of the practice	<p>Support for teachers and schools under our Policy Education Program should lead to a situation where young people in both primary and secondary schools have the opportunity to:</p> <ul style="list-style-type: none"> • obtain reliable information on selected topics related to public life; • become acquainted with opinions on them formulated by experts from various ideological environments and politicians from various political parties; • analysing collected materials; • determine their attitude to the issue under discussion. <p>The list of topics that can be discussed with pupils is long, it can include both issues at the moment appearing on the first pages of newspapers, and those that are missing in everyday discussions.</p> <p>The classes may take place within the framework of social studies, partly also during educational hours, Polish lessons or other subjects, and (ideally) as part of student projects implemented under the supervision of teachers.</p> <p>Topics:</p> <p>First of all, classes on at least one of the three topics described below.</p> <ol style="list-style-type: none"> 1. Is public media necessary in a democratic state? What role can and should they play? 2. What are the arguments for higher and lower taxes? What role should the country play in the economy? 3. To what extent should Poland get involved in the international arena? Should Poland seek to bring closer and strengthen transatlantic cooperation with the US, cooperation within NATO or the EU? <p>There are three different materials for each of the three topics:</p> <ul style="list-style-type: none"> • a short scenario showing the topic for one lesson, • scenarios of classes for a series of 2 or 3 lessons discussing the issue and ending with a discussion, • scenario of a student project on a selected topic. <p>There is also a scenario of introductory classes that help in finding the answer to the question of what politics is and what it should be.</p>
Website	www.opolityce.ceo.org.pl

SEGREGATION ACTION

IDENTIFICATION

Name of the Institution implementing practice	Primary School of King Stefan Batory in Szczawin
Implementation period	18.11.2019r. - 18.06.2020r.

30

DESCRIPTION

Target group	The addressees of innovation are students in grades 0-8 of Primary School.
The main objectives	<p>Main goals:</p> <ol style="list-style-type: none"> 1. Shaping pro-ecological attitudes and raising respect for nature. 2. Minimization of generated waste, waste segregation in school. 3. Learning the rules of recycling, applying it in artistic works and at home.
The description of the practice	<p>General assumptions</p> <ol style="list-style-type: none"> 1. Innovation is addressed to students in grades 0-8 of Primary School 2. The main assumptions of work during innovative classes: <ul style="list-style-type: none"> • using various types of raw materials to create small works of art; • familiarizing students with the principles of waste segregation, recycling, zero waste; • implementation of the obligation to segregate waste through preventive lessons, art classes with recycling, placing bins for segregation at school. <p>Topics of classes</p> <p>The issues have been developed on the basis of the general education core curriculum for the first and second stage of education. They are a continuation of the subject of pre-school and early school education, as well as grades 4-8, supplementing and extending it. The following actions are planned:</p> <ol style="list-style-type: none"> 1. Preventive classes. Waste segregation, recycling, zero waste, contemporary threats to the planet Earth, environmental protection, pro-eco attitude at school and at home 2. Artistic classes - the reuse of various types of waste (Recycling) 3. Classes with tutors - implementation to the correct segregation of rubbish at school 4. Selective waste collection: electric waste and waste paper (cyclically several times in the school year) 5. Cleaning up the world 6. Literary and art competitions
Website	www.zsg-szczawin.ehost.pl

PROJECT „INDEPENDENT”

IDENTIFICATION

Name of the Institution implementing practice	Primary School of King Stefan Batory in Szczawin
Implementation period	School year 2018/2019

