



PROSPECT
LINK LEARNING AND SOCIAL COMMITMENT FOR FUTURE CITIZENS GROWTH

PROSPECT

2019-1-FR01-KA201-063174

STUDY CIRCLES TRANSNATIONAL REPORT



O2: STUDY CIRCLES

Project information

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Project's partners: AFORMAC (Applicant, France); Institut za Podgotovka na Slujiteliv Mejdunarodni Organizacii Zdruzhenie (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).

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REPORT STRUCTURE

The present final report is structured in three parts:

1. The first one concerns the overview of the intellectual output 2 and study circles plan for teachers and main guidelines for the implementation of the STUDY CIRCLES – main aims and contents -, in order to create a uniformed, still adjustable experience for every partner and their participants.
2. The second part compiles the summaries of each one of the partners for the three study circles implemented in each one of the countries. Those comprise a short description of the session flow, the main feedbacks provided by participants, main challenges find by them and any recommendations that arise during the session.
3. The third and last part refers to the main conclusions taken from the summaries of the sessions implemented by all partners.



1. Overview of the Intellectual Output 2 and Study Circles Plan for Teachers

According to the application, the study circles were based on peer learning experience involving and aimed at sharing competences and practices with reference to learning experiences focused on service learning, as crucial moment for passing from knowledge (know) to skill (know how to be) and competence (know how to do).

The **target groups** of the training were school's teachers, trainers and educators working with children and/or young people in a direct way.

The study circles for teachers' training purpose was to involve school's teachers and educators in the sharing of knowledge, ideas and experience between the participants. Participants learnt a great deal by explaining their ideas to others and by participating in activities in which they could learn from their peers, being mutually beneficial. They developed skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

This process guaranteed the training of citizens able to act with critical thinking and to face the new challenge of the global society. Both methodology and results can be transferred in other contexts at educational and geographical level.



2. Study Circles Plan for Teachers'

2.1. Study Circles' target group

The Study Circles involved teachers and educators, who work directly with different levels from kindergarten to high school and were willing to attend the whole process of Study Circle with Peer Learning activity elements. In total, there was 137 teachers/educators/trainers reached by the project's partners.

2.2. Study Circles' objectives

In this activity teachers and educators addressed competences and practices with reference to learning experiences focused on service learning. It also guaranteed the training of citizens able to act with critical thinking and to face new challenges of the global society. Finally, the participants were able to organize and plan learning activities, work collaboratively with others and give and receive feedback/evaluate their own learning.

2.3. Study Circles' methodology

The Study Circle activity used peer learning methodology. The methodology framework of Study Circle meant meeting a defined number of times and involved a specific number of participants. Peer Learning implied the work was done with the same or similar target groups together on a specific topic.

Each partner ensured there was at least a moderator/facilitator during the Study Circle to make sure the participants could work under peer learning and felt supported.

- **The role of the Moderator/ facilitator**

A study circle was led by a facilitator who was impartial, that helped to manage the process, but that was not an "expert" or "teacher" in the traditional sense. The study circle leader created and developed the learning processes that stimulated and encouraged the participants to actively look for knowledge. At the same time, the Study Circle leader took into account participants' feedback and their own needs throughout the whole activity.

- **The role of the participants of the study circles**



The participants in the study circles were actively involved throughout it. It was important that they were part of a small group. As opposed to conventional education that is based on a hierarchical model, the study circles involved interaction in which all participants contributed. It ideally began with discussion materials that allows participants to see the issue from different points of view and to offer their personal experiences and ideas. It did not begin with a solution in mind, but instead allowed participants to develop their own approach in a collaborative way.

- **Discussing practices**

The Study Circles included the discussion of the best practices of the partner countries collected in the Intellectual Output 1 – PROSPECT Report. It is was not specified which best practices each partner should tackle in their Study Circles.

- **Duration and frequency of the Study Circles**

For each country involved in this project activity, the application foreseen the implementation of one specific Study Circle developed by each partner providing 3 presential meetings each, involving at least 20 teachers from kindergarten till high school. Considering the current global crisis, according with each country implementing study circles, some study circles were moved online, integrating a different set of participants, flow and timetable and keeping the content and methodology framework.



STUDY CIRCLES

Workshop 1: Personal Experience

Workshop 2: Other Points of View

Workshop 3: Strategie for Action And Change

Main Aims

- To provide a space for mutual learning among teachers and educators about the topic of service learning in the classroom;
- To foster the exchange of opinions and ideas regarding how service learning can be included in the traditional school formal context and current educational system;
- To invite teachers to reflect on it, either they developed it already or not, using real experience or hypothetical situations;
- To provide a space for reflection and feedback on the role of teachers as facilitators of such type of activities and topic with their pupils;
- To give teachers the opportunity to express their concerns and difficulties when having to adapt the curricula into their contexts and realities, using this methodology;
- To collect teachers' concerns and challenges when having to implement and adapt these activities to their contexts in the school;
- To foster the exchange of opinions and ideas regarding how service learning can contribute effectively to the development of motivation and better understanding on the curricula of school subjects among pupils;
- To provide a space for reflection and feedback on the role of teachers when working with the methodology with their students;
- To invite teachers to a meta-reflection process on selected practices about this topic coming from the Intellectual Output 1: PROSPECT Report.

Main contents 1



1. General overview of the project and the methodology;
2. Educational traditional models;
3. New models of education.

Main contents 2

1. Meta-reflection on selected practices from PROSPECT Report;
2. Feedback about the practices.

Main contents 3

1. “Service Learning” Action Plan;
2. Feedback and final reflection.

Summary on the Study Circles

Each facilitator was responsible for writing a summary after each study circle took part, on a total of three.



BULGARIA

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

The purpose of this first meeting was to create a shared space for joint training of teachers and lecturers from the two schools on the topic of Service Learning at school. The moderator made the following presentations:

- presented the project in general and the idea, the different goals and characteristics of each activity;
- presentation on the topic of Service Learning;
- presentation on the methodology and the new profile of the students, as well as the expected role of teachers.

The moderator encouraged the participants to reflect on the topic. Most of the participants shared their personal experience. Thus, during this meeting, viewpoints and ideas were shared regarding how Service Learning can effectively contribute to the development of motivation and better understanding of the curricula in various subjects among students. To make the sharing and reflection process more effective, the moderator provided time for feedback on the role of teachers when implementing the methodology to their students. The participants also expressed concerns about the adapting of curricula to their context, using the methodology presented.

MAIN FEEDBACK BY THE PARTICIPANTS

The participants showed significant interest in the topic and found it appropriate, informative and their reactions were assessed as positive. This methodology was received very well as it expresses different types of approaches for Service Learning. The participants were very interested in the project topic because it is provocative regarding the stress management and human nature in general.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

The main challenges to the participants are the adaptation of the project idea and the methodology for Service Learning in some of the subjects, e.g. physical education, mathematics,



and physics. Another challenge is the appropriate choice of approaches for each age group. Also, participants see as a future challenge the development of new skills of teachers to adapt and implement more easily the methodology and approaches to Service Learning in the specific contexts of their work at school.

RECOMMENDATIONS:

Training of teachers.

In-depth discussion on the topic, considering all the specifics of the students and the learning environment.

STUDY CIRCLE MEETING 2

SHORT DESCRIPTION

The moderator presented some of the summarized practices in Intellect Output 1 and then, divided the participants into 5 small groups of five, each group working by meta-reflection on 3 practices from different countries. Each group discussed the selected practices and how they effectively contribute to the development of students' knowledge, skills and attitudes. After 1 hour of work in small groups, each group drafted a list of recommendations on how they could develop in their classes the practices presented, adapt them to their specific needs and school context, and shared with the others the conclusions they had reached.

MAIN FEEDBACK BY THE PARTICIPANTS

At the beginning, the participants were confused because of the seriousness of the cases, but after that, they understood that the practice is for severe emotional conditions and became sympathetic and compassionate to the problems of many young people.

The cases were accepted as interactive, inclusive, flexible, non-standard, theatrical, relaxing thinking that frees other senses. This makes it deeper in terms of an independent approach and an expressive personality. The practice was well received by the participants and unlocked their imagination, provoking various feelings among them.

The participants recognized themselves in similar situations.



Some of the practice is more serious and individual, but it is informative and has specific purposes. Some of the practice was appreciated because it is like a game, but it shows a lot of flexible thinking, strategy, and the extent to which people are team players.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

Some of the presented practices are inapplicable in this form in the Bulgarian reality. They need to be adapted to the context in Bulgaria.

