



**PROSPECT**

**2019-1-FR01-KA201-063174**

**IO5 – Guidelines for implementing  
Service Learning**



## O5: Pilot Reporting – Implementation Guidelines

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### Project information

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## 1. PROSPECT Project

The PROSPECT project aimed at developing and testing an education model addressed to all school levels, starting from kindergarten to secondary junior school, focused on Service Learning, as a crucial moment for passing from knowledge (know) to skill (know how to be) and competence (know how to do). This process guarantees the training of citizens able to act with critical thinking and to face the new challenge of the global society.

The main objectives are:

- ✓ Creation of learning experiences based on the Service-Learning methodology aimed at developing curricular and interdisciplinary competences including the global citizenship ones;
- ✓ Improvement students' global citizenship competences through a set of activities that allow them to gain knowledge and skills to actively engage in and try to solve a real problem in the community;
- ✓ Involvement of school teachers and trainers in a training path aimed at sharing competences and practices with reference to a new educational model based on the Service-Learning methodology
- ✓ Development of a global educational model incorporating Service Learning in school curricula at all educational levels.

The project activities, developed with reference to all levels of compulsory education, see as main result the development of a proposal for the creation of a global education model that include debate and Service Learning in school programs through experimental learning units.

The main activities for the achievement of the project objectives are the following:

- Collection and analysis of interesting practices in six European countries about the strengthening of global citizenship skills in curricular activities for the monitoring of their impact on pupils' competences.
- Design of an educational model incorporating global citizenship skills, Service-Learning methodology and debate in the curricula for formal education.
- Implementation of peer learning experiences addressed to teachers and trainers for designing curricular activities based on Service Learning as the set of activities which allow students to acquire global citizenship skills.
- Testing the educational model based on Service Learning methodology in all levels of education covered by the project partners.
- The project started in September 2019 and will end in February 2022.

## 2. The Partnership

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### 3. Introduction

On the basis on the activities achieved during the Prospect project, this document aims to give suggestions for the implementation of global education models addressed to all school levels, starting from kindergarten to secondary junior school and Vet training focused on service learning, as crucial moment for passing from knowledge (know) to skill (how to be) and competence (how to to) in school curricula. The Implementation guidelines have been developed by using the results from the national study circles, the ideas and feedback received from the information meetings conducted, feedback from the piloting in each country.

We strongly believe that this output will help authorities in charge of school education and training in the school system, but also in Vet Training in planning policies about teachers' initial/continuous training and in developing service-learning approach. It's also aimed at improving students' interest in social utility and service the community.

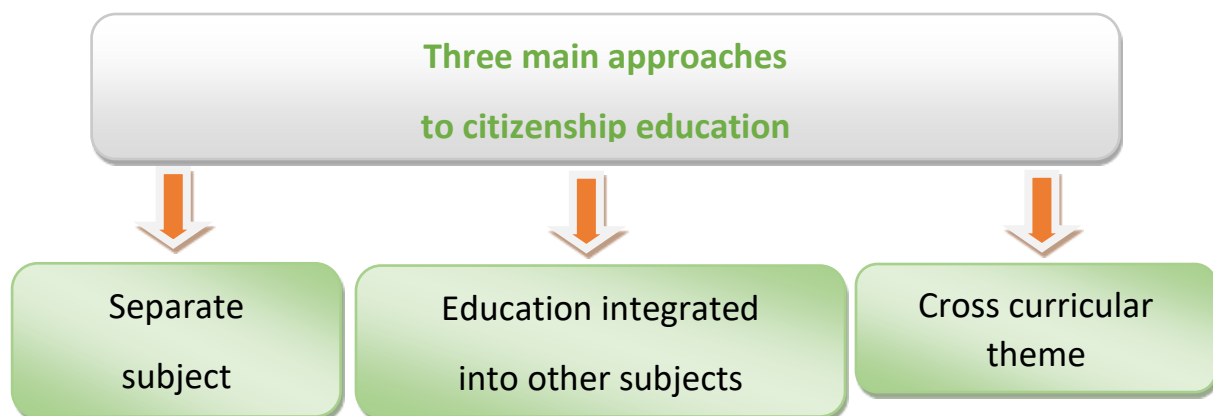
The outputs of the project are made public which is crucial for further sharing of these inspiring results achieved by the participating organizations and individuals. Each individual output results can be found on our website (<https://prospect.aeva.eu/>) and are freely available on Erasmus+ project result platforms as well.

## 4. Best practice research results

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

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

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



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

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





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

The Good Practices collected are found in various models of citizenship education. We will find among them descriptions of separate subjects, projects that are part of integrated education within educational areas, or elements of cross-curricular teaching. An interesting element are additional projects implemented by educational institutions other than schools. The full catalogue is available on our website.

### National Best practice research results:

#### France

The French national best practice research highlighted that, by using a service-learning methodology, they became aware of the links between the subjects taught and their specificities, in order to change their view of their close environment. They also understood the interest of sustainable, became aware of the need for multiple skills to carry out a project, the mandatory constraints that impose choices on us, and therefore also accept that we cannot change everything.

Impact that we could observe in and during the good practice research on service-learning and its effects were:

On student learning:

- Better appropriation of the concepts studied in class
- Good Integration into their close environment is facilitated.
- To succeed in promoting or arousing a state of mind of openness and curiosity
- repositioning of students in their training path: students are more attentive and active during classes, show a desire to succeed. Absenteeism is almost non-existent.
- learning of the taste for effort in the more or less long term with the objective, not the score but the satisfaction of the success of a project

On the school/training centre:

- Outreach to other classes (who wish to participate in such a project), trainees and teachers/trainers
- Through these actions, the organizations go beyond its usual scope and shows its willingness to be an active partner, with proposals to various institutions and associations as well as to companies.

On teachers:



- It allows trainers and teachers to enrich themselves, to question themselves, to find solutions to every problem that arises. Exchanges with young people and trainees are done in a different way, Trainer/teachers are their "partner".
- Systematic linking of the concepts studied in class and actual field experiences
- creating a new dynamic to put it to the benefit of training
- remotivating and remobilization of learners in an active way

On leadership and professional relations:

- A project linked and using service-learning makes it possible to break professional "castes", to open up to others, to exchange on our skills (cf. business reference framework).
- Emulation between actors more or less close
- Work with external partners: primary schools, colleges and lycées, associations, institutions (ministries, town halls), companies.

General

- Change of image of the establishment, externally and internally
- More respect for the environment. Discovery of the natural parks, natural heritage, and the need to preserve it.
- Implementation of a project approach.
  - Survey of concerned persons in the organizations to find out their opinion
  - Objectives highlighted / Action plan determined.
  - Improvement of the comprehension of their close environment and natural heritage
  - Learning how to be an eco-citizen, about sustainable development
  - Enhance their civic commitment

## Italy

The Italian best practices selected by the national team are basically very interesting and useful to understand the Service Learning methodology applied to the curricular activities. All the collected best practices focused on the main project' topics, such as: Students' ethical responsibility, learning to act for a common goal, understanding the importance of and responsibility for environmental protection, social inclusion, promoting students' participation as world citizens in global issues.

Although all six good practices included in the national research are significant, the one that represents the best use of the Service Learning methodology for global citizenship skills development is the project "Citizenship = recognition of rights and duties within a world community" implemented by CIVS (Community Commitment Volunteer Service) involving schools located in 46 Italian cities.

The project, supported by the Ministry of Foreign Affairs and International Cooperation in collaboration with the Ministry of Education, University and Research, focused on the issues of global development from an educational point of view, making the school world and society as a whole aware of the commitment of Italian international cooperation.

The aim was to bridge the gap between teacher training and the tools needed to address the global issues of our planet from an educational point of view, for a sustainable future, by making available, alongside the training and intervention of experts, Learning Units and materials suitable for everyday



use in classrooms. Through these tools it is possible to address significant situations/problems for students related to food security, international migration and the global economy.

Basically, the implementation of the best practices identified by the partners involved teachers, students, parents and the community the activities were addressed to. The main objectives of the best practices were:

- To promote education, awareness raising and participation of all citizens in international cooperation and sustainable development.
- To promote the study of major global issues in the school through the integration between curricular teaching and active citizenship practices.

The projects implemented in the selected good practices were extremely useful for the partnership to get a clearer idea about how to apply the service learning methodology in school curricular activities, and how to develop the learning units included in the PROSPECT educational model.

Moreover, the analysis of the good practices found in Italy allowed the partners to identify the areas of application of service learning as well as the students' competences that can be developed through this methodology.

## Spain

### **Change the Climate Change**

Developed by Primary School Montezahar located in the municipality of Las Torres de Cotillas (Murcia) in the first semester of 2019, with the goal of raising awareness among students regarding the importance of small environment actions. Specifically, highlighting the importance of the three R (recycling, reducing and reusing), and aiming at expanding recycling habits outside the school, since it had been detected that the student's families had a lack of habit in recycling at home

This way, there were installed bins and containers of different colours for the correct removal of the corresponding waste in the classrooms, the lobby of the school and in the playground. Students helped to manufacture them with materials brought from home, such as magazines and newspapers, and they proposed different names for the mascot of the project. Besides, there were students who performed as monitors every week to check the correct use of the containers when the other students disposed their waste.

In addition to this, negative consequences of climate change were studied at the Natural Sciences Subject.

Generally speaking, the results of this project were positive since the awareness and habit of recycling were increased among students. Images, videos and description of the project were shared on the school's blog: [www.colegiomontezahar.blogspot.com](http://www.colegiomontezahar.blogspot.com)

### **Teame**

Developed during the school course 2019 – 2020 by Primary School Los Rosales in the municipality El Palmar (Murcia), it involved different neighbourhood associations (Association Puentes de Encuentro, Los Rosales Neighbourhood Association, El Lugar de Don Juan Neighbourhood Association), social associations (Cáritas, Association Columbares, Association Youth for Change), the



University of Murcia through the Rectorate of Social and Cultural Anthropology, and the Local Council of Murcia through the primary care social services and the communitary action centre Los Rosales.

This project was aimed to help students with bad behaviour during the last course, to change it and to try to prevent them from dropping their studies, working every day for one hour with small groups involving students in service learning with the help of mentors, assuming small responsibilities and participating in the life and improvement of the school community and the neighbourhood, working with the needs of different associations.

The goal was achieved since the students involved started to commit more to their studies and they improved their attitude.

### **Market**

Developed by Primary School Los Rosales in the municipality El Palmar (Murcia) and the association Puentes de Encuentro during the school course 2015 - 2106. Some students with low qualifications in maths and Spanish language, helped every two weeks to elder people to make the purchase, giving them company, and improving their oral and maths skills, as well as improving their social skills and their empathy. The elder people who participated in the project also improved their mood and got close to the students who helped them.

They were divided in two groups. One went with the elder person to the market and helped her to make the purchase, and the other group wrote a list with the groceries they had to purchase and then went to the elder's house to place them and to talk for a while with the woman explaining how they had purchased the order.

They were able to establish a relationship with the elder people and they kept it even after the project finished.

### **ABP**

Developed by Secondary School Ramón y Cajal since 2015, Project Base Learning (ABP) aims of promoting a collaborative learning with activities closer to the interests of the students, being the teacher a facilitator, replacing this way the traditional learning methodology. With ABP, the students work on research projects in small groups, using didactic tools such as surveys, calculations and data analysis, musical performances, analysis of cultural & historical contexts, dancing, singing, dramatizing, debating, narrating, inventing, storytelling, or analyzing statistics and making graphs, among others. They also used IT for searching information. At the end of the project they present it to the rest of teachers and students.

This learning methodology helps students to enhance their self-esteem and to work with positive and adjusted expectations, as well as to develop social skills, cooperation and leadership.

### **Solidary Feliciano**

Developed by Primary School Feliciano Sánchez Saura during the school course of 2018-2019. The goal was to develop materials to be sold by social NGOs. To do that, there were 9 groups created, according to the age of the students, each one working with a particular NGO, and with the coordination of a teacher. This activity helped the students involved to raise awareness about the NGOs activities and to increase their social and civic competences.



It was evaluated through a diary and a questionnaire which contains several indicators measuring the degree of participation, of pleasure, the group atmosphere, the communication, and the degree of achievement of the goals.

## Poland

The publication developed under IO1 presents examples of Good Practices collected in the PROSPECT partner countries: Bulgaria, France, Italy, Poland, Portugal and Spain, across the Europe. The Good Practices collected are found in various models of citizenship education. You may find among them descriptions of separate subjects, projects that are part of integrated education within educational areas, or elements of cross-curricular teaching. An interesting element are additional projects implemented by educational institutions other than schools. We hope that the catalogue will become a source of inspiration for teachers and educators and encourage them to actively spread the idea of civic education.

The purpose of the IO1 was collection and analysis of interesting practices about the strengthening of global citizenship skills in curricular activities, for the monitoring of their impact on pupils' competences. In order to unify collection of practices in all partner countries, coherent tools were developed (Template for description of Practices; Methodology - instructions for the development and description of practices). The data collection and analysis strategy consisted of several stages:

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

All national teams needed to find and describe at least 5 interesting practices. The selection of the best practices was an important factor. It was important to present a practice characterized by something new, innovative, introducing innovative solutions in the subject of the project. At the same time the good practice should be tried and tested and successful.

As a Polish partner we have selected and described 5 best practices. We started our work with the first best practice - CIVICS (KNOWLEDGE ABOUT SOCIETY) – which is a compulsory school subject for elementary school students. The subject "Civics" is foreseen in grade 8 of primary school for 2 lessons per week (Core curriculum from 2017). The program of subject content such topics as: Social nature of man, Family, School and education, Human rights, Minors and the law, Local community, Regional community, National / ethnic communities, homeland, Citizens' participation in public life, Mass media, Democracy in the Republic of Poland, International issues.

The second selected best practice was EUROPEAN FLYING UNIVERSITY implemented by Representation of the European Commission in Poland and the Centre for Citizenship Education in the 2014-2020. The European Flying University was an educational campaign addressed to primary (grades 7-8) and secondary schools from towns up to 50,000. The goal of the European Flying University was to interest young people in EU issues and to increase students' knowledge of topics related to the practical dimension of Poland's membership in the EU. Through practical European lessons the educators/leaders wanted to show pupils and students that the European Union directly



concerns many areas of their daily lives and that they themselves can influence the decisions taken by EU institutions. The European Flying University was a practical "lesson" for young people interested in European issues. During meetings led by Team Europe experts and CEO animators, they talked about education and work in the Union, democracy and its crises, the future of the Union and its problems, identity and European heritage. Examples of EFU themes: The common market, i.e. learning and working in the EU; Fundamental rights in the EU; The future of the Union; Union and the world; European Union values.

The third selected best practice was POLICY EDUCATION PROGRAM implemented by Centre for Citizenship Education (CEO) during school year 2017/2018. The project was directed to primary and secondary schools, students from 14 to 19 years old. Support for teachers and schools under the Policy Education Program should have led to a situation where young people in both primary and secondary schools had the opportunity to obtain reliable information on selected topics related to public life; become acquainted with opinions on them formulated by experts from various ideological environments and politicians from various political parties; analysing collected materials; determine their attitude to the issue under discussion. The list of topics that can be discussed with pupils included issues appearing on the first pages of newspapers, and those that are missing in everyday discussions. The classes took place within the framework of social studies, partly also during educational hours, national language (Polish) lessons or other subjects, and (ideally) as part of student projects implemented under the supervision of teachers.

