

# CITIZENSHIP AND LIFELONG LEARNING MONITOR 2016-2021

Repository of case studies



# CONTRIBUTORS' ENTRIES

**ABF** is Sweden's leading workers' education association, operating since 1912 as part of the labour movement and furthering social-democratic ideals. It provides study circles, courses, lectures, cultural events across all Sweden, providing education and training outside of the traditional schooling model.



**Ambrella** is an umbrella organisation of 29 mostly non-governmental organisations in Slovakia (16 full members, 13 observers) which focus on development cooperation, humanitarian aid, global development education and sustainable development at home and abroad. The platform represents the common interests of its members both domestically and internationally.



**ARCI** is the most important Italian social promotion organization. Operating since 1957, it boasts 1,000,000 members, 115 local committees, 17 regional committees, and 4,800 clubs that defend the rights of the most vulnerable in society (migrants, asylum seekers, refugees, Roma people, among others).



**General Italian Confederation of Labour (CGIL)** is an association representing workers and labor. It is the oldest Italian trade union organization and is also the most representative, with its over 5 million members.



**CEMÉA** is a popular education association, and professional training organization have been carriers for more than 80 years, of a broad social and collective experience. The Ceméa are recognized as working on public utility and are approved by the major Ministries of National Education and Youth, Solidarity and Health, Culture, Europe and Foreign Affairs, and Overseas Territories. The Ceméa are organized into a national, European and international network, working on the values of New Education and the action of individuals, through active education methods. The Ceméa are a movement of people engaged in practices, to transform environments and institutions.



**Centre for Peace Studies (CPS)** is a non-governmental and non-profit organization promoting non-violence and social change through education, research and activism. It operates since 1996, working on: Asylum, Integration and Human Security, Peace Education and Non-violence Affirmation, and Combating Inequalities.



**CIVES Foundation** works to achieve full citizenship in a social and democratic state of law. With this objective, it promotes ethical-civic education based on democratic values, Human Rights, respect and solidarity. Ethical-civic education is the most effective instrument to achieve social promotion and the integral development of individuals and groups. Its fundamental purpose is the promotion of solidarity and respectful coexistence with the pluralism of the different expressions of conscience existing in society, the cultivation of responsible freedom and civic rights and duties.



## Forum for International Cooperation (FIC)

is an international NGO founded in 1995 in Copenhagen, Denmark, with activities, collaborations and offices in Denmark, Europe and East Africa. It consists of a complex network of collective and individual members up to 200,000 people. FIC's headquarter is located in Copenhagen but there are also other four branches over Sjælland and Jutland. FIC has also an office in Nairobi, Kenya, and a large quantity of cooperation with local trade unions and youth organizations all over Kenya and Tanzania.



## Initiative for Development and Cooperation (IDC)

Serbia is a service provider for social assistance, support with retraining and active job searching, community social services, support for young entrepreneurs, seminars and training. It is focused on the topics of social and economic development, equal rights for all and volunteering, doing tremendous work in assisting the integration of migrants and internally displaced people (IDPs) in society.



## L'Associazione per l'invecchiamento attivo (Auser)

is an Italian association promoted by Spi - Cgil: the federation of retired people from the major Italian trade union. Auser was born in 1989 with the aim to promote elderly active participation through social and civil voluntary service, self organisation of services, activities for young people and workers in general, active citizenship. It has 1.000 offices and 190.000 members, among them 60.000 active volunteers.



## La Liga Española de la educación y la cultura popular

(henceforth La Liga) is an independent and secular NGO created in 1986 which is made up of a network of volunteers and education professionals who work for a more supportive, secular and participatory society through civic education for young people and adults based on democratic values and Human Rights. Through socio-educational and socio-cultural intervention programs in priority sectors such as childhood, family, youth, immigration, training for employment, public schools, volunteering, equality or international cooperation, La Liga supports from directly and indirectly to more than 200,000 people.



## La Ligue de l'Enseignement

is a long-standing French association which promotes public and secular education to young people and adults through integrating culture, training and the necessary tools and information for actively participating in society.



## Rede Sem Fronteiras (RSF)

is an institution that works to defend and promote the rights of migrants and refugees, and of the Latin American diaspora. It emerged in 2008 during the second Ibero-American Forum on Migration and Development (FIBEMYD), when its founding members realized the need for greater integration between organizations working in defense of immigrants, urgent participation in decision-making spaces for migratory policies and the fight against the increase in xenophobia and discrimination in the world.



**SLOGA** is the Slovenian platform of non-governmental organizations (NGOs) which work in the field of international development cooperation, global education and humanitarian aid.



**Solidarité Laïque** is a federation of 50 organisations across different sectors: public teaching, popular education and social and solidarity economy, working in 20 countries to promote education as a fundamental right.



**The Arbeiterwohlfahrt (AWO)** is one of the six umbrella organizations of free welfare in Germany, being divided nationwide into 30 district and state associations, 397 district associations, 3,268 local chapters. The AWO is supported nationwide by 300,265 members, 72,453 volunteers (helpers), 242,069 full-time employees. The AWO maintains in all federal states over 18,000 facilities and services including: homes including shared flats, day care centers, day care centers for young people and day care centers for the elderly, counseling centers for adult and young immigrants and refugees, total ambulatory services, including social care services, advice centers of all kinds, including offices, day centers and workshops for the unemployed, workshops of all kinds.



**The Berufsförderungs-institut Oberösterreich**



– Institute for Vocational Advancement Upper Austria, also known as the BFI vocational training institute is the largest educational institution for workers in Austria. Their activities focus on vocational education and continuing training for workers as well as educational and occupational schemes for unemployed persons and workers threatened with unemployment.

**The Community Development Institute (CDI)**



is a sustainable civil society organization that works on building a democratic and multiethnic society through strengthening the capacities of individuals, organizations, and institutions. The CDI's experience is based on 18 years work within the community, addressing citizens' problems and needs and helping in overcoming challenges.

**The Institute for Social Integration (ISI)**



is an organisation that supports trainings, educational courses, research and scientific studies, monitoring along with organizing discussion forums and publishing. ISI mostly aims at reinforcing greater integration in society and bridging social and economic gaps in Bulgaria.

**The Johannes Mihkelsoni Centre (JMK)** was founded



in 1993 in Tallinn, and is currently located in Tartu, carrying out activities all over Estonia and abroad. The centre became a training and development center, contributing to the balanced and democratic development of Estonia. The Centre's training and development activities take place in the following areas: job search training, training to develop social and coping skills; support person services and support person training and supervision; civic training both in Estonia and abroad; trade union training; introducing political, legal, economic and cultural life in Europe; hobby education for children and young people; publishing.

## The School with Class Foundation



is an expert, non-profit organization, based in Warsaw (Poland). It was founded in October 2015 as a spin-off of the biggest and one of the most successful educational programs in Poland run since 2002. Its programs help young people to become active and conscious citizens and support the development of XXI century skills, helping schools to become open and friendly environments engaged in solving social problems, enhancing diversity, with relations based on mutual trust and respect. The Foundation supports teachers and headmasters in their professional development and in developing student's critical thinking and problem solving skills, enhancing team work, collaboration, social engagement, student's responsibility in their own learning and their belief in their own capacities. It has already collaborated with over 9.000 schools, 120.000 teachers and a million students.

## Volunteering Matters



is the leading UK volunteering charity engaging more than 30000 volunteers each year through over 180 programmes. The organisation works with many different vulnerable groups - people with disabilities, vulnerable, isolated groups, and helps them, through volunteering, to integrate and be part of their communities. They are supported by other volunteers, who often themselves share similar backgrounds and have overcome similar challenges. Volunteering Matters is one of UK's largest providers of volunteers-led solutions for challenges impacting individuals and communities. With 20000 volunteers it supports over 85000 individuals in 100 communities across the UK, operating for more than 50 years.

## Willi Eichler Akademie



operates since 1978 in Germany, offering lifelong learning opportunities and adult education, aiming to make accessible comprehensive, professional and regionally differentiated, balanced training opportunities. It is geared to individual and social needs and promotes access to further education for everybody. Since 1978 it has had more than 60.000 participants to their trainings and workshops.

## Workers Educational Association (WEA) UK



is the largest voluntary sector provider of adult education in England and Scotland. Founded in 1903, the WEA is a charity dedicated to bringing high-quality, professional education into the heart of communities. Last year, the WEA helped 28,219 students, with the support of nearly 2,000 volunteers, 900+ tutors and over 6,000 members.

# THEMES

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# CAREER GUIDANCE



## ESTONIA

**The Johannes Mihkelsoni Centre (JMK)**  
**Supporting learners in navigating  
the labour market**



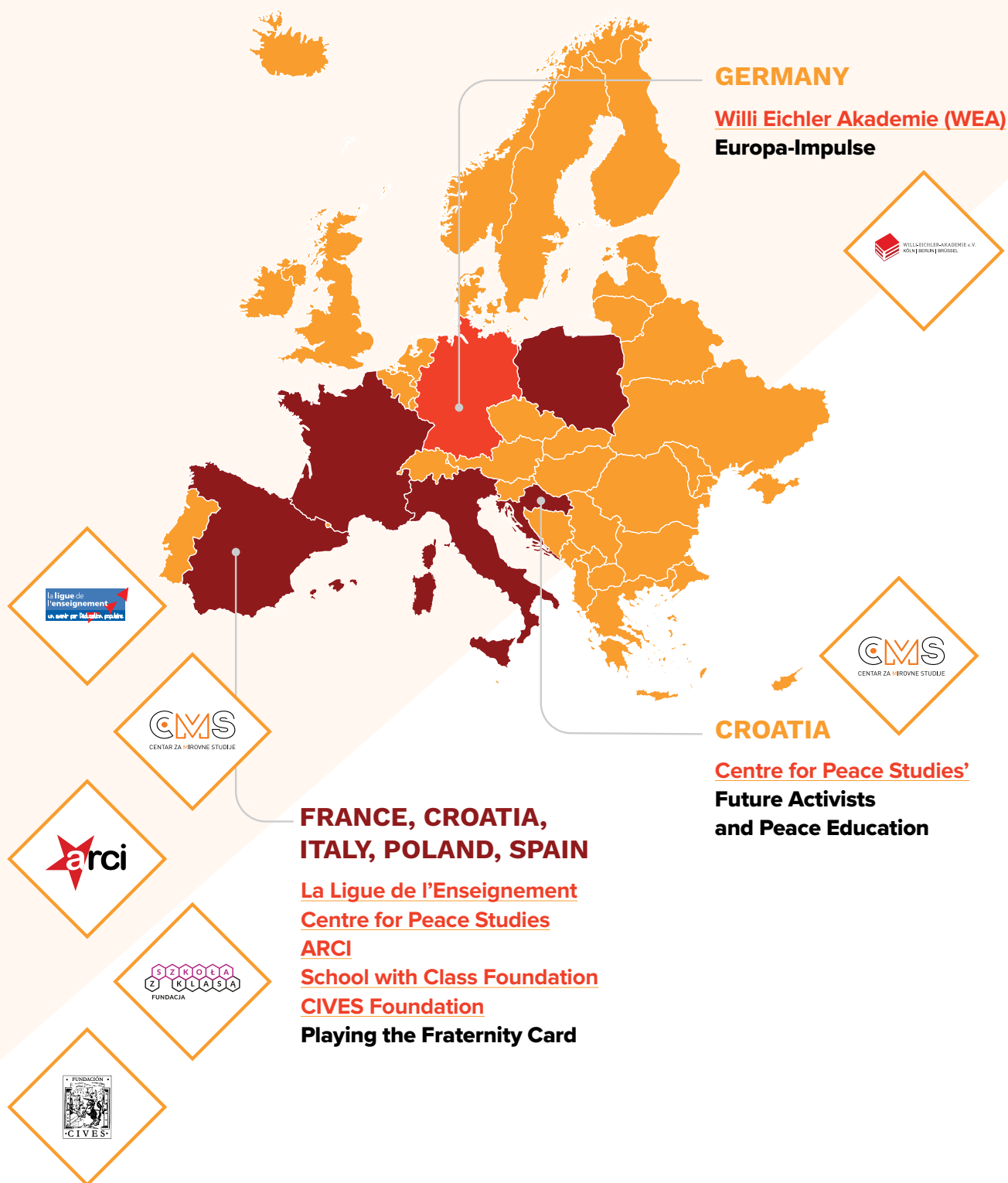
## 1 SUPPORTING LEARNERS IN NAVIGATING THE LABOUR MARKET

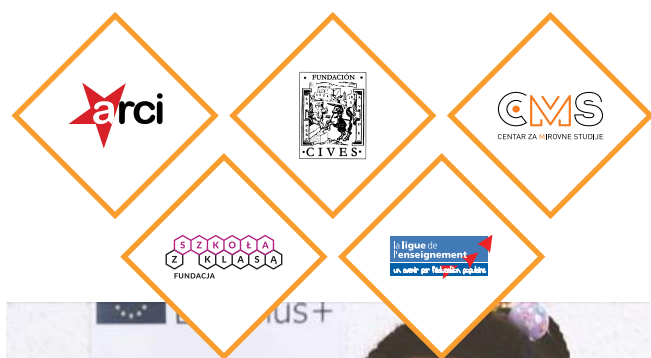
Johannes Mihkelsoni Centre (JMK) has been organizing a Job Club for the past years to provide various disadvantaged groups with support in their efforts to upskill or reskill for finding employment on the Estonian labour market. The Club provides 100 hours of education covering topics such as psychological preparation for entering the labour market, job interview and self-presentation training, development of study skills, working life planning and relationships. It is followed by support group meetings where the trainees discuss their

experiences trying to join the labour market, and it also has a practical work component. Support personnel is at all steps available, responding with tailored solutions for the situation of each trainee, supporting them with administrative advice, social support, and liaising on their behalf with agencies and organisations. Creative therapy is provided as part of the club, as well as frequent efforts to have cultural exchanges activities.



# CITIZENSHIP EDUCATION





FRANCE / CROATIA / ITALY / POLAND / SPAIN

## 2 PLAYING THE FRATERNITY CARD

In 2002, [La Ligue de l'Enseignement](#) developed the [Fraternity Card Game](#) as an educational response to growing negative social trends related to racism and exclusion. The Fraternity Card initiative was implemented yearly in France until 2016, when the action was upscaled into the ERASMUS+ funded project, Build European Solidarity Today, which blossomed into a series of iterations. Over time, the iterations reunited as project partners [Centre for Peace Studies](#), [ARCI](#), [School with Class Foundation](#) and [CIVES Foundation](#). The project emphasizes the importance of coexistence of various ideas, religions, races, status groups among others, through a simple activity of sending messages of solidarity from school students to random people in their communities, resembling the idea of a 'message in a bottle'. Prior to this, pupils discuss with their teachers about diversity and the different forms of discrimination, learn how to analyze images, have their curiosity and interest in others stimulated, develop critical thinking and imagination. This teaches them to speak openly and share their thoughts, analyze and confront

their own prejudices, all while analysing and interpreting modern photography. The postcards are sent out every year on 21 March, for the International Day for the Elimination of Racial Discrimination, and the random recipients can choose to respond to them by returning the postcards to the project partners. In the academic year 2017/2018 approximately 150 000 pupils participated in the project and sent their postcards.