31

DESCRIPTION

Target group	<ul style="list-style-type: none"> • Students of Primary School of King Stefan Batory in Szczawin. • Local community in Szczawin and Zgierz.
The main objectives	<p>For pupils</p> <ol style="list-style-type: none"> 1. Development among students: <ul style="list-style-type: none"> • patriotic attitude, • sense of dignity, • a sense of solidarity, • a sense that independence tradition is part of the awareness and historical and cultural identity of every Pole. 2. Expanding students' knowledge of the history of Poland from the period of the Second Polish Republic. 3. Strengthening the sense of civic community. 4. Development of creativity. <p>For the local community</p> <ol style="list-style-type: none"> 1. Integrating the local community. 2. Providing information to the school, local community and other residents of the Zgierz commune and city of Zgierz about the history of the period of regaining independence.
The description of the practice	<p>Implementation of a number of actions commemorating the 100th anniversary of regaining independence by Poland.</p> <p>Information on activities carried out under the task</p> <ol style="list-style-type: none"> 1. Rally on the trail of national remembrance places to Biała (monument of J. Piłsudski and "Miracle on the Vistula") with an outdoor game ended with a bonfire. 2. Students of municipal schools took part in handball sports competitions in the spirit of commemorating 100 years of regaining independence. 3. Interactive trips to places commemorating the recovery of independence. 4. II Municipal Patriotic Song Competition 5. School literary and art competition "Poland in 100 years" 6. 3Exhibition of photos and souvenirs related to the recovery of independence "Szczawin in free Poland". 7. Exhibition "Fathers of Independence" 8. "Independence Picnic" for students, parents and the local community in Szczawin on the school grounds. 9. Photo report and film made by a school student.
Website	www.zsg-szczawin.ehost.pl

Portugal

COURT SIMULATION OF HUMAN RIGHTS CASES

IDENTIFICATION

Name of the Institution implementing practice	Several high schools in Portugal
Implementation period	From 2014 to 2019

32

DESCRIPTION

Target group	Students from 12 to 18 years old
The description of the practice	<ul style="list-style-type: none"> • "Justiça para tod@s" is a Project for the promotion of democratic values by placing Justice and Law Education (in particular human rights, minority rights and non-discrimination) as a fundamental civic tool in a rule of law. • It takes place through awareness-raising, with court case-simulation games for young people in high schools.. • Particular attention is paid to disadvantaged groups, at-risk groups and groups subject to discrimination (such as young people with educational tutelage, immigrants, minority ethnic groups, inmates, ex-prisoners, at-risk youth). • Flow of activities: <ul style="list-style-type: none"> ○ School registration in the project through a form available in a website created for the project ○ Find a tutor lawyer within the community who is available to accompany the group (senior law student, former law student, practicing caregiver, community lawyer) ○ Contact the County Court of the area (through a court map available in the manual) to find a Judge, date and time available for simulation trial ○ Indication of the elements that make up the team (1 Tutor Lawyer, 1 Responsible Teacher and max. 1 class), of the Judge who will preside over the simulation and its date ○ Case choice and preparation by teams and rehearsal of final judgment ○ Contact Forum Student for any questions you may have; information about what is being done ○ Trial simulation in a Court, presided over by the judge previously appointed. All other roles in the court, except judge, are taken by students. ○ Submission of project report to Forum Student (report, testimonials, photos, evaluation...) ○ Upon receipt of the previous report, Student Forum will send the entire team a certificate of participation

Website <http://www.justicaparatodos.net/>

JOURNEY NOTEBOOK: PEDAGOGICAL ITINERARIES TO EDUCATE FOR INTEGRAL ECOLOGY BY GLOBAL CITIZENSHIP

IDENTIFICATION

Name of the Institution implementing practice	Agrupamento de Escolas Cónego Dr. Manuel Lopes Perdigão – rural primary school Agrupamento de Escolas D. Filipa de Lencastre – city center highschool
Implementation period	From 2016 to 2018

33

DESCRIPTION

Target group	Classes from primary school to high school. Activities can be adapted to different ages as indicated on the manual.
The description of the practice	<p>This practice targets to guide the class through a journey of experiences created based on analogies to create awareness on the topics of Integral Ecology.</p> <p>Journey map:</p> <p>This map suggests a learning path, but at the same time gives each traveller freedom to build their own itineraries according to the goals they want to work on and the needs and motivations of the travellers they are following. This means that, like any travel map, it allows us to choose the steps of the route to take and gives you the freedom to move forward, stop, backtrack, go another route, question, risk, (re) invent, do it again, whenever it makes sense!</p> <p>The map has six Stops (steps) interconnected with each other. Each stop consists of one or more steps (proposals for pedagogical activities), with specific objectives that propose active and participative methodologies (non-formal education strategies) to lead travellers to experience, reflect and question the reality about a perspective of Integral Ecology.</p> <p>The proposed Steps were created based on various criteria, defined collaboratively with the educators involved in the project, namely: coherence between form and content, active and voluntary participation, critical thinking, cooperation and sharing, experimentation, integrated skills development, ability to create, global-local liaison, interdependence and target audiences of various ages.</p> <p>The six stops:</p> <ul style="list-style-type: none"> • “I am because we are” • “Put your feet on the ground and connect” • “Renew Your Look” • "Deepens and questions" • “Take your position and take care of our World”, • “Perspective the way and start over” <p>We understand that this learning process does not end at this stop, on the contrary, our suggestion is to continue this journey, guided by the compass of Integral Ecology, because this is an inner and outer journey, personal and collective, always under construction.</p>
Website	https://fgs.org.pt/caderno-de-viagem-itinerarios-pedagogicos-para-educar-para-a-ecologia-integral-pela-cidadania-global/