The next selected practice was SEGREGATION ACTION implemented by Primary School of King Stefan Batory in Szczawin in 18.11.2019r. - 18.06.2020r. The addressees of innovation were students in grades 0-8 of Primary School. Main goals of practice were shaping pro-ecological attitudes and raising respect for nature; minimization of generated waste, waste segregation in school; learning the rules of recycling, applying it in artistic works and at home. The main assumptions of work during innovative classes were using various types of raw materials to create small works of art; familiarizing students with the principles of waste segregation, recycling, zero waste; implementation of the obligation to segregate waste through preventive lessons, art classes with recycling, placing bins for segregation at school. The issues had been developed on the basis of the general education core curriculum for the first and second stage of education. They were a continuation of the subject of pre-school and early school education, as well as grades 4-8, supplementing and extending it.

The last selected practice was PROJECT „INDEPENDENT” also implemented by Primary School of King Stefan Batory in Szczawin in school year 2018/2019. This practice was directed to students of Primary School and local community in Szczawin and Zgierz. The practice was about implementation of a number of actions commemorating the 100th anniversary of regaining independence by Poland. The main objective for pupils was development patriotic attitude, sense of dignity, sense of solidarity, sense that independence tradition is part of the awareness and historical and cultural identity of every Pole. The next objectives for students were expanding students' knowledge of the history of Poland from the period of the Second Polish Republic; strengthening the sense of civic community; development of creativity. Objectives for the local community were integrating the local community; providing information to the school, local community and other residents of the Zgierz commune and city of Zgierz about the history of the period of regaining independence.





Searching for good practices was certainly not an easy task. Reaching wider activities that went beyond the school area was difficult. The Good Practices collected are found in various models of citizenship education. There are among them descriptions of separate subjects, projects that are part of integrated education within educational areas, or elements of cross-curricular teaching. An interesting element are additional projects implemented by educational institutions other than schools.

## Portugal

The Portuguese best practices selected by the national team are quite interesting and useful to understand the Service-Learning methodology applied to the curricular activities. The collected best practices focused on the main project's topics, namely: human rights, global citizenship, environment and sustainability, youth responsibility and participation as European and world citizens in global issues, social inclusion and equality.

The four selected best practices represent a good use of the Service-Learning methodology for global citizenship skills as they promote the development of different values, attitudes and competencies in diverse levels of school education, having the classroom as the floor for the theoretical learning, by teaching the contents within each area and the community the path for their action, putting in practice what they have learned indoors.

The implementation of the best practices presented intends to involve all the educational community as well as family and the community in general as a way of making learning inclusive, active, practical, real and meaningful. Thus, their main objectives are:

- Promote democratic values by strengthening understanding and social cohesion.
- Reinforce the value of active, informed and responsible civic participation; and encourage young people's interest in civic and political participation.
- Raise awareness of the importance of respecting human rights.
- Underline the importance of their contribution to the resolution of issues affecting their present and individual and collective future, making their proposals heard in the organs of political power.
- Create awareness on the young's about Integral Ecology as a commonwealth.
- Recovering the 5 R's of Environmental Education (Rethink, Refuse, Reduce, Reuse and Recycle), to look, reflect and live these 5 points of reference from a relational and comprehensive perspective.
- Transform the way we relate to ourselves, other human beings (whether near or far), nature and the planet
- Create an ethic of care that nurtures the relationships we establish within our ecosystems (family, community, global) and sows seeds of social transformation.
- Redeem this essence of caring for the Other and the Earth, the Common House.
- Develop a sense of gratitude and responsibility for things
- Experience this new way of seeing the world and being a world, guided by Integral Ecology.

This way integrating curricular teaching and active citizenship practices.

The collection of these best practices was an added value to the Prospect project as they provided a real picture of what the Service-Learning methodology can be and which competencies can be achieved. Also, they were a very good tool on the definition of the learning units for its Educational Model.



## Bulgaria

Eight good and interesting practices for the implementation of civic education and citizenship training were proposed by Bulgaria (RWU - Pernik).

The practices were characterized by something new, innovative, introducing innovative solutions to the topic of educating citizens, able to act critically and face the new challenge of global society.

The proposed good practices have achieved the expected results, measured by efficiency and effectiveness in terms of developing and strengthening global civic skills among students in learning activities.

The topics of the proposed practices were:

- "We and our environment" - students from V to XII class of Sofia University "St. St. Cyril and Methodius" in the town of Radomir - the school crystal club "Mountain Crystal" was established - the theoretical knowledge from the science lessons was put into practice: taking personal responsibility for one's own health, for a cleaner environment and care for nature.
- "Children's Police Department" - students from I to VII class of Sofia University "Vasil Levski" Breznik through theoretical and practical classes students acquired knowledge and skills to protect their lives and those of their friends; to deal with difficult situations at home, at school and on the street; for their rights and responsibilities; for teamwork, respect and tolerance for others.
- Charity concert "Christmas Magic" - organized by the students of IX grade of PMG "Hristo Smirnenski" Pernik, and through the implementation of the school charity they create good, helping children from Pernik who need support in their struggle with severe health impairments; for personal expression, completeness and significance, creativity and charity.
- "I carry Bulgaria in my heart" - students from V and VI grade of PS "St. Ivan Rilski" - the town of Pernik - the patriotic initiative is organized in order to preserve the historical memory, to pay due attention and respect to significant dates and places in our history, and through young people to keep alive the memory of memorable events.
- "With kindness and respect in action" students from I to VII grade of Hristo Smirnenski Primary School in Radomir through appropriate activities bring joy to the gray daily life of lonely and sick people from the Home for the Elderly "St. Ivan Rilski" Radomir and Dneven center for adult citizens with disabilities in Radomir. Older people, in turn, pass on to students their life experiences in the field of traditions, customs and crafts.
- "Generous Tuesday" is a global initiative dedicated to donations - students from I to VII class of PS "St. St. Cyril and St. Methodius" in the village of Dragichevo implemented a number of activities for the implementation of the initiative, aimed at raising funds for the renovation of the gym in the school. In this way, the students recognized themselves as part of a large family, where important social activities and care for common spaces develop.
- "Firefly - light up the darkness" of the association "SOS Children's Villages - Bulgaria" was piloted with students from IV to VII class of X PS "Aleko Konstantinov" Pernik, which raised awareness of the rights and responsibilities of students and acquired skills for recognizing the initial signs of





involvement in child trafficking; students also gained practical knowledge on how and where they can find support - structures, institutions, hotlines.

- "Let's be people" - students from I to XII class of VI SU "St. St. Cyril and St. Methodius" Pernik formed knowledge and acquired personal skills for active interaction with the social environment by building an active civil position and skills for its defense, education in humanity and goodness, active counteraction against the onset of religious sects, aggression, violence, public nihilism, to maintain order and security in the school.

## 5. Study Circles Results

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 were 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.

### National Study Circles Results

#### France

The national Study circles in France, implemented during covid19 by online meetings had a great impact on disseminating the service-learning methodology and gave many questions to the participants. The discussions brought our works forward and will be used in enhancing social utility in our organization (AFORMAC) and followed up by the national VET federation.

Trainers were very pleased to be invited to the Study Circle. Most of them didn't knew about service Learning before coming to the study circles and were impressed by the state of art of this methodology. Globally they were glad to have the chance to learn more about Service Learning and social utility as those are great tools. Unfortunately, the study circles highlighted that such methodologies are not much used and known.

Participants summarized what and how the service-learning could change in their daily work and methodologies:

- Confronting new practices
- Analyzing what we do from another point of view
- Increase skills
- Analyze the soft skills of the participants

They also highlighted that the use of this methodology would lead to:

- Learning by doing service for the community
- Give a helping hand by volunteering
- Regain self-confidence
- Involvement in society
- Integration of young people



Participants then reflected on concrete implantation ideas. In this way our organization would support the associations in this process and could also carry out the evaluation which will focus on transversal competences.

First proposals by the participants included to find an association to join forces to lead this kind of approach, to work with existing structures or already in our network. Some liked to link cross-cutting competences to a certification pathway, therefore mobilising soft skills.

Finally, the study circles lead to concrete ideas for implementation:

In civic and foreign language training the Learning and Social Utility service could Make integration and the approach more interactive Indeed, quite a few trainees would like to and could work to benefit society.

Propose to web developers in our web design trainings to create a website for an association

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 learning service 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.

After the Study circle one regional agency used the methodology to respond to a tender call and integrate the methodology into the training foreseen with the participants, therefore creating the experimentation for the piloting of the Prospect project:

The idea was 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 analyze what is missing in their territory. The target group will be Vet trainees with unemployed background.

- 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

After the study circles, most of the participants were looking forward to implement this methodology to involve trainees/students in concrete actions. It's laying a new basis and a new pathway for new ways of doing. It was also a chance for some of the trainers to discover the work of an Erasmus+ project. The participants also stated that it is worth continuing this kind of activity and cooperation. The overall impression of Study Circle was very positive.

### **Main challenges found by the participants:**

However, the trainers and resource persons present had some remarks concerning barriers and problems on these 2 themes:



- Social utility
  - Difficulty to transpose into vocational training
  - Blurred contours
- Service Learning
  - Confusion with the digital possible (E-learning)
  - Poorly defined educational objectives
  - School experiments difficult to value in VET

Barriers to the implementation of the service learning are more important in vocational training than in schools. Indeed, the Prospect project is designed to bring AFORMAC closer to this theme, which is rather widespread in school and university education.

Another concern raised by the participants was: how to go beyond a weakened public mainly targeted by the approach for the moment? It would be beneficial to adapt this approach on social utility and the learning service to any type of public without dwelling on their competence. 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.

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 Learning in the Adult Education Environment service raises the question of qualification outside the institutional framework.

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 bring in by certifying which are limited in hours and activities.

## Italy

The Italian Study Circles, held online due to the Covid-19, involved a total number of 28 teachers who attended at least one of the three scheduled meeting. In order to make the participants aware of the study circles topics, they preliminary received the following materials to be analysed and understood: 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.

After a short presentation of PROSPECT project objectives, during the first meeting the global citizenship skills and Service Learning structure were presented to the participants. At the end of the meeting, the participating teachers were invited to think 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 represented the basis of the brainstorming of the second meeting that continued with the summary of the Service Learning phases (investigation, preparation, reflection and demonstration). At this regard, the teachers highlighted that :



- the families and the community involvement is 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.

The third and last meeting started with the brainstorming involving all the participants aimed at identifying a common topic to build a learning unit based on the Service Learning approach. The most chosen was the environmental sustainability and the facilitator presented two examples of learning units to be discussed then by all the participants in order to find out some interesting tips.

From the meetings discussions, significant teachers **feedback** were collected aimed at identifying the objectives, structures and topics the Prospect Educational Model will be based on. Below, some relevant tips are reported :

- the definition of the global citizenship at educational level includes:
  - development of a critical and reflective sense of the world around us
  - development of a sense of belonging and responsibility
  - 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 behaviors.
- Participants 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.

The **main challenges** identified by the participants concerning the implementation of Service Learning are mainly related to :

- the fear to be unable to apply it to their own context and during the curricular activities they carry out with their students;
- the difficulty to find financial resources to carry out service learning projects;
- the limited number of hours teachers have to carry out service learning projects during the curriculum activities.

Finally, the **recommendations** pointed out by the teachers participating to the study circles were:



- Make a special effort for apply the SL methodology during the curricular activities;
- Support pupils for becoming protagonist 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.
- 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 realization of the activities.
- Provide for the involvement of associations in the neighborhood, according to the topic of the project, that can give added 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.
- starting from a macro concept that will then be declined into the single activities.
- keeping in mind the concept of GLOCAL: you start from the global to get to the local and vice versa.

## Spain

There were two rounds of Study Circle Meetings since there were two different institutions interested in the topic and both had less than twenty participants per se.

### **Study Circle Meeting 1 – Round 1:**

It was carried out alongside Colegio de Educadores Sociales de la Región de Murcia. The participants got to know each other using Menti (<https://www.mentimeter.com>), before groups were created for the following activity, which consisted in group work and discussion regarding traditional and holistic/alternatives methodologies and their advantages and disadvantages in Miro platform (<https://miro.com/login/>).

Specifically, related to traditional methodologies, they mentioned that it is well known and that it gives the possibility to receive a formal apprenticeship qualification. However, they also pointed out that traditional methodologies are less participatory and that they do not adapt to real needs, as well as the authoritarian profile of this methodology since the power is held by the teacher.

And in relation to alternatives methodologies, they considered that they are more participatory, more adapted to needs, and that there is more creativity involved. Nevertheless, they also mentioned that there is a lack of teacher training, that these methodologies are not recognized in the official curriculum, and that the goals to achieve are less defined.

There were some challenges regarding online tools, but generally everything went according to what it was planned.



### **Study Circle Meeting 2 – Round 1:**

This session focused on the implementation of the practical cases. Participants were divided in small groups to discuss the pros and cons of implementing each practice, and then they presented their conclusions to the rest of the participants.

The practices chosen by the facilitators have a clear service-learning methodology and they take into consideration the interests of the participants.

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. 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.

Regarding the best practice “Market” they mentioned as strengths the participation and involvement of the students, their knowledge about their community, the creation of social networks, and the development of competences, while as weaknesses they mentioned the low number of users benefited, and the possibility of continuity in time.

About the French best practice “P.A.R.C.S”, they mentioned as strengths the application into practice of what students had learned in theory, and the community benefit, while as weaknesses they mentioned the difficulty of controlling a big group going outside the school as well as including the activity in the formal curriculum.

In conclusion, participants of this study circle highlighted the difficulty of introducing these practices into the formal curriculum, as well as the lack of extension in time of these kind of activities. Also, one weak point they mentioned is the involvement of a few students, being difficult to test the practice with bigger groups as the practice is not included in the curriculum and it depends on the will of the teacher.

### **Study Circle Meeting 3 - Round 1:**

The group was divided in pairs in order 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. In addition to that, there was feedback about the methodology and the activities from the action plan by all the participants.

One of the main feedbacks regarding this study circle was that new methodologies imply teachers leaving the comfort zone and their own constraints to implement them.

### **Study Circle Meeting 1 – Round 2:**

During this phase, there were groups who discussed the strengths and weaknesses of the traditional and alternative methodologies. Regarding traditional methodologies, they mentioned it has more resources, it is better known, it is easier to evaluate, there is a higher level of control, or that the





rules are the same for every class. However, they also pointed out that these methodologies don't adjust to societal changes, that they have a low payed attention to diversity, that they limit the motivation and creativity of the students, that text books are the main resource for the learning process, that they are too orientated to memory skills or that the teacher is the centre of the learning experience.

On the other hand, in relation to alternative methodologies, they highlighted as advantages that they pay more attention to diversity, they have bigger participation and motivation, there is a continuous evaluation, they prompt creativity, they involve cooperation among different parts, they include IT tools, they adjust better to today's society and labour market, they are personalised for each student according to their interests, or that they develop autonomy, emotional intelligence, self-confidence, or critical thinking, among others.

Nevertheless, they also mentioned as disadvantages that these methodologies imply more hours of planning and preparation, more resources, it needs the commitment of the students, that there could be a lack of competences in interpersonal communication, or that the current curriculum is closed.

### **Study Circle Meeting 2 – Round 2:**

Best practices *Market* (Spain), *P.A.R.C.S* and *Learning to Undertake and Act in the City* (France) were presented to participants, who discussed in small groups the strengths and weaknesses of their implementation and how it would be possible to apply them in their own contexts. Later, they presented their conclusions to the rest of the participants.

About *Market*, they mentioned as a weakness that it only involved a vulnerable group, and not the whole group in general, while as strengths, they highlighted the physical and mental benefits for the elderly, the fact that the project brings maths into real life, the strengthen of the sense of community.

Regarding the implementation of the project, they pointed out the need of contact with neighbourhood associations, the identification of students with need of reinforcement, and to check the availability of teachers to participate in the project.

In relation to *P.A.R.C.S*, they mentioned as a weakness the need to access different resources to carry out the activity, which could be difficult for some students. And as for strengths, they highlighted the enhancement of civic participation and critical spirit, as well as the break down of cultural barriers.