CROATIA

## 3 FUTURE ACTIVISTS AND PEACE EDUCATION

[Centre for Peace Studies'](#) flagship programme, [Peace Studies](#), has been running for 22 years. It is a 6-months long non-formal education program for 'restless' citizens who want to be committed to non-violent social change by developing critical thinking, understanding and transforming conflicts in society, dealing with structural violence, promoting human rights, diversity and anti-discrimination policies. The program connects theory and practice, combines lectures, workshops, mentored work with the aim of understanding and deconstructing causes of social injustice, developing critical thinking skills and approaches to resist direct and structural violence, oppression and exclusion. Course-leaders and guest-lecturers are academics and/or practitioners, all of them active for social change and experienced in different methods of participatory

learning. The courses are structured in 3 clusters: Cooperation skills: Nonviolent communication and conflict transformation; Social change: Approaches and Analyses; Practices for social change and Taking Action. Themes such as Human rights, War and antiwar movement legacy, Human security and migration, Global society and economic justice, Feminism, gender, sexuality are approached, providing an exceptionally well-rounded approach to the transversal skills needed to adapt to and thrive in the 21st century societies. 600 participants graduated from this course, and the essential aspect is that the course is preparing them to become activists and to engage further in their communities, building up a grassroots movements that serves to educate the Croatian population about societal developments. Based on its latest impact assessment of 2018, 97% of respondents attested that they are using the skills developed by the programme. 67% of respondents claimed that they joined activities related to the programme's principles and concepts after afterwards with testimonies such as: 'During and after completing the program, I began to participate more actively in protests, public initiatives and to speak out in situations in which I had remained silent before. I became more aware of my (civic) responsibility, but I also got rid of feelings of powerlessness and pervasive apathy, and increasingly felt the need to act'.

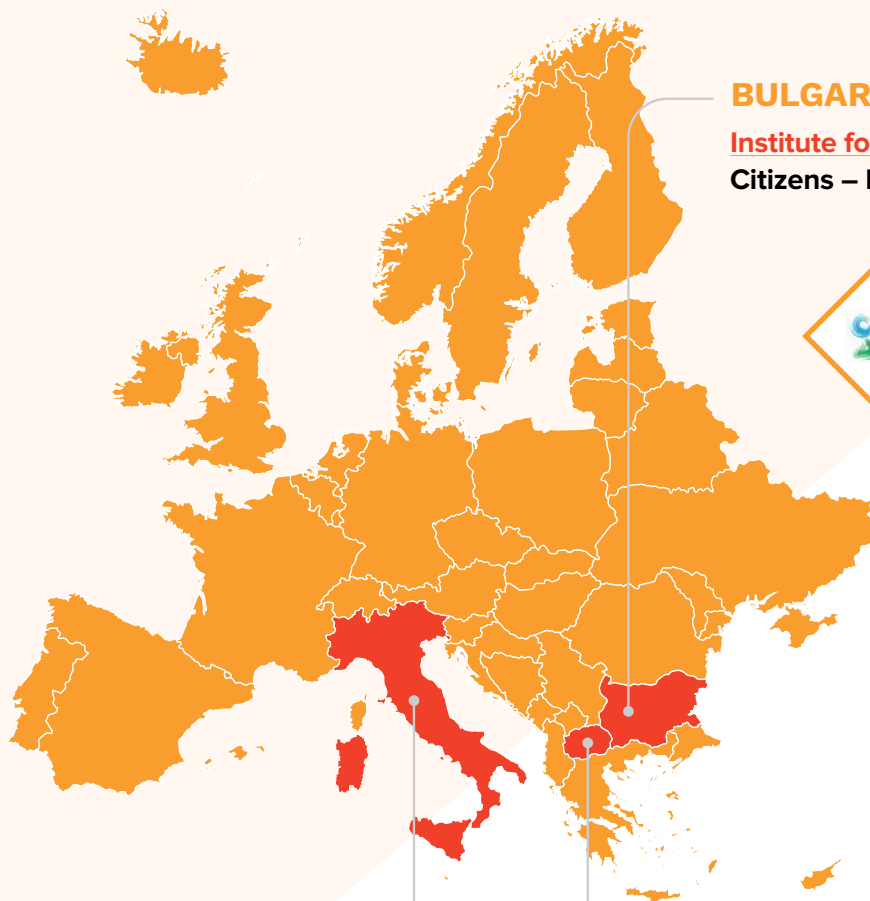


## 4 EUROPA-IMPULSE

**Willi Eichler Akademie (WEA)**, has been implementing as of 2019 the **Europa-Impulse** project, with funding from the German Federal Agency for Civic Education. The project focuses on workshops, conferences, meetings, seminars and similar events to discuss Europe and European identity. It is meant to develop knowledge and skills that enable active participation in a democratic society, but also in the context of European citizenship. The project is marked by large-scale annual conferences, such as the one in 2021 that focused specifically on the UN's Agenda 2030 and sustainable development goals (SDGs), as well as on how these relate to Europe. You can find [here](#) the interventions of all speakers, and follow the debate that emerged from this conference. The aim is to boost understanding of the Europe-wide context, and familiarise German learners with specific aspects of other European countries towards which they must show solidarity. This top-down and bottom-up level of awareness-raising approach has provided German citizens with the opportunity to get in touch with members of the Land and federal parliaments of Germany, with MEPs, with academics, with former German politicians, while also opening up opportunities to meet current leading political figures from across Europe. The events are further complemented by various publications on the topic, including newsletters with editorials from significant political actors that were engaged through these events.

# CIVIC SPACE

## AND DEMOCRATIC PRACTICES



### BULGARIA

Institute for Social Integration  
Citizens – Election Watchdogs



### ITALY

ARCI  
Strati della Cultura Festival,  
Resistenza Virale



### NORTH MACEDONIA

Community Development Institute  
Capacity Building for Public  
Administrations





## 5 CITIZENS – ELECTION WATCHDOGS

Since 2011, [Institute for Social Integration](#) and the Foundation for European Progressive Studies (FEPS) dedicated a joint project to monitor the electoral process due to a crisis of public confidence in the latter and a dissatisfaction of a great number of Bulgarians to public institutions and political parties. The main objective was to increase civil participation in voting and observing the elections, while also encouraging civil society to denounce any abuse as regular problems include buying votes, abuse of office, physical retribution or raids along with widespread disinformation. Young people were trained to monitor and act as watchdogs as ISI used its own Alumni network of almost 400 members. The monitoring took place in 27 areas of the country and noted ignorance of the electoral legislation from the election administration itself, compiled in this [report](#). Young civil observers were also tasked with monitoring the media environment during a two-month span, for which the trained team followed the main national and regional online media to evaluate public narratives prior to election campaigns. This initiative is a concrete sample for promoting participatory structures as it has both educational and participatory elements, where youth are trained to monitor different phases of democratic election process and then afterwards they have the opportunity to take part in the process as observers.



## 6 CAPACITY BUILDING FOR PUBLIC ADMINISTRATIONS

### [Community Development Institute](#)

implemented a series of projects, titled [Bona Mente](#), aimed at improving the functioning of the Inter-Community Relations Committee (CICRs). Various iterations of the project were implemented in 2006, 2007, 2008, 2012, 2014, and were funded by the Organisation for Security and Co-operation in Europe (OSCE) mission to North Macedonia, by the European Instrument for Democracy and Human Rights (EIDHR) or by the Royal Norwegian Embassy. The aim of this long-term approach to project funding was to support the development of a multiethnic society by strengthening the capacity of CICRs at municipal level, implicitly ensuring the effective and equitable representation of minority groups with regard to local policies. Through the projects, the capacity of CICRs to engage with the municipal councils on policymaking increased, while minority participation within CICRs improved. Training workshops were provided for building CICRs' capacity, but also to help newly established CICRs to navigate the policymaking process and effectively perform their function. The project activities were complemented by study visits, including cross-borders ones to Serbia, for understanding best practices on the engagement of minorities in local politics, while also a documentary was developed to account for the efforts of the CSOs in building up a fairly recent

political body's capacity to support, in a formalized way, the minorities. CSOs have collaborated with the CICRs in setting up local funds which were accessible for community members, empowering individuals to act towards the betterment of their communities. Furthermore, the projects had a research component as well, accounting for the composition of CICRs, measuring the involvement of under-represented communities in local politics and in CICRs, and providing recommendations for the equitable representation of non-majority

ethnic communities at local level. The role of CSOs in building the capacities of public officials to facilitate a formalized process of representation for minority groups is a tremendous achievement for improving representation and bridging up communities with policymakers, highlighting the importance of building up a vibrant civic space to facilitate meaningful societal participation of individuals from local communities.



## 7 STRATI DELLA CULTURA FESTIVAL

**ARCI** has been championing the role of culture in society for social inclusion and progress, especially post-pandemic. The 2021 edition of the [Strati della Cultura festival](#) that ARCI organises annually, took place in December, in Parma, Italy, aiming to promote a restart of the society through renewed attention provided to culture. Over three days, associative circles, cultural NGOs, public and private actors reunited to assess avenues for the cultural actions to maintain active participation in the public life, and breathe new life into the post-pandemic civic space. Topics approached ranged from urban regeneration to ARCI's new cultural centres but also to the link between culture and welfare and the indispensable nature of culture in supporting all learners to take an active role in society and to be socialised towards collective

action. Moreover, ARCI recognised the need for funding for all the organisations operating to protect, enlarge, maintain the civic space while empowering people to participate. CSOs have been deeply affected by the pandemic in terms of the sustainability of their operations, and for this, ARCI launched the [CURIAMO LA SOCIALITÀ campaign](#) in 2020, calling people to protest against COVID-19 measures used maliciously to limit CSOs' capacities and against the inconsistent implementation of COVID-19 restrictions among CSOs on one side and commercial ventures on the other. The campaign revolved around actions such as flash mobs, peaceful street demonstrations, restricted meetings in the ARCI circles, or the organization of meetings with the local policymakers to deliver a text of an appeal to their actions which was drafted by ARCI.



## 8 RESISTENZA VIRALE

**ARCI** implemented a national campaign as the COVID-19 pandemic caused Italy to go into a lockdown in March 2020 which was called Resistenza Virale. The campaign served as an act of civic responsibility, to encourage citizens to respect the governmental indications to mitigate the disease. However, it was also meant as a means of solidarity with all Italian citizens during these trying times. As the physical format activities of the ARCI clubs were interrupted, they were moved online. Culture, emotions and curiosity were spread online, revealing how successfully CSOs have adapted

their support for the population. The campaign put forward online tools which people could use during this pandemic. It has also organized a multitude of events such as screenings, book readings, concerts, opera and theatre performances, skills development workshops and classes for the young ones in an online format, contributing as much as possible to ensure that people did not lose the humane connections they established in their community. Such a widespread effort has united communities and brought people together in continuous learning even in these trying circumstances.

# COMMUNITY INTEGRATION

## PORTUGAL

Alliança Migrações  
Rede Sem Fronteiras (RSF)  
Migrant Alliance



## ESTONIA

Johannes Mihkelsoni Centre (JMK)  
Support for recently released detainees



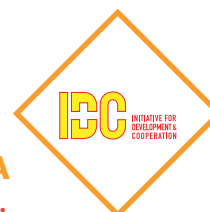
## FRANCE, SWEDEN, UK

ABF  
La Ligue de l'Enseignement  
Workers' Educational Association  
Exchanges for empowerment



## SERBIA

IDC Serbia  
Support to reintegrating returnees





ESTONIA

JMK  
JOHANNES  
MIHKELSONI  
KESKUS



## 9 SUPPORT FOR RECENTLY RELEASED DETAINEES

Johannes Mihkelsoni Centre (JMK) has developed a programme through which it supports recently released detainees to reintegrate in the Estonian society. Beyond having its staff members already starting this process within correctional facilities, they have implemented a follow-up programme through which ex-prisoners returns to society. Support service personnel accompany the ex-prisoners helping them maintain, improve or prevent further decline in abilities to cope. Through their activities, the support personnel ensures the daily subsistence of the person released from correctional facilities, motivates them to fulfill the set goals, especially the goals related to work and study. To support the beneficiary's independent coping and, if necessary, to find a place of residence, the support person cooperates with local governments and temporary accommodation service providers in Pärnu, Jõhvi and Harju County. The ex-detainees are then supported to join JMK's Job Club. This support service is free of charge as it is being supported by the European Social Fund.

IDC  
INITIATIVE FOR  
DEVELOPMENT &  
COOPERATION

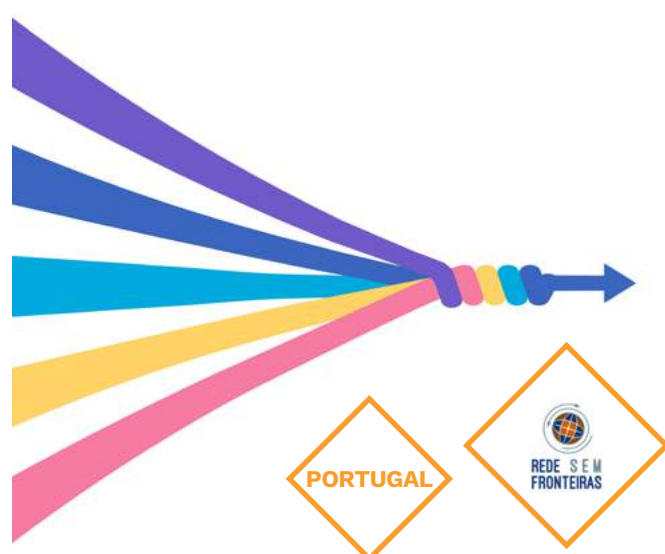
SERBIA



## 10 SUPPORT TO REINTEGRATING RETURNEES

IDC Serbia has been running a project titled Reintegrate – Support to sustainable (re) integration of returnees in Serbia. The project is funded by the Federal Ministry for Economic Cooperation and Development of Germany – BMZ and it will last until December 2021, having started in December 2019. The project's implementation is supported by ASB Serbia and is done in partnership with the Regional Development Agency of Sandzak, the Muslim Humanitarian Society 'Merhamet – Sandzak' and with support from the City of Novi Pazar, the Municipality of Sjenica and the Municipality of Tutin. The project's outcome involves the setting up of 3 Good Neighbourhood Clubs which act as community centres. The beneficiaries are both local families and families of returnees, in an effort to build up solidarity among the two groups. Activities organised in the clubs range from educational and creative workshops for children to excursions around the community, in an effort to get to know their surroundings better but also to provide an understanding of environmental sustainability in their community. The workshops focus on themes such as Serbian language development, culture mediation, youth activism, digital communication, children's rights, sexual education, respect for

others, peer mediation (empathy, emotional management, self-respect), the Serbian legal system, ecological understanding. Beyond the fact that it represents an oasis for socialisation, returnees can develop business plans with support from the club's staff members and then can apply for funding to become entrepreneurs. The centre's pedagogues, teaching professionals, trainers, and experts cater to the socio-emotional and socio-economic needs of all participants, regardless of age or background. Given the attendees' diversity, intercultural dialogue is enmeshed in the fabric of the approach employed by the staff members supporting the running of the Clubs. Such activities are empowering the local community, and develop the competencies of the members in the local community to engage in a globalised and fast-paced world.



