



# PROSPECT

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## IO3 – PILOT TRANSNATIONAL REPORT



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### O3: EDUCATIONAL MODEL

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#### Project information

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## 1. Introduction

The aim of this document is to summarise the learning units of the PROSPECT Educational Model tested in the partner countries. This Report contains the main quantitative and qualitative data and results of the piloting activities together with the main suggestions for the implementation of global education models incorporating the Service-Learning methodology in school curricular activities.

According to the project schedule, the partnership was asked to implement the learning units included in the Prospect Model by involving at least 100 pupils and 20 school teachers/trainers at all educational levels (kindergarten, primary, secondary junior and high schools) for each participating country (expected total number 600 pupils and 120 teachers). The piloting allowed students to be the protagonists in identifying the need or problem in the community their school is located in, but especially in implementing activities to solve the observed problem encouraging the growth of critical citizens actively involved in the future of society.

The methodologies and contents of the PROSPECT Educational Model will be revised based on the feedback collected by the national stakeholder committee involving school teachers/trainers and experts engaged in the learning units piloting that will analyse its rationale, purpose, competences and open educational resources (Handbook Version 02).

## 2. The PROSPECT piloting activity

The Guidelines including the methodology of piloting activity was elaborated in order to guarantee a joint work and coherent analysis among partners. It contained outlines, methodology, procedures, and templates for the reporting, in order to collect data and information in a homogeneous way.

The Piloting activity has been a relevant part of the IO3 PROSPECT educational model (Course Curriculum /Pilot course) originally expected from December 2020 till March 2021. Due to the pandemic which considerably brought a delay in the running of project activities, especially in the implementation of activities at school, the Piloting was mainly carried out from September 2021 till December 2021.

The piloting activities were based on the learning units included in the PROSPECT Educational Model, such as workshops, lectures, exercises, educational outings, project work, networking sessions. Each partner chose the number and the topic of learning units to be tested based on the community' needs the school is located in. During the piloting, teachers and students used the Open Educational Resources included in the online Platform (implemented within the IO4) contributing to its further development by uploading the learning and teaching materials as well as the final products developed by the students both in English and national languages.

The documents produced by each national team at the end of the piloting activity were:

- **Participants list** (including the pupils' name if the school' internal Privacy Policy allowed it) or document stating the number of pupils in the class signed by headmaster/coordinator for each activity ([Annex 1](#)).
- **Report Template** ([Annex 2](#)) for each tested learning unit where teachers/trainers reported the activities carried out as well as the global evaluation and feedback.
- **National Piloting Report** ([Annex 3](#)) where the main findings from the national piloting experience have been summarised by the partner project manager.

Each partner took care to properly spread the piloting activities carried out at national level by their dissemination channels and networks, according to the national privacy policy related to the publication of pupils' pictures.

### 3.The Piloting overview

An overview of the piloting of the learning units in the six partner countries is given below, including the titles of the units tested, the total number of students and teachers involved and the respective implementation period:

Country	Learning unit	Area	Implementing period	n.teachers	n.students
BG	03 - What do you eat?	Environmental sustainability	15.10.21 03.12.21	5	40
	02 - Green garden for a healthy life	Environmental sustainability	01.10.21 20.12.21	4	19
	18 - You and me... children with the same rights!	Global Citizenship	01.10.21 20.12.21	4	16
	21 – The human rights	Global Citizenship	01.10.21 20.12.21	3	26
	22 - We as citizens of world	Global Citizenship	15.10.21 26.11.21	5	21
FR	05 – Climate chaos	Environmental sustainability	20.04.21 30.07.21	2	6
	05 – Climate chaos	Environmental sustainability	10.2021 02.2022	2	6
	Global Citizenship	Global Citizenship	11.2021 02.2022	1	5
FR	Immigration	Immigration	16.03.21	2	8