And finally, concerning *Learning to Undertake an Act in the City*, they valued the pragmatic knowledge it implies and the increases in self-esteem and participation among the students.

### **Study Circle Meeting 3 – Round 2:**

As in the previous round, the group was divided in pairs in order 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.

In addition to that, there was feedback about the methodology and the activities from the action plan by all the participants.

One of the main feedbacks regarding this study circle was that new methodologies are difficult to implement since they imply changing school constraints and it is hard to use the practice in some subjects and to keep at the same time the subject program demanded by the Education system.

## Poland

We have implemented three study circle meetings with teachers/educators in Poland. All meetings were held in the premises of the University of Business and Health Sciences and were in the form of a "face to face" meeting. The meetings were attended by teachers, educators and trainers working with young people. The first Study Circle meetings were held on September 23, 2020; September 30, 2020 and October 7, 2020.

In the first meeting 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 came to the conclusion that, however, these traditional methods are gradually, consistently replaced with new ones, and schools no longer function solely on the basis of 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. But 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, adequately to their age, what behaviours, feelings, etc. are appropriate for a given age. Another important element that has emerged is cooperation with parents and their awareness. 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?

During the second 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 taking into the account the possibility of its implementation/adaptation in the participants' schools/groups.

The last 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 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 his 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.

Among the collected recommendations, 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.

Evaluation of Study Circle. The participants highly appreciated all organizational and substantive aspects of the Study Circle. The didactic materials obtained during the Study Circle as well as the knowledge and skills will be used by them in work with students, mainly in ongoing work with students, in didactic work, in the organization of service learning-based educational projects in the area of civic education and will serve as an inspiration in creating innovations. Additionally, the participants emphasized the possibility of transferring the acquired knowledge and skills to work with parents.

## Portugal

The Portuguese Study Circles were held in person and involved 24 teachers who attended the three scheduled sessions. As an introduction, the participants were given a general overview of the project and explained what Service-Learning consists of as well as their role as educators in promoting children and young people's sense of service and community. The group was also introduced to the UNESCO document on global citizenship education as well as 3 of the best practices selected within the national research.

The teachers were then 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 we share the more we have to share and to be shared. The group gave concrete examples of their experience and, with the orientation of the facilitator, could realise that some of the activities could be considered Service-Learning.

Onwards, the teachers exchanged opinions and ideas regarding how Service-Learning could effectively contribute 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, arouse students' interest and commitment and, therefore, the success of their learning.

Finally, the participants worked on a list of recommendations stating what changes, adaptations and/or improvements they feel were necessary to effectively adapt those practices. They expressed their areas of interest, concerning the preparation of a Service-Learning activity, and they were divided into new groups and invited to prepare an action plan. At the end, each group presented their action plan and got peer feedback about it.

#### FEEDBACK FROM THE PARTICIPANTS

Very productive sessions, rich in experiences, ideas, opinions and an added value to teachers' action and success with the students. Most of the teachers 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.

#### CHALLENGES

The fear that the pandemic situation could be an obstacle to the development of Service-Learning activities, but also motivation 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 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

Education and school must be more practical and less theoretical.

Despite eventual obstacles and difficulties, never give up the Service-Learning methodology as, nowadays, it figures out to be the best way to reach students and community needs.

### Bulgaria

The aim of the seminars under the PROSPECT project was to involve teachers from Pernik district in sharing knowledge, ideas and experience in citizenship education. Three meetings were held with the participation of 23 teachers.

Participants had the opportunity to learn about the identified practices and experiences of partner countries. They shared their ideas on the possibilities of integrating citizenship education into the regular learning process. They developed skills for organizing and planning learning activities related to citizenship education, working together with others, giving and receiving feedback and evaluating their own learning.

The seminars stimulated and encouraged the participants to look for innovative methods for integrating citizenship education into the learning process.

#### **Based on the feedback, the following conclusions can be drawn:**

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.

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 practice 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 to aggression.

The practice 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 at the same time, 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 have to 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, etc.

Some of the shared ideas could teach the teachers of strategical thinking, a study of strong leadership, but in recent times 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.

### **Participants identified the following challenges:**

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.

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.

Some of the presented practices are inapplicable in this form in the Bulgarian conditions. 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. This is not valid for all teachers.

### **In conclusion, the participants made the following recommendations:**

Training of teachers.

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

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

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.



## 6. Prospect Model

The PROSPECT educational model represents a prototype which defines a new learning model for all school levels, starting from the kindergarten to the secondary junior schools, based on the Service-Learning methodology, affecting the crucial moment for passing from knowledge (know) to skill (know how to be) and competence (know how to do).

The main objective of this educational model is to **develop the students' global citizenship competences** assuring the training of a citizen's ability to act with critical thinking and to face the new challenge of the global society.

The implementation of a new educational model including the Service Learning in all school programs, will create learning experiences based on a holistic approach, aimed at **developing curricula and interdisciplinary competences** according to the approach of Global Citizenship Education (GCED).

It is one of the strategic areas of UNESCO's Education Sector programme for the period 2014-2021 and follows the Education 2030 Agenda and Framework for Action<sup>1</sup>, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which invites all countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

Global Citizenship Education prioritizes the relevance and content of education in order to build a peaceful and sustainable world. Both European documents also emphasize the necessity to foster the knowledge, skills, values, attitudes and behaviours that allow individuals to take informed decisions and assume active roles locally, nationally and globally.

The PROSPECT Educational Model include mainly 3 parts:

- **Curricular learning units** based on the Service Learning as a set of activities that allow students to gain knowledge and skills in order to become citizens able to act with critical thinking and to face the new challenge of the global society.
- Collection of **Open Educational Resources** available on Moodle platform where training and didactics tools, as well as the outcomes of the national model implementation, will be consultable by teachers, trainers, students and other stakeholders.
- The **results from the national testing** of the curricular learning activities implemented in the partner countries schools, pointing out the advantages of Service Learning in curricular activities in order to develop students' global citizenship competences.

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<sup>1</sup> <https://en.unesco.org/themes/education2030-sdg4>





The educational model is basically addressed to school teachers and trainers, students and policy makers.

Supported by this Educational Model, **teachers** and **trainers** have the opportunity to test curricular activities based on Service Learning that allow students to gain knowledge and skills to actively engage in and try to solve a real problem in the community.

In other words, the school, more and more committed to the values of active citizenship education, can find an interesting pedagogical and didactic reference in the Service-Learning proposal, capable of using the best didactic indications suggested to teachers today, orienting them towards the development of the pro-social dimension and active citizenship.

On the other hand, Service Learning is an additional opportunity for **students**, a significant added value to their normal learning experience, which is not limited to the classroom.

Students have the opportunity to play an active role, as protagonists, in all phases of the project, from its conception to its evaluation up to the carrying out of solidarity activities related to a need existing in the community, through a participatory commitment to the development of possible and meaningful solutions.

Through the Service Learning, students have the opportunity to “move” within their regular school curriculum by testing their knowledge and skills in a real environment and at the service of the community, dealing with authentic problems, developing skills and growing a sense of identity and belonging to their local environment.

Finally, this document has a strategic nature, addressing **political authorities** in charge of school education and training in the school system at regional and national level for systematizing the Service-Learning methodology for improving students’ global citizenship skills and competences as well as key competences.

### **An educational model based on Service-Learning methodology**

Service Learning is an extensive pedagogical proposal on a global scale and there are various definitions in the literature. María Nieves Tapia, founder and director of the *Centro Latinoamericano de Aprendizaje y Servicio Solidario*, defines Service Learning as "a set of solidarity service projects or programs (intended to meet in a delimited and effective way a real and felt need in an area, working with and not only for the community), with a protagonist participation of students, starting from the initial planning phase until the final evaluation and linked in an intentional way with learning content (including curricular content, reflections, development of skills for citizenship and work)"<sup>2</sup>

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<sup>2</sup> Tapia María Nieves, *Educazione e solidarietà. La pedagogia dell'apprendimento-servizio* (2006) Rome, Città Nuova Editrice.



The pedagogical origins of Service Learning can be discovered in John Dewey<sup>3</sup> and Paulo Freire<sup>4</sup>. Freire (1970) believed education was a process of empowerment. Rather than conceiving education as a 'banking' process which views students as empty accounts waiting to be filled, Freire regarded the teacher-learner relationship as a reciprocal relationship. Teachers teach but are also learners; learners learn but also teach. Ideally, service-learning is a process of empowerment for students, faculty and community members alike as together they are co-learners and co-teachers in creating better communities. Like Freire, Dewey rejected the notion that education was an accumulation of knowledge and, instead, argued that education was more about developing student judgment, a skill necessary for participatory democracy.

In view of all above, it can state that Service Learning (SL) **is an educational approach that involves students as protagonists of a service to the community**: a "pedagogical revolution" that, starting from a real need related to students, the community or a particular event, develops curricular learning and social skills through the search for solutions in a reciprocal dialogue between classroom and reality.

It is therefore a process of human and cognitive growth that is summarized in the motto "Learning serves, serving teaches"; subjects interact and collaborate to solve problems through learning on a cognitive, affective and cultural level in a circular dimension of solidarity in which students, through an educational negotiation, become protagonists of their learning and social change.

The added value is given by the fact that, while it promotes cognitive development, it also encourages the *development of the person's dimensions* that could be forgotten: the social, ethical and spiritual dimensions. Service-Learning, by confronting students with problems present in the real life, brings them closer to their community, making them responsible for the social needs of the community.

From an educational point of view, Service-Learning is a method that is fully consistent with current educational guidelines, which are demanding that schools work to develop students' skills, rather than being an environment dedicated only to the transmission of knowledge.

Competence-based teaching requires that students are confronted with real problems and are made responsible for tackling them as protagonists, using all the cognitive, affective, cultural and relational resources at their disposal.

Thanks to this approach, students are not only brought into contact with reality and learn about real problems, but they are encouraged to make their own personal contribution to their solution.

Although the variety of experiences, which reflect different cultural contexts, there are **three elements** that characterise Service-Learning:

- Solidarity activities must be related to a **need existing in the community** and with the members of the community in which they intervene. It is not, in short, a welfare practice.
- Students have an active role, as **protagonists**, in all phases of the project, from its creation to its evaluation.

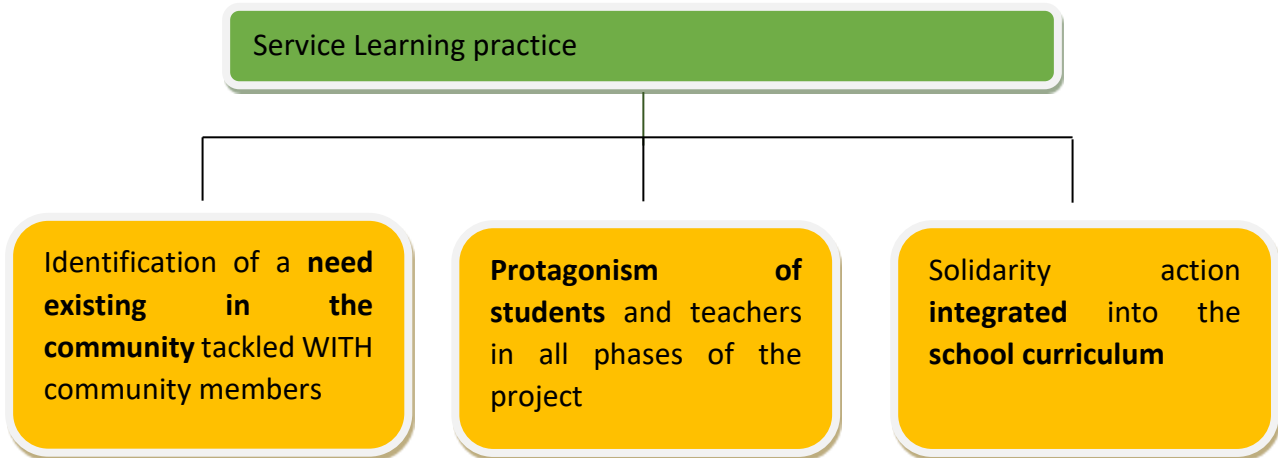
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<sup>3</sup> <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1152&context=slceslgen>

<sup>4</sup> Freire, P. (2002). *Pedagogia degli oppressi*. Torino: EGEA



- Solidarity action must be fully **integrated into the school curriculum** and allow for better learning.



If we wanted to summarise the different features of Service-Learning, we could say that it is an approach:

- Research-oriented: experiences arise from the detection of problems and the implemented project is addressed to their solution;
- Curricular: the activities are integrated and linked to the contents of the school curriculum;
- Competency-focused: students test their knowledge and skills, and develop their competence by measuring themselves against authentic problems;
- Interdisciplinary: the problems are generally characterized by complexity and, for their solution, it is necessary to use more subjects, which interact and integrate with each other;
- Collaborative: the design and implementation of Service-Learning projects involves the whole class group, which becomes a learning community.
- Participatory: this is not a welfare practice, but a collaboration with the recipients of the project, who are involved on an equal level. They do not simply receive help, but are themselves a resource for student's growth;
- Empowering: Service-Learning allows meaningful experiences of active citizenship where the school is involved with a social responsibility;
- Transformative: social responsibility means a commitment to both personal and social improvement as it is something that improves the reality of community life.

In order to guarantee the achievement of long-term results through the implementation of the methodology based on Service-Learning, it is necessary to support the development of a network of relationships, internal and external to the school, so that the external community also participates actively, including through the establishment of networks and alliances in the area and with the subjects that contribute to the implementation of the activities.

Finally, the projects should be systematised at school level, because the Service-Learning approach is not achieved by planning additional activities to the school curriculum, but by implementing



structured activities that continue over time (beyond the end of the project and beyond the end of the school year) <sup>5</sup>.

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<sup>5</sup> Fiorin Italo, *Oltre l'aula. La pedagogia del Service*, Mondadori, Milano, 2016. Fiorin I, *Insegnare ad apprendere*, La Scuola, Brescia, 2014

Fiorin Italo, *La buona scuola*, La Scuola, Brescia, 2008(2016)

## 7. Learning Teaching Training Activity Results

The Preliminary Training for Staff (LTTA) gave the opportunity to project staff (teachers/trainers at European level) to plan together a new model for letting students acquire global citizenship skills, working on all school levels, based on the valorization of Service-Learning methodology.

The LTTA participants had the opportunity to join a peer learning path and acquire competences for designing curricular activities based on Service Learning as the set of activities that allow students to gain knowledge and skills to actively engage in and try to solve a real problem in the community. The necessity of a joint session for all teachers/trainers was born because of previous project experiences in the field of school education: by analyzing the evaluation of training results, the partnership agreed that it is important to plan and share together methods and tools through which activate learning according to a common educational model. This allowed the partners to have outputs and results which are really innovative and scientifically comparable at European level.

The methodology adopted was a participatory training where all partners were directly involved in the presentation of the topics through a preliminary planning of activities.

Participants were able to contribute to the development of the educational model and the learning units included in it through group activities.

The training activity provided a combined approach of online and offline sessions in order to make learning and participant's involvement more effective, which could be more difficult in a completely online training. The total amount of training hours was 25 and participants attended the training were 33.