## 11 MIGRANT ALLIANCE

The project **Alliança Migrações** – Projeto Cidades is an alliance between local authorities and civil society calling for different governance of migration. The project, started in 2015, is implemented by **Rede Sem Fronteiras (RSF)**, together with the National Association of Welcoming Cities and Territories and the Organisation for Universal Citizenship. **Alliança Migrações** aims to encourage and highlight concrete alternatives led by local authorities

together with civil society in terms of dignified reception of migrants, citizenship and respect for fundamental rights. The Alliance further aims to highlight alternative migration policies supported by the regions and foster the sharing of replicable good practices and cooperation between local realities. The project was initiated in 5 pilot cities: Lisbon, Barcelona, Palermo, Grenoble and Montreuil, where volunteers participated in actions led by local actors and carried out qualitative and quantitative research that allowed to build an overview of the challenges of each city and the inspiring practices implemented, providing project partners with an overview of the issues surrounding migration in each of these territories. The practices gathered allowed project partners to highlight recommendations and prospects for joint projects to strengthen local practices in favour of reception and to build on these concrete alternatives to bring about a change of direction in migration policies.



FRANCE / SWEDEN / UK

## 12 EXCHANGES FOR EMPOWERMENT

**ABF** developed comprehensive responses to strengthening migrants' opportunities for integration. All of these co-exist under the umbrella '[Exchanges for empowerment](#)'. This accounts for five sub-projects within local branches which study the actions performed by CSOs across Europe – amongst which [La Ligue de l'Enseignement](#) and [Workers' Educational Association](#) in the UK – to understand their approach to the integration of migrants and to bringing good practices to Sweden. A [digital method book](#) was developed via these initiatives, which contains videos, photos, texts to detail methods on migrants' integration. Co-funded through the European Social Fund, this project has lasted from 2017 until 2019 and has put at its centre non-formal learning for the newcomers, reinforcing the newcomers' self-esteem while building up on skills that they had but



la ligue de  
l'enseignement  
un avenir par l'éducation populaire

**WEA**  
Adult Learning  
Within Reach

were not aware of. The empowerment approach is an example for how communities can benefit from bottom-up models in which their members are prepared to tackle various challenges, and as a result, their community becoming strong enough to adapt to the 21st century and to train new members in this ethos.

# DIGITAL EDUCATION

## POLAND

**School with Class Foundation**  
Chatbots to the rescue!



## AUSTRIA

**BFI OOE**  
Digital Citizenship: data privacy, online hate crimes and coding



## SPAIN

**La Liga**  
Conoce, Educa, Protege.



## NORTH MACEDONIA

**Community Development Institute (CDI)**

- Breaking Barriers – Embracing Literacy through Digital Media
- DISK: Digital Skills for an Ageing Europe



## FRANCE

**CEMÉA**  
Democratic Alternatives Online



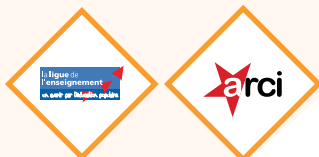
## ITALY

**ARCI**  
Digital Martial Arts



## FRANCE / ITALY

**La Ligue de l'Enseignement, ARCI**  
REACT: Respect and Equality



## CROATIA

**Centre for Peace Studies (CPS)**  
Enough with the Hatred



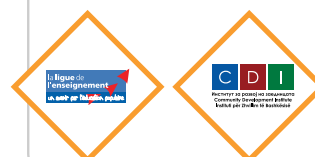
## DENMARK / ITALY / FRANCE / SERBIA

**Forum for International Cooperation (FIC), ARCI, CEMÉA, IDC Serbia**  
#YouthAgainstCyberbullying



## FRANCE / NORTH MACEDONIA

**La Ligue de l'Enseignement, Community Development Institute (CDI)**  
Lifelong @ Learning





## 13 CONOCE, EDUCA, PROTEGE.

La Liga has launched a campaign in 2017, Conoce, Educa, Protege, aimed at raising awareness in relation to children's rights. The campaign operates through governmental funding and support from citizens, and it is focused on promoting the development and acquisition of social values that have the purpose of exercising democratic citizenship, such as equality between men and women, tolerance, justice, equity, prevention of gender violence. Several of the materials produced referred to cyberbullying and online harassment, ensuring that children can protect themselves and adequately be protected from these dangers. In 2014 60% of children were using the internet for 1-2 hours daily, with 83% of over 15 year-olds spending over 2 hours daily, so La Liga undertook the responsibility to protect the victims of cyberbullying. The campaign has reached so far over 630000 people via social media.



## FRANCE / NORTH MACEDONIA

## 14 LIFELONG @ LEARNING

In the framework of the Erasmus + Project LL@L - Life Long at Learning (2016-2018), Community Development Institute and La Ligue de l'Enseignement, along with other partners, contribute to the development of Adult Education staff by giving them the possibilities to enhance their skills in e-learning and e-learning promotion. The main objective of the project is the promotion of the use of ICT in adult learning, focusing on ICT tools for distance learning, on the basis of exchanging good practices between the partners and in response to the priorities of the Erasmus+ programme, Key Action 2 – Cooperation for innovation and the exchange of good practices, strategic partnership for adult education.



## DIGITAL CITIZENSHIP: DATA PRIVACY, ONLINE HATE CRIMES AND CODING

**15** **BFI OOE** has closely engaged with cyberbullying and hate speech through its 24-months long, Erasmus+ funded project 'Schau Hin', for which they partnered with organisations from Germany, Romania, Slovakia, Slovenia, and Greece. The outcome consisted of training modules for educators on using digital media in education, promoting active engagement on combatting cyberbullying and raising awareness on the issue. The project contributed to developing the <https://cyberhelp.eu/en> platform. This represents a repository of information related to cyberbullying, namely what it entails, how to recognize and eliminate it. The platform contains lesson plans and workshop formats for formal, informal, and non-formal education to be used in preparing learners to protect themselves from cyberbullying and to contribute to halting its perpetuation.

**16** **BFI OOE** partnered in 2019 with **Grand Garage**, an innovation hub, in Linz, to organize the **coders.bay**. This initiative is a coding and programming school which begins with a 4 week initiation course that is afterwards followed by 5 months training in coding and network security. BFI OOE runs the 5 months courses, ensuring also that it has a gender balanced team of trainers. Over 80% of the graduates of the first edition of **coders.bay** have found employment afterwards. The second edition is currently running, and learners benefit from funding to participate in these courses from the Austrian Employment Service.

**17** **BFI OOE** ran a project, titled **dataAPP** for which it partnered with organisations from Germany, Turkey, Greece, Bulgaria, Belgium and Slovenia. From 2015 to 2017, project partners researched the awareness of parents/carers in their countries about data protection, and how this affects the safety of their children. Over 50% of the 900 respondents to a **survey** were unsure about how their data is used online, who accesses it, where it is transmitted further and which data is collected by apps. The project yielded guidelines on ensuring data protection and privacy and an interactive learning game for children to understand their digital footprint and how all this information is used in relation to them. The platform is aimed to bridge children with parents/carers in ensuring that adequate conversations relating data protection are had, to promote a non-formal learning of appropriate behavior online.



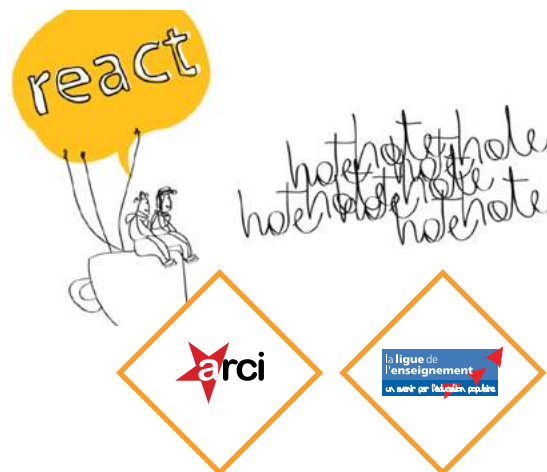
**18** **ENOUGH WITH THE HATRED** In partnership with **Human Rights House Zagreb**, **Centre for Peace Studies (CPS)** maintains the **Enough with the Hatred webpage**, a user-friendly tool employed by citizens to report hate speech instances offline and online. The webpage is accompanied by a mobile app, collecting reports from citizens, which are sent forward by moderators to local authorities, attorneys, and relevant parties. The tool is used to provide digital education for people on online hate speech.



DENMARK / ITALY / FRANCE / SERBIA

## 19 #YouthAgainstCyberbullying Forum for International Cooperation

(FIC) launched in 2019 its coordination of the EU-funded project #YouthAgainstCyberbullying. SOLIDAR Foundation, together with its members IDC Serbia, CEMEA and ARCI have joined as partners. The project will run until 2022 with the aim of providing training on how to combat cyberbullying and of creating digital tools to support the fight against cyberbullying. This topic has become very pervasive with many teachers reporting a rise in cyberbullying. The partners will prepare 30 young people from project partner countries on how to address this topic and on how to multiply this training towards secondary school pupils in their country of origin. The digital tools that will support them in this work will be an online platform for raising awareness on the topic and for providing victims with a channel for communication, a mobile app to facilitate communication across parents, guardians and children in reporting and fighting cyberbullying, an e-brochure to inform policymakers on the steps that they should take to eliminate cyberbullying.



ITALY / FRANCE

## 20 REACT: RESPECT AND EQUALITY

ARCI coordinated a two-year long EU-funded project entitled REACT: Respect and Equality: Acting and Communicating Together (2017-2019) with the objective of protecting the most vulnerable in the online realm. Joined by partners from Spain, Germany, France and UK, including La Ligue de l'Enseignement, they researched instances of online hate speech in project partner countries, studying vast amounts of social media activity, and, based on the collation of the results, developed counter-narratives to effectively combat the variety of instances of hate speech existent online. The counter-narratives were used to develop an educational toolkit with activities for pupils aged 13 to 18, preparing teachers to smoothly insert these activities in the school curriculum. The objective was to educate youngsters to become online activists, taking up the social responsibility of promoting positive counter-narratives to the poisonous hate speech currently spreading virtually. The CSOs took on the responsibility of teaching pupils to be responsible citizens online as well as offline, ensuring that values related to appropriate behavior online are spread and peaceful coexistence is promoted.



## 21 DIGITAL MARTIAL ARTS

One of ARCI's local clubs, in Genova, has been working in partnership with a CSO called Zanshin Tech Social Promotion Association to train citizens to become digital warriors. The Zanshin Tech strategy emulates martial arts on the topic of cybersecurity, preparing children to thwart enticements, cyberbullying and online threats in general, while training adults to counteract online scams, cyberstalking, cybermobbing. Classes last 1.5 hours while learners are provided with all necessary digital resources. The training procedure is participatory, with advanced pupils peer-supporting newcomers. The project raises awareness on dangers associated with digitalization, and specifically with insufficiently trained people that access the vast online world. It develops vigilant internet users that can protect themselves and others, performing their social responsibility to their full abilities.

## 22 DEMOCRATIC ALTERNATIVES ONLINE

CEMÉA provided an alternative free license platform to support distance learning without collecting data on users and commodifying them. The Zourit platform contains digital tools in a similar vein to what Google has offered via GSuite. This digital space for teachers contains a mailbox, a pad for collaborative work, video-conferencing and hosting capacities and a cloud for storage. For



the moment, 20 schools in France are operating with the Zourit platform, and CEMÉA is expanding its efforts to ensure that more educational institutions can be protected from data collection by tech giants, can be empowered to continue digital education and can have access to democratically choosing which tool to use to mediate their online participation, effectively providing the route of open software to the masses.



## 23 BREAKING BARRIERS – EMBRACING LITERACY THROUGH DIGITAL MEDIA

Community Development Institute (CDI), implemented the project Breaking Barriers-Embracing Literacy through Digital Media (2014-2017) which supported adult learners who lacked basic literacy skills, while preparing adult educators to adapt to the digital environment when approaching literacy. Digital pedagogies were promoted, making use of newly emerging digital innovative tools to update teaching methods. The project tackles the question of how digital tools can meet the need of low-skilled adult learners, aiming to explore how adult educators can engage and motivate adult learners by using digital tools and storytelling. The project activities accounted for research on best practices related to

NORTH  
MACEDONIA





ensuring basic digital literacy, for training of adult educators, for the creation of an innovative tool kit for adult educators focusing on digital media and interactive story-telling to teach basic skills and for the development of a customised manual complementing the digital tool kit. Project partners engaged in this process were adult education centres from Norway, Malta, the Netherlands, the UK, Italy, Cyprus and Poland, while CDI was involved through the [Association Alliance for Development of Adult Education and Lifelong Learning](#), a membership-based network which they coordinate.