In order to use the practices, strong motivation of teachers is needed, as well as high civic self-awareness.

RECOMMENDATIONS

Training of teachers learning and civic initiative in order to improve their motivation, knowledge and skills.

STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

The participants were divided into 2 groups in accordance with the topics they were interested in. One of the groups involved teachers from St. Ivan Rilski school, while the other one consisted of teachers from Maths Secondary School Hristo Smirnenski. Thus, each group worked according an action plan that best suited the respective school. Of course, all the ideas were related to the main topic – Service Learning. The work in two groups lasted for 2 hours. After that, the moderator united the groups and each group presented its action plan. Then, the moderator made a brief analysis of the ideas and views shared and encouraged participants to give their assessment and opinion on the proposed ideas. After a short pause, the moderator held the last session, where the needs for training of teachers on how to use the methodology for Service Learning were discussed.

MAIN FEEDBACK BY THE PARTICIPANTS

The lessons that have been learned are tolerance, sympathy, empathy, non-discrimination, humanity, care and understanding of the difficulties young people face, such as: vices, lack of money and work, ethnic intolerance and antagonism.



The methodology teaches us to show and express our reactions in conditions of fear, love, pride, tenderness, and other conditions. It teaches people: patience, tolerance and kindness and imposes such values in us. The better and more positive the body's gestures, the less we will be prone to aggression. The methodology teaches on good peer relationship, includes a good tone of conversation, as well as not to be influenced and not to become aggressive.

The importance of solidarity, tolerance, patience, forgiveness, understanding, empathy, etc. is the base in the Service-Learning process.

The participants learned many things, such as pursuing one's goals, but also finding the best way out of a difficult situation or impasse. It's all a matter of imagination and flexibility. This methodology of Service Learning is useful in that it encourages more flexible and unconventional thinking. It helps to break out of stereotypes and develop creativity and inclusive community.

The participants understood that sometimes must look with a sense of humour and to some extent tests the sensitivity of the pupils and students.

Some of the shared ideas learn what our perception of people is, how we feel about them, are we afraid of them, are we respected by them, etc. Other shared ideas were teaching teachers about strategical thinking, a study of strong leadership, and the obligation to take risks and the ability to work in a team. Such kind of practices are very useful to children and young people with deficit hyperactivity disorder or traumatic brain injuries, for example.

MAIN FOUND CHALLENGES BY THE PARTICIPANTS

The idea of implementing new approaches to Service Learning is a challenge. Appropriate didactic materials should be prepared for teachers to support the process of implementing or creating new practices at school, tailored to the specific context of the country, the type of school, the age of students, and the subject taught by the respective teacher.

RECOMMENDATIONS

Training of teachers to get acquainted in greater detail with the methodology of Service Learning; what are the possibilities for adapting the practices in order not to go beyond the scope of the main topic – Service Learning.



FRANCE

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

Course of events:

1. Participants' presentation;
2. Prospect project presentation;
3. Discussion on the theme of Service Learning.

Project presentation Prospect:

Discussion on the theme of Service Learning, supported by the findings of Output 1 (Good Practice). In addition, another document found during the research was distributed to the participants for another approach.

During the workshop we watched videos showing examples of the implementation of the learning service in other organisations.

Links Videos:

<https://www.youtube.com/watch?v=kFd-yiAfrmE>

<https://www.youtube.com/watch?v=7t30ZMX8uGw>

<https://www.youtube.com/watch?v=a5kcPvDuQpE>

MAIN FEEDBACK BY THE PARTICIPANTS

The participants agree that the methodology and the social utility allows:

- Confronting new practices;
- Analysing what we do from another point of view;
- To increase your skills;
- Analyse the soft skills of the participants.

The trainers and people present had an initial approach to the two themes, and this is what they observed:

- Social utility;



- Regional response of calls for tenders;
- Initial related research;
- Linked to a school context;
- Implementation with a social referent;
- Learning by doing service for the community;
- Give a helping hand by volunteering;
- Regain self-confidence;
- Involvement in society;
- Integration of young people.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

However, the trainers and partners' work staff had some remarks concerning barriers and problems on service learning and social utility:

- Difficulty to transpose into vocational training;
- Blurred contours;
- Confusion in implementing in digital E-learning;
- Poorly defined educational objectives;
- School experiments difficult to value in VET.

Barriers to the implementation of the Service Learning are important in vocational educational training. Indeed, the Prospect project is designed to bring AFORMAC closer to this theme, which is rather widespread in school and university education. Those present have taken up this challenge, which is not impossible to overcome.

Despite reassuring words, the trainers and partners' work staff present remained on their guard and sceptical about this new concept. Therefore, we adapted the second study circle and asked those present to look for examples in their work on this methodology or similar.

RECOMMENDATIONS

At this stage of the study circle the participants only raised the issues of the methodology of the learning service. After a first approach the first recommendations were to:

- Clarify the Service-Learning experience in the context of vocational training;



- Look for other examples within AFORMAC that are similar to Service Learning;
- Adding the concept of social utility to the concept of service learning;
- To progress in a process of social integration of the trainees in addition to social usefulness;
- Establish a connection between the FLE and civic training courses conducive to this approach.

In addition to these initial remarks, all those present insisted on the usefulness of the experience and future modules for vocational training. They suggested that the modules should be adapted in such a way that them and their content could be adapted to vocational training and not only in a school setting. It seems important for us to keep the generalised content on the concept of the service learning and to add the concept of social utility as well.

STUDY CIRCLE MEETING 2

SHORT DESCRIPTION

Discussion on the theme of Service Learning and social utility with focus on ongoing projects at AFORMAC, supported by the findings of Output 1 (Collection of good practices). In addition, the directors of each AFORMAC training centre were presenting to the whole committee their projects running or coming that might be related to the service learning methodology or to social utility.

MAIN FEEDBACK BY THE PARTICIPANTS

Presentation of ongoing projects:

Project carried out by the Allier - Zorah Defontaine agency: This is an action on the Vichy / Moulin / Montlucon territory, a first collective information took place at the beginning of October.

The idea is to offer immersion days and training courses. The aim is that the trainees will collect information from their territory in order to get involved and integrate. The leitmotiv of the project is the self-management of the group. Indeed, the trainees will decide which project they want to implement and analyse what is missing in their territory.



Objectives:

- To be employable after 4 months / job found = 8 months;
- Be employable in "small jobs";
- Developing business skills;
- Registering in the community;
- Developing cross-disciplinary skills.

Designated target audience in the project:

- RSA beneficiaries;
- 12 - 6/12 participants per group;
- Duration 12 hours per week.

AFORMAC will support the associations in this process and will carry out the evaluation which will focus on transversal competences.

First proposals by the participants:

- It is important to find an association to join forces to lead this kind of approach;
- Linking cross-cutting competences to a certification pathway;
- Mobilised soft skills to be recorded on a Skills Map;
- Working with existing structures or already in our network;
- Invite professionals in training who will help the community.

Concrete ideas for implementation

In Civic Training the Service Learning and Social Utility could make the integration and approach more interactive. Indeed, quite a few trainees would like to and could work to benefit society.

It might be possible to draw up a roadmap => offer their service in an association. Trainees could then introduce themselves to an association and offer their services.

Moreover, it could be an Association or any cooperative workplace. The objective is integration through work.

It is proposed to:

- Implementation of the concept in FLE training courses;
- Implementation of the concept in civic training courses;



- Implementation of the concept in learning;
- Possibility to propose to web developers to create a website for an association.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

During this second study circle, other issues emerged. Indeed, how to go beyond a public with low skills mainly targeted by the approach. It would be beneficial to adapt this approach on social utility and service learning to any type of public without dwelling on their competences. The participants raised this question because, for the moment, this approach seems to them to be mainly aimed at a public that is currently underprivileged and in the process of integration.

How can the experiments and experiences that AFORMAC is already putting in place be valued and formalised, in order to benefit from them and enhance the work already in progress? Indeed, it appeared that many people use the concept of service learning and social utility in their courses and training without knowing it. It would be interesting to have a tool to design and qualify these already existing approaches.

Moreover, the participants noted a similarity with the training action in France.

Furthermore, the observation of skills in a voluntary framework raises the question of: How to assess these skills when the trainees are not accompanied by a qualified trainer? The service learning in the Adult Education environment raises the question of qualification outside the institutional framework.