YOUTH PARLIAMENT

IDENTIFICATION

Name of the Institution implementing practice	Several elementary and high schools in Portugal
Implementation period	Each school year

DESCRIPTION

Target group	All elementary and secondary schools, from the public, private and cooperative education universe, covering the continent, the Autonomous Regions and the Circles of Europe and beyond
The description of the practice	<p>The Youth Parliament Programme develops in several phases throughout the school year, which are similar for elementary and secondary school sessions:</p> <ul style="list-style-type: none"> • 1st phase: School <ul style="list-style-type: none"> ○ Debate of the theme proposed annually: it can be held only internally or with guests (local authorities, experts, etc.). The school can also organise a special debate, with the participation of a Deputy of the Assembly of the Republic, upon invitation addressed to the Assembly of the Republic, in the deadlines defined in the Programme's calendar, using the form made available for this purpose in the Internet page of the Youth Parliament. This debate will preferably take place on Monday. Schools in the Autonomous Region of the Azores and the Autonomous Region of Madeira may also invite a Member of the respective Legislative Assembly and to that end should address the invitation to the services of that Assembly, respecting the deadlines defined in the Programme schedule. ○ The electoral process, including the formation of candidate lists for the election of Members, the campaign and the election of the Members of the School Session; ○ School session, where the Draft School Recommendation is approved and the respective ones elected representatives to the Sessions at district or regional level. • 2nd phase: District/Autonomous Region <ul style="list-style-type: none"> ○ Holding of District/Regional Sessions, where deputies representing the schools in each district or autonomous region, to approve the Recommendation Projects to submit to the National Session of the Youth Parliament and elect the Members of Parliament who will represent in this session. • 3rd phase: Assembly of the Republic <ul style="list-style-type: none"> ○ Holding of the National Session of the Youth Parliament, where the deputies meet young people, at national level, representing each district or autonomous region, in which it is approved, after debate in Committees and in Plenary, the final Recommendation on the subject of that edition of the Youth Parliament.
Website	http://www.jovens.parlamento.pt/

ARTICULATING THE GLOBAL CITIZENSHIP EDUCATION AND GEOGRAPHY FROM 7TH GRADE TO 9TH GRADE

IDENTIFICATION

Name of the Institution implementing practice	Teaching practice available on a reference site in the sector. We do not have information on how many schools have applied this practice.
Implementation period	2013 and still available as teaching resource

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DESCRIPTION

Context	<p>We live in increasingly complex societies, where change takes place at breakneck speed and where it is increasingly necessary to move from a restrictive and insufficient concept of citizenship, linked to that of “nationality”, to a broader and more inclusive concept. Global. It is necessary to move towards a concept that favours a critical and intercultural, active and responsible global citizenship, promoted by a transformative education: a Global Citizenship Education.</p> <p>A Global Citizenship Education (ECG) does not bring new content to the Geography programs and curriculum. Rather, it reinforces those already stated by challenging students, educators to look critically at the world in which they live, to ask questions about how it works, to act on global issues, to strengthen the bonds of solidarity and respect. Needed to build a fairer and more equitable world.</p>
Target group / Beneficiaries	Students and teachers of all schools 7 th grade to 9 th grade, in Geography classes.
The main objectives	To create analogies and articulate with Geography curricular content 4 global citizenship themes to be worked through 8 activities to be made during geography classes.
Website	https://fgs.org.pt/atividades-e-recursos-pedagogicos/

Spain

CHANGE THE CLIMATE CHANGE

IDENTIFICATION

Name of the Institution implementing practice	Primary School Montezahar
Implementation period	From 08/01/2019 to 17/06/2019