## 25 DISK: DIGITAL SKILLS FOR AN AGEING EUROPE

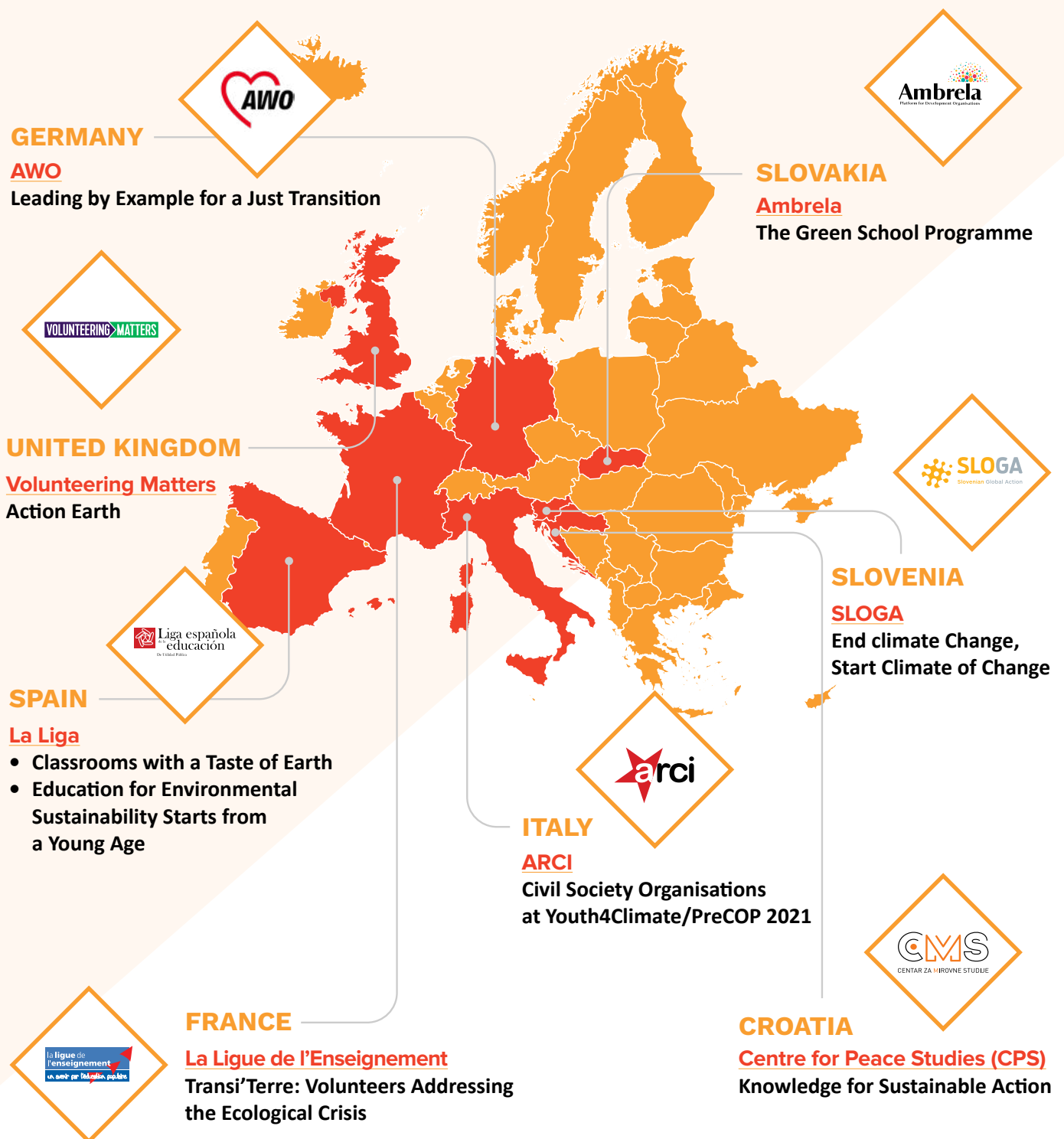
**Community Development Institute (CDI)**, is part of the Erasmus+ funded project [Digital Skills for an Ageing Europe \(DISK\)](#) which was launched in 2020. Other project partners include NGOs from France, Greece, Spain, Belgium and Italy. The project aims to tackle loneliness, isolation and social exclusion that impact older people. In doing so, it aims to promote active ageing, encouraging the elderly to take up new technologies to combat health risks caused by the aforementioned challenges. A main output of the project is an online platform meant to help the elderly improve memory and learning skills, while supporting them in accustoming to performing day-to-day tasks online. Beyond the clear health benefits of the project, it is aimed at connected the elderly with the way in which the civil society operates these days, via many online tools. This allows for the inclusion of a marginalised group, empowering them to continue having their say and participating into how the society is developing. The project will conclude with training guides for the elderly but also with policy recommendations on boosting participation of this section of the population.



## 24 CHATBOTS TO THE RESCUE!

[School with Class Foundation](#) has been quicker than governmental actors to provide tools tailored for COVID-19 times. In partnership with other Polish NGOs, School With Class [developed a chatbot](#), affectionately called Edzia, which provides teachers with answers to questions regarding remote education. The chatbot is based on IBM Watson Technology and is embedded on School with Class' [website](#). The chatbot is an easy to use resource that provides support, reveals the creativity of NGOs that recognize issues on the ground, and provides alternatives tailored on citizens' needs.

# EDUCATION FOR ENVIRONMENTAL SUSTAINABILITY





## 26 CLASSROOMS WITH A TASTE OF EARTH

La Liga identified the need to support teachers throughout their entire career, including in their Initial Teacher Education (ITE). Therefore, La Liga implements a project, titled [Classrooms with a Taste of Earth](#), to provide students at the University of Valladolid, who are training to become teachers, with courses on implementing education for sustainable development (ESD) in their classrooms. This provides the much needed training that they need during ITE to mainstream Global Citizenship Education (GCE). The pedagogical experience is planned using an experiential methodology, with the university garden acting as a thread, so the format is planned for a small group of students. The aim is to promote awareness, in-depth analysis of the different issues related to development, knowledge and design of curricular proposals to work in the school and social educational spaces as future education professionals. The course started in February 2020 as a 75-hour theoretical-practical training process to work the garden as a pedagogical resource in school classrooms (nursery and primary) and in the social sphere. As the pandemic began, the course was adapted online, while the students had seedbeds in their households, replicating the university garden.



## 27 ACTION EARTH

The [Action Earth](#) initiative, founded by [Volunteering Matters](#), offers volunteering opportunities in environmentally focused projects. The project, funded by [Scotland's Nature Agency](#), offers grants to help local communities to respond to climate change, supporting volunteers of all ages, backgrounds and abilities in practical outdoor activities. Any group of volunteers can apply for these grants which range from £50 to £250 to run environmental activities in Scotland's green spaces. This could include creating or improving community gardens, wildflower meadows, ponds, woodlands or other wildlife habitats. Further, they offer a limited number of [Action Earth Enhanced Grants](#) up to £500 for projects which can demonstrate a significant health impact through working with people who have defined health or social needs. These grants are available to projects where a minimum of 50% of the volunteers involved will have defined health issues. Within the Action Earth initiative, [Volunteering Matters](#), delivers several youth social action projects, employee volunteer & activities which encompass the promotion of community sustainability. Such an initiative makes learners put in practice what they learned but more importantly creates ownership of these actions and a sense of responsibility that is essential for tackling the climate crisis.



ITALY

arci

## 28 CIVIL SOCIETY ORGANISATIONS AT Youth4Climate/PreCOP 2021

**ARCI** co-organised the Eco-Social Forum, which took place in the context of the Climate Open Platform during the [Youth4Climate/PreCOP 2021](#). The YouthCOP saw the participation of 400 young people aged between 15 and 29 from 186 countries, who met to address the main urgencies and priorities of climate action. During the Forum, global citizenship education (GCE) was a key topic of discussion, particularly in relation to its environmental dimension and basis in support of the climate justice cause. The Forum took place from 28 September to 1 November in Milan and saw the participation of several campaigning organisations committed to environmental to climate justice, from Fridays for Future Italy to workers' organisations like [CGIL](#). The Forum represents the commitment of ARCI in ensuring that their belief in the indivisibility of climate justice and environmental sustainability with social justice is reflected in their work. The involvement of CSOs in such high-level discussions and in advocacy on the topic is essential to understand the perspective of organisations that deal on the ground with the impacts of the climate crisis, but it also is essential from the perspective that it serves as an informal education experiences for ARCI's beneficiaries. They have been made aware of these processes existing, bringing their youth closer to decision-making arenas and making them aware of what can be done to protect the environment and how their eco-anxieties can be heard.

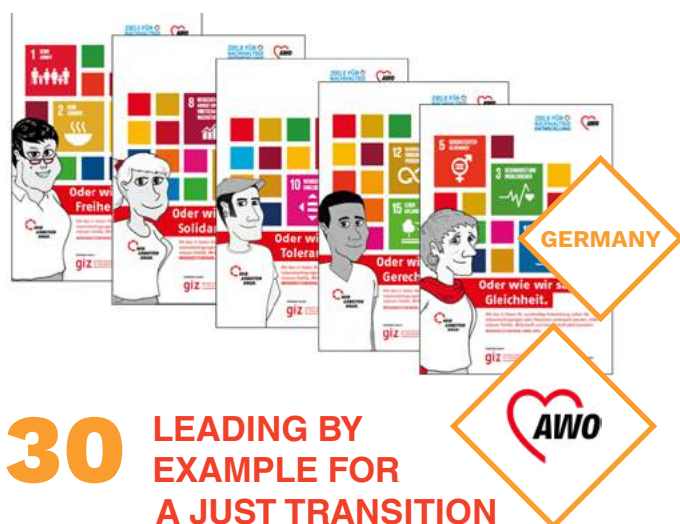


SPAIN

Liga española de educación

## 29 EDUCATION FOR ENVIRONMENTAL SUSTAINABILITY STARTS FROM A YOUNG AGE

**La Liga** administers a [Network of 13 Early Childhood Education Centers and Houses for children aged 0-3](#), in different municipalities of Spain, in which the pedagogical action is oriented, among other aspects, to the commitment to environment. One of the most significant programs in the field of education for environmental sustainability (EES), that has begun to work in two of their centres in the province of Valladolid, is the "Program of renaturalization and adaptation to climate change of schoolyards". This program, which is developed in the centers by the Fundación Patrimonio Natural de Castilla y León and which has the support of the Ministry of Education and the Ministry of Development and Environment of Castilla y León, is funded by the EU as part of the response to the COVID-19 pandemic to prepare for a green, digital and resilient recovery of the economy. The actions of the project aim to achieve a significant and exemplary transformation of the outdoor spaces of the Educational Centers, through greening actions to favour their adaptation to climate change. In a complementary way, the Ministry of Education of Castilla y León, within its contribution to the 2030 Agenda, will develop an educational program in the participating centers, for the didactic use of the interventions of adaptation to climate change to be carried out in courtyards.



## 30 LEADING BY EXAMPLE FOR A JUST TRANSITION

**AWO** launched the [Wir Arbeiten Dran](#) campaign, specifically to flip the attention to the work of NGOs and CSOs which are seen as doing the rightful work in the context of Agenda 2030 but which should also be subjected scrutiny to ensure that they uphold their principles and raise up to their self-imposed standards. It is essential to consider this given that an organisation such as AWO employed 218.000 workers in 2016, which at the moment was more than BMW or Allianz and almost as much as Daimler or Telekom. Social work also leads to greenhouse gas emissions, to waste and the consumption of raw materials. The campaign provides educational materials, best practices examples, and debate platforms to support CSOs to reflect over their practices and intensify their greening process. These exercises of self-reflection force workers, beneficiaries and all learners in general to go beyond declarative or performative positions and actually engage directly with actions to protect the environment, boosting their ownership over the solutions taken to combat global challenges and emboldening them to take an active role in society.



## 31 KNOWLEDGE FOR SUSTAINABLE ACTION

[Centre for Peace Studies \(CPS\)](#)

coordinated the 2-year (2019-2021) project '[Znanje za održivo djelovanje](#)' (*'Knowledge for sustainable action'*) in which they partnered with the environmental CSO [Green Istria](#) and six schools with the aim of introducing additional sustainable development content into formal education. The project was funded through the Swiss-Croatian Cooperation Programme on education for sustainable development for the improvement of economic and social cohesion, with co-funding from the Croatian government. Through the project, teachers were trained to include SDGs in teaching, then school teams, in cooperation with CSOs, implemented education programs for SDGs in schools. Participatory learning methods were used to develop competencies and motivate students to act and understand the role of their own engagement in positive social change. 2655 learners and 24 education professionals were reached by the project. The SDGs were addressed in each school through regular classes by integrating Sustainable Development into different subjects, through extracurricular activities and through school projects. The focus was on student action involving parents and the community, and special attention was paid to student volunteering in the community. In cooperation with teachers, a manual for the practical implementation of

teaching in the field of Sustainable Development was developed. This [publication](#) describes the key principles of education for sustainable development as envisioned by the project, describes the work done in partner schools, and also includes interviews with key Croatian activists, professionals, and volunteers working on Sustainable Development.



## 32 TRANSI'TERRE: VOLUNTEERS ADDRESSING THE ECOLOGICAL CRISIS

[La Ligue de l'Enseignement](#) proposes a volunteering programme aimed at the ecological transition.

FRANCE

The [Transi'Terre programme](#) raises awareness on the ecological crisis, with La Ligue trying to address the citizens' mentality and behaviours, ensuring that they promote a sustainable environment. The programme is open to anyone and is designed on three axes: educating environmental protection, critical thinking on the ecological transition, and acting daily for an ecological transition. They foresee different levels of engagement and of commitment, but activities organised under the programme's frame include sports and cultural activities to discover a region's flora and fauna, the organization of exhibitions focused on the chain of production of various pieces of clothing, educational courses on SDGs, a comparative analysis of recycling procedures performed by different countries, setting up ecological gardens across cities, and similar activities. The programme provides volunteers with pedagogical resources on themes related to the ecological transition, with materials to organize awareness raising campaigns, board games on the topic, while the

volunteers are also steered towards various non-formal courses and seminars/webinars to develop the knowledge on how to talk about the themes at hand and to make them easily understandable for a wider audience. Nearly 280 young civic service volunteers are involved by [La Ligue](#) in ecological transition missions in mainland France and overseas.



SLOVENIA

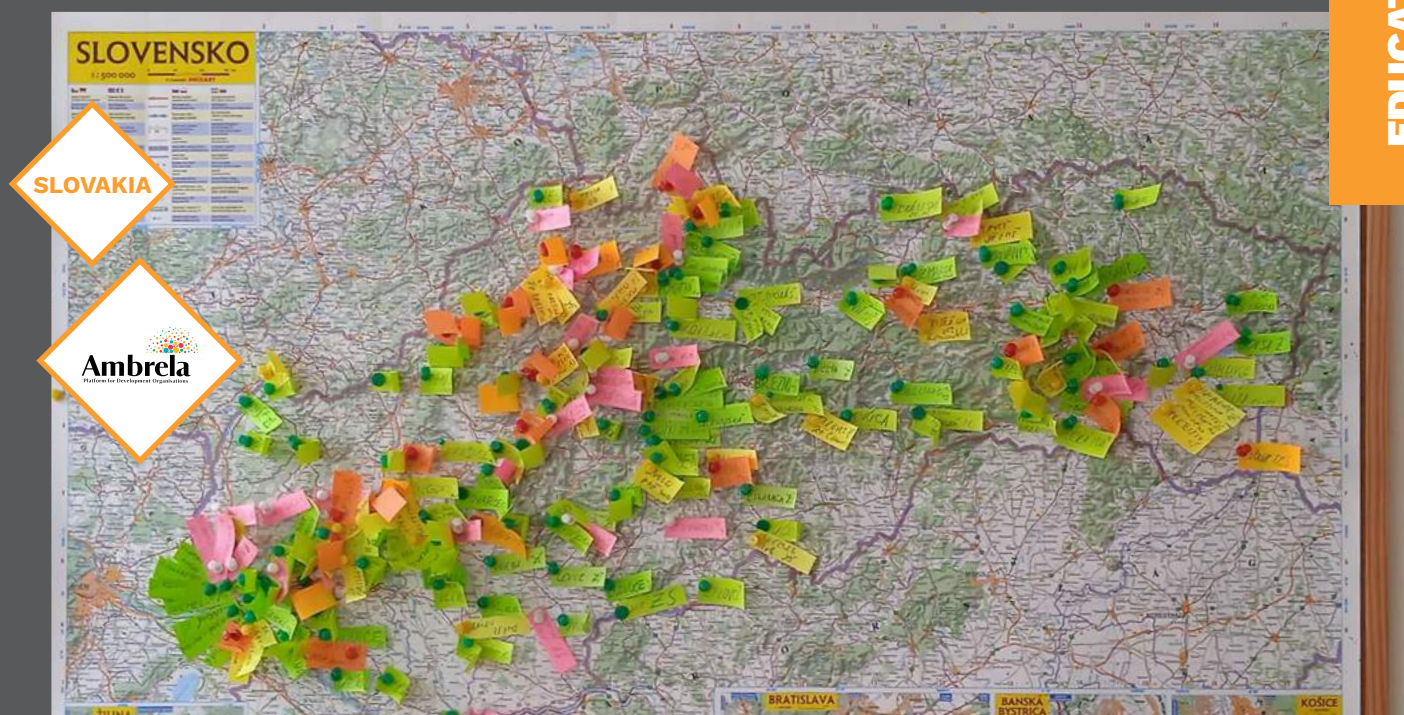
## 33 END CLIMATE CHANGE, START CLIMATE OF CHANGE

SLOGA  
Slovenian Global Action

["End Climate Change, Start Climate of Change"](#) is a European project which aims to raise awareness about climate change induced migration and enhance the critical understanding of the phenomenon by young people. The project is co-designed and implemented by 15 European CSOs and funded by the Education and Awareness Development Program (DEAR) and the Slovenian Ministry of Foreign Affairs. Project partners come from Italy, Austria, Senegal, Poland, and Slovenia. As part of the Climate of Change project, [SLOGA](#), organised in August 2021 a contemporary circus show in collaboration with the Municipality of Nova Gorica through the initiative European Capital of Culture (GO! 2025). The aim of the activity was to promote community sustainability through hands-on learning and the creation of communal graffiti art, specific to the local context. The project expanded over 40 months, operating

in 13 EU countries and 10 subcontracting countries, reaching 14000 students and 600 educators and teachers. The project produced 4 case studies on countries most affected by climate change, it polled EU citizens on the nexus migration, climate change and the current economic model among EU citizens aged 16-35. It even provided a human economy report to reveal the current

economic system as an important root cause of climate emergency and climate-induced migration, proposing systemic changes. All feeds into a pan-European campaign to raise awareness on the systemic changes needed and the role of education in this sense. All project publications are available [here](#).