RECOMMENDATIONS

After the second study circle the participants, who already participated in the first study circle, had several recommendations. The recommendations were to go beyond a vulnerable group and target all types of learners in VET trainings. Indeed, the focus is pretty much on disadvantaged learners for the moment in such cases. It seems prior to adapt this approach on social utility and the service learning to any type of public.

The Service-Learning experience in the context of vocational training should be more valued and formalised so the trainers will know about the methodology and would be able to put a name on what they develop in their daily work.

The concept of social utility may be more relevant to speak of than service learning as in the VET sector trainers are more familiar with this term.



The trainers also pointed out the need of guidance for qualification outside the institutional framework. They would need a guideline to assess skills when the trainees are not accompanied by a qualified trainer in a service-learning scheme.

They insisted that the modules should be adapted in such a way that them and their content could be adapted to vocational training and not only in a school setting. It seems important for us to keep the generalised content on the concept of service learning and to add the concept of social utility as well.

STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

Course of events:

1. Proposals from those present to develop the social utility and service learning;
2. Possible fields of implementation of the concept within AFORMAC and/or proposals;
3. Reflections on how to increase the integration of social utility within AFORMAC.

MAIN FEEDBACK BY THE PARTICIPANTS

Proposals from those present to develop the social utility and service learning:

1. Bringing vulnerable people from outside the public;
2. Propose to Web Developers course to create websites for associations;
3. More generally to help in the training, to take as a support of study of concrete cases to widen the field of possibilities. In any case, the social utility and the service learning should be integrated during the training time. It would even be better to make it a training project or a collective project in general, which would facilitate the qualification of skills within the framework of these experiences.

Possible fields of implementation of the concept within AFORMAC and/or proposals:

- Easy to integrate or reintegrate in training courses to increase inclusion of participants;
- Difficult to bring with you when certifying which are limited in hours and activities;
- Training Axis 3 (Integration course from local unemployment center) could be envisaged;
- The concept can be easily implemented in trainings and foster inclusion of potential learners;



- It is also very interesting to work with the FLE Platform (French as a Foreign Language);
- Helping with an event in the trade fair is planned in Montluçon.

Reflections on how to increase the integration of social utility within AFORMAC:

It is rather an entry point by activity and not by competences, however the association of competence card (Link with Rectec competences) and social utility can be made. For example, it could be envisaged to create competence cards for Zorah's "red thread" action.

One participant highlighted the possibility of integrating the concept into the civic training of the OFII (Office for Integration and Immigration). Indeed, on Day 3 and Day 4, the Service Learning is already present in the idea but not in the application. It might be possible to raise the possibilities on Day 1 and include social utility on Day 3. This is above all a change of vision.

The possibility of having actions of social utility on a cultural and social level seems interesting. It could also be a visit to companies or associations. It is also conceivable to integrate the Learning department within the FLE workshops to learn French. It could also be possible to carry out actions of social utility within the framework of this training.

However, this may also require a great deal of administrative organisation, as the support requires an individual approach at the end of the course.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

It is more of a gateway by activity and not by competences, but the activities developed by learners in this way will enable them to acquire transversal competences, which would be beneficial for all.

It remains that the concept is difficult to implement in certified training which is limited in hours and activities.

Most of the issues have already been raised in Workshops 1 and 2.

RECOMMENDATIONS

Most recommendations stayed the same than in the first two study circles. The trainers were recommending using the French as foreign language course and the social inclusion programs to put in evidence the Prospect project and the concept of service learning.



They insisted that the modules should be adapted in such a way that they and their content could be adapted to vocational training and not only in a school setting. It seems important for us to keep the generalised content on the concept of the service learning and to add the concept of social utility as well.



ITALY

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

Before starting the first meeting, teachers received and analysed autonomously the following documents: the structure of Service Learning, the UNESCO document and 3 good practices chosen by the national research. Teachers were then asked to answer a few questions concerning their knowledge of Service Learning and its application to the curricular activities.

The first meeting started with a short presentation of PROSPECT project led by Debora Ercoli (Tucep), then teachers presented themselves and explained why they are interested in acquiring more information related to Service Learning. The meeting continued with the introduction to the global citizenship skills and Service Learning structure led by teacher Susanna Cimarelli (ICPG4) supported by teacher Alberto Turelli (Dir.Didattica II Circolo).

At the end of the meeting, the participating teachers were invited to think about some activities they implemented with their pupils related to the Service Learning methodology or other similar activities aimed at improving the students citizenship skills. These experiences will be the basis of the brainstorming scheduled for the next meeting.

MAIN FEEDBACK BY THE PARTICIPANTS

From the questionnaires administered among the teachers before starting the meeting, it was found that 9 out of 26 teachers are familiar with the Service Learning methodology and only 5 of them have applied it during the curricular activities with their pupils.

From the brainstorming during the meeting, the main thoughts related to the definition of the global citizenship at educational level were:

- development of a critical and reflective sense of the world around us;
- development of a sense of belonging and responsibility;
- Necessity to redefine learning pathways based on the needs of pupils and society;
- Education for coexistence, sustainability and overcoming prejudices and inequalities;
- Working towards the well-being of future generations;



- Awareness of being part of a problem and looking at its possible solution with concrete and living actions;
- Provide students with knowledge, skills and values that contribute to the promotion of tolerance, peace and equity in the world;
- Feel part of a larger "community" in which I too, as an individual, can (and must) consciously contribute;
- Respect for fundamental rights and freedoms;
- To be able to contribute to world well-being through empathetic, sustainable and supportive behaviours.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

Although they find the methodology very interesting and effective, several teachers fear that they will not be able to apply it to their own context and during the curricular activities they carry out with their students.

RECOMMENDATIONS

Some of relevant recommendations stressed by the participants are the following:

- Make a special effort for apply the SL methodology during the curricular activities;
- Support pupils to become protagonists during the carrying out of activities based on the Service Learning methodology;
- Systematise the Service Learning as learning approach in the school system at all educational level;
- Apply the SL methodology for increasing the students' motivation and self-esteem.

STUDY CIRCLE MEETING 2

SHORT DESCRIPTION

The second meeting started with a brief summary of Service Learning methodology, including the following main steps:

1. Investigation: analysis of the needs identified by students in the community they live in.



2. Preparation: teachers and students supposed to work together for defining the best actions and tools in order to achieve the objectives.
3. Reflection: teachers and students discuss what results and benefits might come from the implementation of the actions planned during the previous phase.
4. Demonstration: students, supported by the teachers, put in place the defined actions in order to carry out the project addressed to their community and involving the identified target groups.

During the second part of the meeting, the following good practice was analysed: “I can pass. Make the school garden accessible to the disabled classmate” (Istituto Comprensivo [secondary school] “B.Telesio” located in Reggio Calabria).

Based on this practice, a service learning project scheme has been defined where the following elements have been identified:

- Context: description of needs and problems behind the project idea;
- Beneficiaries: identify the characteristics of beneficiaries (target groups);
- Main objectives;
- Practice description: main activities, program flow process and phases, target groups involved;
- Results: Measurable and non-measurable results;
- Methodologies;
- Strengths;
- Weaknesses.

During the final phase of the meeting, some teachers told their experience of implementation of Service Learning methodology in curricular activities, such as:

- creation of a library within the school in collaboration with the local association of the elderly;
- study of plants in the park close to the school to raise students' awareness of environmental protection;
- helping earthquake victims in collaboration with a local voluntary association (the pupils prepared) and in collaboration with a school in a nearby earthquake-prone village (the pupils donated books for their library).



MAIN FEEDBACK BY THE PARTICIPANTS

Teachers actively participated in the brainstorming by telling about the projects carried out in the school to develop children global citizenship skills. After analysing the scheme that the SL project should follow, below are some insights given by the teachers:

- families and community involvement are very important, and they should be actors and not only spectators of the project;
- When we involve the various parts of the local community (associations, public offices, stores, families, etc.) it is essential to explain to them the aims of the project and how they will benefit from its implementation;
- All the teachers involved in the project activity related to the class group should be well coordinated and working in team.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

The main difficulty identified by teachers is to find financial resources to carry out service learning projects.

Another challenge is represented by the limited number of hours teachers have to carry out service learning projects during the curriculum activities.