			15.06.21		
	Global Citizenship	Global Citizenship	02.11.20 02.03.21	2	6
	Environmental Sustainability	Environmental Sustainability	09.2021 01.2022	2	8
<b>IT</b>	06 - Let's all hold hands	Immigration	20.07.21 03.11.21	3	14
	06 - Let's all hold hands	Immigration	20.07.21 03.11.21	3	13
	03 - What do you eat?	Environmental Sustainability	20.09.21 15.12.21	3	21
	04 - Water: a precious source!	Environmental Sustainability	20.09.21 15.12.21	3	21
	05 - Climate chaos	Environmental Sustainability	05.11.21 20.12.21	2	17
	04 - Water: a precious source!	Environmental Sustainability	10.09.21 30.11.21	5	16
	06 - Let's all hold hands	Immigration	20.07.21 03.11.21	2	14
	02 - Green garden for a healthy life	Environmental Sustainability	03.11.21 31.01.22	4	25
	02 - Green garden for a healthy life	Environmental Sustainability	03.11.21 31.01.22	4	25
	02 - Green garden for a healthy life	Environmental Sustainability	01.12.21 05.02.22	7	14
<b>PL</b>	22 - We as citizens of world	Global Citizenship	01.10.21 20.12.21	20	286
<b>PT</b>	01 – Do not cut that tree!	Environmental Sustainability	10/2021 01/2022	2	21
	01 – Do not cut that tree!	Environmental Sustainability	12/2021 01/2022	2	28
	03 - What you eat"	Environmental Sustainability	11/2021 01/2022	2	36
	04 - Water: a precious resource				
	02 - Green garden for a healthy life	Environmental Sustainability	10/2021 01/2022	1	21
	05 - Climate chaos	Environmental Sustainability	10/2021 01/2022	2	19
<b>ES</b>	05 - Climate chaos	Environmental Sustainability	15.09.21 31.01.22	9	42
	02 - Green garden for a	Environmental	09/2021 01/2022	1	10

	healthy life	Sustainability			
	04 - Water: a precious source!	Environmental Sustainability	09/2021 01/2022	3	37
<b>TOTAL</b>				<b>110</b>	<b>841</b>

The pilot learning experiences carried out in the partner countries involved mainly pupils attending primary schools (764) aged between 6 to 11 years old, but also 28 pupils attending kindergarten and 10 students from secondary school. Due to the lack of availability of schools, the French partner decided to implement the learning units with unemployed people and VET learners, providing a new perspective of Service learning application.

Below, the data per each country are summarised:

Country	School level	Number of students	Age
<b>BULGARIA</b>	Primary school	122	7-8 years old
<b>FRANCE</b>	VET learners/unemployed people	39	n.a.
<b>ITALY</b>	Primary school	180	6-9 years old
<b>POLAND</b>	Primary school	286	6-13 years old
<b>PORTUGAL</b>	Kindergarten	28	4-5 years old
	Primary school	97	6-11 years old
<b>SPAIN</b>	Primary school	79	6-11 years old
	Secondary school	10	11-12 years old

With reference to the methodologies used by the partners in order to apply the Service Learning approach, active methodologies have been implemented aimed at ensuring the achievement of the following objectives:

- ✓ to become responsible for their own learning
- ✓ to be able to exchange experiences and opinions with their peers,
- ✓ to carry out reflection processes,
- ✓ to be aware of their environment through activities,
- ✓ to develop group awareness and individual and collective reflection on everyday reality



- ✓ to develop transversal skills such as autonomy, critical thinking, collaborative attitudes and capacity for self-evaluation.

The main methodologies used were:

- Brainstorming;
- Cooperative learning;
- Role playing;
- Individual work/reflection;
- Teamwork.
- Debate on the topic
- Clinical interview
- Open discussion

## 4. Main findings

At the end of the pilot learning experience, each national team was asked to collect the main results and findings in a National Piloting Report. The most relevant results have been selected and summarised in this paragraph for the benefit of all teachers who wish to learn about the application of the Service Learning methodology in order to implement it in their curricular activities.

### 4.1 Deviation to the original materials / Changes applied

Basically, most of the teachers implementing the learning units did not have to modify or change the phases or activities, using all the available resources included in the learning materials.

However, some deviations to the original materials have been detected and, consequently, some changes were applied during the piloting.

For example, in some schools, teachers noted down that, although the project is structured for different school ages, they found that there are some phases which are not always easy to carry out with the younger public. However, they adapted the different phases to the reality of the group, and, in the end, everything went as they wished.

Sometimes the only thing that changed was the specific theme chosen by the students within the general project e.g. Plastifera / Biodiversity and Cantabrian sustainability / Sustainable fishing - ghost fishing / Aquaculture and of course its curricular environmentalisation that is progressing little by little thanks to the training of teachers in certain platforms or projects: Naturaliza, Libera, Teachers For Future....





Due to the pandemic situation and government restrictions, relevant deviations occurred in implementing some phases of the learning units, such as the activities where the attendance of parents who had to tell stories about brotherhood from other countries were not allowed into the school or the visit to the garden in virtual mode.

The structured learning unit for older pupils was translated for primary school pupils, eliminating in-depth chemical/physical issues and enhancing the children's cognitive and manipulative work.

The iconic materials, texts and graphs were used for the most part as provided by the unit, in some cases translating overly complex language with linguistic periphrases more appropriate to the linguistic abilities of this age.

Finally, although the learning units were created for a school audience, the need to adapt the activities to an older age group arose. In fact, it seemed appropriate to create ready-to-use teaching units for the school public and to experiment more freely with the adult public. The French partner 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 might be very positive for the project and will create a different perspective.