The topics discussed and developed during the LTTA concerned as follows:

1. The PROSPECT project in nutshell (aims, objectives, activities)
2. The Service-Learning as educational approach to enhance the students' global citizenship competences
3. How to build a learning unit based on the Service-Learning methodology
4. Service-learning for enhancing students' global citizenship skills in 4 macro concepts identified by the partnership the PROSPECT Educational Model will be built on:
  - ✓ ENVIRONMENTAL SUSTAINABILITY
  - ✓ IMMIGRATION
  - ✓ GENDER EQUALITY
  - ✓ GLOBAL CITIZENSHIP

You can find the then developed learning units in the corresponding area below:

AREA	TITLE	SCHOOL LEVEL	STUDENTS' AGE
ENVIRONMENTAL SUSTAINABILITY	Do not cut that tree!	Kindergarten	5 years old
	Green garden for a healthy life	Primary school	8-9 years old
	What do you eat?	Junior secondary school	12-15 years old

	Water: a precious resource!	Primary school	7-8 years old
	Climate chaos	Secondary school	15-16 years old
IMMIGRATION	Let's all hold hands!	Kindergarten	4-5 years old
	We are all world citizens	Kindergarten	5 years old
	One world, different nation	Primary school	7-8 years old
	One school, different culture		
	Cinderella without borders	Primary school	9-10 years old
	A world without walls	Junior secondary school	12-14 years old
	Together	Secondary school	14-16 years old
GENDER EQUALITY	Let's play...but is it a girl's or a boy's game?	Kindergarten	4-5 years old
	Two-faced Janus: a gender problem	Primary school	8-9 years old
	Breaking hammers and brooms	Primary school	10 years old
	We are equal!	Junior secondary school	10-12 years old
	A gender issue	Junior secondary school	12-14 years old
	What is your role in the play of the life?	Secondary school – Vocational Education Training	16-20 years old
GLOBAL CITIZENSHIP	You and me... children with the same rights!	Kindergarten Primary school	5-7 years old
	The friendship	Primary school	8-9 years old
	Digital Global Citizenship	Primary school Junior secondary school	9-12 years old
	The human rights	Junior secondary school	11-14 years old
	We as citizens of world	Secondary school	16-19 years old



## 8. Piloting Results

In most countries The Prospect piloting experience implemented was very positive for both teachers and students. In France the methodology could be adapted to a VET public using Service-learning methodology and the main subjects of the project to create an integration of long-term unemployed. Results are positive and many teachers involved have agreed about the importance to include this learning approach in the school programme to help the students to study, understand social and societal topics, improve soft skills, team working and eco-responsability.

### National Piloting Results

#### France

The Service-Learning methodology that the prospect project put forward is an excellent mean to integrate unemployed persons back into the working market. In our case the Prospect project was the start to submit a regional proposal to the local councils to reintegrate through a service-learning methodology long term unemployed.

For us the structured proposal of the units and earlier findings of the project were of a great help. We were looking forward to understand more the service-learning methodology and to adapt what is already done to the universe of VET training. As the project moved on the difficulty to develop specific units for the Vet sector became clear but never less, we were able to build up-on the Prospect project and its findings to propose to our trainees a new innovative way of participate in the local community and to learn something.

The initial teaching units were created for a school audience because the partnership is mainly composed of schools. It seemed appropriate to create ready-to-use teaching units for the school public and to experiment more freely with the adult public. Taking into account and as basis the developed modules for school pupils and public AFORMAC adapted the units to use the content and idea of service learning with an adult public. Our organization relied on experiments designed around "Service Learning" and inspired by the units designed by the partnership. We believe that the feedback from the adult experiments is very positive for the project and create a different perspective.

In sum what worked the best of the prospect project was for us the Service-learning methodology and the chosen subjects of the Piloting learning units allowing us to create new ideas in cooperation with the trainees and the local community.

The participants were very enthusiastic about the methodology and the purpose of the experimentation. They were glad to help the community and to see the feedback others gave them during their activity.

They felt integrated into their town and pleased to be part of an action contributing to

- link different ages
- environmental and sustainable improvement
- animal wellbeing



- link different nationalities.

Creating bonds between generations was giving them very good self-esteem and feedbacks from the older persons who were very happy. Helping a local association, especially a well-established national organization such as Red-Cross but also creating a link between the locals and immigrants was a great deal for the group.

Overall, the pilot experimentation had a very positive impact on the group.

Piloting sessions:

The trainer asked the group what they could imagine to create as “service learning” activities and how to unite their strength to give a service to the community in one of the 4 topics chosen by the partnership.

First activity: Group consultation for the development of a common service-learning project.

The groups decided following topics:

1. Creation of a leaflet about cleaning and tidiness of the rooms in the hosting facility (Viltais, hosting immigrants and youth workers), related to the immigration topic the Prospect project developed.
2. Creation of postcards, mirror balls by school pupils and feel-good messages and mask protections by the Trainees to create an intergenerational link, related to the global citizenship topic the Prospect project developed.
3. Collection of litter in the city, related to the environmental and sustainable topic the Prospect project developed. (This project was re-conducted by the second group)
4. Production of objects by the Trainees for the benefit of animal welfare associations to sustain their activities in favor of animal well-being, related to the environment sustainability topic the Prospect project developed.
5. Volunteering at the Red Cross to sort clothes, objects etc...

To implement the activities a first meeting was prepared with the responsible person of the facility/association/local council and they worked together on the selection of a useful activity for the community. As well the implementation of the activities was timed and planned.

## Italy

The piloting of the learning units of the PROSPECT educational model involved 10 classes from the Italian partner schools ICPG4 and Direzione Didattica II Circolo with a total of 180 pupils attending primary school. The age range of the pupils is from 6 to 10 years.

22 teachers agreed to test the learning units as part of their curriculum activities. They were mainly teachers from different subjects who had previously been involved in project activities such as Study Circles and LTTA.

In both schools, the coordinating teachers of the PROSPECT project proposed the learning units to be tested at the beginning of the school year. The proposals met with a good deal of interest among the primary school teachers and a fair amount of interest among the secondary school teachers, so



much so that in the end only the primary school teachers were willing to test them in their classrooms.

The following learning units were tested:

No. 02 - Green garden for a healthy life (area Environmental Sustainability)

No. 03 - What do you eat? (area Environmental Sustainability)

No. 04 - Water: a precious source! (area Environmental Sustainability)

No. 05 - Climate chaos (area Environmental Sustainability)

No. 06 - Let's all hold hands (area Immigration)

More specifically, learning units were developed and implemented on the competence of environmental education and protection and respect for different cultures.

The activities carried out in the field of environmental sustainability focused on the use of water, climate change, food habits and respect for the land and the environment we live in.

Through the methodology of clinical interview in circle time, the pupils were given useful input to address issues close to them, starting from episodes of everyday life, both family and school. Here are some examples:

- WATER : The inconvenience created by the school's toilets, which have never been renovated and leak water from the taps, provided the input to tackle a topic familiar to the school world but using a new approach, Service Learning: fresh water as a limited resource and a universal good, with the added value of becoming a pathway to civic education and global citizenship education.
- CLIMATE CHANGES: The climate change experienced over the last decade on our planet is an increasingly alarming issue that is slowly changing the society we live in, our economy and above all our health. In this context, students, who represent the future generation, were involved in activities aimed at making them more aware of their ability to contribute to the preservation of our planet by adopting sustainable lifestyles. Today's actions can influence tomorrow's life.
- FOOD: The habit of a varied and healthy diet is still a goal to be achieved by some pupils. It is also a subject for discussion with families and children, especially in order to break down consumerist food stereotypes. Teachers believe that it is more effective to act from an early age in order to increase awareness of healthy eating habits, to be more attentive to reducing waste and to realise that the problem of food in the world is serious and widespread, especially in poor societies.

Immigration and respect for different cultures is an increasingly present issue in our society, which is slowly changing it. In recent years, the phenomenon of Immigration in Italy has become increasingly pressing due to the continuous landings and victims at sea, the pandemic situation and the economic aspect. In this context, children and young people, who represent the future generation, must be aware that they can contribute to the building of a better world that is able to coexist in respect and protection of all cultures.

The application of service learning methodologies through strategies such as circle time, brainstorming, group work, led the students to become aware of how important the above-mentioned topics are for increasing their global citizenship skills, also through a greater awareness of the issues related to the topic.





In addition, the educational visits (where the health emergency made it possible) and the comparison with realities and subjects outside the school context proved to be highly motivating and capable of generating a new awareness in the pupils.

The pupils involved in the learning pathways showed themselves to be very cognitively and operationally active, producing at the end of each unit dissemination products that showed awareness of the global citizenship competences linked to the various learning units experienced.

In conclusion, we can say that the results obtained are essentially of two levels:

- from the point of view of the work carried out by the teachers, there was a great deal of research into content, activities and strategies not always common to traditional classroom work.
- With regard to pupils' learning, there was a very high level of interest in the topics covered, a strong motivation to seek original solutions, with a strong spirit of collaboration and participation. Learning outcomes were generally at medium-high levels, including pupils with special learning needs.

## Spain

The piloting was developed along 3 schools: La Espiga, La Corolla, and Antonio Hellín Costa's school. They involved several teachers, some of them with a specific task, such as adapting activities to sign language, or collaborating in their area of expertise: IT, Science, Music, English...etc.

The piloting activities were carried out at the educational centres, involving classrooms, workshops, outdoor playgrounds, or sports courts. With La Corolla's school, it involved several excursions related to Sea Life (Aquarium, Maritime Museum, and beaches near the school).

Depending on the school, there were 42 students from Infant and Primary levels (La Espiga's school), 37 from 4<sup>th</sup> year of Primary Level (La Corolla's school), and 11 from the first years of Secondary level (Antonio Hellín's school). In this last case, it involved students who used to be disruptive and defiant with teachers, with low tolerance to frustration, emotional lability, or a tendency to truancies.

The piloting was different in each school. At La Espiga's school, it involved projects to help their community, with the students from the upper levels of primary school being in charge of the coordination of the activities. They developed skills such as autonomy, critical thinking, or collaborative attitudes. They used resources from the educational centre plus others given from the community and thanks to the organization of a flea market. Specifically, they used 3D printers, some of them donated by the City Council and another school; a laser cutting printer (wood provided by local businesses); a digital printer from the City Hall for posters and leaflets; corporate masks and bags donated by the City Council and local business; calendars and pens donated by the City Council; tablets, interactive whiteboard, projector, student's laptops and mobile phones, a portable loudspeaker, student's pendrives, a badge making machine, a laminating machine, an envelop machine, a card making machine, and drilling machines.

At La Corolla's school, students from the 4<sup>th</sup> course of primary school participated in an awareness-raising campaign to achieve SDG14 "Conserve and sustainably use the oceans, seas and marine resources". It involved poster exhibitions, conferences, videos on social networks, production of plastic pieces of art, or litter collections, among others. With these activities, participants reinforced several curriculum subjects, such as IT, English, Spanish language, visual arts, or social and nature





sciences. They also acquired a sense of citizenship, with attitudes and skills such as responsibility, teamwork, social participation, tolerance to frustration, creativity, generosity, empathy, respect, communication, mutual help, or organization. They used self-created material, textbooks, digital design programs, webinars, social media, and they carried out intergenerational sessions with families.

Al Antonio Hellín's school, the goals of the Service Learning Methodology were to improve the atmosphere of the school among pupils, teachers and families, promoting attitudes of cooperation, tolerance and coexistence, through the establishment of preventive measures to avoid trancies. This way, the service learning project of this school, called Renaissance, consisted of workshops of one hour, where students with a tendency to truancy, absenteeism and bad behaviour in the classroom, carried out different tasks related to the maintenance and improvement of the facilities and the daily running of the school, such as gardening, repairs, painting, tidying, reception, mediation, preparation of conferences...etc. In order to do that, they used recycled material, such as pallets, wood or windows, and the tools were provided by the School.

Some of the main difficulties the schools found developing the project were the coordination among teachers outside school hours, besides difficulties related to COVID 19 restrictions (not activities allowed outside the school, or not allowed access to anyone outside the school), but they were faced with ICT (video calls, online classes, online interviews...) and dedicating the teacher's hours from personal and family time.

After an initial evaluation at La Espiga's school, it was detected the need for the students of improving oral and writing expression, basic calculation, problem-solving skills, knowledge of their environment; of developing their interest in technology, of working cooperatively, and the need that they contributed significantly to the group in order to feel valued and to increase their self-esteem.

Therefore, with the projects in the framework of the service learning methodology, they aimed at promoting the gifts and abilities of the pupils increasing their motivation, through projects focused on developing their talents to contribute to the common good and to acquire a commitment to society.

The outcomes after applying the service learning methodology in La Espiga's school are an increase in respect for others, valuing the work of everyone taking into account their gifts and abilities; a positive atmosphere of collaboration and participant among the different parts of the educational community, benefiting sectors not normally involved in the school's activities such as the elderly; an increase in the motivation of the students and teachers, facilitating coordination, dialogue and sharing of ideas; a development of the use of ICT (websites, blogs, applications, programs) and writing and summarising skills; or a development of partnerships with different parts of the local community.

The projects developed by this school through the service learning methodology can be found here: <http://saludtorvis.blogspot.com/>



Besides, there are specific links for one of the projects, titled « Print to go on...Overcoming barriers »: [Project document](#) (with links to microprojects and blog entries about the activities), [Implementation Plan](#) (summary sheet), and a [Video summary](#).

And a video summary of all service learning projects developed by the school can be found here: [all Service Learning projects](#)

Regarding La Corolla's school, students have participated in conferences, in the creation of posters to be exhibited, in the production of a video, or in a campaign on social media, promoting this way a group and autonomous work. Thanks to the project they have strengthened their commitment to the preservation of the natural environment as they have researched and promoted awareness-raising actions.

And finally, in relation to Antonio Hellín's school, disciplinary sanctions for the students have been drastically reduced, in several cases by more than 90%, and in others falling from more than 90 reprimands to less than 20 during the school year. In addition to that, the absenteeism of these students was reduced from more than 60% to less than 25%.

## Poland

We have implemented the Piloting of Education Model and Learning Units in Primary School of King Stefan Batory in the period October – December 2021. This is the school involved in the project from the very beginning. In the in the piloting process were involved students of 1st -8th classes (15 classes, 286 students in total), teachers, educators (18 teachers in total). The pilot was implemented under supervision of two main educators N. Lesiak and W. Plich – Patora. Due to the situation of the school involved educators decided to implement the educational unit "WE AS CITIZENS OF WORLD" in the whole school. Involving all students and teachers in it. The final result was a cultural fair including posters, PowerPoint presentations, food, plays, exhibitions etc.

In each class, activities were conducted in accordance with the plan established in the learning unit. The educational process consisted of several meetings implementing the topics set in the unit until it was converted into service learning and a final event.

Each class started the educational process by considering what it means and what is GLOBAL CITIZENSHIP - through discussions, mind map. Students analysed the flow of goods around the world and reflected on globalization, focusing on social, economic, cultural and environmental issues. They also worked on global differentiation and the process of globalization etc.

All activities were adapted to the age of the students and their abilities.

As part of service learning, as a final activity, students decided to organize cultural fairs for the school and local community. To prepare the fair, they used the content and what they had learned from earlier stages, and looked for new information and materials.

Work on the final event was as follows:



Each class (15 classes: 1st -8th grades) selected one country and was to prepare its stand (models, music, decor, food) with information about a given country according to specific issues. The classes, led by tutors and with the help and commitment of parents, were divided into smaller groups.

The students were to use the knowledge acquired during individual classes at school to pass on information about one country to the rest of the school community and local community.

The country was chosen by lot. The selected countries were: Hawaii, USA, Brazil, Egypt, India, Ireland, Great Britain, France, Spain, Denmark, Switzerland, Austria, Greece, Japan, Australia.

Each class was to choose at least 5 issues:

1. Geography - location, population, landscape, political map
2. Biology - fauna and flora of the area
3. Civic Education and History - the most important historical and political events shaping the present image of the country, political and social conditions
4. Music, visual arts - music, country-specific art, festivals, holidays (singers, artists, dance)
5. Technique - architecture, traditional costumes and cuisine, Christmas or analogous holiday
6. Information technology - new technologies, achievements in the field of digitization, computer games, film
7. Mathematics, physics, chemistry - industry, engineering (outstanding achievements)
8. Religion - beliefs of a given country
9. Foreign language - what languages are used (it's good to be able to present it, e.g. subtitles in native language)
10. National (Polish) language - demonstrating the ability to search and use sources, editing information

One of the assumptions of the project was to make the fair available to parents and the local community, so we wanted to present the products of our work during school consultations. Due to the pandemic, the fair was held in class or students sent multimedia presentations.