RECOMMENDATIONS

- Conscious involvement of families and community in the Service Learning projects;
- Coordination of all teachers involved in the subjects of the class that is participating in the Service Learning project;
- Identify possible strategies to collect economic resources for the implementation of the activities;
- Involvement of associations in the neighbourhood, according to the topic of the project, that can add value;
- Essential role of the teacher in the identification of context needs in order to define a common topic for the building of Service Learning project.



STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

The third and last meeting started with the brainstorming involving all the participants aimed at identifying a topic on which to build a learning unit based on the Service Learning approach.

Most teachers are oriented to develop a project on nature observation and education for sustainable development. This topic is chosen because it is closely related to global citizenship skills such as respect for the environment where one lives, respect for the person and respect for the relationship between child and adult.

This project can be applied to both kindergarten and primary school through related subjects.

After collecting the ideas presented by teachers on how to build the Service Learning project on environmental sustainability, two examples of learning units were presented by teacher Susanna Cimorelli and discussed then by all the participants in order to find out some interesting tips.

MAIN FEEDBACK BY THE PARTICIPANTS

All the participating teachers actively contributed to the brainstorming of ideas for the construction of a Learning Unit based on Service Learning.

They all suggested to use the inclusive methodology of cooperative learning that will give all pupils the possibility to be protagonists in the construction and implementation of the project, especially pupils with physical and cognitive disabilities.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

During this meeting, participants didn't find any relevant challenges.

RECOMMENDATIONS

When a learning unit based on service learning is designed, it is essential to start from a macro concept that will then be declined into single activities.

It is fundamental to keep in mind the concept of GLOCAL: you start from the global to get to the local and vice versa.

It is essential to take into consideration the development of global citizenship skills connected to the students' daily activities.



POLAND

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

Program of the meeting:

1. Introduction;
2. Information about the project – presentation;
3. Integration – postcards;
4. Traditional educational models - presentation + discussion:
 - a. What is your experience of working with traditional methods?
 - b. Have you ever worked with such methods?
 - c. Working in groups: How do you rate them? What is their value (what are the pros and cons of these methods)?
 - d. Presentation of group works - summary on the forum;
5. New educational models - Service Learning - presentation + discussion
 - a. What is your experience of working with new methods?
 - b. Have you ever worked with such methods?
 - c. Working in groups: How do you rate them? What is their value (what are the pros and cons of these methods)?
 - d. How can service learning effectively contribute to the development of motivation and a better understanding of the content of school subjects among students?
 - e. Presentation of group works - summary on the forum;
6. Collection of good practices - distribution of catalogues to participants - general information on good practices. Each participant chooses one / two practices to be analysed at the next meeting.

MAIN FEEDBACK BY THE PARTICIPANTS

During the dynamic discussion, the participants of the Study Circle expressed their great interest in the topic. They emphasized the importance of the topic and the importance of teachers' involvement in developing civic education through service learning. It was the first time for the



participants to meet the term service learning, but after explaining this method, it turned out that some of them had already had contact with it. This method was assessed by them as very interesting and having good results, deepening knowledge, but also developing other necessary competences to build a civil society. During the meeting, an analysis of traditional teaching methods was also carried out and an attempt was made to define them. The participants of the meeting concluded that these traditional methods are gradually, consistently replaced with new ones, and schools no longer function solely based on these traditional methods but guarantee students various methods and forms of learning and development. Among these traditional methods, the focus is on telling methods (teacher centred methods) - which are due to the lack of time for other methods. As an alternative to such teaching, block teaching has been suggested.

Participants emphasized that in school curricula important elements are interpersonal communication, emotional intelligence and developmental psychology - so that each student has the opportunity to find out, what behaviours, feelings, etc. are appropriate for a given age. Another important element that has emerged is cooperation with parents and their awareness.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

Several challenges were identified during the discussion:

- In traditional education, the student is not the subject - how can this be changed?;
- Equality and subjective treatment are essential;
- Teacher's decision making - it is the teachers who can choose the form of work with students, it is important that they convey the required content;
- Individual approach to the student - how to guarantee it with numerous classes and a small amount of time in lessons.

RECOMMENDATIONS

The assembled teachers discussed the competences of the future - what are they and how can they be included in the project?

STUDY CIRCLE MEETING 2



SHORT DESCRIPTION

Program of the meeting:

1. Welcoming;
2. Introduction - Presentation and discussion on the Competences of the Future;
3. Meta-reflection on selected practices from the PROSPECT Report in teams of four.

Questions for the practice's analysis:

- a. How do the chosen practices effectively contribute to the development of students' knowledge, skills and attitudes?
 - b. How do they develop the competences of the future?
 - c. How do they help students understand the content of school curricula from a practical point of view?
 - d. What are their advantages / strengths?
 - e. What needs to be changed and is not possible in the Polish educational system?
 - f. How can the practice be realized in an on-line learning system?;
4. Feedback on practices
 - a. How could the selected practices be designed, adapted and developed in your schools and in your school reality?
 - b. What actions need to be taken?
 - c. Recommendations: a list of recommendations outlining what changes, adjustments and / or improvements are necessary to effectively adapt the practices from the Report to the context of participants' schools.

MAIN FEEDBACK BY THE PARTICIPANTS

During the meeting, participants worked intensively in groups on selected practices. Among the selected practices there were: Firefly - Illuminate the Darkness (BG), The Giving Tuesday (BG), Knowledge about Society (PL), The Green Wave (FR), P.A.R.C.S. (FR). Each of these practices was analysed in detail by the participants.

Below are the main conclusions of their analysis:

1. Firefly – Illuminate the Darkness (BG)



Through this practice, students learn about their rights and obligations and how to obey them and how to defend them. They know when rights are violated and where to seek help. They shape the attitude of a conscious citizen.

In terms of competences of the future, in this practice, students develop critical thinking, collaboration, problem-solving, basic digital competences.

Practice helps students understand the content of school curricula from a practical point of view as it concerns everyday life, but also using applications.

The strength of the practice is making students aware of their rights and obligations, developing the ability to assert their rights. The practice can be carried out in an on-line learning system through an application, e-book, online meetings, filming.

The proposed changes in practice regarding the adaptation of it in Poland concern its extension through cooperation with other institutions, drama, inviting guests, introducing activation methods.

2. The Giving Tuesday (BG)

This practice enables students to gain knowledge of entrepreneurship, organization and logistics, develops empathy, generosity, nobility and charity. Thanks to it, students learn to spread good, different passions are developed, there is an exchange of services and products. This practice inspires diversity and develops the ability to give attention to others.

The competences of the future that this practice develops include emotional intelligence, management (including people), creativity, cooperation with others, critical thinking, entrepreneurship, cognitive flexibility (almost all competences of the future).

This practice allows students to understand the content of school curricula from a practical point of view in the application of the basics of entrepreneurship, computer science, education to safety during the organization of a fair, through volunteering and learning soft skills.

The participants noticed many advantages of this practice, but they particularly emphasized: acting for the benefit of the local community, cooperation of local communities, building social empathy.

As an element of development for the future, participants suggested adding an ecological element.



In terms of transferring the practice to online teaching, the participants suggested online auctions, online sales or live sales on FB.

3. The Green Wave (FR)

This practice develops knowledge in the field of biology, ecology, botany, history applied in practice and chemistry. It also develops gardening and forestry skills as well as pro-ecological and pro-health attitude. It shapes the attitude of a man - explorer, looking for answers.

In terms of the competences of the future, entrepreneurship, creativity, people management, cooperation, cognitive flexibility and digital competences are developed.

The advantages of this practice are translating theory into practice, conducting research, active help for the planet, peer integration at work for the common good.

It is difficult to transfer practice to distance learning - only theory. The only idea was to plant plants in your own garden.

4. P.A.R.C.S.

The discussed practice develops students' knowledge and skills by getting to know the region, expanding their knowledge on the subject, developing the ability to orientate themselves in the area, respect for the laws of nature, local patriotism.

Among the competences of the future developed by this practice, the participants of the meeting mentioned primarily: digital competences, cooperation with a group, learning the organization, entrepreneurship, creativity, humility, cognitive flexibility, emotional intelligence, as well as the use of Google maps.

The described practice is a lesson of geography in practice, working with a map, compass, nature - getting to know, sensitizing to the beauty of nature, sounds and smells.

The strengths of this practice are learning of efficiency, independence, perceptiveness, systematic, conscientiousness, consistency in action, identification with the region, building patriotism, return to nature.