## 4.2 Obstacles and difficulties

Overall, the classes were very enthusiastic in preparing and imagining the project activities and there were no obstacles or difficulties during the activity. The well-structured learning unit provided precise and coherent guidance. The materials used were easy to find and the pupils are now in a position to carry out small projects in an adequately autonomous manner.

However, some schools faced the following difficulties in implementing the learning units or some of the phases expected by the educational model:

- Teachers preparation took place outside school hours because the heavy teaching load did not allow them to prepare and schedule activities during working hours.
- Due to the coming of the pandemic, school activities were drastically moved to online, creating considerable difficulties in the implementation of some phases that required physical attendance of the students, teachers and experts, as well as leading to considerable delays in the implementation of activities.
- During the creation of the technical sheets and the leaflet some trainees of the group experienced difficulties by using a computer and word program so the trainer took the opportunity to create a lesson on how to use the program.
- During the COVID period, difficulties in meeting physically with the residents so the trainees communicated by videoconference. But the created materials were transmitted or even handed over by the trainer.
- Difficult integration of the course into the school curriculum



### 4.3 Participants' satisfaction level

From the feedback collected by the project managers, it came up a very high satisfaction level of both pupils and teachers involved in the implementation of learning units.

Below, the main feedback from each national team are reported:

#### BULGARIA:

The teachers are satisfied with the results. They think that the activities are really interesting and have a beneficial effect to the children.

The pupils are interested in the big variety of activities connected to the project. They are happy with their results and achievements.

#### FRANCE

The objectives were achieved, each group was very motivated by this project.

The behavior of the trainees has evolved, as well as the group dynamics, which have evolved positively. The participant's expectation has been met as well as the expectation of the trainers and the responsible persons of the facility/association/local council.

#### ITALY

Enthusiasm and active and cooperative participation were the main feedbacks noted during the activities. At each stage, a high level of satisfaction with the activities was found from the children.

The issue of dealing with young children who were not involved in their daily lives might not have roused interest. In fact, it became a discovery for them, not only in terms of teaching but also in terms of approach. The pupils of the first class have lived for two years a period of distance learning that did not allow them to compare and manage, so they felt immediately involved and with a strong desire to participate, showing interest and participation. The theme of immigration, so discussed in the media, appeared to them not so distant and was recognised as a theme not only for adults, but that could also be addressed by them and contributed to improving the world. The path was inserted coherently with the disciplinary curriculum of the first class and allowed them to understand how a different approach facilitates interest and creates fertile ground for solid and transverbal learning even at such a young age. Finally, the proposal to create something to disseminate what they had discovered created an operational climate capable of involving everyone and consolidated inclusion and respect for others in a more evident way than in normal school practice.

#### POLAND

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.

#### PORTUGAL

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. 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 were very enthusiastic about the methodology and purpose of the project.

#### SPAIN

Through the implementation of learning units, we have tried to discover and promote the gifts and abilities of the pupils, thus increasing their motivation. Emphasis was placed on the concept that "with effort, everything is possible" and that "small gestures can transform society and the world". Therefore, all projects were based on developing their talents to contribute to the common good and to acquire a commitment to society.

Although it was a difficult year for everyone (families, pupils and teachers), both students and trainers kept up the enthusiasm to work and collaborate.

Students were very participative and engaging making phone calls, video calls, photos, videos, audio, etc. to include younger classmates, their parents, grandparents, neighbours and many other schools.

From the pedagogical point of view, the planned objectives have been achieved. From the competency-based assessment plan defined at the beginning, we have evolved towards joint assessment, giving prominence to pupil self-assessment.

#### 4.4 Participants' expectation, attitudes, behaviours

The teachers work actively and responsibly on the project. They try to be creative and are successful in catching the pupils' attention.

Pupils were really interested to work on the learning units proposed by the teachers and they were happy to show in practice all the new knowledge about environment protection, equality, healthy living, benefits of sport and active living. The pupils work on their own and demonstrate



creativity, willingness to learn and attention. The parents supported the students and also took part actively in some of the practical activities of the project, where it was possible.

The participants' expectations have been met as well as the teacher's, some of whom have expressed the willingness to continue the project with the students, namely testing other activities and themes within the Learning units included in the PROSPECT Educational Model.

No resistance to the implementation of the methodological suggestions was shown.

The students' behaviour evolved, as well as the group dynamics, which evolved positively.

As for the methodology proposed, the participants were very enthusiastic. They were glad to do something that encourages the community to be more aware about the environmental topics as well as equality, respect for other cultures and global citizenship.

The implementation of some learning units created bonds between generations giving to students very good self-esteem and the positive feedbacks from the older persons have had a positive impact on the group.

At the end of the work, pupils declared that they felt listened to, that they enjoyed the project, and in most cases what they liked most was the service learning experience in all its phases. Nobody identified anything that bored them.

The topics addressed generated interest and participation, leading to active and constructive behaviour on the part of the children.