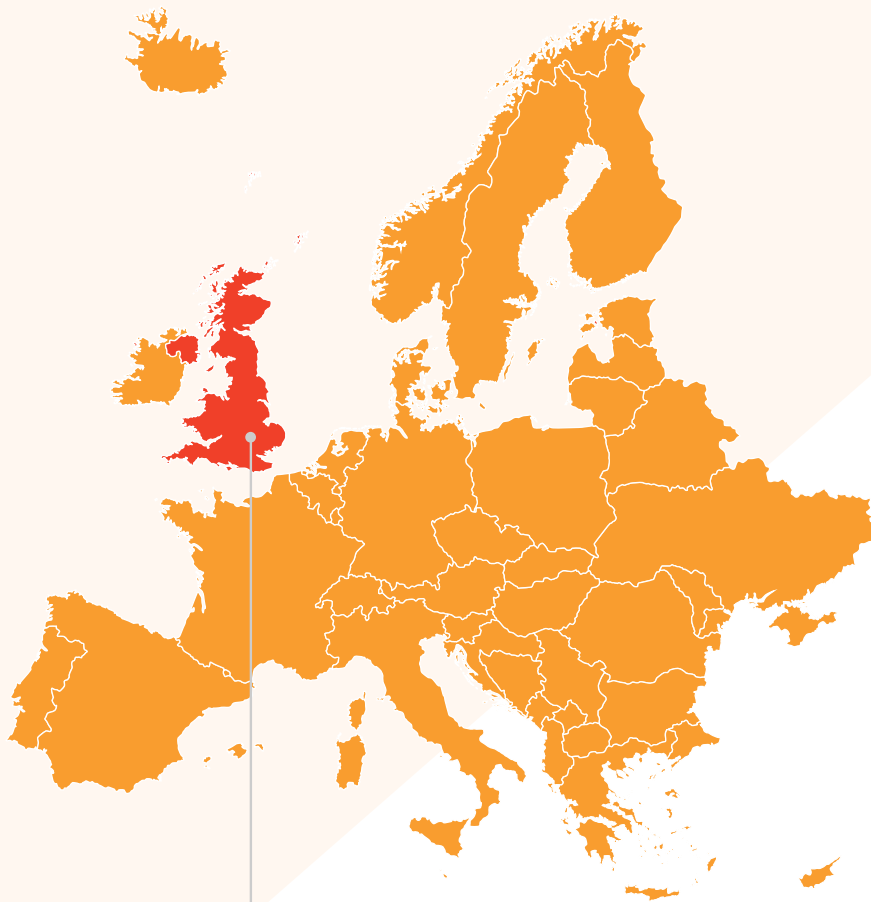


## 34 THE GREEN SCHOOL PROGRAMME

As a member-based organisation, **Ambrela** has members which implement actions to promote the development of green competences. One such example comes from the NGO **CEEV Živica**, which is the Slovakian implementor of the **Green School Programme**. This action is aimed at pre-primary, primary, secondary and special schools, reaching already 251 education institutions across the country. The programme is a comprehensive 7-step process through which education institutions can better integrate education for environmental sustainability (EES) in their daily work while ensuring that the institution itself becomes environmentally

conscious and adopts new teaching methods. Providing support to education institutions via inspiring workshops, methodical teaching materials, professional consultations, peer learning, and partnerships across the network of Green Schools, the programme is supporting education institutions to run an environmental audit, create an environmental action plan, engage in monitoring and evaluating the plan's implementation, draft an eco-code and in general to boost up advocacy and EES resources. The programme helps education institutions work on developing competences for the learners, such as empathy, creativity, problem solving, critical thinking, respecting for nature and others, among others.

# GENDER EQUALITY



## UNITED KINGDOM

Volunteering Matters

**WASSUP: Women Against Sexual  
Exploitation and Violence Speak Up**







UNITED  
KINGDOM

VOLUNTEERING MATTERS

## 35 WASSUP: WOMEN AGAINST SEXUAL EXPLOITATION AND VIOLENCE SPEAK UP

In 2017, [Volunteering Matters](#) developed a project called [WASSUP \(Women Against Sexual Exploitation and Violence Speak Up\)](#), where young women supporting other young women and girls, especially from a migrant background, are engaged in peer support and training programmes in schools to combat gender-based violence and sex trafficking. This youth, social action project was delivered by 30 young women in Ipswich to educate peers on the issues of sexual exploitation, domestic abuse, honour based violence and gang

grooming along with raising awareness in the wider community on these issues. The group has collectively built a toolkit which they deliver in 90 minute sessions in schools across Suffolk. They base the sessions on the life of a fictional character called Astra, and use film, spoken verse, imagery and flashcards they have created to journey young people through various decision-making scenarios based on Astra's life. The toolkit informs young people of the risks and impact of their decisions, addressing difficult issues with authenticity for young people's insights and knowledge. It has already been delivered to 600 schoolchildren across Suffolk.

# GLOBAL CITIZENSHIP EDUCATION

## GERMANY

### Willi Eichler Akademie (WEA)

Queer the SDGs! A queer feminist analysis and appropriation of Agenda 2030



## SLOVAKIA

### Ambrela

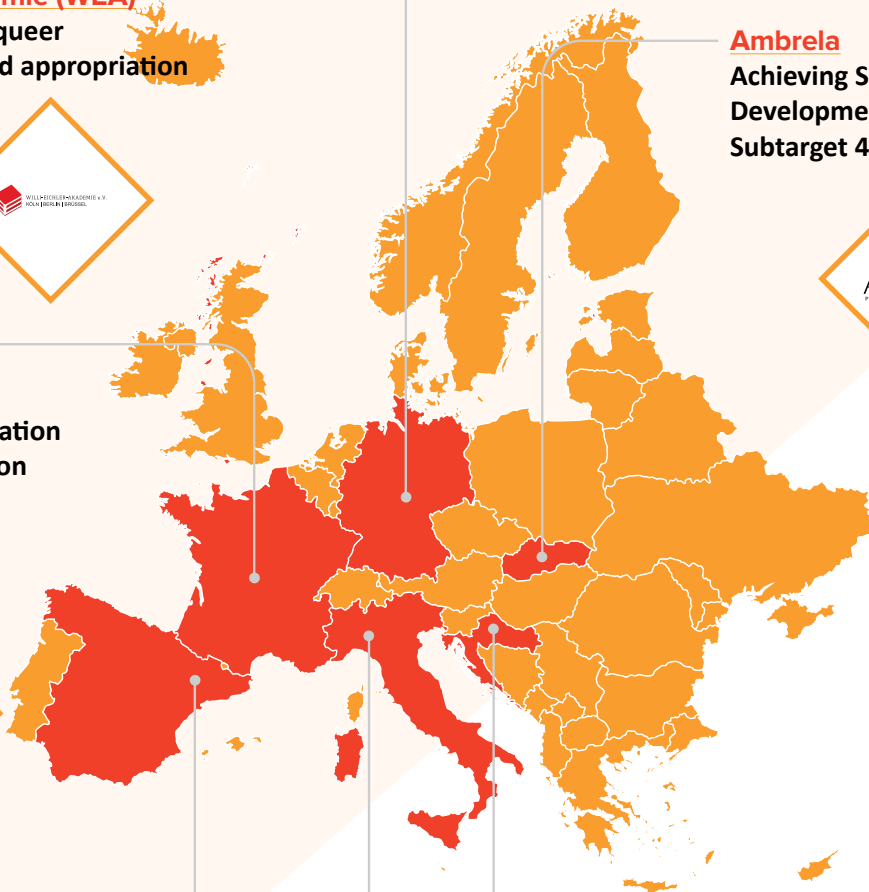
Achieving Sustainable Development Goals Subtarget 4.7



## FRANCE

### Solidarité Laïque

- Solidarity in Education
- Including Education for Sustainable Development in Formal Education



## CROATIA

### Centre for Peace Studies

- Sustainable Development Goals Calendar
- Global Education Week



## ITALY

### ARCI

Clean Up the World



## SPAIN

### La Liga

### CIVES Foundation

Network of Citizenship Schools





and sexuality and intercultural dialogue. The Network is extra-curricular, not being bound by national education reforms, and it will also enjoy funding from the local administration in Extremadura given its resounding success in the region. Over 100 education practitioners joined the platform's latest conference in Andalusia on the topic of human rights.



**37**  
**SUSTAINABLE  
DEVELOPMENT  
GOALS CALENDAR**



## 36 NETWORK OF CITIZENSHIP SCHOOLS

**La Liga**, in partnership with **CIVES Foundation**, funded and supported since 2016 an initiative called **Network of Citizenship Schools**. Understanding the insufficient support from the government, La Liga and CIVES created a platform to connect universities, educational centers, and education stakeholders. The platform provides an opportunity to exchange practices on citizenship education, to integrate global citizenship education in discussions in Spain, uniting education professionals in different national events. The database compiled by them includes teaching practices, examples of activities and ways to expand the school curriculum on citizenship education to topics such as gender

**Centre for Peace Studies** created a calendar to match the school year calendar for 2020/2021 with reference to the Sustainable Development Goals. Teachers can access this, together with many resources associated with it, and find creative ways in which they can work SDGs into their classroom. This provides the much needed guidance and structural response to the overworked and overwhelmed teaching professionals that do not have the time to organize themselves and design a learning approach that considers the entire complexity of the SDGs. The calendar can be accessed [here](#) and reflects yet again how simple and elegant solutions such as this would facilitate the mainstreaming of global citizenship education in Croatia. Public authorities must acknowledge the work of CSOs on such topics and mainstream their work given how beneficial it is for the functioning of formal education and for ensuring that learners acquire competences outside the formal system.



CROATIA



## 38 GLOBAL EDUCATION WEEK

Centre for Peace Studies coordinates the activities that CSOs organize during the Global Education Week (GEW) in Croatia. The event occurs in November of every year and adopts a central theme. In 2018 the motto of the GEW was ‘The world is changing, what about us?’ and in 2019 it was ‘Wake Up! This is the final call for climate’. In the preparation of the Week, CPS opened calls to relevant organizations and schools to propose activities for the Week and provided smaller funding for the organization of activities. They were then promoted in unison on CPS’s webpage and on social media (2018, 2019). Through these activities, CPS links itself with the organization of GEW in all countries promoting this event, marking an international awareness raising event that showcases the great work that has been done on the ground by practitioners and that can be upscaled to become the norm in all countries to fight the climate crisis.

The campaign promotes pedagogical practices for GCE and focuses on topics linked to solidarity, but it also contains a component of fundraising to provide educational resources to deprived areas in the world, ensuring that all children have access to free and quality education that has a global solidarity perspective. One of their latest iterations has seen Solidarité Laïque supporting children and schools in DR Congo. The relevance of the project stems from the fact that it understands that promoting GCE can be done only if learners’ baseline needs are met. As a result, Solidarité Laïque works to ensure that all learners grow in a world where GCE is the norm while it supports all of them to receive education and be supported for social inclusion.



FRANCE



## 40 INCLUDING EDUCATION FOR SUSTAINABLE DEVELOPMENT IN FORMAL EDUCATION

Solidarité Laïque developed a report on the situation of education for sustainable development (ESD) in France that includes methodologies to include ESD in a way that develops the learners’ transversal competences and ensures that they turn the academic content they are subjected to into reality in their daily lives. Solidarité Laïque encourages a hands-on approach to teaching based on projects, while accounting for the realities of the diverse student body. Peer-mentoring and interdisciplinarity are key elements that need to be fostered for the educational model to function. More about this tried-and-tested methodology can be found in Solidarité Laïque’s report.



FRANCE

## 39 SOLIDARITY IN EDUCATION

Solidarité Laïque organized the La Rentrée Solidaire campaign with a two-fold aim: raising awareness about global citizenship education (GCE) and practicing solidarity as implied by GCE.



## 41 CLEAN UP THE WORLD

**ARCI** is one of the organisers of the [Clean Up the World \(Puliamo il Mondo\) campaign](#), in collaboration with the green NGO [Legambiente](#). The campaign entails an organised, voluntary collection of abandoned waste in nature that becomes an avenue to spark discussions on social issues. In 2021, the campaign's topic was [Let's clean the world from prejudice](#) and was implemented together with 39 organisations working on integration and migrant rights, from 24 to 26 September. The overarching aim of the campaign was to spark reflection on how making the planet cleaner means also wiping out any preconceptions and mechanisms that feed marginalisation, injustice, abuse. The campaign further aimed to represent how the collective reappropriation of spaces is the key to rebuilding social relations, using the climate crisis as an opportunity to promote dialogue, intercultural exchange and relaunch the theme of inequalities. The events have been organised in various communities, accounting for a practical challenge experienced in the community, and enriched by adding a global perspective to them. Such cases should be upscaled and better connected with formal education to ensure that all learners, regardless of age and background, can benefit from these discussions and from this practical learning, effectively benefitting from GCE.