In terms of the development of the practice and its transfer to online learning, the participants proposed the following ideas: taking photos of their area, talking to their loved ones (what and where they can see in their region), working on one common document, e.g. a film recorded about a given area, shared on the platform.



5. Knowledge About Society (PL) – school subject

The Knowledge About Society - school subject - contributes to the development of students' knowledge and skills by implementing the core curriculum, developing the ability to function in society, sensitivity to the coexistence of different age groups in the same society, responsibility for one's own choices, and the influence of one's voice on the direction of development of the country.

The competences of the future developed within this practice are critical thinking, emotional intelligence, cooperation with others, the use of multimedia tools. The practice implements the core curriculum, so it helps students understand the curriculum content.

The strengths of the practice are improvement in functioning in society, compromises, dialogues, debates and diversity.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

Described above in descriptions of selected Best Practices.

RECOMMENDATIONS

Described above in descriptions of selected Best Practices.

STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

Program of the meeting:

1. Welcome;
2. Lecture by Judge Anna Maria Wesółowska on shaping the civil society from an early age;
3. Summary of the previous meeting;
4. "Service Learning" Action Plan;
5. How to introduce service learning to your school?;
6. Make a plan to your school;
7. Feedback and final reflection;



8. Evaluation.

MAIN FEEDBACK BY THE PARTICIPANTS

The meeting was a summary of two previous meetings, drawing conclusions and planning further activities in the schools of the Study Circle participants. The participants were very enthusiastic about the implementation of civic education through service learning in their institutions. They did not decide to just adapt selected Best Practices but presented completely new ideas to be implemented in their schools in the future. One of the ideas concerns the joint preparation of a project by four schools regarding the development of geographical, cultural and natural awareness of the regions from which the schools come.

The feedback from the participants after the meeting was positive - they established new contacts, inspired each other and shared their experiences.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

Despite the great enthusiasm for citizenship education through service learning, Study Circle's participants identified many different factors that could be a challenge. The main ones are the time and willingness of teachers. As emphasized by this, the teacher selects working methods for their students and can implement pedagogical innovations, e.g. service learning. Too frequent use of telling methods is a result of too short time to implement the program content.

RECOMMENDATIONS

Among the collected challenges, the following can be distinguished:

- Including developmental psychology in educational programs;
- Teaching communication among students, parents and teachers;
- Legal and civic education - legal information points;
- Increasing global awareness in the field of education of children and youth;
- Strengthening the skills of entering the labour market;
- Development of cooperation with parents - workshops for parents.



PORTUGAL

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

To start with, the facilitator gave a general overview of the project and explained the group what service learning consists of as well as their role as educators in promoting children and young people's sense of service and community.

Then, the group was invited to reflect on the challenges they daily face during their classes and what kind of students they have, this is, what their profile is – what they look for at school, if and what they want to learn and what they usually do to get the students' attention and interest to learning. Current times are different, and education is facing, more and more, many and different challenges at the same time: the student of today is no longer the student of 5 years ago, or even less. This way, the participants draw a general profile of the 'modern' student and, specifically, of the school where they teach.

Also, the group was invited to share the type of activities they usually use/develop in their classes in order to meet the demands and the needs of their students, along with a reflection on whether those strategies and methods really met their interests and capture their attention.

After an initial shyness, the participants shortly started to feel comfortable to share their own experience, difficulties and ideas and it was a very good moment of sharing – the more they shared the more it was shared. The group gave concrete examples of their experience and, with the orientation of the facilitator, realised that some of the activities could be considered service learning.

MAIN FEEDBACK BY THE PARTICIPANTS

This peer activity was a very good chance to share worries and difficulties in adapting school and traditional methodology to modern times and to the new profile of students: much more demanding and much less according to the national curricula. Also, this session was an opportunity to feel they are not alone in this mission of educating and teaching and, by hearing several examples of activities and strategies, the teachers felt motivated and willing to try them with their own students adapting to the subject they teach.



MAIN CHALLENGES FOUND BY THE PARTICIPANTS

The main challenge that came out on this session was, with no doubt, the need to adapt to the new type of student: school and all the educational system have to change in order to meet students' requirements, as well as society's in general. Education cannot be divorced from reality.

RECOMMENDATIONS

Education and school must be more practical and less theoretical.

STUDY CIRCLE MEETING 2

SHORT DESCRIPTION

During this session, teachers share their personal experience, i.e., own practices, ideas and knowledge with reference to learning experiences that could be considered service learning. At first, the participants were a bit reluctant, maybe because they were not really aware of the service learning concept and of using it in their daily classes and activities. But, shortly after, with the facilitator intervention, the talking has begun to flow and, as the first teacher shared an activity, others started to do the same. As the study circle went on, the teachers realised that, many of the activities usually developed by them with their students could, after all, be considered a service learning experience.

There was time for the teachers to exchange opinions and ideas regarding how service learning can contribute effectively to the development of motivation and better understanding on the curricula of school subjects among pupils, as well as their concerns and challenges when having to implement and adapt these activities to their contexts in the school. Despite some difficulties (that can be related to the material available or other logistic aspects), the teachers were aware of the importance of this type of learning/teaching in order to attract students attention and to develop their critical thinking along with their sense of community and the active role they can have on it. In fact, the whole group was unanimous in stating that the more an activity involves the community, the more the student commits themselves and feels useful, interested and



active. So, the teacher has a very important role in promoting and preparing service learning activities, because that will, for sure, increase students' interest and commitment and, therefore, the success of their learning.

After this first moment, participants were divided into 6 groups and they were given 3 different practices used in other countries to reflect on and discuss whether they could contribute to the development of pupils' knowledge, skills and attitudes and help them to understand the school curricula from a practical point of view.

MAIN FEEDBACK BY THE PARTICIPANTS

The participants on the study circle considered it a very good opportunity to share ideas, knowledge and experiences, besides feeling it as a way of deepening the concept of service learning as most of them were not familiar to it. They also found very important and interesting to have access to some of the practices developed in other European countries – it is a great chance to have an idea of what is done around Europe and to reflect on how different or similar Portuguese reality is to the rest of Europe.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

Most of the times, the activities that can be considered as example of service learning are the ones that most interest the students and make them really feel committed and useful. However, and nowadays, because of COVID-19 pandemic, teachers fear that this kind of activities will not be possible to develop and that can be a demotivating factor for students towards their learning.

RECOMMENDATIONS

Nothing to mention.

STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

The third session of the Study Circles started, as there was no time in the previous one, with a plenary and discussion regarding the chosen practices and how the teachers could develop them



in their own schools/classes, and, eventually, adjust and improve them to their context and students' reality. This way, the groups worked on a list of recommendations stating what changes, adaptations and/or improvements they feel were necessary to effectively adapt those practices.

After, the moderator asked for areas of interest of the participants, concerning the preparation of a service learning activity. According to the number of chosen topics/subjects, the study circle was divided into new groups and were invited to prepare an action plan. At the end, each group presented their action plan and got peer feedback about it.

Before finishing the session, the participants were asked to make an evaluation of the 3 sessions and to reflect on their learning and effective needs to put in practice a service learning methodology.

MAIN FEEDBACK BY THE PARTICIPANTS

They were 3 very productive sessions, rich in experiences, ideas, opinions and an added value to teachers' action and success with the students. Most of them had no idea about the formal concept of service learning, although they could have seen that, after all, they had already promoted several activities within service learning methodology. This one can really be crucial moments for passing from knowledge (know) to skill (know how to be) and competence (know how to do). Moreover, it was a great opportunity to working collaboratively with others, giving and receiving feedback and evaluating their own learning.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

As referred in the previous session, the participants fear that the new pandemic situation can be an obstacle to the development of service learning activities but feel motivated to try to adapt this methodology to the actual world situation. On the other hand, financial constraints can also be a problem, as some activities need extra materials or facilities and schools do not always have the financial means to provide what is needed. However, adapting the activities to the school subjects' curricula in the case of EPA (Escola Profissional de Aveiro) teachers will not be a problem as they have much freedom and autonomy in their teaching action and the school is already developing the project methodology among its students.



RECOMMENDATIONS

Despite eventual obstacles and difficulties, never give up the service learning methodology as, nowadays, it is one of the best ways to reach students and community needs.