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DESCRIPTION

Target group	<p>This project/activity is aimed especially at the students of the centre. However, any person minimally involved in their practice will also prove to be a beneficiary: teachers, concierge, cleaning workers, dining room attendants, parents.</p> <p>We can also say that any member of the Primary School Montezahar educational community benefits from it.</p>
The main objectives	<p>The main objectives of this practice are:</p> <ul style="list-style-type: none"> • Raise awareness among students of the importance of the small actions that are in our hands to protect the future of the planet; • Responsible consumption; • No use of plastic materials; • Definition and understanding, for students, of the term “sustainability”.
The description of the practice	<p>The project is quite simple, given the age of the students to whom it is aimed (Infant Education and Primary Education). The activities to be carried out and develop during these months are:</p> <ul style="list-style-type: none"> • Installation of bins of different colours in the playground (blue, green and yellow) for the correct removal of the corresponding waste (lunch wrappers, water bottles, organic waste, etc.). • In each of the classrooms, a yellow container (plastic and packaging) and a blue container (paper and cardboard) will be installed. These containers will be manufactured by the students of each class, with the help of the course tutor. • Each course will propose a name for the mascot of this project (a frog). • In turn, in the lobby of the centre there will be two other containers (blue and yellow), as well as another container for the separation of batteries that each family would like to bring from home.
Outcomes of the practice	<p>All students have shown a close collaboration during all these months of implementation of the idea, a more than correct participation, as well as an interest and attitudes that have greatly favoured the achievement of the objectives that were established for the success of the practice.</p>
Website	<p>www.colegiomontezahar.blogspot.com</p>

TEAM E

IDENTIFICATION

Name of the Institution implementing practice	CEIP. Los Rosales (El Palmar, Murcia)
Implementation period	October 2019 - June 2020

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DESCRIPTION

Target group	The project is aimed at students that during the school year of 2018-2019 accumulated more reprimands or penalties due to their behaviour.
The main objectives	Prevent and reduce disruptive behaviours as well as active and passive absenteeism, by involving students to carry out practical activities where they assume small responsibilities and participate in the life and improvement of the school community and the neighbourhood.
The description of the practice	<p>The project was born with the intention of motivating and involving students who have had a disruptive behaviour during the previous year and who do not finish fitting into conventional schedules and methodologies. Regarding the curriculum we have taken the standards of Applied Knowledge and Values of the three levels (4th, 5th and 6th, since each group belongs to a different group) and we have unified objectives. In addition, of the explicit standards mentioned above, they have also worked in the area of Language and Mathematics.</p> <p>The aim of this project is to bring back these students by making them active participants in the day to day of the centre and of their community.</p> <p>For this, activities adapted to “their interests” are designed, taking into consideration the curriculum and keeping in mind the reality and the needs that surround the school and its intervenient.</p> <p>This group consists of 4 students, which are divided in groups of two to be able to customize and optimize the intervention.</p> <p>The project is carried out from Monday to Thursday from 1:00 p.m. to 2:00 p.m. For the group 1 from Monday to Wednesday and for the group 2 from Tuesday to Thursday.</p> <p>The project coordinator and the support teacher meet weekly to plan and evaluate the activities that have been and will be developed. Subsequently, once a month, the project is taken as a point of the day to the Well-being meeting, where activities are valued globally, and potential future actions are shared.</p>

MARKET

IDENTIFICATION

Name of the Institution implementing practice	Ceip Los Rosales Asociación Puentes de Encuentro
Implementation period	2015- 2016

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DESCRIPTION

Target group	<ul style="list-style-type: none"> • Students (group of students of the 4th, 5th and 6th levels, with problems in the area of mathematics and lack of knowledge of Spanish language. • Users, two elder women (between 60 - 70 years). One of them was laid up due to an accident at work. The other was in a wheelchair, with very limited mobility.
The main objectives	<ul style="list-style-type: none"> • Help those who need it most; • To give our contributions to get a better world • Grow as people (social skills, vocabulary related to purchases, money, products, greetings, etc. ...) • Work curricular aspects (mathematics: decimal numbers, quantities, currencies...)
The description of the practice	<p>This activity was carried out every 15 days;</p> <ul style="list-style-type: none"> • Students were divided into two groups: <p>Group A: On Mondays they collected the order from 2:00 pm - 2:30 pm and delivered the purchase on Tuesdays 2:00 pm - 2:30 pm, always at the user's home.</p> <p>Group B: the students accompanied and made purchases, while sharing the company and attending the needs of the elder user. They should always speak correctly and explaining what they were doing.</p>
Methodology	<p>Service Learning Methodology</p> <p>With one of the users we divide the activity into three parts.</p> <ul style="list-style-type: none"> • Pick order: The children visited the woman with the order form. In it, they write her demands and the quantities. • Making the purchase: in the weekly market of the neighbourhood they make the purchase. In the groups, there were always a student responsible for a specific task who changed biweekly (Treasurer, Social Relations, Account Reviewer,...). • Delivery of the order: after school, the children took the purchase to the elder participant's house. Once there, they explained the things they had found, at what price they were, etc. Normally they also placed the groceries in their place and talked to her for a while. <p>With the other user they always stayed together, picked her up from her home and took her to the market. They made the purchase with her, but they were the ones who led the payments and the money left from the purchases. When they finished they accompanied her to her house.</p>