## 42 ACHIEVING SUSTAINABLE DEVELOPMENT GOALS SUBTARGET 4.7

**Ambrela**, together with other members and partners working on GCE, joined the [Bridge 47](#) network. As a DEAR funded project, it ran from 2017 until 2021 having as an objective the mobilization of civil society from all over the world to create a more fair, equitable and peaceful world through GCE. It focused directly on [subtarget 4.7 of the Sustainable Development Goals \(SDGs\)](#), aiming to find a common understanding across global civil society on how to achieve this subtarget while making use of the rich and diverse understanding of what GCE and transformative education are. **Ambrela** is one of the founders of the network, together with its development counterparts in Finland, Estonia, Bulgaria, Germany and Slovenia but also together with CIVICUS, the International Council for Adult Education, the European Association of Development Research and Training Institutes. Other partners included organisations from Scotland, Ireland, Denmark, Cyprus and Latvia that focused specifically on development education and/or GCE. The vast consortium has



created a global network that has shared expertise on the topic, contributed to a collaborative process of drafting a [roadmap on achieving subtarget 4.7](#), various [policy papers on achieving the roadmap](#) and in general has strengthened the presence of CSOs in the policymaking of the topic. **Bridge 47 is a spectacular example in cross-border solidarity, showing the strength that practitioners and civil society can have while allying, beyond the confines of national borders, to tackle global challenges while using global solutions.**

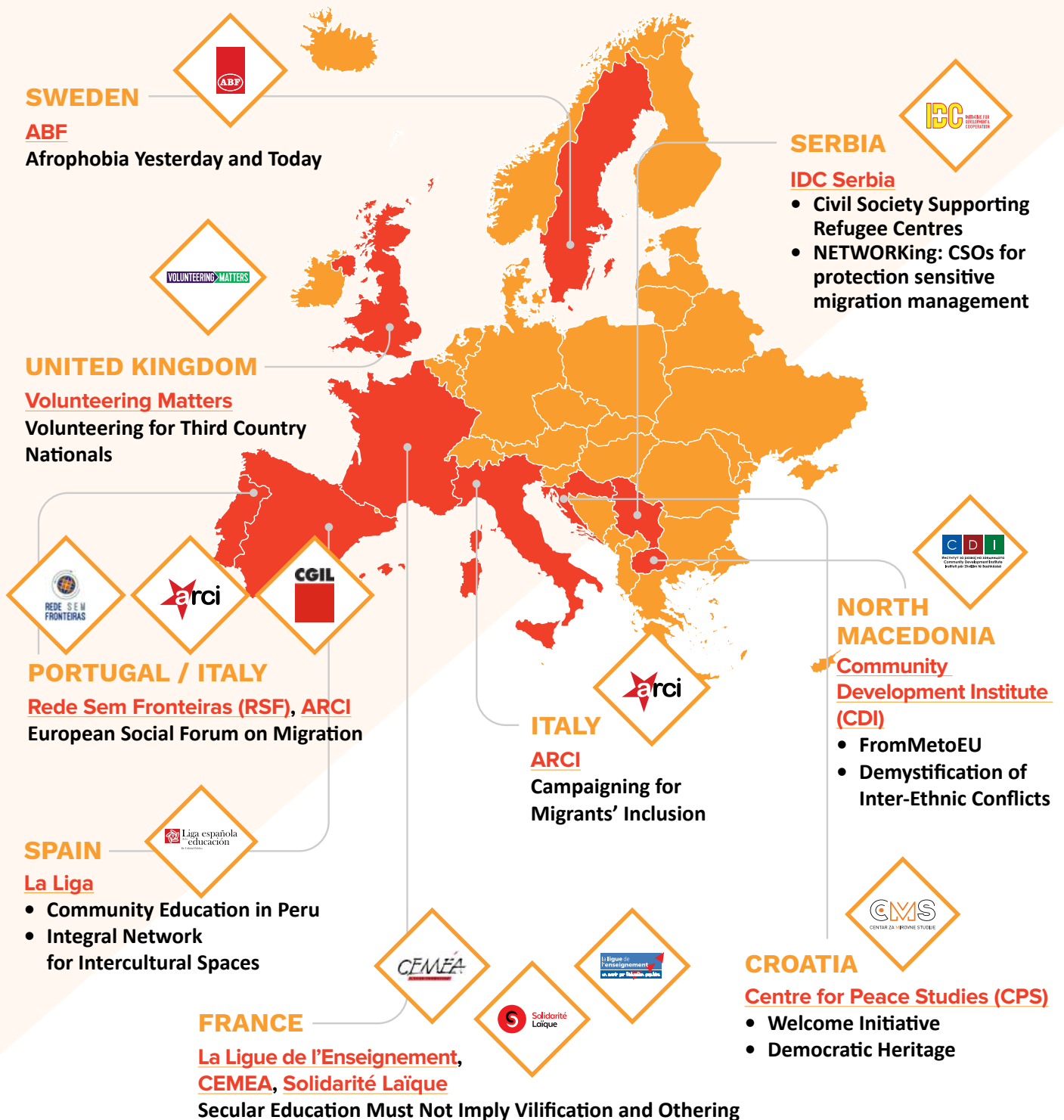


## 43 QUEER THE SDGs! A QUEER FEMINIST ANALYSIS AND APPROPRIATION OF AGENDA 2030

[Willi Eichler Akademie \(WEA\)](#) offers trainings and workshops together with their partner organization “[LilaBunt](#)” in the framework of the state-supported official “Bildungsurlaub” (Training holidays) to which workers in Germany are entitled. [LilaBunt](#) provides a boarding house, where people can stay during the WEA-developed seminars. One example is the workshop: [Queer the SDGs! A queer-feminist analysis and appropriation of the 2030 Agenda](#). It currently forms a conceptual frame of reference to advance a global “socio-ecological transformation” and to take stock of corresponding progress. But for whom do the

Sustainable Development Goals speak and for whom not? Which lifestyles and needs, which queer realities and hetero-normativity appear in the SDGs, which are missing? In order to take into account the real existing social diversity, supposed social consensuses - and thus also the SDGs - have to be read, analysed and reformulated from multiple perspectives. In the seminar “Queer the SDGs” this is done from a queer-feminist and postcolonial perspective by means of impulse lectures, films & podcasts, interviews, wikiworkshops. The seminar contributes to thinking about queer perspectives in the work with the SDGs, making them visible. The target groups are people who are active in (development) political education, social work, local politics and already have a basic knowledge of the SDGs and their own queer experiences, or an interest in queer-feminist perspectives. The seminar is open to all genders, but a quota system is in place to ensure that members of the LGBT+ community are not underrepresented, and thus guarantee space for queer perspectives.

# INTERCULTURAL DIALOGUE





# 44

## CAMPAIGNING FOR MIGRANTS' INCLUSION



**ARCI** implemented, in partnership with organizations from Spain, France and Romania, the [IntoEurope](#) campaign, which ran from January 2018 until June 2019, building momentum for the European Parliament (EP) elections. The aim was combatting stereotypes and prejudices related to migrants and refugees, as the migration debate was raising at the top of agendas in many EU countries and during the EP election. To combat populist rhetoric and teach people about the shared European history and about the EU's role, the project partners established eight groups composed of 25 diverse citizens who worked together on understanding the role of EU policies for the integration of migrants and for combatting hate speech, and on building a positive counter-narrative for Europe's future. They have contributed to producing [vibrant campaign material](#), used to inform people in the run-up to the EP election, while empowering citizens to become activists. The multiplier event opened the doors to other citizens, sharing knowledge on spreading out support for intercultural dialogue and peaceful co-existence via active participation in society.



# 45

## CIVIL SOCIETY SUPPORTING REFUGEE CENTRES

**IDC Serbia** works with reception centres and refugee camps, [providing much needed donations, including food, clothes, school supplies, but most importantly contributing with volunteers to assist the asylum seekers and refugees in their daily life, as well as medical teams](#). However, beyond providing the basic needs for migrants and refugees, IDC assisted with building bridges between migrants and the local community, creating an environment of intercultural dialogue. IDC organized exchanges between native and migrant youth on sports, encouraging them to teach the other their preferred sport, it has organized public exhibitions for natives with artwork from the migrant community, it has organized informational campaigns to debunk myths on the incoming populations, and it has developed [a series of documentaries](#) disseminating the experience of incoming populations, shedding a light on their stories. IDC offered a humane dimension to the humanitarian crisis and has facilitated the intercultural education of both native and migrant populations, filling in a gap left by the government.





SERBIA

IBC  
INITIATIVE FOR  
DEVELOPMENT &  
COOPERATION

UNITED  
KINGDOM

VOLUNTEERING  
MATTERS



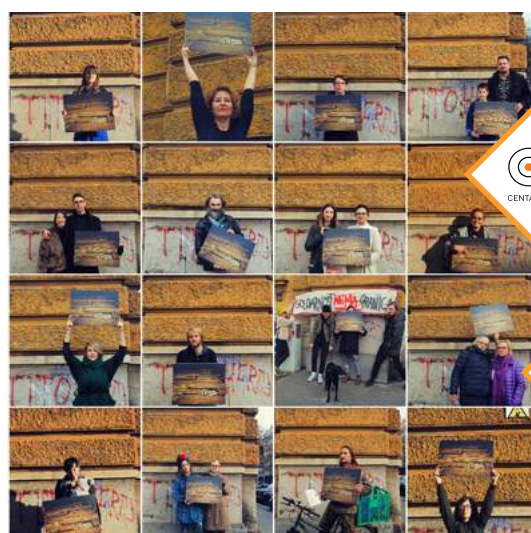
## 47 VOLUNTEERING FOR THIRD COUNTRY NATIONALS

Volunteering Matters, in partnership with organisations from Italy, Greece and Ireland, provided volunteering opportunities in the cultural sector to third country nationals (TCNs) to facilitate their integration and collaboration with host country nationals. The shared European heritage that builds bridges among people was emphasized through all activities which included training of trainers, workshops on volunteering, training of volunteers and a 25-days long volunteering experience for TCNs. This is part of the EU VOICE project, developed with support from the Asylum, Migration and Integration Fund of the European Union (AMIF), and it has involved over 300 TCNs, boosting social inclusion and facilitating intercultural dialogue.

INTERCULTURAL DIALOGUE

## 46 NETWORKING: CSOS FOR PROTECTION SENSITIVE MIGRATION MANAGEMENT

IDC is a member of the IRIS Network, a regional network connecting CSOs providing social services in South East Europe, ensuring that its 140 members are recognized as equal partners by the public sector. The IRIS Network organised, in the frame of its EU-funded project IRIS NETWORKing: CSOs for protection sensitive migration management, a Balkan Media Caravan at the beginning of November 2019 for young journalists in North Macedonia, Serbia and Bosnia and Herzegovina. The aim of the project was to tackle the negative narratives surrounding migrant populations, and to inform sensitive media reporting on them to avoid perpetuating harmful stereotypes. The countries involved in the project grappled with fake news on migration, so CSOs offered training to journalists on reporting in a sensitive manner, while bringing them on the field for 6 days to experience the stories of the migrant population. The journalists received training on defining the various migration statuses, on ethical journalism, on human rights, on story creation related to migrant experiences, and on reinforcing freedom of expression in the media before producing 15 reports on migrant topics during their 6-days travelling. The reports were published in official media outlets in North Macedonia, Bosnia and Herzegovina and Serbia.



CMS  
CENTAR ZA MIROVNE STUDIJE

CROATIA

## 48 WELCOME INITIATIVE

Centre for Peace Studies has launched the Welcome Initiative, together with other Croatian CSOs. The aim is to support refugees on the ground, and politically pressure the Croatian and EU

institutions to change restrictive migration policies. The Initiative gathers more than 60 civil society organizations, one football club and more than 400 volunteers who support refugees on the ground on a daily basis – from humanitarian support and coordination with local organizations to providing information to refugees about current procedures regarding entering and leaving Croatia. Its website displays news from the ground and publishes useful information for refugees, such as transport timetables or dictionaries. An organized body such as this provides an impressive network on the ground that helps those most vulnerable, while also having sufficient capacity to raise awareness on the situation of refugees, indirectly educating the native population.



NORTH MACEDONIA

**49 FromMetoEU**  
**Community Development Institute**  
 (CDI) implemented the project FromMetoEU (From Migrants Engagement to Europe Upgrade), funded from the EU's Europe for Citizens programme. The project was launched in 2018 and was finalized in 2020 reuniting partners from Albania, Belgium, Italy, Poland, Spain, Croatia and Greece. The project was aimed at identifying avenues through which migrants and European natives can collaborate to build up and share a new idea of a multicultural Europe. The project served as a way to go beyond what formal citizenship means, and treat migrants as citizens, making their ideas, innovative approaches, participatory methods a reality in the community in which they lived. Therefore, the idea of citizenship was conceived in a borderless way, inviting all to develop competences for global citizenship education.



NORTH MACEDONIA

## 50 DEMYSTIFICATION OF INTER-ETHNIC CONFLICTS

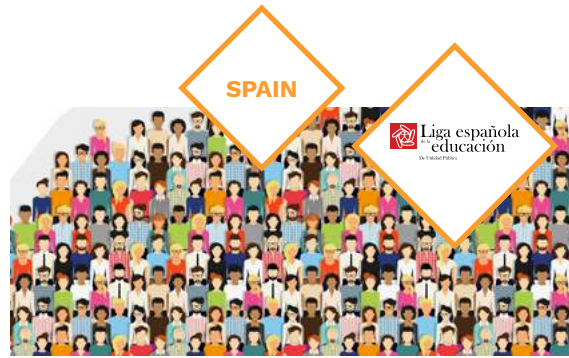
**Community Development Institute**  
 (CDI) reported on a project implemented

by their partners, ACTAC, from January until September 2017, titled Demystification of inter-ethnic conflicts, relying on financial support from the United States Embassy. The project aimed to reduce interethnic and inter-confessional tensions and conflicts among high school youngsters in North Macedonia through demystification of the general political climate and political manipulation, as well as through a new vision of maintaining peace. The project implemented numerous interactive actions to normalise inter-ethnic collaboration, and to foster more collaborations within community, normalising intercultural dialogue. Examples of such activities are the creation of a TV commercial, youth trainings with mixed nationalities, and a press conference to publicize TV ads created by youngsters and to raise awareness on intercultural conflicts.



## 51 COMMUNITY EDUCATION IN PERU

**La Liga** implements various community projects in Latin America, such as their participation in Local Participatory Advisories on Education in the Peruvian provinces of Huamanga, Fajardo and Cangallo. These advisories are the organ of coordination, participation, concentration and educational vigilance, following and evaluating the Local Educational Projects formed by local organizations, students and local authorities. Through these collaborations, La Liga contributed to the implementation of intercultural dialogue activities in the communities, to intercultural bilingual education in formal education, and to inclusion activities. By collaborating with people entrenched in various communities, they managed to identify the need in those areas, the best ways for addressing these needs and ensured that they would reach the largest number of people in these communities. Through such projects, replicated across many other regions, it can be seen how non-formal and informal education can prepare an entire generation to peacefully coexist and collaborate with peers from diverse backgrounds.



## 52 INTEGRAL NETWORK FOR INTERCULTURAL SPACES

**La Liga** is running an [Integral Network for Intercultural Spaces](#) in partnership with entities such as educational centres, associations, local authorities in several neighbourhoods of Madrid and Murcia. The project creates an environment for sports activities, for cultural activities, for language learning, for psychological and social support, environmentally-themed events, among others. It fosters the celebration of multiculturalism and sustainability in Spanish neighbourhoods, building up on the need in many communities to have such centres in which people can congregate with their peers. Such a project reveals the power of community-based projects, and the importance of supporting people's education in their own neighbourhood and in a lifelong and lifewide manner. Such a model reveals how intercultural education can be continued outside of formal education, contributing to their constant presence in people's lives.