One collective presentation containing the results of all students' work was created. (presentation is available at the link: [https://www.canva.com/design/DAEzLXE7CBI/VoPfwneN\\_18n85rTuYaYHA/view?utm\\_content=DAEzLXE7CBI&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEzLXE7CBI/VoPfwneN_18n85rTuYaYHA/view?utm_content=DAEzLXE7CBI&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) )

Main results for students:

- Effective learning through active involvement and experience
- Interest in social and global issues, increasing awareness
- Building empathy and tolerance towards other nationalities and cultures
- Increasing awareness of the environment and sustainable development
- Development of skills and competences influencing adult life
- Focus on citizenship
- Personal development, broadening horizons, raising self-esteem
- Help make the world better and fairer
- Ability to present one's opinion transparently and convincingly
- Being organized and taking responsibility;
- Playing an important role in the team



Main results for school:

- Improving the quality of the school's work through participation in an international project
- Improving the quality of teaching and students' involvement in the learning process
- Reducing the risk of educational problems in the classroom, thanks to better communication and developing attitudes and competences of cooperation in the group and local community.
- Developing awareness of local and global problems among students, parents, teachers and school staff
- Promotion of the school's activities in the local community

Most of the students were motivated to participate in the project due to the interesting topic and the new form of learning. Few of the students were reluctant to cooperate, but in the end all of them got involved in the project.

After talking to students during the fair, the vast majority liked this form of learning. They found it more interesting than the traditional one. They were able to indicate which areas of knowledge they used when preparing the project. They could tell and creatively present what they learned during the project. Thanks to the form of the project, students could show themselves in a completely different version, showing their soft skills (i.e. time management, team management, group cooperation, self-presentation, presentation of the effects of their work)

## Portugal

The piloting of the Prospect Educational Model involved 7 classes from AEVA's partner school Instituto Duarte de Lemos, which represented 134 students from 4 to 14 years old and 14 professionals from the educational area, and comprehended 42 sessions within the areas Environmental Sustainability and Gender Equality. The teachers involved in the piloting were pre-school educators, elementary school teachers, and teachers of Sciences, Citizenship, History and IT subjects.

The teachers were introduced to the 4 Learning Units – Environmental Sustainability, Immigration, Gender Equality and Global Citizenship – and, although they found all the areas quite interesting, meaningful and useful, they chose Environmental Sustainability and Gender Equality to test on this initial phase. The period of implementation was from October 2021 to January 2022 and left the wish of keeping on using the learning units along the school year, including the other areas not chosen for the piloting period.

In what concerns the Environmental Sustainability, the activities carried out focused on the protection of the forest, pollution and the care for nature, climate change, the cycle of water, rational use of water, health eating habits, environment preservation, in a sense of promoting the sense of responsibility and respect for the common home.

Gender Equality theme was tackled by the 9<sup>th</sup> grade students and it got their enthusiasm and motivation, namely by addressing the topic of domestic violence and the women's rights along History.

FEEDBACK



- The children were very enthusiastic during the development of all the activities within the Learning Unit: they participated in a proactive way and could understand the importance of protecting nature and put themselves on its shoes. They were able to make a connection with the natural environment and feel empathy for Nature, thus being conscious of the need to protect it.
- The children showed enthusiasm and involvement during all phases of the project. There was only one activity left to do due to our lack of time, which we would like to do later in the school year. At the children's request, one way of helping our forests could be planting some trees. It has not been done yet, however we still intend to do it.
- The indignation and the intervening awareness shown by the students, for example when exploring the report "What if we talked", or the active participation in the experimental activities on the properties of water, proved the effectiveness of the application of this learning model.
- The participants' expectations have been met as well as the teacher's, who intends to continue the project with the students, namely testing other activities and themes (Learning units).
- There was no resistance to the implementation of the methodological suggestions.

The application of Service-Learning methodologies through active and involving strategies allowed the the students to become aware of how important the above-mentioned topics are for increasing their global citizenship skills, and how important it is their awareness and role on the promotion of the issues related to each topic. They could feel they have a role to play and they are needed to change what is going wrong both in society and to the planet.

In addition, the educational visits outdoors and the comparison with the reality outside the school context proved to be highly motivating and capable of generating a new awareness in the pupils.

## Bulgaria

At the end of 2021, the pilot testing of the educational model under the PROSPECT project in Pernik district was completed. In the pilot testing of the educational model participated more than 100 students and 20 teachers from V SU "P. R. Slaveykov ", Pernik, VI Sofia University" St. Cyril and Methodius "in the town of Pernik and Sofia University" St. St. Cyril and Methodius "in the town of Radomir.

In V SU "P. R. Slaveykov "in the town of Pernik, the educational unit" We as children of the world "was piloted with 21 students from IX grade and 5 teachers. The participants showed great interest and activity in the topic. They acquired competencies on globalization and related social, economic and environmental changes, as well as personal attitudes towards the components of globalization.

In VI SU "St. Cyril and Methodius "in the town of Pernik, three study units were piloted:

- "Green Garden for Healthy Living" with 19 students from IIb class and 4 teachers. Students and teachers showed great interest in the activities on the topic of the project. The students demonstrated the acquired knowledge related to a healthy lifestyle, healthy eating and the benefits of exercise and sports. They worked independently, demonstrating creativity, diligence and focus. The parents supported the activities of the students and gladly took an active part in some of the practical activities. Teachers are satisfied with the results achieved in their work with students on the topic. According to them, the activities are extremely interesting and useful for students.

- "You and I ... children with equal rights!" With 16 students from Ib class and 4 teachers. The students got involved with great interest and actively participated in various activities. They acquired



knowledge related to human rights and the common good - asking for and offering help, recognizing problems and emotions, effective communication, concern, cooperation. The parents supported the activities of the students and gladly took an active part in the practical activities on the topic of the project. Teachers have been creative in presenting information and are satisfied with the results achieved in their work with students.

- "Human Rights" with 26 students from IXa grade and 3 teachers. The students showed great interest and worked with desire and enthusiasm on the topic of the project. They have acquired knowledge and acquired human rights skills. Interesting innovative lessons were held in which the students were the main actors and demonstrated their active citizenship. Teachers are satisfied with the results achieved in their work with students on the topic.

In Sofia University "St. St. Cyril and St. Methodius "in the town of Radomir, the "What do you eat?" study unit was piloted with 40 seventh grade students and 5 teachers. The students showed great interest and activity on the topic. Acquired competencies in analyzing food advertisements; the risks of consuming pre-packaged foods; the social and environmental cost of transformations related to marketing and sales by multinational food companies; the importance of responsible and critical consumption for their own health and the well-being of the environment; building a sense of shared responsibility. Teachers are satisfied with the results achieved in their work with students on the topic.

Students from all school stages were included in the piloted units.

The pilot training allowed the students to be the main actors in the identification, planning and especially in the implementation of activities to solve the observed problem, encouraging the development of citizens actively involved in the future of society.

Due to the epidemic situation caused by COVID-19, the participants encountered difficulties in making contacts in team work because they were trained remotely in an electronic environment.





## 9. Feedback from Stakeholders and Multiplier events

In the chapter, we will see the feedback from stakeholder committees and the multiplier events during the project. Generally, the feedback gained from the abovementioned events was very positive and the participants agreed these methodologies and service-learning tools should be considered to be added to all disciplinary curricula. The implementation of Prospect improves the relationship between the community and important global topics and pupils and students and even trainees.

### National Feedbacks

#### France

The greatest strength of this example is the association of a multitude of actors to talk about a single subject. The number of changes that the work has brought to the classroom is significant.

All of them say they like the atmosphere during project excursions very much, because they learn while "having fun".

They appreciate not being rated. They liked to work outdoors and understand the impact they can have on their close environment. Regardless of age or gender, everyone has the right to give their opinion.

"Combining nature and play is a good combination. This project taught me above all that you have to hold on to everything because it is not always easy to achieve your goal. I never imagined that this project would take so long. I also learned that the class is able to do good things. This project has "reboosted" the class. I think all the disruptive former students have finally realized that there's no point in doing anything; by giving a little bit of yourself you can do great things."

The didactic materials obtained during the Study Circle as well as the knowledge and skills will be used in work with trainees and will serve as an inspiration in creating innovations. One of the Directors used the concept learned to submit a new project in her local area.

During the last two meetings, the trainers reflected a lot on concrete actions how and where implement those new ideas at AFORMAC. They found various examples of service learning they already did without quantifying it. Many trainers and some directors will make use of the concept of service learning in their work to add more social impact. New ideas were upcoming, what organism to contact to implement the subject in the field of activities. Most of the participants wanted to upgrade Social at AFORMAC. Even in our course for immigrants it may lead quickly to first experience for work in a social utility field using service learning. Trainers will, because of those circles and the know-how of service learning, suggest new activities and internships using service learning. They saw service Learning as an opportunity to get more concrete and useful contents and doings into courses and for the trainees as they will be able to use their strength to help and create positive impact in social fields through the service learning.

Indeed, it appeared that many people use the concept of learning and social utility services in their courses and training without knowing it. It would be interesting to have a tool to design and qualify these already existing approaches.





## Italy

The final national event took place online on 24 February, as the persistent Covid emergency did not allow for face-to-face activities.

The Italian partners presented how the Service Learning methodology can be applied within curricular activities in order to develop and improve pupils' global citizenship skills. The PROSPECT Educational Model and the results of the piloting of the learning units in the two schools have been presented. The Italian partners had the opportunity to show the products made by the students involved in the experimentation of the learning units and the impact on the local community.

The invitation to participate in the event have been extended mainly to the headmasters and teachers of the local schools, as well as to representatives of the Educational Services of the Umbria Region (a regional public body) and the Regional School Office. In total, 23 participants from University of Perugia (Faculty of Education Science), Ministry of Education, University and Research, associations dealing with education activities in the school and primary and secondary schools (apart school partners) attended the meeting. The event was promoted through the social media of the 3 Italian partners, as well as through local media.

The participants showed a great deal of interest in the PROSPECT project products that were presented, and particularly appreciated the application of the Service Learning methodology during curricular activities to stimulate children's global citizenship skills.

Service Learning was well appreciated as an approach to address “hot” topics of global relevance starting from the local context, the one closest to pupils' everyday life.

It was also highlighted by teachers Cimarelli, Turelli and Schippa that the learning units of the PROSPECT educational model will be further tested in their classes with the involvement of other colleagues, even after the end of the project.

## Spain

The feedback from the schools who participated in the piloting was very positive, since they were already used to work with the Service Learning Methodology, and they showed a great interest in the Moodle Platform and in the project itself. One of the challenges they found this year was the COVID 19 restrictions, which affected them all, having to change some presential activities to online formats. However, it was also an opportunity to improve their skills in IT, as well as to strengthen their resilience.

Each school had their own characteristics, since some were infant and primary schools, and another one was a secondary school. Therefore, their goals while applying the service learning methodology were a bit different. For instance, when working with students from primary skills, it was more about strengthen their skills while working in groups, cooperating, being able to take decisions, communicating, and involving them in activities of their interests to learn and to help other people.

While with the secondary school, it was more about to change the behaviour of some students who decided not to go to class or who were defiant to the teachers. Then, with the service learning



methodology, they were involved in activities that benefited the educational centre, such as improving the facilities through painting, repairing or cleaning. The results were amazing, since they started to attend more to class and to be more respectful to their teachers and to their classmates.

Regarding the Multiplier Event, all the participants who attended showed great interest in the Prospect project, since they shared the goals and values of it. Especially they valued the Moodle platform as well as the piloting results, and they found useful the website to search for information and ideas in order to try to apply the learning service methodology in their schools.

They asked specific questions regarding the implementation of the project in schools. Mainly about the student's participation and their role deciding the activities to carry out, as well as the impact on them.

Besides, they showed interest in knowing other schools who applied this methodology, and what impact it had in the student's academic performance, as well as the teacher's implication while developing the methodology. They found challenging combining the service learning methodology with the academic indicators that students have to achieve each year.

Finally, they appreciated the fact that this project was carried out in different European countries, highlighting the importance of extending this kind of methodology across the Continent and the EU.

## Poland

In Poland we had organized two Multiplier Events taking into account the actual pandemic situation in our country. We have organized meetings in two different institutions. The first ME took place on the 9<sup>th</sup> of February 2022 in the Academy of Humanities and Economics in Łódź in the Center of Creativity and Entrepreneurship (Training Center). This unit is a training center for educators, trainers and focused on developing social and emotional competences among young people. In the ME took part manager of Center and trainers (in total it was 5 people). The topic of the project was very interesting for them as the service learning is the new methodology for them. The second ME took place on the 11<sup>th</sup> of February 2022 in the Sport Primary School No. 3 of J. Jaworski in Aleksandrów Łódzki. In this ME took part 17 teachers of different subjects. In total in both ME took part 22 participants. Both meetings had the similar structure. At the beginning we have presented the main idea and main goals of the project as well as the partnership. Next we have discussed the service learning methodology and civic education – why those two components are related together and why it should be implemented in the schools; what are the practical learning methods of service learning; identifying key personal service learning outcomes for learners; service learning and critical thinking and problem solving. After discussion of the methodology we have presented the project results like catalogue of good practices, results of circle study, pedagogical model with learning units, results of piloting the pedagogical model in school, platform with educational resources and recommendation. The participants in both groups were very interested in the project and its results. They found out many inspiration for their work. After the presentation of project's results the participants actively discussed the possibility of implementing service learning and use project materials in their workplace. Of course it is easy to implement the activities in the primary school with students. But also Trainer from Training Center explained how they can use the project results



– it can be added value for the participants of their trainings and courses – many of them are educators, teachers and they can use this methodology in their daily work. Also the Training Center is a unit of Academy of Humanities and Economics which include Pedagogical Faculty. At the end of the MEs participants received materials. After the meetings the materials about the project were also send to the participants by e-mails.

## Portugal

The feedback obtained from national multiplier events is quite positive. They took place In February 2022 and were organized and held in 3 schools of Aveiro region – Escola Profissional de Agricultura e Desenvolvimento Rural de Vagos; Instituto Duarte de Lemos and Agrupamento de Escolas da Gafanha da Nazaré. The teachers have showed much interest and curiosity for what was developed within the project, asked many questions about its conception, content and pilot feedback and expressed intention of applying it to their classes/students/realities. Their only concern was time, i.e., full curriculum compliance still is a worry for the teachers – they have to teach all the contents issued by the Educational System – but they started to think about how they could include those themes and strategies in their programs. The enthusiasm, participation and interest shown by everyone was really evident and made us think that Prospect project can really make a difference in teachers and students’ school life and learning.

## Bulgaria

The feedback from the participants is extremely positive. All participants share their support and willingness to use the results of the project in their work.

Citizenship training, according to the participants, will allow students to participate fully in the public life based on an understanding of social and political ideas and structures, but above all they will teach students to participate actively and democratically. Citizenship training includes understanding the role and scope of responsibilities of policy-makers at local, regional, national, European and international level (including the political and economic role of the European Union).

Participants praised the lessons offered, as they included knowledge of concepts such as democracy and citizenship. They also include the ability to express solidarity through expressed interest and expression

help solve community-related problems at the local level or in a wider context. They develop a sense of belonging to the local community, the country, the European Union, Europe and the world.

It is pointed out that in order to be successful, democracy needs civil society.