SPAIN¹

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

The session started with the presentation by Patricia Martínez Pérez of Colegio de Educadores Sociales de la Región de Murcia, since this was a joint effort between Euroaccion and this institution from Murcia. This allowed to have participants from Murcia, Spain and from outside Spain.

After presenting the study circle's agenda, one of the facilitators introduced the project and the methodology to the group, in order to have a common basis of understanding and knowledge about it.

The participants got to know each other using Menti (<https://www.mentimeter.com>), before groups were created for the following activity. This activity consisted in group work and discussion regarding traditional and holistic/alternatives methodologies and their advantages and disadvantages in Miro platform (<https://miro.com/login/>).

The program should have continued with the presentation in plenary from each group, but it was not possible after encountering some tech issues. Therefore, it was agreed among participants and facilitators that we would present first thing the meeting of the following week.

Next the participants revealed their values/priorities/elements that they would like to bring to their work, using the tool Annotate in Zoom.

Finally, there was a presentation of the manual of the IO1 – the collection of practices -, since it was sent as homework until next session to read and go through it, in order to know and get closer with the methodology and its application. After a short evaluation, the meeting was finished.

MAIN FEEDBACKS BY THE PARTICIPANTS

One of the most important feedbacks given by the participants and, specifically, one participant that is part of the Service Learning's network (<https://www.aprendizajeservicio.net>) existent in Spain, regards the translation of the name of methodology. Its correct translation is aprendizaje-

¹ The Spanish partner had two rounds of study circles, since there were two different institutions interested in the topic and both had less than twenty participants per se.



servicio and not aprendizaje de servicio, which means that learning (aprendizaje) and service (service) are at the same level of importance in its implementation.

The other feedbacks given by the participants are mainly concerning the advantages and disadvantages of traditional and holistic/alternative methodologies, as it follows:

Traditional methodologies

Advantages:

- The possibility to receive a formal apprenticeship qualification which officially accredits training/learning;
- Safer because they are tested more;
- More people know them, and they are widespread in the population;
- Inside the comfort zone.

Disadvantages:

- More into-the-box teaching;
- Not close and participatory;
- No adaptation to real needs;
- Obsolete;
- Authoritarian teaching: the power is held by the teacher;
- It does not reach all people;
- Lack of control of the situation can lead to the teacher or counsellor running out of tools.

Holistic/alternative methodologies

Advantages:

- It takes into account different forms of learning when teaching (Ex: functional diversity, dyslexia, etc.);
- Possibility of modulating/adjusting according to needs;
- More dynamic and participatory;
- More creativity involved;
- It adapts to things emerging in the moment;
- More connected to nature;
- Learn from experience to translate into experience.



Disadvantages:

- Informal qualification;
- Uncertainty at the beginning of the use of these methodologies;
- Less defined goals to achieve;
- Lack of teacher training;
- They are not recognized in the official curriculum;
- Little acceptance and recognition by traditional institutions.

MAIN FOUND CHALLENGES BY PARTICIPANTS

This session focused on the overall view of the project and methodology and participants itself. Therefore, the main found challenges by participants was the technical management of online tools, since there were different levels of technological competences and hardware resources at that moment.

Despite that, the session was of importance to create a basis of understanding and to get to know the group.

RECOMMENDATIONS

After the first session, the facilitators recommend including, if possible, teachers AND educators, since the two different perspectives allow an enrichment in the group discussions.

The other consideration comes from the main challenge found regarding the use of the Internet and online tools and the need for throughout, well-thought instructions and previous sent recommendations - use of computer/laptop and not a mobile phone, for example -, to the participants.

STUDY CIRCLE MEETING 2

SHORT DESCRIPTION

The study circle started with stating the agenda and, from there, to the summary of the activity regarding the advantages and disadvantages of traditional methodologies and holistic/alternative methodologies.



The session moved on from there to the practical cases chosen previously by the facilitators. The main objective was for the participants to discuss the strengths and weaknesses of their implementation and how it would be possible to apply them in their own contexts. They had 35 minutes in small groups and then presented it in plenary to all participants.

The end was done again using Menti (mentimeter.com), using questions regarding the process, relevance, possible implementation and one last word on how they feel after the session.

MAIN FEEDBACKS BY THE PARTICIPANTS

The practices chosen by the facilitators are practices that have a clear service-learning methodology and that took into consideration the interests of the participants. Therefore, they were quite impressed with the possibilities this methodology provides to their own work.

A recurrent feedback was the existence of a network of individuals and institutions within the collaboration, allowing the allocation of resources – people, funds, time - by every party involved. This allows people to open the community and their own circle of people and to create social networks within a specific area. Despite that, the practice always considers the target group needs and wants, since they are the protagonists of such activities and the methodology demands the participation and implication of the students. This guarantees the maximum school/village community benefits and gives the opportunity to grow knowledge regarding their context.

Market

Strengths:

- It allows to develop other competencies of all the members of the activity;
- Promotes openness to the community and the creation of social networks;
- It is a group and network work;
- Participation and involvement of the students;
- It gives protagonists knowledge about their community.

Weaknesses:

- The possibility of continuity in time.
- Low number of users benefited.



In their context, they find this practice applicable, not only with such a target-group, but as well with other groups and contents. Human resources may be one issue, but it may work if other institutions participate and allocate other resources and type of support.

P.A.R.C.S

Strengths:

- What is learned in theory is applied into practice;
- The practice's funding;
- Community benefit;
- Learning from their neighbourhood.

Weaknesses:

- How is this concept included in the formal curriculum?
- Difficulties in bringing the participants outside of the school's headquarter. It may include neighbourhood patrols in their context.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

There were three main challenges found by the participants:

1. The participants referred is difficult to manage the introduction of such alternative methodologies in the formal curriculum and, thus, bring service learning to the formal institutions as a recurrent resource for the students and educational staff;
2. Another point raised by the educators was the lack of extension in time of this type of activities in school. Its spread to every school year is an obstacle, even if it creates impact during its implementation;
3. The third point mentioned as a challenge is the involvement of few students. Since it is not a practice integrated in the school curriculum, there are not many students that can take part, if one teacher does not take the lead in developing the methodology with their pupils.

RECOMMENDATIONS

When developing an online study circle, there should be time for the group to get acquainted with the tools used, since some of the participants may not be as into technology. Therefore, this was also considered in the designing and implementation of this session.



Also, related to the design of this session, it was shown that it was a good introduction for the 3rd session because there was a lot of involvement in the creation of something based on what they learnt already when discussing the study cases.

STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

The activities of the third session were focused on the creation of an action plan in pairs. For that, it was previously sent a Google form, in order to set the groups accordingly with their thematic interests and the groups they work with.

After welcoming the participants to the last study circle, they were asked to develop a plan of action based on the Polaroid method using service learning as the methodology framework. It included the title, an image that represented their project, the participants' profile, number and context, the needs of the target group, community and team, practice's description and timeline of the activity.

There was also time for feedback about their action plan, its strengths, how the methodology can be better developed throughout its activities, among other aspects. Still relevant for this activity, the process was also discussed as a relevant part of creating something with a new and alternative methodology, in the case of the participants.

Finally, there was a formal evaluation of the workshops and their participation.

MAIN FEEDBACKS BY THE PARTICIPANTS

Participants were glad they were able to think out of the box, by introducing a new methodology to their set of tools to work with their target groups, and by the given feedback.

MAIN FOUND CHALLENGES BY THE PARTICIPANTS

It is still difficult thinking about the target group of the methodology as the ones responsible for their participation and the team as a support mechanism for them to rely on if they need any help. Therefore, the practices were based on the work of institutions and their needs and professionals or the methodology was part of a bigger project and framework.



Thus, the methodology implies educators leave their comfort zone and may not be aware of their own constraints to implement it.

There were also limitations in terms of human and material resources, as for working in network, as for time and inclusion of new methodologies in the different contexts, participants work in.

RECOMMENDATIONS

As one of the main feedbacks was to include more examples of practices from the beginning. It is recommended to mention them throughout all sessions and sending the manual that includes the collection practices from all partners is not enough as a way for the participants to get closer to how the methodology can be implemented.

STUDY CIRCLE MEETING 1

SHORT DESCRIPTION

The session started with the presentation by Raquel Xandri, Academic Secretary of Pre-school and Primary education Department of Universidad Catolica San Antonio de Murcia (UCAM), since this was a joint effort between Euroaccion and this educational institution from Murcia. This allowed to have participants that are students but are already being trained in school settings or that are teachers but are complementing their education.