PORTUGAL / ITALY

## 53 EUROPEAN SOCIAL FORUM ON MIGRATION

Rede Sem Fronteiras (RSF)



has been campaigning for environmental action, specifically in relation to migrants' rights, implementing activities to promote solidarity in migration, to tackle the climate crisis and its impact on migration. The European Social Forum on Migration (ESFM) was a pivotal avenue to discuss how social and environmental systems of oppression are interrelated and reproduced, determining migration trajectories and experiences in countries of transit and destination. In 2021, the Forum took place in Lisbon and was organised by RSF in cooperation with the Organisation for a Universal Citizenship (OCU) and several CSOs working on migration, and saw the participation and intervention of CGIL and ARCI. The Social Forum on Migration, born in Porto Alegre in 2004, serves as an avenue for diasporas and CSOs to discuss the implementation of alternative and participatory governance policies for migration. The methodology of the Forum guarantees the participation and leading role of migrants. The Forum culminates in recommendations and proposals of concrete actions. In its latest iteration, it was highlighted that an alternative form of socio-environmental development centered on a society-nature system is needed, instead of the form of anthropocentric development that is leading the planet to a great environmental and civil disaster. Finally, what was pointed out was also the urge to build, implement and communicate a common narrative at the intersection of migratory justice, environmental justice and social justice.



CROATIA



## 54 DEMOCRATIC HERITAGE

Centre for Peace Studies is implementing the project “Democratic Heritage – Memorials and Heritage Museums engaging migrants in developing resilient democracies” (DH).

The project is financed by the Erasmus+ programme and reunites partners from Finland, Norway, Belgium, Spain and Sweden. The project's main objective is to share and develop innovative participatory methodologies connected to adults, migrants, refugees and newcomers' learning, and seeing how they correspond to the learning requirements detailed in the Council of Europe's Democratic Competencies. This will be ensured through committing to a series of transnational good practice workshops and the production of a handbook, serving as intellectual outputs co-produced by all project partners. A further objective is to collate and collect the data from the activities to help generate more information on the effect that this methodology can have on refugees, migrants and newcomers, relating to the Democratic Competencies Framework. This will be ensured through the development of a survey by the World Value Survey which serves as a second intellectual output and will allow the collection of underrepresented data from migrant, refugee and newcomer populations. The project ultimately aims to develop a cross-European forum where experiences, techniques and methodologies in educating migrants, refugees and newcomers can be shared, developed and tested in the field is one of the primary objectives that this project's activities will contribute to.



## 55 AFROPHOBIA YESTERDAY AND TODAY

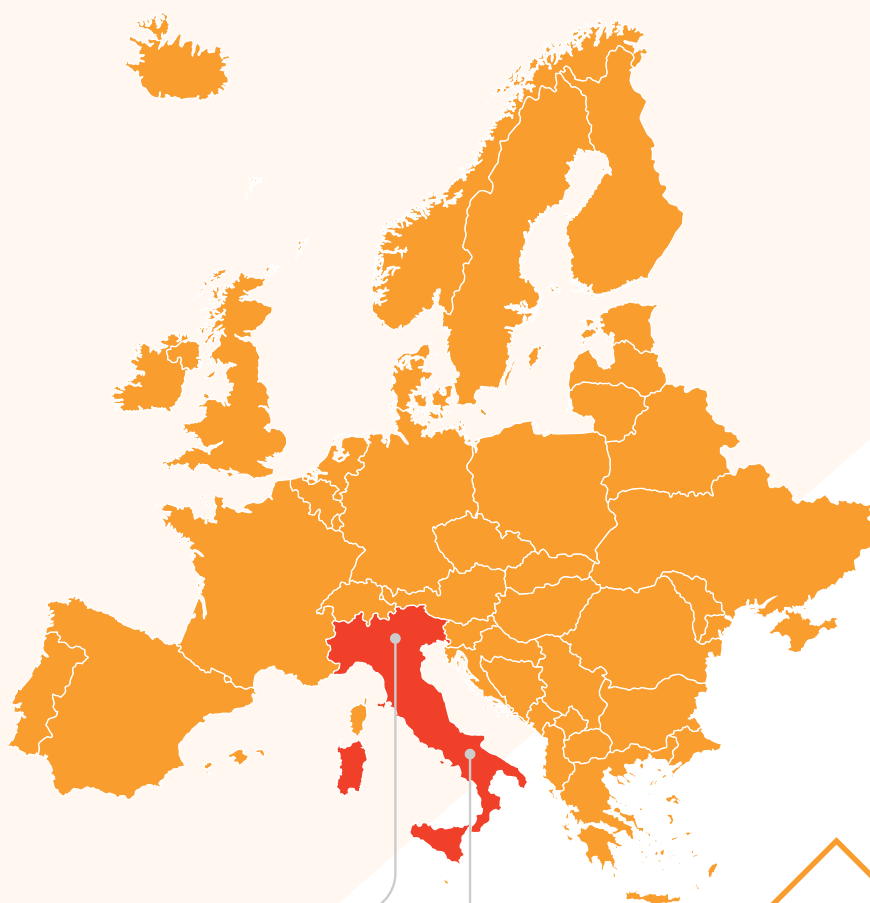
**ABF** partnered up with Afrosvenskarnas riksorganisation (ASR) to develop a study circle specifically focused on an issue that has been mushrooming across the highly diverse Swedish nation. The study material was created by ASR and is called Afrophobia Yesterday and Today. The study circle is supported by further resources such as the government-commissioned report on Afrophobia which was developed in 2014 as well as other handbooks on the topic stemming from various Swedish municipalities. All resources are accessible [here](#). ABF is building up generations of Swedish citizens aware of the vast history of racism, able to contextualize this situation and fully understand the current societal implications of it. This type of learning is essential, especially for the citizens belonging to racial groups that have been privileged, to be able to develop multicultural learning and ensure that the Swedish population can thrive in a multicultural setting.



## 56 SECULAR EDUCATION MUST NOT IMPLY VILIFICATION AND OTHERING

Solidarity has been key among the CSOs in France and this has been reflected in the action of **CEMEA**, **La Ligue de l'Enseignement** and **Solidarité Laïque**, which joined trade unions, CSOs, human rights watchdogs, among others, in co-signing a [statement](#) in the aftermath of Samuel Paty's murder, in October 2020. In face of the gruesome murder, these organisations showed solidarity by refusing to vilify Muslims and follow the securitization discourse of the Macron presidency, but rather they have issued a critique of radical Islam and a way forward in educating all French learners to understand what peaceful co-existence means but, more importantly, to work together on finding ways to heal the societal divisions which France has been experiencing. Their commitment to secularism and the Republican values is a far cry from the understanding of the French public authorities, as they have been insisting on education, pluralism, acceptance, healing, while the public authorities have pushed a criminalization strategy, aiming to ban all that creates fear of future terrorist attacks while stoking the exact same fear in relation to minority groups.

# INTERGENERATIONAL LEARNING



**ITALY**

L'Associazione per l'invecchiamento  
attivo (Auser)

Free Age Universities



**ITALY**

ARCI

Fields of Legality

ITALY



## 57 FREE AGE UNIVERSITIES

**Auser** manages Third Age Universities or 'Free Age Universities' which are aimed at the elderly, to promote lifelong learning, integration and gender equity. The universities have now opened their doors to learners of other ages as well, promoting intergenerational learning, and connecting all learners with the over 215.000 members participating each year to Auser's cultural activities across Italy. The universities work with other Auser's organisations involved in volunteering and active citizenship events, giving the possibility for students to get practical help (i.e.: mobility, company at home or in nursing homes, delivering hot meals and medications, etc.) while also being involved with some cultural activity to bring forward skills and competences. On the other side, this link between these two different "kind" of structures allows to meet people interested in cultural activities and to invite them to participate also in volunteering and social activities.



ITALY



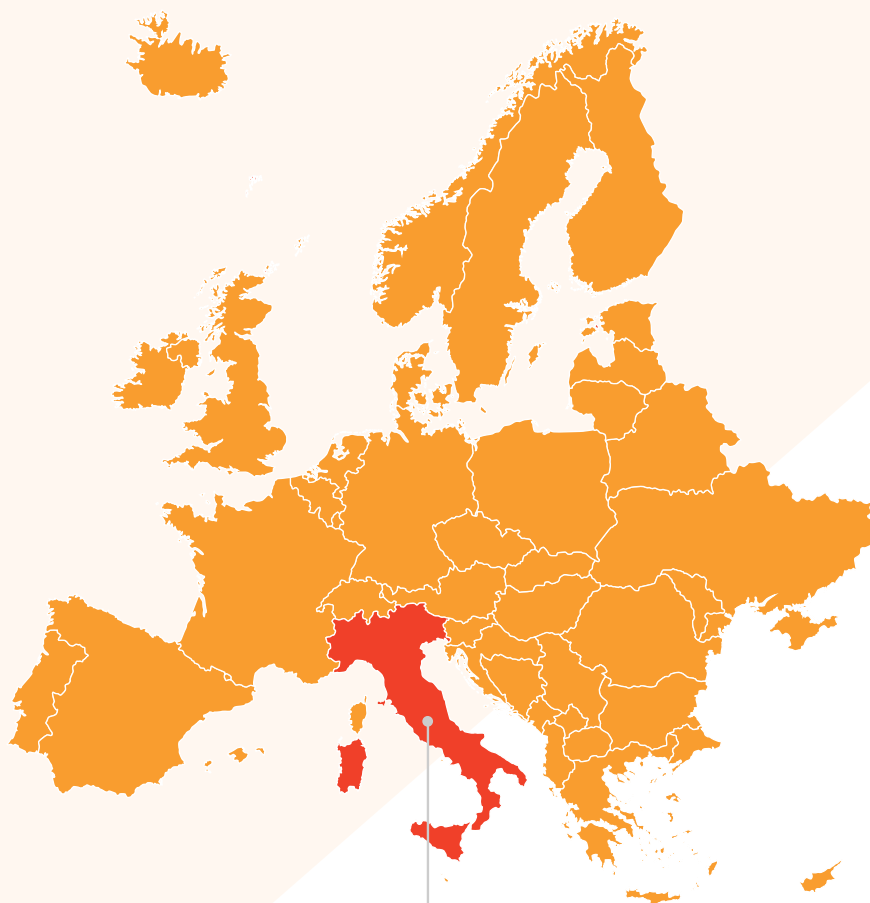
## 58 FIELDS OF LEGALITY

**ARCI** has been implementing for some years the project [Campi della legalità](#), which translates into Fields of Legality. The project is aimed at providing education to the youth on the impact of the criminality promoted by the Mafia and on the dangers of perpetuating a culture that protects the illicit activities performed by this international crime syndicate. The project uses lands that were confiscated from the Mafia since 2004 to organize summer work camps for the youth. The learners alternate with study, information and training sessions on the topics of the fight against the mafia. The project benefits also from an intergenerational perspective, as older people have volunteered to support the implementation of the camps. The 2019 edition welcomed 483 participants who were divided across different camps across Italy. The project has also developed [two manuals to train the youngsters on anti-mafia notes](#).

INTERGENERATIONAL  
LEARNING



# REMEMBRANCE



ITALY

**ARCI**  
Connecting Past and Present  
for Global Education



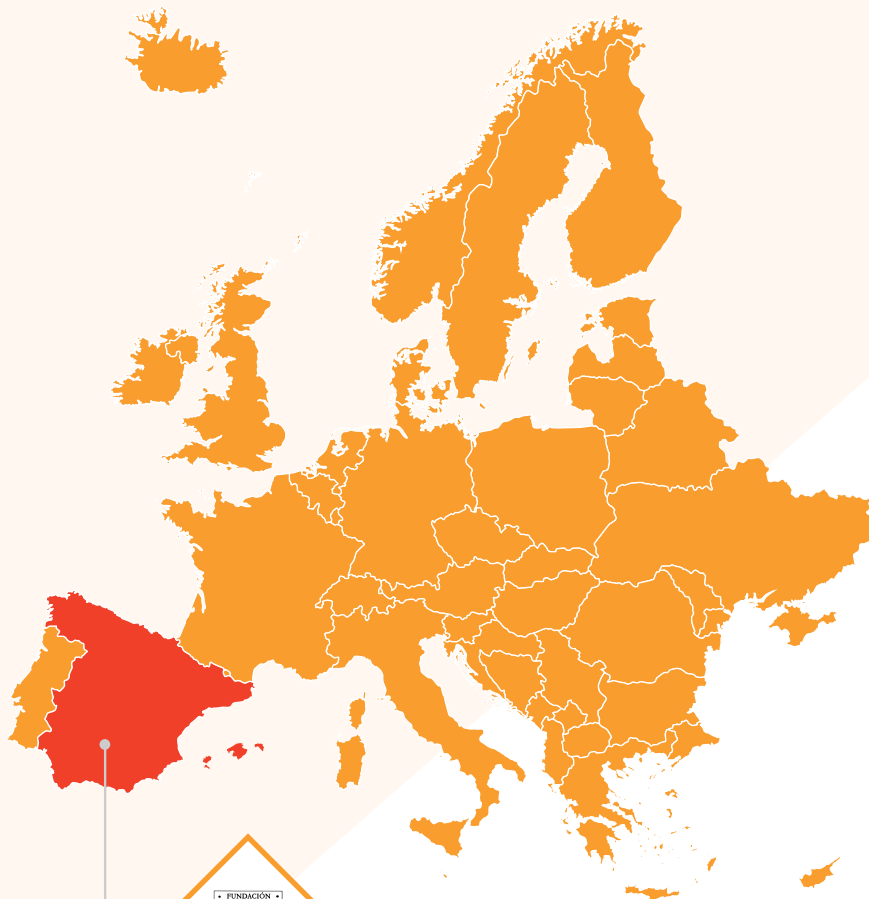


## 59 CONNECTING PAST AND PRESENT FOR GLOBAL EDUCATION

One of the CSOs federated by [ARCI](#), [Deina aps](#), has been implementing a project on Holocaust remembrance. The project, [Promemoria Auschwitz](#), is supported by public authorities in the region of Turin, while being under the non-economic patronage of both chambers of the Italian assembly. Beneficiaries are engaged in workshops on the history of Nazism and fascism, travelling afterwards to Krakow, Poland, to visit the Auschwitz camp, the Krakow ghetto, Schindler's factory. The process of the project concludes with beneficiaries

reflecting over their experiences and disseminating this impact in their community. The administrative, financial and logistical aspects of the project differ from each region in which it is implemented, but the goal is always the same: connecting past and present in a way that reveals how global education implies not only a geographic component but also a temporal component about the impact of history on our current societies. Human rights, active citizenship, democracy are other themes discussed across the project's activities, preparing citizens to learn from their past and understand how their role as a citizens must be constantly exerted to avoid gross violation of human rights.