Civil society is a democratic society, active in public life, aware of its purpose, which is able to organize itself to achieve economic, political and social goals.

In order to take an active part in the ever-changing world, in order to consciously change it, students must become citizens armed with the necessary skills, not just knowledge.

Participants share the need for teacher training on civic education.



The education system does not sufficiently support teachers, conducting civic education. Only in rare cases are civic education teacher training programs conducted as part of a separate government program or civic education implementation scheme. Most often, teacher training on this topic is limited to independently organized courses, seminars and conferences conducted by NGOs, educational institutes and professional associations.

Primary school teachers need more general training, while secondary school teachers need "subject-oriented" training. It is therefore important to consider the introduction of different forms of training for these groups, both educational and at the training level.



## 10. Future Exploitation and Sustainability

This last part will summarize the actions in the future. More and more schools and training centers will use service-learning methodologies or similar to improve the social utility. It will stimulate the student's open-mindedness and teamwork ability. The important aspect of this project is to demonstrate the methodology to teachers and encourage them to implement those inside their long-term projects or curriculums. It will make the education more attractive for students but also raise education out of formal environment making bonds between in class education and the community. After the Prospect project, it's necessary to continue to work with the teachers about the methodology and to spread the ideas of service-learning in all education areas. We already started to adapt the methodology in VET trainings, it's already known in universities and starts to spread in school and kindergarten level.

### Specific National Exploitation and Sustainability proposals

#### France

The prospect project could benefit at Local, regional and national level. At local level the project could benefit to the local associations and actors as well on a political level to city councils and townships and syndicates. On regional level we experienced the project with a program looking to level up long term unemployment in all age groups. In this case the project was very useful and the service-learning methodology great to ensure the upskilling of the target group at regional level. The piloting was held in 4 different locations in one same region. Of course, Regional authorities such as unemployment centers and regional commissions at political level can benefit from the project.

At national level the national Vet training syndicate is interested in the methodology and may give the opportunity to develop further service-learning integration into other training centers.

Osengo is highly interested in the work with new innovative approaches in trainings and teachings. For us it is very important to go beyond the typical quest of the financing bodies. For those new methodologies we think it's particularly important to look around even in upper and lower placed school or university curriculums and methodologies to adapt them to the scope of Vet Training.

During the prospect research and experimentation, we learned much about Service-learning thanks to other more experienced partners in the school scope. We are looking forward to implement this methodology to some of our existing trainings and include it in our proposals in local and regional quests for trainings.

We definitely would like to see other Vet centers to integrate this methodology as it creates positive learning schemes for trainees.

#### Italy

The possible exploitation and sustainability actions of the project mainly concern two aspects:



1. The integration of teaching proposals into the school curriculum of the schools involved in the project.
2. Raising the awareness of the bodies responsible for planning school curricular activities, such as the Regional School Offices in our country.

As far as the first action is concerned, it is fundamental to provide teaching proposals related to global citizenship competences, within the school curriculum and therefore to guarantee a privileged focus on global issues over the years. The implementation of citizenship competences within the competence targets set by national regulations and the school curriculum guidelines are also very important to ensure the development of global citizenship competences in our students.

Regarding the need to raise awareness of the institutions responsible for selecting the topics of the school curriculum, in Italy, guidelines are usually issued by the Ministry of Education and they are the same for all schools of all grades. However, each school has a certain degree of autonomy to apply innovative methodologies and to include transversal projects in the curriculum. Through the periodic evaluations that the project partner schools send to the ministerial bodies, the inclusion of Service Learning methodology will be encouraged as an educational approach to fostering students' global citizenship competences, especially in the discipline of Civic Education, recently reintroduced by the Ministry of Education as part of the curriculum.

Finally, another action that may be undertaken to ensure the sustainability of the project, is the development of new projects based on the Service Learning methodology addressed to other target groups, such as high school or vocational training students.

## Spain

The schools who participated in the piloting are committed to the service learning methodology, and they will continue to use it in the following years. Besides, they have a network where they can share their experiences with other schools. Therefore, the service learning methodology is gaining ground in Spain, and other schools involved along the project, such as the ones with best practices, or those involved in the study circles, will be able to keep working with this methodology. Besides, thanks to the Moodle platform, there will be many schools who will have the chance to access to the learning units and to practice this methodology in their educational centres.

The Facebook site of the project, alongside with the official website of the project and the partner's websites and Facebook profiles, will share the goals and outputs of the project, being therefore available for a greater audience. In addition to that, the project and their results will be shared among other schools who could not participate in it given the circumstances (COVID 19 restrictions, excessive workload of teachers and students, lack of time...), but who showed interest in the project and willingness to incorporate this methodology to their curriculum plan.

All the outputs of the project should be uploaded to the European platform of results (catalogue of good practices, educational model and the online platform in Moodle), so other partners interested in this methodology would have the chance to access and test it, or take ideas from these results.

Videos and pictures of the piloting, as well as links would be very useful for dissemination on the website of the project and on the Facebook profile. It is said that an image is worth a thousand words,



so to share images of the service learning methodology being applied, or videos explaining how the schools implemented it and what was the role of the students, the teachers, the goals they wanted to achieve, the difficulties they found, the tools they used, deviations from what it was planned, how they adapted to COVID 19 restrictions, the final outcomes, the satisfaction level...etc., would be really helpful and inspiring for others to encourage them to use this methodology.

The fact that the Facebook site and the official website of the project together with the official websites of the partners and their profiles on social networks are open for everybody without restrictions, amplifies the impact and the chance that other possible schools find out about the project and their results.

## Poland

The Prospect project has great potential for further dissemination in WSBiNoZ. The Academy educates both first and second degree students of pedagogy and psychology. We also have postgraduate studies for teachers and educators. Project outcomes are and will be presented to the students of WSBINOZ. The information about the project is uploaded on the website of WSBINOZ also with information where are uploaded the results and how to find them. The results of Prospect project is an additional value for students of WSBINOZ, they can use it in they present and further work with pupils and students at every level of education.

A large area of WSBINOZ's activity is the organization of conferences, dissemination events and meetings, webinars on various topics and addressed to various target groups. The results of the Prospect project will certainly fit into many of the organized events and will be able to be disseminated to a wide audience during them.

There is also an Employers' Council at WSBINOZ. The aim of the Council is to cooperate with the University in the field of modeling education processes, giving opinions on study programs and the content of classes in such a way that they respond to the needs of the labor market. The mission of the Council is to integrate the science environment with the sphere of economic practice, improve educational processes and raise education standards. The idea of the Prospect project and its results can also be used by the Council to promote entrepreneurship and service learning among young people.

In WSBiNoZ we also run workshops for young people from outside e.g. in cooperation with primary schools and other organizations for young people and children. The idea of Prospect project can be also included in those activities.

We also have signed the agreement of cooperation in the frame of Prospect project with the Primary School of King Stefan Batory in Szczawin, in which the results of the project have already been implemented in the school and also will be used in the future.

WSBINOZ has a wide cooperation with many schools from voivodeship of Łódź and the results of the projects are shared with whose schools. During the meetings in the schools with Directors and Pedagogues, Educators we discuss different possibilities for education including the results of educational projects like Prospect project.





We also often organise meetings with teachers, educators on the occasion of other educational projects. We then use these meetings to transfer knowledge from several projects that relate to a particular topic in order to make the transfer as attractive as possible.

The project also has the potential to become a starting point for a new, different projects in the future, as it has done before.

## Portugal

Our exploitation and sustainability proposals are mainly concentrated in two aspects:

- The integration of the Educational Model in the school curriculum;
- Political authorities in charge of school education and training in the school system at regional and national level for systematizing the Service-Learning methodology for improving students' global citizenship skills and competences as well as key competences.

It is fundamental to provide teaching proposals related to global citizenship competences, within the school curriculum and therefore to guarantee a privileged focus on global issues over the years. The implementation of citizenship competences within the competence targets set by national regulations and the school curriculum guidelines are also very important to ensure the development of global citizenship competences in our students.

## Bulgaria

Regional Department of Education - Pernik (RDE - Pernik) will continue to encourage and support the integration of good citizenship practices in the educational process, because citizenship education is not a prerequisite for additional extracurricular activities, but an additional approach to teaching and learning in school .

The pilot practices of the project, which are characterized by something new, innovative, introducing innovative solutions to the topic of educating citizens, able to act critically and face the new challenge of global society will be presented to other schools in the field.

RDE - Pernik will encourage and support the training of teachers in the field to improve their skills in citizenship education.

RDE - Pernik will share the results of the project at its regular meetings with teachers and representatives of the regional authorities.

ITPIO will share project results during workshops on other projects; will use them as a basis for new project ideas, developing and multiplying them.



## 11. Overall Conclusions and Recommendations

### Conclusions

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, skills 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.

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' problematics, 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 initiative 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;
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.

### Specific National Conclusions and Recommendations

#### France

It is recommended to use the implementation process, with a multitude of actors and the support of local associations to involve students in a historical memory work. Unity is the strength in this example. Without this union, group cohesion will not be effective and work of low quality. This will have a significant impact on the result.

At this stage of the study circle the participants only raised the issues of the methodology of the learning service. After a first approche the first recommandations were



- Clarify the Service-Learning experience in the context of vocational training
- Look for other examples within AFORMAC that are similar to the Learning service.
- Adding the concept of social utility to the concept of learning services
- 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 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 generalized content on the concept of the learning service and to add the concept of social utility as well.

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 weakened public and target all types of learners in the 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 learning service 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 their doings.

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 those terms.

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 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 generalized content on the concept of the learning service and to add the concept of social utility as well.

Most recommendations stayed the same than in the first 2 Study circles. The Trainers were recommending to use 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 generalized content on the concept of the learning service and to add the concept of social utility as well.



## Italy

The activities carried out as part of the Prospect project, as well as the products developed by the partnership, emphasised the importance of acting to ensure that the world of education, and in particular schools, play a crucial role in raising awareness of the problems affecting our society. In particular, the piloting of the learning units aimed to strengthen the sense of responsibility, safeguarding, respect for others through the methodology of Service Learning, which fosters cohesion between the school and the community, between local and global issues and vice versa.

The implementation of the PROSPECT educational model based on this methodology was aimed at raising the awareness of future citizens who, although on a small scale, may be able to counteract the wills, often of an economic nature, that make our world sick. More importantly, the testing of the learning units will strengthen the global citizenship skills of the children who will be the adults of our future.

Also, the added value of this project lies in the inclusion of globally important topics within the normal school curriculum, where disciplines are tools for stimulation and knowledge that facilitate pupils' specific learning.

Given the importance and the results of the PROSPECT educational model testing, the Italian team has reported and will continue to report the above considerations in the periodic evaluation documents that are sent to the relevant ministerial bodies. In this way, it is expected that the Service Learning methodology and the project' topics aimed at increasing the children's global citizenship competences may be included in the National School Indications.

## Spain

We believe the service learning methodology is very useful for schools, and that the project itself, with their outputs, helps schools to apply it. However, there are some difficulties that are hard to overcome, such as COVID 19 restrictions or the excessive workload of the schools, which make it difficult sometimes to encourage schools to participate with this methodology since they are highly stressed with their curriculum plans and with the rules they have to follow due to the COVID 19 situation.

Nevertheless, it's good that at least they know about the methodology, which it is available online, and to know that they can check it out and test it whenever they think it's a good moment for it.

## Poland

The tools developed in the PROSPECT project are an interesting supplement to the educational program implemented in kindergartens, primary and secondary schools. The tools developed as part of the project constitute the basis for undertaking comprehensive activities within the service learning methodology. It should be emphasized that special attention should be paid to shaping social competences within educational units, which is a key element in shaping a responsible civic attitude among young people.





As the main general conclusion after implementation of Prospect project people involved in realization of activities said that the main strong points are: work in a group, responsibility for obtaining information, a clearly defined division of stages of project implementation and activities for personal development and for the local and global community. Teachers involved in the implementation of service learning at school are still in the process of this methodology. They appreciated it very much and see as important, needed and interesting methodology. They are still continuing education through service-learning and also increasing students' awareness and involving them in the process of their own education. As recommended by the educators implementing those methodology in the school during realization of project activities the service learning methodology should be implemented as part of educational hours, as part of developing classes, as part of additional classes, as part of day-room activities. They highlighted the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences. They focused on the possibility of presenting the effects to a wider audience and also ensuring the possibility of modifying the form of the activity without affecting its assumptions and implementation. Strong aspects of service learning are focused on the need for students to be highly involved in acquiring knowledge, presenting and sharing knowledge in practice, students as teachers. In service learning methodology might be included many institution, it depends on the undertaking topics, but also many institutions/target groups may benefit from the methodology, not only schools and local communities but also for example: communes, workplaces, nursing homes, orphanages, animal shelters.

The PROSPECT educational model is an accessible, interesting and engaging way of acquiring knowledge by students. The program implemented under the Prospect project, complementing activities aimed at students, aimed at developing interpersonal competences, is an adequate and interesting tool supporting young people.

## Portugal

The Prospect project aimed at developing and testing an educational model addressed to all school levels, starting from kindergarten to secondary junior school, focused on service-learning, as crucial moment for passing from knowledge (know) to skill (know how to be) and competence (know how to do). This way, schools in particular and education in general play a core role in raising awareness towards the problems that affect our society and also the world. The Learning Units developed and tested intended to develop the students' global citizenship competences assuring the training of a citizen's ability to act with critical thinking and to face the new challenge of the global society.

Through the Service-Learning methodology, students have the opportunity to "move" within their regular school curriculum by testing their knowledge and skills in a real environment and at serving the community, dealing with authentic problems, developing skills and growing a sense of identity and belonging to their local environment. Also, interdisciplinary is an added value of the project, as all the school subjects are called to join effort and knowledge, stimulating different experiences and knowledge on behalf of raising awareness of school community and community in general about social issues and promoting crucial global citizenship skills among everyone.





## Bulgaria

In Bulgaria Order № 13 / 21.09.2016 on civic, health, environmental and intercultural education, issued by the Minister of Education and Science, is the normative document that determines the state educational standard for civic, health, environmental and intercultural education. This standard defines the nature and objectives, methods and forms of implementation, the framework requirements for the results of training in civic, health, environmental and intercultural education, as well as institutional policies to support civic, health, environmental and intercultural education.

In school education, civic, health, environmental and intercultural education is carried out in the process of acquiring all types of school training, as well as in class, in activities of interest within the all-day organization of the school day, in general support activities. for personal development.

Educational institutions analyze the needs of the school community and determine their priorities related to civic, health, environmental and intercultural education, which are part of the strategy of the institution.

Institutional policies are reflected in programs in civic, health, environmental and intercultural education, which are developed and updated for periods and in accordance with the rules of the educational institution.

During the seminars with the teachers from Pernik district under the PROSPECT project, the idea of applying new approaches to citizenship education was presented. Participants identified as a future challenge the development of new skills in them to adapt and apply more easily the methodology and approaches to citizenship education in the specific contexts of their work in school.

During the piloting of the study units under the project, increased activity of students was found, forming attitudes and attitudes towards global problems and provoking ideas for their solution, high civic activity and self-awareness.

The pilot training allowed the students to be the main actors in the identification, planning and especially in the implementation of activities to solve the observed problem, encouraging the development of citizens actively involved in the future of society.

The teachers are satisfied with the results achieved by the piloted units, as the activities continue in time - (after the end of the project and after the end of the school year. They will be willing and willing to work on other topics included in the project.

The topics from the PROSPECT project can be integrated into the lesson of each subject studied in school. Participants share the need for teacher training on civic education.

The education system does not sufficiently support teachers, conducting civic education. Only in rare cases are civic education teacher training programs conducted as part of a separate government program or civic education implementation scheme. Most often, teacher training on this topic is limited to independently organized courses, seminars and conferences conducted by NGOs, educational institutes and professional associations.