After presenting the study circle's agenda, one of the facilitators introduced the project and the methodology to the group, in order to have a common basis of understanding and knowledge about it. It was included in the presentation some practices that use the methodology and the manual to be worked on the next session. This way, participants can go through it, in order to know and get closer with the methodology and its application.

The participants got to know each other using Menti platform ([mentimeter.com](https://www.mentimeter.com)), before groups were created for the following activity. This activity consisted in group work and discussion regarding traditional and holistic/alternatives methodologies and their advantages and disadvantages in Miro platform (miro.com).

The program continued with the presentation in plenarium from each group.

Next the participants revealed their values/priorities/elements that they would like to bring and incorporate to their work, using the tool Annotate in Zoom.



After a short evaluation, the meeting was finished.

MAIN FEEDBACKS BY THE PARTICIPANTS

The feedbacks given by the participants are mainly concerning the advantages and disadvantages of traditional and holistic/alternative methodologies, as it follows:

Traditional methodologies

Advantages:

- More knowledge about it;
- More resources provide to develop it;
- Possibility to have more students/a bigger group performing an activity at the same time;
- The rules in the classroom are structured and clear for everyone since they are similar in each one of the classes, as are the spaces within it, for example;
- High number of resources;
- Short term benefits;
- Higher level of control;
- Uniformed ways of teaching;
- Easier to evaluate;
- From the point of view of the teacher, they are an authoritarian and essential/indispensable figure;
- They are used for a long time now and everyone knows it;
- Easy to learn (when a future teacher is at the university) and to put into practice with students (later).

Disadvantages:

- They do not adjust to societal changes;
- Inequality and non-inclusive;
- They are not transversal;
- There is not an individual evaluation;
- Low payed attention to diversity;
- Textbooks as the main resource for the learning process;
- Less motivating environment and, thus, less motivated and interested students;
- There is a limit to the students' creativity;



- It does not consider the several levels of the students and their individual differences;
- It does not work different kinds of intelligence;
- Oriented to memory skills and meaningful learning is not contemplated;
- Teacher as the centre of the learning experience;
- Linear, rigid, authoritarian and obsolete methodologies;
- Students with a passive role.

Holistic/alternative methodologies

Advantages:

- Transversal and innovative methodologies;
- Adjusted to today's society and market labour;
- Pay more attention to diversity;
- Continuous evaluation;
- Inclusion of IT tools;
- Formative/Assessment/Shared evaluation;
- Meaningful evaluation;
- Bigger participation and motivation;
- Prompts creativity;
- Follows the constructivist model;
- Long-term benefits;
- They involve cooperation between different parts;
- Development of emotional intelligence, creativity, autonomy, self-confidence, critical thinking, teamwork competences, among other talents and abilities;
- Personalized for each student and centred in their interests;
- Self-evaluation by the student and the teacher.

Disadvantages:

- It implies more hours of planning and preparation;
- Potential risks of lack of competences in interpersonal communication;
- Not only is needed commitment by the teacher, but also by all parts involved;
- Teachers' training should include pedagogical and psychological needs;
- Teachers are not aware and realize the importance of applying such methodologies;



- Fewer resources to develop such a methodology;
- They are complex;
- Lack of preparation and training by teachers;
- Spaces needed to implement an activity;
- The current curriculum is prescriptive, closed and centralized;
- Time taken for the students to get to know the methodology, since it is not something that is immediate;

MAIN FOUND CHALLENGES BY PARTICIPANTS

This session focused on the overall view of the project and methodology and participants itself.

The session was of importance to create a basis of understanding and to get to know the group.

Any technical issue was solved effectively by both the facilitators and the participants themselves.

RECOMMENDATIONS

After the first session, the facilitators recommend including younger people studying to be teachers or that are quite new to be a teacher, since their perspectives allow an enrichment in the group discussions by being fresh and hopeful in their work with children and young people.

STUDY CIRCLE MEETING 2

SHORT DESCRIPTION

The study circle started with the presentation of the agenda.

The session moved on from there to the practical cases chosen previously by the facilitators. In this session, it was *Market* (Spain), *P.A.R.C.S* and *Learning to Undertake and Act in the City* (France). The main objective was for the participants to discuss the strengths and weaknesses of their implementation and how it would be possible to apply them in their own contexts. They had 30 minutes to discuss it in small groups and then presented it in plenary to all participants, collecting also the feedback and it is connected to the methodology, both by the facilitators and peers.



The end was done again using Menti platform, using questions regarding the process, relevance, possible implementation and one last word on how they feel after the session.

MAIN FEEDBACKS BY THE PARTICIPANTS

The practices chosen by the facilitators are practices that have a clear service-learning methodology and that took into consideration the interests of the participants. Therefore, they were quite impressed with the possibilities this methodology provides to their own work.

A recurrent feedback was the existence of a network of individuals and institutions within the collaboration, allowing the allocation of resources – people, funds, time - by every party involved. This allows people to open the community and their own circle of people and to create social networks within a specific area. Despite that, the practice always considers the target group needs and wants, since they are the protagonists of such activities and the methodology demands the participation and implication of the students. This guarantees the maximum school/village community benefits and gives the opportunity to grow knowledge regarding their context.

Market

Weaknesses:

- Human resources, teachers/a guidance team are needed to accompany the participants;
- It only involves a vulnerable group, and not the whole group in general, there is not a global intervention. Education should be for all students and aimed at everyone, not just vulnerable groups.

Strengths:

- Social benefit: they help them physically to do the shopping and there is a mental benefit in the elderly;
- It brings mathematics into everyday life;
- Strengthens the sense of community;
- Children (protagonists of the practice) work together to help older people, which leads to collaborative learning;
- Values of mutual help are also reinforced, with the aim of helping people to carry out the tasks of daily life and make them feel useful;



- The evaluation is effective because it uses a questionnaire with the participants. Their impressions are obtained directly, and they can propose improvements.

At the present time it would be difficult to implement for health reasons (COVID-19).

Implementation considering their context and needs:

- Identification of students with these needs (reinforce mathematics and language);
- Contact neighbourhood associations, day care homes for the elderly and in the neighbourhood environment: families, shops, etc. to identify older people who need this kind of help.

Networking;

- Organize schedules and see availability of the educational centre staff;
- Prepare sheets for shopping lists and evaluation questionnaires.

P.A.R.C.S

Weaknesses:

- Difficulty in teaching-learning because it is a new teaching methodology;
- As there are different personal contexts, this makes it difficult for everyone to have access to the same resources (material, financial, human, for example) and being to be able to carry out these activities.

Strengths:

- Show to the participants other areas of their community that are unknown to them in which they will promote community's development and that can enhance their civic participation in their environment;
- Assess the environment in which they grew up and/or live and/or study;
- Encourage other ways of studying and learning. It takes into consideration different ways of learning and different types of intelligence;
- Create their own critical spirit;
- Break down cultural barriers.

Living in a democratic society, where great sociological changes are taking place daily, teachers must teach and value the weight of students' environment and this is possible with the



acquisition of a timely cultural level by all involved. In addition, participants of the study circles would like to promote inclusion in which everyone can live new experiences.

To implement this type of teaching-learning, teachers not only need financial resources, but also material and human resources, always based on the type of their classroom's teachers.

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Weaknesses:

- Abstract evaluation.

Type of evaluation:

- a. qualitative/quantitative;
- b. assembly, circle of reflection, questionnaires, etc.;
- c. considers the resources and needs of the group to be evaluated;
- d. results of the practice and/or results in the students and/or community;
- e. number of people evaluated.

Strengths:

- Increases confidence of young people by feeling useful and valued, and therefore increases their self-esteem and participation;
- Pragmatic knowledge;
- Connects hard science knowledge and personal development;
- The protagonists help each other.

MAIN CHALLENGES FOUND BY THE PARTICIPANTS

There was a main challenge found by the participants: they referred it is difficult to manage the introduction of such alternative methodologies because of the resources that need to be allocated.

On less a challenge and more of a side note is the impossibility of teaching through this methodology as a whole education system. At current times, it is only possible to apply it as a compliment to traditional methodologies.

(More on the challenges in the practices of the previous point.)



RECOMMENDATIONS

This session revealed itself useful to the design of the 3rd session and the methods used. It showed the facilitators what were the main challenges and what is of most importance for the participants when thinking about including this practice in their educational institutions. As such, it presents itself as an introduction for the 3rd session because there was a lot of involvement in the creation of something based on what they learnt and discussed the study cases.