# RESEARCH



**SPAIN**

**La Liga**

**CIVES Foundation**

**PARTICIP-ARTE**



## 60 PARTICIP-ARTE

La Liga and CIVES Foundation

have been running research on various topics, producing vast amounts of data to support national policymaking. Such an example is their PARTICIP-ARTE research project which in the past focused on:

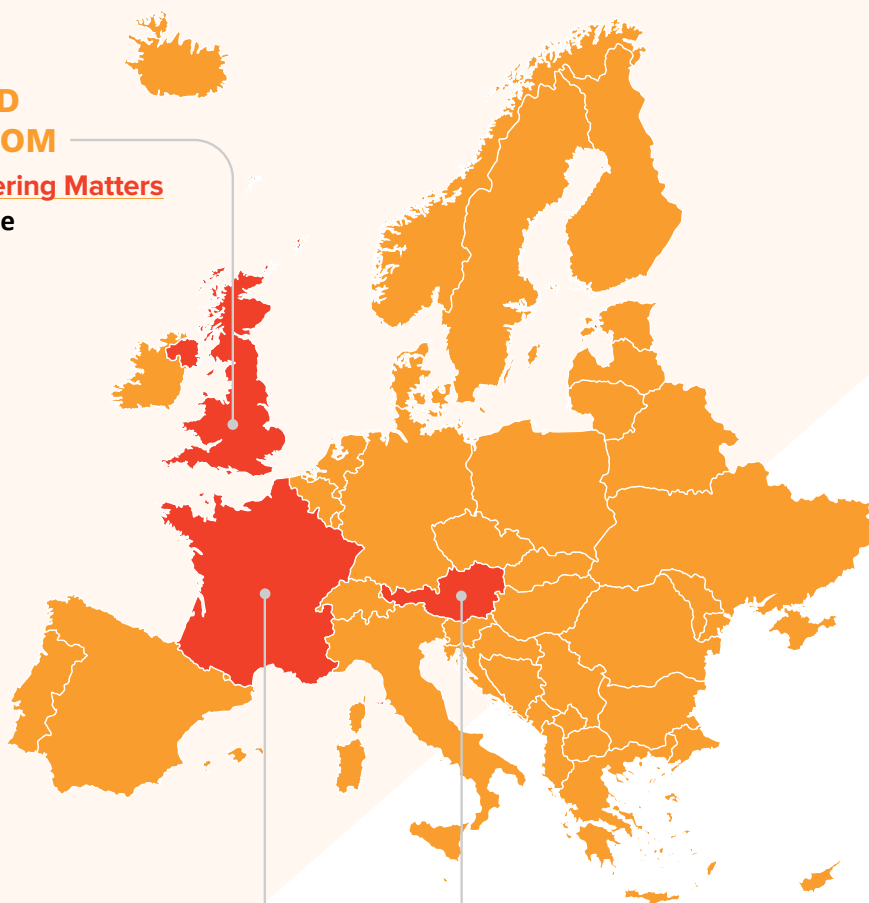
- the participation of families from highly vulnerable contexts in the school environment
- the normalization of violence in educational institutions located in vulnerable and disadvantaged contexts

Both sets of research are highlighting the importance of the whole-school approach and of inclusion in schools with disadvantaged pupils. The methodology used is empowering the research subjects, treating them with respect and focusing on self-diagnosis and self-reflection. Such a type of research not only provides data but also develops the subjects' skills, empowering them by providing them tools to actively participate in the current society. The objective of PARTICIP-ARTE is to improve education centres and their personnel for prevention and detection of violence and generating greater ability to respond to such instances. This improvement is attainable only if all those involved understand their role and its importance, to the point that educators are treated as agents of change.

# VALIDATION AND/OR RECOGNITION OF COMPETENCES

UNITED  
KINGDOM

Volunteering Matters  
Job Bridge



FRANCE

CEMÉA  
TINESOL



AUSTRIA

BFI OOE  
Recognising Informal  
and Non-formal  
Education for Vocational  
Qualifications





## 61 RECOGNISING INFORMAL AND NON-FORMAL EDUCATION FOR VOCATIONAL QUALIFICATIONS

**BFI OOE** developed the project Du Kannst Was along with County Upper Austria, the public labour market service, the chamber of labour, public high schools, the Institute for Economic Promotion, and associations for company training. The project enables vocational qualifications by recognizing informal and non-formal acquired competences as part of a quality check to give apprenticeship certificates to those with good practical skills.



## 62 JOB BRIDGE

**Volunteering Matters** and **the Lifelong Learning Platform** participated in a two-year long EU-funded project, together with partners from Germany, Bulgaria, Belgium, Italy and Spain, on validation of life skills obtained via volunteering. The Job Bridge (2019-2021) project collected data on skills obtained through volunteering, and developed a better understanding of those skills. Based on this, the aim was to see how these skills can be linked with existing frameworks and to raise awareness towards employers about the skills gained through volunteering. A training course for

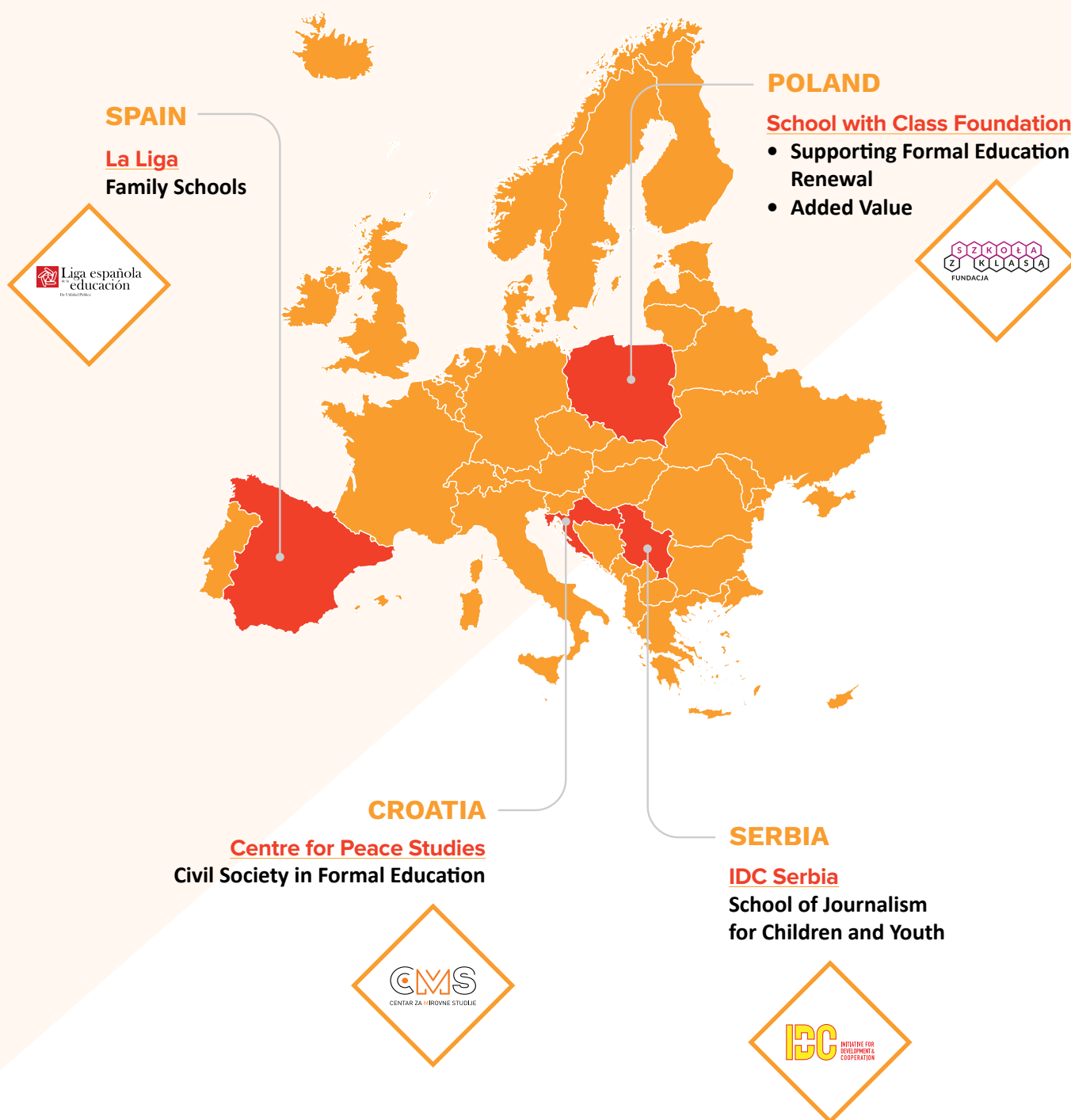
volunteering organisations and for adult education providers was developed as part of the project, together with an online platform to assist people in assessing their skills and in developing e-portfolios.



## 63 TINESOL

**CEMÉA** is implementing the TineSol (Tineri Solidari) project in Nantes since October 2019. The project supports Roma people, specifically those coming from Romania, and living in deprived Nantes suburb, to fight against the stereotypes, prejudices and discrimination experienced by the Roma. It is a human and intercultural experience carried by 13 young French and Roma volunteers working with a mixed gender French/Roma group, aged between 16 and 24 years old and whose mission lasts 9 months. Volunteers are present at CEMÉA from Monday to Thursday, engaging in training and administrative and social support, preparing team interventions in different towns, setting up activities for children and meeting children living in disadvantaged areas who do not attend school in order to find levers for getting them back into school. During the civic service, the 13 volunteers take their BAFA (Brevet d'Aptitude aux Fonctions d'Animateur), their first aid training and a whole range of training and discovery courses are provided according to their individual and/ or collective project. The project provides a purpose and develops competences for the volunteers, while it ensures that the volunteers engage other disadvantaged learners and support those in developing intercultural competences and integrating in the French community.

# WHOLE-INSTITUTION APPROACH





## 64 CIVIL SOCIETY IN FORMAL EDUCATION

The municipality of Rijeka integrated citizenship education in extra-curricular activities of primary schools in 2017. The measured success of this initiative led to an expansion to 11 other municipalities, including the 3rd and 4th largest cities in Croatia. CSOs, including **Centre for Peace Studies**, have been collaborating with schools on providing citizenship education. Teachers include these activities in their working time and are paid, which facilitates their participation. The schools involved are developing manuals and materials for teaching citizenship education and they disseminate them across the community. The municipalities are funding this initiative, while CSOs assist with training and mentorship for teachers to teach citizenship education. The project is implemented and expanded in other municipalities through the efforts of the **GOOD initiative** (Initiative for systematic and quality introduction of civic education in schools). Since 2008, civil society organizations dealing with non-formal education and human rights have been brought together under the umbrella of the GOOD initiative and have been providing concerted actions to promote citizenship education.



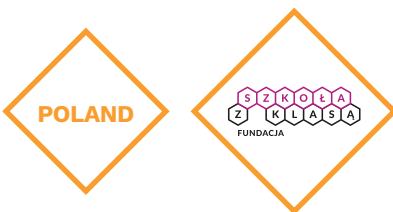
## 65 SCHOOL OF JOURNALISM FOR CHILDREN AND YOUTH

**IDC Serbia** promoted media literacy with its 7-month project **School of Journalism for Children and Youth: a step towards competencies for modern societies** that ran from February until August 2019. Under supervision from a professional journalist, 20 secondary school children from the municipality of Čačak attended workshops on journalism, ICT, ecology, human rights, cooperation, and then developed an online and printed magazine accompanied by media content collected through interviews, opinion polls, reportages. The project aims to encourage youth activism, develop digital, collaborative, social, civic and communication skills. Fighting fake news and ensuring media literacy are essential needs for citizens in current societies, and IDC has been providing this through its project. The project benefitted from donations from the Serbian diaspora, and from the support of journalists that previously worked with schools for extra-curricular activities related to media literacy.



## 66 FAMILY SCHOOLS

La Liga developed the Family schools programme in the provinces of Zamora and Palencia (Castilla y Leon), collaborating with schools to facilitate the access of parents and guardians in their children's education process. La Liga provides workshops on how to participate in the learning process and on how to assist pupils with holistic development, outside of school. La Liga even partnered with television channels in Zamora to provide these workshops on TV, broadening the access to such lessons. Only for the year 2018, 566 people attended the 41 workshops which La Liga provided. The public authorities are recognizing the value of non-formal and informal learning (NFIL) while also accepting the expertise of CSOs that work on education topics across Spain.



## 67 SUPPORTING FORMAL EDUCATION RENEWAL

School with Class Foundation implements the School with Class programme, which emerged in 2002 and was aimed at pupils aged 7-18, encouraging schools to introduce new methods of teaching and to collaborate with their social environment. The programme reached 9500 schools, 150 teachers and over 1 million pupils in

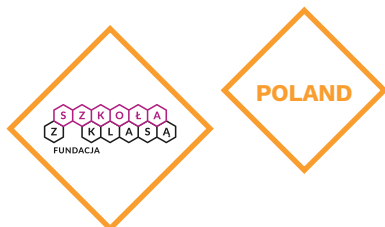
Poland. It is based on 6 principles, which have 30 special tasks associated:

- The school educates each student well
- The school ensures fair assessment
- The school teaches how to think and understand the world
- The school promotes social awareness and engagement
- The school helps the students develop self-confidence, creates a good atmosphere
- The school prepares its students for the future.



As of September 2010, their flagship project is 'A School with Class 2.0', which focused on strategies and models of ICTs use for the development of key academic, citizenship and social skills necessary for young global citizens. More recently, the scope of the project expanded into challenges defined by the schools, for which they then implement the project's methodology. The goal is to involve all actors within a school (teachers, headmasters, pupils, coordinators) to collaborate together on identifying the challenges of the institution and then to develop solutions. The process lasts for one year, and each school benefits from trainings, mentor support through an online platform, and best practices exchange to reform their teaching practices as well as the functioning of the whole school.





## 68 ADDED VALUE

**School With Class Foundation** ran the ERASMUS+ project Added Value, in partnership with organisations from Spain, Netherlands, and Ireland. The project provided a new method of teaching math in European primary schools, fostering a transversal and holistic approach, that would move away from a passive, knowledge-transmission model of education. Over 200 teachers from 260 education institutions took part in the project, being prepared to focus on the practical component of math. Teachers were provided lesson plans that contextualized objectives related to math courses in practical dimensions such as: designing a dream class, organizing a school trip, or baking muffins.

A design-thinking methodology was applied, to encourage pupils to propose solutions to organizing practical activities while using math. 97% teachers using this methodology were pleased with the materials provided and with the impact of the course on pupils' learning of math. The innovative project materials can be found [here](#) in 4 languages (English, Dutch, Spanish, and Polish) in an open source format.



# **solidar** FOUNDATION

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SOLIDAR is a European and worldwide network of Civil Society Organisations (CSOs) working to advance social justice through a just transition in Europe and worldwide. SOLIDAR voices the concerns of its member organisations to the EU and international institutions across the policy sectors social affairs, international cooperation and lifelong learning.

SOLIDAR organises its work for lifelong and life-wide learning through the SOLIDAR Foundation for progressive education and citizenry participation. The purpose of the Foundation is to gather both the external policy work and the internal learning needs in what we consider a learning house for the network.

For more info [www.solidar.org](http://www.solidar.org)  
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