Primary school teachers need more general training, while secondary school teachers need "subject-oriented" training. It is therefore important to consider the introduction of different forms of training for these groups, both educational and and at the training level.





## 12. Pilot reporting made by the Prospect partnership

The following part is giving precise feedbacks concerning the Prospect projects pilot implementation in each country and the feedbacks highlighted during its implementation.

The questions asked to the Trainers and coordinators implementing the piloting were in each country:

1. *What aspects of the PROSPECT Educational Model do you think work best?*
2. *What aspects do you think should be strengthened or approached differently?*
3. *What aspects are now part of your professional practice?*
4. *What activities and teaching methods have most facilitated this appropriation?*
5. *What aspects of your practice still seem remote?*
6. *Suggestions for the implementation of global education models incorporating the Service-Learning methodology in school curricular activities.*
7. *Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.*
8. *What regional or national Authority could benefit from the PROSPECT Project in your country?*
9. *What in the Service-Learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?*
10. *In relation to the strategic objectives and interests that initially motivated your organization's participation in the consortium, are there any changes that you would like to see?*
11. *Other comments*

Below each countries answer:



## France

What aspects of the PROSPECT Educational Model do you think work best?

The Service-Learning methodology that the prospect project put forward is an excellent mean to integrate unemployed persons back into the working market. In our case the Prospect project was the start to submit a regional proposal to the local councils to reintegrate through a service-learning methodology long term unemployed.

For us the structured proposal of the units and earlier findings of the project were of a great help. We were looking forward to understand more the service-learning methodology and to adapt what is already done to the universe of VET training. As the project moved on the difficulty to develop specific units for the Vet sector became clear but never less, we were able to build up-on the Prospect project and its findings to propose to our trainees a new innovative way of participate in the local community and to learn something.

In sum what worked the best of the prospect project was for us the Service-learning methodology and the chosen subjects of the Piloting learning units allowing us to create new ideas in cooperation with the trainees and the local community.

What aspects do you think should be strengthened or approached differently?

Obviously, the piloting units were constructed for the use in a school with young pupils so we had to adapt the content or only take parts of the internal message and methodology in our piloting. Overall E-learning is still a difficult topic for our target groups and also with connection problems and lack of computer equipment among trainees.

It would have been great to have more Trainees and Trainers for the piloting and testing phase but as the piloting was foreseen in a rural area and in various locations (small towns) we needed to create small groups with often only one trainer and 5-10 Trainees.

What aspects are now part of your professional practice?

We now try to involve more the trainees at the choice of what activity they would like to implement during sessions that are targeting social or transversal skills. The whole Aformac Group is also looking forward to submit projects containing the service-learning methodology in a near future.

Trainers also now use a E-Learning on the internal platform for French and Math's what came up at the same time than the prospect project.

What activities and teaching methods have most facilitated this appropriation?

Trainers liked the use of active methodologies and didactic proposals that promote the help in the community and service learning. Thus, allowing trainees to learn while doing not



having the sense being in school. For the unemployed public development of key competences for meaningful and real learning showing ways to use their acquired skills was very helpful.

As well work on social inclusion, immigration, environment and with local association and organizations created great pathways for approbation.

Trainers had to contact themselves the associations and therefore were involved from the start on and in a team, what gave them good opportunities to apprehend the service learning and to feel involved.

What aspects of your practice still seem remote?

For now, it is still unclear to the trainers how they could integrate the service-learning methodology from the prospect project into their existing trainings following a curricular that is decided on state level. This created mandatory elements and not much possibilities to get beyond usual implementation. But Trainers are interested into linking traditional learning with the local community especially in the rural areas.

Suggestions for the implementation of global education models incorporating the Service-Learning methodology in school curricular activities.

As we did not implement the model in school curricular activities it is difficult for us to give any suggestions about it.

We can recommend using the methodology coming from either school or university level and adapt it to your needs. The service learning is more about the idea itself and the methodology and used topics that precise curricular activities to follow step by step.

So, the best suggestion would be to create your own way of using service learning in your activities and with your target group: Service learning is highly adaptable.

Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.

Main outcomes were:

- A link with migrants
- A cleaner environment
- A link between the young and the old of the town
- A link to local associations
- Education to immigration and contacts to this public
- Education to global citizenship
- Education to sustainable environment and global citizenship
- Education to waste reduction



- A positive experience for long term unemployed
- Satisfaction of the trainees and the teaching staff but also
  - o the residents of the hosting facility
  - o the school pupils, teachers, aged residents of the retirement home
  - o the citizens' community
  - o the participant association
  - o the Red-Cross ONG
- Trainees were aware about
  - o helping immigration
  - o intergenerational actions
  - o sustainable and environmental challenge
  - o animal welfare
  - o Red Cross activities

The results obtained from the implementation of this project have been:

In Trainees:

- Increase in interest in learning and integration in the local environment.
- development of transversal competences.
- Training of long term unemployed who are involved in their environment, capable of transforming the world and who are not only concerned about their own personal benefit.
- Develop and spread a positive social vision and solidarity.
- Equal opportunities for all trainees.

In Trainers:

- More training in service learning.
- Positive working environment.
- Creation of joint projects with the community and implementation.
- Training based on group activities and Trainee's choice of subject

With the local community

- Positive environment and new employment opportunities
- Involvement of the local community and trainers
- Greater dissemination, which leads to an increase in local knowledge of what is done in the center.
- Development of innovation projects.

What regional or national Authority could benefit from the PROSPECT Project in your country?

The prospect project could benefit at Local, regional and national level. At local level the project could benefit to the local associations and actors as well on a political level to city councils and townships and syndicates. On regional level we experienced the project with a



program looking to level up long term unemployment in all age groups. In this case the project was very useful and the service-learning methodology great to ensure the upskilling of the target group at regional level. The piloting was hold in 4 different locations in one same region. Of course, Regional authorities such as unemployment centers and regional commissions at political level can benefit from the project.

At national level the national Vet training syndicate is interested in the methodology and may give the opportunity to develop further service-learning integration into other training centers.

What in the Service-Learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?

The service-learning methodology is permitting positive group dynamics even among a target group and public that normally would be less positive and active. As well it creates bonds between all actors (trainees, trainers, local association and politics).

Trainees could put forward their own skills and develop them in group training each other's giving place to skills that would not have been included in the foreseen curricular activities.

As well in our case the long term unemployed also enhancement their image of themselves allowing them to feel part of the society and local community again.

The Trainees were themselves the major actors permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) and they were proud of it.

In relation to the strategic objectives and interests that initially motivated your organization's participation in the consortium, are there any changes that you would like to see?

Osengo is highly interested in the work with new innovative approaches in trainings and teachings. For us it is very important to go beyond the typical quest of the financing bodies. For those new methodologies we think it's particularly important to look around even in upper and lower placed school or university curriculums and methodologies to adapt them to the scope of Vet Training.

During the prospect research and experimentation, we learned much about Service-learning thanks to other more experienced partners in the school scope. We are looking forward to implement this methodology to some of our existing trainings and include it in our proposals in local and regional quests for trainings.

We definitely would like to see other Vet centers to integrate this methodology as it creates positive learning schemes for trainees.





## Italy

What aspects of the Prospect project do you think work best?

The Prospect educational model prompts reflection on the meaning to be given to traditional school subjects in the modern knowledge society in view of the educational aim of activating global citizenship skills in schools.

Knowledge is one of the elements of competence, so the education system is called upon to provide a solid disciplinary preparation that enables cognitive skills, knowledge useful for a good basic preparation of a student entering adult life.

Therefore, it is necessary that the teaching contents are useful to adopt investigative methods, of analysis of reality, trying to create the conditions for a young person to be able to understand reality itself, to argue their own opinions - by virtue of the acquired disciplinary knowledge - and to propose solutions to the problems that affect the human and physical environment.

Knowing how to be is the third element of competence. The implementation of school curricula with an analytical and proactive look at the major issues affecting the world is the concrete translation of knowing how to be. Ecological, gender, rights and citizenship issues for all, therefore, become containers where competence can be made explicit and verified.

In addition to the European competences already provided for in the Council of Europe's Recommendations on the competences that are essential **for the modern knowledge-based society, another one is added: the competence** of global citizenship, which involves not only the active participation of individuals in the life of their local area, but also an effective contribution to taking charge of world problems in order to provide possible solutions, starting with the everyday actions that each person can put in place.

The Prospect model has enabled us to relate the subject curriculum to the global theme, demonstrating how schools can implement actions to prepare young people to meet the challenges of their future, without extracurricular courses, but rather by using the knowledge they have learned to observe, analyse data, seek answers and propose solutions.

All the proposed units are functional to the development of global citizenship skills, with reference to the UNESCO documents and Agenda 2030. Definitely with children aged up to 11, the themes linked to the environment, solidarity, respect for others, are closer to the life experience of this age group and therefore better organised as units of work, within the primary school. In fact, the issues mentioned are observable and perceptible in relation to the knowledge and learning that takes place at this age..

Finally, based on our experience, the aspects that worked best in the proposed educational model were

- the active involvement of the pupils in each phase of the process and in the development of their own learning
- the planning of pathways that aim to be integrated into the curricular programme
- collaboration between teachers, pupils and the community



What aspects do you think should be strengthened or approached differently?

The learning units covered the main 'hot' topics being studied and proposed by scientists, researchers, experts and ordinary people, for example Greta Thunberg and her movement.

As we can well suppose, the wide range of topics makes it difficult to translate them into teaching actions to be carried out within school activities. It is a question of changing methodologies and contents by working on the model developed by the Prospect project as a specific training based on service learning that takes into account the cultural background of the different countries that have been involved in the development of the model.

It is therefore a matter of not letting the difficulties fool us, but challenging the difficulties that arise from strategic/organisational aspects rather than from cognitive and relational ones.

Of course, among the major issues addressed - the environment, gender, the rights of all and for all, global citizenship also for the marginalised in society - there were challenges and difficulties in implementation.

The most complex issues are those relating to gender differences, not because pupils are unable to recognise the difficulties involved in dealing with human diversity, but because of their lived experience, which often does not allow them to focus on actions that might resolve them.

In this case it is suggested to differentiate this topic according to the age of the students, proceeding for the youngest to make them acquire contents linked to their way of living with their classmates, with disabled children or children in difficulty, through didactic paths that pay attention to what is *different from me* until reaching the awareness of diversity as an added value. For adolescent students, on the other hand, the subject can be treated to achieve awareness and the need for gender diversity as respect for others in general.

The subject of climate change also offers interesting insights, although not too close to the children who receive the news from the media, which makes them less aware. It is a question here of providing additional time so that the analysis of existing situations, their causes and consequences can be assimilated and learned consciously.

Moreover, another aspect that should be strengthened within the project is the connection and integration of the work pathway with the daily curricular activities of the class in the different subjects.

With a view to using the educational model within the class curriculum, the teachers' ability to plan their subject activities in relation to this new approach should be enhanced.

What aspects are now part of your professional practice?



Dealing with issues of such a global scope has led to a revision of the contents selected for disciplinary learning and a reflection on teaching styles, no longer linked only to basic curricular proposals. It can be recognised in those who have been involved in the training and testing of learning units, a reassessment of static teaching systems and procedures. This has brought into play the professionalism of the teacher, the ability to reprogram general contents in order to integrate them with the activities proposed by the learning units.

The aspects of this continuous training process of those already working in the school, which have produced improvements, are the following:

- Designing wide-ranging teaching activities by linking them to background themes that complement disciplinary knowledge, without fear of adding a proposal that does not tie in with the disciplinary programmes.
- Adopting as themes the major problems of today's world, the only ones capable of building active and aware citizenship if proposed from an early age.
- To have modified the methodological strategies, implementing new tools such as debate, group work, the request to use one's own knowledge to activate actions that can be communicative.
- To have analysed and evaluated learning not only as outcomes of a teaching action but as expected learning objectives.

Moreover, the project was a stimulus for teachers to use strategies aimed at involving children more actively in educational processes and making them more aware of the meta-cognitive processes involved.

Another aspect that is becoming an integral part of teachers' professionalism is knowing how to structure pathways that start from real problems close to the pupils in order to have an objective impact on their learning and daily lives.

What activities and teaching methods have most facilitated this appropriation?

The models of proposed learning units highlight the "constructive" operativity of the student's knowledge, a form of approach to global citizenship in fieri, which starts from the initial planning of the unit and sharing with the students the objectives to be achieved, both from the point of view of content and motivation, in other words to participate in the socio-cultural and economic life of the adult world.

Active methodologies, linked to the theories of psycho-pedagogical constructivism, show that the skills acquired are more solid and open up to a critical mind, the ability to debate and support ideas with appropriate arguments.



In order to obtain an effective and efficient result of the project work it is necessary to evaluate a series of aspects from what it means to "create a learning environment" to how to organise "the contents and the documentary sources".

When dealing with major and serious social and economic/political issues, it is crucial to work hard on the project proposal of the learning unit, clearly stating what is the responsibility of the teacher and what is the responsibility of the students, what materials to select and use, how to organise the class so that we already 'learn' to pool individual strengths and transform them into collective action. This is also a fundamental competence.

The learning units elaborated and tested in Prospect have kept to the parameters of good and solid global citizenship competence.

Therefore, the operational and laboratory methods (in the sense of acting cognitively and not only experimenting) were the most effective and motivating.

Attention to the preparation of the learning environment, to the setting up of working groups, to making demands according to the potential of each pupil has favoured the inclusion also of pupils with special learning needs.

Above all, careful and detailed planning has favoured the classroom atmosphere and reduced teachers' performance anxiety.

What aspects of your practice still seem remote?

The project system is complex both in the identification of all the aspects that characterise it and in the declination of the procedural steps. The most tricky step lies in the evaluation of formal learning and of the habits and/or attitudes that arise along the way and develop knowledge and attitudes.

The evaluation therefore, in this case, takes the form of: evaluation of learning useful for the development of citizenship skills; evaluation of the assumption of awareness of the macro-themes in terms of pro-active behaviour; self-assessment of the students with a process of meta-reflection on the quality of the course and how much they have assumed behaviour more respectful of the rights of all, in the various areas of global problems.

Therefore, the greatest difficulties remain:

- Identify the evaluation of learning processes which are linked more to the teacher's interpretation than to any obvious objectivity.
- Recovering the different evaluations in order to summarise the outcomes, the role of the subjects, the modifications of life habits or changes in attitudes towards others.

The proposed educational approach, although in some stages close to our teaching style, still requires time to ensure that our educational proposals and the knowledge and learning acquired by the children can be effectively put at the "service" of the community. In order to achieve this, it is necessary to change the paradigm linked to the school curriculum so that there is real integration of the model with the curriculum.



Suggestions for the implementation of global education models incorporating the service-learning methodology in school curricular activities.

- Involving teachers in training that can make them aware of how to use service learning as a new approach in teaching practice.
- When planning their annual activities, teachers should include the use of this model to develop certain subject areas.
- Designing learning units that use the service learning approach in the planning of civic education courses.
- The realisation of a final product, be it a poster, a video, a brochure to be disseminated through the media or in the local area, stimulates and motivates students more, makes them feel more involved in the construction of knowing, knowing how to be and knowing how to do, which are the core of the concept of competence.
- Designing learning units that always include a phase of reporting to the community, family and territory. This could also foster greater motivation and personal commitment on the part of both teachers and students. It should become a constant to achieve school and global citizenship competences, which are strongly interlinked.

Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.

European projects are characterised by the search for strategies that can be taken up by political and cultural management bodies in the field of education.