STUDY CIRCLE MEETING 3

SHORT DESCRIPTION

The activities of the third session were focused on the creation of an action plan in pairs. For that, it was previously sent a Google form, in order to set the groups accordingly with their thematic interests and the subjects they work/would like to work with.

After welcoming the participants to the last study circle, they were asked to develop a plan of action based on the Polaroid method using service learning as the methodology framework. It included the title, an image that represented their project, the target group - participants' profile, number and context -, the social needs of the educational/neighbourhood community and learning needs of the target group and work team, practice's description – from preparation until evaluation -, timeline of the activity and needed resources – material, financial, human and time wise.

There was also time for feedback about their action plan, its strengths, how the methodology can be better developed throughout its activities, among other aspects, in groups of four participants.

Finally, there was a formal evaluation of the workshops and their participation.

MAIN FEEDBACK BY THE PARTICIPANTS

The teachers/students of Education that participated in this session agreed that it was important for them to be able to discuss the methodology and today's educational system with their peers. Also, they found out some projects they know and/or have been developed fit under the



umbrella of the methodology and these sessions allowed them to understand that and being able to see it from a different perspective.

On another note, participants appreciated the advantages that this methodology brings to the learning experience, unlike other traditional methodologies.

MAIN FOUND CHALLENGES BY THE PARTICIPANTS

Participants mostly agree that the project can be created in theory, but it is difficult to bring it into life because of school constraints, as bureaucracy. A couple of participants revealed scepticism about using other methodologies, instead of the traditional one. They had trouble identifying a way of using the practice in subjects as Mathematics and to keep up with the subject year program that is demanded by the Spanish Education system.

RECOMMENDATIONS

Participants feel the need to be trained on the methodology, since the study circles were focused more on the exchange of ideas between participants and centred on the practicalities of the methodology.



MAIN CONCLUSIONS

Feedback

Participants from different partner countries agree that the methodology:

1. Encourages more flexible and unconventional thinking – check in on what’s being done from a different perspective - and develops creativity, once it concerns more dynamic and participatory activities;
2. To develop and improve competences, skills² and values: tolerance and equity, stress management, sustainability, respect for fundamental rights and freedoms, empathy, interpersonal communication, emotional intelligence, ecology and nature, legal and civic education, autonomy, self-confidence, critical thinking, teamwork. It’s reflected in the participants’ ability to feel useful and valued, and therefore increases their self-esteem and participation;
3. Allows the different target groups, including ones with vulnerable backgrounds to create a sense of belonging, since it gives the possibility of modulating/adjusting practices according to their needs. Living in a democratic society, where great sociological changes are taking place daily, teachers should value the weight of students’ environment and this is possible with the acquisition of a timely cultural level by all involved;
4. Helps the development of a critical and reflective approach towards a local, national and global society and potentiates a conscious contribution and responsibility from its protagonists towards their wellbeing and future generations. It has long-term benefits;
5. Parts ways of teacher centred methods, allowing, for example, to adapt it to what’s happening in the moment;
6. It pays more attention to diversity (Ex: functional diversity, dyslexia, etc.) and it also considers different ways of learning and different types of intelligence;
7. Let’s participants learn from experience and to translate it into experience.

² Including hard and soft skills.



There were some points mentioned during the partners' sessions that concerned the implementation of the methodology in a specific context:

1. It is important to work in a network of organizations that can join forces to lead such an approach, as well to involve other professionals, not only from the educational institution, may be invited to be part of the implementation of the practice. At the same time, other institutions, families and individuals can take part and raise awareness and the impact in the community. This network also allows the allocation of resources – people, funds, time - by every party involved. This guarantees the maximum school/village community benefits and gives the opportunity to grow knowledge regarding their context.
2. The practice always considers the target group needs and wants, since they are the protagonists of such activities and the methodology demands the participation and implication of the students;
3. The need to redefine learning pathways based on the needs of pupils and society, since, for now, this methodology can only be used as a complement. Traditional methodologies are not adjustable to today's reality and to the new profile of students and market labour. It allows the inclusion of IT tools;
4. Teachers must have the support of the educational institution and some of their peers and they also should have the opportunity to be trained about the methodology before implementing it;
5. There is a continuous evaluation – formative, assessment, shared and self-put -, making it meaningful in the context of formal education.

Challenges

There were several challenges mentioned and most of them were common within the partnership study circles' participants. They are the following:

1. The methodology is not recognized in the national official curriculum and, therefore, depends on an informal qualification. It would be important to link cross-cutting competences to a certification pathway and develop a framework that would facilitate the qualification of competences of these experiences, but also its design. This would also help a higher acceptance and recognition by traditional institutions



- that would be able to adapt to the new profile of student, once it would be less prescriptive, closed and centralized. It would also need less bureaucracy;
2. Still on this topic, and in traditional education, the student is not the protagonist of the classroom, since the class is teacher centred. It is also challenging to maintain an individual approach to the student and how teachers can guarantee it with numerous classes and a small amount of time in lessons;
 3. There is an uncertainty at the beginning of the use of these methodologies and that falls under the lack of teacher training about it. Thus, it is necessary the development of new competences – content, pedagogical and psychological - by teachers to adapt and implement more easily the methodology in the specific contexts of their work at school. Appropriate didactic materials should be prepared for teachers to support the process of implementing or creating new practices at school, tailored to the specific context of the country, the type of school, the age of students, and the subject taught by the respective teacher. It is also difficult thinking about the target group of the methodology as the ones responsible for their participation and the team as a support mechanism for them to rely on if they need any help. Thus, the methodology implies educators/teachers leave their comfort zone and may not be aware of their own constraints to implement it. Finally, in order to implement practices under this methodology, strong motivation of teachers is needed, as well as high civic self-awareness;
 4. There is also, in the understanding of the participants, poorly defined educational objectives, which translates into difficulty in defining goals under the methodology. This may also result in the adaptation of the project idea and the methodology for Service Learning in some of the subjects, e.g. physical education, mathematics, and physics;
 5. Also identified by teachers is the difficulty in finding financial resources to carry out such projects, as some activities need extra materials or facilities and schools do not always have the financial means to provide what is needed;



6. Still in the resources' problematic³, another obstacle mentioned was time, since there is a limited number of hours teachers have for planning, preparation and to carry out service-learning projects during the curriculum activities. The use of telling methods is a result of a short time to implement the program content. There were also limitations in terms of human and material resources, as for working in a network, as for time and inclusion of new methodologies in the different contexts, participants work in. These may take to another point raised by educators/teachers that is the lack of extension in time of this type of activities in school. Its spread to every school year is an obstacle, even if it creates impact during its implementation;
7. Another challenge mentioned as a challenge is the involvement of only a few students. Since it is not a practice integrated in the school curriculum, there are not many students that can take part in it, if one teacher does not take the lead in developing the methodology with their pupils. Participants also mentioned difficulties in bringing the participants outside of the school's headquarter;
8. Considering the current global pandemic, teachers fear that this kind of activities will not be possible to implement and that can be a demotivating factor for students towards their learning.

Recommendations

There were several recommendations throughout the three study circles:

1. To provide training to teachers of the methodology and, for example, civic initiative⁴ in order to improve their motivation and competences. It should also consider all the specifics of the students and the learning environment;
2. Inclusion of service-learning methodology in other settings than the educational institution, as vocational training and social organizations/third sector;
3. Introduction of other concepts that may fit better the context of the study circles' participants. In the French case, for example, the concept of social utility;

³ In this point was also mentioned regarding the students' financial situation, as it affects their access to the same resources as their peers.

⁴ Such topic is related to the participants' needs in that case. The training should be prepared and consider the specific needs of the teachers' group.



4. To systematise Service Learning as a learning approach in the school system at all educational levels;
5. Steps to include competences of the future - what are they and how can they be included in a project with this methodology;
6. Identify possible strategies to collect economic resources for the implementation of the activities;
7. When a learning unit based on service learning is designed, it is essential to start from a macro concept that will then be declined into the single activities. Therefore, it is also fundamental to keep in mind the concept of GLOCAL: starting from the global to get to the local and vice versa.

Regarding recommendations concerning the protagonists of the practice, those were the following:

1. To include more target groups and not only vulnerable ones;
2. To support students to become protagonists during the carrying out of activities based on the Service Learning methodology.