Finally, the approach to a subject that did not always closely concern the students' daily lives aroused curiosity and motivated expectations towards the activity proposed by the teachers. The pupils recognised how a topic usually concerning the adult world can involve them positively by increasing their knowledge and making them protagonists of important issues in which they can make choices with a wider impact.

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

All the proposed units are functional to the development of global citizenship skills, with reference to the UNESCO documents and Agenda 2030. Definitely the topics linked to the environment, solidarity, respect for others, are closer to the life experience of pupils 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.

The PROSPECT Educational Model has enabled teachers to relate the subject curriculum to the global topics, 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 topics included are of significant importance and with practical use in analysing different situations and identifying children's basic needs. They help in making pupils understand their right of information as well as applying appropriate skills, values, beliefs and opinions. It gives pupils the chance to build personal and social responsibility for a peaceful and steady world, ethical behavior, motivation, common good care, etc.

Finally, based on the involved teachers' experience, the aspects of the Service Learning methodology which worked best in the proposed educational model were:

- the active involvement of the pupils in each process' phase and in the development of their learning
- the planning of pathways that aim to be integrated into the curricular programme
- collaboration between teachers, pupils and the community
- the selected topics covering all the school' subjects
- cooperative and collaborative work
- civic values behind each activity
- practical usefulness of what is learned
- creating projects based on the real needs of the students, the school and the community
- use of ICT during the implementation of some activities (Learning and Knowledge Technologies) giving meaning and foundation to ICT in educational context.

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

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 diversity, 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 needs to provide 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.

Finally, in the French partner case, the piloting units were constructed for the use in a school with young pupils so they had to adapt the content or only take parts of the internal message and methodology in the piloting. Overall E-learning is still a difficult topic for their 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) Osengo needed to create small groups with often only one trainer and 5-10 Trainees.

#### 4.7 What aspects are now part of partners/schools 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.



- modifying the methodological strategies, implementing new tools such as clinic interview, debate, group work, the request to use one's own knowledge to activate actions that can be communicative.
- analysing and evaluating pupils' 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.

#### 4.8 What activities and teaching methods have most facilitated this appropriation?

The activities and methodologies that most facilitated the appropriation of Service Learning in the teaching practices of the teachers involved in the piloting of the Prospect learning units are summarised below:

- 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
- Entrepreneurial skills aimed at promoting educational and social inclusion.
- Learning to work in a network and in a team
- citizen participation and critical spirit
- Being aware of what has been learned and what is necessary to undertake the task/project.

#### 4.9 What aspects of your practice still seem remote?

By and large, the application of the Service Learning methodology to school curricular activities seemed adequate and feasible. However, there are still some aspects that teachers found difficult to apply, such as:

- the real involvement of families in the dynamics of their children's formal education. It was difficult for them to participate in school activities.
- how teachers could integrate the Service Learning methodology 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. However, trainers are interested into linking traditional learning with the local community especially in the rural areas

- 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 possibility of extending the project to High School.

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.

Finally, the proposed educational approach, although in some stages close to the teaching style of involved teachers and trainers, 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.

## 5.Suggestions and recommendations

At the end of the piloting of the PROSPECT Educational Model learning units, the teachers involved were asked to provide suggestions and ideas for improvement in order to revise the application of Service Learning to curricular activities, ensuring the sustainability of the educational output also after the end of the project.

Below we report the main recommendations provided by the national teams:

FRANCE:

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.





## ITALY

- 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.

## POLAND

The main recommendation is to implement of global education models incorporating the Service-Learning methodology as part of educational hours; developing classes and day-room activities.

## PORTUGAL

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.

## SPAIN

- 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.

## 6. Conclusions

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 to adopt investigative methods and analysis of reality, trying to create the conditions for a young person to be able to understand the reality, to argue their own opinions and to propose solutions to the problems that affect the human and physical environment.

Knowing how to be is the second 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 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.

Service-learning is an educational proposal that combines learning and community service processes in a single project. Through this methodology 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.

The implementation of the learning units based on Service Learning pointed out an extra motivations of the students, as they 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. Moreover, the students were the main actors



in the learning process putting the theory into practice (what I learn in the classroom is useful outside).

In the school tradition, projects have been part of the school curriculum in the form of extracurricular projects, carried out after school hours and requiring an extra effort from families. Often only privileged groups of students participated in such projects because they were willing, for a number of reasons, to engage in an additional path beyond the traditional school model.

Testing service learning methodologies within the school curriculum and hours 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 carried out in the educational setting, the school, it becomes the common heritage of all and an opportunity for reflection and lifestyle change.

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 conclusion, the PROSPECT Educational Model proved to be a very interesting methodology with engaging material and strategies that can improve both students and teachers' motivation and acquisition of knowledge and life values.