Below are our suggestions to take into account when planning teacher training policies:

- Disseminating the good practices resulting from testing learning experiences such as PROSPECT to ministerial bodies and local authorities. This will allow a shared and formally accepted reflection of the indications and suggestions arising from the evaluation of the good practices tested.
- Sharing the practices, their procedures, areas, methodologies and teaching style resulting from the piloting of the PROSPECT model both in the initial training phase and in the continuous training of teachers.
- Developing initial training projects to be set up with the university that can include both the acquisition of global citizenship content, including international documents, and the development of methodological and strategic skills to deal with them within the school.
- Developing specific and periodic courses on global citizenship skills, with tutors trained for this, starting from the analysis of good practices carried out, the identification of the problem selected on the basis of the reference context, a design according to the model of learning units developed by Prospect and the consequent decision to include these courses within the school curriculum.



- The school should promote teacher training courses aimed at increasing teachers' ability to plan courses that provide for the overall growth of pupils, both in terms of learning and in terms of the acquisition of civic and social skills.
- The educational model tested, linked to service-learning, must be integrated with curricular planning and become part of the school's identity.
- The importance of pupils and teachers taking a leading role in structuring responses to the community's problems and in planning educational paths.

What regional or national Authority could benefit from the Prospect Project in your country?

Agencies and authorities in charge of education and training have been selected in relation to the topics dealt with in the piloting adopted by the schools for the consistency of the focused contents, for active listening because they are directly involved in similar actions and for strengthening the work programmes with new and innovative ideas produced by the pupils.

More specifically, the following institutions will benefit from the products of PROSPECT project:

- local agencies for the environment, the safeguarding of the territory's tangible and intangible heritage as well as associations that care for gender equality and the integration of migrants;
- Local authorities such as the Region and the municipalities that can include Prospect's proposals in their development and civic education plans;
- Regional school offices because of their dissemination function, both for training and for the orientation of civic values among teachers;
- the results of the project tested will be sent to the ministerial offices dealing with educational poverty so that they can be the subject of guidance at national level.

What in the service-learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?

In the Italian school tradition, projects have been part of the school curriculum for more than 20 years and have taken on the characteristic of extra-curricular projects, carried out in curricular time and in the afternoons, which were becoming an extra effort, aimed at privileged groups of students because they were willing for various reasons to face a further path, in addition to the traditional school model.

Testing service learning methodologies within the school curriculum makes the teaching proposal evolve, links it to curricular knowledge, represents a different vision of the teaching/learning process which leads to an awareness of what each person can do to improve the model of life, the vision of a more balanced and fair world. This process



generates competence and, if it is exercised in the appointed place of training, the school, becomes a common heritage of all and a factor for reflection and change in the style of living.

Thus, implementing knowledge with knowing how to do naturally favours service learning skills and thus their reproducibility in everyday actions of study, work and leisure.

The Service Learning methodology allows this transition through the role of "decision maker" that pupils are invited to assume, their active involvement in the life and consequently the community they belong to.

Putting their knowledge and skills to "service" helps them to develop the ability to observe, to ask questions, to find alternative and creative solutions to solve close, authentic and concrete problem situations.

This pathway will lead them to develop a sense of belonging and identity linked to their own community and to the acquisition of key competences that can be used in both social and professional life, becoming active and aware builders of their own future as citizens.

In relation to the strategic objectives and interests that initially motivated your organisation's participation in the consortium, are there any changes that you would like to see?

The training and testing process did not highlight any critical points and therefore did not require any particular modifications. The only regret is the forced impossibility, due to the COVID pandemic, of maintaining frequent contacts within the partnership, which is particularly important both because direct exchange and confrontation is more effective and productive and because getting to know the members of the partnership in person proves to be beneficial for greater collaboration and understanding.

Other comments

The pandemic emergency was an obstacle to the implementation of the learning units as it did not allow us to carry out the activities at the right time and there was a lack of continuity in carrying out all the planned and scheduled activities.

However, the best efforts were made to ensure that the learning units were tested in such a way as to be able to apply and evaluate the service learning methodology within the curricular activities of the classes involved.





## Spain

What aspects of the Prospect project do you think work best?

- We have become much better at creating projects based on the real needs of the students, the school and the environment. It is easy for us to visualise and programme in advance.
- The use of ICT and its teaching to pupils, so that it can later become a more formative and pedagogical use of ICT (Learning and Knowledge Technologies), giving meaning and foundation to ICT in our educational context.
- Seek alliances and disseminate the projects. We would no longer know how to work without doing both.
- The experiential approach of service-learning aimed at improving the environment in a real way and the possibility of assessing the results, not only in the classroom but also in a network with "complicit" entities and institutions with which we share objectives and learning.
- The involvement of the students. They feel important because they have gone from being the bad guys to showing that they know how to do things and are important in the dynamics of the School.

What aspects do you think should be strengthened or approached differently?

- The use of technology in the classroom. It is necessary to adapt and evolve with the society in which we live. The use of laser cutting and 3D printers has had great results in increasing skills, not only in digital skills, but in all of them, as is reflected in the different blog entries. This environment of cultural, natural and digital practices that children experience in technological environments and relate to can be described as TRIC (technologies + relationship + information + communication).
- Often the pressure of the content/curricular load does not allow us to enjoy as much as we would like, but each year we are adapting the content more and more in a transversal way.
- Involvement of more teaching staff (although this is difficult due to the timetable).
- Having a stable budget to buy materials and make the interventions and activities more attractive, functional, etc.
- Involvement of local entities in the dissemination of the activities.

What aspects are now part of your professional practice?

- The creation of alliances and networks, the whole educational community is needed.
- The development of social skills and values.
- School cooperation with the environment, favouring local development.
- To use competence-based evaluation indicators and instruments.



What activities and teaching methods have most facilitated this appropriation?

- The use of active methodologies and didactic proposals that promote the educational success of all students.
- The development of all key competences for meaningful and real learning.
- Entrepreneurial skills aimed at promoting educational and social inclusion.
- Learning to work in a network and in a team.
- Citizen participation and critical spirit.
- Experiential experience of moral values.
- Being aware of what has been learned and what is necessary to undertake the task/project.

What aspects of your practice still seem remote?

- The possibility of evaluating the entire project as such, not by areas.
- The possibility of extending the project without so many difficulties to Secondary and High School.
- The real involvement of families in the dynamics of their children's formal education. It is difficult for them to participate in school activities. They only want results, they only come to school when they are required to (and not always).
- That the political bodies believe that another type of education is possible with these difficult students, that the work with them has to be different if we want them to feel that they are full citizens.

Suggestions for the implementation of global education models incorporating the service-learning methodology in school curricular activities.

- Adapt the projects to the real context of each centre, do not try to implement them as they are.
- Seek the collaboration and recommendations of the centre generating the project.
- Start with simple projects with a very specific objective(s).
- With few resources, it is also possible to carry out good projects with optimal results. Resources should not condition programming.
- It is better to aim for quality rather than quantity.
- It must be a decision supported by the school management and by the teaching staff.
- Networking and community work are essential.
- To have a large number of teachers involved, who all add up their complementary teaching hours in order to provide more coverage for this type of teaching. To work with this type of students.



- To facilitate flexible groupings when working with this type of students.
- To have stable physical spaces when implementing the actions and activities of the project.

Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.

In PUPILS:

- Significant increase in interest in learning and research.
- High development of key competences.
- Training of responsible pupils who are involved in their environment, capable of transforming the world and who are not only concerned about their own personal benefit.
- To be good citizens with a positive social vision and solidarity.
- Equal opportunities for all students.
- Reduction in the number of sanctions.
- Reduction in the % of absenteeism of pupils.
- Improvement in the grades of students participating in the project.

In TEACHERS:

- More training in digital tools for teaching.
- Positive working environment.
- Joint creation of interdisciplinary projects and implementation.
- Sharing resources.
- Greater organisation and expansion of group activities.

At SCHOOL:

- Positive teaching/learning environment.
- Involvement of the educational community.
- Greater dissemination, which leads to an increase in families' knowledge of what is done in the centre.
- Development of innovation projects.
- Financial support and recognition.

What regional or national Authority could benefit from the Prospect Project in your country?

Society at large would benefit from developing competent citizens who are able to transform the world in a just and sustainable way, leaving no one behind.



What in the service-learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?

Service-learning is an educational proposal that combines learning and community service processes in a single project. For instance, students are trained by getting involved in the real needs of the school with the aim of improving it. Learning takes place through practical experience in different actions and activities carried out. The idea is that students learn while doing a service to the community.

With the service-learning methodology students are highly motivated because they see every day that what they learn is useful for something, at the same time as they help, collaborate, improve, intervene, create...

It is appreciated a change in the students' entrepreneurial capacity, their higher levels of socialisation and involvement with the socio-economic environment of their village.

Through different activities they have developed skills at Development Cooperation, awareness of refugee children situation, or STEAM and environmental education.

In relation to the strategic objectives and interests that initially motivated your organisation's participation in the consortium, are there any changes that you would like to see?

Euroaccion works mainly with innovative approaches in the non-formal context that we bring to the school formal context. Although, we believe school also has a role in developing and include innovative methodologies with its students, to give them new and improved opportunities on how to learn and their own learning process. We believed by entering this project that we could provide schools with support in creating or improving Service Learning in their curriculum.

At the same time, Euroaccion brought to this project the perspective of an ONG that working from the outside has a different view on what are the needs of students and how different types of learning and intelligences should be also given importance to and the role community in it.

For both reasons, we believe there is still a process that the school system should go through to accept and include new methodologies. Despite that, the project went the best it could taking into account the current world situation and how overwhelmed all school intervenient in this project were.



## Poland

What aspects of the Prospect project do you think work best?

- work in a group,
- responsibility for obtaining information,
- a clearly defined division of stages of project implementation,
- activities for personal development and for the local and global community

What aspects do you think should be strengthened or approached differently?

At the moment we do not notice such aspects

What aspects are now part of your professional practice?

- continuing education through service-learning,
- increasing students' awareness and involving them in the process of their own education

What activities and teaching methods have most facilitated this appropriation?

- project coordination,
- work with the project method,
- improvement of own knowledge

What aspects of your practice still seem remote?

there are no such aspects

Suggestions for the implementation of global education models incorporating the service-learning methodology in school curricular activities.

- as part of educational hours,



- as part of developing classes,
- as part of additional classes,
- as part of day-room activities

Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.

- the possibility of presenting the effects to a wider audience,
- ensuring the possibility of modifying the form of the activity without affecting its assumptions and implementation

What regional or national Authority could benefit from the Prospect Project in your country?

- schools,
- local communities,
- communes,
- workplaces,
- nursing homes,
- orphanages,
- animal shelters

What in the service-learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?

- the need for students to be highly involved in acquiring knowledge,
- presenting and sharing knowledge in practice,
- students as teachers

In relation to the strategic objectives and interests that initially motivated your organisation's participation in the consortium, are there any changes that you would like to see?

There are no changes

Other comments



The PROSPECT educational model is an accessible, interesting and engaging way of acquiring knowledge by students.





## Portugal

What aspects of the PROSPECT Educational Model do you think work best?

- Service-Learning methodology
- The subjects
- Cooperative and collaborative work
- Diversity of activities
- The student in the centre of the learning process
- Civic values behind each activity
- Practical usefulness of what is learned

What aspects do you think should be strengthened or approached differently?

Nothing to note.

What aspects are now part of your professional practice?

- Service-learning methodology

What activities and teaching methods have most facilitated this appropriation?

- Active methodologies, pedagogical approaches and social attitude towards peers, school and local community.
- Development of key competences and soft skills.
- Active involvement in the community
- Commitment in their own learning process
- Usefulness/practicability of the activities

What aspects of your practice still seem remote?

Nothing to mention.

Suggestions for the implementation of global education models incorporating the Service-Learning methodology in school curricular activities.

Making service-learning part of the curricular school programs, making classes and subjects more practical, by having the students actively involved in each step of their own learning and feeling useful in the community.



Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.

- Development of transversal competences
- Promotion of life and soft skills
- Positive working and study environment
- Creation of joint activities/projects with the local community
- The trainer/teacher as a facilitator of learning
- The trainee/student as the main actor of their learning process
- Integration of the school community in the local community
- Learning through collaborative work

What regional or national Authority could benefit from the PROSPECT Project in your country?

- Schools of all educational levels
- Local communities
- Non-profit environmental associations and protection of women
- Women's support associations
- Animal shelters

What in the Service-Learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?

- Positive group dynamics
- Sharing & developing skills and competences, making the students to feel that they are useful and have much to give
- The students as the main actors in the learning process and the teachers as facilitators
- Putting the theory into practice – what I learn in the classroom is useful outside
- Extra motivation as the students know that what they are learning will then have a practical application in real life, as well as because they feel important for being able to share their knowledge with their family, friends, community...

In relation to the strategic objectives and interests that initially motivated your organisation's participation in the consortium, are there any changes that you would like to see?

The theme of the project is very interesting and of great usefulness in the future, so there is nothing we think that should change.

Other comments



The PROSPECT Educational Model is a very interesting methodology with engaging material and strategies that can improve both students and teachers' motivation and acquisition of knowledge and life values.



## Bulgaria

What aspects of the Prospect project do you think work best?

Topicality of the topics, the practical orientation of the content, the active participation of the students, the innovative methods and approaches.

All topics covered by the project are extremely important and proven useful in analyzing different situations and identifying the basic needs of children. They help to raise awareness of the right to information, as well as to apply appropriate skills, values, beliefs and attitudes. With their help, students succeed in building personal and social responsibility for a peaceful and sustainable world, ethically responsible behavior, motivation and a desire to care for the common good.

What aspects do you think should be strengthened or approached differently?

Emphasize the promotion of the results achieved by the participants. The support of the whole school and the local authorities is needed so that the results achieved by the students can be presented to the local communities. This will show the real support for citizenship education for local communities.

What aspects are now part of your professional practice?

Active discussion with students on current topics.

The role of students to be the main actors in identifying, planning and especially in the implementation of activities to solve the observed problem.

What activities and teaching methods have most facilitated this appropriation?

Students' participation in preliminary preparation, information gathering and presentation, discussions, content questionnaires and feedback.

Each method of teaching and each activity of the project has contributed to the easier and more interesting assimilation of the learning content. Proof of this are the achievements of the students.

What aspects of your practice still seem remote?

Effective feedback from students.



Suggestions for the implementation of global education models incorporating the service-learning methodology in school curricular activities.

Linking the curriculum content with global issues and their discussion in each class.

Highlight the main project outcomes to be kept in mind in planning policies about teachers' initial/continuous training and in developing measures for improving students' global citizenship skills and competences.

Increased activity of students, forming attitudes and attitudes to global problems and provoking ideas for their solution, high civic activity and self-awareness.

The results of the project are visible and extremely useful in planning policies and developing measures to improve students' skills and competencies for global citizenship.

The basic needs of the students are identified and the situations in which their needs are not met are analyzed. Knowledge related to the development of global civic education has been acquired - asking for and offering help, respecting human rights, recognizing emotions, realizing effective communication, expressing concern, cooperation, etc.

Students have the opportunity to take on the role of key actors. Young people in practice demonstrate personal and social responsibility, ethical and responsible behavior. Demonstrate motivation and care for the common good, different skills, values, beliefs and attitudes.

What regional or national Authority could benefit from the Prospect Project in your country?

The project can benefit the Ministry of Education and Science (MES), the Regional Departments of Education (RDU) and all educational institutions in the country working with children.

What in the service-learning methodology is permitting the passing from knowledge (know) to skill (know how to be) and competence (know how to do) in school curricula?



The practical orientation of the content, the participation of the students, work on specific problems.

The various methods used in the project activities allow students to move smoothly from the acquisition of knowledge to their practical application - practical learning tasks through making, teamwork, role-playing games, group and individual analysis.

In relation to the strategic objectives and interests that initially motivated your organisation's participation in the consortium, are there any changes that you would like to see?

We have no recommendations.