ABP

IDENTIFICATION

Name of the Institution implementing practice	IES Ramón y Cajal, Murcia
Implementation period	2015 - present

DESCRIPTION

Target group	CSE (Compulsory Secondary Education) students
The description of the practice	<p>Students will be in groups of three or four students and will develop work or research projects. They will have autonomy and different responsibilities.</p> <p>The exhibition or final product will be held before the whole group and teaching staff. Families can attend it, if they wish.</p> <p>During the project period, three groups of 1st CSE have a common time slot, two groups of 2nd CSE with another common time slot and two groups of 3rd CSE with a common time slot.</p> <p>CSE teachers and students: The task of the teacher is to work as a team with their colleagues and consider the motivations of the students, to propose projects and tasks that favour the development of Multiple Intelligences. Let us think that in many occasions the centres can represent a very boring space for Secondary Education students and, from this perspective, teachers are intended to connect with the interests of the students, foster their attention, develop their memory, reasoning, initiative, creativity and imagination, and their social skills, having the opportunity to integrate knowledge.</p>
Methodology	<p>In the classroom it is important to organize activities through projects in order to develop Multiple Intelligences. In this sense, this course will try to work with projects with students, raising a variety of activities.</p> <p>Didactic tools The development of a newspaper about their emotional state and mood, reports, surveys, approach to brainstorming strategies to perform the various tasks, use of makeup, dramatic and musical performances, parade organization, text reading, web visits, dramatizing and recreating scenes of watched movies, debates, analysis of cultural historical contexts, listening and singing songs, dancing and creating choreographies, calculations and data analysis on topics of interest, making graphs and statistical analysis, reading poems, narrating, inventing, work as a team, enjoy it, tell stories, perceive, express and value emotions, and understand an entire emotional world around the proposed projects.</p>
Website	http://www.iesryc.es/

FELICIANO SOLIDARIO (Solidary Feliciano)

IDENTIFICATION

Name of the Organization implementing practice	CEIP FELICIANO SÁNCHEZ SAURA
Implementation period	01/09/2018 – 22/06/2019

DESCRIPTION

Target group	It depends on the Association or Institution where the activity takes part. The children involved are between 3 and 12 years old. All the teachers that belong to this educational community participate in it.
The main objectives	<ul style="list-style-type: none"> • Raise awareness among students that our actions can help to improve the lives of others; • Work on Emotional Education and Values.
The description of the practice	It is presented as an experience aimed at creating nine groups in the school, which are going to develop material to sell, and what is collected will go to nine NGOs or Associations that help people or groups in need, with which we will be in full contact throughout the process.
Outcomes of the practice	<p>We have developed a significant amount of materials so that the sale is large enough to be able to collaborate satisfactorily with the 9 NGOs, associations or associations.</p> <p>The results are qualitative and not easy to measure, though the competences that are most developed among students are social and civic competence and their sense of initiative and entrepreneurship.</p>
Methodology	<p>A personal work has been carried out that we have subsequently enriched by sharing it with the group.</p> <p>The student learns by experiencing, by doing, by sharing... The main idea is not to turn these activities into a more formal class, with every student facing a sheet and all of them doing the same task.</p> <p>The proposed methodology has been based on bringing the student closer to the different skills we have worked. For this, we have used the guided dialogue and the implementation of the proposed activities through games, dramatizations and group dynamics.</p> <p>What they learn gives them skills and helps them to feel better about themselves and know how to relate and work as a team. They are life skills.</p>